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A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirement for the Degree
Master of Arts in International and Multicultural Education

by
Whitney Schulze
May 2016

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

INTERNATIONAL AND MULTICULTURAL EDUCATION

by

Whitney Schulze
May 2016

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Dr. Onllwyn Cavan Dixon
Instructor/Chairperson

May 19, 2016
Date
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ABSTRACT

This project sought to increase the diversity and inclusiveness of study abroad programs at small private co-ed universities in the US. According to the Institute of International Education (2105), students of color represent only 25.7 percent of all American undergraduate study abroad participants. Given the noted benefits of study abroad, such as intercultural competency, global awareness, and personal development, it is important for all students to have an equal opportunity to participate in global education experiences. However, a variety of barriers impede the involvement of many minority students. The purpose of this project was to develop a best practices manual to provide study abroad departments at small, private institutions of higher education with resources to minimize the barriers to study abroad and increase recruitment and retention of underrepresented students in global education programs. This project highlights best practices to make each stage of study abroad from pre-departure through return more inclusive for underrepresented students.
CHAPTER I
INTRODUCTION

Statement of the Problem

There is a flickering spark in us all which, if struck at just the right age...can light the rest of our lives, elevating our ideals, deepening our tolerance, and sharpening our appetite for knowledge about the rest of the world. Educational and cultural exchanges...provide a perfect opportunity for this precious spark to grow, making us more sensitive and wiser international citizens through our careers. (Ronald Reagan, 1982).

Education abroad has been credited with many benefits for students including academic, career, intercultural, personal, and social. Students who are fortunate enough to participate in study abroad often describe the experience as life-changing, a defining moment that impacts their life for years after the experience. One of the most discussed benefits is enhanced global awareness and personal development. Now, more than ever, the world is interconnected and adoption of a global citizenship perspective is increasingly essential to be successful personally, intellectually, and professionally. Study abroad enriches people’s understanding of the world and develops their capacity to see the world through others’ eyes and to recognize and understand the international dimensions of opportunities and problems encountered by nations. It can introduce students to new viewpoints, cultures, and customs beyond their normal interactions. Education abroad develops future global leaders and innovators to be more effective and respectful of other cultures and political and economic systems. The experience also provides opportunities for leadership development, career advancement, and second language acquisition.

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1 This term is used interchangeably with education abroad, global education, and international education.
Despite the number of benefits provided by spending time abroad, a limited number of college students in the US are provided with this opportunity. According to the Institute of International Education (2015), 304,467 American students studied abroad in the 2013/14 academic year. This number represents 1.6 percent of all U.S. undergraduate students enrolled at institutions of higher education and approximately 10 percent of American college graduates. Of these participants 74 percent are Caucasian compared to White students making up 60 percent of the entire college population in the US (Institute of International Education, 2015). Only 8 percent of U.S. study abroad participants identify as Hispanic or Latino/a, approximately 6 percent are African American, and less than 1 percent are American Indian or Alaska Natives. These statistics bring up the questions: Why are racial and ethnic minorities so underrepresented in U.S. study abroad programs? Why does diversity in these programs matter?

The underrepresentation of certain ethnic and racial groups in education abroad programs has national and personal consequences. For example, many business leaders desire employees who are bilingual and or possess intercultural competencies to work on culturally, ethnically, and racially diverse teams. Furthermore, the capacity of employees to interact both cross-nationally and cross-culturally is becoming increasingly important in the global economy. Because these competencies are direct benefits of study abroad, a low participation rate of minorities in study abroad programs significantly impacts the types of employment opportunities they have access to (Peterson as cited in Herrin, Dadzie, & MacDonald, 2007). This also leads to an underrepresentation of racial and ethnic groups in international affairs. While in office, former Secretary of State, Condoleezza Rice, stressed the importance of increasing opportunities for Americans of all backgrounds in order to diversify the Department of State and the diplomatic corps, stating the U.S. diplomatic presence in the world needs to more accurately reflect the
demographic shifts occurring in the nation. On the personal level, study abroad is considered an empowering experience, one that can improve communication and linguistic capabilities, as well as generate clear career goals. If students from racial and ethnic minority backgrounds are unable to participate in education abroad, they may find themselves at a disadvantage in a labor market that increasingly values international experience and global competence (Rhodes, Loberg, & Hubbard, 2014). The combination of the benefits of study abroad with the disadvantages of not participating indicate how imperative it is to make sure all students, regardless of their backgrounds, have an equal opportunity to partake in international education experiences.

Study abroad programs are often inaccessible for many college students, regardless of race and ethnicity, because they can be cost-prohibitive. Money is identified as the main barrier to participation, especially among minority students (Brux & Fry, 2010). However, this is not the only barrier. The structure of programs, as a whole, can also be a barrier. From pre-departure to re-entry, minority students frequently identify lack of previous experience with international travel, absence of mentors who have international experience, fear of racism in other countries, and lack of awareness regarding available opportunities as explanations for not participating (Brux & Fry, 2010). Each of these barriers contributes to the lack of diversity among study abroad participants; though, they must also be examined with an understanding of the students who are being served at particular institutions. For instance, the challenges of promoting education abroad at private institutions, where the majority of students are full-time, are considerably different than those at community colleges where the majority of students are part-time with full-time employment (Wilson-Oyelaran as cited in Herrin, et al., 2007). This cross-examination of obstacles is the impetus to identifying effective and sustainable solutions to increasing participation of underrepresented groups in education abroad programs.
Various organizations such as the National Association for Foreign Student Affairs (NAFSA), the Institute of International Education (IIE), and Diversity Abroad have publicly committed to increasing the diversity of study abroad students to more closely align with the undergraduate population in the US. Nevertheless, most of these efforts are generic one-size fits all attempts; such as budgeting for federal grant programs for higher education institutions to expand their study abroad programs, offering additional program locations outside the traditional Western European destinations, increasing scholarship opportunities, and providing tips for making study work for any major (NAFSA, 2015). These limited alterations to study abroad recruitment practices and program operations will simply increase the participation of the dominant majority, White upper-middle class students. In order to generate genuine change in the participation statistics, schools need to create unbiased global exchange programs and policies that speak to the specific needs of their student population. Best practices manuals designed for universities of similar size, demographics, and type (public or private) are the first step in creating sustainable increases in the diversity and equity of the study abroad programs in the US.

Purpose of the Project

While there has been an increase in the awareness of the lack of diversity in global education and the consequences of underrepresentation of minorities, the majority of the efforts to correct this issue do not take into account the current discriminatory and exclusionary policies and practices of some study abroad programs. Therefore, with this field project, I attempt to address this disparity by developing a manual of best practices for small private co-ed universities (4,500 to 7,000 students) in the US.
This guide is primarily intended to be used by study abroad department administrators to increase the inclusivity of their undergraduate global education exchange programs. However, students and other program administrators at these universities will also be able to use the guide to see what steps are being taken to advance the diversity and equity of global education and see how they can get involved in the mission. Whereas the aim of this project is to increase diversity and inclusivity of study abroad programs in a specific group of institutions, my hope is that eventually best practices manuals will be generated for all types of higher education institutions.

**Theoretical Framework**

Understanding the reasons why ethnic and racial minorities are underrepresented in global education exchange programs is the first step in addressing how the current realities can be transformed. In order to create viable and creative solutions and policy changes, one must recognize the underlying issues that perpetuate unequal access to international education, and, by extension, the importance of addressing the issue. However, the first step in this process is to define the term *diversity*.

The word diversity conveys multiple meanings and encompasses several overlapping identities connected to race, ethnicity, gender, physical ability, sexual orientation, religion, etc. When discussing the issue of access to education abroad programs, it is important not to combine all these categories since many of the issues that impede access are different depending on the category or categories under consideration (Caldwell, 2007). For the purpose of this field project the focus is racial and ethnic diversity in study abroad. Consequently, in order to analyze and interpret the current programs and level of participation of ethnic and racial minorities, I determined critical race theory (CRT) in conjunction with a neo-Marxist perspective and inclusive excellence provided the most appropriate focus for the theoretical framework.
As it stands many universities take a functionalist perspective on the development and administration of study abroad. Accordingly, higher education, in general, and study abroad specifically are considered investments in human capital (Schultz, 1971). They are envisioned as resources intended to facilitate development of skills and attitudes for the modern, industrial, and technological citizens. The standard assumption is universities provide equal opportunities and access for all students to participate; framed by the notion that those who access these opportunities have done so based upon their merit (Feinberg & Soltis, 2009). This suggests the decision to participate is an individual choice rather than one influenced by a confluence of institutional and social norms and practices. The skills and knowledge that are associated with higher education and study abroad are forms of capital for the students, and these investments enlarge the range of future opportunities available to them (Schultz, 1971). However the ideals of individual choice and merit-based scholarship in higher education abroad have been structured to create unequal opportunities for students of color (Donner, 2013).

Critical race theory (CRT) offers a framework for analyzing the barriers erected for students of color in higher education, and specifically for study abroad enrollment. CRT has its theoretical roots in critical legal studies. In particular, CRT in education investigates how race-neutral institutional structures, practices, and policies continue educational inequalities for minority students (Solórzano, Villalpando, & Oseguera, 2005). CRT recognizes that racism is an integral part of American society and its related institutions like media, family, etc. Likewise racism is deeply embedded in educational institutions and is reflected in norms, values, practices, policies, and discourse of these schools (Taylor as cited in Solórzano et al., 2005). There are five defining elements of CRT:
• Centrality of race and racism: CRT stems from the premise that race and racism are a central, prevalent, and permanent part of the American education system (Solórzano & Yosso, 2002);

• Challenge to dominate ideology: CRT challenges higher education’s claims of objectivity, meritocracy, color-blindness, race neutrality, and equal opportunity, and reveals how these declarations act as a cover for power, privilege, and self-interests of the dominant group (Calmore & Delgado as cited in Solórzano et al., 2005);

• Commitment to social justice: CRT’s main objective is to work towards the elimination of all forms of racial, gender, language, generation status, and class inequalities (Matsuda as cited in Solórzano et al., 2005);

• Centrality of experiential knowledge: CRT recognizes that the lived experiences and experiential knowledge of students of color are valid and imperative to understanding racial subordination (Bell, Carrasco, Delgado, & Olivas as cited in Solórzano et al., 2005); and

• Historical context and interdisciplinary perspective: CRT analyzes race and racism in higher education through historical, cultural, and interdisciplinary methods and contexts (Solórzano et al., 2005).

CRT is an essential analytical tool for understanding the unequal access to study abroad programs for ethnic and racial minority students. The primary principles of CRT uncover how choice, individualism, and colorblindness when used by Whites, foreclose access to quality learning opportunities for people of color. Moreover, the foregoing policy constructs ensure that access to quality educational environments remains the property right of people of European descent in the US (Donnor, 2013, p. 196).
Using a CRT framework specifies the root causes of the current lack of diversity in study abroad programs in the US and highlights barriers that make participation difficult or impossible for students of color, offering a starting point for generating impactful solutions to the problem.

Examining study abroad program development and administration from a neo-Marxist perspective provides additional insight into the inequities that create a lack of diversity. In brief, neo-Marxists credit schools with reproducing capitalist class relations by structuring them to serve and maintain norms and values of members of the dominant culture (Bowles & Gintis, 1976), Whites in the case of the US. Higher education and study abroad involve a significant investment, and these costs act as barriers, preventing students from lower socioeconomic backgrounds from participating. With the increased education demands of the U.S. labor force, the high costs exclude large numbers of students from increasing their earning potential (Gildersleeve, Kuntz, Pasque, & Carducci, 2010).

Beyond creating socio-economic inequalities, a neo-Marxist perspective illuminates how schools in general “provide an important element of political stability by legitimizing existing inequalities…it must also provide people with the belief that they have been given an equal chance to succeed” (Fienberg & Soltis, 2009, p. 55). Scholarships for study abroad and merit-based programs are two examples of models that provide people with the notion that everyone has an equal chance to participate in higher education abroad which increases future opportunities. Combining a neo-Marxist perspective with CRT it becomes clear that universities and their study abroad programs “are implicated in the product of ideologies that legitimate the status quo and in the reproduction of these inequalities throughout the cultivation of cultural capital for some groups but not for others”(Varvus, 2003, p. 28). Taking into account these ideologies while reviewing the literature will assist in understanding the current study abroad
demographics and how policies and practices often unintentionally discriminate and exclude students of color from participating.

Creating and adjusting study abroad policies and procedures is the first step toward increasing participation of minority students in education abroad. Moreover, it is important that these strategies and practices promote inclusion and not simply diversity by fostering meaningful social and academic interactions among students and faculty who differ in experiences, views, and traits (Tienda, 2013). Inclusive excellence theory is a tool to assess the participation of minority students in study abroad programs, appraise current efforts to create equitable access, and determine best practices that support the learning and development of all students during every phase of study abroad (Sweeney, 2013). What is more, it re-envisions both educational diversity and quality. According to the Association of American Colleges and Universities, inclusive excellence moves diversity efforts beyond the numbers to a more comprehensive process of recognizing, enriching, and facilitating contributions of the entire educational community (Williams, Berger, & McClendon, 2005). Additionally, all inclusive excellence efforts incorporate four central elements:

- A focus on student intellectual and social development;
- A purposeful development and utilization of organizational resources to enhance student learning;
- Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise; and
- A welcoming community that engages all of its diversity in the service of student and organizational learning (Williams et al., 2005).
In order to evaluate inclusive excellence efforts and generate program modifications in study abroad, four categories must be delineated. The first category in the inclusive excellence framework is access and equity of study abroad. This speaks to the number of minority students involved in study abroad and the degrees of success of current programs and initiatives (Sweeney, 2013). The second category for consideration in inclusive excellence is the campus climate. Campus climate stresses the “development of a psychological and behavioral climate supportive of all students, both on the home campus and in the study abroad setting” (p. 6). The third category is the integration of diversity in formal and informal curriculum. This category focuses on study abroad marketing materials, programs offerings, orientations, in-country advising and support, course curricula, and range of social experiences to verify that diversity is addressed in every aspect of study abroad experiences (Sweeney, 2013). The final category focuses on the learning and development of the study abroad students. This category recognizes the knowledge acquired about diverse groups and cultures during study abroad experiences, in addition to cognitive and social development students are involved in during their time abroad. It tackles racial and ethnic identity development, as well as national identity development. The learning and development category also assesses the connections between the students’ experience with study abroad and their academic goals and majors (Sweeney, 2013). The use of inclusive excellence theory and scorecard categories will be imperative in formulating solutions for a more diverse study abroad population.

A CRT framework investigates how race-neutral institutional structures, practices, and policies erect barriers in study abroad programs, making participation difficult or impossible for students of color. Whereas a neo-Marxist perspective illuminates how costly investments in study abroad limit participation to students of higher socioeconomic backgrounds, and disrupts
the general belief of equal access. The combination of these two theories clarifies why there is limited diversity in study abroad programs. While inclusive excellence theory appraises current attempts and recommendations to create equitable access, and assists in the development of inclusive practices that support the learning and development of all students during every phase of study abroad. My hope is to utilize a combination of these theories to produce a best practices manual designed to alter current visions and practices at small private co-ed universities to make study abroad more inclusive and access more equitable for students of color.

**Significance of the Project**

Nowadays, globalization is generating an array of new geopolitical, environmental, and economic challenges. Undergraduate global education is being marketed as a viable resource for developing college graduates who possess the capacity to communicate across cultural differences and work effectively in culturally diverse groups and teams. Businesses, educators, and politicians have emphasized the importance of study abroad as an alternative to ensure the future security, economic prosperity, and global leadership of the US (Salisbury, Umbach, Paulsen, & Pascarella, 2009). Studies by Anderson, Lewin, and Williams have suggested that study abroad can be credited with improving global knowledge, intercultural competency, international awareness, and foreign language skills, as well as reducing ethnocentrism and nationalism (as cited in Salisbury, Paulsen, & Pascarella, 2011). These proficiencies are critical for creating peace and security policies, facilitating intercultural communication, and tackling global issues such as disease epidemics, international trade, and migration and refugee crises (McLellan, 2011). Given the valuable skills obtained or improved during study abroad experiences, many institutions and policymakers have strongly advocated for policies and scholarships to increase study abroad participation.
Several national initiatives have been established to significantly increase the number of American students participating in study abroad. These initiatives include IIE’s Generation Study Abroad, which attempts to double the number of students participating in overseas study by the end of the decade. With the U.S. State Department’s 100,000 Strong in the Americas campaign, President Obama pledges that “the United States will work with partners in this region, including the private sector, to increase the number of U.S. students studying in Latin America to 100,000, and the number of Latin American students studying in the United States to 100,000” (U.S. Department of State, 2012, para. 1). The Gilman Scholarship Program, the Paul Simon Study Abroad Act, and the Abraham Lincoln Fellowship have all been created to increase study abroad opportunities for students of limited financial means by offering additional scholarships and funding (Salisbury et al., 2011). However, all these national efforts have had a limited impact on participation of minority students in study abroad, and the sizeable gap between White and minority participation remains. The main focus of these initiatives is to increase the total number of participants, yet for these initiatives to have a real impact on future generations there needs to be a concentrated consideration of who will be participating.

Underrepresented student groups need to be at the center of these efforts to increase study abroad numbers. If we continue with the current recruitment practices and program operations there will simply be an increase in the same population of students that already go abroad, primarily upper-middle class White women. Making study abroad more diverse and inclusive is a complex issue that requires complex solutions. The establishment of a best practices manual for small private universities in the US is a small step toward creating a sustainable solution to this issue but a necessary one. A best practices manual can refocus the way recruiters and students think about study abroad and illuminate that it is an important investment not just an
expense. If this first step is not taken American universities risk producing a new generation of global haves and have-nots (McLellan, 2011).

**Definition of Terms**

1. *Study abroad*: the act of a student completing part of their undergraduate degree program by pursuing educational opportunities outside the US. Educational opportunities include classroom study, research, internships, and service learning. These international programs of study receive academic credit at the student’s home institution (IIE, 2015).

2. *Pluralism*: racial diversity or ethnic and racial minority students and groups being physically present and treated as equals in study abroad programs and in institutions of higher education (Yosso, Smith, Ceja, & Solórzano, 2009).
CHAPTER II
REVIEW OF THE LITERATURE

Introduction

Education abroad experiences are associated with many benefits for students including enhanced global awareness and personal development. Study abroad is one way of enriching a person’s understanding of the world by helping them develop the ability to see the world through others’ eyes and to understand international dimensions of the problems the US is confronted with. Despite the benefits, a limited number of undergraduate students in the US are able to take advantage of study abroad opportunities. Furthermore, the majority of students who do participate are White females. These realities propose certain questions that need to be considered: What impediments are preventing ethnic and racial minorities from accessing education abroad? Why is program inclusivity important?

Examining the current policies and practices of study abroad programs in the US and highlighting the discriminatory and exclusionary institutional obstacles can assist in the generation of a best practices manual for increasing inclusive diversity at small private co-ed universities in the US. The review of literature, which follows, discusses the history and the current statistics of study abroad programs in the US, barriers that prevent students of color from participating in study abroad, institutional practices that ensure that White students access study abroad programs at a more significant rate than their counterparts, and effective recommendations and practices institutions of higher education have incorporated to make entry to study abroad more equitable for underrepresented groups.

History & Current Statistics of Study Abroad Programs in the US

The current study abroad participation rates indicate that it is an activity that is largely engaged in by White upper and middle class females who are pursuing degrees in the humanities.
To understand the demographics of the study abroad population, it is important to first briefly examine the history of international education in the US. The formal incarnation of U.S. study abroad was the Junior Year Abroad, which was initiated at the University of Delaware in 1923 (Rhodes, Loberg, & Hubbard, 2014). However, even before the 1900s, American students were involved in academic travel overseas. Wealthy, White students from prestigious universities participated in academic sojourn to Germany and or France to study high society language and culture (Vande Berg as cited in Andriano, 2010). During the 1870s, Indiana University initiated *summer tramps*, a faculty lead program, where selected students were invited to spend the summer holiday studying history, language, and culture in Switzerland, France, England, Germany, and Italy for academic credit (Rhodes et al., 2014). Princeton University introduced the first U.S. fellowship program in China, Princeton in Asia, at the end of the 1800s (Rhodes et al., 2014).

At the end of World War I (WWI), there was increased interest from the U.S. government in the teaching of foreign languages in an attempt to create a globally competitive citizenry (Rhodes et al., 2014). The Institute of International Education (IIE) was established in 1923 followed by the formation of the first officially accredited study abroad program, Junior Year Abroad. Professor Raymond W. Kirkbride, WWI veteran and modern languages instructor at the University of Delaware, founded the program and took the first class of eight students to France for six weeks during the summer of 1923 (Lee, 2012). Soon after, a greater number of American universities starting to offer academic credit for international travel based on the model used by Junior Year Abroad. The majority of the newly established programs focused on short-term summer travel to Western European countries until the 1930s, when universities began to offer a limited number of programs in Asia, South America, and Russia (Lee, 2012). As more programs
were offered in the Global South and developing states a new group of students began participating in study abroad (Comp, 2008).

The U.S. government continued to support the development of international education through the following decades and instituted the Fulbright-Hays Act in 1946. Its purpose was to “humanize international relations by turning nations into people, thus creating better communication and trust” (Lee, 2012, para. 27). The government support largely stemmed from an interest in national defense and global competition, a focus that continued through the Cold War (Rhodes et al., 2014). However, starting in the 1960s consortia programs such as the Associated Colleges of the Midwest, the Great Lakes College Association, and the University of California Education Abroad Program were developed to provide students additional opportunities to participate in study abroad (Solomon and Williams as cited Andriano, 2010). The formation of these consortia programs and other institution-specific study abroad programs shifted the focus away from language acquisition and national defense to global awareness and cultural understanding (Rhodes et al., 2014). There was also an increased interest in non-European destinations because the events of the Cold War resulted in challenging previous understandings of international relations and motivated more students to become informed regarding global technological, economical, environmental, and political issues (Lee, 2012).

The end of World War II and events of the Cold War shed light on the global challenges the US faced. Subsequently, universities recognized a need to provide more diverse study abroad destinations and program curricula (Comp, 2008). This also meant students needed to be educated in foreign languages and area studies beyond Europe. Third-party study abroad providers were established to increase the capacity to send these students abroad (Andriano, 2010) and to increase the diversity of study abroad program destinations. Programs transitioned
away from one-dimensional course offerings to a more comprehensive structure emphasizing intercultural competence, global awareness, academic discipline, and professional skills (Lee, 2012). Additionally, federally sponsored scholarships and grants were established to diversify the students who participated in study abroad and the program destination countries and regions (Rhodes et al., 2014). Study abroad experiences in nontraditional destinations appealed to many racial and ethnic minority students interested in investigating their roots. Diverse host destinations also offered students of color opportunities to participate in study abroad without fear of encountering racism and discrimination, which is still a major deterrent for many contemplating European destinations (Morgan, Mwegelo, & Turner, 2002).

Since its introduction with the Junior Year Abroad, the study abroad model has significantly changed over the decades. Programs now offer experiences of varied durations, locations, focuses, and financing options. Nevertheless, despite the diversification of programs and opportunities during the 20th century, the demographics of the participants have remained relatively static. According to the most recent Open Doors Report (2105), study abroad participation increased by 5.2 percent compared to the previous academic year, bringing the total number of U.S. students who studied abroad for academic credit to 304,467 for 2013/14. Study abroad participation has more than tripled over the past two decades. However, compared to the increase in total enrollment of U.S. undergraduate students this number is relatively low. As previously stated in chapter one, the current number of students participating in study abroad constitutes 1.6 percent of all U.S. undergraduate students enrolled at institutions of higher education and 9.9 percent of U.S. college graduates (IIE, 2015). In other words, only 1 in 10 U.S. undergraduates study abroad before graduating.
Of this small percentage of students participating in international education, the majorities are White. There has been only a negligible increase in the number of minority students in the past decade as illustrated in Table 1.

Table 1

*Profile of U.S. Study Abroad Students*

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<tr>
<td>White</td>
<td>83.7 %</td>
<td>80.5 %</td>
<td>74.3 %</td>
</tr>
<tr>
<td>Hispanic or Latino (a)</td>
<td>5.0 %</td>
<td>6.0 %</td>
<td>8.3 %</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>6.1 %</td>
<td>7.3 %</td>
<td>7.7 %</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>3.4 %</td>
<td>4.2 %</td>
<td>5.6 %</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1.3 %</td>
<td>1.6 %</td>
<td>3.6 %</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.5 %</td>
<td>0.5 %</td>
<td>0.5 %</td>
</tr>
<tr>
<td><strong>Total # U.S. Students Abroad</strong></td>
<td><strong>191,231</strong></td>
<td><strong>260,327</strong></td>
<td><strong>304,467</strong></td>
</tr>
</tbody>
</table>

While there have been increases in the diversity of study abroad participants, ethnic and racial minority students are still significantly underrepresented. For example, in 2013/14 African American or Black students represented 14.7 percent of the total U.S. undergraduate enrollment. In contrast, they constituted only 5.6 percent of the study abroad enrollment for the same year (National Association for Foreign Student Affairs, 2015). This type of underrepresentation is the case for most ethnic and racial minority groups except for Asian and Pacific Islander students. They accounted for 6.4 percent of the total U.S. undergraduate enrollment and 7.7 percent of the total study abroad enrollment during the 2013/14 academic year (NAFSA, 2015). Asian and Pacific Islander students, along with White students, study abroad at a rate higher than their undergraduate enrollment rate. Various one-dimensional efforts have been made to address the underrepresentation of minority students in study abroad, such as offering programs in *nontraditional* locations or increasing scholarship funds. Nevertheless, the slight increase in participation of students of color is more likely a by-product of the increased enrollment of
students of color in U.S. institutions of higher education than as a direct result of efforts to
diversify the pool of participants (Stallman, Woodruff, Kasravi, & Comp as cited in Sweeney,
2013). This line of reasoning suggests the following questions be answered: What factors cause
certain student demographic groups to participate in study abroad? What elements exclude
students of color from participating?

Providing a wider variety of study abroad destinations has been purposed as an approach
to increase the diversity of participants. Despite the growing number of options for host
countries, the majority of students choose to study in Europe, almost 40 percent studied in the
United Kingdom, Italy, Spain, and France (IIE, 2015). Table 2 further delineates the percentage
of students who have studied in specific host regions over the past five years.

Table 2

Profile of Host Regions for U.S. Study Abroad Students

<table>
<thead>
<tr>
<th>Host Region</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>5.5 %</td>
<td>4.3 %</td>
<td>4.5 %</td>
<td>4.6 %</td>
<td>4.4 %</td>
</tr>
<tr>
<td>Asia</td>
<td>12.0 %</td>
<td>11.7 %</td>
<td>12.4 %</td>
<td>12.4 %</td>
<td>11.9 %</td>
</tr>
<tr>
<td>Europe</td>
<td>53.3 %</td>
<td>54.6 %</td>
<td>53.3 %</td>
<td>53.3 %</td>
<td>53.3 %</td>
</tr>
<tr>
<td>Latin America &amp; Caribbean²</td>
<td>15.0 %</td>
<td>14.6 %</td>
<td>15.8 %</td>
<td>15.7 %</td>
<td>16.2 %</td>
</tr>
<tr>
<td>Middle East</td>
<td>1.8 %</td>
<td>2.6 %</td>
<td>2.5 %</td>
<td>2.2 %</td>
<td>2.1 %</td>
</tr>
<tr>
<td>North America</td>
<td>0.7 %</td>
<td>0.5 %</td>
<td>0.5 %</td>
<td>0.5 %</td>
<td>0.5 %</td>
</tr>
<tr>
<td>Oceania</td>
<td>5.0 %</td>
<td>4.8 %</td>
<td>4.5 %</td>
<td>4.0 %</td>
<td>3.9 %</td>
</tr>
<tr>
<td>Multiple Regions</td>
<td>6.5 %</td>
<td>6.8 %</td>
<td>6.4 %</td>
<td>7.3 %</td>
<td>7.7 %</td>
</tr>
</tbody>
</table>

The second most popular host region, Latin American and the Caribbean, hosted the most
students participating in non-credit work, internships, and volunteering in 2013/14. During this
time an additional 22,181 U.S. students (not included in the 304,467 students) participated in
non-credit work, internships, and volunteering abroad. Of these students, 39.7 percent

² The Institute of International Education includes Mexico in the Latin America and Caribbean
category of the reports.
participated in programs in Latin America and the Caribbean, with the most popular destinations being Mexico, the Dominican Republic, and Nicaragua (IIE, 2015). Increasing the options for students to participate in international education through volunteer opportunities, internships, and work-exchange and increasing the program locations represents potential avenues to increase participant diversity.

Along with varied hosting destinations, the length of programs offered increases the potential for increased participation. The varied durations of study abroad programs have allowed for students involved in a variety of fields of study to participate in the educational experience. Presently, the majority of students select short-term programs with 62 percent involved in short-term\(^3\), 35 percent in mid-length\(^4\), and 3 percent in long-term\(^5\) programs (IIE, 2015). A large number of short-term programs allow students in majors with very explicit course structures and program timelines to participate in study abroad. The top five fields of study involved in study abroad were science, technology, engineering, and mathematics (STEM), business, social sciences, foreign language and international studies, and fine or applied arts (IIE, 2015). Different durations have allowed students in majors with rigorous requirements and inflexible sequential course schedules to participate in an activity that was largely accessible to humanities majors.

This brief history of study abroad programs in the US and the current demographics of participants and programs provide a basis for understanding the lack of diversity. Nevertheless, it

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\(^3\) The Institute of International Education defines short-term program as summer programs or any program with duration of eight weeks or less.

\(^4\) The Institute of International Education defines mid-length programs as between one and two quarters or one semester.

\(^5\) The Institute of International Education defines long-term programs as one academic or calendar year.
is imperative to also consider the barriers to increasing diversity among study abroad participants. These barriers can be internal or institutional.

**Barriers to Increasing Diversity among Study Abroad Participants**

When presented with the opportunity to study abroad, all students go through a decision-making process to determine if it is the best choice for them. This process is comprised of three stages. In the first stage, students develop an aspiration to study abroad. This happens concurrently with the development of future educational and career goals (Salisbury, Umbach, Paulsen, & Pascarella, 2009). Subsequently, the desire to participate in study abroad is ignited, and students begin to engage in some investigation into the options available to them. During the second stage, or the search stage, students begin to explore program options and requirements, searching for a suitable fit. Each option is assessed against the students’ needs, expectations and preferences (Salisbury et al., 2009). Finally, once all the options have been evaluated and compared, students select the desired program and depart on their international education adventure (Salisbury et al., 2009). In the case of many students, they decide study abroad is not plausible for them. The final decision to participate in study abroad and selecting a program involves making decisions based on affordability, professional applicability, curricular feasibility, and cultural accessibility (Salisbury, Paulsen, & Pascarella, 2011). Even if the desire to study abroad is present and an appropriate program is identified, there are many factors that will influence the student’s final decision to participate.

The intention to study abroad is impacted by students’ social, financial, and cultural capital. For example, socio-economic status can often predict a student’s commitment to education abroad (Salisbury et al., 2009). Students from a higher socio-economic status are more apt to consider study abroad a valuable investment. On the other hand, students from a lower
socio-economic background are likely to consider it a voluntary expense. Other predictors include accumulated pre-college capital and capital acquired during time spent in higher education (Salisbury et al., 2009). However, these are not the only predictors of study abroad intent.

Personality characteristics of students also influence their education abroad ambitions. Students’ openness and tolerance to ambiguity correlates significantly to whether they are receptive to potential study abroad experiences. Openness refers to individuals who are open to a wide-range of stimuli, have many interests spanning numerous subject areas, and are inclined to take risks (Bakalis & Joiner, 2004). Tolerance to ambiguity indicates that an individual is enthusiastic about situations that are unstructured or unpredictable (Bakalis & Joiner, 2004). Students who hold these two personality dimensions are more likely to function well in cross-cultural situations, adapt to new environments, and view intercultural exchange opportunities as exciting. These attitudes and values are crucial for students to move from interest, to intent, and, ultimately, to enrollment and departure.

The decision-making process and study abroad intent predictors discussed above are indicative for the general student population. However, students from underrepresented groups face additional barriers in their persistence and involvement in higher education, which ultimately affects their study abroad participation. The different experiences for ethnic and racial minority students impact their interactions with other students, faculty and staff, and the institution in general (Salisbury et al., 2011). Therefore, they may be less likely to seek out information on study abroad or discuss experiences with study abroad student ambassadors who cannot empathize with their unique position. For students who are aware of study abroad opportunities on campus, studies have shown little variation in interest levels among different
ethnic and racial groups (Salisbury et al., 2011). Nonetheless, the participation rates are extremely uneven between groups. The question becomes: What impediments prevent many ethnic and racial minority students from transitioning from attraction to enrollment?

There are numerous barriers that limit the participation of students in study abroad, including high costs, grade point average (GPA) requirements, student judiciary status, and language prerequisites. However, ethnic and racial minority students face considerably more constraints than their counterparts (Andriano, 2010). Studies (Brux and Ngoboka, Council on International Education Exchange, Fels, Burr, Washington, & Calhoon) have indicated that while the exact factors affecting participation of students vary by ethnic and racial minority groups there are common issues between all multicultural groups: finances; family concerns and attitudes; fear of racism and discrimination; historical patterns, expectations, and attitudes; institutional factors; and lack of pertinent study abroad programs attribute to the lower participation of students of color in study abroad (as cited in Brux & Fry, 2010)

**Finances**

The high costs associated with education abroad deter many students from participating. However, for students of color and first-generation students, financial concerns often extend beyond the tangible costs of the program (Brux & Fry, 2010). Time spent abroad equates to foregoing the earnings necessary for funding their degree and living expenses. Extended time away could also result in the loss of a student’s job or missed internship opportunities (Andriano, 2010). Work responsibilities deter many ethnic and racial minority students from enrolling in global education exchange programs. In addition, programs not directly connected to the student’s school frequently require the forfeiture of federal and state financial aid and school scholarships during the student’s time abroad (Caldwell, 2007). The potential loss of financing
can be a substantial barrier for students interested in participating in study abroad programs outside of the program offerings at their school. These forfeitures of finances are too much of a risk, and study abroad quickly becomes out of reach for many of them.

While financial aid and scholarships are available for study abroad, awareness of financial assistance varies and the different types of aid elicit different responses. For example, Latino/a and Asian students are less likely to study abroad if they have to take out a loan to do so. However, they are more likely to participate if they receive a scholarship or grant (Perna as cited in Salisbury et al., 2011). These different financial capital variables greatly determine whether or not these students perceive that they have enough monetary resources to invest in additional educational experiences. According to Salisbury, Latino/a and Asian students who received a grant were more likely to participate in study abroad, whereas White students’ intent to study abroad was not influenced by the award of a grant. Additionally, the receipt of a loan had a substantial negative impact on the intention of Latino/a students to study abroad but had little effect on the interest of White students (as cited in Salisbury et al., 2011). White students and Latino/a and Asian students view these two types of financial capital differently. Whereas Latino/a students tend to view repayment obligations of loans as a limitation when considering study abroad and other additional educational experiences, grants are perceived to be an opportunity to access study abroad (Salisbury et al., 2011). Financial barriers impact students of color in different ways. Therefore, it is important not to generalize how financial limitations effect students’ decision to study abroad.

Family Concerns and Attitudes

Family support and encouragement greatly influence a student’s decision to study abroad. A family’s attitudes toward the value of international experience can be a determining
factor for ethnic and racial minority students. Students engaged in heritage-seeking trips may have parents who are proud and supportive of their children going abroad to connect with their roots. In contrast, others may not understand the student’s “desire to return to a country that the parents had left to provide a better life for their family” (Tsantir as cited in Brux & Fry, 2010, p. 513). If study abroad is seen as a supplementary educational experience or a departure from school and degree completion, many students are not likely to actively pursue the activity (Brux & Fry, 2010). Studying abroad can be construed as a departure from the behaviors of students of color’s friends and families, leading to the perception that it is an activity for others and not them (Andriano, 2010). Being the first person in a family and/or group of friends to participate in global education abroad is a significant deviation from the norm. Lack of enthusiasm or support can impact whether some ethnic and racial minority students pursue study abroad opportunities. However, more often than not a family’s main concern regarding sending their children abroad is the health and safety of the student. In addition, the families of ethnic and racial minority students may worry about racism in host countries and potential hardships their children will face while studying abroad (Brux & Fry, 2010).

**Fear of Racism and Discrimination**

Fear of racism and discrimination abroad is a concern for families of students and students themselves. Fear of being situated as an outsider can be a major deterrent for all students considering study abroad. Yet, for minority students who already feel isolated on their home campus, the opportunity to travel abroad may not be very appealing (Andriano, 2010). In other words, being a minority student on a college campus in the US can be an incredibly stressful and uncomfortable experience, and these experiences may discourage them from seeking out additional opportunities which will also make them feel like an outsider (Andriano,
African American students, in particular, express concern about being different from the majority of White students in the groups as well as being different from the people of the host country (Brux & Fry, 2010). Additionally, students of color are apprehensive about the racism they will encounter while traveling abroad, based on their experiences in the US. Minority students understand first-hand the presence of racism in the US and, as a result, are hesitant to venture into foreign environments where they will encounter another variation of racism (Cole as cited in Brux & Fry, 2010). Anxiety associated with lack of familiarity with culture and social realities in another country is a major deterrent for many students considering studying abroad, but the addition of possible new forms of racism compounds this anxiety for students of color.

To illustrate, for African American students, stereotype threat comes into play when considering the possibility of study abroad. Salisbury et al. (2011) assert, “Stereotype threat describes the potential for an individual’s actions to be interpreted by others through the lens of an existing negative stereotype” (p. 141). Studying abroad can be perceived as an unnecessary opportunity to be stereotyped for many African American students. Kasravi revealed experiences of students of color who faced negative stereotyping at all levels of study abroad, from program inquiry to host family placements (as cited Salisbury et al., 2011). Fear of negative views abroad and unwelcoming behaviors between fellow participants have led many ethnic and racial minority students, especially African Americans, to reject study abroad. Because education abroad is usually not a requirement, students of color are inclined to refuse the opportunity even if other incentives, such as scholarships or career advancements, are presented (Salisbury et al., 2011). Fear of encountering racism along with the historical perceptions of study abroad leads many students of color to believe study abroad is not for them.
Historical Patterns, Expectations, and Attitudes

The perception of historical trends in the demographics of study abroad participants should also be considered a barrier. Often ethnic and racial minority students perceive study abroad to be an experience for others or not right for them. As a result, they filter out information regarding education abroad experiences (Brux & Fry, 2010). If students of color do not see themselves reflected in the participant population on campus or in the media, they begin to see study abroad as out of reach or inappropriate for them. According to Burr, “they do not see themselves as socially empowered or financially prepared for any kind of international travel. They see study abroad as something elitist and available only for high income students” (as cited in Brux & Fry, 2010, p. 515). For many ethnic and racial minority students, they are among the first in their families to attend college.

Therefore, they tend to be more focused on getting accepted, passing their courses, and graduating. Less attention is paid to searching for additional opportunities to broaden their horizons (Obama as cited in Sweeney, 2013). These historical patterns can also influence the attitudes and perceptions of university personnel and study abroad administrators, thereby affecting the recruiting practices and mentoring of study abroad participants. With limited support and encouragement from school faculty and staff, ethnic and racial minority students dismiss global education abroad and formulate low expectations and attitudes toward the activity (Andriano, 2010). Study abroad is seen as supplementary or a luxury, therefore, an unnecessary option.

Institutional Factors

Faculty and staff encouragement and enthusiasm for study abroad impacts students’ decision to participate. If program directors, staff, or professors indicate, often unconsciously,
that study abroad is not a priority for any students, especially ethnic and racial minority students, to reach their education goals they are less likely to participate (Andriano, 2010). In regard to students of color, some faculty and staff assume that they are not qualified or interested in study abroad and, therefore, do not actively recruit or encourage these students. Since students of color already face additional challenges in higher education, faculty and staff may feel that it is an unnecessary undertaking (Sweeney, 2013). Furthermore, “if the faculty is disproportionately composed of White males, the differences in backgrounds with minority students may make it more difficult to establish the mentor and role model relationships that encourage participation in study abroad programs” (Hembroff & Rusz as cited in Brux & Fry, 2010, p. 512). Institutions can address this by increasing international travel opportunities for all faculty and staff, particularly ethnic and racial minority personnel, who can then communicate their experiences and interests to students (Brux & Fry, 2010). Having minority faculty and staff with international experience is vital because they often serve as mentors and advocates for students of color who have not been encouraged to participate in international study, do not have friends who have studied abroad, or previously experienced low expectations from teachers and advisors. Along with encouragement and support, these mentors and advocates can illuminate the connection between study abroad and career and academic objectives (McLellan, 2011). Often minority students have not been provided with accurate information on the importance of international competence, which can be gained through education abroad, and the correlation to future career opportunities. Increasing faculty and staff advocacy and expectations is one-way institutions can address the lack of diversity in study abroad. Though, it is not enough to create a welcoming environment for students of color in study abroad. All faculty, staff, and administrators need to be responsible for supporting minority students’ pursuits of global education and should be
offered training and professional development opportunities related to diversity and inclusivity (Sweeney, 2013).

Studies by Council on International Education Exchange (CIEE), Raby, and Brux and Ngoboka have established that in addition to lack of support from faculty and departments, campus culture, curricular and language requirements, difficulty transferring credits, scheduling complications, inadequate program information, marketing and advising practices, and long-term planning act as constraints for minority students interested in global education exchange (as cited Brux and Fry, 2010). This is noteworthy because it indicates institutions can eliminate a majority of the barriers preventing equal access to study abroad. In other words, schools and study abroad programs need to “honestly examine whether the arguments utilized to advocate for study abroad in fact harbor hidden biases that perpetuate the very homogeneity they are trying to overcome. Maybe it isn’t fear of racism abroad that limits minority participation; maybe it’s an enduring effect of bias at home” (Salisbury et al., 2011, p. 144). Creating a school mission that is dedicated to improving the diverse campus climate, including improving opportunities for minority students, is an obligatory step in dismantling the institutional practices and policies that prevent students of color from participating in study abroad.

**Lack of Pertinent Study Abroad Programs**

Finally, ethnic and racial minority students may not value study abroad because they do not see the applicability of the activity. Oftentimes, education abroad programs are marketed to all students, and these efforts do not reflect the various reasons students are attracted to the activity. The most common argument in favor of study abroad is that it provides opportunities for cross-cultural skill development and intercultural experiences. However, this promoted benefit seems to have little to no effect on the likelihood of study abroad intent for many students of
color (Salisbury et al., 2011). Since minority students are already skilled at living and navigating multicultural environments, this marketing strategy does not speak to their interests. Different study abroad promotional efforts need to be developed in addition to increasing the variety of program destinations to appeal to different student interests.

Currently, there is a lack of pertinent study abroad programs offered in terms of program destinations and/or the focus of the program (Brux & Fry, 2010). Offering additional programs to nontraditional locations could foster greater interest from minority students. According to Jenkins (as cited in Brux & Fry), “These nontraditional study abroad destinations can reveal the global interconnectedness of problems once thought to be local… and provide a robust confirmation that the European tradition and demographic groups of European descent do not and cannot account for everything attributable to the human genius” (p. 516). These program destinations can assist in creating more diversity among study abroad participants and enhance students’ general understandings of the global importance of diversity.

All students face barriers which prevent them from moving from the initial stage of developing aspirations to study abroad to the final stage of departure. Nevertheless, students from ethnic and racial minority groups confront additional barriers to education abroad program participation compared to White students. While financial concerns are often cited as a primary restriction, getting students of color to actively pursue these opportunities requires institutions of higher education to address more than financial constraints. These can include family concerns and attitudes; fear of racism and discrimination; historical patterns, expectations, and attitudes; institutional factors; and lack of pertinent study abroad programs attribute to the limited participation ethnic and racial minority groups in study abroad.
Institutional Practices that Ensure White Students Access Study Abroad Programs at a Higher Rate

If institutions do no honestly acknowledge these barriers, effective solutions to increasing study abroad participation by ethnic and racial minority students will be unattainable. Beyond the previously discussed barriers to study abroad, the practices, politics, and philosophies of higher education institutions have unintentionally created an unwelcoming environment for many students from ethnic and racial minority groups. This discriminatory atmosphere, along with race-neutral policies and ideals of equal opportunity and individualism, have allowed study abroad to remain unreachable and/or undesirable for many students of color.

Campus Racial Climate

Every school has a campus climate that permeates every aspect of its institutional structures, including study abroad. Williams, Berger, and McClendon define campus climate as the attitudes, perceptions, and experiences of the students, faculty, and staff regarding an institution’s environment (as cited in Sweeney, 2013). The campus climate can affect the learning and development of all students, and a discriminatory and hostile climate can negatively affect students’ higher education achievements and experiences. In addition to the overall campus climate, all schools and study abroad programs have a campus racial climate, which affects the performance and involvement of students of color in higher education. According to Yosso, Smith, Ceja, and Solórzano the campus racial climate is the general racial environment of a higher education institution and all of its affiliated programs and activities (as cited in Solórzano, Ceja, & Yosso, 2000). As with the general campus climate, the campus racial climate can be attributed to nurturing exceptional academic performance and graduation rates for all students. However, more often than not, the campus racial climate promotes poor academic
outcomes, increases drop out rates, and diminishes transfer rates to graduate and professional schools for students of color (Yosso, Smith, Ceja, & Solórzano, 2009).

In order to improve the experiences of students of color in higher education and increase their desire and acceptance within study abroad, a positive racial climate is essential. A positive racial climate requires the inclusion of faculty, administrators, and students of color, an inclusive curriculum that reflects the historical and current experiences of people of color, programs that support the recruitment, retention, and graduation of minority students, and an institutional mission that emphasizes a commitment to diversity and inclusivity (Yosso et al., 2009). Unfortunately, many schools have not been able to achieve the essential features of a positive racial climate, leading to persistent unequal access and opportunities for students of color. A negative racial climate can affect the participation of minority students in study abroad in various ways. For example, the disproportional participation in study abroad can be linked to differential rates of attrition for students of color (Adriano, 2010). If a negative campus racial climate reduces the retention rate of students of color, there would be an underrepresentation in the study abroad recruitment pool (Andriano, 2010). Additionally, a negative racial climate causes students of color to feel unwanted, as though their presence is inappropriate and intrusive in all areas of student life including study abroad (Solórzano et al., 2000).

A major contributor to a negative campus climate both abroad and in the US is the presence of microaggressions. Pierce defines racial microaggressions as “subtle, innocuous, preconscious, or unconscious degradations, and putdowns, often kinetic but capable of being verbal and/or kinetic. …[They] are designed to reduce, dilute, atomize, and encase the hapless into his “place”” (as cited in Yosso et al., 2009, p. 2). These incessant and often unaddressed situations include nonverbal gestures, stereotypical assumptions, lowered expectations, and
racially insensitive actions and remarks. They can trigger students of color to change majors, avoid non-required activities and campus involvement, even lead them to transfer or drop out of school to avoid these assaults (Yosso et al., 2009). Minority students confront microaggressions in both academic and social spaces, which can affect their willingness to become involved with study abroad.

There are two distinct types of microaggressions that contribute to the unequal access of study abroad: interpersonal racial microaggressions and institutional microaggressions. Interpersonal racial microaggressions consist of verbal and non-verbal racial offenses committed by students, faculty, teaching assistants, peer advisors, and others toward students of color in academic and social spaces (Yosso et al., 2009). These persistent affronts cause minority students to question their presence on campus. Cases of interpersonal racial microaggressions involve: professors and advisors having low expectations of students of color which imparts feelings of self-doubt in the students; racial segregation among peers in the classroom and in group project formations, creating general feelings of discomfort and racial tension for students of color; and feelings of invisibility caused by professors ignoring the racial minority in class discussions and the exclusion of or stereotyped experiences of people of color in course curricula (Solórzano et al., 2000). This type of microaggression occurs in all aspects of campus life. Many student groups, majors, and study abroad programs have distinctive environments from the overall campus environment where minorities are made to feel uncomfortable. The impression that the presence of students of color is unwanted and inappropriate discourages these students from taking advantage of many student services on campus (Solórzano et al., 2000).

Institutional microaggressions are the “racially marginalizing actions and inertia of university evident in structures, practices, and discourses that endorse a campus racial climate hostile to
people of color” (Yosso et al., 2009, p.673). These offensives are executed throughout institutions of higher education in the form of campus culture, organizations, unofficial rules, unspoken protocols, and memorial celebrations (Yosso et al., 2009). The heightened awareness and stress from being the racial other in academic and social spaces caused by a campus racial climate brimming with microaggressions imparts feelings of insecurity, isolation, and discouragement to students of color. Making minority students feel comfortable and welcome in study abroad requires dramatic changes to the campus racial climate. However, in the era of color-blind politics and race-neutrality, this is becoming increasingly difficult.

**Color-blind Racism and Abstract Liberalism**

Since *Brown v. Board of Education*, higher education institutions have been attempting to follow the ideals of Civil Rights legislation by becoming post-racial or color-blind; creating policies and practices that do not use color to discriminate or distribute benefits and generating equal educational opportunities for all students. Upon first glance, color-blindness appears to be fair in the distribution of resources and opportunities. However, a more critical examination of color-blind practices reveals the allowance of a dominant group, in this case Whites, to dispute efforts to equitably expand educational opportunities which leads to justifications for the inequitable racial status quo in study abroad (Donner, 2013).

At its core, liberalism can be used to provide *life, liberty, and the pursuit of happiness for all*. Unfortunately, modern liberal principles have been manipulated to maintain and justify the racialized practices and structures in education and study abroad in the US (Donner, 2013). Bonilla-Silva (2010) has labeled this modern racial ideology abstract liberalism. There are four tenants of abstract liberalism that have been critical in the defense of current study abroad structures and the resulting demographics. Equal opportunity can be used in defense of
institutional practices contributing to the uneven participation rates between White and ethnic and racial minority students in education abroad. The administrators and advisors overlook “the effects of past and contemporary discrimination on the social, economic, and educational status of minorities” (p. 31). The playing field is viewed as level, and the additional barriers, previously mentioned, students of color face when attempting to access study abroad are disregarded. This lack of regard for the dramatic inequalities among racial groups in the equal opportunity dialogue upholds White privilege, especially with respect to access to higher educational opportunities such as study abroad (Bonilla-Silva, 2010).

The idea of merit is another race-neutral principle used to justify the equity of current study abroad policies and practices. Under this principle the most qualified and hard-working students are the most deserving of study abroad admission (Bonilla-Silva, 2010). Students have to earn the right to participate in study abroad by meeting GPA, credit or class level, judiciary, and language requirements. However, there are elements beyond the control of students of color, primarily discrimination, which prevents them from meeting the necessary study abroad qualifications. The disregard for past and contemporary discrimination in higher education allows the inequities in access to study abroad to be hidden in race-neutral policy language (Bonilla-Silva, 2010).

In theory, individual choice is intended for all students to have an equal opportunity to attend a higher education institution of their choosing and participate in their preferred study abroad program. This ideal that people have the right to make their own choices highlights the “fallacy of racial pluralism – the false assumption that all racial groups have the same power in the American polity” (Bonilla-Silva, 2010, p. 56). Since Whites have historically held a more dominant position in higher education, the ideal of individual choice recreates a form of White
supremacy in study abroad (Bonilla-Silva, 2010). By upholding the argument of individual choice to participate and endorsing a variety of choices available in global education, study abroad advocates neglect the unequal power structures at play that inhibit minority student involvement in study abroad.

Lastly, the minimization of present-day discrimination and institutional racism in higher education influences actions or policy changes made to increase the diversity in study abroad. While many international education officials are sensitive to the impact of discrimination and institutional inequities, few consider these factors to be the reason why fewer minorities participate in study abroad (Bonilla-Silva, 2010). Researchers and schools are frequently promoting the position that diversity in study abroad has increased from previous years. Still, the gradual increase of students of color involved in global education is not a reason to ignore the institutional factors that prevent more students of color from accessing study abroad. New policies and practices need to be established to significantly increase diversity. The study abroad demographics are changing because the percentage of students of color enrolled in higher education is increasing, not because of any substantial change to the study abroad structure (Sweeney, 2013). Despite higher education’s declared commitment to equity for all, many institutional policies, procedures, and regulations fall short of achieving this goal. This practiced indifference toward equal access maintains that higher education and study abroad perpetuates the false idea that education is the property of Whites.

**Education as the Property of Whites**

The collective promotion of choice, individualism, and colorblindness by Whites fosters inequitable educational opportunities between races. The exclusion of students of color from quality learning through the use of abstract liberalism and race-neutral policies safeguards
admittance to quality education environments, such as study abroad, guaranteeing it remain the property right of Whites it the US (Donner, 2013). Within this racialized system of meaning and domination, “whiteness must be constantly affirmed, legitimated, and protected. Indeed, one of the primary ways in which the aforementioned is accomplished is by ensuring White people’s absolute right to exclude non-Whites from social resources and meaningful life opportunities” (Harris as cited in Donnor, 2013, p. 199). These exclusionary practices are continuously strengthened through social institutions and structural interactions which leads to the naturalization of White supremacy in education and excuses Whites for creating and maintaining an unjust educational system (Donnor, 2013).

Currently, study abroad recruitment, offerings, and orientation materials are very much directed toward White students. Often, program materials offer general information about the programs and locations. The resources do not speak to the needs of non-White participants and there is little forethought given to how students’ racial identities impact how or whether they travel (Sweeney, 2013). Moreover, study abroad recruitment and advertising is performed at schools, clubs, and departments where the majority of students are White (Herrin, Dadzie, & MacDonald, 2007), ensuring international exchange opportunities are further obscured from students of color. Institutions are ensuring that education abroad remains the property of Whites. Without these necessary institutional changes, the diversity in study abroad demographics will remain stagnant.

**Participation Re-Envisioned**

As previously stated, the lack of diversity in study abroad participation has been an important topic of discussion in higher education research. Numerous studies have been conducted by academics, higher education institutions, educational non-profits, and
governmental agencies to try to explain the current demographics and illuminate the potential barriers to equitable access to study abroad. Included with the results and analysis of each study, the researchers propose various recommendations to increase the number of students of color in education abroad based on their findings. For instance, since the early 1990’s CIEE has been advocating for study abroad programs at higher education institutions to incorporate special outreach programs for students from underrepresented groups, targeted marketing campaigns that showcase various benefits of international experiences, and case studies illustrating successful program practices which increase minority student participation in international education (McLellan, 2011). The following section describes some of the successful recommendations, practices, and policies institutions have incorporated to decrease the barriers to study abroad for students of color.

**Tackling Financial Concerns**

Despite the hefty costs associated with studying abroad, funding should not prevent students from participating. There are countless financing options and scholarships available to students interested in education abroad. Examples include the National Security Education Program and David L. Boren Undergraduate Scholarship, which provide funding to students who participate in programs located in countries of critical interest to the US in exchange for a commitment to seek work in the federal government upon graduation (McLellan, 2011). Fulbright Scholarships and Thomas Watson Fellowships provide funding to undergraduate seniors for independent international study for one year after graduation (McLellan, 2011). Additional scholarships are offered by region of study, by third-party programs, and by schools. One of the most notable examples of a scholarship program attempting to increase the participation of students of color in study abroad is the Benjamin A. Gilman International
Scholarship. This program’s mission is to diversify the kinds of students who study abroad and the regions where they go by directing attention toward U.S. undergraduate students who demonstrate high financial needs (McLellan, 2011). It is sponsored by the U.S. Department of State’s Bureau of Education and Cultural Affairs. However, knowing about available financing options is only one step in tackling the financial barriers students of color face.

For students to receive the funding available, it is necessary for them to apply. Spelman College, a historically Black liberal arts college for women, has significantly increased their study abroad participation through financing variations. Their institutional tactic of being aggressive about going after scholarships for and with the students has afforded many interested students the opportunity to participate in study abroad (Ganz as cited in Herrin et al., 2007). Spelman students are required to submit scholarship applications, principally the Gilman application, along with their study abroad application. This requirement has proven beneficial. For example, during the 2006 academic year, 12 Spelman students applied to the Gilman Scholarship with 10 students winning (Ganz as cited in Herrin et al., 2007). Successes in alleviating financial barriers to students of color, such as the example from Spelman College, do not come with out substantial dedication of study abroad staff. Students are responsible for completing required application; yet, study abroad staff and associates must be dedicated to assuring students are aware of scholarship opportunities and providing guidance during the application process (Ganz as cited in Herrin et al., 2007). Active involvement of staff in research and scholarship applications leads to higher recipient rates for students of color. Nonetheless, reducing the financial barrier is not the most important way to increase participation; actually getting minority students abroad takes more than money (Ganz as cited in Herrin et al., 2007).
Gaining Family Approval and Support

Parental concerns and reservations are more difficult obstacles to overcome, especially for students of color who would be the first in the family to travel internationally. Several institutions have been able to address family concerns by holding study abroad discussion panels during family week, homecoming, and open houses. During these discussions, students of color who have previously studied abroad and their parents debrief their experiences abroad and describe how they paid for the experience (Ganz as cited in Herrin et al., 2007). Prospective participants and their families are able to ask questions of the panelists and study abroad staff. Additionally, parents new to study abroad have an opportunity to partner with parents of students who have participated in similar programs and destinations to receive additional support throughout the process (Ganz as cited in Herrin et al., 2007). Additional resources available to parents, in turn, contribute to additional resources to students of color as they receive essential family support and encouragement in their global education pursuits.

Addressing Fears of Racism and Discrimination

Fears of racism or being othered in study abroad programs need to be directly addressed by institutions. The informal curriculum of education abroad programs, such as orientations, social programs, marketing distributions, and advising materials, must reflect the needs and desires of a diverse student population so as to offer better support and encouragement to students of color as they prepare to embark on a new international experience (Sweeney, 2013). Race and ethnicity should be addressed through discussions of the potential impacts study abroad can have on identity development and the perception of students of color in the host country (Sweeney, 2013). The more preparation and information students are provided regarding potential racism the better prepared students will be to plan their study abroad experience.
Additional opportunities to address the host country’s racial climate can occur before departure and during the program through the inclusion of race/ethnicity, culture, and history in the formal program curriculum, which can assist in the development of coping strategies and realistic expectations (Sweeney, 2013).

A rich support network of returned students of color can greatly affect the experiences of students of color preparing to go abroad. Kari Miller talks about how the inclusion of study abroad alumni of color in the pre-departure meetings at Spelman College encouraged her to step outside her comfort zone with study abroad. The returned students openly discussed experiences of racism abroad and experiences of being the only student of color in a program of mostly White students (as cited in Herrin et al., 2007). Instead of discouraging minority students from pursuing study abroad, these discussions invigorated students to overcome barriers of fear with the support and wisdoms of past study abroad participants of color. Including study abroad alumni of color in marketing materials, informational sessions, and student advising roles can assist interested minority students overcome their fears by exposing them to first-hand experiences with study abroad. These alumni can speak to the inquiries and needs of potential students in relation to specific program and location experiences (Sweeney, 2013). Furthermore, the inclusion of students of color in these visible roles can help other students of color see themselves as participants, disrupting the historical and current perceptions of study abroad participants (Sweeney, 2013).

**Disrupting Historical Patterns and Expectations**

Increasing the visibility of students of color in study abroad marketing materials, information sessions, and program roles allows other students of color to envision themselves as study abroad participants, challenging ideas that study abroad is not opportunity for minority
students. Additional ways to upset the historical pattern of White majority in global education is to provide counterstories. Emphasizing the historical participation of people of color in international academic pursuits counters the dominant narrative and demonstrates that communities of color have a long history of international education involvement (Sweeney, 2013). Evans has highlighted the experiences of African Americans who have chosen to earn degrees and conduct research outside of the unsupportive U.S. academic environment starting in the 19th century (as cited in Sweeney, 2013). The academic history of minorities involved with study abroad can assist with the dismantling of barriers to educational opportunities that still exist for underrepresented groups.

Alternatively, introducing students of color to education abroad early in their academic careers can lead to the breakdown of historical participation patterns. If you can expose students of color to international education experiences during primary and secondary school, there is a higher probability that those students will want to attend higher education institutions with plentiful study abroad opportunities and then actually participate in those programs upon their admittance to these institutions (Bai Akridge as cited in Herrin et al., 2007). Exposing students to global education from K-12 can be accomplished through international schools, government-funded summer study programs, community-based mission and tourist trips, and leadership development student conferences (Bai Akridge as cited in Herrin et al., 2007). One program that provides secondary students an opportunity to study language abroad is the National Security Language Initiative for Youth (NSLI-Y). This U.S. Department of State sponsored program provides scholarships to high school students to learn Arabic, Mandarin, Hindi, Korean, Turkish, Russian, and Tajiki outside of the US. Their mission is to attract applicants who represent the diversity of the US, while making this a unique opportunity only available to students who have
not previously traveled outside of the US for extended periods of time (McLellan, 2010). Additional promotion of programs like NSLI-Y can increase the opportunities for exposure to global education for students of color far before they step foot on a college campus. Generating student interest in international education travel before they enroll in higher education can positively impact their post-secondary school study abroad participation (McLellan, 2011). Thus, additional focus on reaching underrepresented groups prior to higher education is needed to successfully and significantly increase participation of students of color in study abroad at the tertiary level and breakdown the historical barriers.

**Adding Relevance to Study Abroad Programs with Heritage-Seeking Trips**

With the plethora of study abroad program destination available how are students deciding where to spend their time abroad? One method is that students, either consciously or subconsciously, select their study abroad program locations based on their identity, nationality, and/or ethnicity. American students, particularly students from ethnic and racial minority groups, hold a belief that they have a shared racial/ethnic, religious, linguistic, or cultural origin with individuals in distant countries (Comp, 2008). This conviction provides a desire to learn about oneself in the country of origin, and it is fundamental to the practice of heritage seeking trips. In relation to study abroad, heritage-seeking trips are a selection of a venue “because of family background – national, religious, cultural, or ethnic. Choosing a venue because of some level of familiarity or resonance with less emphasis on the difference” (Szekely as cited in Comp, 2008, p. 30). Study abroad is seen as an opportunity for students to explore their cultural heritage, investigate their family background, and understand more about their national origins and religious, cultural or ethnic background. Students are searching for familiarity as they explore their heritage in academic studies abroad (Morgan et al., 2002).
Unfortunately, the idea of familiarity associated with heritage-seeking is not always a reality for students. Many “heritage seekers are excited about studying in the motherland and believe they will fit in with the people and culture of their ancestors on arrival” (Comp, 2008, p. 31). The students believe that they will immediately identify with the host society and be accepted into the community. However, this is rarely the case, and students experience difficulties adapting to and being accepted by the host culture. Despite the ancestral similarities, the students are frequently viewed as American (Comp, 2008).

Confronting the expectation of instantaneous acceptance by the host country provides students with opportunities to view their identities in new ways. For example Day-Vines, Barker, and Exum determined that African American students participating in heritage-seeking trips in Africa encountered five beneficial experiences. These trips enabled the students to:

- Reject stereotypes, distortions, and omissions related to education about Africa and to substitute more accurate representations;
- Experience the emotional link to their slave history;
- Examine American cultural values critically and analytically;
- Experience growth in terms of ethnic identity, racial identity, and intercultural sensitivity; and
- Experience enhanced achievement and motivation (Brux & Fry, 2010, p. 510)

These are critical benefits of heritage-seeking trips for students of color. However, there are alternative opportunities to for minority students to make heritage connections in traditional study abroad locations.

Due to increased migration of refugees, workers, and students, countries around the world are continuously progressing to more ethnically diverse populations. Students from
marginalized groups in the US are easily able to find communities in Europe or other western countries that share common racial, ethnic, religious, linguistic, and cultural backgrounds (Comp, 2008). For example, a program offered through the University of Illinois at Chicago provided German language and cultural immersion courses in Berlin. Additionally, all participating students were required to attend classes in African German history, which highlighted the accomplishments and difficulties that Germans of the African diaspora face rather than focusing on Eurocentric culture (Comp, 2008). Through study abroad programs such as these and increased diversity in program offerings heritage-seeking students are learning and connecting with their racial, ethnic, and cultural identities in unique ways.

**Institutional Commitment to Diversity and Inclusion**

Erasing the institutional barriers to study abroad for students of color requires a dramatic shift in institutions’ mission and vision. Institutional commitment to study abroad and creating equitable access for underrepresented groups is imperative to increasing the diversity of study abroad. Incorporating a universal design toward education abroad presents a framework to effectively increase minority students in study abroad by creating a supportive environment intended to meet the extensive student needs and desires (Soneson & Cordano, 2009). The goal of this framework is to create structures and support systems that appeal to a broad audience, recognizing that many underrepresented groups benefit from greater access, which fosters a welcoming environment (Soneson & Cordano, 2009).

Study abroad staff and administrators need to be cognizant of the needs and situations of all students interested in going abroad. Additional training and professional development opportunities in cultural competency, diversity outreach, cross-cultural and multicultural education, and student and parent counseling can provide fundamental skills for attracting and
assisting a diverse student population (Rhodes et al., 2014). Also, it is necessary to recognize that different strategies are necessary to retain the interest and commitment of students of color, and knowing if the existing programs fulfill the goals and needs of students of color on campus is critical to creating a welcoming environment (MacDonald as cited in Herrin et al., 2007). However, in general study abroad programs “need an environment that values inclusivity, an environment that is a place where diverse people can thrive” (MacDonald as cited in Herrin et al., 2007, p. 85). An overall commitment to diversity in every aspect of the study abroad department and throughout the institution is vital to breaking down the institutional barriers to study abroad for underrepresented groups.

Institutional leadership is critical to increasing diversity in education abroad. Chief international education officers, provosts, and presidents must value diversity in education abroad in the same respect that study abroad offices and staff are committed to it (Malone as cited in Herrin et al., 2007). A lack of support from the institution and the top leadership leaves concerned study abroad advisors, assistants, and directors fighting an uphill battle (Malone as cited in Herrin et al., 2007). The entire institution must scrutinize current study abroad policies, financial support, promotion, curriculum, and destinations to better understand what changes need to be made to diversify study abroad and to extend this experience to all students (Malone as cited in Herrin et al., 2007).

Study abroad programs and their development, administration, and quality control are the responsibility of each individual institution (Rhodes et al., 2014). The decentralized nature of U.S. higher education allows for considerable variance in study abroad participation from institution to institution and from state to state (NAFSA, 2015). A more collaborative environment between higher education institutions would allow for schools to examine the
successes and challenges of increasing diversity in global education. Partnerships between similar institutions would provide additional opportunities for institutions to shatter the barriers to study abroad for students of color, and change the landscape of participation demographics (Rhodes et al., 2014).

**Summary**

From its inception study abroad has been an activity primarily reserved for the wealthy White majority of higher education institutions. Over time global education programs have evolved to incorporate a variety of destinations, durations, fields of study, and financing options. Yet despite these evolutions a relatively low number of undergraduate students in the US partake in studying abroad, with students of color dramatically underrepresented in the participation demographics. A variety of barriers impede study abroad involvement for the majority of undergraduate students; however, finances, family concerns and attitudes, fears of racism, historical patterns and expectations, institutional factors, and lack of pertinent programs are added constraints minority students must overcome to access education abroad. In combination with negative campus racial climates, color-blind or race-neutral institutional policies, the promotion of choice and individualism guarantees that global education remain the property of the White student majority.

As more focus has been given to the lack of diversity in study abroad, the obstructions preventing equal access for underrepresented groups have been illuminated. Higher education institutions, international education non-profits, and study abroad program providers are absorbing this information and have begun taking essential steps to provide equitable and universal access to study abroad. Introducing students of color to international travel and global studies during K-12, incorporating heritage-seeking expeditions, providing copious information
on scholarship opportunities, and diversifying the formal and informal study abroad curriculum are just a handful of ways in which institutions are working to remove the barriers to education abroad for underrepresented student groups. A thorough understanding of the current and historical policies, practices, and recommendations for increasing diversity in addition to underlining the discriminatory and exclusionary systems is crucial for the creation of equitable, and inclusive study abroad programs at small private co-ed universities in the US.
CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

The purpose of this field project was to design a best practices manual to provide study abroad departments at small private co-ed universities in the US with resources to help with recruitment and retention of students of color for global education programs. This manual briefly discusses the principal barriers to study abroad for students from ethnic and racial minority groups and also recommends solutions for minimizing these barriers. The manual suggests practices to make each stage of study abroad, from pre-departure through return, more inclusive for underrepresented students.

Sections one through three address:

- Recruitment procedures including marketing and promotional materials, financial assistance, advising, and pre-departure orientations;
- In-service support and curriculum;
- Re-entry practices and follow-up, for instance, qualitative study abroad alumni surveys and interviews and post program leadership opportunities.

Additionally, this best practices manual emphasizes the responsibility of study abroad administrators, as well as institutional leaders, to promote inclusivity and pluralism and to reduce discriminatory and exclusionary policies and practices in study abroad programs. Section four of the manual discusses the necessity of a study abroad department philosophy that emphasizes diversity and inclusion and an institutional mission that values and promotes international education. Finally, the last section of the project covers profiles of exceptional study abroad models at small private universities throughout the US.
Development of the Project

This field project was developed out of my longstanding passion for study abroad and international exploration. As a graduating high school senior, I was ecstatic about the opportunity to spend a portion of my college experience in a new country and devoted a considerable amount of time researching the most appropriate program and host destinations that met my academic and career objectives. I was shocked at the minimal amount of support and guidance provided throughout the entire process. However, I was even more alarmed with the lack of diversity among my fellow study abroad participants. Years later when I participated in an international project during my graduate studies I was again confronted with a largely homogenous group. These experiences made me question the nature of access to study abroad and the policies and procedures related to the activity.

I began to explore the ways in which socio-economic status, gender, race, ethnicity, nationality, and language affected a person’s educational opportunities throughout my studies at University of San Francisco. Theories such as neo-Marxism and critical race theory helped me to better understand how the structure of schools prevented certain ethnic and racial minority groups from being able to take full advantage of the resources and activities associated with institutions of higher education and how unbiased and race neutral language allowed for these structures to maintain White supremacy. I was interested to see how these theories and ideologies could be applied to explain the homogeneity I witnessed in study abroad programs.

I personally believe that study abroad is an integral part of the undergraduate experience. The study abroad experience is more than just an unforgettable trip where a student can try new food and see well-know sites. It is a chance for a student to broaden his or her understanding of the world and to learn to appreciate the different cultures and people that encompass it. Study
abroad is an opportunity to explore identity and concepts of nationality, religion, and ethnicity; and this opportunity should not be reserved for any one racial or ethnic group of people.

Ultimately, I hope that this project will result in small private co-ed universities adjusting their study abroad policies and practices to be more receptive and welcoming of students of color, making study abroad more accessible for all students.

**The Project**

The best practices manual for study abroad programs at small private co-ed universities in the US is can be found in the Appendix.
CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The world has become increasingly interconnected, and the need for a global citizenship perspective has also become increasingly important to being successful personally, academically, and professionally. Study abroad represents a significant opportunity to develop students’ understanding of the world by introducing them to new viewpoints, cultures, and customs. Study abroad experiences have been credited with improving global knowledge, intercultural competency, international awareness, and foreign language skills in addition to reducing ethnocentrism and nationalism. Therefore, it is imperative that all students, regardless of their ethnic or racial background, have an equal opportunity to participate in these kinds of experiences.

Increased awareness of the lack of diversity in global education has led to the detection of several barriers that render these programs inaccessible for many ethnic and racial minority undergraduate students. Finances, family concerns and attitudes, fears of racism, historical patterns and expectations, negative campus climate, color-blind policies, and lack of pertinent programs are examples of the barriers that impede their involvement. As institutions of higher education start to diminish these barriers and increase the diversity of program participants, they are realizing that one-dimensional approaches are insufficient. Creating genuine change in study abroad demographics requires a multidimensional approach and the best practices manual presented in this field project provides small private co-ed universities in the US with resources to increase the diversity and inclusivity of their undergraduate global education programs. This manual may seem like a small step towards creating sustainable solutions to this issue, but it is a necessary one. Demographic shifts in study abroad start with changes to institutional recruitment
practices, program operations, and institutional investments in inclusivity, diversity, and international education. Without these seemingly small adjustments there is a risk that study abroad will remain an activity predominantly capitalized on by middle and upper class White women. Successful integration of these recommended best practices requires hard work and dedication.

**Recommendations**

The process of increasing the diversity and inclusivity of study abroad programs at small private co-ed universities in the US must begin with a desire to change and to improve. Institutional self-assessments are the first phase of increasing the participation of students of color in study abroad. Until institutions have a clear understanding of the challenges, opportunities, and experiences of students on campus and in study abroad programs producing effective change, as delineated in this best practices manual, will be problematic. Inclusive excellence scorecards and the Council of the Advancement of Standards in Higher Education self-evaluation for education abroad programs can be used to assess current policies and practices as well as measure the effectiveness of implemented changes. Despite my efforts to create a best practices manual for institutions of similar size, demographics, and type, institutional context and students will vary between schools and the proposed solutions in the manual may need to be altered to meet the institution’s current population and environment. The manual is intended to foster creative exploration of ways to increase diversity rather than identify exact approaches.

It is essential to recognize how the intersection of different identities affects a student’s experience with study abroad. Students’ gender, sexual orientation, religious affiliation, generational status in the US and in higher education, age, and socio-economic status, as well as
race and ethnicity influence their ability and desire to study abroad. Additional research regarding the barriers, issues, and successes for LGBTQ, disabled, and first-generation student needs should be conducted to identify more equitable and inclusive practices. My hope is that this best practices manual will be expanded to incorporate additional policies and procedures that would enhance student participation and the quality of study abroad experiences for all students, regardless of race, ethnicity, ability, sexual orientation, gender, age, income, or religion.

Institutions need to be mindful that there will always be some students who are not interested in participating in study abroad experiences. However, this does not mean that those students should miss out on international learning. Comprehensive internationalization strategies need to be implemented at institutions to shift the focus of learning from domestic to international by emphasizing global education throughout the institution and curriculum by providing courses, activities, and programs with opportunities to experience international interactions allows all students to gain a global citizenship perspective and intercultural competency. Study abroad should be just one significant component of an international strategy. Integrating international themes into course objectives, international exchange of professors, language requirements, and other ventures will assist students to look beyond domestic issues and provide additional opportunities to discover the benefits of global education.
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APPENDIX

Learning Beyond Borders: Creating Inclusive and Diverse Study Abroad Programs
Learning Beyond Borders: Creating Inclusive and Diverse Study Abroad Programs

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May 2016
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Introduction

Education abroad has been credited with many benefits for students including academic, career, intercultural, personal, and social. Students who are fortunate enough to participate in study abroad often describe the experience as *life-changing*, a defining moment that impacts their life for years after the experience. One of the most discussed benefits is enhanced global awareness and personal development. Now, more than ever, the world is interconnected and adoption of a global citizenship perspective is increasingly important to be successful personally, intellectually, and professionally. Study abroad enriches students’ understanding of the world and develops their capacity to see the world through others’ eyes and to recognize and understand the international dimensions of opportunities and problems encountered by nations. Additionally, it can introduce students to new viewpoints, cultures, and customs beyond their normal interactions.

Despite these benefits a limited number of undergraduate students in the US are able to take advantage of study abroad opportunities. The majority of students who do participate are White upper and middle class females. Given the valuable skills acquired through study abroad, it is imperative to make sure all students, regardless of their racial and ethnic backgrounds, have an equal opportunity to participate in international education experiences.

Current Study Abroad Demographics in the US

Since the 1923 introduction of study abroad in the US, the program model has significantly changed. Programs now offer experiences of varied durations, locations, focuses, and financing options. Nevertheless, despite the diversification of programs and opportunities, the demographics of the participants have remained relatively static.

According to the 2015 *Open Doors Report*, the total number of U.S. students who studied abroad for academic credit during the 2013/14 academic year was 304,467. This number represents only 1.6% of all U.S. undergraduate students enrolled at institutions of higher education and approximately 10% of American college graduates (Institute of International Education, 2015). Of these participants 74% are Caucasian compared to White students making up 60% of the entire undergraduate population in the US (Institute of International Education, 2015). Only 8% of U.S. study abroad participants identify as Hispanic or Latino/a, approximately 6% are African American, and less than 1% are American Indian or Alaska Natives as seen in the table below.
Learning Beyond Borders

Profile of U.S. Study Abroad Students

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<thead>
<tr>
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<tbody>
<tr>
<td>White</td>
<td>83.7 %</td>
<td>80.5 %</td>
<td>74.3 %</td>
</tr>
<tr>
<td>Hispanic or Latino (a)</td>
<td>5.0 %</td>
<td>6.0 %</td>
<td>8.3 %</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>6.1 %</td>
<td>7.3 %</td>
<td>7.7 %</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>3.4 %</td>
<td>4.2 %</td>
<td>5.6 %</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1.3 %</td>
<td>1.6 %</td>
<td>3.6 %</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.5 %</td>
<td>0.5 %</td>
<td>0.5 %</td>
</tr>
<tr>
<td><strong>Total # U.S. Students Abroad</strong></td>
<td><strong>191,231</strong></td>
<td><strong>260,327</strong></td>
<td><strong>304,467</strong></td>
</tr>
</tbody>
</table>

Data provided by Institute for International Education’s 2015 Open Door Report - U.S. Students Studying Abroad.

While there have been nominal increases in the diversity of study abroad participants over the past decade, minority students are still significantly underrepresented. For example, in 2013/14 African American or Black students represented 14.7% of the total U.S. undergraduate enrollment; however, they constituted only 5.6% of the study abroad enrollment for the same year (National Association for Foreign Student Affairs, 2015). This type of underrepresentation is the case for most racial and ethnic minority groups except for Asian and Pacific Islander students. These statistics bring up the questions: Why are racial and ethnic minorities so underrepresented in U.S. study abroad programs? What elements exclude students of color from participating?

**Barriers to Entry for Students of Color**

There are numerous barriers that limit the participation of all students in study abroad, including high costs, grade point average (GPA) requirements, student judiciary status, and language prerequisites. However, ethnic and racial minority students face considerably more constraints than their majority counterparts (Andriano, 2010). Studies have indicated that while the exact factors affecting participation of students vary by ethnic and racial minority groups there are common issues between all multicultural groups: finances; family concerns and attitudes; fear of racism and discrimination; historical patterns, expectations, and attitudes; institutional factors; and lack of pertinent study abroad programs attribute to the lower participation of students of color in study abroad (Brux & Fry, 2010).

**Discriminatory Institutional Practices**

Institutional factors are often the most prominent barrier and some of the most complicated to fix. Often the practices, politics, and philosophies of institutions of higher education unintentionally create an unwelcoming environment for students from ethnic and racial minority groups. Schools and study abroad programs need to “honestly examine whether the arguments utilized to advocate for study abroad in fact harbor hidden biases that perpetuate the very homogeneity they are trying to overcome. Maybe it isn’t fear of racism abroad that limits minority participation; maybe it’s an enduring effect of bias at home” (Salisbury, Paulsen, & Pascarella, 2011, p. 144). Creating an institutional mission that is dedicated to improving the diverse campus climate, including improving...
opportunities for minority students, is an obligatory step in dismantling the institutional practices and policies that prevent students of color from participating in study abroad.

As more focus has been given to the lack of diversity in study abroad, the obstructions preventing equal access for underrepresented student groups have been illuminated. With this information at hand, it is time for universities to start taking essential steps to provide equitable and universal access to study abroad. This best practices manual provides study abroad departments at small private co-ed universities with resources to minimize the barriers to study abroad and increase the recruitment and retention of underrepresented students in global education programs. Starting with recruitment and promotion of study abroad, this manual details recommended policies and practices for inclusive excellence at every stage including in-country support and services, re-entry, and campus-wide involvement and commitment. The final section of this manual presents profiles of exceptional study abroad models at small to medium private co-ed universities in the US. Whether your study abroad program needs a slight re-tweaking or a total overhaul this manual specifies what is needed to generate an inclusive and equitable study abroad program. It is up to you to be creative with the implementation of these policies and practices to fit your campus and student population!
Recruitment

1.1 Advertising & Marketing Materials

The initial phase of increasing the diversity and inclusivity of study abroad programs is ensuring that institutions are appealing to the interests and needs of students from ethnic and racial minority groups. Designing advertising strategies and marketing materials that speak to a diverse student population will create a welcoming environment for all students. Essential considerations to take when generating advertising and marketing material are as follows:

- Commit to reaching out to diverse student populations by designing program materials and websites that are welcoming and representative of culturally and ethnically diverse groups (Herrin, Dadzie, & MacDonald, 2007).

- Design program outreach and marketing that place special emphasis on student organizations and similar entities where diverse student populations are represented. For example, collaborate with the ethnic studies department or minority student affairs to promote study abroad programs. (Herrin et al., 2007) Request that all departments add department specific study abroad program information to their websites, along with the study abroad department’s contact information and website link.

- Endorse a variety programs with locations outside of the traditional host destinations. Include information for heritage-seeking opportunities. Additionally, have promotional materials available for third-party providers for students who wish to study at destinations not offered by the institution (Faupel, 2014).

- Promote study abroad as an investment, not as an expense. Articulate the real-world value of overseas study, not just the cultural immersion aspect. Underrepresented students at White-majority institutions may not respond to the benefit of cultural immersion, since for many simply going to college may be an extreme cultural experience (Diversity Abroad, n.d.).

- Clearly indicate a key point person(s) for all study abroad issues and inquiries. The key point persons can be separated by program or geographical region, or there can be one primary contact person for the entire department (Herrin et al., 2007). The name(s), title(s), and
contact information for the key point person(s) needs to be clearly visible on all advertising and promotional materials including the website homepage.

- Promote study abroad early and often. Include study abroad information as part of pre-collegiate marketing material. Incorporate a study abroad panel discussion during Open Houses (when admitted students and families visit the campus) and Freshman Orientations. During panel discussions returning students and their parents should discuss their experiences with study abroad (Herrin et al., 2007). Have student representatives available from a diverse selection of study abroad programs and destinations.

- Establish a study abroad appreciation day each semester/quarter, during which study abroad returnees discuss their experiences abroad and how these experiences informed and shaped their academic and professional trajectory. Returnees should communicate what program destination they chose, why they selected their particular program, how they paid for their time abroad, and any useful tips they learned to assist in the application processes (Herrin et al, 2007). IT IS IMPARATIVE THAT THE STUDY ABROAD RETURNEES PRESENT AT EACH EVENT REPRESENT A DIVERSE STUDENT GROUP.

- Remember that returning students, especially students of color, are the best form of advertisement (Herrin et al., 2007).

- Additional best practices information regarding study abroad advertising and sample outreach materials including PowerPoint presentations and posters can be found at www.allabroad.us

### 1.2 Applications & Financial Assistance

Once interest in study abroad has been generated among underrepresented students, the next stage in increasing diversity and inclusivity is the application process. Students of color must apply to study abroad programs in order to participate in the experience. Addressing the following matters in the application process can reduce students’ financial concerns and guarantees applications are successfully submitted.

- Research and compile information for a master resource on the financing of education abroad, and host this document on the study abroad website (Herrin et al., 2007). Include scholarships, grants, loans, and fundraising options for making study abroad affordable.

- Post financing opportunities in multiple locations, including the study abroad website, department bulletin boards, and deans’ offices. Having a visible listing of scholarship opportunities available for students to apply to assists in breaking down the financial barrier for students of color by increasing awareness of funding options (Herrin et al., 2007).

- Generate and disseminate a tip sheet for students interested in study abroad on how to better utilize funds and seek out cost effective programs. Provide student as consumer
materials to better inform perspective participants of reasonably priced program options (Herrin et al., 2007).

- Supply budgeting guides and materials for students to plan their study abroad funding. Clearly list all of the expenses that will be incurred during the experience, beyond the cost of the program. The list should include, but not be limited to, the following:
  - Living expenses: housing, meals;
  - Academic expenses: tuition, books;
  - Travel expenses: airfare, passport, visa, local transportation;
  - Communication expenses: internet access, cell phone (global plans and SIM cards);
  - Program expenses: application fee, group excursions;
  - Health and safety expenses: insurance, immunizations;
  - Personal expenses: toiletries, souvenirs, and entertainment (Diversity Abroad, n.d.).

- Collaborate with the financial assistance office to design aid packages that will allow students to study abroad in the summer and during the academic year. Jointly lobby to increase the volume of financial aid and study abroad fellowships (Herrin et al., 2007).

- Urge perspective study abroad participants to visit the financial aid office to verify financial aid applicability for selected programs (Herrin et al, 2007). Provide contact information for the financial aid office and advisors. Ideally, have a part-time financial aid advisor present in the study abroad office to answer inquiries during the application process.

- Advise students to complete scholarship and/or grant applications along with their study abroad applications (Herrin et al, 2007). In particular, require financial aid recipients to apply to the Benjamin A. Gilman International Scholarship. Follow up with perspective participants to guarantee they have the resources necessary to submit successful scholarship and program applications before the deadlines.

- Additional best practices resources for financing study abroad experiences for students, in particular for students of color, can be found at:
  - http://www.diversityabroad.com
  - http://www.iie.org/What-We-Do/Fellowship-And-Scholarship-Management
  - http://www.nafsa.org/findresources/default.aspx?catId=518264
  - http://www.nafsa.org/Explore_International_Education/For_Students/U_S__Study_Abroad_Scholarships_and_Grants_List/
1.3 Advising & Mentorships

Providing accurate information and support for all students while they go through the program selection and application process ensures that they have a positive study abroad experience before they even step foot on the plane. Addressing issues of possible racism and discrimination abroad, providing first-hand experiential knowledge, and being aware of the various needs of study abroad participants allows study abroad advisors and staff to better serve ethnic and racial minority students interested in global education. The following practices guarantee that all students will receive the support necessary to be successful in study abroad.

- Diversify campus study abroad office staff, so that when prospective participants come to presentations or visit the office, they will see someone who looks like them. This includes hiring peer advisors who are students of color who can assist other students of color see themselves as study abroad participants (Brux & Fry, 2010).

- Be aware of the various needs of study abroad participants. Being able to provide information that speaks to their diverse needs is key in preparing all students for their time abroad. It is especially important to encourage staff to develop a through understanding of the needs of students of color and how to connect those needs to an appropriate program (Herrin et al., 2007)). Additionally, provide information regarding nontraditional study abroad experiences such as international service learning, internships, and volunteering.

- Focus on the individual is essential (Herrin et al., 2007). Spending an extra 15 minutes with a student allows staff to understand the specific issues that each student faces while involved with study abroad, such as financial aid, credit transfers, and parental concerns. Once the issues are known staff can work directly with the students to develop strategies that address their specific concerns (Sweeney, 2013).

- Establish an alumni group of racially and ethnically diverse study abroad returnees who are willing to talk with prospective applicants about the challenges they faced in study abroad and the values they attribute to the experience (Herrin et al., 2007).

- Work with returnees and future participants to create formal or informal mentor programs so that returnees can advise participants on strategies to deal with racism and race-related challenges abroad, as well as, present the positive aspects of being a student of color abroad (Sweeney, 2013). This support network of mentors should assist students during all stages of the study abroad process.

- Institute partnerships between parents new to study abroad and parents of students who previously studied in the same programs so they can receive support and guidance during the process (Herrin et al., 2007). These connections can be coordinated during the panel discussions mentioned in 1.1 Advertising & Marketing Material.

- Assist students with speaking to their parents about study abroad, or talk directly to the parents if students request. Parents are more likely to make monetary sacrifices for their
children if they can see the exact benefits of studying abroad, and if they are reassured about their students’ safety and wellbeing (Herrin et al., 2007).

- Openly discuss with students the possibilities of racism abroad and what they might face overseas. The experiences of ethnic and racial minority students’ are different from White students’ experiences, but no less valid. Staff needs to see issues of racism abroad as valid, understand racism, and train others to see it in order to properly prepare students for their experiences abroad (Herrin et al., 2007). Communicate with students the stereotypes held by the host country, housing experiences, number of minority students in the program, and who to contact if any racial or discriminatory incidents occur (Diversity Abroad, n.d.).

- Assist students with obtaining course approvals. One way of working collaboratively with departments is to assist with faculty development by providing opportunities for overseas research, conferences, and seminars. In return for their international expeditions faculty needs to commit to working with student study abroad initiatives (Herrin et al., 2007).

- Consistently conduct site visits to provide more appropriate advising for students, better matches for programs, and assistance with credit transfers (Sweeney, 2013).

- Additional resources and best practices for advising students and guiding them through the entire study abroad process can be found at www.globalscholars.us.

1.4 Pre-Departure Orientations

Distributing comprehensive travel information to students before they depart on their study abroad expeditions is the final phase of incorporating diversity and inclusivity in the recruitment process. Designing orientations and welcome packets that speak to the diverse needs of students is imperative for preparing participants for the realities that they will face while they travel outside the US. Essential practices to incorporate during the creation of the pre-departure orientations and informational welcome packets are as follows:

- Hold a series of informational orientations that will deal explicitly with financial aid, academic concerns and processes, racism and discrimination, and other issues of special interest to ethnic and racial minority students (Herrin et al., 2007).

- Add diversity to the content of orientations and social programs to offer better support and encouragement to students of color as they prepare for their experiences abroad (Sweeney, 2013). Pre-departure meetings should provide a festive atmosphere of storytelling and encouragement (Herrin et al., 2007). However, they are a key time to educate students about the realities of where they are studying. Orientations should provide a general understanding of the country’s political, social, economic, and cultural environment, as well as, address issues of race, ethnicity, and identity development including:
  - Potential impact of study abroad on identity development;
  - Impact of identities on the study abroad experience;
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- How students will be perceived in the host country;
- Demographics of the host country;
- Roles communities of color have played in the country’s culture and history;
- Resources that exist for U.S. students of color abroad (Sweeney, 2013).

- Offer optional pre-departure workshops to students who have not traveled internationally before, with multiple workshops established to combat the particular barriers that ethnic and racial minority students face when studying abroad. Examples of programs include:
  - Passport and Visa Workshops
  - Academic Issues Workshops – Credit transfers, course approvals, and grades
  - Health and Safety Workshops
  - Travel Workshops
  - Budgeting, Finances, & International Banking Workshops

- Introduce a cross-cultural engagement course, which can help prepare students for the cultural aspect of studying abroad. This course, taken the semester/quarter before departure, will develop the skills necessary for students to study, live, and work effectively in cultures other than their own. The course objectives are to introduce students to the cultural basics and skills needed for understanding and interacting with people of other cultures, and to familiarize students with host-country specifics to prepare for a successful stay in various housing designations (Wake Forest University, n.d.).

- Provide welcome packets with information that speaks to the diverse needs of all students participating in the program. Include general information about the host-country as well as a listing of local businesses and services. For instance, incorporating information on various places of worship (mosques, churches, synagogues), restaurants that cater to various tastes and dietary restrictions (vegetarian, halal, kosher), and businesses that can accommodate people with disabilities will go a long way in allowing students to have the best experience abroad possible (Faupel, 2014).

- Additional information regarding best practices for pre-departure and on-line orientations can be found at:
  - http://www.nafsa.org/findresources/default.aspx?catId=518270
2.1 Curriculum

An important factor in increasing the diversity and inclusivity of study abroad programs is the creation of a positive program climate. A program climate where ethnic and racial minority students feel welcome and valued must feature a curriculum that reflects the historical and contemporary experiences of people of color. Providing opportunities for students to address the host country’s racial climate through the inclusion of race/ethnicity, culture, and history in the formal program curriculum can assist in the development of coping strategies and realistic expectations (Sweeney, 2013). When drafting an inclusive study abroad curriculum it is essential to include the following provisions.

- Include formal and informal discussions of race and ethnicity, and culture and history, to encourage students to reflect on their identifications as well as the cultural and historical differences between host country and home country (Sweeney, 2013).

- Incorporate different lessons and coping strategies for students to learn how members of the host culture perceive and treat them. Lessons of the raced and gendered nature of study abroad should form an integral part of the formal on-site curriculum. This inclusion will enable students marked by their race and gender to understand and deal with their positions, and it will invite all students to use race and gender as a point for cultural understanding. (Talburt and Stewart as cited in Sweeney, 2013)

- Include diversity content in the coursework to provide opportunities for all students to reflect upon their identities, race in the US and abroad, and the position of other (Sweeney, 2013).

- Highlight the historical participation of communities of color in study abroad through discussions of the contributions of persons and communities of color. Emphasizing the historical participation of people of color in international academic pursuits allows programs to counter the dominant narrative of study abroad participation and demonstrate that communities of color have a long history of international education involvement. For example, disclose the historical experiences of minorities who have chosen to earn degrees
and conduct research outside of unsupportive academic environments in the US (Sweeney, 2013).

- Offer opportunities for blogging and use of social media sites as an outlet for unstructured narratives discussing personal and social activities as well as reflections on the program’s specific learning objectives.

- Provide a curriculum that has a strong connection to students’ academic programs with opportunities to explore the major disciplines from new perspectives. This is an attractive feature to many students who are concerned with study abroad delaying graduation (Sweeney, 2013).

2.2 Heritage Expeditions

The diversity of program locations can assist in the recruitment of a more diverse group of participants, as some of nontraditional destinations are less expensive or provide more accommodating cultures and environments. Moreover, a critical reason for offering a plethora of program locations is to provide heritage-seeking students an opportunity to explore their ancestral roots. For many ethnic and racial minority students, learning about their ancestry is very important, especially since it is often excluded from the curriculum in the US. Going abroad presents these students with an opportunity to connect and learn about their ancestral history and culture firsthand. As the majority of heritage-seeking students are African American, Hispanic American, and Asian American, heritage-seeking programs are essential to increasing the diversity and inclusivity of study abroad (Comp, 2008). The following conditions should be considered when sending students on heritage-seeking trips.

- Prepare students for the possibility that many of the ideas and presumptions that they have about the ancestral country will be challenged while they are abroad. Students need to travel with an open mind and research the customs and culture of the ancestral country since there might be a great difference between what they think they know based on how they were raised and what the country is actually like (Diversity Abroad, n.d.).

- Alert students to the possibility of being accepted by the local community because of shared ethnic ties, but also being viewed as an outsider because of cultural differences and national identity. Having students address the following questions will help prepare them for the experiences of participating in a heritage-seeking trip:
  - How will I be perceived in my ancestral country;
  - Will I be accepted in my ancestral country;
  - How should I react if I find something to be offensive;
  - Am I used to being part of the minority at home? How will it be to be a part of the majority abroad; and
  - Will there be other heritage students in my program? (Diversity Abroad, n.d.)
• Provide heritage-seeking students with outlets to learn from other heritage-seeking students’ experiences abroad. Diversityabroad.com provides students embarking on heritage expeditions with online information as well as Alumni stories. Additionally, connect fellow heritage-seeking students in the same program so they can compare experiences and provide peer support (Diversity Abroad, n.d.).

• Encourage sharing of heritage-seeking experiences. Many heritage-seekers describe the experience as overwhelming and emotion; however, they often find a sense of closure and identity at the end of the trip (Diversity Abroad, n.d.). Students often return feeling either more connected to their ancestral origins or more appreciative of their American roots.

• Promote language courses abroad as an additional opportunity to connect with students’ heritage in addition to fulfilling language requirements (Herrin et al., 2007).

The belief that various U.S. ethnic minority diasporas share common racial/ethnic, religious, or cultural origins with individuals in non-western countries is fundamental to the practice of heritage-seeking. (Comp, 2008) However, due to increased migration of refugees, workers, and students the ethnic and cultural landscape of traditional study abroad destinations is continuously changing. Students from marginalized groups in the US are easily able to find communities in Western Europe that share common racial, ethnic, religious, linguistic, and cultural backgrounds. Possibilities to incorporate heritage-seeking opportunities into programs in traditional Western European locations are discussed below.

• Create possibilities for a unique academic focus in programs with traditional locations. Rather than focus on the Euro-centric culture, highlight difficulties that minorities in the host country face such as: discrimination in housing, employment, and educational opportunities; isolation from broader society; and marginalization as citizens in that particular country (Comp, 2008).

• Provide opportunities to learn from minority communities in Europe. This allows students to learn about racism in a European context and what it means to be a minority in the US and abroad (Comp. 2008).

Having a solid understanding of the various ethnic populations in the countries where U.S. students are studying, allows ethnic and racial minority students additional opportunities to learn about their heritage and explore their roots while studying in traditional locations. Heritage-seeking students need to be informed of these resources and opportunities (Comp, 2008).

2.3 Host Country Partnerships

U.S. study abroad programs and host country institutions and partner programs need to have a mutual and continuous commitment to creating an inclusive environment for a diverse group of student travelers. Relationships must be built over time by gaining the respect and trust of each partner institution and program. This includes being honest about what institutions can and cannot
do with regard to the services provided to students. Essential considerations to make when establishing partnerships with host country institutions and partners programs are:

- Inform partner program and host institutions of the high expectations that U.S. students of color will be valued and supported while abroad (Sweeney, 2013).

- Require that overseas staff listen to and hear minority students’ concerns and problems (Herrin et al., 2007).

- Establish a variety of accommodations and standard procedures for dealing with possible racial and discriminatory incidents. Appoint key contact persons in the home and host country to manage incidents. Having systems in place prior to students arrival allows for more efficient handling of cases by U.S advisors and on-site staff, since new processes and adaptations will not need to be created on short notice (Soneson & Cordano, 2009).

- Ensure that all students are provided with a variety of safe and welcoming housing choices. Confirm that all homestay families are prepared for the diverse group of U.S. students who will stay with them (Faupel, 2014).

- Conduct site visits and program evaluations that take into consideration the climate for students of color. Once institutions are aware of the types of climate issues students of color face abroad, they can work with the students and on-site staff to develop strategies to address the problems (Sweeney, 2013).

- Provide support to international institutions, especially those in the developing world, as they serve as hosts for U.S. students. Be mindful that any support provided is done so in a manner that values the educational mission the host institution has for its students and country (Herrin et al., 2007).

- Additional information regarding partnership formations between home and host country can be found in the Academy for Educational Development’s Guide to Welcoming U.S. Students to Your Campus. This handbook contains practical information for university staff and faculty such as sample forms and other materials that will help universities establish agreements with foreign partners and lay the groundwork for successful programs. It pays particular attention to education abroad issues as they relate to institutions in countries where U.S. study abroad participation is low or non-existent (Herrin et al., 2007).

### 2.4 Support Networks

Students of color often face unique challenges during their time abroad. Having a support network in place can provide students with the assistance and encouragement needed to successfully navigate the program and travel experiences. Additionally, support networks for staff can ensure study abroad departments have the resources needed to provide quality study abroad experiences for all students. The following recommendations need to be addressed when establishing study abroad support systems.
• Build solid support networks between study abroad participants, so if incidents do arise students will have support to deal with it. Forming cohorts within programs provides students a group to work with to successfully navigate their time abroad (Diversity Abroad, n.d.). Providing opportunities for students to meet before their departure and opportunities to connect outside of class can go a long way in helping students establish a strong support network of fellow travelers.

• Beyond current study abroad participants, support systems should incorporate local support services, local student groups, returnees, home and host faculty and staff, and members of the students’ home community (Soneson & Cordano, 2009).

• Open up social networking opportunities for students abroad to connect with current, perspective, and former study abroad participants in addition to program staff (Redden, 2007).

• Provide counterspaces for ethnic and racial minority students, which allow students of color to engage in the rigors of the study abroad curriculum from a safe and supportive environment. Afford space for students of color to vent their frustrations and cultivate friendships with people who share many of the same experiences. This community building in social counterspaces cultivates students’ sense of home and family, which strengthens their sense of belonging and nurtures their resilience. Counterspaces develop the skills students’ need to survive and succeed abroad when faced with potential racism and discrimination (Yosso, Smith, Ceja, & Solórzano, 2009).

• Dedicate space for study abroad professionals to network, share best practices, participate in career development, and voice their opinions and experiences with respect to diversity and equity in global education (Faupel, 2014).

• Additional considerations and assistance with the setup of support networks can be found at http://www.diversitynetwork.org.
Re-Entry

3.1 Study Abroad Alumni Surveys & Interviews

Post-return surveys, interviews, and focus groups are key opportunities for institutions to assess the access and equity of their study abroad programs. Surveying underrepresented students on their perceptions, attitudes, experiences, and outcomes related to study abroad could lead to the discovery of overlapping themes in program successes and deficiencies. In working towards inclusive excellence, study abroad departments must examine the experiences of people of color both individually and collectively (Sweeney, 2013). Through the development of a uniform evaluation tool departments will be able to elicit valuable information from returning students regarding their experiences with the entire study abroad process. It is important to note that the inclusion of demographic information as well as programmatic and academic data will facilitate comparative analysis (Herrin et al., 2007). The survey and focus group questions that follow will assist in the evaluation of study abroad program access and student successes in these programs.

- What was successful in your study abroad experience?
- Were there any barriers that hindered your participation in study abroad? If so, how were you able to successfully overcome those barriers?
- What effect, if any, did your study abroad experience have on your evolving educational and professional goals? What did you gain from participating in the study abroad program?
- How did you learn about the study abroad opportunities available? What factors determined your decision to participate in your particular program?
- Why did you choose to study abroad? What were your goals for the experience?
- What successes and challenges did you face during the process?
- How did your experience abroad impact your identity development? Did your racial or ethnic identity impact your study abroad experience?
• Did you return from the study abroad program before it ended? If so, what was your reason for doing so?

• Did you face discrimination while abroad? How would you describe the host country and host campus climate?

• How would you describe your relationship with other study abroad students, international students, host-country faculty and staff, and home-country faculty and staff?

• What advice do you have for future participants – especially participants of color?

It is crucial for study abroad administrators and staff to speak directly with students of color about their involvement with education abroad. Listening to students is essential; as any strategies intended to improve engagement must be based on the students’ own experiences and backgrounds. However, talking with students of color who have engaged with study abroad is only one piece. Institutions must speak with students who opted not to participate or withdrew from study abroad programs (Sweeney, 2013). The counterstories of non-participants provide additional reasons students are not able or willing to partake in study abroad and evaluates whether or not the programs offered are of interest to students of color. This research can be applied to expose, analyze, and challenge dominant stories of racial and class privilege within global education. Additionally, it can assist with the creation of innovative solutions to make access to study abroad more equitable and meet the needs and goals of multicultural students and their families. Eliciting the support of other departments’ faculty and staff can assist in the identification of focus group participants who are not involved with study abroad (Sweeney, 2013).

3.2 Post Program Leadership

Providing students opportunities to reflect on their experiences abroad and make connections between their time abroad and their identity, educational achievements, and future aspirations is an ideal way to close out the study abroad process. By having students share their experiences and insights with others requires analytical thinking and can be a powerful recruiting tool (Herrin et al., 2007). The following returnee leadership opportunities provide students a chance to reflect on their experiences, voice their insights and concerns, offer support to future participants, and demonstrate diversity.

• Launch an ambassador program that sends students who have previously gone abroad to speak to community and student groups, including Upward Bound and nearby high schools where family incomes are low and student populations are diverse, about their experiences abroad (Fischer, 2015).

• Establish an alumni group of ethnically diverse study abroad returnees to talk with perspective applicants about the challenges they faced during the process and the values they ascribe to their time abroad. Additionally, alumni groups should assist with student mentoring, advising, and national programming efforts (Herrin et al., 2007).
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- Request the presence of returnees at recruiting events, panel discussions, program provider informational sessions, and pre-departure orientations. Returnees can lead orientations and meetings, encourage prospective students to venture abroad, and serve as role models (Herrin et al., 2007).

- Form informal and formal mentoring programs between returnees of color and prospective participants of color to advise on strategies to deal with racism and race-related challenges abroad, as well as to share positive aspects of being a student of color abroad (Sweeney, 2013).

- Conduct panel discussions for the leadership and board of trustees with students who have studied abroad through scholarships and grants to demonstrate the connection of study abroad to students’ education and future career aspirations and graduate studies. This experience provides students an opportunity to talk intellectually and analytically about how their time overseas changed the course of their lives (Herrin et al., 2007).

- Hire peer advisors who are students of color. Since peer advisors are often the first point of contact for students interested in studying abroad, prospective participants of color are better able to see themselves taking part in international education. Additionally, the hiring of peer advisors of color can contribute to a pipeline toward professional employment in the global education field for these returnees (Sweeney, 2013).
Campus-wide Involvement & Commitment

4.1 Campus Philosophy

Erasing the institutional barriers to study abroad for students of color requires a dramatic shift in the institutions’ mission and vision. Institutional commitment to study abroad and creating equitable access for underrepresented groups is imperative to increasing the diversity of study abroad. The entire institution must scrutinize current study abroad policies, financial support, advertising, curriculum, and destinations to determine strategies to make study abroad more diverse and inclusive (Malone as cited in Herrin et al., 2007). The following standards demonstrate an institution’s commitment to inclusive and equitable international education.

- Recognize the benefits of study abroad for all students, including ethnic and racial minority groups, and make their participation in study abroad an institutional priority (Brux & Fry, 2010). Encourage institutional leadership to support an action plan for addressing diversity in education abroad (Herrin et al., 2007).

- Solicit the buy-in of all colleges and departments by encouraging the development of a four-year plan that includes study abroad (Brux & Fry, 2010).

- Establish a sense of expectation for students to study abroad so that it becomes a matter of when a student will go abroad and not if a student is going abroad. Integrating study abroad into the institution’s curriculum, instead of presenting it as an add-on will allow for more students of color to see study abroad as an opportunity to grow academically, professionally, and personally (Herrin et al., 2007).

- Infuse institutional curriculum with international components and make it flexible enough to allow any student to go abroad regardless of their major. Better integration of study abroad into the curriculum and deliberate connection between learning abroad and education on the home campus facilitates and enhances the study abroad experience for all students (Rhodes, Loberg, Hubbard, 2014).
• Begin a comprehensive campus internationalization strategy to move an institution from a local or domestic focus to an international one, where study abroad represents just one component. Integration of international themes in course offerings, faculty and staff international exchange, presence of international students, foreign language requirements, and other endeavors which help students look beyond domestic issues are other strategies for campus internationalization. Committing to campus and curriculum internationalization promotes the development of intercultural competence and global perspective among students (Rhodes et al., 2014).

• Designate study abroad as a central aspect of the institution’s mission with high levels of campus support and buy-in. The vision, mission, and strategic plan of the institution should declare a commitment to encouraging global awareness and preparing ALL students to be leaders and engaged citizens in a global society. Incorporate a pledge to advance and defend the ideal of equal educational opportunities for all students at the institution (Herrin et al., 2007).

• Additional resources regarding the alignment of study abroad with institutional mission can be found at http://www.nafsa.org/Find_Resources/Supporting_Study_Abroad/Network_Resources/Education_Abroad/Aligning_Study_Abroad_Programs_with_Institutional_Mission_and_Goals/

• Additional information on best practices for integrating study abroad into the curriculum can be found at http://www.nafsa.org/Find_Resources/Supporting_Study_Abroad/Network_Resources/Education_Abroad/Curriculum_Integration_Best_Practices/

4.2 Study Abroad Department's Mission Statement

In connection with the institution's philosophy, study abroad programs must clearly state their commitment to diversity and encourage all students to participate in the mission statement. Study abroad programs should enable students to become engaged global citizens in an environment that values inclusivity and where diverse people can thrive (MacDonald as cited in Herrin et al., 2007). A long-standing commitment to diversity is vital to breaking down the institutional barriers to study abroad for underrepresented groups. The following visions and philosophies demonstrate a study abroad department’s commitment to improving the global learning experiences of all students.

• Educate all students to become global leaders through worldwide experiential learning that meets the highest academic quality (IES Abroad).

• Be dedicated to placing the interest of students first and to providing excellent service to students, staff, parents, and host-country partners (IES Abroad).

• Commit to representing, integrating, and supporting all students and their diverse backgrounds perspectives, cultures, and ideas. Emphasize social justice and express a long-
standing commitment to improving access to international education for underrepresented students (Herrin et al., 2007).

- Understand that diversity must be cultivated and supported in several ways and at multiple levels, from accessibility and inclusiveness of a diverse student body to the learning environment and courses offered (IES Abroad). Commit to diversity through:

  - **Students and Student Services**: Actively seek to attract and foster a diverse student body. Provide a range of support services and resources, including pre-departure preparation, advising, and supplemental resources vital to addressing the diverse needs and challenges of minority students. These services are essential to cultivating a supportive environment that promotes respect for the unique contributions of each individual (IES Abroad).

  - **Faculty and Staff**: Hire professionals with different backgrounds, experiences, expertise, and teaching styles to support the academic and personal needs of a diverse student group. Faculty and staff diversity allows for learning environments that are conducive to the respectful exchange of ideas, which cultivates an appreciation for difference (IES Abroad).

  - **Programs and Areas of Study**: Provide a contemporary curriculum that embraces an interdisciplinary approach to learning subjects such as gender, ethnic, indigenous, and religious studies (IES Abroad).

  - **Educational Partnerships**: Collaborate with educational associations, organizations, and outreach programs to promote accessibility and provide resources, encouragement, and support to underrepresented students (IES Abroad).

  - **Scholarships and Financial Aid**: Enable all students to study abroad by offering a variety of scholarships and financial aid that encourages participation of students from all ethnic, racial, cultural, and socioeconomic backgrounds, and academic disciplines (IES Abroad).

- Additional information regarding organizations, resources, and scholarships that support the advancement of underrepresented student groups in global education groups can be found at [http://www.globaled.us/plato/resources.html](http://www.globaled.us/plato/resources.html).

### 4.3 Faculty & Staff Involvement

Faculty and staff encouragement and enthusiasm for study abroad impacts students’ decision to participate. If program directors, administrators, or professors indicate that study abroad is not a priority or essential for any students, especially minority students, to reach their educational goals they are less likely to pursue study abroad opportunities (Andriano, 2010). All faculty and staff have the responsibility to support students’ pursuit of global education. The following recommendations will encourage the buy-in of all departments and provide resources for all faculty and staff to support an inclusive and diverse study abroad program.
• Solicit and encourage faculty and staff involvement with program design, course development, curriculum integration, and promotion. Use grants to help professors develop internationally focused courses and faculty-led trips abroad (Fischer, 2015). Promote the incorporation of study abroad into home curriculum and courses; for example, English professors could assign study abroad scholarship applications as an assignment (Brux & Fry, 2010).

• Provide funding opportunities for overseas faculty development, including international research, conferences, and seminars. Offer travel opportunities for all faculty members, especially multicultural faculty members, as they will relay their interest for global education and the significance of international experiences to their students (Brux & Fry, 2010). This is especially important for students whose families have not encouraged international study, whose friends have not studies abroad, or who have experienced low expectations from educators in the past.

• Request that faculty encourage ethnic and racial minority students to travel and establish mentor/role model relationships. It is important to remember, while faculty and staff of color play a crucial role in students’ perceptions of a welcoming study abroad climate, they may feel obligated to serve as mentors for all students of color and experience fatigue. Labeling faculty of color as experts on diversity issues allows colleagues to pass off and avoid dealing with racial issues. All faculty and staff involved with international education have the responsibility to support students of color and should be offered professional development opportunities related to diversity and inclusive excellence (Sweeney, 2013).

• Present training to study abroad office staff to increase awareness of the diverse needs of participants. Study abroad staff, faculty, and administrators need to be cognizant of the needs and situations of all students interested in going abroad. Additional training and professional development opportunities in cultural competency, diversity outreach, cross-cultural and multicultural education, and student and parent counseling can provide fundamental skills for attracting, retaining, and supporting a diverse student population (Rhodes et al., 2014).

4.4 Administration Support

Institutional leadership is critical to increasing diversity in study abroad and all areas of international education. Chief international education officers, provosts, and presidents must value diversity in global education in the same respect that study abroad offices and staff are committed to it. A lack of support from the institution and the top leadership leaves concerned study abroad advisors, assistants, and directors fighting an uphill battle (Malone as cited in Herrin et al., 2007). If the highest levels of leadership at the institution demonstrate their commitment to diversity and inclusivity, this support will trickle down to other departments, faculty, and staff. Commitment from institutional leaders are needed in the following areas:
• Reducing the barriers to study abroad for students of color and low-income students (Herrin et al., 2007). Leadership must take a hard look at the current study abroad policies, practices, and financial support to gain a deeper knowledge of what is needed to diversify study abroad. Increased awareness and institutional commitment to increasing diversity and inclusivity in study abroad strengthens and enhances the institution, study abroad participants, and the international community (Herrin et al., 2007).

• Increasing diversity in study abroad by expanding the financial resources available, promoting global education to prospective students and families early and often, and producing inclusive marketing materials. These practices should not only be encouraged but should be expected (Herrin et al., 2007).

• Creating an environment for prospective families, staff, and faculty that supports and encourages study abroad for all students (Herrin et al., 2007).

• Explicitly stating that access to, and inclusiveness in, study abroad is an institutional priority (Herrin et al., 2007).

4.5 Collaboration Between Institutions

Currently study abroad programs and their development, administration, and quality control are the responsibility of each individual institution (Rhodes et al., 2014). The decentralized nature of U.S. higher education allows for considerable variations in study abroad participation from institution to institution and from state to state (NAFSA, 2015). A more collaborative environment between institutions of higher education would allow for schools to examine the successes and challenges of increasing diversity in global education. The following models display various approaches of working towards a collective, inclusive, and diverse global education system.

• Considerally with diverse institutions, such as Historically Black Colleges and Universities and Native American Universities. Develop a broad-based coalition with well-recognized consortia, for example the Council on International Educational Exchange (CIEE) and/or IEE, for mutual support, shared programs, and additional resources (Brux & Fry, 2010).

• Partner with similar institutions, in terms of type, size, and demographics, to provide additional opportunities to reduce the barriers to study abroad for students of color, and to change the landscape of the participation demographics (Rhodes et al., 2014).

• Prepare case studies on the processes taken to increase the participation of ethnic and racial minority students in study abroad, and share your successful techniques with others institutions and study abroad professionals at workshops, symposiums, and best practices conferences (Brux & Fry, 2010).
• Encourage information sharing among the study abroad department and other education professionals to gain best practices knowledge. Inter-organizational collaboration fosters a long-term commitment to increasing diversity in study abroad (Herrin et al., 2007).

• Establish an annual institutional award to recognize and promote successful models for increasing diversity in study abroad (Herrin et al., 2007).

• Join the Diversity Abroad Network, the leading professional consortium of higher educational institutions, government agencies, and for-profit and non-profit organizations dedicated to advancing diversity and equity in international education. This network is currently the only professional association dedicated to fostering diversity and equity in global education (Faupel, 2014).
Best Practices Profiles

An Overview of the Current Best Practices Implemented in Study Abroad Programs throughout the United States at Small/Medium Private Co-Ed Universities

The following section includes profiles of several study abroad programs at small to medium sized private co-ed universities in the US. Each program described below employs a variety of the best practices discussed in the previous sections of this manual. The following study abroad programs incorporate scholarship and funding incentives, first-year undergraduate engagement, international research and clinical fieldwork opportunities, a range of program destinations and durations, and orientations and workshops dedicated to first-time travelers’ questions and concerns. Some programs are tailored for specific majors and fields of study, while others are dedicated to the entire undergraduate student body.

However, all of these study abroad programs are recipients or honorable mentions of the IIE’s Andrew Heiskell Awards for Innovation in International Education. Each year, this award is bestowed upon study abroad programs for innovative and comprehensive international education best practices. This collection of successful study abroad models is intended to assist small private co-ed universities as they create and redesign their own study abroad programs.

Sacred Heart University: College of Nursing Study Abroad

Fairfield, Connecticut

The college of Nursing at Sacred Heart University has developed a three-pronged portfolio of global programming that provides nursing students opportunities for international experience despite the rigorous state and professional accreditation standards. This program provides students with multiple location and duration options, is sensitive to the students’ financial needs, and addresses the academic barriers of a highly regulated major.

- **Component One:** Nursing students participate in clinical field experience in Jamaica, Guatemala, and/or the Dominican Republic. These high-impact learning programs allow students to fulfill required clinical hours, internship requirements, and sustainable projects.
• **Component Two:** Partnerships between Sacred Heart University and nursing schools in Ireland and Australia allow nursing students to participate in credit-bearing, short-term and semester-long study abroad, while allowing for seamless integration into the four-year nursing plan of study.

• **Component Three:** Collaborations between faculty at Sacred Heart University and universities in the Caribbean, northern Europe, and Africa to conduct research and share expertise with international colleagues.

**DePaul University: FY@broad**

*Chicago, Illinois*

DePaul University has created a study abroad program designated for first-year college students, FY@broad. The program, which is a collaboration between the First Year Program, the Study Abroad Office, and faculty, combines the institution’s first-year seminars with short-term travel excursions to integrate study abroad early into the students’ academic experience. It is comprised of three phases: pre-travel preparation and course work, academically engaged travel, and post-travel reflection. The objectives of FY@broad are to integrate global and transnational perspectives into first-year core curriculum, expose students to a variety of disciplinary approaches, improve writing skills, develop critical thinking skills, and make close connections between the students and DePaul faculty and community.

**Wake Forest University: Project MAAP (Magnolia Abroad Access Program)**

*Winston-Salem, North Carolina*

Wake Forest University’s Magnolia Scholars Program for first-generation college students partnered with the Center for International Studies to ensure that all first-generation students on campus would be able to study abroad. This partnership, Project MAAP, is designed to assist this group of student from start to finish by tackling barriers that often prevent first-generation students from studying abroad (i.e. finances, academic fit, reservations from family and friends, and fear of the unknown). Some of the key support activities involved in making study abroad a realistic opportunity are:

• Passport workshops to assist students through the process of acquiring a passport;

• Targeted scholarships to first-generation students for whom financial concerns are one of the biggest obstacles to participating in study abroad;

• Outreach to engage families of Magnolia scholars; and

• A range of specialized programming offered throughout the year to encourage, engage, and prepare students for an experience abroad.
Project MAAP works in unison with Wake Forest University’s mission to create a more “diverse learning community where international study and understanding are priorities” (Wake Forest University).

**Northeastern University: Dialogue of Civilizations**

*Boston, Massachusetts*

Northeastern University’s Dialogue of Civilizations are short-term, faculty-led summer abroad programs where Northeastern University students connect with peers around the world for a series of meetings and discussions on specific themes. Dialogue themes include language, diplomacy, conflict resolutions, public health, entrepreneurship, civil engineering, environmental studies, video production, and music industry among others; and are offered in 49 destinations. This program is an *engine for growth* for study abroad programs at Northeastern University as it engages students from fields of study with strict requirements and inflexible sequential curricular requirements.

**Washington & Jefferson College: The Magellan Project**

*Washington, Pennsylvania*

Washington & Jefferson College (W&J) established the Magellan Project to increase student interest in study abroad. The project is divided into two separate modules. In the first module students receive financial support for a three-week credit-bearing faculty-led course during the winter intersession. These short-term expeditions are designed to spark interest in study abroad and increase students’ confidence in overseas experiences. At the end of the short-term trip, students are encouraged to pursue year- or semester-long programs with the ability to use their financial aid while abroad.

The second component W&J College’s Magellan Project is the opportunity for students to craft individualized international research projects with funding of up to $5,000 per project. Students interested in component two are required to submit a project proposal, personal statement, and budget with a personal financial commitment. The opportunity for students to take initiative by creating a study abroad experience appropriate for their personal, academic, and career goals allows for them to develop self-confidence in their international and academic capabilities.

**Vanderbilt University: Vanderbilt Initiative for Scholarship and Global Engagement (VISAGE)**

*Nashville, Tennessee*

The Vanderbilt Initiative for Scholarship and Global Engagement (VISAGE) is a three-module experiential learning program that combines international study with scholarship and service opportunities. VISAGE is a yearlong program that starts in January with a core course at Vanderbilt. During the summer session students participate in a service or field-based project abroad. Upon their return, in the fall, students enroll in a research-intensive seminar at Vanderbilt. This program
model demonstrates of how institutions can establish curricula-based study abroad infrastructure that is applicable to all academic disciplines, including those with strict curricular progression requirements.

**Tufts University: The International Research Program**

*Boston, Massachusetts*

Tufts University International Research Program was designed to be a comprehensive program that provided international education in combination with undergraduate research experience. The program consists of:

- Two research courses taught on campus, one prior to departure and the second upon return;
- An online environment of resources and communication tools to provide mentorships and additional instruction while students are abroad; and
- Resources and faculty support to encourage the application of their learning in a capstone project.

Since research projects and study abroad typically occur during students’ junior year; undergraduate students frequently have to choose between research opportunities and study abroad. Tufts International Research Program merges the synergy between the two options. By providing the option for students to conduct their research internationally, study abroad becomes an integral part of the academic curriculum. Benefits of the program are increased student engagement in learning, improved critical thinking and problem solving skills, and developed language proficiency and cultural literacy.
Conclusion

Following these proposed best practices at small private co-ed universities in the US has the potential to enhance the participation and quality of study abroad experiences for students of color. Disregarding the lack of diversity in study abroad impacts not only ethnic and racial minority students who miss out on individual opportunities for growth through international experiences, but also affects institutions, industries, our country, and communities abroad, who all fail to benefit from the contributions of minority students (Sweeney, 2013). While the focus of this manual is limited to students of color, it is essential to recognize the intersection of different identities that affect a student’s experience with study abroad. Gender, socioeconomic status, generational status in the US and in higher education, sexual orientation, religious affiliation, age, as well as race and ethnicity influence students’ ability and desire to study abroad. Further examination of the barriers, issues, successes, and experiences of all underrepresented groups in study abroad demonstrates a dedication to providing programs that are equitable and inclusive for ALL!
Bibliography


