

From Research to Practice - Building Study Abroad Support at MSIs

Diversity Abroad
Virtual Conference
Thursday, August 6, 2020

8TH ANNUAL
DIVERSITY ABROAD
CONFERENCE

August 3-7, 2020
The Virtual Experience



diversityabroad

Panelists

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Minority Serving Institution Types

Alaska Native-Serving Institution & Native Hawaiian-Serving Institutions (ANNH)

Asian American Native American Pacific Islander-Serving Institutions (AANAPISI)

Historically Black Colleges and Universities (HBCU)

Hispanic Serving Institutions (HSI)

Native American-Serving Non-Tribal Institutions (NASNTI)

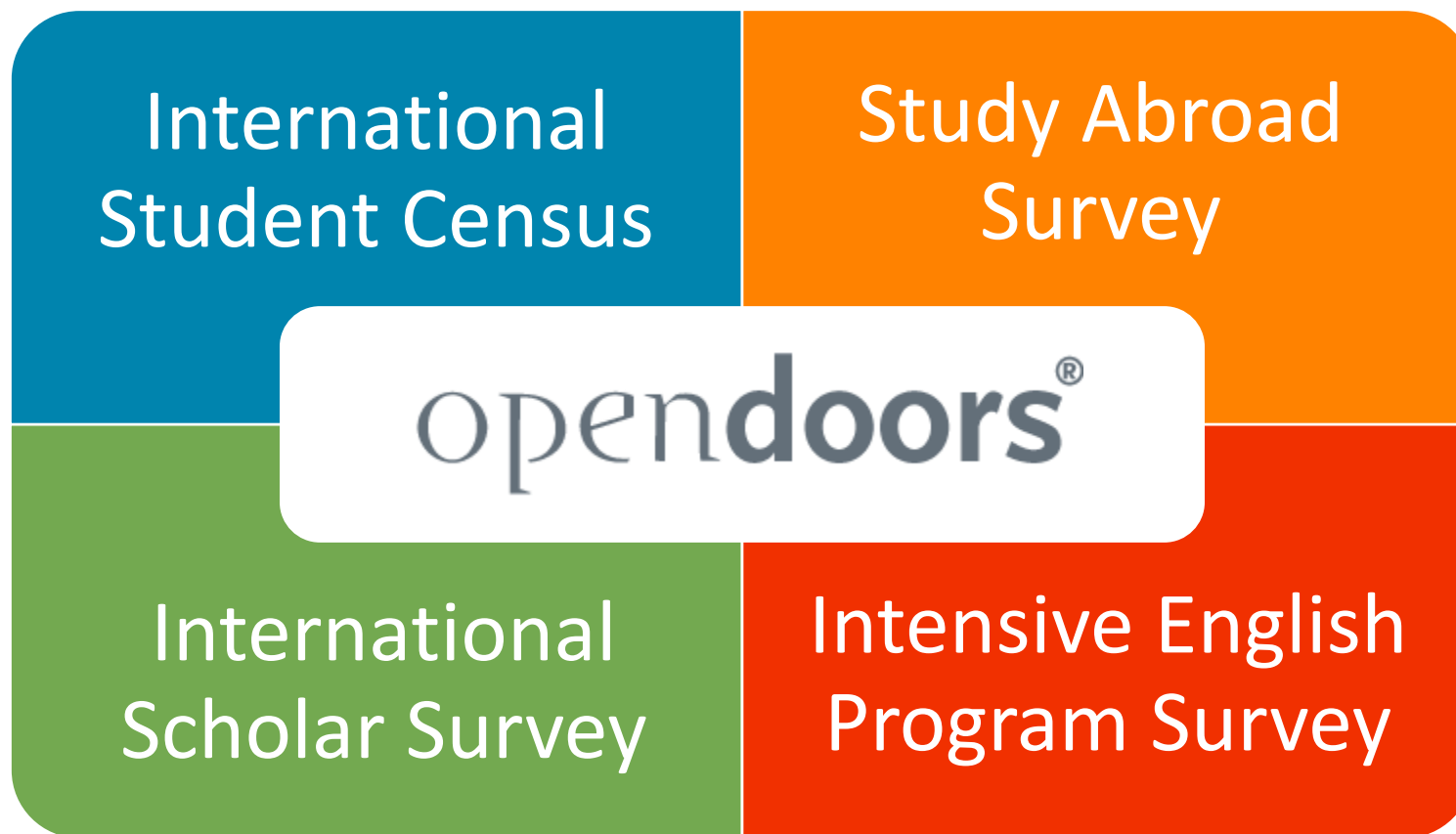
Predominantly Black Institution (PBI)

Tribal College or University (TCU)

What is Open Doors?



***Open Doors*®** is produced by the Institute of International Education with the support of the U.S. Department of State's Bureau of Educational and Cultural Affairs.



U.S. Study Abroad from MSIs



40,385 U.S. students studied abroad for academic credit from Minority Serving Institutions in 2017/18

27,557 from HSIs

1,129 from PBLs

18,546 from AANAPISI

593 from ANNH

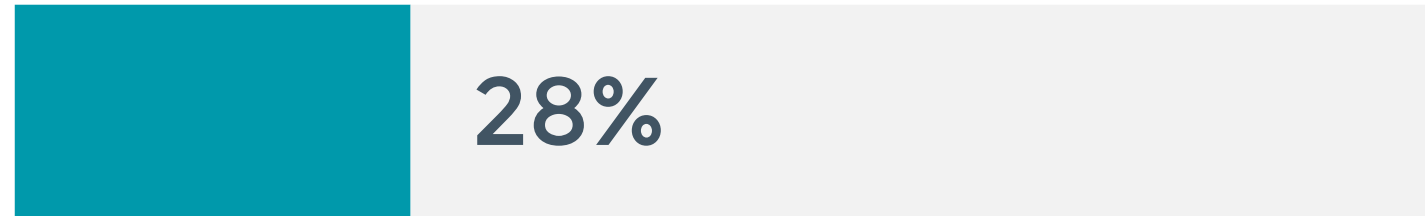
2,224 from HBCUs

235 from NASNTIs

Note: Some MSIs have multiple designations which is why the sum of each individual institution type does not match the total study abroad from MSIs.

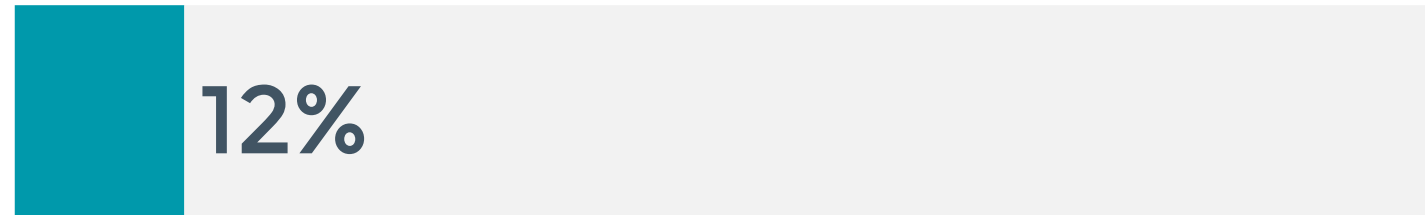
U.S. Study Abroad at MSIs

% of
undergraduates
enrolled at MSIs



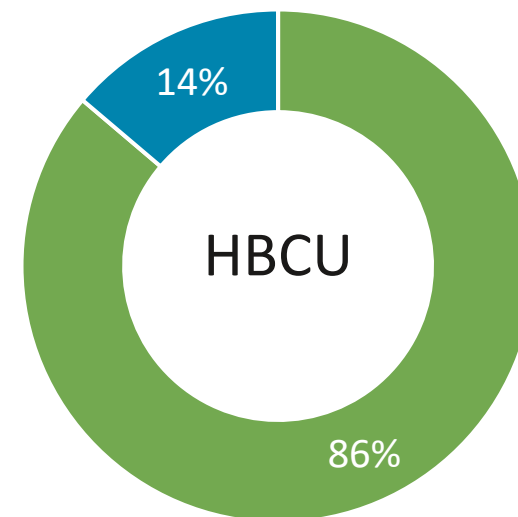
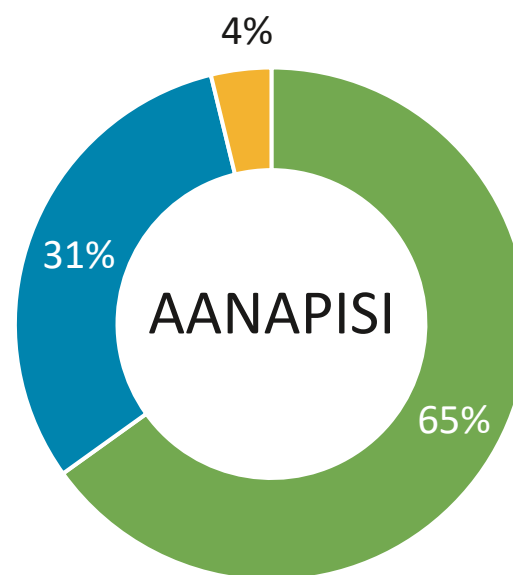
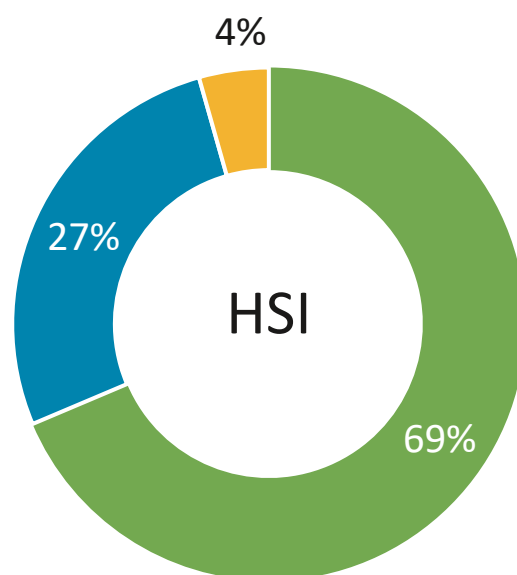
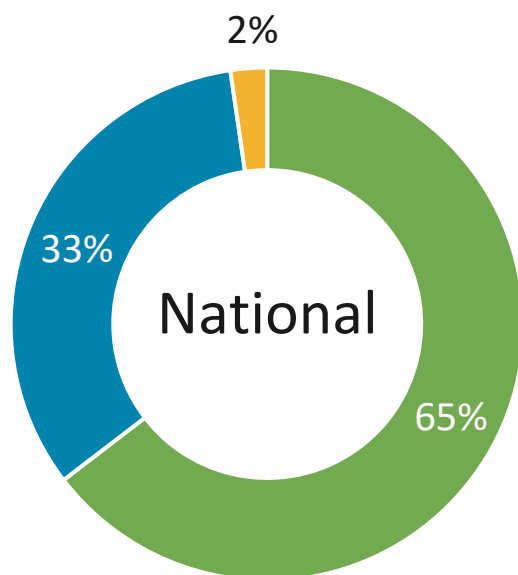
American Council on Education, 2017

% of study abroad
students enrolled at MSIs



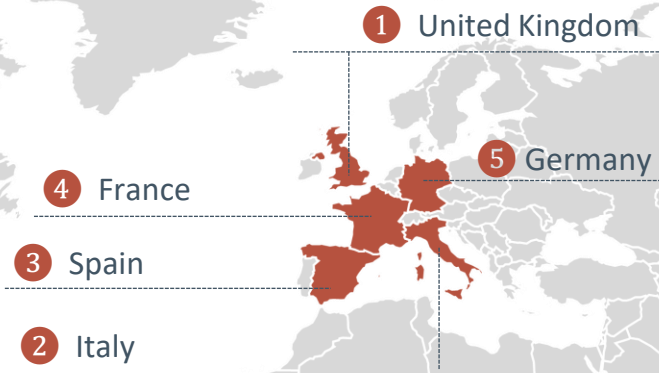
Open Doors®, 2019

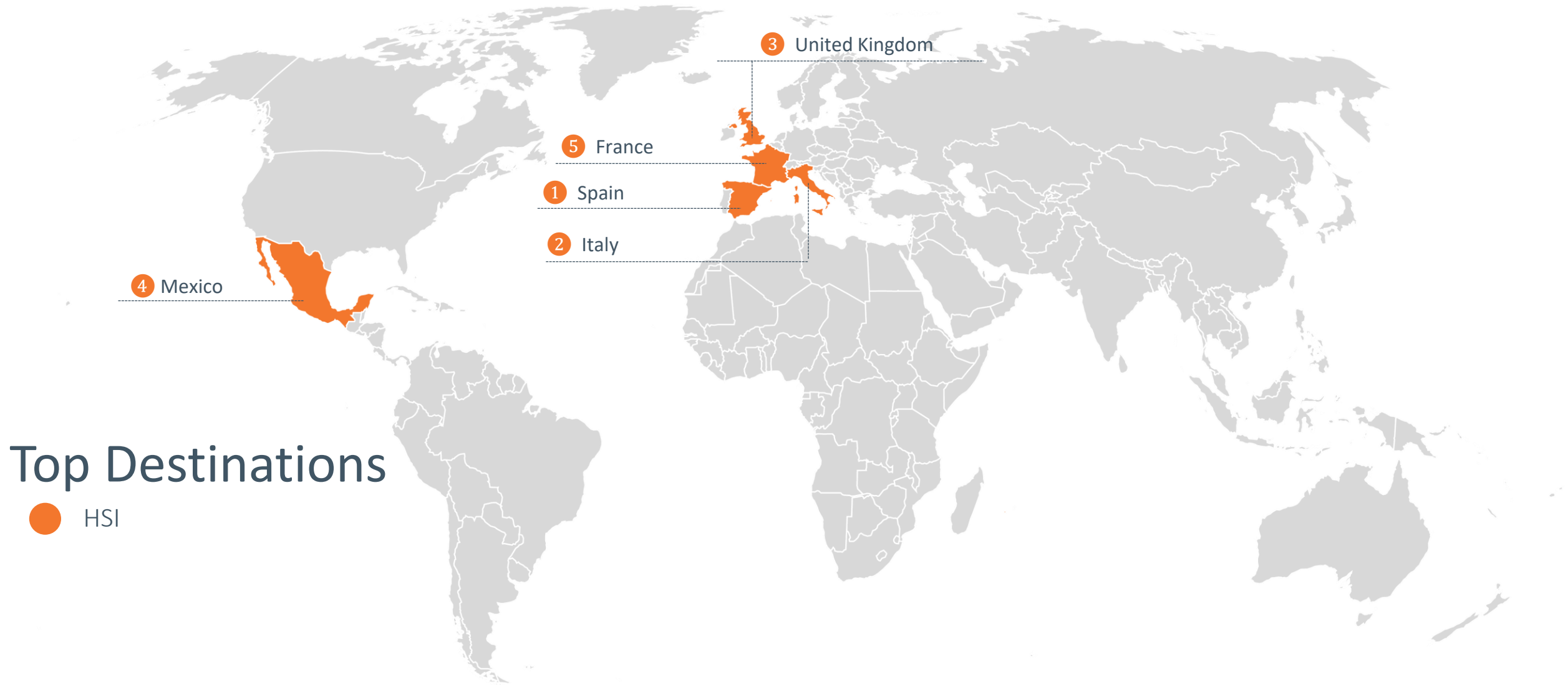
Durations



Top Destinations

● National





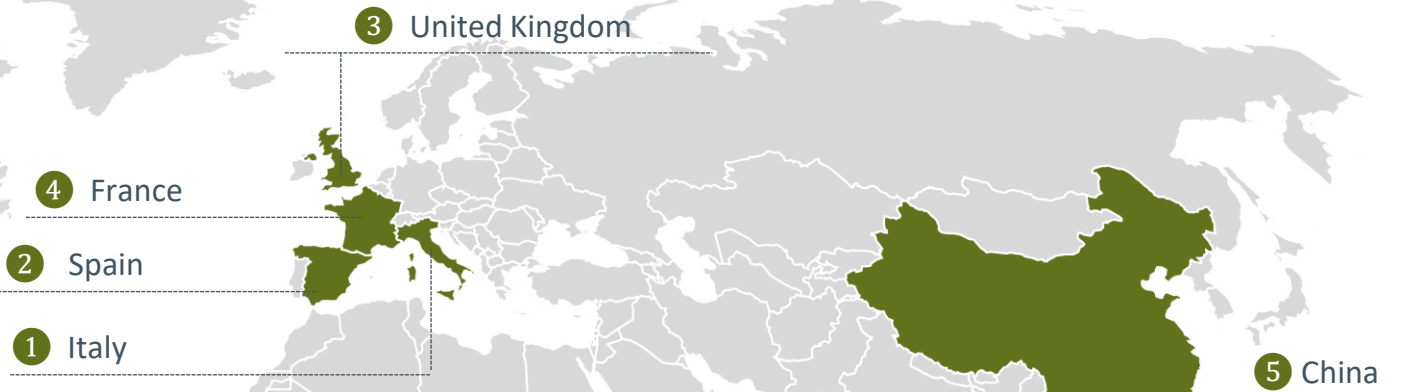
Top Destinations



HSI

Top Destinations

● AANAPISI



Top Destinations

● HBCU

2 Colombia





1 Spain

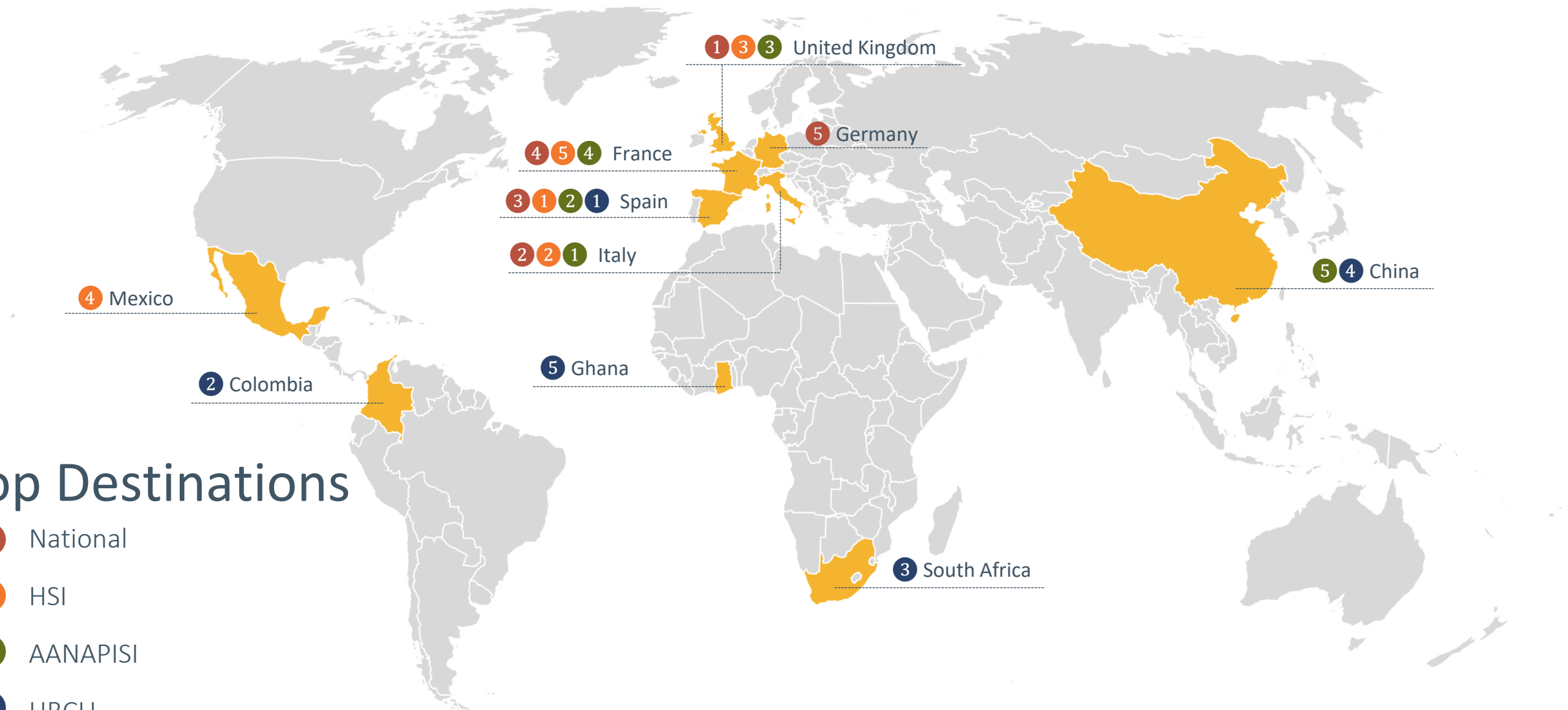
5 Ghana

3 South Africa

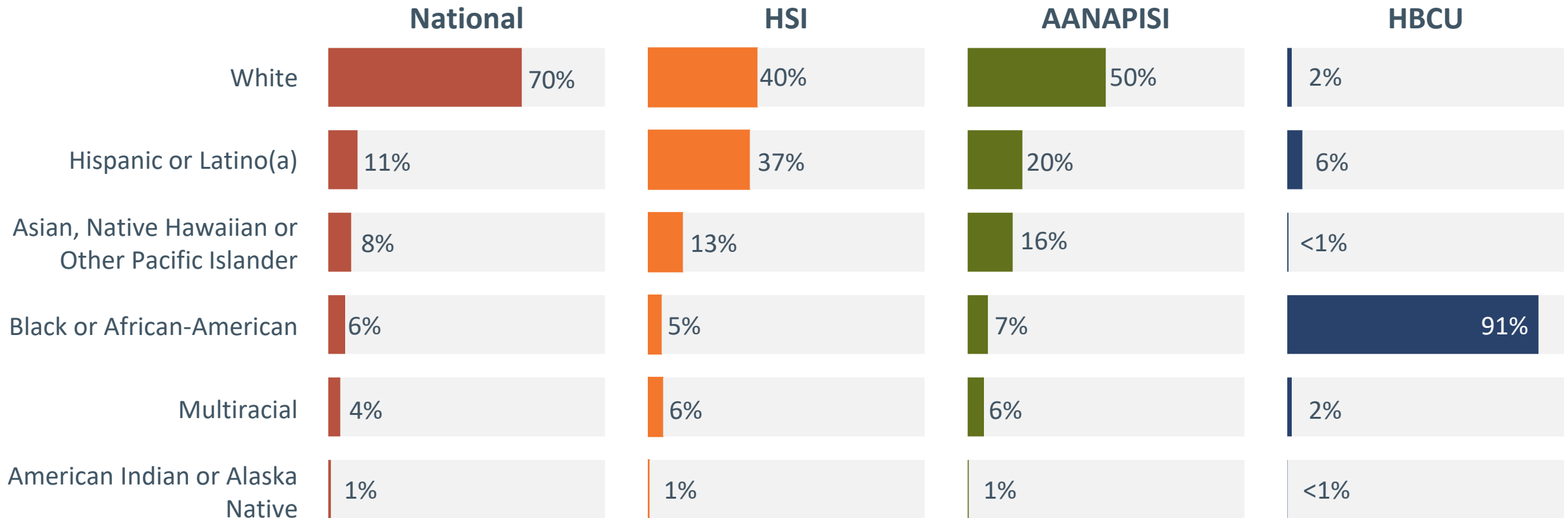
4 China

Top Destinations

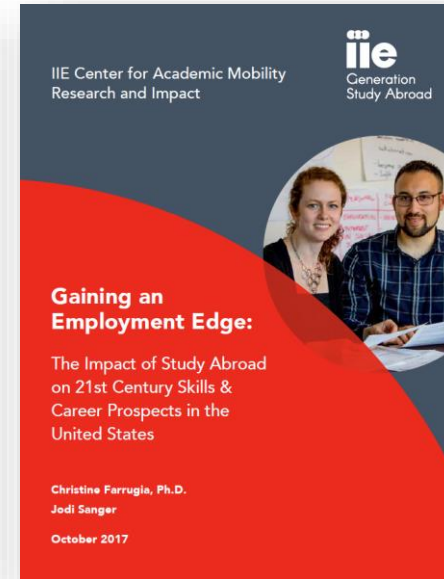
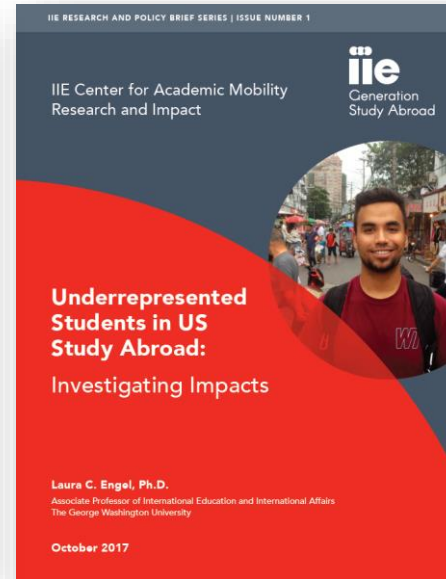
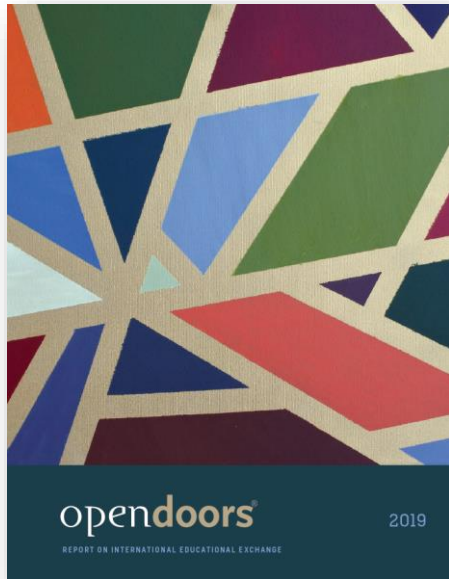
-  National
-  HSI
-  AANAPISI
-  HBCU



Race/Ethnicity Abroad



Resources





International Education at Lone Star College

Presented by:
Perzen Akolawala- Director
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Study Abroad Support Services

Institutional Support

Scholarships

- Need and Merit based scholarships
- Partnership Scholarships



Personnel Support

- Designated International Student Advisor at each campus
- Integrated International Faculty Fellows to support programming and study abroad on each campus
- Mobilizing current international student body- creating programming to bring internationally inclined students together.

Internationalized Curriculum



Faculty International Exploration Awards

- 5 faculty members every year
- Up to \$2500 in funds to use to internationalization course/curriculum or plan study abroad

IS-Designated Courses: 2676 students enrolled in Fall 2019

- 28 core courses in 15 disciplines
- 79 instructors and 116 sections (includes 9 honors sections)

Internationalized Curriculum

Area of Concentration in International Studies (AOC/ “Minor”):

Students earning 15 or more hours of IS-designated courses earn an International Studies AOC

Honors College International Studies Track:

This graduation distinction track combines honors undergraduate research, international studies, and related co-curriculars



Community College Leadership



International Education Biennial

- Sixteenth annual conference highlighting education best practices and global issues
- Recent features include a student poster session, cultural competency workshop, and additional professional development, including study abroad and international student support sessions

Community Colleges for International Development

- International association of community, technical, and vocational institutions
- 140+ institutions from 14 countries
- Hosted by Lone Star College
- Provides support and resources to institutional internationalization initiatives through webinars, partnerships, scholarships, and annual conference professional development.

Study Abroad

Foreign Government and Institutions Partnerships

French Embassy-Sponsored Bootcamps:

3 students each in CAEN (Liberal Arts) and Montpellier (STEM)

Paris Engineering Institute: n+i Pre-professional Engineering Program

Masters in Engineering in cooperation with the French Embassy, n+i and CESI.

An LSC student has been chosen each year since the program started in 2017.

Fulbright & CSAT Taiwan:

10-11 students. All receive Chinese language credit.



Study Abroad

Foreign Government and Institutions Partnerships (cont.)

QUFU Normal University:

~5 faculty in 2018-19 plus reciprocal student exchange

Beijing Language and Culture University:

Hosts honors capstone students for one week in March

Congresswoman Sheila Jackson Lee – China United States Exchange Foundation (CUSEF):

16 students



Study Abroad

Texas Gulf Coast International Education Consortium:

LSC serves as lead for this regional association to promote study abroad and international education professional development. Includes participation in the LSC International Education Biennial Conference

Institutional Study Abroad/ Capstone Trips

- Various trips across campuses- Taiwan, Chile, Greece, Italy, Spain, Ireland
- Honors Capstone- Italy, The Washington Center, China
- Adding for 2020-21: Thailand, India, and Portugal as part of our locale rotation



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The Reality

- Approximately 5% of students who study abroad are Black
- Fear and finances are major hurdles
- Missed opportunities--job prospects, learning another language, and other benefits
- Many Black students are unfamiliar with the history of their heritage

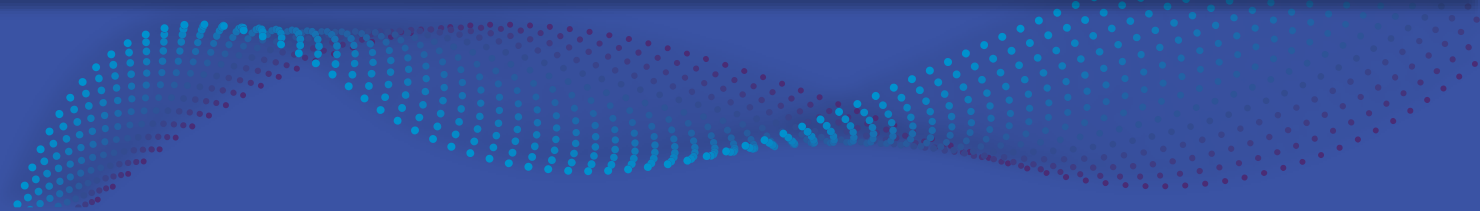
DNA Testing - 23 and Me

The DNA test results tells the story of who you are and how you're connected to populations around the world. Trace your heritage through the centuries and uncover clues about where your ancestors lived and when.



Heritage Programming

- More than 50 percent of study abroad activity took place in Europe during 2015-16 according to IIE
- Reach the heart of the underrepresented student and stimulate their intrigue
- The study abroad experience relates to one's personal history and culture
- Black students who studied abroad in Africa returned with a greater sense of identify and an enhanced desire to succeed



Diversity and Inclusion Abroad Guide



- **Heritage Seekers**
 - Must ask questions for Heritage Students
 - Tips for Heritage Students

Importance of Study Abroad for Students of Color

- **Contributes to Student Success (HIP)**
- **Increases Self Awareness**
- **Increases Cultural Competency**

Access to Study Abroad

- The percentage of American college students who are minorities is increasing according to the U.S. Department of Education
- Between 2000 and 2014, Hispanic enrollment more than doubled (a 119 percent increase from 1.4 million to 3.0 million students), Black enrollment increased by 57 percent (from 1.5 million to 2.4 million students) – (U.S. Department of Education, 2017)
- National Student Exchange (NSE)

What is Cultural Competence?

A set of behaviors, attitudes, and practices that come together in relationships (interpersonal and professional) that empowers the individuals to work effectively in cross-cultural situations

Multiple sources

‘Intercultural development inventory’



Choosing a Program

- Location
- Academic “fit” towards career goals
- Shifting Attitudes and Worldview
- Help students identify choices and benefits
- Study away options

Program Affordability

- Duration of program
- Living accommodations
- Currency and exchange rate
- Federal Financial Aid
- Grants, Scholarships, and fundraising

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Barriers to Study Abroad for MSI Students

- Costs
- Caretaking responsibilities
- Cultural norms and expectations around travel
- Programs mostly hosted in Western countries, which may be of less interest to students of color
- Underrepresentation of students of color in marketing of study abroad opportunities

Culturally Relevant Study Abroad for Students of Color: Lessons from the Frederick Douglass Global Fellowship in London

Published in the *Journal of Diversity in Higher Education* in 2019

Authors: Daniel Blake, Marybeth Gasman, Paola 'Lola' Esmieu,
Andrés Castro Samayoa, Jillian Cener



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Frederick Douglass Global Fellowship

- Initiative of the Council on International Educational Exchange (CIEE) and the Center for Minority Serving Institutions (CMSI)
- Competitive study abroad scholarship for Pell Grant eligible freshman and sophomores at Minority Serving Institutions
- Selected fellows participate in a 4-week, three credit summer study abroad program
- The fellowship covers program fees and travel costs
- Inaugural cohort's program was in London in summer 2017

Participants

- Cohort included students from six HBCUs, three HSIs, and a dual designated HSI/AANAPISI
- Four men, six women, all of whom are students of color and half of whom are first generation college students

Program Curriculum and Activities

- Took an “Intercultural Communication, Identity and Leadership” course
- Read and discussed the “Narrative of the Life of Frederick Douglass”
- Participated in site visits to neighborhoods and museums in London, as well as a trip to Northern Ireland

Research Question

- How do students' narratives of their experiences in the Frederick Douglass Global Fellowship illustrate principles of cultural relevance in the program's design and implementation?

Methods

- Pre- and post-program semi-structured interviews with each of the 10 fellows

Theoretical Framework

- Museus' Culturally Engaging Campus Environments (CECE) model (Museus, 2014; Museus & Yi, 2015)
- Five indicators of cultural relevance: cultural familiarity, culturally relevant knowledge, cultural community service, meaningful cross-cultural engagement, and culturally validating environments (Museus & Yi, 2015)

Cultural Familiarity

“the extent to which college students have opportunities to physically connect with faculty, staff, and peers with whom they share common backgrounds”

Culturally Relevant Knowledge

Opportunities for students to “cultivate, sustain, and increase knowledge of their cultures and communities of origin”

Cultural Community Service

Institutions' provision of “spaces and tools” for students to “give back to and positively transform their cultural communities”

Meaningful Cross-cultural Engagement

“opportunities to engage in positive and purposeful interactions with peers from disparate cultural origins”

Culturally Validating Environments

Students being “surrounded by postsecondary educators who validate their cultural backgrounds and identities”

Leadership Development for Cultural Community Service

- Many of the fellows were motivated to pursue the opportunity in order to develop their leadership skills for service to their communities
- The fellowship's framing as a celebration of Frederick Douglass resonated with many of the students, who aspired to use their leadership competencies to take on social justice causes as he had
- In the course, students read and discussed research on intercultural communication and leadership, refined their public speaking skills and learned to reserve judgment
- Upon returning, they felt more confident and motivated to serve

A Cohort of Cultural Familiarity via Shared Minority Backgrounds

- Students discussed the importance of being able to participate in this opportunity with other students of color from MSIs (some cited this as a motivation for applying) and considered their interactions and bonding with the cohort to be one of the primary highlights
- Students described this facet of the program as empowering and elaborated on how their shared backgrounds as minoritized students in higher education enabled solidarity among them

Cohort Diversity and Curriculum Foster Cross-Cultural Engagement and Self-Knowledge

- The course presented students with structured opportunities to reflect on and explore their identities
- They reflected on their own cultures and communities, while grappling with issues such as broader cultural differences between the U.S. and Britain, and their experiences adjusting to life in Europe
- The intragroup diversity within the cohort proved beneficial for these students as they reflected on their identities, and served as a frame of reference for analyzing British culture

Opportunities for Vulnerability Support

Culturally Validating Classrooms

- Students appreciated the way the instructors facilitated class discussions and created opportunities for self-reflection and vulnerability
- Students noted that the instructors let their guards down and shared some of their vulnerabilities, which made them more comfortable sharing their own
- By creating opportunities for vulnerability and modeling culturally validating behavior, the instructors facilitated culturally validating relationships amongst the cohort that extended beyond the walls of the classroom

Recommendations for Practice

- Crafting study abroad opportunities that allude to underrepresented populations in their name could stir interest in them; however, the curriculum and programming must ensure that these opportunities are not false advertisements and actually integrate cultural relevance into the experience
- Marketing study abroad opportunities in a manner that draws attention to how a student's participation might serve to benefit their community could be promising and should also be accompanied by curriculum that is intentional in developing students' leadership competencies

cmsi.gse.rutgers.edu/publications/research-reports

- Increasing Diversity Abroad: Expanding Opportunities for Students at Minority Serving Institutions (March 2016)
- Diversifying Study Abroad and Expanding Equity for Minority Serving Institution Students (June 2019)
- Transforming Faculty-led Study Abroad for Minority Serving Institution Students (June 2019)