Exploratory Case Study of Students of Color in US Study Abroad & Village-style Programmatic Support

Metrice Harris-Weedman

January 2023

This thesis is submitted in partial fulfilment of the requirements for the degree

of Doctor of Philosophy.

Department of Educational Research,

Lancaster University, UK.

Exploratory Case Study of Students of Color in US Study Abroad & Village-style Programmatic Support

Metrice Harris-Weedman

This thesis results entirely from my own work and has not been offered previously for any other degree or diploma.

Signature .....

Metrice Harris-Weedman

Exploratory Study Abroad Case Study

Doctor of Philosophy, January 2023

This qualitative single-site case study investigated the continued relevance of the four Fs (family, finances, fear, and faculty) described by Cole (1991) when she identified barriers to study abroad (SA) for students of color (SOC); Hembroff and Rusz (1993) additionally identified academic requirements as barriers. Using a student questionnaire and in-depth qualitative interviews with SOC, staff, and faculty, the study explores how SOC experience and are supported at one traditional United States (US) university pre, during, and following SA.

While the study confirmed the continued noteworthiness of previously identified themes, the findings highlighted nuances suggesting more positive influences of families, peers, their communities, and advisors when it came to supporting SOC throughout their experience. Despite the considerable familial and community support, the findings also revealed advisors did not adequately target families of color in the dissemination of important information. Moreover, faculty selected students using discretionary powers and successfully prioritized ‘group fit’ over academic qualifications suggesting academic criteria may no longer need to be a barrier. Additionally, identified emergent themes involved inclusive faculty programming, safety and wellbeing, along with unifying role reversals when White students become minorities at host SA sites.

My original contribution is a holistic philosophical framework called MENSCH that engages with the collected data and avoids deficit views associated with these

underrepresented student groups. MENSCH is a tool educators might use to engage with marginalized students; it also allows advisors to optimize the resources of faculty of color to gain insights into effective mentorship, incorporating inclusive program design, and creating safer spaces for SOC. The study concludes with ideas for additional broader university research using an even larger student base to further explore the emergent themes.

Contents

Acknowledgements

Gestures that often go unnoticed have the power to change the course of one's life and create long-lasting ripple effects….

If someone would have told my 13-year-old self that I would travel internationally, study abroad, live in both Germany and the South of France with my multi-lingual family, become a therapist, and complete a doctorate, I would never have believed it! Just two weeks ago, my daughter returned from her first high school study abroad experience. The week prior, her brother guided us through the canals of Venice in fluent Italian based on his own study abroad experience in Italy. If as a 19-year-old I had been told that Black students aren't interested in studying abroad, I would have said then what many of my student interviewees reflect now: I was ALWAYS interested and dreamed of experiencing other cultures. However, my family was unable to financially support my studies, let alone study abroad. I worked two jobs while attending university to pay my tuition and spent an inordinate amount of time on public transportation; there were many semesters when I couldn't afford my textbooks. It was less an issue of interest and more an issue of HOW and with what time?

I frequently speculate on what made the real difference in my case. Perhaps it was the intervention of Mayor Abbott who convinced my parents to enroll me into a pilot French immersion elementary school? Or Madame Francis, my formidable (and scary) French teacher who always pushed each student to their limits. Possibly Principal Jacobs, who greeted each student by name; in his presence I got to feel what it felt like to be heard and seen. My stepfather James, who never made me feel like there was a question I couldn't ask. Certainly, Mrs. Hoge, my Girl Scout leader, should receive her flowers for

opening her home and heart while simultaneously personally ensuring none of the girls were excluded from participating even if she had to pick each of us up in herself in her VW bus. She organized my first voyage outside of the country and embodied what 'community' should feel like. Dr David T. Harris Sr challenged me to see an academic path forward beyond my bachelor's degree and opened doors wherever and whenever he could. The generations of strong Black mothers in my life who modeled how to multi-task! Kim, my study abroad partner in crime who told me what I needed to hear and has been a constant in my life. My dear friends, who have loaned me textbooks when I didn't have them, provided fellowship, and a space to just BE. Dr Charles Maher, who has supported me throughout the years and his AVICTORY framework provided a springboard to MENSCH. Dr Glenda Russel, who within the context of Community Psychology, opened a door to Social Justice and a pathway towards empowerment. My husband, partner in life, and personal IT guy, who has traveled the world with me and has always made time to read (and critique) what I've written. My children, who have inspired me to push onward and to lead by example. Lastly my thesis (or dissertation for the US) team, Dr Ann-Marie Houghton (my supportive supervisor), ever encouraging, we've spent years on this 'project' together; both occupying the roles of teacher and student. She brought unique perspectives and insights while helping me bridge gaps that sometimes seemed insurmountable. Drs. Diabate and Budd (my examiners), you offered your time, expertise, and individual viewpoints which were greatly appreciated. I am ever indebted to the doors opened to me because Lancaster University is supportive of students who don't neatly fit into traditional learning pathways.

My village, each an integral member and without whom I wouldn’t be at the other side of this doctoral journey.

Je vous remercie tous!

Publications derived from work on the Doctoral Programme:

I developed a philosophical framework (MENSCH) for my thesis and was able to publish it as a peer reviewed chapter in the edited book, “Reimagining Internationalization and International Initiatives at Historically Black Colleges and Universities”.

Harris-Weedman, M., (2022). It Takes a Village: Holistic Emancipatory Framework for Students of Color in Study Abroad. In *Reimagining Internationalization and International Initiatives at Historically Black Colleges and Universities* (pp. 173-188). Palgrave Macmillan, Cham.

Harris-Weedman, M. (2019). *Required: Creativity and Guts; Building Bridges for Students of Color Underrepresented in Study Abroad*. CIEE 2019 Annual Conference Poster Session

List of abbreviations and key terminology

List of abbreviations

AA: African American. The American citizens with ethnic origins deriving from Africa and are ethically very diverse given the history of slavery. Naturalized American citizens from African countries and their children may equally use this term (US Census, 2017).

CIEE: Council on International Education Exchange

GPA: Grade point average: American grading 4.0 grading system (The Princeton Review, 2021).

HE and HEI: Higher Education and Higher Education Institutions: Colleges, universities, community colleges, graduate and postgraduate can all be encapsulated within this term.

HBCU: Historically Black Colleges and Universities: HE opportunities created prior to 1964 to support and educate African Americans when traditional options were not available or encouraged. There are now 105 HBCU across the US, representing 3% of colleges and universities while graduating 18% of degrees earned by AA/Black graduates (Rutgers CSMI, 2022).

IE: International Education: the wider foreign study options available to students which includes study abroad.

IEE: International Education Evaluation: International organization that promotes the interests of international education.

MENSCH: An acronym for my framework (see Chapter Three for details).

1. **Multiple consciousness** whether students self-identify with plural identities;
2. **Explore** identity intersections;
3. **Name** / highlight power structures;
4. **Study abroad** contexts (including counter-storytelling);
5. **Capability approach**
6. **Highlighting** knowledge, skills, and abilities (KSA)(Harris-Weedman, 2022).

NAFSA: National Association for Foreign Student Affairs

PWI: Predominantly White institutions; institutions in higher education that have historically been designed for White students

POC: People of color

SA: Study abroad

SAP: Study abroad programs

SES: Used to denote socio-economic status

SOC: Students of color are primarily meant to include African American, Black, and Latino students for the purpose of this study. Asian students are briefly mentioned but are not the focus.

Key Terms

This study will be utilizing various terminologies which are defined here:

Black: is used to denote students and/or people with African ancestry or from the Black Diaspora. The student may or may not have American citizenship but remains a U.S. undergraduate student.

Biracial: is used to refer to students who self-identify as belonging to two ethnic/racial groups which for this study were primarily African American/Black and White.

Faculty: equally referred to as faculty directors; academic professionals in HEI who support, advise, and recruit students for study abroad while developing SAPs. They can have overall responsibility, teach, and lead students while abroad.

First Generation: students who are the first in their family to attend a four-year college/university.

Host site: foreign location where students are located while abroad.

International Education Evaluation (IEE): international organization that promotes the interests of international education.

Latino students: undergraduate students with ethnic origins in Latin American who may or may not have American citizenship or be Spanish speaking. They may also use the term Hispanic, Latino, Latinx, and be of African descent (US Census, 2017).

Minority: ethnic, racial, cultural, religious, and gender groups (amongst many others) that may be statistically and functionally subordinate and/or marginalized to a larger dominant group.

Multiracial: students who self-identify with more than one ethnic/racial identity.

Staff: members from the study abroad or international education office who advise, recruit, prepare, support, and mitigate safety and security for students throughout programming.

White: students who have European background or origins.

Underrepresented: is used to indicate a disproportionately lower number of students engaged in SA.

*Multiple terminologies were used to designate the racial and ethnic identities of students. I have chosen multiple terms or SOC to remain sensitive to the various ways people might identify to minimize reductionistic terminology. This is a highly politicized area within the American historical cultural context and there is no one right way for someone to identify. It is not my intention to discard within-group diversity.

List of Figures and Table

Chapter 1: Introduction

Some years ago, after much scrimping, saving, and begging, I embarked on a year-long academic adventure which allowed me to live and study in France. I had no way of predicting the effects this journey would have on me; nor did I anticipate my "unique" status as an African American (AA) woman and member of one of the identified underrepresented student groups to study abroad (SA). Once in France, it became clear my experiences and perceptions were different from my peers. The only other student who seemed to share my perceptions, was also a fellow student of color (SOC) from Haiti. Together, we supported each other throughout the year and shared our thoughts and experiences about what it meant to be a SOC abroad. The full spectrum of effects from that year are still being felt and contributed to my desire to research and understand the needs of other SOC engaged in study abroad programs (SAP).

The push to internationalize higher education (HE) reflects the economic and political needs of a world made smaller through interdependency. To this end, SAPs help assist undergraduate students on their path towards global competency (Salisbury, 2011). While studying abroad is increasingly important and popular, student groups are underrepresented (IIE, 2007), SA has traditionally been utilized by students who fit a narrow demographic (Salisbury et al, 2011). AA and Latino students (SOC) have been underrepresented in SAPs, representing only 17.3% (combined) of the 347,099 American students who SA (IIE, 2020).

The purpose of this single case multi-method qualitative study is to explore the perceptions of SOC, faculty directors, and SA staff regarding the experiences of SOC at one university. This study focuses on students from the United States and views study

abroad from the perspective of American students studying outside of the United States although there are elements of the study which are transferable to other contexts. Each participant group offered first and second-hand insights on whether the needs of SOC are considered and incorporated throughout SAP. Commonly believed barriers for SOC in SA were used as a basis for scrutiny about continued relevance (Cole,1991; Hembroff and Rusz,1993; Kasravi, 2009; Sweeney, 2013). Given the limited studies exploring diversity and inclusion and the experiences of SOC while abroad (Contreras, Lopez-McGee, Wick, and Willis, 2019), the findings generated from this study will serve to increase participation through sensitizing program administrators to the issues surrounding some of the underrepresented students they serve.

This chapter provides context and a generalized overview of the study. The introduction and background are followed by the problem statement and an introduction to the theoretical framework, MENSCH, I created as a holistic lens on which the study is based. The statement of purpose, research questions, and methodology are discussed prior to providing information about my own perspective and assumptions. Finally, the rationale, significance, original contribution are considered, and a list of terminology defined.

1.1 Background and Context of Study

Study abroad has experienced growing importance in preparing students for globalization. SA opportunities come in various programmatic forms, to support the expanding needs of students and reflect worldwide interdependence. Based on the belief it enhances our global economies, ensures university competitiveness, and prepares graduates for the future workforce, the growth of international education (IE) is

a topic of increasing importance among national educators, and a key topic at G-8 meetings (with the goal of increasing academic mobility) (IIE, 2012; Kuh, 2008). SAPs are being viewed as key ingredients to foreign language acquisition, intellectual, and economic exchanges, as well as having political influences between countries. Traditionally, students who chose SA engaged in an academic year experience during their junior (or third) year of college, typically in well-known European countries (Kauffman et al.,1992). Often, this was not the student's first trip abroad since many traveled with their families during family vacations. The students were typically White females who came from educated middle-class families who could afford to financially sponsor their daughters' year of study (Penn and Tanner, 2009; Sweeney, 2013)). Males, ethnic/racial minorities, non-liberal arts majors, and students with physical disabilities are examples of underrepresented populations in SA (NAFSA, 2000). An often-shared belief amongst college administrators, students, and parents is that SA is too expensive and not typically for SOC (Sweeney, 2013; Cole, 1991). The internationalization of HE has now motivated college educators to encourage all its students, across a larger majority of its disciplines, to participate in SA. The SA experience may well be the competitive edge students need to fine-tune foreign language skills and reflect the open mindset sought after by international companies (Perkins, 2020; Merryfield, 1995). The importance has been underscored by new objectives of universities and non-profit organizations partnering to increase the number of minorities studying abroad (Edwards, 2015).

Many employers are seeking graduates who are proficient in more than one language, are capable of functioning in a multi-cultural work environment, while demonstrating

global competence. When referring to internationalization of American universities, this is commonly meant to include universities incorporating:

> education abroad, international students, a curriculum with an international, component, including languages; partnerships with universities abroad for students and faculty opportunities and joint/dual degree programs; and an international presence in other countries (Dumont and Pastor, 2010, p.52).

SOC, among other groups (men, disabled students, lesbian, gay, bisexual, transgender, and queer (LGBTQ+)), have been highly underrepresented in SAPs (Covington, 2017; Simon and Ainsworth, 2012). SAPs, given the history and proportionate overrepresentation of White students, have been designed to accommodate the needs of students fitting more traditional profiles (IES, 2009; Hembroff and Rusz,1993). There are limited studies pertaining to the underrepresentation of SOC and their experiences in either short or long-term SAPs (Contreras et al.,2019). Truly democratic SAPs are invaluable and not bound to the needs of one group and in this respect, it can be said students are true ambassadors of American life and culture when diverse representation occurs (Tensley, 2015). Regrettably, notable ethnic student groups (for numerous reasons) are restricted from participating in these enriching programs which may have a considerable potential to positively impact their lives and competitive edge in our “new” global economy (Goldstein and Lopez, 2021; Sweeney, 2013).

1.2 Statement of the Problem

Study abroad has traditionally been utilized by White, female, middle-class, liberal arts students, with grade point average (GPA) of 3.0 or higher (Penn and Tanner, 2009;

CIEE, 2000). The challenges to widen participation rates for SOC would involve addressing barriers associated with affordability, racism, family, institutional support (Covington, 2017; Hembroff and Rusz, 1993; Kasravi, 2009; McClure et al., 2010; Sweeney, 2013; Thomas, 2013) and host site options (the hosting country and education institution) (Brux and Fry, 2010; Lee and Green, 2016). Moreover, little is known about the experiences of students who choose to SA, primarily because SAPs generally do not keep or obtain accurate statistics (i.e., race and ethnicity) to gauge their experiences (Bidwell, 2014; CIEE,1991). If the needs of underrepresented groups in SA are not accurately catalogued and addressed, the lack of information further impacts the potential design and implementation of SAPs. While taking account of individual circumstances, universities must also look at how systemic practices may prevent students from considering SA as a realistic option (Sweeney, 2013; Penn and Tanner, 2009).

1.3 Purpose of the Study and Research Questions

A case study can provide more illumination of how SOC navigate the support networks available to them pre, during, and following their SA experience at one large or predominantly White institution (PWI). The question asked is whether all students, regardless of gender, race, religion, ethnicity, age, etc., can optimize the opportunities offered by SA?

An exploratory case study, while not generalizable to other HE institutions, has the distinction of potentially being transferable and capable of exploring complex context driven campus climate and policy issues at individual universities. The shared findings ultimately allow for a wider dialog amongst international educators.

Thus, the main objectives of this single case (one PWI) qualitative research study were to:

1. Examine how SOC experienced their SA pre, during, and following their return to the home institution.
2. Explore how SOC are supported by advisors throughout the different phases of SA.
3. Explore the needs of SOC throughout SAP.

Examining the challenges and opportunities encountered by SOC may help a university to further incorporate inclusive participatory practices to enhance SA experiences.

1.4 Theoretical Perspective Towards the Creation of MENSCH

Amartya Sen's capabilities approach, critical race theory (CRT), and the modern-day evolution of Du Bois' double consciousness theories encompassed in Black feminism informs the theoretical framework underlying this study. All three theories are grounded in principles of democracy and emphasize the importance of voice, empowerment, and the active evaluation of the implicit power structures to create real change for the groups being studied (hooks, 2015; Sen, 2005; Crenshaw, 1998; Du Bois, 1903). While each framework had the capability to address specific elements related to underrepresentation of SOC in SA, I felt a holistic, context-driven, and strength-based framework would be needed to fill the gaps needed to redress some of the underlying systemic and individual challenges surrounding increasing participation and inclusive practices. I created a framework under the acronym MENSCH (multiple consciousness, exploration, naming power structures, SA contexts, capability approach, and highlights of knowledge, skills, and abilities) imbued with the flexibility to holistically view the

student, their community, and servicing structures with a focus on affirming and building on already existent strengths. Aspects of MENSCH reflect my own background in psychology as a family systems-oriented therapist where context and larger community support can make a positive difference in positively moving towards desired change. See chapter 3 for MENSCH details.

1.5 Research Approach/Methodology overview

An exploratory single case study was employed with the goals of assessing SOC needs and exploring the related support services provided for SOC prior to departure, during their foreign educational stay, and following their return to the American campus. After using predefined themes dominant in the literature, each of the research questions were evaluated through the prism of using the four F's (family, finances, fear, and faculty) first identified by Jonetta Cole (1991) as barriers for SOC in SA, an academic theme was later added by Hembrof and Rusz (1993). This study explored the continued relevancy of these themes within the context of SOC at the case study university.

The feedback provided from the students, faculty, and staff, were examined with the intent of identifying any discrepancies between the expectations of SA and how it was experienced within the various contexts surrounding the students and the programs. The three distinct sample groups and multiple methods of data collection facilitated triangulation and validity testing. A qualitative case study, primarily from the perspective of the underrepresented student population, can provide unique insights into what the program's successes and strengths may be while highlighting areas requiring critical evaluation and change.

1.5.1 Researcher Assumptions

As an AA woman who resides abroad, I am aware of the multiple perspectives and intersections within which I experience the world. Being female and a visible minority often creates a disconnect between how I view myself and how the outer social world may, conversely, perceive me. Inwardly, I do not identify myself exclusively based on my gender or skin color. Life experience has taught me others have viewed my ethnicity, national identity, and even my gender as defining me in ways I do not define myself. My experiences as both an underrepresented SOC in the postgraduate HE system and a trained family systems therapist have likewise impacted my view of the problem and my understanding of the best way to study the problem: through a larger interwoven holistic lens.

Based on my experience and background as a former SA alumna and university counselor, two assumptions shaped this study. First, colleges and universities are a microcosm of the larger cultural American experience. As such, HE should heed ethnic minorities' nationwide call to action for increased racial justice and systemic change. Second, knowing my own SA journey was fraught with obstacles, not all students could realistically be able to choose to SA. Some of those obstacles could easily have felt insurmountable had I not had community support. I created MENSCH (the philosophical framework underpinning this study) based on the conviction reductionistic perspectives do not encapsulate the experiences of SOC and stalwart belief in the power of community.

1.6 Significance of the Study

An exploratory case study, while not generalizable to other HE institutions, it can explore complex context driven campus climate and policy issues at individual universities. The findings can be transferable and help professionals within study abroad (or other wider contexts in education) and researchers gain increased insight into lived experiences of SOC and/or other underrepresented students. Moreover, study's findings can aid educators to better identify and incorporate SOC needs in planning, designing, and implementation of programs.

> While individual circumstances may impact participation, institutions must closely examine their practices and procedures to determine if and how they contribute to underrepresentation in study abroad (p.3). […] Efforts to increase the participation in study abroad by students of color must begin with institutional self-assessments (Sweeney, 2013, p.5)

Diverse populations often require that educators challenge themselves to think creatively to provide as many resources and opportunities for as many students as possible. As such, I created MENSCH, an original contribution to the field and flexible holistic tool to help advise underrepresented students and help administrators evaluate some of their system-wide practices as they pertain to marginalized students. MENSCH can be adapted to be used in the broader educational contexts when attempting to broaden access. It can further be used in employment recruitment and other systemic situations requiring diversity and increasing access.

1.7 Conclusion and Thesis Structure

In this Introductory chapter I have:

- provided background and contextual information about the importance of SAPs in HE
- explored systemic discrepancies between those students who are traditionally targeted for SAP and SOC who remain underrepresented in SA
- indicated my own personal history and experiences with SA and how those experiences have led me to this research
- introduced MENSCH, which is the theoretical framework I developed to holistically approach the issues of participation and inclusion for SOC
- provided an overview of the study's methodology

In Chapter 2, I provide an in-depth contextual background surrounding SA and SAP with a focus on historical and current situation for SOC. Chapter 3, includes a vignette to help the reader better engage with context and to illustrate how intersections of identity may impact the experience of studying abroad for SOC. I philosophically engaged with MENSCH, the philosophical framework I created to help educators incorporate a more holistic view of the underserved students and the related systems. In Chapter 4, the methods and methodology of the study are elucidated. The key findings are explored and elaborated upon in Chapter 5; Chapter 6 discusses the key findings and their implications. Finally, in Chapter 7 study limitations and future research consideration are explored.

Chapter 2: Review of Relevant Literature

Increasing the participation rates of SOC has been a recent preoccupation amongst international educators. This chapter is divided in three parts: part one gives the reader an overview of what constitutes SA (key elements, duration of SA, and destinations) and some of the personal and professional benefits that students can gain through foreign language acquisition and personal growth. The second part of the chapter explores both the historical, political, and socio-economic elements contributing to the complex barriers impacting access and interest in SA specifically for SOC within the larger American context. This sets the scene for part three: engaging critically with the literature, future considerations, and the chapter conclusion. At times, the reviewed literature can appear dated, but this is indicative of how little research has been invested in continually understanding the issues of access and participation for SOC.

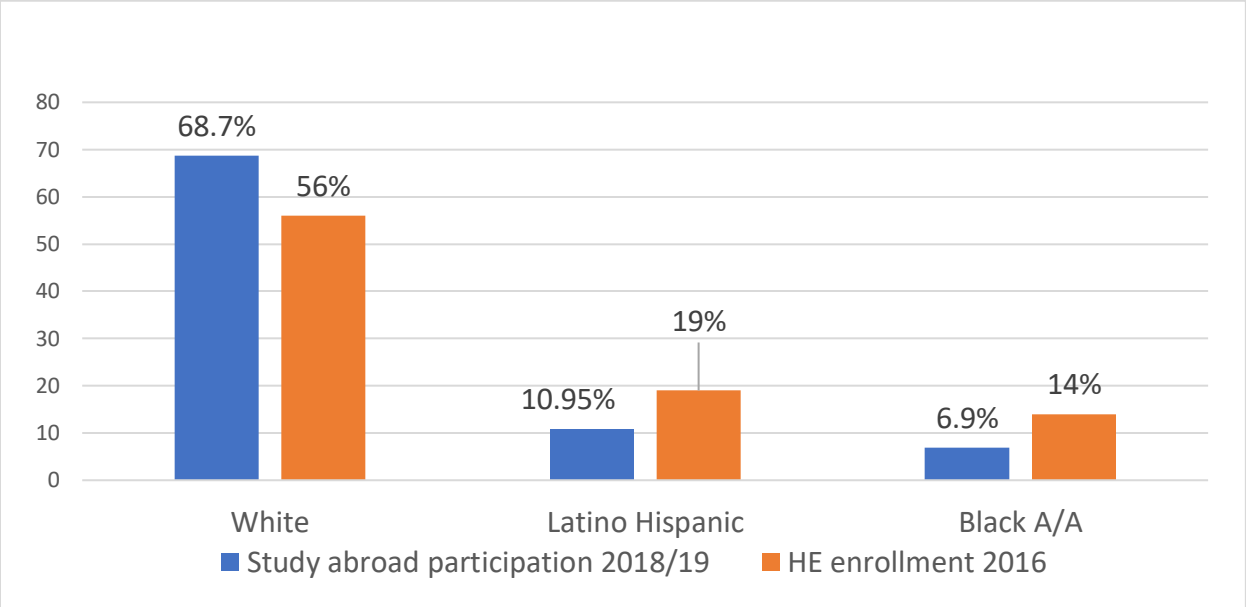

Figure 2.1 Underrepresented SOC Study Abroad. Open Doors, 2018

2.1 Part I: Overview of Study Abroad Programs in Colleges and Universities

2.1.1 Key Elements of Study Abroad

Students who opt to spend portions of their college education studying in a foreign country are said to be engaged in SA. European HEIs tend to use the short-term Eurasmus+ programme with the goals of nurturing “interculture skills, linguistic abilities, autonomy, resilience, independence and a range of other competencies” (Mikulas and Jitka, 2019, p.2). Whereas in Japan, there has been increased importance attached to study abroad with private institutions leading more short-term programming (Asaoka and Yano, 2009). While this study focuses primarily on American study abroad programs (SAPs), it is important to note that international education comes in multiple forms, durations, and goals from all over the world. Leading tools in tracking and evaluating US SA trends has been through Open Doors, an annual foreign study census released by the Institute of International Education (IIE) with funding from the US Department of State (Redden, 2016). Current numbers indicate over a million (1,094,792) international students studied at American colleges and universities in 2016/17, while the number of US students studying abroad is currently the highest it has ever been at 332,727 (pre-Covid); there is continued room for further growth (IIE, 2018).

2.1.2 Types and Duration of SAPs Offered

US college students have a variety of SAP options. The more traditional option is an academic semester or yearlong stay in a designated country with links and/or courses to a host university (Mills et al., 2012). While researchers continue to debate the optimal length of time abroad to yield the most gains for the student (benefits in developing relationships, personal changes, second language acquisition gains, and developing

cross-cultural awareness), international educators generally advocate for the longer the better (Dwyer, 2004; Kauffman,1992; Neppel, 2005; Zielinski, 2007).

The reality in today's academic environment is that students, parents, and academic institutions are not always prepared to have students spend such a long time studying abroad (Campbell, 2016; Dwyer, 2004; Lewis and Niesenbaum, 2005). Concerns such as financial resources, being able to translate academic credits effectively from one system to another, worries about safety, or major overload (i.e., will the students be able to find equivalent classes and resources needed abroad to graduate on time) (Donnelly-Smith, 2009) have helped contribute to shorter termed program offerings with the hope towards increasing student participation rates (Mills et al., 2012). What has evolved for students who require shorter SAPs, are programs with a varying degree of flexibility ranging from faculty led options occurring during Spring/Fall breaks, stays for a couple of weeks, a semester, and/or over summer vacation (Mills et al, 2012; Brubaker, 2007; Davis, 2001). Encouragingly, there is some evidence suggesting if shorter-term programs are designed effectively (including comprehensive pre and post preparation work), students may experience considerable intercultural gains (Brubaker, 2007; Chieffo and Griffiths, 2010; Kauffman et al., 1992). American students are flocking to shorter-term programs, as evidenced by the decreased number of students electing to go abroad for a full academic year (currently at 2.2% but was 4.3% 10 years ago). The Summer term became the most popular time for students to SA at 38.5% (IIE,2018). Many of the short-term SAPs are discipline specific and/or faculty led (Mills et al., 2010). Regardless, US students are not limited to their own home institutions; they can apply to other organizations or HEIs with attractive offerings (Spencer and Tuma, 2002).

HEIs are offering increasing flexibility to better attract students. SAPs might offer one to three-week tours, internship opportunities, faculty-led trips over Winter or Spring breaks, which are service or research oriented (Parkinson, 2007). This increased flexibility and range of options serves to cast a wider net in attracting more students to participate in SA and in keeping with recent SA objectives launched by IIE. This initiative had the goal of doubling the number of US students studying abroad in HE by building coalitions between education, government, and business leaders (IIE, 2014; Berdan and Johannes, 2014).

2.1.3 Study Abroad Destinations

The choice of where to SA can be complicated for students and their families, necessitating a review of issues such as safety, political stability, costs, medical care, mobility, language difficulty, course equivalency (D'Intino, 2016). The leading choice of destinations are typically Western European countries (54.4%):

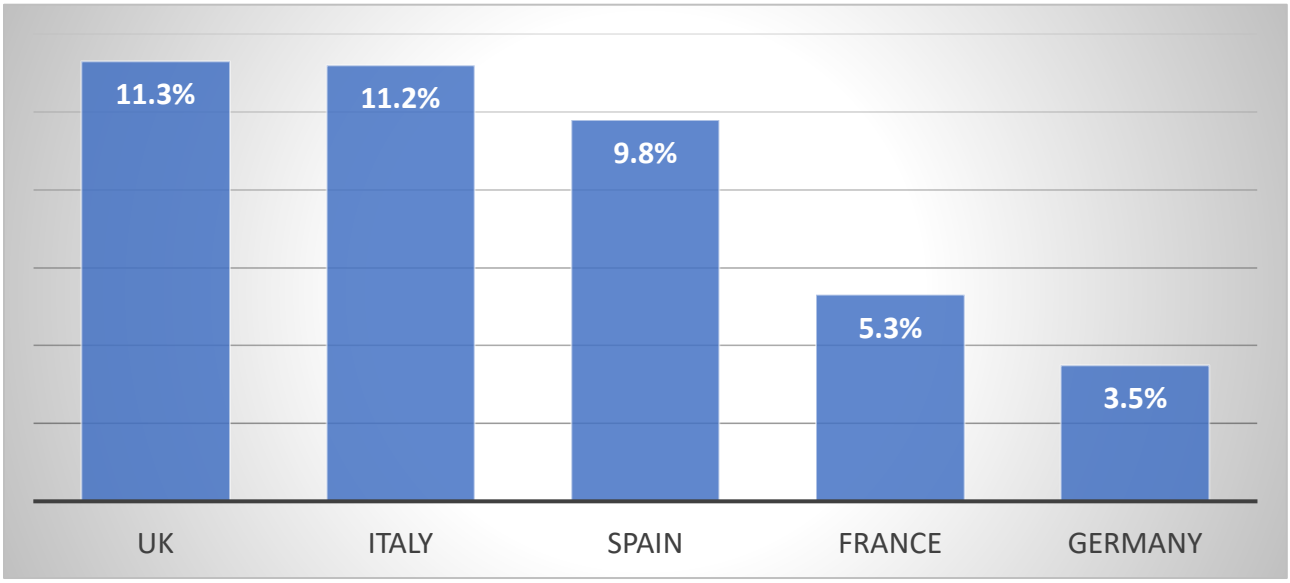

Figure 2.2 Leading US Study Abroad Destinations 2018-19 Pre-Covid. Open Doors, 2018.

Currently, there has been increased demand for non-traditional programs in areas such as Costa Rica, Israel, Japan, and South Africa. Open Doors (2018) has seen a decline in students seeking more traditional sites and increases in non-traditional sites.

2.1.4 Benefits of Study Abroad

Studying abroad has a long history of being viewed as beneficial to its participants. Generally believed to provide a well-rounded education in the fine and liberal arts, it has almost historically been reserved for very specific populations who could afford such an expensive undertaking (Esmieu et al., 2016). The push to democratize SA and the internationalization of campuses requires universities to not only expose students and faculty to SA (in all its incarnations) (Sweeney, 2013), but also make convincing arguments for its relevance and importance. Universities have increasingly encouraged students to "think of international experience as an essential component of their education" (Campbell, 2016, p.189). This requires the student (and faculty) to understand how such a transformative experience(s) may impact students personally, interpersonally, and professionally, while having a clear understanding of potential academic and post-graduate gains (or risks).

2.1.5 Interpersonal & Intercultural Development

Though the research may be conflicted on the definitions (i.e., self-esteem and self-confidence used interchangeably), returning students reported increased self-confidence, autonomy, self-esteem, and sense of themselves (Esmieu et al., 2016; Zahn et al., 2007; Akande and Slawson,2000; Kauffmann et al, 1992). The challenges associated with navigating oneself in a foreign land, the language of the country, and

developing links to people very different from anyone previously encountered, results in a sense of mastery based on conquered challenges (Campbell, 2016).

Researchers, Marx and Moss (2011), illustrated through a case study how immersion into another culture provoked cultural dissonance or culture shock. The resulting search for cultural equilibrium they suggest is how intercultural development is both challenged and positively influenced. Ana's (the teacher from their case study) immersive cultural experience provoked what sojourners refer to as 'culture shock':

> where her own culturally based assumptions about teaching and learning did not adequately explain what she was experiencing within the foreign school context. Having to learn how to interpret and negotiate working within this experience, she became more culturally conscious and sensitive to fundamental differences (Mark and Moss, 2011, p.43).

While Marx and Moss provided a general understanding of the potential gains for the student, they could not illustrate how variable of an experience this can be for students. Goldstein and Keller (2015) described how culture shock can impact emotional, psychological, behavioral, cognitive, and physiological aspects of the adjustment process to the unfamiliar environment and compounded if the language is also unfamiliar. Having one's assumptions, values, and expectations challenged while attending to an environment which is completely different can create and/or contribute to psychological distress and disequilibrium in the form of anxiety, depression, hostility, and somatic disorders (Savicki, 2013).

Egenes (2012) provided personalized accounts from students with culture shock, which was described as potentially debilitating for some students. While there is no one size fits all SA experience; Savicki (2013) highlighted the "range of psychological readiness

to face study abroad uncertainties" (p.143) and the need to expand the experience to include pre-departure activities and assessment, on-site counseling, and re-entry support to help bolster psychological skills and provide tools to help frame their experiences. Studying abroad can be utilized as a powerful tool towards intercultural learning. Students also need to be given opportunities to "reflect upon and unpack their experiences in a meaningful manner" to better incorporate what they have learned and move beyond being able to simply function in the host culture to developing intercultural competence (Peckenpaugh, 2014, p.118).

Often, the students' return to their home culture can be more challenging because they must undergo another process which involves integrating their personal changes and experiences from abroad with a home culture that doesn't necessarily share in the students' new-found reality. Haddis (2005) defines reverse culture shock as:

> The very process that leads to developing an open mind abroad collides with the truisms one has left behind in one's home society (p.62).

Gray and Savicki (2015) described the process of reentry as complex, potentially containing both positive and negative emotions, and requiring a more nuanced holistic approach (p. 276).

2.1.6 Personal Goals

Students who have experienced SA are quick to report the personal impact their experiences have made in their lives (Campbell, 2016). Students have the potential to learn about themselves and sharpen their identity, while also comprehending what it means to be American in a larger world context (Hovey and Weinberg, 2009; Penn and Tanner, 2009). In many instances, the full impact of their experience is difficult to

calculate until the student has returned home and undergone the final transition back to their home culture (Akande and Slawson, 2000). In an exhaustive review of SA studies and literature covering 1962-2015, Campbell (2016) found personal objectives of students are subjective (and potentially dependent on the duration of program selected) but involve:

> reflection, establishing identity, social constructions, understanding privilege, flexibility, creativity, and developing a sense of personal agency (p.193).

Gaining diverse cultural perspectives may grant the student an ability to think 'outside the box' or approach challenges from different angles (Soria and Troisi, 2014). Students may also gain increased understanding of how belief systems around areas as fundamental as friendship, family, or public comportment may be vastly different from the students' understanding. The students' willingness to have their belief systems challenge and yet still open themselves to difference through the formation of friendships in the host culture leaves an impact that extends beyond tourism (Akande and Slawson, 2000). Maharaja (2018) conducted a qualitative study on the impact of SA on 150 students' personal development prior and following semester long stays in foreign countries. The study may have transferability to other institutions and suggest SA has the capacity to increase confidence, global minded-ness, patience, maturity, assertiveness, self-awareness, flexibility, and adaptability (p.18). This finding was also found by Orwood et al. (2015) who propose immersion into a host culture may leave deep traces. The student reviewed and evaluated their own values while incorporating

new values that were gained through insights obtained abroad (Esmieu et al., 2016; Kauffman, 1992; Kenne, 2014).

2.1.7 Foreign Language Acquisition

Globalization continues to play a role in how students are being encouraged to learn other languages. There is a widespread belief that one can become proficient if not fluent when exposed to a foreign language in the natural setting:

> involving informal learning through out-of-class contact [....] study abroad is seen as valuable because it provides opportunities for informal learning (Tanaka and Ellis, 2002, p.66).

However, foreign language acquisition is neither easily understood nor as simple; many factors determine whether a student leaves the country having attained some level of language proficiency. The more immersed within the host culture, prior proficiency, quality of time abroad, and the less concentrated the student is with students from the home country, the more likely the student can make gains (Carlson et al., 1990; Kauffman, 1992; Vand de Berg, Connor-Linton, and Paige, 2009). Wanner (2009) describes the unique value associated with SA in a foreign country and language:

> […] the chance of interacting with another community on their own terms and in the native language opens up a true experience and appreciation of the other culture. Only in this constructive and engaged way will students be able to conquer any disconcerting sense of otherness in the international setting, further enhanced by a new and unfamiliar language (p.84).

Qualitative researcher, Kenne (2014), additionally made the argument that going to a new country and learning to navigate in a different language is also linked with personal growth and confidence building.

2.1.8 Re-entry and post study abroad influences

Often, the return home can be more challenging to students because they must undergo yet another process involving integrating their personal changes and experiences from abroad with a home culture that does not necessarily share in the students' new-found reality. Haddis (2005) defines reverse culture shock as:

> [...] the very process that leads to developing an open mind abroad collides with the truisms one has left behind in one's home society (p.62).

To update and revise what is known about the re-entry process, researchers Gray and Savicki (2015) studied the factors contributing to the levels of perceived intensity associated with re-entry. Based on their research, the process of reentry is complex, potentially containing both positive and negative emotions.

Though the research is limited, studies and anecdotal evidence indicated, once students returned from studying abroad, they either expand options in their chosen fields, clarify their vocational identity, or open themselves to career options never previously considered (Kauffman et al, 1992; Kronholz and Osborn, 2016). Many students engage in SA because they feel it will benefit them later in their careers or make them more competitive for graduate training due to some of the knowledge, skills, and abilities they have obtained during their studies (i.e., problem solving, communication, creativity, flexibility, language, and public policy) (Fukai, 2016; Orwood et al., 2015).

According to Carlson et al. (1990), who looked at the long-term effects of the SA experiences over a 5, 10, 15, and 20-year intervals, most alumni did in fact incorporate their international experiences in their careers (either in terms of values and/or practices). The alumni had high employment rates (92% of the 76 respondents) and

seemed to congregate in professional, technical, managerial, or administrative careers. Both Akande and Slawson (2000) and Carlson et al. (1990) found alumni were more likely to have continued into graduate study and completed their undergraduate degrees. Some alumni also reported having children and grandchildren continue in their footsteps (Akande and Slawson, 2000). A more recent longitudinal empirical study conducted by DeGraaf et al. (2015) underscored the positive gains of SA on alumni in short and long-term experiences. The study not only confirmed previous longitudinal studies but indicated alumni gained both personal and professional benefits (such as global awareness, increased maturity, self-confidence, identifying majors, career choices, and boosting resumes).

2.2 Part II: SOC in Undergraduate Education

2.2.1 Historical contexts

The subject of undergraduate education for SOC is highly conflictual and interwoven with complexities that are not often easily or readily understood. It was only in 1954 that the Supreme Court overturned the legal practice of ‘separate but equal’ education between Black and White students with the Brown vs. Board of Education decision (Hill, 2021). The condition of ‘colored schools’ was overwhelmingly substandard to White schools violating ‘separate but equal’, a previous Supreme Court ruling (Plessy v. Ferguson) which supported legal segregation (Steelman, 2014). The justices felt even if all things were equal, separating AA children from other children of similar age and qualifications:

> solely because of their race generates a feeling of inferiority as their status in the community that may affect their hearts and minds in a way very unlikely ever to be undone (Williams, 2013, p. 34).

The US education system, at state and local levels, is still struggling to desegregate and consider the psycho-educational needs of SOC (Hill, 2021). While *de jure* segregation was ruled out, social and cultural attitudes have not overly evolved; this continues to contribute to *de facto* segregation (Gates and West, 2013).

Historically Black colleges and universities (HBCUs) were initially instituted as private institutions in the North to provide educational opportunities to free Blacks (Favors, 2019; Hawkins, 2021). Enslaved Blacks were legally forbidden to learn how to read or write by Southern slaveholding states; after the Civil War, a racialized apartheid system was further cemented in place where education continued to be used as a tool to oppress (William et al., 2018). Post emancipation, the federal government allocated public land grants to increase the number of HBCUs with the purpose of creating agricultural and vocational training (Favors, 2019). The schools were not comparable to PWI given the limited resources and physical risk to AAs. HBCUs historically (and currently) offered,

> Shelter from the worst elements of a White supremacist society that sought to undermine, overlook, and render impotent the intellectual capacity of Black youth" (Favors, 2019; p. 5).

HBCUs historically provided SOC an education with emphasis on leadership development, community, and in many cases, rooted in Christian theology (Gasman, 2013). Students were not simply studying to learn their trade but were also inducted into their social responsibilities that they would take with them as alumni. AA students and faculty-built relationships based on a vision of creating Black liberation (Favors, 2019).

Later, HBCUs then evolved to provide AAs with an opportunity to get their educational needs met (to become the future judges, doctors, and teachers in their communities) despite many White people believing education was wasted on people believed to be 'inferior' (Harris, 2012). HBCUs promoted activism while directly and indirectly helped pave the way for the Black Power movement (Allen et al, 2020; Favors, 2019). HBCUs provided supportive academic environments that were otherwise unavailable to SOC then and which persist in present times (Gasman, 2013). They not only focus on asset-based approaches (anti-deficit oriented) and emphasize the contributions students and their communities bring with them but believe SOC are the holders and creators of knowledge (Baldridge, 2014; Winkle-Wagner et al., 2020). Following the civil rights movement, affirmative action became one of the most utilized tools in addressing the need to increase access for women and people of color (POC), with the belief women and POC might be overlooked without the aid of federally mandated targeted recruitment to promote equality in education and employment (Kim and Kim, 2014; Wise, 2005). Henry Louis Gates, Jr. (2008), former departmental Chair of Afro-American studies at Harvard University, commented on some of the historical contexts surrounding affirmative action and why this form of social redress remains relevant:

> It's no accident that Brown v. Board of Education launched the civil rights movement. Because all sides knew then, as we know now, that the right to a decent life begins with the essential act of learning […]. And the only way to make affirmative action live up to its ideals is to create the economic conditions that will allow those ideals to take root and spread […]; it means that colleges and universities have got to make higher education available to all Americans from all backgrounds. But I am still apprehensive that a system of higher learning that divides into places of

> great privilege and places that can barely afford to keep classrooms open, and electricity turned on will ultimately fail our young people, and particularly young people of color. We need to rethink the way that we offer education in this country, from pre-K to the PhD (p.26).

Gates, a widely respected academic, was himself a victim of police racial profiling after being accused of breaking into his own home (Marchese, 2020). One can only imagine the obstacles encountered by other POCs without the prestige of being a highly respected leading Harvard academic.

2.2.2 Macro view: Social Cultural Political Climate for POC

The vestiges of the civil rights movement continue to impact SOC in HE in the form of affirmative action and race and socio-economic sensitive admission practices (Jaschik, 2017). The challenge presented to educators is further complicated by the intersection of identities and class. Former U.S. President Barak Obama (the country's first bi-racial and self-identified AA president) seemed to represent a shift towards a more inclusive culture, giving hope to marginalized people all over the world. Eight years later, a racially motivated backlash occurred in favor of the election of Donald Trump, who polarized Americans by supporting racist rhetoric, discriminatory policies, and appointees (Rosenwald, 2017). "The Case for Reparations" (Coates, 2014) illustrates real on-going policy intent amongst political conservatives and White supremacist to discriminate and continue to segregate marginalized peoples of color through voter restrictions, the criminal justice system, discriminatory lending practices (i.e., mortgages), gentrification of certain neighborhoods, and the rolling back of affirmative action gains in education and other social domains. Coates (2014) described the deep-rooted history tied to slavery and White supremacy:

> Two hundred fifty years of slavery. Ninety years of Jim Crow. Sixty years of separate but equal. Thirty-five years of racist housing policy. Until we reckon with our compounding moral debts, American will never be whole (p.1).

The deaths of unarmed George Floyd, Trayvon Martin, Tamir Rice, Sandra Bland, Eric Garner, and countless others ushered in a now global movement called Black Lives Matter in 2013 to give a voice and platform to Black people who exist in a culture of "state sanctioned violence" (Black Lives Matter, n.d.). The movement has called attention, not only to police brutality, but also serves as:

> […]an affirmation of Black folks' humanity, contributions to this society, and our resilience in the face of deadly oppression (Black Lives Matter, n.d., para.3).

HEIs are microcosms of the larger societies in which they are based; the same social pathological forces found in larger society impact students, faculty, and staff on campuses (Strayhorn, 2015).

2.2.3 Current socio-economic trends

Latinos are the largest ethnic minorities in the Unites States (making up 17.8% of the population), while AAs continue to represent the largest racial minority group at 13.3% of the population (Census, 2017). Both groups have poverty rates two to three times higher than the rates of White students (GAO, 2016; Macartney et al., 2013; Proctor et al., 2016). A significant percentage of AA families are supported by a female head of household (80%) (White, 2017), with median household incomes well below other racial and ethnic groups ($36,898 for AAs, $47,675 for Latinos, and $62,950 for Whites (Semega et al, 2017).

American ideals are rooted in individualism and meritocracy; the idea one must pull themselves up by their bootstraps and rewarded based on the effort one has invested (Bhopal, 2017; Cooper, 2015). Rather than evaluate the well-defined system of privilege in the US, a narrative of reverse racism and discrimination is frequently offered as a rebuttal from critics of affirmative action policies. This is followed with the belief affirmative action is no longer needed since opportunities abound for all in our current 'colorblind' society (Massie, 2016; Wise, 2005). One must question whether meritocracy, the ideal, is being upheld or whether the goal post is being changed to fit with the already existent discriminatory belief systems.

2.2.4 Micro view: Social Cultural Political Climate for SOC in HE

In a study performed by Samson (2013), when a sample of Asian students outperform White students, the arguments for meritocracy changed and White student groups spoke more of overrepresentation and decreasing the importance of GPA. Conversely, with SOC, the tendency was to inflate the importance of GPA. While Samson used broad terms to encompass highly diverse groups (i.e., Asians, Blacks, and Hispanics), the study revealed meritocratic standards (as measured by GPAs at a public university) "is affected by the threat that ethno-racial outgroups pose to Whites" (Samson, 2013, p.248,). This is particularly salient when speaking of admissions into elite universities where competition and the future economic stakes are heightened. Bobocel, Son Hing, and Zanna (2011) hypothesized that people who strongly endorse meritocracy should be motivated to reduce discrimination in the workplace. Not only do non-beneficiaries of affirmative action fall prey to stigmatization, but according to research conducted by Leslie, Mayer, and Kravitz (2014), the stigma associated with affirmative action can

produce self-doubt about one's competencies. This then lays the groundwork for self-fulfilling prophecy and further has the potential to impact actual performance (Leslie et al, 2014). While making comparisons between caste and class systems in the US, India, and South Africa, Duster (2009) reminds us:

> Elites in every society are understandably threatened by insurgent and populist calls for social change, because such changes constitute a potential redistribution of wealth and privilege that have been assumed as established rights and entitlements. The common thread across nations is to invert that charge, and to accuse the insurgents of seeking entitlements. The debate over affirmative action is relatively unique because it is a public debate about redistribution and entitlement (p.109).

It is one thing to create laws and federal policy ending segregation, but entirely another to change the mindsets of individuals and institutions that help pave the way to making desegregation a social reality.

Some of the most practical and forward-looking alternatives to help disadvantaged populations gain access to college without compromising admissions is offered by Chang, 2002 and Hurtado et al., (1998). They also encourage educators to look beyond the defense of race-sensitive admission practices and to view diversity in education more holistically and programmatically by viewing the historical, structural, psychological, and behavioral dimensions of an institution. Due to the backlash against affirmative action admission policies, many institutions have begun very public campaigns and research efforts in support of affirmative action. The Supreme Court, the highest US court, has upheld affirmative action (under certain conditions) in 2016 despite numerous attempts to dismantle it (CNN, 2017; Torres, 2020)). Moving beyond ideology and creating diverse inclusive spaces for students is a widespread challenge.

Chang recommends educators and administrators ask fundamental questions about learning such as:

- ➢ Who deserves an opportunity to learn?
- ➢ How is the potential for learning evaluated?
- ➢ What is learned?
- ➢ Who oversees learning?
- ➢ What conditions advance learning for all students? (Chang, 2002).

Clearly, the relationship between race, ethnicity, and poverty is complex, but one thing seems apparent: communities, families, and individuals who are already concerned about their safety, navigating systemic discrimination, and getting their basic needs met will not have the same starting point as those who are not confronted with similar struggles.

2.2.5 Challenges facing SOC at universities today

SOC are still struggling to have equal opportunity despite the increased number of students attending university (Bhopal, 2017; Harris, 2012). They still must interact with the larger world around them, utilizing double consciousness (term coined by W.E.B. DuBois) to better differentiate what is going on around them through both their mainstream and their ethnic/racial cultural perspectives (Taylor 2015).

Based on tests that have historically been biased against SOC (not considering socio-economic and cultural disparities), SOC consistently perform poorly on standardized tests (Rosales and Taylor, 2021), consequently affecting admissions to colleges (Alon and Tienda, 2007; Wise, 2005). SOC are plagued with the question of affordability in a HE system that is notoriously expensive (Hannon, 2016; Wise, 2005). Female SOC have frequently delayed or reentered the collegiate world as mature students (who may

be married, single-parents, or first generational non-traditional students) typically balancing full or part-time work and the demands of family (Ntiri, 2001). Perhaps one of the more frightening trends is the disproportionate number of AA females attending and graduating from college versus the disparate lower number of AA males (US Department of Education, 2017). Ntiri (2001) effectively summed up the experiences of SOCs as having to "endeavor to learn despite barriers and coping difficulties in a society driven by race, gender, and class hierarchies" (p.136).

SOCs are still persistently campaigning for classes and curricula that incorporate their histories, social realities, and perspectives and is not primarily from a Eurocentric viewpoint (Bhopel, 2017). The same marginalized groups underrepresented in key fields such as science, technology, engineering, and mathematics (STEM fields) and are abandoning their STEM majors even when there is demonstrated interest (Chang et al., 2014; Maton and Hrabowski, 2004). None of these trends are helped by the low number of faculty of color on campuses who could potentially double as mentors to students (Hurtado, Milem, Clayton-Pedersen, and Allen, 1998; Stanely, 2006). These challenges present real barriers for SOC, limiting participation and suspending belief in equal opportunity across ethnic and racial lines in education. Replicated privilege within the social structures must be addressed to have long-lasting and inclusive change in the HE system (Duster, 2009).

2.3 Part III: Racial, Ethnic, Cultural and Academic Issues for SOCs in Study Abroad

Though there is very little research to support anecdotal experience among international educators (particularly those educators invested in the interests of SOC), the fact

remains SOC are overwhelmingly underrepresented in SAPs (BaileyShea, 2009; CIEE, 2016; Hoffa and DePaul, 2016). The available literature suggests the reasons for lowered participation rates are complex and multifold (CIEE, 2016; Brux and Fry, 2010; Hembroff and Rusz,1993; McClure et al., 2010; Penn and Tanner, 2009; Schulmann,2016; Sweeney, 2013). Despite the obstacles, advocacy groups and invested educators point to the responsibility of international educators to widen their net and develop inclusive SAPs (CIEE, 1990; CIEE, 2016; Sweeney, 2013).

2.3.1 Access & Participation in SAP

Although conducted almost 30 years ago, Hembroff and Rusz's (1993) empirically rigorous study remains relevant. The frequent challenge of access was not encountered by these researchers who benefitted from a relatively high response rate (they used key university supports to encourage survey completion). While specific to the Michigan State University's (MSU) student population, and therefore not necessarily generalizable to other college campuses, the findings continue to contribute to the debate surrounding barriers in SA for SOCs. Factors such as lowered GPAs, lack of prior travel experiences, socio-economic differences, choice of academic majors, high attrition rates, and foreign language proficiency, were considered as contributing factors to underrepresentation among SOCs (Hembroff and Rusz, 1993).

Utilizing a widely administered survey, Hembroff and Rusz (1993) investigated the underlying reasons for lowered participation rates of minorities in SA. Of the 2000 students (incorporating both on and off campus students), 500 students were AA and/or representative of other minority groups. This is one of the few studies available in this domain containing such a large sample size of minority students. Hembroff and Rusz

(1993) discovered that Caucasian students constituted only 83.7% of the University's population, yet they accounted for over 90.5% of SAP participants. Paradoxically, while AA students embody 6.7% of the student population, this number further decreases to 4.8% representation in the University's SAP (Hembroff and Rusz,1993).

After analyzing variables predicting participation, factors such as race, gender, academic class level, GPA, and prior travel served as predictors for future SA experiences. A liberal arts middle-class White female undergraduate student with an elevated GPA is the profile of many SA students (Cole, 1990; Hoffa and DePaul, 2016). However, Hembroff and Rusz (1993) observed:

> […] most of the relationships between race/ethnicity, and class, with participation in SA programs were greatly reduced or eliminated when attitudes or college of major were controlled (p.19).

Black and White students with similar GPA and prior experience of travel within the U.S. are equally likely to SA; race/ethnicity, then, no longer becomes a factor.

BaileyShea (2009) explored participation and access to SA on a broader scale using a conceptual framework,

> that explored the inter-relationships of background, personal beliefs, intention to study abroad, institutional factors, and academic and extracurricular involvement as means of understanding what factors may differentiate participants from non-participants (BaileyShea, 2009, p.vii).

The data utilized to examine the relationships originated from self-reported surveys from the Higher Education Research Institute (HERI) at the University of California in 2002. The survey was administered to over 400,000 students from both colleges and universities. Data was collected from Freshman (first year students) and Seniors (fourth year students), creating a sample size of 12,606 students (3,534 of which studied

abroad). The findings suggested there may be additional and/or several factors impacting whether SOCs engage in SAPs. Whereas White students arrived on campus with predictors (such as major, gender, enrollment in private school, GPA, and background factors like parents' highest level of education) predisposing them to participate in SA; SOCs were more influenced by their gender, institutional, academic, and extracurricular involvement rather than background factors (p.177).

BaileyShea (2009) was able to extract data from a large pool of subjects, categorizing the information based on race, ethnicity, and gender from secondary data sources. Though BaileyShea's study was not designed with SOCs as the target population, the findings support the pervasive trend of SA attracting students who are overwhelmingly White, female, and through a constellation of factors, were interested in engaging in SA upon arrival on campus. The study additionally provides educators with helpful options for attracting SOC by focusing on the more controllable institutional factors rather than the students' background.

The barriers contributing to lowered access and participation rates for SOCs in SA are numerous and not always easily understood by educators (Brux and Fry; 2010; Hembroff and Rusz, 1993; Hoffa and DePaul, 2016; McClure et al, 2010). While anecdotal data is readily available, there continues to be little in-depth scientific insights into the challenges associated with increasing participation rates of this population (McClure et al., 2010).

2.3.2 Difficulties Associated with Attracting SOC to Study Abroad

In an opening address at a CIEE conference in 1990, Johnetta Cole, then President of Spelman College (an historically black women's college), listed four barriers associated with SA that AA students encounter:

- Faculty and staff
- Finances
- Family and community
- Fears (Cole, 1991, p.3).

Research conducted by Hembroff and Rusz (1993) would empirically corroborate Cole's list, adding additional academic related factors such as:

- Choice of major
- Attrition rates
- Foreign language requirements

In a more recent study conducted by Penn and Tanner (2009), an attempt was made (using a much smaller sample of high school graduates engaging in a 6-week summer college preparatory program at an HBCU college) to test some of the conclusions previously made by Hembroff and Rusz decades earlier. The results of their study suggested educators should not assume SOC have not had prior travel experiences (within or outside of the US), nor have prior interest in IE programs. SOC interest in SAP was equally highlighted by McClure et al. (2010) in a narrative inquiry with a focus on nine Latino SA students. Rather than invalidate Hebroff and Rusz's findings, Penn and Tanner give educators further elements to consider by underscoring "more education, mentoring, and support are needed for Black students to participate in international education" (Penn and Tanner, 2009, p.278).

2.3.3 Faculty and Staff

Advisors can play especially important roles in encouraging and exposing students to the available opportunities in SAP. Faculty and staff are potential advisors, mentors, and role models:

> if faculty is disproportionately composed of white males, the differences in backgrounds with students of color may make it more difficult to establish mentor and role model relationships that encourage participation in study abroad programs (Hembroff and Rusz,1993, p.4).

Students may experience difficulties speaking of some of their struggles to faculty if they are perceived as not understanding and capable of offering the type of support sought by students (Carter, 1990; Lu et al., 2015; Sweeney, 2013). Increasingly, SOC are more educated, have rising household incomes, and are more diverse than ever, yet faculty may erroneously not see them fitting their image of the SA profile (Neilsen, 2015). The Penn Center for Minority Serving Institutions (2016) reported increased diversity abroad and indicated faculty members are key stakeholders. Faculty promote the goals of internationalizing campuses and create faculty led programs, recruit students, study, teach, and recruit abroad (Esmieu et al., 2016). However, if faculty are unaware, uninterested, or not encouraged to engage in this multifaceted role, then they will have a tough time working towards widening participation goals (p.3). Finally, many faculty may not have traveled themselves or see the value of such an international experience; they are more likely to encourage their students to participate if they have done something similar themselves (Fields, 2001; Hembroff and Ruiz, 1993; Smiles, 2001; Paus and Robinson, 2008).

Green, Ammah, Butler-Byrd, Brandon, and Macintosh (2017) in their conceptual article on mentoring of AA graduate students provide an overview of a mentoring framework as

a strategy to mend the cracks in the HE system. They argue utilizing a modeling framework such as the AA Mentoring Program (AAMP) which is rooted in culture, history, collectivism, and inter-generational sharing of knowledge can be an effective tool because it operates from “a Transitional Cultural Framework and strives to bridge the gap between the students’ culture and the culture of the university” (Green et al., 2017, p.535). The AAMP model is not unlike the village culture that was created and continues to be fostered in HBCUs. The model formalizes its approach by incorporating seven main objectives:

> 1. increasing recruitment and retention of students of African descent and awareness among different branches of university staff;
> 2. encouraging the students as change agents in schools and communities;
> 3. continued development of partnership across and within communities;
> 4. develop relationships with professionals;
> 5. develop relationships with culturally responsive supportive allies;
> 6. prepare students of African descent to be competitive graduate level students;
> 7. and increase the number of these students in masters and doctoral level programs. (pp.538-539).

While this model was intended and designed for graduate students, it has found efficacy and transferability in other departments and programs in a primarily PWI (p.539). Both AAMP and HBCUs models have experienced measurable successes with students who might otherwise be at risk or lost at traditional universities through the creation of targeted supportive structures resulting in more supportive environments Green et al., 2017; Williams et al., 2021). Sweeney (2013), utilizing inclusive excellence defined by the Association of American Colleges and Universities (AAC&U) and the inclusive excellence scorecard developed by Williams, Berger, and McClendon, adapted

compelling tools for examining participation of SOC (and other underrepresented populations) in SA. Rather than focusing on the deficits:

> […] the inclusive excellence scorecard can be used as a tool for institutions to examine the participation and success of students of color in study abroad through the interconnected areas of access and equity, climate, diversity in curriculum, and learning and development (Sweeney, 2013, p.13).

The AAC&U has described four flexible guiding principles to be used locally and with the goal of connecting campuses:

> 1. A focus on student intellectual and social development.
> 2. A purposeful development and utilization of organizational resources to enhance student learning.
> 3. Attention to the cultural difference learners bring to the educational experience and that enhances the enterprise.
> 4. A welcoming community that engages all its diversity in the service of student and organizational learning (Milem et al, 2005, p.vi).

Inclusive excellence shifts the focus to the institution and what the institution can do to change the conditions impacting underrepresentation. The inclusive excellence scorecard serves as an assessment tool towards executing "organizational change in terms of Access and Equity, Campus Climate, Diversity in the Informal and Formal Curriculum, and Student Learning and Development" (Williams et al., 2005, p.4). Sweeney (2013), applying a scorecard, invites educators to examine:

> a) who has access to SA and why;
> b) questions whether the campus climate (both at home and at the host site) and the accompanying policies, procedures, and communications are contributing to lowered participation rates;

c) how diversity is incorporated in the SA curriculum (throughout all stages of the experience); and finally,

d) addresses national, racial, and ethnic identity formation along with the connections between SA and the students' academic concentrations (pp.3-12).

Sweeney underscores the importance of educators needing to have clear understandings of the experiences, challenges, and opportunities SOC have on their respective campuses (Sweeney, 2013).

2.3.4 Finance

There is a prevalent perception that SA is prohibitively expensive for students and family members believed to have limited travel experiences (Andersen and Duluth, 2012; Brux and Fry, 2010; Dinani, 2016; Esmieu et al.,2016; Hembroff and Ruiz, 1993; McClure et al., 2010; Penn and Tanner, 2009). McCure et al. (2010) interviewed nine undergraduate subjects in a qualitative study focused on Latino students. They documented a positive interest for SA in all the subjects, yet they viewed it as "an unjustifiable burden" (p. 377). The study underscored the cross-section between family and finances; students worrying about potentially straining their family's finances or having to subsidize SA without family support were viewed as legitimate concerns for the subjects (McClure et al., 2010).

As mentioned in section 2.2.5 (Challenges facing SOC at universities today), many SOC and their families are struggling to afford the cost of an undergraduate education. Considering these struggles, SA may appear like a distant dream. Moreover, while SA may be viewed as an extravagant expenditure, there may be further costs to the students and their families not typically calculated by educators promoting SAP. These

costs may include: the loss of potential income during a SA session, the loss of a family caretaker, or the student may be the head of household while attending school at the same time (Esmieu et al., 2016; Hembroff and Ruiz,1993; Salisbury et al., 2008). Students are often unaware their normal financial aid package can be applied to SAPs and of the existence of scholarships earmarked specifically for SA and SOC (Craig, 1998; McClure et al., 2010). Nevertheless, regardless of available funds, the need for institutions to continue to offer funding to SOC in conjunction with advisory support throughout the decision process remains fundamental (Bunkart et al., 2000; Cole, 1990; Salisbury et al., 2008).

2.3.5 Family and Community

Family members may not understand the student's desire to go abroad, especially if the family has experienced very little travel of their own (Brux and Fry, 2010; Carter,1990). Consequently, having one's child study far away in a foreign country can be concerning for any family and is a concern shared by families of color when contemplating issues of safety and well-being (NAFSA, 2007). However, families of color may also worry about potential discrimination and racism (Cole, 1990; Craig, 1998; Ganz, 1990; IIE, 2015). Parents fear the unknown threat of racism their children might encounter without the protective supportive network families and community members provide one another (Brux and Fry, 2010; Cole, 1990). They can sway the student against studying abroad through implicit and explicit disapproval (Brux and Fry, 2010; Esmieu et al., 2016). McClure et al. (2010) underscored the importance of family for Latino students and related influencing factors for students to SA Students in the study viewed elements like

physical proximity to one's family, emotional attachment and separation, and the financial impact to their family as being potential considerations (p.377).

Stroud's (2010) study on student intent to SA found there are other less direct factors potentially impacting families and SOCs when considering SA. Factors such as whether the student lives off campus or with family (as a means of making college more affordable or to help the family structure) may negatively influence whether the student considers studying abroad. Stroud encourages researchers to further look at the impact of work intensity and family responsibilities as potential risk factors (Stroud, 2010).

Conversely, despite earlier studies indicating parental education having an impact on intent to SA (Mattai and Ohiwerei, 1989), Paus and Robinson (2008) and Stroud (2010) found parental education was not a constraint for their subjects. In other words, whether the student was a first generational college student or had parents who had college experience, neither was more likely to SA or not.

One of the many challenges to international educators involves proving the relevance of SAPs to parents (Stroud, 2015). Previous research on student intent and barriers towards studying abroad indicate families can significantly impact whether SOC see it as a viable opportunity for them. The research (Brux and Fry, 2010; McClure et al, 2010; Penn and Tanner 2009; Salisbury et al., 2011; Simon and Ainsworth, 2012) suggested the potential challenges confronting SOC are not uniquely based on funding and may require creative solutions above and beyond giving students access to grants and scholarships. Brux and Fry (2010) went a step further in their research by outlining recommendations towards alleviating some of the barriers. The barrier most linked with family was identified through outreach and media:

> Develop special outreach programs to multicultural students, their families, and their instructors and advisors, and the campus community. Utilize multicultural faculty and staff as role models by assuring that they have had travel opportunities of their own. Create brochures that state the benefits of study abroad and address the concerns of multicultural students and their families (p.523).

Family and friends have been found to be influential in the decision to study abroad Chieffo (2000); helping ALL families (including families of color) understand the critical nature of exposing their children to IE options helps "students to better understand the world in which they live, it also helps them to understand how they fit into the world" (Penn and Tanner, p.268). Developing creative multi-pronged solutions to complex barriers require advisers to meet the students and families where they are rather than consistently hoping the information will eventually find them. SOC have real opportunities to expand their capabilities beyond U.S. borders; and not developing intercultural skills, either through choice or lack of viable options, might become a real deficit for students when they eventually enter the global job market (Covington, 2017; Penn and Tanner, 2009; Salisbury et al., 2008).

2.3.6 Fears

The fears many SOC are reported to have are multi-layered and revolve around racism (i.e., racial ignorance from both U.S. peers and international hosts), discrimination, micro-aggressions, having their applications rejected from a SAP (fear of not "qualifying"), and what they may experience as a lone minority member in a homogenous population (Cole, 1990; Covington, 2017; Eidson, 2015; Ladika, 2009). The assumption being European racism might be so overwhelming to SOC that they

might be better off remaining in their own country where they understand the politics of racism and can make the necessary adjustments (Brux and Fry, 2010). However, some researchers have not found fear to be a barrier; SOC are often shocked when they are treated as Americans first (rather than be identified uniquely by their race/ethnicity) and as intelligent students who have earned the right to be studying in the host country (Craig,1998). Some SOC experience racism or at the very least, unexpected responses to what others perceive as their “differentness” (Ganz,1990; Thomas, 2000). One of the most encountered myths revolves around the idea SA is not for Black and Brown students (McClure et al, 2010; Lee and Green, 2016).

2.3.7 Marketing

SAPs have traditionally been centered around European sites, however, as students have begun to request program opportunities in more non-traditional countries, the opportunities for SOC to visit locations where they will not be racial minorities have increased (Bailey, 1990; Ganz,1990; Penn and Tanner, 2009). Students now have the option to travel to programs in regions such as Latin American, Africa, and the Caribbean. Yet, students are believed to be unaware of the spectrum of opportunities; a viewpoint challenged by researchers who shy away from deficit approaches to understanding the barriers (M’Balia, 2013; Perkins, 2020; Sweeney, 2013). This is, in part, due to the information on the availability of these programs and campus marketing (Carter, 1990; Fry, 2009; Lu et al., 2015). It seems easier to believe that SOC are not interested in IE opportunities, or they lack the entry qualifications (Carter, 1990; Perkins, 2020). However, Covington (2017) indicated:

> students of color in general are less informed about study abroad opportunities, less likely to understand the connection between study abroad benefits and career objectives, and less likely to have role models who support participating in study abroad experiences (para.6).

Conversely, Perkins (2020), chose a context driven anti-deficit model informed by the capital SOC, families, and communities bring to the equation:

> As a result, to ignore the reliance upon this connection is to undervalue the structures and relationships of importance to this subpopulation. Study abroad administrators should adopt strategies that acknowledge and leverage students' networks, including family (p.161).

Anti-deficit practices described by both Perkins and Sweeney involved incorporating returnees, the students' larger community (minority serving Greek organizations, multi-cultural centers, living learning communities, faculty, and any other allied community members) as means for outreach in marketing strategies (Perkins, 2020; Sweeney, 2014).

Penn and Tanner (2009) and Salisbury et al. (2008) suggest lowered participation rates of SOCs may not be equated with a lack of desire. Overall, many minority students may not even be aware of an international office on their campus (Brux and Ngoboka, 2002) because they are not being actively recruited for SAPs (Carter, 1990; Goldstein and Lopez, 2021. According to Lu et al. (2015), marketing strategies would need to target interests, needs, challenges, and strengths.

2.3.8 Academic criteria

There may be academic requirement challenges impacting whether SOC choose to SA for example, choice of major, number of credits needed to graduate, and foreign

language requirements (Lu et al., 2015). Most students participate in SA during their junior year of undergraduate study. Higher than average attrition rates among Latino and AA students also can contribute to underrepresentation in SAP (Hembroff and Rusz, 1993). Potential candidates may not make it to their Junior or Senior year in college to be able to reap the rewards of such programs.

Observed academic hurdles involve the choice of major and being able to graduate within a prescribed time (Lee and Green, 2015; Penn and Tanner, 2009). According to Hembroff and Rusz (1993), SOC are underrepresented possibly because they have structured majors with less credit flexibility. They might have majors where students are typically not encouraged to SA (i.e., STEM majors) (Hembroff and Rusz, 1993; Penn and Tanner, 2009). Majors with less flexibility (in terms of number of credit hours) require more advance planning on the part of the student.

Another potential barrier for SOC involves the foreign language requirements which can create a sense of anxiety when considering studying abroad (Reed, 2016). Concerns about language differences (29.5%) were reported by AA students Hembroff and Rusz (1993). There are some thoughts in the IE community that the concerns students have regarding foreign language requirements may also be related to relatively lower incidence of prior travel experience but not the result of negative attitudes about international issues and people (Hembroff and Rusz, 1993; Lu et al., 2015).

2.4 Future Consideration: Moving Towards Successful HEI Strategies and Programming

As educators look towards the future, there are many elements to consider in the journey of realistically working towards leveling the playing field for SOC in a more

interdependent (political, economic, social, and technological) world (Ntiri, 2001). The expectations in HE should not only involve leading the way through relevant research but also through institutional assessment (Sweeney, 2013), innovative programming, and incorporating intensive supportive structures (O'Neal, 2012; Ntiri, 2001). HE will increasingly have SOC as their target audience; by incorporating effective methods found in HBCUs (where they have successfully reduced attrition rates among higher risk students amidst ever decreasing funding and resources) (Allen et al., 2020; Harris, 2012), SOC could be nurtured in a village like cultural atmosphere even in PWIs (and their programs). HBCUs are successfully providing Black students with a more positive college experience than at PWI and their alumni have indicated they are better prepared for life outside of college following graduation (Seymour and Rey, 2015). Borrowing a village pedagogy frequently used by HBCUs where:

> The environment is similar to a village in which the members of the community have mutual commitments, celebrations with one another, shared heritage, and relationships beyond the classroom. Village pedagogy is the art of instructing in, from, and through a communal environment (p.335, Harris, 2012).

Addressing the needs of SOC may involve addressing rising re-segregation, discrimination, misogyny, the necessity for increased exposure to competitive fields, and wage inequality facing SOC upon graduation (Scott-Clayton and Li, 2016; Patten, 2016; US Department of Education, 2017).

HE is frequently viewed as being the first responder in addressing societal inequalities (Autin et al., 2015; Brennan et al., 2004). There are innovative HEIs, programs, and research seeking to reverse the negative trends in issues related to diversity in education. The reality for many HEIs is they now must prepare themselves for an even

more diverse student body based on predicted trends in the recent census; the US population will be predominantly populated by POC by 2044 (U.S. Census, 2015). HEIs must be mindful their future students will be ethnically diverse, potentially from lower SES backgrounds, and possibly bilingual (Espinosa et al., 2015; Orfield, 2009; Roach, 2001). the University of Illinois at Urbana-Champaign's (UIUC) Office of Minority Affairs, addressed the shifting realities by developing inclusive programs for their students. They assess the needs of their minority students using focus groups, parents, and student surveys to better provide the supportive atmosphere their underrepresented students need through inclusiveness, preparation, added resources, advisement, and forums (Williams, 2001).

Other HEIs, in part, confront the challenges through research development. The attack and attempts to abolish race sensitive admission practices has resulted in a prolific amount of research as universities work together to defend affirmative action. Further underscoring the meritocratic culture and values, competitive colleges have, until recently, heavily relied on Scholastic Assessment Test and American College Test scores to make admission decisions. In response to decreased diversity on campuses (partially due to testing bias), various institutions weighted the scores in favor of certain minorities to achieve increased campus diversity (Ntiri, 2001). Research efforts, provided by the ACE (American Council of Education, Civil Rights Project at Harvard University, and even former university presidents, are publicly supporting affirmative action practices but some research is finding that the diversification of college institutions benefits all students not just minorities (Espinosa et al.,2015; Jaschik, 2015; Strauss, 2017). A multicultural campus actively working to strengthen inclusive practices

for the whole student body, not only can shape students' understanding of diversity in society but prepares students for the reality of the global working world (Espinosa et al., 2015; Warikoo and Deckman, 2014). HEI can either support social transformation or continue the social stratification trends responsible for segregation (Brennan et al., 2004).

The objectives of SA will not be served unless the full diverse spectrum of American students are represented in its programs (Brux and Fry, 2010; Lu et al., 2015; Thomas, 2000). Improved planning strategies may involve SAPs developing relationships and partnerships with ethnically oriented departments to cultivate field study programs in Africa, the Caribbean, or Latin American host destinations and creating pre-departure courses that would serve to develop interests in oversees learning (Terra Dotta, 2018). Strategies may also be more multidimensional and focus on the many aspects of program planning and evaluation with the goal of increasing minority representation (Stroud, 2010). Meeting students where they are instead of requiring the student to 'happen upon' the SA office is a way of bridging gaps and creating an atmosphere of inclusion (Terra Dotta, 2018). Researchers Lu, Roddick, Dean and Pecero (2015) provide a comprehensive list of recommendations for 'student affairs practitioners' based on their case study of AA students successfully studying in China:

- Encourage popular faculty members who have strong relationships with Black students to lead SAPs.
- Actively target and approach underrepresented students directly and encourage them to apply for SAPs.
- Ensure the faculty leader has a pre-departure orientation.
- SA courses should focus on a topic that will make students more marketable in the workplace.
- Keep the length of SAPs manageable.

- Institutional leaders and SA directors need to prioritize diversity and work with other university units to provide scholarship opportunities for students.
- Most of the students in the program were provided with some form of scholarship (p.449).

While confirming prior research on some of the reasons SOC do not engage in study abroad, research suggests they are willing if the right conditions are met; the most important condition being a supportive faculty member who is both relatable and invested in the success of the experience (Lu et al., 2015; Perkens, 2020). Moreover, some students are even more determined to SA despite any barriers and display an extraordinary amount of self-motivation and resilience (Kasravi, 2009).

There are multitudes of design strategies that can and are being implemented; two of the most important strategies involve financial access and mentoring. A three-year initiative, called Project Passport (University of Pennsylvania, HBCUs or Minority Serving Institutions, and the Council on International Education Exchange (CIEE), was created to expand SAP options while providing HBCU presidents, staff, and faculty training, and a substantial scholarship and passport funding for 10,000 students. Some of the hopeful long-term outcomes will be to expand international exchange on HBCUs, to develop mentoring, help contribute to campus cultural shifts, and to generate targeted research on the impact for participating colleges (Covington,2017; Penn CSMI, 2018). As HBCUs have already illustrated, even with reduced financial support, much can be accomplished with a village type approach and encouragement from the educational institution, especially when faculty and mentors are equally of color. There has been increased program and financial support available to faculty of color. In general, faculty

are more likely “to encourage students to study abroad if they have done so themselves” (Smiles, 2001; p.19).

2.5 Conclusion

This chapter has been divided into three parts to:

1) provide an understanding of SA from an American HEI context;

2) explore some of the underlying American historical, political, racial, ethnic, and socio-economic contributing factors impacting limited access to HE for SOC; and,

3) discuss relevant literature specific to SOC in SA.

Traditionally, issues surrounding access and participation for SOC have been approached from a deficit perspective without respect for the embedded wider cultural and institutional contexts. Additionally, while there is literature identifying some of the barriers impacting access and participation for SOC there is a gap in the literature in terms of how SOC experience and are supported pre, during, and following their SAP (Contreras, Lopez-McGee, Wick, and Willis, 2019). This chapter incorporated literature from an anti-deficit (and anti-racist) perspective to better honor the experiences and voices of SOC. Chapter Three presents my original contribution in the form of a holistic philosophical framework (developed from the literature and my background in psychology) which underpins this study. The framework is built on other philosophical frameworks, tested and illustrated with a vignette, then used as a basis for exploration with the study’s findings.

Chapter 3: Philosophical Underpinnings

3.1 Introduction

Researchers studying social phenomena tend to view the world through our own specific lens. Scotland (2012) reminds researchers that "what knowledge is, and the ways discovering it, are subjective" and underscores the importance of researchers elaborating on the assumptions underlying their research (p.9). While no one conceptual framework is a perfect tool for understanding social phenomena, frameworks do help structure, orient, and explain what is being studied (Bloomberg and Volpe, 2016). An overarching emancipatory paradigm was created based the belief in changing social conditions and "exposing structures, arrangements, beliefs, and practices that are inequitable and oppose constraints to human freedom" (Walshaw, 2012, p. 49). Relevant questions were identified to help orient the framework lens and remain centered in the empowerment of SOC. The main goal is for SOCs to be able to make substantive democratic changes in their world towards an increased experience of justice. When exploring underrepresentation of SOC in SA and the supportive resources available to them prior, during, and following their time abroad, it was important to engage with three critical theoretical frameworks: 1) WEB Du Bois' concept of double consciousness and Black feminist theories of multiple consciousness, 2) critical race theory (CRT), and 3) Sen's capability approach. Key elements from each framework were integrated to create a targeted framework specifically oriented to the diverse needs of SOC. An illustrative vignette (based on my own experience) is provided to demonstrate the complexity of the issues and how the framework can be utilized.

Those educators already possessing intercultural knowledge, skills, and abilities may have forgotten the daunting tasks of applying for a passport, or the accompanying fear associated with taking one's first flight. It seems reasonable to consider that any student with limited cross-cultural exposure might require increased sensitivity and understanding. Yet, pervasive in the literature is a sense SOCs generally feel SA is not for the 'likes of them (McClure et al., 2010; Perkins, 2020); moreover, major gaps remain in the literature surrounding the issues underlying underrepresentation for SOC (Contreras et al., 2019). Exploring why this belief seemingly persists and how to move students towards increased participation, requires a more multidimensional framework. If SOC are poorly represented in SA, have few mentors, and the research surrounding their interests and needs have not been prioritized in HE, how can educators frequently reach the conclusion they are not interested in what study abroad has to offer? Specifically designed to address some of the gaps I felt were in evidence, each of the questions below played a role in searching for the corresponding philosophical lens underpinning this study:

- Who is study abroad for?
- Why have SOC reported feeling study abroad is not for them?
- What tools will help study abroad advisors understand the social, cultural, and self-imposed barriers towards access and participation?
- How can study abroad educators avoid the traps of deficit thinking and build on existing individual and collective strengths?
- Finally, given the elements to be considered, how do educators move towards a model based on self-determination?

Exploring how to move students towards increased participation, requires a more multidimensional framework which ultimately led to the creation of MENSCH.

3.2 How can the philosophical frameworks help underrepresentation in study abroad?

The complexities embedded for SOC require a framework that is dynamic in how it approaches related issues and actively works towards widening access (and thus increasing participation). The literature review has highlighted concerns pertaining to financing, mentoring, developing relevant destinations, and having increased staff sensitivity to SOC. This suggests a need for a multi-pronged approach to adequately investigate whether the intersection of race, gender, and class are contributing barriers for SOC in SA. If SA habitually attracts affluent White female liberal art majors to the exclusion of other student groups, then institution specific exploration is warranted. Three frameworks provided a philosophical backdrop to grapple with the targeted questions. W.E.B Du Bois' in-depth sociological understanding of double consciousness (based on the continued psychological, political, and historical legacy of oppression in the US) provided insights into the individual, collective, and/or institutional barriers associated with SOC. The more modern iteration, Multiple Consciousness, goes further in eschewing a deficit model when examining issues related to oppressed people (i.e., SOC) and moves towards incorporating strengths as a byproduct of learning how to be resilient under difficult conditions. Critical Race Theory was used to investigate the power structures involved in SA and how all students and more specifically, SOCs, gain access (or not) to SAP opportunities. Amartya Sen's Capabilities framework would not promise parity for SOC with the White students but works, when applied, from the ground up to potentially help SOC individually and/or collectively to work within their social contexts to increase possibilities.

3.3 Contributary Philosophies and Frameworks

3.3.1 W.E.B. du Bois Double Consciousness THEN

W.E.B du Bois is often credited with the theoretical concept of double consciousness from his classic book, *The Souls of Black Folk*, that refers to the legacies of slavery for AAs. He famously describes a duality encompassing AAs identity as:

> a sort of seventh son, born with a **veil**, and gifted with second-sight in this American world, - a world which yields him no true self-consciousness, but only lets him see himself through the revelation of the other world. It is a peculiar sensation, this double consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels his twoness, - an American, a Negro, two souls, two thoughts, two unreconciled strivings; two warring ideas in one dark body, whose dogged strength alone keeps it from being torn asunder (Du Bois, 1903, section 77).

He begins his book with the pertinent question of "How does it feel to be a problem?" (Du Bois,1903, p.7); Du Bois further describes his own awareness of his differentness as a child:

> […] then it dawned upon me with a certain suddenness that I was different from the others; or like, mayhap, in heart and life longing, but shut out from their world by a vast veil (DuBois, 1903, section 61).

Du Bois articulated an often-repeated sentiment of internalized pain derived from one's understanding of what it means to be emancipated or free in theory but still imprisoned in practice. He described his understanding of the glass walls of oppression (which permits the individual to observe what they are missing in society while understanding they are not welcome to participate) (Du Bois, 1903). Du Bois coined the term double consciousness to reflect his definition of the adaptive survival skills American slaves

(and their descendants) developed over time to be able to exist. Cook (2013), while researching Du Bois' definition of double consciousness, describes it as:

> the conscious splitting of the inner self in an attempt to create a character that would be accepted in mainstream society (p.1).

Du Bois viewed double consciousness as a mental crutch preventing slaves and their descendants from being able to achieve wholeness. Cook (2013) describes the mental crutch as a person beginning to:

> believe another's definition of who they are and what their history is, then the believer becomes imprisoned in a world with no self-identity, which is in direct conflict with finding oneness (p.4).

Moreover, the systematic process of dehumanization through the stripping of African women and men of their language, history, family ties, traditions, and cultural customs further contributed to the conflict (Boyd-Frank, 1989). The slave, sharecropper, maid, field hand, or nanny had a better chance of survival, being hired, physical stability, and/or access to necessary resources if they knew their place and how to acquiesce to those in charge of their fate. McKay (2017) describes:

> the master narrative is conveyed via stereotypes, communique, and ideology which objectify persons of color as inherently weak, devoid of power and voice, and incapable of positively contributing to the larger society (p.1).

Du Bois felt striving towards a sense of wholeness or oneness was the antidote to double consciousness experienced by African Americans, and others facing oppression and colonization.

3.3.2 Multiple-Consciousness NOW

Today, and for many, WEB Du Bois's sociological description of life following the Emancipation Proclamation for people of color (POCS) still rings true. As previously outlined in the literature review, (POC) still struggle with attaining equality and having access to the opportunities often associated with non-oppressed groups. Theorists like Cook (2013) have utilized *The Souls of Black Folk* as a springboard for looking at how POCs can work towards 'oneness'. As described by Barnes (2003), *The Souls of Black Folk* is important and timeless with:

> broad applications for understanding the religious, economic, political, social, and cultural implications of a society precariously structured to garner and measure the success of the one group at the expense of another (p.1).

Even Martin Luther King (1963) referred to the veil when he spoke in his world famous "I Have a Dream" speech about "the Negro is still languished in the corners of American society and finds himself in exile in his own land".

The over-representation of peoples of color in service industry jobs, the underrepresentation of people of color in positions of power and influence, are all indicative of the continued need to move towards a more egalitarian society. The veil, Du Bois described in 1903, is still firmly in place (Cook, 2013). If POCs are bound by the view others have of us, what does that mean when the images coming back are consistently negative (McKay, 2010)? Black Feminism and perspectives encapsulated by the works of hooks (1984) and Crenshaw (1989) not only challenged this deficit view but carve out a space for multiple identities and experiences.

Some modern-day scholars (Crenshaw, 1989; Gates, 2003; hooks, 2015) do not necessarily view double consciousness in the same negative light. Nor, is the concept

of ‘two-ness’ uniquely reserved for POCs, “the bondsman and the slave find their identity in each other’s gaze” (Gates, 2003, p.3). Even Du Bois recognized a need for Whites to grapple with issues related to White supremacy to further their own sense of humanity (Du Bois,1903). One can view double and even cultural multiplicity as an adaptive cure to living in a society that views POCs as invisible or not worthy (Gates, 2003). What Du Bois was able to illustrate in 1903, and scholars over a hundred years later continue to underscore, is the resiliency of a people who have undergone the harshest physical, structural, and emotional conditions (Gates, 2003) to remain “somewhat optimistic in the belief that they would somehow triumph” (Barnes, 2003, p.1).

While coining the term double consciousness, Du Bois arguably left the perspective of the AA woman. While many women of color may be able to partially identify with Du Bois, some felt important aspects were missing (Crenshaw, 1989; hooks, 1984; 2015). Black Feminist theorists, scholars, and activists have expounded on his views to better include often over-looked groups (Crenshaw, 1989; hooks, 2015; King, 1988). Their position is variously described as multiple consciousness, double jeopardy, intersectionality, cultural multiplicity, and multidimensionality. They challenged restricted one-dimensional views of identity and experience, calling into question power structures resistant to acknowledging the expression of multiple realities associated with pluralistic identities (Crenshaw,1989; hooks, 2015; King,1988). Modern theorists (with Black Feminists leading the paradigm shift) have addressed the gaps where gender, race, class, ethnicity, and language (to name a few) intersect (Crenshaw, 1989; hooks, 2015; King, 1988).

bell hooks (2015) revealed a completely different understanding of how double consciousness is employed for POCs:

> Living as we did -on the edge- we developed a particular way of seeing reality. We looked both from the outside in and from the inside out. We focused our attention on the center as well as on an ongoing public awareness of separation between margin and center and ongoing private acknowledgement that we were a necessary, vital part of that whole (p.xvii).

Rather than see AAs as not having achieved wholeness, hooks described the cultural and ethnic state of blackness as being whole and akin to the existence of a "whole universe, a main body made up of both margin and center" (hooks, 2015, p.xvii). This is an important shift away from Du Bois and more classical feminist thought. Instead of viewing AAs from the starting point as being somehow less or lacking, hooks repudiated this perspective and approached double consciousness as a strength:

> This sense of wholeness, impressed upon our consciousness by the structure of our daily lives, provided us an oppositional world view, a mode of seeing unknown to most of our oppressors, that sustained us, aided us in our struggle to transcend poverty and disparity, strengthened our sense of self and our solidarity (p.xviii).

Being able to see women and specifically women of color as already being whole, not only challenged the pervading American thought system, but further labeled the 'power structures and underlying social order' as THE problem. hooks further attached a strong label to the interlocking systems as "imperialist, White supremacist, capitalist, patriarchy" (hooks, 2003, p.1); a reminder these power structures and systems benefit from oppression and domination. Moreover, seeing minorities and other underrepresented groups from a deficit viewpoint typically serves to maintain the status

quo for those groups and systems in power (hooks, 1984; 2000; 2015). hooks arguably issued a challenge, to both the marginalized and empowered to stand up against accepting the system:

> It is our task to forge a vision of solidarity in ending domination, which includes ant-racist struggle that realistically confronts class difference (hooks, 2000 p.100).

No less relevant, Kimberlé Crenshaw (1989) coined the term 'Intersectionality' to designate the multidimensionality of Black women's experiences she was encountering within the American legal system as a lawyer. She contended:

> Black women are sometimes excluded from feminist theory and in antiracist policy discourse because both are predicated on a discreet set of experiences that often does not accurately reflect the interaction of race and gender (p.140).

Crenshaw referenced three civil rights cases between Black female plaintiffs and General Motors spanning from 1976-1982 (p.141). General Motors won the court case because the standing laws had no specific provisions for Black women (p.142). They could fight as women OR from the perspective of being Black, but they could not fight using both their race and gender, making them virtually invisible from the context of the law and being able to win discrimination cases based on both of their identities (p.143). Crenshaw highlighted the challenges associated with making Black women's cases heard, "Black women are protected only to the extent that their experiences coincide with those of either of the two groups" (p.143). Women of color are frequently raised with the notion that being both of color and female requires us to work harder at proving our worth (Williams et al., 2014). This understanding of how to engage with the surrounding world based on race and gender has often been referred to as double

jeopardy (Davis, 2016). Crenshaw elaborated on what this means when unpacking the intersections faced by Black women:

> […] Black women can experience discrimination in ways that are both similar to and different from those experienced by white women and Black men. Black women sometimes experience discrimination in ways similar to white women's experiences; sometimes they share very similar experiences with Black men. Yet often they experience double discrimination, the combined effects of practices which discriminate on the basis of race, and on the basis of sex. And sometimes, they experience discrimination as Black women, not the sum of race and sex discrimination, but as Black women (Crenshaw, 1989, p.149).

Using an analogy from traffic patterns, Crenshaw characterized discrimination as being able to flow in multiple ways just as it can flow in one direction (p.149). Being able to recognize complex identities, how multiple identities can intersect in marginalized populations, and the ability to pinpoint how power structures may overlook or ignore these realities are the key elements of Crenshaw's framework (Crenshaw,1989). Crenshaw, like hooks, believed choosing not to recognize the complexity of experiences encountered by Black women (or any other marginalized group), leaves us divided, invisible and unprotected (Crenshaw, 1989). Both advocated for Black women to be able to come out from the margin and into the center, through increased solidarity with White feminists (who have historically remained silent about Black women's experiences) (Crenshaw, 1989; hooks, 2015). hooks and Crenshaw also viewed feminist theory as belonging to the collective; hooks indicated:

> It is our task to forge a vision of solidarity in ending domination, which includes anti-racist struggle that realistically confronts class difference (hooks, 2000 p.100).

Crenshaw (1989) described the goal of her framework as facilitating inclusion of marginalized groups because: “When they enter, we all enter” (p.167). hooks was provocative in her presentation by calling those who are not actively making a choice to fight ‘domination’ as complicit, while Crenshaw’s arguments (perhaps grounded in her own legal background) comes across as measured and persuasive. They both provoke and can cause discomfort by implicating us when thinking about elements of social justice. Crenshaw’s intersectionality further lends itself to CRT which can have widespread utilization globally, across disciplines, and groups (Carbado et al., 2013). It was essential to incorporate multiple-consciousness and intersectionality in MENSCH due to the many ways SOC self-identify, are identified in the wider culture, and navigate between multiple spaces. Access cannot be widened if educators remain unaware of the ethnic, socio-cultural, and linguistic realities of the students they serve. How those identities intersect, and the complexities involved in-country can be even more intricate once abroad.

3.3.3 What is Critical Race Theory?

CRT began in the 1970’s by legal scholars Derrick Bell, Alan Freeman, and Richard Delgado in response to legal gaps in civil rights. The foundational work on intersectionality by Black feminists Kimberlé Crenshaw and Angela Davis further contributed to CRT in the late 80’s (Tate IV, 1997). It belongs to Critical epistemology which is rooted in subjectivism and real-world phenomena; “knowledge is both socially constructed and influenced by power relations from within society” (Scotland, 2012, p.13). Early CRT theorists noticed, despite the belief justice is blind, (and thus, impartial and objective) criteria such as race, class, gender, and power structures are not

accounted for in the American legal system (Tate IV, 1997). Using legal case studies and based on the observations of Bell, Degado, and Freeman, a movement began (Ladson-Billings, 1998). This movement looked at civil rights and ethnic studies under a "broader perspective that included economics, history, setting, group, and self-interest, and emotions and the unconscious" (Delgado et al., 2017, p.3). Harris (2012) described critical theorists as going beyond philosophical interpretation to wanting to provoke power structures, and ultimately elicit compassion to then be able to actively work towards change. CRT is viewed through the educational context with hopes of developing "theoretical, conceptual, methodological, and pedagogical strategy that accounts for the role of racism" in those systems and works towards the larger goal of eliminating racism and other forms of subordination (Solorzano and Rosso, 2001, p.472). Delgado and Bernal (2002) explained that:

> Although students of color are holders and creators of knowledge, they often feel as if their histories, experiences, cultures, and languages are devalued, misinterpreted, or committed within formal education settings" (p.106).

As the name suggests, CRT, takes a critical view on the definition of race, how it gets interpreted in society, and how various power structures use race to make people subordinate to the more powerful. First, Delgado et al., (2017) reminded us that race is a social construct; ethnicity may involve sharing common physical traits but genetically this represents a very small portion of things humans have in common with each other. Solorzano and Yosso believed the CRT framework is well adapted to exploring race and racial climates in education. Furthermore, CRT can potentially be useful in guiding pedagogies in exploring, identifying, and analyzing how the stratified power structures

are cultivated and systemically maintained systemically (Solorzano and Yosso, 2000). Solorzano and Yosso (2001) outlined CRT's five major themes in education:

1) The centrality of race and racism and their intersectionality with other forms of subordination
2) The challenge to dominant ideology
3) The commitment to social justice
4) The centrality of experiential knowledge
5) Trans-disciplinary Perspective (p.472-473)

First, the centrality of race and racism and their intersectionality with other forms of oppression; CRT theorist contend race (a social construct) serves the purpose in societies of making certain groups remain inferior to others (Delgado, 1995). 'Idealists' within the CRT movement believe social constructs can also be dismantled using social tools. 'Realists' question who in society is allocated the privileged status. In this framework, educators address the covert and overt forms of discrimination POC encounter but are not existent for more powerful groups in the racial, ethnic, gendered hierarchy.

Second, the challenge to dominant ideology; whether in our legal system, our education systems, or other prominent institutions, there is the pervading belief of color-blindness, neutrality, and meritocracy (Sororzano and Yosso, 2001). If assumed to be the case, then segments of society living below the poverty line, incarcerated, or not attending university are doing so uniquely based on the choices THEY made. In this worldview, we are all equal and things like race, ethnicity, and gender (and intersections) are no longer elements holding people back in society.

Third, the commitment to social justice; CRT is an action-oriented theory based on actively working to eliminate “racism, sexism, and poverty” while working to increase empowerment of concerned underrepresented groups in education (Sororzano and Yosso, 2001, p.473).

Fourth, the centrality of experiential knowledge; CRT theorists believe in the power of storytelling, family histories, narratives, autobiographies, and counter-storytelling since few understand the complexities involved with navigating between two worlds (or more) (Delgado et al., 2017; Sororzano and Yosso, 2001). Through deconstructing or changing the prevailing narratives (such as SOC don't want to study abroad) to combat stereotypes and myths, we move away from silencing marginalized people and towards increased understanding. HE can also move towards evaluating, researching, and teaching how some institutions or power structures are being used to perpetuate oppressive practices (Delgado et al., 2017; Solorzano and Yosso, 2001). Drawing from interviews to include personal narratives is highly valued for the purpose of educational research (Solorzano and Yosso, 2001).

Finally, the fifth theme involves the transdisciplinary perspective; CRT “utilizes transdisciplinary knowledge and methodological base of ethnic studies, women’s studies, sociology, history, and the law” (Solorzano and Yosso, 2001, p.473) to forge better understandings of the various forms of discrimination from both a historical and contemporary context (Solarzano and Yosso, 2001). Education researchers can select research methods from various disciplines that will yield the best results by encompassing the experiences of SOC (Solarzano, 2000).

Critical Race Theory has expanded to include other critical branches equally relevant in education including: LatCrit, Femcrit, AsianCrit, and WhiteCrit scholarship (Delgado et al., 2017; Solarzano and Yosso, 2001). While not wanting to exclude any relevant Crit branch, this study focused on CRT and LatCrit. LatCrit calls attention to issues such as ethnicity, immigration, language rights, sexism, classism, bilingual schooling, internal colonialism, and other forms of oppression (Delgodo et al., 2017; Delgado Bernal, 2002; Solorzano and Yosso, 2001). It is important to note that Latinos encompass many national identities and ethnicities and LatCrit "elucidates Latinas/Latinos' multidimensional identities" while also addressing intersectionality (p108-109).

3.3.4 Amartya Sen's Capabilities Approach

MENSCH is grounded in Sen's capability approach, a philosophical social justice framework. The capability approach is rooted in the belief people should have the opportunities and the freedom towards self-determination. Sen does not provide a specific policy framework to follow (Sen, 1990; 2010) but seeks to challenge understandings of justice and how to increase justice in the individual or collective experience. The capability approach is context-driven and consolidates multiple perspectives while avoiding perfectionism, moreover, provides a loose and adaptable structure towards advancing justice (Sen, 2005).

Self-determination

The ability to self-determine and the agency or freedom to advance the goals valued by the person are crucial elements of Sen's approach (Sen, 1990; 2010). The idea of agency in Sen's Approach is crucial because it speaks to one's capabilities to have

choice through exercising one's agency or one's ability to work towards bringing about change (Sen, 1990; Walker, 2005). The study abroad educator can think of every possible nuance, incorporate relevant mentors, and tailor programs specifically to the targeted population to eliminate or reduce obstacles; however, if real freedoms are involved, this means students can be free to engage or not engage themselves. They are free to tell educators, either through voice or lack of participation, that this offering is not attractive to them (Sen, 2010). Walker (2005) described human agency as "having the capacity to make informed and reflexive choices" (p.108). It's up to educators to incorporate programming that helps students understand their choices and cultivates the freedom to exercise it.

Sen deconstructed his definition of capabilities as being "freedoms of particular kinds" (Sen, 2005) or "the opportunity to achieve valuable combinations of human functionings" (p.153). The belief a person has the freedom and opportunities to pursue the goals and objectives they might have are capabilities (Sen, 2010). Opportunities then involve having options and the ability to have free choice (Sen, 2005). He underscores the importance of two things: 1) the importance of pursuing the objectives that the individual values regardless of the process of how one works towards making those objectives into reality; and 2) the process of choice and distinguishing between the person's choice or whether choices are being forced (p. 228).

Capabilities Approach utilized with underrepresentation in study abroad

The framework lends itself well as a lens towards understanding underrepresentation of SOCs in study abroad. Sen reminds us true democracy is judged by our institutions and whether diverse voices can be heard (Sen, 2009, p.xiii). Sen described functionings

as achievements which may, for SA, include having financing, family and peer support, and/or a relevant SA destination. Walker (2005) (an education researcher and social justice advocate with extensive experience in applying the capabilities approach in HE policy and practice) reminds us that 'functionings' are not just related to the individual but may also involve institutional conditions (p.105). Institutions would have to address the barriers obstructing access before being able to increase freedoms which would allow for participation. SOC come from multiple contexts, typically they have not had a platform to share their voice in traditional HE settings, and yet still are a part of a larger educational system where they are expected and encouraged to participate. Sen's approach can be used as a tool within SAPs to increase democracy, choice, and freedoms by realistically incorporating changes in HE.

Contexts and Plural Realities

Sen's approach endeavors to identify, evaluate, and incorporate the multitude of elements in our lives contributing to human functioning. This includes the contexts in our local and larger societies. He reminds us of the importance of considering:

First, the contrast between capability and achievement; capabilities are generally described as the ability to be or do something and real accessible functions a person has (Sen, 2009;). In the context of study abroad, one can ask about the real capability each student must engage in this academic offering. Achieving a function can be dependent on social and personal factors such as ethnicity, gender, policy, and socio-economic class (p. 238).

Second, the plural composition of capabilities and role of reasoning (including public reasoning) in the use of the capability approach; Sen very clearly views

capabilities from a non-reductionist perspective. We can value diverse things and resist the temptation to reduce those things to one larger utility (p.239). Sen believes public reasoning is a means to assess certain functionings; doing this publicly and allowing the participation of multiple voices contributes to increased understanding and critical evaluation of those functionings (p.242). SAPs can place a value on traditional and non-traditional programming and allow for all stakeholders to evaluate these offerings publicly and critically.

Third, the place of individuals and communities and their interrelations in the conception of capabilities. As social beings, many of the things we value reside within a social context and are attainable through the collective rather than the individual. Sen believes the individual is not detached from the culture in which they reside; moreover, the culture has influence on things the individual choses to value or not value (p.244). In other words, if SOC have internalized SA as not being for them then what social conditions are potentially contributing to this internalized belief? Equally, some freedoms necessitate collective action to become viable freedoms (unions, social movements, political referendums, etc.) (p.245).

Real Choice

When contemplating the notion of choice, Sen highlights the idea of agency which is described as:

> […] the goals that a person has reasons to adopt, which can inter alia include goals other than the advancement of his or her own well-being […] a failure to achieve one's non wellbeing objectives may also cause frustration, thereby reducing one's well-being (p.287).

Democracy

Sen believes democracy is deliberative and involves an exchange of ideas between concerned and involved parties (Sen, 2010):

> […] the central issue is a broader understanding of democracy are political participation, dialogue, and public interaction. The crucial role of public reasoning in the practice of democracy makes the entire subject of democracy relate closely with the topic that is central to this work, namely justice. If the demands of justice can be assessed only with the help of public reasoning, and if public reasoning is constitutively related to the idea of democracy, then there is an intimate connection between justice and democracy (p.326).

Walker (2005) described the importance of every voice counting in a democracy and educators needing to be equally concerned with the process as the outcome. If every voice counts then we must pay attention to who has a seat at the table when key impactful decisions are being made involving concerned parties. In fact, the inclusion of all concerned parties is exactly why Sen does not have a framework with specified instruction; his framework is loosely organized so that it can be applied and utilized across multiple contexts and realities (Sen, 2005). Making it more specific would distract from the democratic process and what it means to self-determine.

Minority Rights

This research is concerned with SOC who are underrepresented in SAPs and who would be viewed as minorities from Sen's perspective. Sen (2010) indicated that democracy "has to be concerned with both majority rule and the rights of minorities" (p.352). This concept is more complicated than it appears especially in societies and organizations steeped in meritocratic beliefs and/or believe majority rule (Sen, 2000). If

Sen's concept of public reasoning is incorporated, then minorities should correspondingly have a seat at the table.

Finally, given what has been described of Sen's Capability Approach, key questions about access and participation in study abroad can now be asked. How inclusive are SAP prior, during, and following SA? Do some SA populations get more opportunities to convert their resources (such as prior travel experiences, financial resources, exposure to intercultural activities, and having a passport) into capabilities more than others? In other words, why would so many students congregated across race and gender believe 'study abroad is not for them'? If this is true, why would educators accept this assessment without delving into the reasons behind the beliefs? If students believe lack of financing is a key component to why they feel they cannot be included in this offering (for example), then Sen's capabilities approach speaks to whether the student is truly free to live the life (experience) the student deems worth living (or valuing). Educators can't know what the real issues are unless they democratically engage all the involved stakeholders even if SOC represent a small minority. Ensuring the minority voice is heard is a fundamental element of this approach (Sen, 2010). HE frequently considers where the financing is coming from to fund various programming; therefore, the interests of SAPS they know will be successful in terms of number of students who actively engage in their programming will most likely be prioritized. Minority interests (however that is defined) may not be a top priority. Sen has shown us his framework is not a move towards perfection but a way to move things forward (Sen, 2005). Including SOCs in the public discourse of how access and participation can be improved is a move towards increased democracy. If Sen's concept of public reasoning is utilized,

then minority group(s) should be able to relay their realities within HEI throughout the different SA touch points.

3.4 How can the philosophical frameworks help underrepresentation in study abroad?

3.4.1 Philosophical frameworks Under the Emancipatory Umbrella?

The creation of a framework capable of exploring the various stratifications, while incorporating multiple perspectives, plus engaging in telling the students' stories using their own powerful voices, then a more complete picture can emerge. Once this picture is illuminated, then the students become empowered to advocate for programs better reflective of their needs. The previously described theoretical approaches (3.2) double and multiple consciousness, CRT, and the capability approach each have advantages and disadvantages when utilized as stand-alone frameworks examining underrepresentation in SA to both empower students and make substantive changes to the status-quo. An emancipatory research paradigm is the overarching umbrella connecting the three individual frameworks to better consider power structures, and the political, historical, legal, and cultural contexts potentially impacting the problem(s) being studied. Emancipatory research is frequently considered when exploring issues associated with marginalized groups such as race, ethnicity, gender, sexual orientation, and disability (Noel, 2016). The best elements from each framework provided a more complete lens with which to identify how to bridge potential gaps. Emancipatory research is viewed as transformative research and:

> is seen as a process of producing knowledge that can be of benefit to disadvantaged people and its key aim is to empower its research subjects (p.3).

Bringing forth the voices of SOCs not only provides deeper understanding of the problem(s) being studied but allows for empowerment through exposing inequitable structure, beliefs, and practices (Walshaw, 2012).

Double and multiple consciousness have been helpful in providing the socio-cultural lens with which to view how SOC potentially interact within the larger world. Socio-political commentary and prior research have indicated SOC face a duality in their way of navigating the world more traditional students tend not to face (Cook, 2013; Gates, 2003; Brannon et al., 2015). As minorities within a wider educational and cultural systems (sometimes being the 'only one' in their classes), they have learned to navigate between their home culture(s) and majority culture (which is frequently where they are educated, employed, or in the world surrounding them) (Brannon et al., 2015). As a stand-alone framework, multiple consciousness does not help the educator develop a complete holistic picture with which to aid SOC nor combat some of the HEI power structures.

CRT is powerful and democratic in recognizing identities across gender, race, class, and disabilities (Delgado and Sefancic, 2017). However, as a framework it tends to incorporate language like subordinate and oppressor when speaking about injustice. While this is helpful towards empowering those who are impacted across race, gender, class, and sexuality, it may not help create the type of dialogue necessary for those who may unwittingly be in positions of power, in need of increased understanding, and may require more gentler methods of persuasion to become conscientious allies. The type of language used can either increase or decrease barriers and should be taken seriously. In other words, advocating for SOCs involves helping administrators and educators

(who are overwhelmingly European American) understand the barriers involved for SOC. Challenging the governing bylaws should be approached in a spirit of building bridges and open dialogue even if the dialogue is uncomfortable for all or some. Just as there must be a space for SA to be able to look at how race-oriented policy (or lack thereof) may be important towards advancing SOCs, there must also be a space for those SOCs who do not want race (gender, sexuality, etc..) to define who they are.

It is not my intention to prove or disprove the relevance of CRT as a structurally sound stand-alone theoretical framework. Just as its importance can be argued in dismantling the systemic pillars of white supremacy and colonialism (Delgado et al., 2017; Solarzano and Yosso, 2001), other researchers and theorists have pinpointed structural elements within CRT that might be strengthened in conjunction with other theoretical frameworks (Carbado and Roithmayr, 2014; Cabrera, 2018; Cluesman and Gwadz, 2022).

Amartya Sen's capabilities approach with its emphasis on self-determination, public discourse, capabilities, real freedoms, and democracy is a philosophical way to engage with all the frameworks. When engaging with underrepresentation in study abroad, educators can ask some of the big key questions of the approach such as:

1) Are SOCs truly imbued with the freedoms and capabilities to choose SA if they want?

2) If SOCs believe SA is not for THEM, isn't this really a red flag to educators?

While the capabilities approach can help educators ask key questions, it is opaque in application.

Each of these approaches works towards creating positive shifts in the status quo to ensure the type of freedoms necessary for opportunities to be actual viable choices. The frameworks taken alone will not provide a holistic view of the student nor the wider systems involved. Advisors, when working directly with SOC and the HEI, will have to engage with sensitive content and information; a framework lacking clear direction will run the risk of not be used.

3.5 Study Abroad Holistic Engagement Framework: MENSCH

There is no one framework in study abroad allowing for a more holistic way of viewing SOCs from a preferred perspective of strength rather than lack. Educators are too frequently comfortable with deficit models seeking to blame students for not easily fitting into a mold not designed for them rather than challenge the *status quo*; creating more inclusive programs requires a shift in thinking about the populations served. By incorporating some of the best aspects of the already described emancipatory frameworks a more holistic perspective can emerge. The German word ‘Mensch’ means human being or a person of honor and integrity (Merriam-Webster, 2019). An acronym was chosen as a reminder to educational professionals of the humanness of SOC (or any underrepresented population) and importance of being approached with integrity and respect. SOC are frequently undervalued and viewed as ‘other’; under that prism, it is important to cultivate a sense of understanding that suggest the potential in each student and the unique perspective they can bring to the experience. My framework is inspired by the cultivated village-style environments at HBCUs. This village-style community-oriented approach is accurately distilled in the study by Williams, Russell, and Summerville (2021) who examined pedagogic practices at HBCUs. Key identified

elements: 1) cultural affirming practices by administrators and faculty by embedding Black experience in the curriculum and research; and 2) culturally connecting with students' identities through connecting with their wider communities.

For the purpose of MENSCH, I've highlighted the essential elements of multiple consciousness, CRT, and the capability approach that are useful in devising a holistic picture of the student(s) and/or organization. Each of these stand-alone frameworks are complementary within the context of MENSCH. The framework is illustrated using a vignette to demonstrate the paradigm through which this research was partially analyzed. It is important to note the framework is not limited to a specific timeframe or chronology.

MENSCH allows educators to engage with:

1. **Multiple consciousness** whether students self-identify with plural identities (double and multiple consciousness);
2. **Explore** identity intersections and the potential impact on study abroad experiences (context driven);
3. **Name** / highlight power structures relevant to students' SA experiences pre, during, and/or following SA experiences;
4. **Study abroad** contexts (can include counter-storytelling);
5. **Capability approach** and relevant tools to increase access, participation, or more inclusive practices from individual or community perspectives;
6. **Highlighting** knowledge, skills, and abilities (KSA) students bring with them to their SA experience (Harris-Weedman, 2022).

3.5.1 Student Vignette

A student vignette, based on personal and anecdotal experiences from myself and other SOCs, is provided below to illustrate how each of the frameworks can engage with issues many SOCs confront when prepping and studying abroad:

We met upon arrival and immediately gravitated to one another despite the differences in ethnicity and class. My interest was piqued when I saw her unwieldly bags accompanying the luggage; she narrowly avoided banging into our peers, yet she remained unapologetic. I wondered at her confidence and later learned her strange bags contained skis. I came to understand she planned to both engage in our sponsored French trips and travel outside of France with family and friends at different intervals throughout the year. My own luggage, in stark contrast, was a sad taped up display borrowed from a family member. I had brought $500 for the academic year I saved working multiple jobs while attending university full-time. Having acquired the necessary funding weeks prior to departure, my presence was a minor miracle. The

very IDEA of visiting other countries had not even entered my mind. Instead, as we prepared to board our flight, I scanned the group to see if there were other students who looked like me. My (now) good friend with the skis represented the traditional SA student (White, female, well-traveled, affluent, and a liberal art major). That year, of the 32 students studying with me, only two were SOC: myself and a Haitian student. During our initial days in Paris, some students decided to admire the Eiffel Tower's nighttime silhouette. After exiting the Metro, we were surprised to discover an established night scene. My Haitian friend and I separated from the group to tour the adjacent garden grounds. We received the first man who approached us with warm smiles; smiles that abruptly faded when we realized we were being propositioned for sex. We could not discern what might have invited such attention. Dismissing what we thought was an aberrant incident, we were approached a second time. Later, we compared notes with our White female peers; none of whom were assumed to be promiscuous. Similar experiences would re-occur throughout the academic year. We learned the fetishization of our identities as young Black women made us more prone to these experiences.

1. **Multiple consciousness**: the SOC are two Black women, one AA and one Haitian.
2. **Explore identity intersections:** the vignette provided an illustration of how some French cultural perceptions of Black women; they were identified as being sexually promiscuous. The White female students were not sexually objectified. Educators could clarify with the students these commonly held perceptions and the impact for the students.
3. **Name** / highlight **power structures:** Educators can explore and delve into the historical, political, and social contexts contributing to these experiences. Knowing whether the students reported their experiences to any advisors would be helpful. How do the related power structures respond to these types of experiences? Have other students reported such incidents in the past?
4. **Study abroad**: Both come from financially modest families and are arguably out of place with their more traditional and affluent American peers. This would be an opportunity to hear from each student separately, including their respective understanding of the events, and how the SAP responded or might respond to such situations.
5. **Capability approach**: How can stakeholders work towards creating a program at this host site with the needs of SOCs in mind. Mindful of these experiences, what sorts of critical discussions need to be held by the community of stakeholders to implement practices to increase student safety?
6. **Highlighting** (**KSA**): the two students were supportive of each other.

Whether working towards widening access, working on making study abroad more appealing for SOCs, evaluating individual or group experiences, and/or gauging practices, the MENSCH framework is flexible enough to be used across many domains. Students need to begin their experiences from positions of strength, understanding there is plenty of room for multiple perspectives when engaging in SA. No student (or their family members) should doubt whether there is a space for them when such an experience has the capability to positively alter both their personal growth and

employment endeavors. In Chapter Four the methods and methodology are clarified, ethical considerations discussed, and researcher biases explored.

Chapter 4: Research Methodology and Methods

4.1 Introduction

There are many challenges to studying and understanding the experiences of SOC who embark on study abroad. Their experiences are seemingly complex, their numbers few, and the impact of their time abroad is often unknown (Dinani, 2016; Key, 2018; Lu et al., 2015). With these factors in mind, a traditional quantitative approach to gaining more insight on this student subgroup was not warranted. The purpose of this single exploratory case study was to investigate how underrepresented SOC experience SAP. Anecdotal data and limited available research have shown issues pertaining to race, ethnicity, SES, and even gender have possible effects on students' participation and time spent abroad (Brux and Fry; Cole,1991; Doan, 2002; Hembroff and Rusz, 1993; McClure et al., 2010; Penn and Tanner, 2009; Sweeney, 2013; and Salisbury et al., 2010). Targeted research accurately reflecting the needs of underrepresented groups in SA can potentially aid in increasing participation rates and designing programs to attract and support diverse student populations. The study focused on three research questions:

(a) How SOC experience their study abroad HEI and host site prior, during, and following their SA?

(b) How SOC are supported by administrators throughout the different phases of SA?

(c) How have/can their identified needs be incorporated in programming?

This chapter describes the research approach, rationale, and the research design. Data collection and analysis methods are described using previously identified themes in the

literature. Finally, ethical considerations, issues of trustworthiness, and the limitations of the study are set forth.

4.2 Research Design

4.2.1 Research philosophy

When engaging in most things philosophical, I have difficulties comprehending the world around me in absolutes. Nevertheless, I had to contemplate my philosophical positionality while considering the study's research design. Questions about the nature of reality (ontology) and theory of knowledge (epistemology) or my understanding of how reality is constructed were important in selecting a design philosophy (Merriam, 2009; Pryce, Spencer, and Walsh, 2014). The concepts of race and social marginalization are based on divergent subjective realities which is consistent with interpretivism and qualitative research. Rather than one observable reality, I believe "there are multiple realities, or interpretations, of a single event" (Merriam, 2009, p.9).

4.2.2 Research Type

A qualitative research approach was applied given the low participation rates of SOC in SAPs, the difficulties associated with having access to SOC, and the varying impacting contexts in study abroad. A qualitative study allows flexibility in understanding social phenomena embedded in social contexts. Given the exploratory and contextually rich nature of the study, a case study seemed fitting to gain insights across cultures, ethnicity, languages, and institutions. Merriam (2007) relayed what she felt was the biggest differences between qualitative and quantitative research:

> […] reality is constructed by individuals interacting with their social worlds. Qualitative researchers are interested in understanding the meaning people have constructed, that is how they make sense of their world and the experiences they have in the world (p.6).

As with most qualitative research, it is an inductive process that Merriam (2018) described as having findings from the collected data that occur in themes, categories, and potential theories about certain practices. While qualitative research is usually described as constructive or interpretive (p.15), this study went beyond constructive positioning and embraced a more critical emancipatory theoretical approach (as described in Chapter 3:2). Deduction, traditionally associated with quantitative methods of analysis can be used in qualitative research (Bingham and Witkowsky, 2021); consistent with a mixed methods approach, both inductive and deductive methods were utilized.

4.2.3 Rationale for case study

Case studies are common in education and other applied fields (such as social work and administration) due the "limitations of quantitative methods in providing holistic in-depth explanations of the social and behavioral problems in question" (Zainal, 2007, p.1). They address the 'how' and 'why' questions of research and are generally utilized when the researcher wants to understand real world contemporary phenomenon (Yin, 2013) embedded within various contexts (Mirriam and Tisdale, 2015) and can be exploratory, descriptive, and explanatory in nature (Zainal, 2007). This requires the researcher to use direct observation, systematic interviewing, as well as a comprehensive array of data (that may include surveys, archival research, and any other tools useful in furthering insights) (Yin, 2013 and Merriam, 1998). Its strength

remains in flexibility, the ability to tackle complex issues containing multiple variables, and that it doesn't try to strip reality from the phenomenon being studied (Merriam and Tisdale, 2015).

In some research communities, case studies are criticized based on the belief they lack weight and clear definition (Yazan, 2015). Traditionally, it has been viewed as a first step of investigation on the hierarchical rung towards quantitative positivistic research (Tight, 2015). Case studies are questioned in terms of the risks associated with researcher bias, their ability to generalize (external validity) to larger populations, and whether the studies yield reliable replicable results (reliability) (Merriam, 2009). Yin (2013) argued case studies are not the best research strategy for all research questions. He responded to the concern investigators have regarding their limited abilities in representativeness by saying:

> Scientific facts are rarely based on single experiments, they are usually based on multiple sets of experiments, which have replicated the same phenomenon under different conditions[...] case studies, like experiments, are generalizable to their theoretical propositions and not to populations or universes (Yin, 1994, p.10).

Further, Cooper et al. (2008) underscore the importance of the findings 'resonating' with the published literature and leaving it to the reader to ascertain relevance and transferability. Case studies are believed to be prone to researcher bias given the researcher is the primary instrument for data collection. Nonetheless, whilst a case study can be impacted by a researcher's bias, triangulating the data can increase credibility (this is further discussed below in section 4.8.1) (Flyvbjerg, 2006). They are used to explore phenomenon with no clear outcome. The lack of already existent research on SOC in SA, the datedness of relevant existent research, and looking at the

issues from the perspective of multiple stakeholders is an unknown area warranting an exploratory case study methodology.

4.3 Case Study

4.3.1 Case Study Propositions

SOC are possibly underrepresented in SAPs because many programs have traditionally been designed to fit the interests of a more homogenous client base. Once the needs of SOC are better identified, programs might incorporate increased programmatic changes, thereby strengthening SAPs to attract more SOC. Underrepresented students often require educators to challenge themselves, using unique strategies, to provide as many resources and opportunities to as many students as possible.

4.3.2 Investigation of the research questions

My experience abroad pre-disposed me to wanting to study underrepresented students abroad. The more I conferred with other SOC who studied abroad, the more I felt there were potential programmatic gaps in being able to address the needs of diverse student groups. The literature review underscored the limited number of studies devoted to SOC in IE. Moreover, the reported experiences of SOC seemed to be consistent with some of the larger overarching issues in HE (McClure et al., 2010; Penn and Tanner, 2009; Sweeney, 2013).

Two major influences impacted the creation of the research questions: Johnnetta B. Cole's landmark CIEE address in 1990 and pioneering research by Hembroff and Rusz (1993). The larger themes (family and community, finances, fear, faculty and staff, and academics) identified by Cole, Hembroff, and Rusz were key in choosing an exploratory

case study framework, the development of the research questions, and helped to frame the inventories used in the interviews and questionnaire. Other academics and researchers have moved beyond those barriers to include Academics and Peers (Brux and Fry, 2009; Chieffo and Grifiths, 2005; Kasravi, 2009; McClure et al., 2010); detailed elaborations of the themes can be found in sections 2.3.2-2.3.8 of the literature review. It was my hope to update the IE community on whether the themes remained relevant and to explore other potentially emergent themes (by shifting away from normalized deficit models and investigating issues of inclusion from a holistic systemic model of inquiry).

4.3.3 Unit of Analysis (case to be studied):

The unit of analysis is reflected in two ways: (a) The SAP that is implemented at TU in partnership with colleges and universities in other countries; in relationship to: (b)The experiences SOC and the staff/faculty who support them at the identified SAP.

4.3.4 Site selection

The selection of TU was based on willingness to participate, access to SOCs interested in studying abroad, and finding a university fitting the definition of a PWI. Many universities were approached; the third and final university was a public university in a very diverse region of the US. My journey to finding a university willing to give me access to the SA population was arduous which is important to note. Not only are there very few SOC with which to base the study but gaining access to the students can be another investigatory obstacle in documenting their experiences.

4.4 Case Study University

TU, which had consented to participate under the guise of anonymity, is a midsize competitive research oriented public university within the US. It has extensive four-year undergraduate (and graduate) academic studies and is invested in its international programming. Based on its demographic data, White students represent +/- 70% of the overall student population. In recent years, Latino students have made modest gains each year at +/- 8% which was not the case for the AA students who represented +/- 5% of the overall population.

Though TU had an established history of conducting a broad array of SAPs, most study abroad options revolve around short-term programs (i.e., during the Winter, Summer, or Spring Breaks). These SAPs frequently involved faculty led programs. Faculty recruited students from their specific courses and departments while often being able to consider students from other areas of study (at the discretion of the faculty members). In these scenarios, faculty directors seemed to organize the specific SAP and received support from the SA office as necessary. Faculty served as both directors of their SAPs and taught academically related subject matter.

Another SAP offering involved short-term, or semester options coordinated by a study abroad advisor in collaboration with the host university site. In these options, the advisor (staff member) was the main contact and engaged directly with students for pre-departure preparations. Once abroad, the advisor remained a point of contact for the student when troubleshooting, liaising between the host and TU, credit translation, and prepping reentry.

4.5 Access and Participants

4.5.1 Access

An on-site study abroad administrator from the university, emailed all available students who planned to study abroad in the Fall 2018 and/or Summer 2019 academic terms. While all student participants who volunteered were asked questions regarding their experiences with studying abroad, more in depth questions were reserved for SOC. This option was created to address the Administrator's discomfort in only identifying SOC for the purpose of the study. This discomfort indicated the degree with which it was necessary to remain sensitive and vigilant to the cultural contexts and weightiness surrounding issues pertaining to race, ethnicity, and underrepresentation.

4.5.2 Students

3651 students were invited to participate in the study regardless of race and/or ethnicity. Of those students, 190 (5.2%) responded, with 131(3.6%) completing the questionnaire. Students who self-identified as Latino, Black, AA, and Mixed were asked additional structured and open-ended questions and invited to click on a link if interested in being interviewed. My email was provided, inviting the SOC to schedule a time. Students were also approached directly through forwarded contact information provided by peers and faculty email. I provided ethically approved study information sheets and informed consent documentation before inquiring whether they might be interested in participating in the study. Using a filtered Qualtrics questionnaire, the identified SOC were invited to complete additional questions related to their SA experiences. Of the 190 students who responded, 22 students self-identified as being Latino, AA, or Multi-racial and 16 of those students completed the questionnaire in its entirety. At the

completion of the questionnaire, SOC were invited to be interviewed either through clicking on an additional link or to ensure anonymity by emailing me directly. Only one student was identified via the link. Student interviewees were also approached directly through forwarded contact information provided by faculty and peer email. I supplied the study information and informed consent documentation before inquiring whether they might be interested in participating in the study. The identified students were then sent email links to complete the questionnaire following the interviews.

4.5.3 Staff and Faculty Directors

Five study abroad staff were informed of the potential study via the Administrator, however the invitation to participate in the study, information sheets, and informed consent documentation came directly from me via email. The email was followed with a phone call and/or email to inquire about their willingness to participate in a scheduled audio recorded telephone or Skype interviews.

Staff served as advisors to specific study abroad locations in the world and helped facilitate short term study opportunities with university faculty. The staff (3 women and 2 men) were all White, ranged in age from 31 to 52, and had postgraduate degrees. Each had varying levels of experience in IE.

Seven faculty members were willing to be interviewed but only five interviews were able to be completed due to personal and professional constraints (as a result, there was only one female faculty respondent). The faculty led short-term SAP (in both traditional and non-traditional host sites) and ranged in age from 42 to 62 with varying levels of experience leading SAPs. Two of the faculty were born and raised outside of the US;

four faculty spoke a second language, three spoke 3 languages or more. I emailed them directly from a list of directors who conducted recent SAPs.

4.6 Information Needed to Conduct the Study

To conduct the study, I had to:

1) already have a good understanding of the multiple layers encompassing SAP and the prevailing assumptions already identified in the literature;

2) find a SAP willing to allow access to students at an American university or college which could be viewed as representative of a 'typical' American college experience and reflective of the ethnic breakdown one might fight across the nation;

3) apply for and obtain ethics oversight and approval;

4) identify students recently returned from their SAP (Summer and Fall 2018, Spring 2019) who include SOC and are willing to share their perceptions of their experiences;

5) identify advisors and faculty who had direct contact with SOC and were willing to share their perspectives;

6) extract key themes from the literature to help formulate the creation of the instruments (interviews and student questionnaire);

7) learn how to navigate, program questions into Qualtrics, and analyze the resulting demographical data;

8) coordinate interviews in a different country and time zone; and

9) code across identified themes in the literature, emergent themes, and qualitatively analyze semi-structured content in questionnaire, archival data, and interviews.

4.7 Study Design

4.7.1 Overview of Study Design

The case study is functionally an exploratory needs assessment for one SAP at Takoma University (TU). The status quo of having SOC consistently underrepresented in study abroad, despite efforts to bolster numbers, speaks to other factors potentially not yet identified. The information derived from the study may be beneficial to the case institution but other universities with similar demographics trying to better meet the needs of SOC.

It was important to not only look at the perspectives generated by SOC (the targeted population), but also through the viewpoints of advisors. They, as allied professionals, were in unique positions of designing and adapting program structure to fit the needs of the students while equally reflecting the goals of TU to which they are aligned. They frequently followed the student throughout their study experience pre, during, and following their sojourn. This helped with providing more context driven multidimensional perspectives and laid the groundwork for collecting triangulated (trustworthy) data (Thurmond, 2001).

4.7.2 Questionnaire and interview inventory development

Inventories were specifically developed and adapted to the perspectives of SOC, staff in advisory roles, and faculty directors. The questionnaire contained scales adapted from

an instrument used by Hembroff and Rusz (1993) at Michigan State University (section 2.3.1 describes their contribution in more detail). Additional questions were added to focus specifically on the demographical information and the students' experiences with SA and travel. The questionnaire provided a more objective lens with which to ask some of the same questions introduced in the interviews to reduce potential researcher bias. Interview questions focused specifically on context, differing perspectives, and understanding of the students' histories, experiences with SA, and travel. Semi-structured interview questions were generated using the previously identified themes from the literature.

A research proposal with intended instrumentation was submitted to Lancaster University's ethics review committee for prior approval. The instruments (questionnaires and interview protocols) were piloted on family members who studied abroad for appropriateness, clarity, and flow. They are in the appendices for review.

4.8 Data Collection Methods

Data collection involved an online questionnaire, semi-structured interviews as information sources, and documentary/archival evidence. Interviewed participants consented to have the interviews recorded. The semi-structured open-ended interview questions allowed as much liberty of expression as possible and respecting the overarching themes of the interview schedules.

4.8.1 Trustworthiness and Triangulation

Case studies are neither more nor less reliable or generalizable than traditional empirical methods (Flyvbjerg, 2006; Merriam, 2009). Yin and Merriam suggest strengthening validity and reliability with multiple cases and by using multiple methods

of data collection and analysis (triangulation of data sources) (Mirriam and Tisdale, 2015; Yin, 2014). Trustworthiness or credibility in qualitative research is the qualitative alternative to quantitative equivalence of reliability and validity claims. In qualitative research, the researcher is believed to be a part of the reality (either through subjective observations or through how the data is recorded and transmitted to the reader). By incorporating multiple methods of data collection in the form of a questionnaire, archival records, and through interviewing staff, faculty, and students, triangulation occurs, providing more depth to what is being studied and potentially corroborative evidence which adds to research rigor (Baxter and Jack, 2008; Bloomberg and Volpe, 2016). Triangulation then contributes to making the data collection more credible.

4.9 Methods for Data Analysis and Synthesis

The case study relied on four different types of information gathered from a descriptive questionnaire completed by students and open interviews (with students, staff, and advisors). Interviewees provided pseudonyms and interviews lasted between 30-60 minutes. The questionnaire used descriptive statistics and demographical analysis to not only support the identified patterns, but also provide more insights on the target population. Data analysis for the semi-structured interviews and for the limited number of open-ended questions on the questionnaire focused on thematic pattern matching analysis and looking for themes across subjects. This method of analysis is described as deductive (*a prior*) or a top-down approach where codes are already previously identified and applied (based on the literature) in the analysis to test theoretical assumptions (Bingham and Witkowsky, 2021; Bloomberg and Volpe, 2016).

The analysis had elements of induction (a bottom-up approach), where research data can be analyzed to determine whether there are emerging themes from the data (Bingham and Witkowsky, 2021). While deduction can help narrow the focus of the data (which is especially important with a large and complicated process), induction can help identify emergent codes (Linneberg and Korsgaard, 2019). I opted for both because I wanted to see if there were themes not already identified by the literature and relied heavily on deduction to provide necessary focus.

Thematic Analysis has the distinction of being accessible and theoretically flexible (Braun and Clark, 2006). It is described as “a method for identifying, analyzing, and reporting patterns (themes) within data” (p.6). Linneberg and Korgaard (2019) and Braun and Clark (2006) offered a structured and clear framework with which to analyze the data. While Linneberg and Korgaard focused on the communicative aspects of coding and giving voice to the participants, Braun and Clark provided a clear guide on thematically analyzing the data. Both researchers speak to the importance of familiarizing yourself with the collected data. I did this through personally interviewing the participants, painstakingly transcribing all interviews verbatim, reading the data from all the sources multiple times, and keeping notes and memos about any hunches or patterns I had observed. Linneberg and Korsgaard (2016) stressed the importance of essential codes serving the skeleton upon which the analysis is built. I already had an established theory-driven deductive codes derived from the literature and research questions in the form of family and community, finances, fear, faculty and staff, and academics. I searched each data item then color coded and grouped relevant excerpts into the major themes. They were further grouped inductively according to emerging

patterns and themes (separate from the themes generated from the *a priori* codes). I wanted to leave room for themes not already covered by the literature (which may have been dated or unexplored). Giving voice to SOC was a key aspect of this emancipatory research and the MENSCH framework; thus, it was also important to diverge from the established codes to explore emergent themes. The data sets, using induction, were also reviewed and cross checked for themes outside of the ones already established through the literature.

I evaluated whether the patterns in the data sets supported the themes and if there were divergences within the context of this study. Once the themes (established and emergent) were explored in detail, I then defined and elaborated on the themes using the backdrop of the participants' own words. Those chosen extracts were utilized based on whether the extract was compelling and reflective of the patterns being defined.

4.10 Ethical Considerations

In honor of the ethical promise I made to the Administrator, I exerted all reasonable effort to keep participants' identity confidential by immediately designating a pseudonym and removing any identifying information from the completed questionnaire and interview notes. The recorded interviews were transcribed and stored securely on BOX. Interviewees then had 2 weeks to retract their participation and were later given opportunities to edit information during the transcription process.

4.10.1 Researcher's Role and Biases

I had my own personal history with study abroad and as an AA woman who found the topic intrinsically relevant. My background in psychology was helpful in building rapport

and being sensitive to some of the related ethical concerns in interviewing. Merriam (2007) and Yin (2018) view the researcher as the primary instrument in a case study in terms of data collection and analysis. As a human instrument, this means there were positive and negative aspects to utilizing myself as a tool and potential biases associated with my own subjective perspectives (more of which will be discussed below) (Merriam, 2007). While my history and ethnic identity may have been useful in helping SOC feel more at ease about sharing possibly sensitive information linked with race and ethnicity, the same sensitivity may have left me open to potential biases. Conversely, when I interviewed some of the advisors, being an ethnic minority may have hindered the degree of transparency for those advisors who did not want to be perceived as having prejudicial attitudes towards SOC.

Of real concern to case studies or any research strategy is the question of bias. One concern for revolves around the “vividness effect”. This occurs when problems or decisions are made based on information in a person’s memory that is the most accessible. It can be a problem if what is being recalled and used in the decision process is an overrepresentation of events (Stanovich et al., 2013). Since case studies frequently use testimonials as evidence, the researcher must be especially careful given case studies are particularly prone to research bias and much gets filtered through the researcher (Merriam, 2001). Subjectivity can be adversely influencing the credibility of the outcome of the study (Isaac and Michael, 1995). Other bias may be a result of the type of evidence being used especially if testimonials and anecdotal evidence are overly relied upon and not counterbalanced by other forms of evidence. Researchers must be concerned with vividness effect especially when “vividness of such evidence often

eclipses more reliable information and obscures understanding" (Stanovich, 2013, p.63).

The questionnaire utilized in the study to provide a more objective lens with which to ask some of the same questions introduced in the interviews to reduce potential researcher bias. Great pains were taken, while conducting interviews, to create an atmosphere of authenticity; I repeatedly reminded the interviewees that there was no one 'right' answer and their opinions were valued. My training as a therapist predisposed me to sense emotional discomfort and I would formulate the question differently or discontinue probing if in doubt. Apart from one Skype interview (requested by the participant), not being visible to the non-minority participants during the interview was beneficial given the current social challenges when talking about race and educational inequities in American culture. In Chapter Five, the major findings of the study are identified. Analyzed descriptive statistics from the student questionnaires are described while data from the interviews were scrutinized using emergent and already identified themes from the literature.

Chapter 5: FINDINGS

5.1 Introduction

The purpose of this single case qualitative study was to explore, with a sample of students, staff, and faculty, patterns existent in TU's SAP. The study used previously identified themes in the literature from Cole (1991) and Hembroff and Rusz (1993) to describe barriers to study abroad for SOC namely (family, community, finances, fears, faculty, staff, and academics) to explore how students at TU experienced study abroad pre, during, and following their experience. Through exploring the identified themes (and any emergent themes) at TU there may be recognizable elements that could prove beneficial to other SAPs designing targeted programming for SOC. Further, the study contemplates whether and how SOC are supported by their HEI while studying abroad. This chapter presents key findings of the analyzed data generated from a questionnaire (given to SA students from the 2017-18 academic year) and 16 semi-structured interviews with faculty, staff, and SOC from 2018-2019. Faculty and staff protocols have substantial overlap in questions to make comparisons but their roles with the students differ. The student protocols (questionnaire and interview questions) explore main themes and have some overlap with the advisors. Not all themes (subthemes) were relevant for each group. Given both students from the questionnaire and interview are discussed, I use students to refer to both groups of participants, refer to respondents from questionnaire, and interviewees for students, staff, and faculty from the interviews.

Eight major findings emerged from this study:

1. **Family & Community:** The SOCs family, friends, and community play large roles in encouraging and supporting students prior to studying abroad
2. **Finances:** Financing SA is identified by most of the participants as being the top consideration to being able to SA
3. **Fears:** SOCs are mostly left to their own devices to prepare and navigate spaces abroad that may or may not be receptive to them
4. **Faculty & Staff:** (a)Faculty and staff of color are believed to be needed to better reflect diversity and increase trust with students. (b)Targeted creative programing can be very effective. (c) Focusing on issues pertaining to SOCs does not detract from other groups or all students. (d) Conversely, not all SOCs want or require additional help from faculty and staff
5. **Academic criteria:** (a) Faculty have a lot of flexibility in evaluating academic criteria towards recruitment. (b) Meeting the academic requirements were not factors for the SOC participants

Emergent Themes

6. **Safety and Wellbeing:** (a)Issues related to physical safety are highly prioritized by staff and faculty. (b) Emotional wellbeing for SOC is overlooked by advisors but contributes to students' sense of safety
7. **Minority Designation:** White students can experience being in the minority when they SA
8. **Beyond Reverse Culture Shock:** (a) SOC can experience the added shock of returning to marginalization upon return. (b) Sharing experiences with family and friends can be complicated and nuanced. (c) SOC returnees are powerful resources

Chapter 5 is divided into two segments: first providing descriptive results from the questionnaire and then providing thematic analysis of the semi-structured interviews. After analyzing the data through the previously identified themes, additional emergent themes are revealed and explored.

5.2 Descriptive Data of Questionnaire for All Respondents

5.2.1 Demographics and Characteristics of Respondents

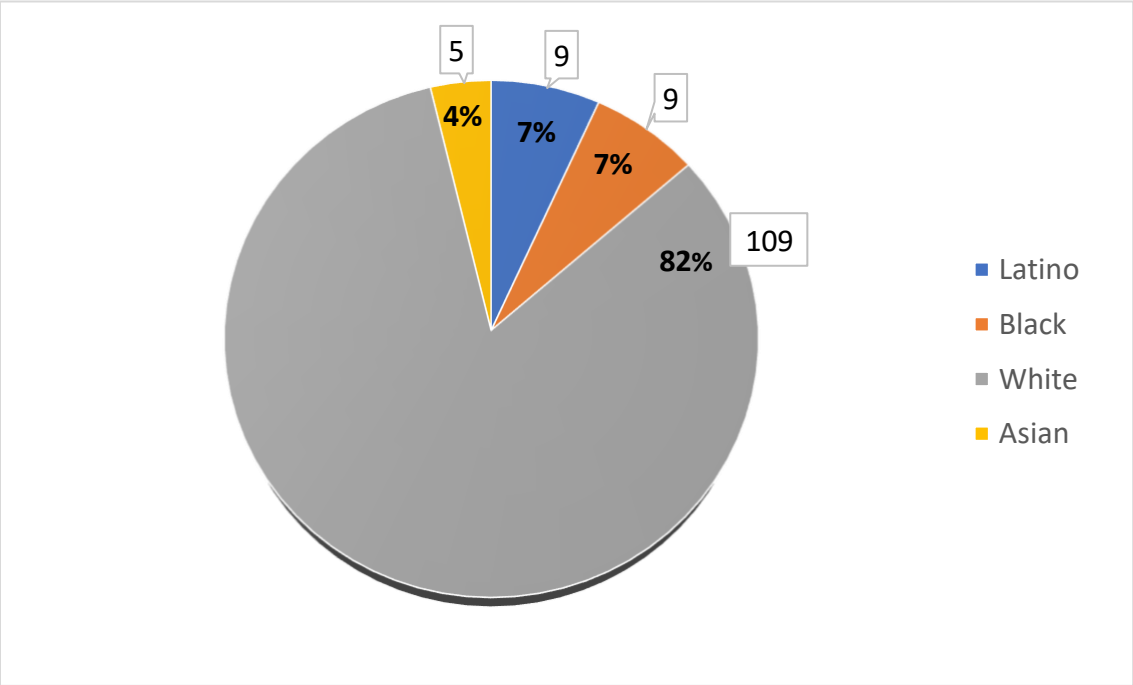

Figure 5.1 Ethnic Racial Breakdown

Profile information	AA	Latino	White
female	7(78%)	7(78%)	89(82%)
male	2(22%)	2(22%)	19(17%)

Table 5.1 Gender Breakdown

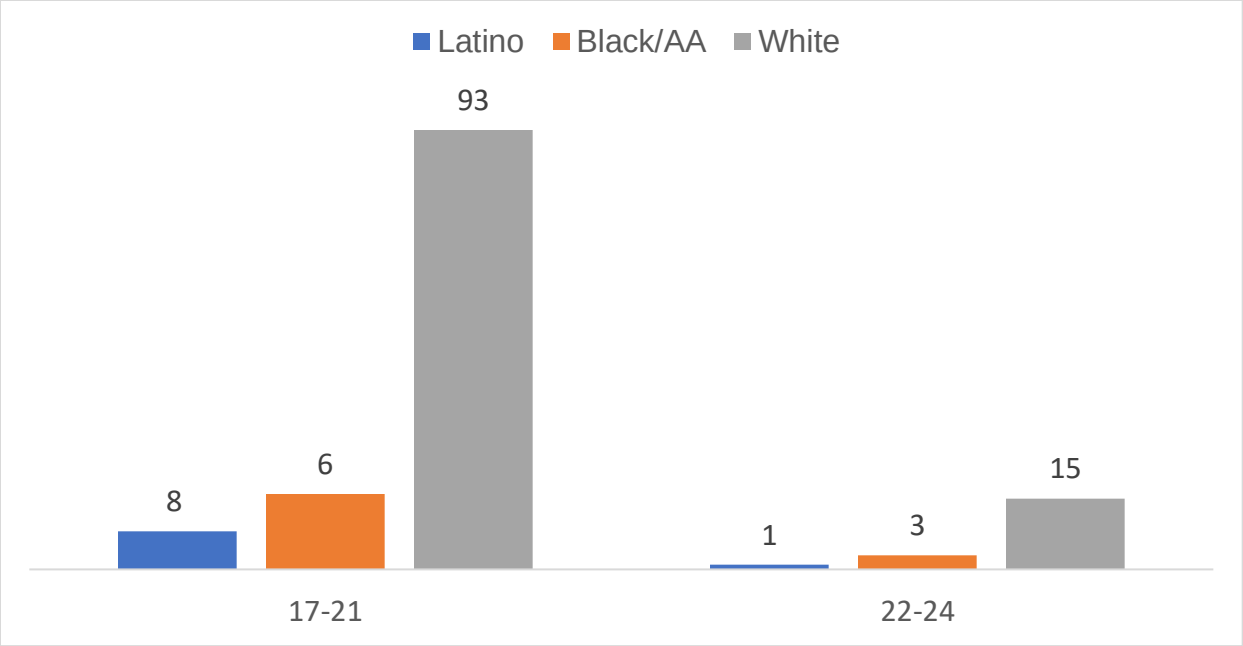

Figure 5.2 Students' Ages

Highest Parental Education Attainment	AA	Latino	White
Middle School		1(11%)	
High School or High School graduation		1(11%)	3(3%)
College education	6(67%)	4(44%)	54(49%)
Postgraduate education	3(33%)	3(33%)	51(47%)

Table 5.2 Highest Parental Education

Question / Statement focus	AA	Latino	White
American Citizens	9(100%)	9(100%)	109(100%)
Traveled outside state	9(100%)	9(100%)	108(99%)
Traveled outside of continental US	8(88%)	9(100%)	94(86%)
Foreign language learning	5(56%)	5(55.56%)	41(38%)

Table 5.3 Student Citizenship & Travel

The student respondents were indeed largely White, females, and derived from families where their parents were college educated (or higher). Respondents were primarily in their Senior and Junior year at TU. Students traveled outside of their home state and most had traveled outside of the US. They predominantly heard about SA through a friend, faculty, or from the college information stands. Many students reported not studying a foreign language.

5.2.2 Ethnic/Racial Group

Students self-identified their ethnic and/or racial group(s) based on pre-selected terms commonly viewed in the US census but were invited to write in any relevant additional information.

5.2.3 Factors impacting choice to study abroad across ethnic lines

Part one of the questionnaire focused on data from SA students regardless of race and ethnicity. Students were asked to rank the level of importance of key factors (previously identified in the literature) that may or may not have been considered in their decision to SA using a Likert scale from 1 (not very important) to 5 (very important).

Family & Community

The Asian student respondents 3(60%) and Latino 5(55%) indicated family support as largely being a very important factor when deciding to SA. While there was a slightly lowered sense of importance for AA 4(44%) and White 34(31%) students.

Finances

Regardless of ethnicity, financing was an important factor for many students; Both Asian and AA student respondents indicated finances as being very important to them.

5.3 Descriptive Questionnaire Data for SOC

5.3.1 Latino/Hispanic students

9 Latino/Hispanic students completed the survey; of those 9 students 7 went on to complete the survey in its entirety. Two of the respondents who identified as Latino also self-identified as White and as a result were screened out of the Part Two of the questionnaire.

Ethnicity

The students self-identified as: Colombian and Cuban, Peruvian, Puerto Rican, Puerto Rican and Dominican, Ecuadorian, Colombian, and Hispanic.

5.3.2 African American/ Black students

9 AA/Black students completed the survey; 6 of whom completed the survey in its entirety. Three of the students self-identified as AA and White and as a result were screened out of Part Two of the questionnaire.

5.4 Factors impacting choice to study abroad across ethnic lines

5.4.1 Parental education attainment

There was only one student (Latino) who indicated one of their parents had attained a middle school education. The rest of the 15 respondents had parents who not only attained a college education (of some degree) but went beyond college to postgraduate education (6 of the 18 respondents).

5.4.2 Importance of support from family and friends

2(22%) of the Latino respondents whereas only 1(11%) AA respondents described family as having relatively important roles in how students came to learn about study abroad. Yet, when considering studying abroad, families and were highly influential 8(89%) for Latino and 7(77%) for respondents versus 71(64%) for White respondents).

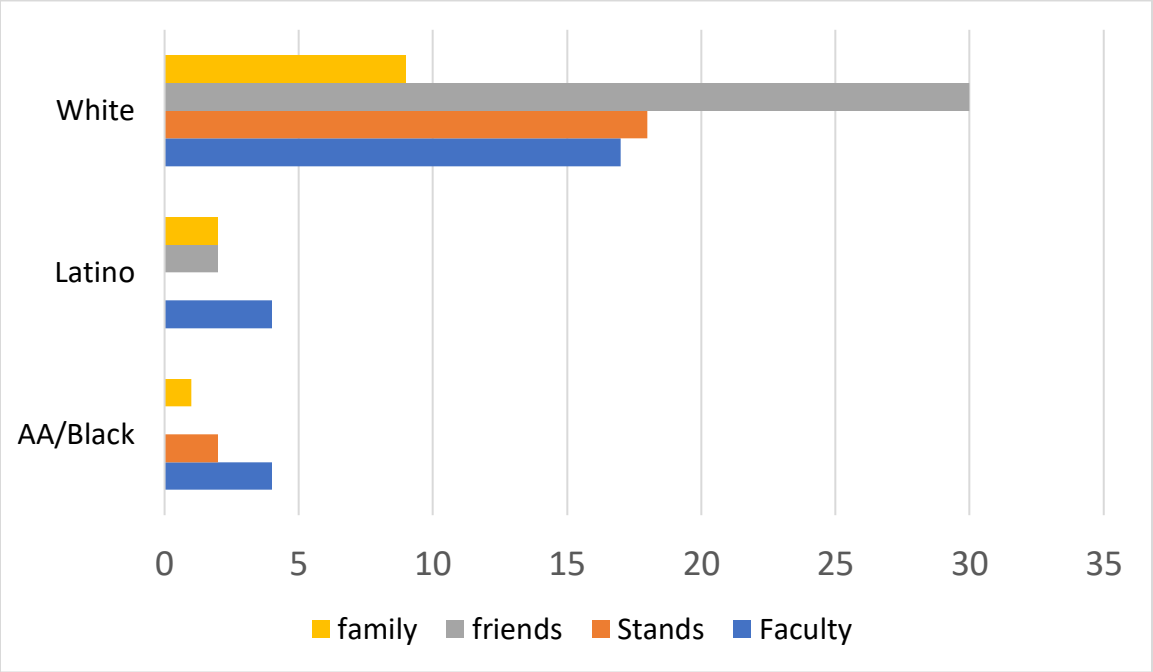

Figure 5.3 Family Role in Awareness

Whereas the White students surveyed did not rank family in their top three responses (ranked in order of importance: friends, SA stands, and faculty). Latino respondents (6) indicated family support was very important to them. AA respondents were split on the level of importance placed on friend support (3 indicated friend support was very important whereas, 3 said friends were somewhat important).

5.5 Finances

Respondents were asked to indicate the level of importance they placed on being 1) financially able to participate in study abroad and, 2) procure financial aid based on a Likert scale (where 1 is not very important and 5 is very important). Six (67%) AA students largely reported being financially able as being very important to them and 2(22%) reported it is important to them. Whereas 4(40%) of the Latino students reported being financially able as being very important and 3(30%) reported it was important. AA students were split between viewing financial aid as very important 4(44%) and important 4(44%). Latino students were split in viewing financial aid as very important 3(30%) and not important 3(30%).

5.6 Faculty & Staff

Four or (44%) of the students for both Latino and AA respondents were informed of SA opportunities from faculty. Faculty played a moderate role in swaying student decisions. Once the students were abroad, both AA 4(67%) and Latino respondents 5(71%) revealed they were extremely comfortable approaching on-site staff about race related issues.

5.7 Fears

When asked how concerned the respondents were about how they might be perceived by their peers as racial/ethnic minorities:

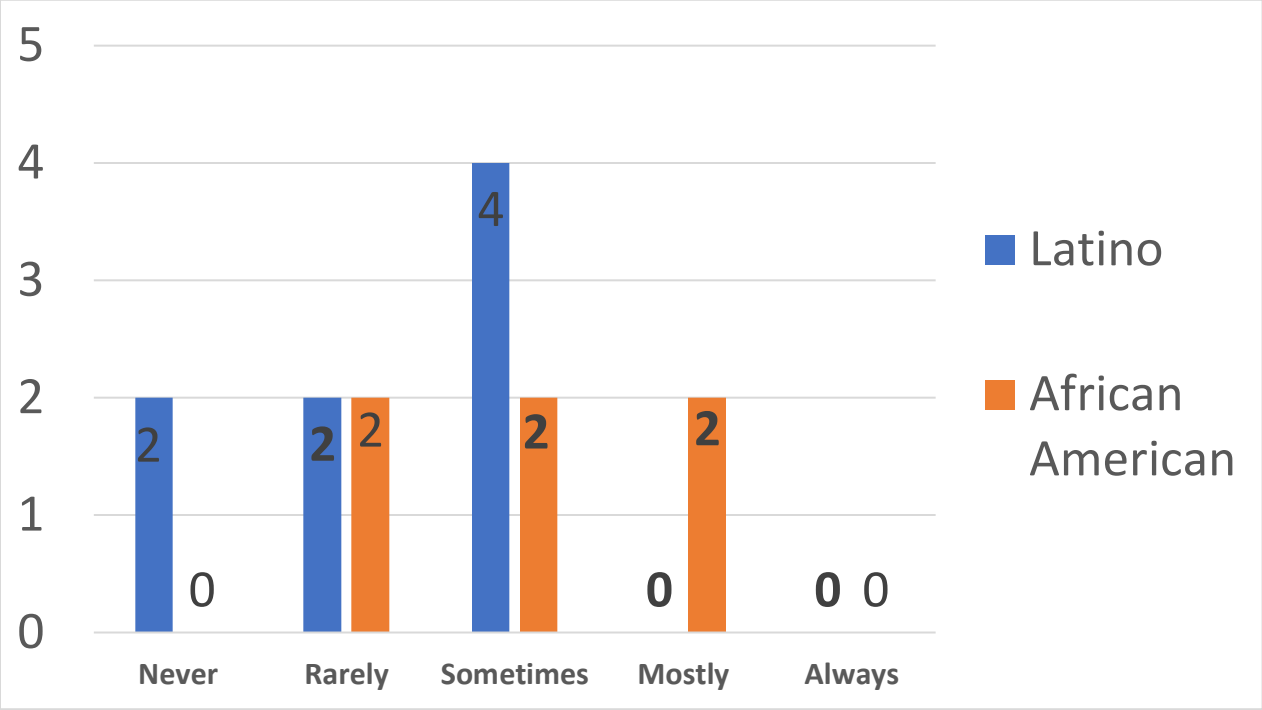

Figure 5.4 Concern About How Perceived by Peers as Racial/Ethnic Minorities

When asked whether they received guidance on what to expect as an ethnic minority abroad, all AA and Latino students revealed they had received guidance.

When asked whether race and/or ethnicity was a factor they actively thought about during their experience:

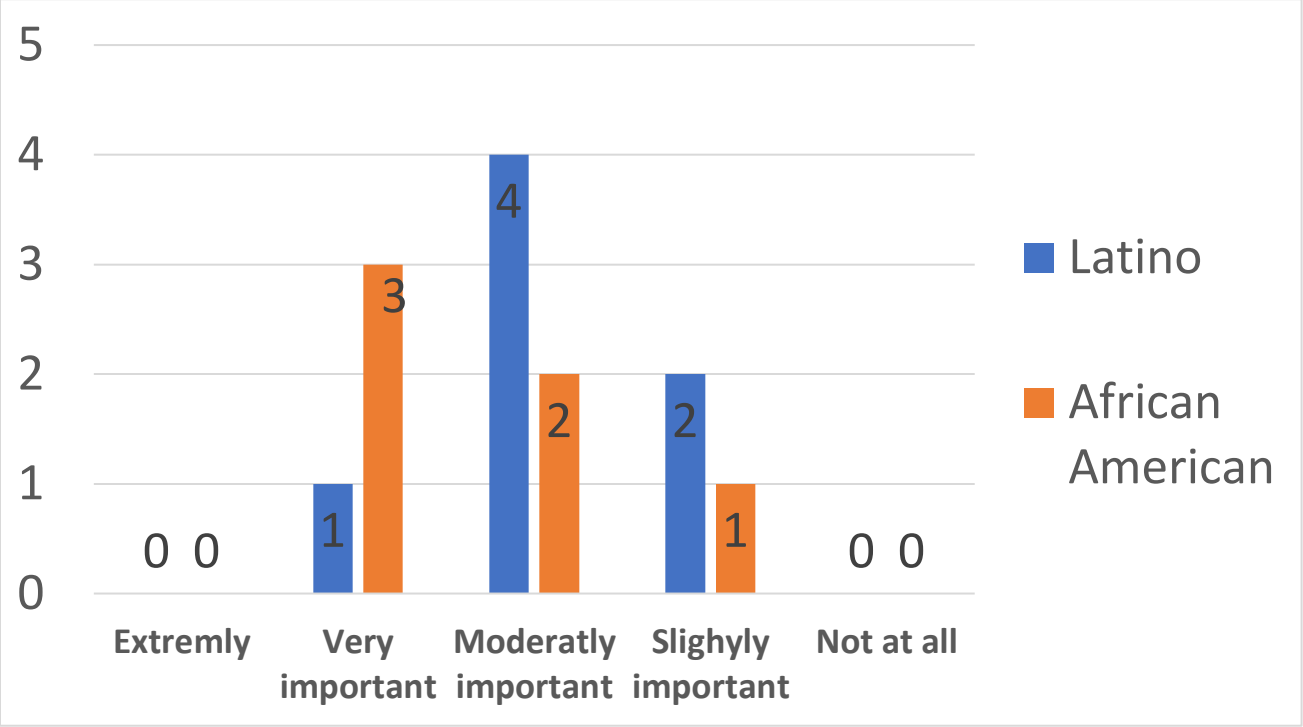

Figure 5.5 Contemplated racism while Studied Abroad

SOC respondents reported the difference in the adaptation process when compared with their White SA peers:

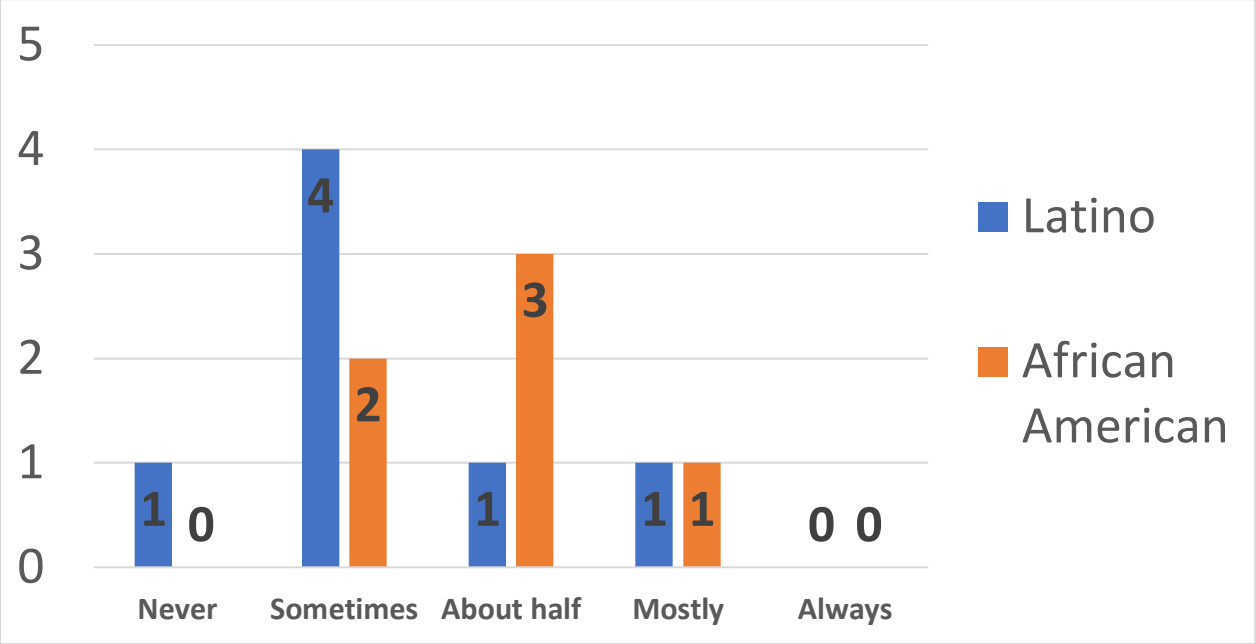

Figure 5.6 Adaptation Differences Compared with White Peers

5.8 Academic criteria

5.8.1 Latino students

Current year

Grade Point Average (GPA)

Using a 4.0 scale (where the highest grade would be a 4.0 and equivalent to an A+, a 3.0 would be a B, 2.0 would be a C, 1.0 would be a D, and 0.0 would be a failing grade) the self-reported GPA of 8 Latino respondents.

Prior to departure:

- Ranged from 2.7-3.85 (mean of 3.44 or B average)

Following their return:

- Ranged from 2.9-3.851 (mean of 3.53 or B+ average)

Language learning

5 out of 9 (55%) students reported their SAP involved learning a language.

Major

The Latino students had a wide range of majors including Sciences, History, Hospitality, and Languages.

Host Country

The majority of the Latino student respondents studied in Europe 5(55%); Latin America was second highest study destination 3(33%); one student studied in South Africa.

5.8.2 African American students

Current year

Most of the students 5(55%) were in their Senior year of study and 2(22%) were in their Junior year.

Grade Point Average (GPA)

Self-reported GPAs of 6 AA respondents:

Prior to departure

- Ranged from 2.3 to 3.841 (mean of 3.25 or B average)

Following their return

- Ranged from 2.5 to 3.851 (mean of 3.33 or B average)

Language learning

5(55%) students divulged their SAP involved learning a language.

Major

The AA students listed a wide variety of majors or concentrations: Political Science, Language majors, International Business, English, and Behavioral Health.

Host Country

Many of the AA students reported studying in Europe 4(44%). The remaining students reported studying in Asia, South Africa, South America, and the Caribbean.

5.9 Interviews

5.9.1 Descriptive Data from Interviews

Pseudonym	*Ethnicity*	*Gender*	*Major*	*SAP Host site*	*Program Length*
Frank	Hispanic/ Puerto Rican	Male	Engineer	Italy	Winter
Joanna	African/Black	Female	Political Science	UK	Semester
Regina	AA/Mixed	Female	Science	Spain	4-5weeks
Rayal	AA/Black	Female	International Relations	Caribbean	Winter
Pink	AA	Female	Pre-Med	Spain	3 weeks
Sophie	AA/Mixed	Female	Business	Spain	5 weeks

Table 5.3 Student Participants Interviews

Pseudonym	*Staff/ Faculty*	*Ethnicity*	*Gender*	*Age*	*Education*	*Role*
Linda	Staff	White	Female	51	PhD	Administration/oversees programs
Tony	Staff	White	Male	34	MA	SA coordinator
Constance	Staff	Caucasian/White	Female	47	MA	SA coordinator
Bernard	Staff	White/Caucasian	Male	31	MA	SA coordinator
Summer	Staff	White/Caucasian	Female	52	Graduate Student	Academic coordinator
Matt	Faculty(f)	White	Male	48	PhD English	Director
Mitchell	Faculty(f)	White	Male	43	PhD Health	Director
Mata	Faculty(f)	Asian	Male	62	PhD Physics	Director
Fawn	Faculty(f)	Black	Female	60	MA	Director
Jock O'Neil	Faculty(f)	Caucasian/White	Male	62	PhD Health	Director

Table 5.4 Staff and Faculty Interviewees

5.10 Family and Community

Family and Community Theme/Sub-Themes

- Staff focused indirectly on whether students were first generation (not limited to ethnicity) **(5.10.1)**
- Peer to peer influences especially in relation to recruitment (**5.10.2**)
- Students' village or larger community network were relied upon for mentoring and support (**5.10.2)**
- Study abroad host family can become an extended part of students' village **(5.10.3)**

Cole (1991) positioned family concern about racism as a key barrier; I interviewed the advisors first and intentionally did not ask them any direct questions about family and community to better assess their positionality. Instead, more indirect questions were asked allowing staff and faculty to indicate whatever factors they felt were relevant to

student experience. It is important to note, community is expansive (as modeled in the village style approach of HBCUs) and inclusive of peers, family friends, and any influential persons the student identifies as meaningful to them (see 2.4) (Harris-Weedman, 2022). Overall, the advisors focused less on factors related to family; however, there were multiple indirect references to students' families using the term 'first generation' and peer-to peer influences notably during recruitment. The student interviewees had more nuanced subthemes around family and community.

5.10.1 First Generation

SOC are identified by three staff as being the first generation in their families to attend college. Linda(St), when asked if she felt SOCs had to adapt differently than their peers, was reluctant to speak specifically about SOCs and described this scenario:

> […] we get students from rural areas who are probably White and haven't traveled much. You can get students of color who their family has traveled; I think a lot depends on individual experience and I would be hesitant to generalize. Linda(St)

This reluctance to generalize was not unique to Linda(St); the statement contrasted with the interviewee's perceived link between first-generation SOCs and finances:

> So, certainly the students of color, generally speaking, minority students are underrepresented and probably first-generation students but that's only a guess […] Many students of first generation are probably also students who have financial struggles I suspect. Linda(St)

Tony(St) identified the relevance of family for students seeking heritage-oriented experiences.

There most certainly seemed to be SOC (either direct accounts from student interviewees or indirect accounts about their peers) who were the first generation in their family to attend college and SA; Rayal sums up this perspective best:

> A lot of the Latin students are first and second generation or their second language is English, and their parents' prominent language is Spanish. For Black people still a lot of us are 1st and 2nd generation in college and not all our parents studied abroad. So, it's like unchartered territory and that can be really scary. Rayal

However, some students coming from immigrant families also had prior travel experience:

> I'm from a family of immigrants and so traveling is in our DNA. My parents were very encouraging once they learned about the opportunity to explore a part of the world not many people in my family know about. Joanna

or, had family members who had already paved the way:

> [….] she [her sister] had a great experience and she was very much looking forward to me studying abroad as well, to obtain the family experience. Regina

it would be unwise to think of SOC as a monolithic group simply without domestic or foreign travel experience (this was equally illustrated in the data from the questionnaire).

5.10.2 Students' Village

As was discovered with the questionnaire, family, peers, and the students' community played a large role for most of the students interviewed despite not being a dominant focus for the advisor interviewees. The students largely described their family and friends as being supportive and mentors to each other. Sophie's experience conveyed this:

> My mom was the most excited for me; She did a lot of research […] and then my friends, a few of them had studied abroad prior or wanted to after; a lot of them were curious about learning more about my trip so it kept me in touch with them. Sophie

Friends not only rallied behind the students, but some were instrumental in exposing them to SA or planned to learn more about the students' SAP to study abroad themselves as described by Frank:

> I actually had a couple of friends who were also interested in it, and they were also supportive during the application process, and I had one friend who was able to go on the trip with me. Frank

Joanna illustrated the importance of SOC peer support and mentorship at TU:

> […] we are at a predominantly White institution and there aren't many of us to begin with then there are less of us that are able to have these experiences. Joanna

Joanna took comfort in having a friend of color accompany her on her SAP. The two students were each other's built-in support in a location with a homogenous population:

> […] another comfortability factor that I acknowledge in terms of being able to go abroad. The fact that there was a student like me who would be experiencing this with me. Joanna

When asked about successful methods of recruitment, Constance(St) (and much of the Staff) referred to the positive impact of peers:

> I think one of the most positive recruitment methods is peer to peer. Students listen to other students, and I think too, students need to see themselves, that's always helpful. Constance(St)

Further, most of the student interviewees expressed a desire to mentor other SOCs in their network as a means of showing SA offerings are equally for SOCs.

In addition, the community network may serve expanded roles for SOC, as alluded to in Rayal's testimony of staying with a friend's mother upon return:

> I stayed there and just helped her mom out around the house. Then she moved and I was staying with another friend over the Spring semester and a lot of my stuff was in my car. So, I was trying to replenish [savings]; you know it takes a while to replenish funds as a college student because you have to work and do school. Rayal

This response illustrated the cost to the student upon re-entry but also the support and relief Rayal's community provided to ease her housing woes and loss of income while abroad.

The family/community investment was not without challenges. Regina described some of the pressures from family upon return:

> They wanted me to show pictures and talk about it a lot. I guess it wasn't really how I wanted to share my experience; I didn't really post about it a lot like on Instagram or any social media. I wanted it to be like kind of my experience and if they would ask about it, I would tell them, but I didn't want to shove it in their faces *per se*. Regina

Regina described a bitter-sweet scenario where describing SA to family members might be inspiring but also might be a source of resentment for those who may not have such an opportunity. SOCs might feel the pressure to share their experiences abroad with their community.

5.10.3 Study Abroad Host Family

Only one faculty and student utilized host families during their SAP. Rayal found the stay with the host family quite impactful:

> Our host family (included a matriarch and two daughters, one thirty and other seven); three generation of women which was really cool, the elder daughter would often have conversations with us about race in general,

> colonization, the history of [island], and the influence of black Americans. Rayal

Rayal enjoyed discovering the empowering conversations and learning about the cultural and ethnic commonalities.

Fawn(F) noticed an important distinction between SOC and the White students. White students tended to take pictures of the scenery but very little of their hosts and people they encountered (who were largely Black):

> White students, when I look at their pictures afterwards, I don't see anybody from Martinique on the pictures […] That's something to look at all the pictures and see not one single black person. Fawn(F)

However, Fawn described the tendency for SOC to incorporate their host families into their 'village':

> the black students stay in touch with the family and visit me in my office because they can't get it out of their mind more than the other students… black students always have pictures of their host families. Fawn(F)

Some SOC even visited the host families beyond the structure of SA and returned to celebrate key life moments.

5.11 Finances

Finances themes/subthemes

- Affordability of study abroad and ALL students struggle (**5.11.1**)
- Financial disparities between SOC and their more affluent American peers while abroad (**5.11.2**)
- More holistic financial approach offered by faculty of color (**5.11.3**)

Cole (1991) and Hembroff and Rusz (1993) both stressed the importance of affordability as a key barrier for SOC. The interviewees, across all the groups (including the general

student population for the questionnaire), were united in their belief financing SA was the most impactful consideration. How this translates for SOC through the perspective of the student and advisor interviewees is described below.

5.11.1 Affordability

The SOC interviewees were unanimous in reporting finances amongst their top concerns. This is an important distinction given the selected students who ultimately studied abroad. Pink aptly described this common concern among interviewees and the importance of receiving money through scholarship:

> Thankfully I chose to go to a state university, so my tuition wasn't as expensive as other students who didn't live in that state and additionally, I received scholarships to study abroad. The burden was a financial one and that was alleviated through scholarship. Pink

The in and out-of-state tuition (public/private divide) is an affordability factor echoed by both staff and faculty. Mitchel(F):

> a lot of students are out-of-state going back to that more affluent demographic. Mitchel(F)
>
> Latino is another group that is underrepresented definitely. Yes. Yeah. If not even less. One, is our [the university] population is not as diverse as some other schools. Second, it's a big enough step to come to university and they don't even think study abroad is even possible financially or even academically. Students who come through that they are mostly [state students] a lot of who come from underrepresented backgrounds and pay for their own education, things like that. Constance(St)

This financial divide might reflect how the university serves financially disparate student populations.

Summer(St) pointed out a common cultural dividing point getting replayed across American campuses by resisting focusing on any one ethnic/racial group:

> I can't think of any true group. Just in general. Again, first gen, economically challenged that's a challenge, I don't want to say black, White, Hispanic, everyone is in a group and a lot of those groups overlap. Be it your first gen White student who is economically challenged... that's a group. Summer(St)

This viewpoint was shared by other staff and faculty. When SOCs were the focal point during the interviews, many staff and faculty interviewees (who were not of color) would address their responses to 'all' students and the universality of some student experiences.

5.11.2 Facing Affluency and Keeping up with the Americans

A student, who needs employment to finance their education, and requires scholarship money to make study abroad affordable, may then not have extra money to afford additional travel expenses. When asked whether socio-economic status (SES), race, and/or ethnicity was a factor while studying abroad, a few of the student interviewees echoed this sentiment described by Sophie:

> I would say the economic factor and making sure I could keep up with the group. I don't know if that is necessarily because of having a single parent and myself raising the money or it's just how traveling is; I know it's just an expensive cost. But they often wanted to go places on the weekend or go shopping and eat out for every meal and there were just some things I had to say no and stay in for because I just couldn't afford it. Sophie

Summer(St) shared her observations:

> …the one thing that strikes me is almost the financial disparity. Cause it's like I only had $700 to spend for the semester and then someone else is

> spending 10 grand or above and they are all housed in the same unit. And who's buying a Prada bag and who's just trying to buy toast for breakfast. Summer(St)

Faculty equally witnessed this disparity but cautioned against overgeneralizing:

> This is based on my experience and there is one that I think is particularly important which is being aware of different financial resources that are available to different students. And also being aware that student of color might have significant financial resources at their disposal but also that many don't. Matt(F)

Matt reported some of the fears associated with what to expect from the student peer group. Students often had to share rooms and:

> … I suspect that they grapple a lot with their peers' privilege, in particular their White privilege. So, for example I suspect and fear they are probably a lot more scared going out at night to go get dinner with everyone or if they want to go have a drink or whatever that they are far more scared than their White counterparts are. And I don't know how comfortable they are expressing those concerns. Matt(F)

A few of the students expressed concerns about keeping up with their peers and having to adhere to strict budgets.

A student with limited means might also have continued financial responsibilities awaiting them at home:

> …when you go away for a month, you aren't working so you aren't making money, so your bank account is not being replenished. So, I did come back and have to snap back into things to try to make up for the lost time. Rayal

Linda(St) described the lost income an "an additional expense for the student.

Conversely, even with added financial considerations, some students approached these challenges differently as shown by Sophie:

> But I knew this is what I wanted to do and, I prioritized it and saved up and I made it work and I went regardless of anything else that was in my way. And I don't regret it at all. It was an awesome experience. Sophie

Sophie conveyed the sense she would overcome any obstacle to be able to SA.

5.11.3 Different Approaches to the Financial Challenge

When confronted by SOC who would like to study abroad but lacked funding, advisors had varying approaches. Some staff appeared to believe the student needs to be high achieving and motivated. Some believed creative programming can address financial need and increase representation. While others believed it is the advisor's responsibility to have a more hands-on approach and address financing.

Sophie's motivated testimony above typifies the qualities sought after by more than a few staff members. Constance(St) best reflected this perspective when she conducts financing meetings and stressed planning ahead:

> …also remind them that other students have gotten very creative when it comes to financing their study abroad program. So, I have a little handout for them really telling them that if you want to make this happen, you have to make it happen. You can't count on a scholarship, for example, because that won't fund your full program and they are competitive, and you have to be high need. Constance(St)

Though helpful, this approach appears to put increased onus on the student to make their SA experience happen and was shared by more than half of the staff. Summer(St) echoed this meritocratic perspective:

> Cause I do believe everybody has to make an investment in their own future. I do believe there is a cost that needs to be paid but again, what is that cost compared to the value. Summer(St)

The study abroad department has instituted mechanisms to identify students with financial need to obtain scholarships, however, the need is mostly available to higher achieving students as illustrated by Linda's response:

> If you have a high need with a 2.2 [GPA] you aren't getting any money because the money is not going to [pause] we can't accommodate everybody and at some point the GPA has to play that role in mitigating and helping us making that decision, but the bottom line is unless you have need you are not going to get anything. Linda(St)

This approach may further marginalize students if they don't match with the GPA requirements despite demonstrating need.

Through utilizing creative programming, another avenue was found to increase participation rates amongst students who have financial need and may be first generation university students. Race and ethnicity are not identified targets yet SOCs are over-represented in this program which offers scholarship money. Tony(St) described the program as:

> a global engagement program that rewards students with a study abroad scholarship for their on-campus global engagement. Tony(St)

The development of scholarship programs at TU has positively been helpful towards increasing participation.

Fawn(F) and Mata(F), both of color, took highly invested hands-on approaches, exceeding the other faculty interviewee approaches. Mata(F) included funding for cash-strapped students in his program proposals "every proposal I write for research, I include a global training or exposure in it". Mata(F) acknowledged the difficulty of raising money and the potential inadequacy of many scholarships:

> there are certainly different avenues available to especially Black people, maybe some Latino people to get extra funds from certain organizations within the university. And they promote it but most of the time they don't cover the whole thing. So out of a fee of $3500, they might cover a $1000 or $1500. But there is still $2000 the student has to come up with. So, the student has to either think in long terms and plan for it. Otherwise, it is difficult even with the promotion the university has with underrepresented students. We are trying to do something a little bit more substantial in order to encourage more people; we are far away from equity at the moment. Mata(F)

Fawn(F) recalled knowing three or four SOCs who decided not to study abroad based on lack of funding. She advised students to ask the university for any discretionary funding, had cheaper program fees (versus other programs), and looked for host families who might continue to provide lunch for the students:

> I will pick the best host families because I know the host families and I tell them they will cook for you they will pack your lunch; they will give you food. And sometimes I tell the students with that you won't need to spend money there. Fawn(F)

Additionally, Fawn(F) financially coached students who believed they lacked funds to SA.

5.12 Faculty and Staff

Faculty and Science themes/subthemes

- SOC interactions with faculty mostly supportive and impactful (**5.12.1**)
- Advisors' roles are complex and varied depending on type and length of SAP (**5.12.2**)
- Advisors had either meritocratic or inclusive ideology and practices (**5.12.3**)

- Faculty have free reign in program design (**5.12.4**)

Cole (1991) and Hembroff and Rusz (1993) identified support from advisors was important to students in the decision-making process. SOC interviewees and questionnaire participants described mostly positive interactions with their advisors. Ways in which the students feel supported, how advisors use their program flexibility to support SOC, and the ideologies supporting the practices are disclosed.

5.12.1 Supportive and impactful Advisory roles with SOC

Apart from peers, SOC interviewees mostly reported faculty playing important roles in supporting students in recruitment and preparedness. Some of the students, like Pink, even felt advisors also helped increase confidence to begin thinking about postgraduate education and career paths they otherwise would not consider:

> I actually had an awesome advisor my first year. She always encouraged me to make the most of my experience and do the most that I could. She was the first person who told me she believes I could go to med school and achieve all these things. (Pink)

Other supportive tactics mentioned by SOC included faculty helping with:

- Deciding to study abroad
- Good guidance
- Networking with other Faculty when considering study abroad
- Organizing meetings to help students familiarize with the group and host culture

Only Joanna, after reporting what a staff member shared in terms of expectations for a SOC, described a differing viewpoint:

> She kind of put it very frankly, that I would stick out but, the people are very nice. But if I'm being completely honest, other than that the conversation did not [prepare]. But there was no preparation for being a minority on campus. Joanna

Interestingly, staff interviewees were split in their beliefs of providing adequate support to SOC (pre, during, or following). The reasons behind the split will be discussed below (5.12.3) but Constance and Bernard reflect the different perspectives:

> Well, we have reached out. We've done presentations to specific groups on campus; we've tried to work with [AA culture group] them. They are aware of our programs. Constance(St)

And,

> I don't think they specifically do much outreach to specific groups other than to hold general interest meetings. So that portion slightly comes back to us, and we do limited recruitment other than reaching out to specific group on campus. Bernard(St)

Many SOC interviewees prior to studying abroad, however, expressed concern about being the 'only one' (see below in 5.13.1). This perspective needs to be heard by staff and faculty given their supportive roles since most staff and faculty interviewees reported not being privy to some of the personal struggles encountered by SOC.

5.12.2 Faculty with Carte Blanche

Faculty roles have been described by both staff and faculty as varied and all-encompassing. Faculty director Matt succinctly described faculty roles:

> We kind of pretty much do our thing and we recruit and interview and everything and the very few times we get together as a group of faculty directors is usually just in December. Matt(F)

Mata(F) added:

> I do all my own reservations, recruitment, budgeting and then present the proposal to the college and they say, ok, and then we are on. So essentially, we do everything here. Mata(F)

Linda(St) described a lot of leeway being given to faculty to manage their own short-term programs while staff interacts more with students in semester long programs. Almost all the students were generally satisfied with the support staff (whether from the home institution or host country):

> My trip was pretty fantastic. We didn't have many problems; we were always with someone who knew what was going on and the good places to hang out and the things that would be good for any type of person. Regina

Though faculty have a lot of flexibility to design their programs, whether they incorporate the needs of SOC (and other underrepresented students) in their programming is entirely based on their own understanding and knowledge of diversity issues:

> It's not a topic that we actively tell faculty to deal with, monitor whether faculty are dealing with it or not. It's just barely on our radar. Tony(St)

And,

> Sad though it may be, I'm sure there are some programs that don't have a single non-White student. It's probably not even on the faculties radar to consider if they are going to a majority White place that race and ethnicity might even need to be addressed I suspect. Linda(St)

5.12.3 Inclusivity versus Meritocracy

Key knowledgeable gatekeepers in study abroad are staff members who, when interviewed, reflected limited proximity, and differing opinions about best practices when serving SOC. Those students who studied abroad with faculty of color and/or inclusive faculty reported an increased sense of safety and trust based on having a faculty member that was sensitive to their issues.

Latino Student, Frank, described this difference:

> …he was very accepting and very open about learning about the culture and even telling me about his own culture to help me feel more open to talk about my culture; so, I would say from the beginning I felt very accepted by the professor. I would definitely start with making sure that the prof who was running the program was someone I could trust with being inclusive with all cultures. Frank

In this instance, having an understanding faculty of color seemed to make a difference for Frank (despite coming from a different ethnic background) with emphasis on advisors incorporating inclusive practices.

While not all of the staff interviewees had consistent contact with SOCs, Bernard(St), was able to build connections; he described what he had done differently:

> I've developed a really great relationship with [a departmental leader] which has SOC. The person is a big proponent or supporter of study abroad and so he sent a lot of students our way and I've been able to speak with a lot of those students about getting them into study abroad or how we can help them in any way. Bernard(St)

Bernard(St) reported believing the study abroad office "slightly underserve our students of color". Despite understanding the need to address underrepresentation, staff were split in their grasp of how to best serve SOC. Constance(St) tried to form a partnership with a director with ties to SOC:

> But we haven't heard back from him, and he was very enthusiastic. We'll try to keep working on that, but the ball is kind of in his court. Tell me where/how we can be of use to you. So that is what we've done but it hasn't yielded that much. Constance(St)

Summer(St) described how students got on staffs' radar through their own efforts:

> Only if they are so driven and so interested would they get on our radar. Cause if they look at our website and see they don't meet the GPA and

> prereq[uisites], they are not even going to come to an interest meeting, and we wouldn't know about that student. Summer(St)

The assumption the onus of action should mostly be on SOC and allied professionals might prove costly. Building bridges and successfully cultivating trust towards the recruiting and retention of SOC occurred with most of the student interviewees (who were largely overachievers with nuanced backgrounds); their suggestions mirrored some of the inclusive practices described by some of the staff and faculty.

Students suggested inclusive practices might resemble:

- “a primer class that introduces you to different stereotypes that wherever you are going have about your specific race”. (Pink)
- having the opportunity to ask questions in safe spaces: “I did ask my facilitator what it was like for students of color I think the idea of talking about race and our experience might be awkward for them”. (Joanna)
- getting an opportunity to meet fellow study abroad peers multiple times prior to voyage
- Even a debrief upon return resembling the interview process

5.12.4 Faculty Programming Design

Each faculty member appeared to create a SAP based on their competencies and beliefs. Most of the faculty interviewed have opted to design short- term programs in Europe and agreed with the importance of doing more for underrepresented SOC. They were either very hands-on and solution oriented or more focused on the overall student experience (without specifically addressing SOC). Mata(F) described his use of hotels as a measure of protection:

> I never use host families. Most of the time it works but when it doesn't work it is very painful. I want to spare the pain for the host and the

> students. We stay in a hotel and that way I'm with them all the time and can keep an eye on them. Mata(F)

Whereas Fawn(F) utilized host families:

> I found my host families; I decided which guest teachers I am going to invite. I choose the excursions and I even teach [pause] in fact, basically everything. I contact the host families; I find them on my own. It was a lot of work at first but now I have a network of people. Fawn(F)

She later describes the importance of these relationships that get developed between the host families and the SOCs. Fawn and Mata were rewarded in gaining students' trust and continued contact following re-entry. Several staff also believed in the importance of key factors such as: whether the faculty are of color, whether they are more persuasive, and if these elements help garner the type of trust needed to build bridges to SOC to increase diversity.

5.13 Fears

Fears themes/subthemes

- SOC dealing with being the only student of color in the SAP (**5.13.1**)
- The new experience of traveling outside the country (**5.13.2**)
- The receptivity of Advisors to listening and informing themselves about SOC fears (**5.13.3**)
- Generalizing safety and wellbeing to SOC (**5.13.4**)
- Re-entry shock specific to the concerns of SOC (**5.12.5**)

The fears reported in Cole's (1991) address revolved around SOCs' fear they might encounter yet other forms of racism to which they might be unfamiliar. This study did not exclusively focus on racism as a potential fear but explored other areas of trepidation for

SOC. Few of the advisor interviewees addressed issues related to fears students face pre, during, or following their SA experience.

5.13.1 Only One Syndrome

Student interviewees describe various ways in which they dealt with being 'the only one' of color in their SAPs:

> …people that wanted to take pictures of me because of how curly my hair was or how I looked in general or how tall I was. I tried to be a good sport about it. Regina

Regina seemed to believe she needed to be a 'good sport' because she physically stood out.

> I excluded myself from a lot of the activities that some of my floor mates participated in. And some of it was simply not wanting to go out and another part might have been, if I'm being honest, just not wanting to be with a group of White students and being the only black girl. Joanna

Joanna described the fatigue associated with being the only one.

> rooming with other students [people of other ethnic backgrounds] they didn't understand things that I do like sleeping with a head wrap on. They make fun of it or not really but kind of making fun of it. And I was like this is what I have to do at night, or my hair will look a mess. Pink

Whereas Pink identified ways in which she was not spared from the ignorance of her peers based on ethnic difference.

Joanna's description encapsulated the potential anxiety brought on by trying to anticipate (pre-departure) how to navigate a previously unknown space where she might visually be conspicuous and the accompanying concern from her community:

> When I was telling my family and friends and various people about my wanting to travel abroad to [Europe], a lot of people had concerns about how I would be received by the people, particularly because I am a Black

> female. And so that was another thing I had to concern myself about. Because the country where I studied is a very homogenous [White European] culture. I had a lot of advice from people and from the beginning I was a little bit anxious. Joanna

Whereas, Rayal had to mentally prep herself for being the only SOC in her SA group:

> I needed to take into account, or didn't necessarily need to, but kind of still did, in the back of my mind was how many people of color were also going to be on the trip, and where what country we were going to go to. Just because I had heard of other people who went on different excursions and study abroad and they had rather negative experiences based on their color or ethnicity. That was kind of part of my apprehension. Rayal

Rayal revealed an added risk when SOC return to share negative experiences with other students involving discrimination and racism. If peers can be positively influenced, then they can also negatively influence students.

The theme of being the only one came up amongst faculty; Jock(F) discussed his encounters:

> I have heard from some of them that just being the only minority student was really challenging for them and was putting them outside their comfort zone in how they were appreciative of people in the group including them and those types of things. Jock(F)

Bernard(St) provided an illustration of the type of situations faced by SOC in one Asian country:

> …there were a lot of people who wanted to take photos with her who had never seen a black person before. And so that was a different experience for her because no one wanted to take a picture with the White students but with the black person. And just trying to talk with her about the experience and making sure she was comfortable and if she didn't want to take photos with people, she could say no, that sort of thing. I think it is

> important to try to inform them of what stereotypes that they might have in a different country about people of color and what to expect. Bernard(St)

It is worth noting that this staff member chose to check in with the student to ensure her well-being as well as validate her choices and voice. It seemed students were left largely to their own devices unless there was a staff, faculty, or peers who were sensitive to the students' plight. Unfortunately, concrete ways of accompanying the student programmatically were elusive:

> If you think you are a minority here, guess what, you're it. I think to at least raise that. But maybe since the folks who are in my position are often pretty homogenous which is sad to say, and I think our offices probably pretty typical. It might be something we don't think about, we should, right? Linda(St)

5.13.2 Traveling as a new experience and the easing of fears

Bernard highlighted the enormity of traveling out of the country for the first time, something other advisors underscored. A student, who has never flown or even traveled outside of their state, might require additional support. Tony provided this context:

> The format of the story is usually like, I never left before; I was scared to even show up at the airport; I was scared of TSA; I was scared that I forgot everything that I needed to check in; I was scared they would never let me into Spain to begin with once I got there; and then now I run around Spain and ride the subway in Madrid, and know everything and speak Spanish often. Tony(St)

While some students were described as intuitively handling themselves well, Jock(F) reflected about SOC he accompanied to China:

> …we didn't prepare them adequately for that because I didn't anticipate that. I think that we have a responsibility as faculty to try to learn about those type of things so we can inform them so that they can respond to those type of situations. Jock(F)

Jock(F) brought up how advisors informed themselves about key student issues. While each faculty seemed to create programs based on their competencies and beliefs, they seemed to agree about the importance of doing more for underrepresented students in general and specifically SOCs. Matt expressed the desire for increased contact with other directors to help with training and idea generation for increased sensitivity about SOC needs. Whilst the staff, through their education and experience, seemed better equipped to tackle some of these issues, their interaction with the students is limited. Also, the data suggested advisors, who actively try to inform themselves and connect with related ethnic campus, became more sensitive to SOC needs and issues. Student interviewees, who mostly had travel experience, were concerned about being prepared for what to expect and advocated for peers they knew might be interested in studying abroad if better informed:

> definitely a primer class that introduces you to different stereotypes that wherever you are going have about your specific race. And ways to fight against those stereotypes and prove them wrong. Because if you don't have that kind of awareness it can shut you down and shut you out and keep you from enjoying all the things study abroad has to offer. Pink(St)

5.13.3 Prepping to Ease or Ignore Fears

The perception of student fears is based on whether students share their experiences with faculty or whether faculty are perceptive enough to view (or learn) this for themselves. One dominant theme involved whether students felt SA was something they could do. The data from the student interviewees suggested an invested and encouraging advisor can make the difference:

she was a very important person in my life and because she encouraged me to pursue all the different things I did including study abroad. Pink Sophie:

My professors for study abroad specifically were really great. They encouraged us all to get involved; they made sure our projects were actually traveling projects. Sophie

Just like peer influence, some faculty have had success with helping students feel SA is something they can do and committed to preparing students by responding to fears as exemplified by Mata(F):

I share with them my personal experiences. I share with them what to expect and what not to expect and how to deal with a certain situation… and sometimes their fears are justified and then they know the whole world is like that. But sometimes they come with a little positive feedback from the country that they have been to where they were taken as an American rather than a black American or White American. Mata(F)

Mata(F), however, was critical of TU's policies regarding the preparatory process for students and felt it was at the discretion of the faculty directors:

It [Study Abroad preparatory meetings] is all on a voluntary basis. It used to be required but right now the only mandatory meeting is a safety meeting. Mata(F)

Moreover, Tony(St) (who was also critical) went even further to underscore the systemic challenges of their office when it came to preparing SOC for studying abroad:

I think the only place where that idea [preparing students for study abroad] might even be anywhere is in the handbook. It's not a topic that we actively tell faculty to deal with, monitor whether faculty are dealing with it or not. It's just barely on our radar. If you want a deeper why? Because no one has ever thought of it before and no one here is confident enough that they have the skills to deal with it. Tony(St)

5.13.4 Safety and Wellbeing

The issue of safety was a dominant theme for all the interviewees. Faculty and staff, saw themselves as responsible for preparing students for safeguarding their physical safety while abroad and took pride in students returning without incident. Anxiety was an issue for some student interviewees while anticipating how they would be received in the host country as women of color. Other interviewees worried about the safety of friends and/or relatives who had experienced worrying encounters while abroad. When viewed globally, student preparedness and mitigating discriminatory situations also speaks to the larger issue of safety and wellbeing.

When advisors were asked how they viewed a successful SA voyage, they overwhelmingly identified safety as one measure of success. Safety was not only defined as bringing students home in one piece but also in terms of instituting protective factors for mental health. Matt(F) described some of the requests he made of students as a faculty director:

> I encourage, in the strongest possible terms, that they never ever go somewhere alone; that why have at least one other person and preferably more. Also, in particular, my women students; I worry a lot about my women students and their safety. Matt(F)

If the possibility exists to mitigate safety issues for the female students (who disproportionately SA) then safety and wellbeing challenges for SOCs should equally be prioritized.

Advisors clearly underscored they had encountered SOC who had prior travel experience and came from affluent households, however, some SOC expressed apprehension about going to a country without knowing how they might be received as ethnic minorities. The same students shared additional encounters with their American

student peers and the vulnerabilities associated with perceived and real (social, cultural, and ethnic) differences. Mata(F) best described the hurdle this way:

> there are only 1-2 people of color in the group and then they have to assimilate with the rest of the 18 students and therefore they have to let down their guard. They do actually very well in that situation I have noticed but whether they do it as something they want to do or something they had to do because otherwise life would be miserable if they just keep isolating. Mata(F)

Previously, Joanna described the challenges of being the 'only one' and the very real tendency to protectively self-isolate. When advisors were asked how SOC are prepared throughout the phases of studying abroad, they revealed limited resources in place to better aid SOC navigate these known and challenging situations. When asked about the adequacy of the preparations, Tony(St) elaborated:

> Not even close. I think the only place where that idea [study abroad preparatory] might even be anywhere is in the handbook. It's not a topic that we actively tell faculty to deal with, monitor whether faculty are dealing with it or not. It's just barely on our radar. If you want a deeper why? Because no one has ever thought of it before, and no one here is confident enough that they have the skills to deal with it. Tony(St)

More than half the staff believed more needs to be done to prepare SOCs for their experiences. Tony(St) succinctly added:

> they need to know site specific background context on race relations and gender relations wherever they are going. […] I think they need to know the backup plan, the support plan. If this gets difficult, where am I going? They need to know where they can turn. That should be the faculty directors who are with them; it is ALWAYS us although we are kind of a step removed a lot of the times. Tony(St)

If advisors are reportedly unyielding in their sense of responsibility and commitment to student safety, then viewing the challenges potentially faced by SOC (and the impact those challenges can have on one's sense of safety and well-being) would be primordial and easy for SOC to access.

5.13.5 Returning Home

As previously indicated, the return home is not without challenges for some SOC. Several students reported worrying about finances when they returned. A few interviewees reported challenges around re-entry and felt their SAP did little to prepare them for the return. Sophie aptly described this perspective:

> I think one of the things that many people don't talk about is the emergence back into your home like after a program abroad and I think there are a lot of conversations for students who go on study abroad and giving them advice on how they should conduct themselves and what they should expect while they are abroad but in terms of coming back and that kind of reverse culture shock. I think it is interesting that many minority students might not be able to talk about it the same way[pause] but for minority students who experience a kind of exclusion or just things based off race and ethnicity, I think it might be harder to talk about those things unless they are in a very safe space. Sophie

The staff interviewees largely seemed to indicate very little contact or involvement with returning students:

> We don't do much extensive re-entry programing for them other than that one survey they fill out. We don't give any student much of an avenue to talk about re-entry. Bernard(St)

Finally, Fawn(F) revealed another consideration that occurred on her program when SOC returned to the US (and minority status) after being in an Afro-centric culture where they were in the majority for the first time:

> The black American students said that they felt really relaxed. And the minute they got on the plane, one girl said here we go again back to that double consciousness thing. Fawn(F)

While not as explicitly stated, Rayal experienced a sense of dread related to anticipating being a minority once again:

> going from a country where I didn't look like I was a minority back to a campus where I definitely am was a little different. It was like really shocking. Rayal

Both interviewees refer to the importance of SOC adjusting to returning to a cultural environment where they will be marginalized again as minorities.

5.14 Academic Criteria

Academic criteria themes/subthemes

- Academic barriers and ethnic profiles might be more nuanced than previously thought (**5.14.1**)
- Academic criteria may be excluding some SOC and/or they may be self-limiting (**5.14.1**)
- Faculty have discretionary powers to waive GPA requirements (**5.14.2**)
- Both Staff and Faculty have listed other criteria outside of academic requirements which are better predictors of success (**5.14.2**)

GPA and foreign language study were key barriers identified by Cole (1991) and Hembroff and Rusz (1993); however, the interviewees for this study painted a more nuanced picture. The issues related to academics and whether academic requirements

serve as barriers to SA were met with mixed results and conflicting responses from the staff interviewees. The study's findings indicate advisors have different outlooks and even approaches on how students should be engaged with academic requirements. They all agreed GPA does not have to be a barrier.

5.14.1 Academic barriers; perhaps SOC are academically more nuanced

While all the student interviewees clearly qualified for their SAP, only one student did not meet a course qualification. Sophie, due to timing, was given some flexibility:

> There was a pre-req[prerequisite] that was needed prior to the summer; a class I hadn't had yet but they pretty much let me slide on that one. Sophie

Nonetheless, the student interviewees seemed to fit an over-achieving profile, with high GPAs, demanding majors, and plans to continue their studies beyond the undergraduate level. This brings into question whether the SOC interviewed are reflective of a broader SOC population at TU. Since accessing SOC was challenging, it was important to rely on advisors as secondary sources.

Constance(St) referenced an often-mentioned point in the literature which addresses the socio-economic disparities amongst some SOC:

> it's a big enough step to come to university and they don't even think study abroad is even possible financially or even academically. Constance(St)

Constance(St) later suggested everyone should meet the academic requirements even while acknowledging that Latino students, for example, don't feel SA is within their reach academically or financially.

However, Fawn(F) stated:

> I think the GPA is leaving some students out. It's not that all Black students have low GPA but the ones who would have gone who don't

> sometimes that is an issue. [Is language an issue?] No, I still look at the grade in French, but I think for me even if their grades are not great in French then they will improve you know. My colleagues disagree with that they think sometimes we should just say no. Then I say nobody will go. Fawn(F)

Fawn(F) suggested, as other faculty did, that potential SOCs who may not choose to SA, might have challenges meeting the academic requirements. She also suggested there may be institutional disagreement about whether students should meet the imposed academic prerequisites.

Faculty did not seem to suggest academics were a major barrier. Many of the interviewed faculty had set GPA requirements that were low (Mata(St) had no language requirement and a 2.0 GPA) and could yield a wider range of students. However, Fawn(F), whose SAP was the only one that had a foreign language requirement indicated there were cases where GPA was a barrier for SOC:

> some people they think that students have behavioral problems if they don't have a good GPA. But some people have some learning issues and just because they don't do well in their math class doesn't mean they won't do well in [host site]. Unfortunately, that also takes some AA and Latino students off the list. Fawn(F)

Fawn(F) was also the only advisor to list related reasons for the cases of lowered GPAs (such as learning issues).

5.14.2 Faculty Leeway

Whereas Staff viewed academic requirements, such as GPA and language prerequisites, as hurdles but not enough to disqualify students from studying abroad since waivers could be given by faculty under certain conditions. Several staff believed there are key elements such as: whether the faculty are of color, whether they are more

persuasive, and if these elements help garner the type of trust needed to build bridges to SOC.

One of the more encouraging sub-themes that emerged from faculty and staff interviews is the discretionary power faculty must weigh GPA requirements against maturity, peer compatibility, and experiential gains. Most of the faculty indicated they do not use GPA as a primary criterion towards acceptance in their programs. Jock(F) put it very bluntly:

> […] some of my best students have had somewhat questionable GPA's. They've been really great on the programs […] And many of them have been very active in our classroom conversation/discussion […] written good papers. Some of my high GPA students have been pains in the butt. Jock(F)

Matt(F) mirrors his approach and adds:

> What I care about is their enthusiasm and interest in going; some sort of sense in cultural relativity and adaptability. The other thing I look for in interviews is how do I think the student is going to mesh with and relate to other members of the group. Matt(F)

The faculty directors' messaging on prioritizing the interviews and 'fit' was received by most of the student interviewees and echoed by Frank:

> During the application process GPA was one of the determinations of whether you would get in, but I think the professor didn't take that as much of a factor it was more the interview that was a factor to see if you would fit in. Frank

Moreover, student interviewees without foreign language capabilities opted for programs where this was not a prerequisite. These distinctions are important towards reducing GPA as a potential barrier and addressing fears of peer compatibility. Further, most of the faculty tried to give SOC increased consideration given the low participation rates. Almost all the faculty used journaling and essays in their program coursework, privileging the experience over the GPA.

5.15 Minority designation

Minority designation themes

- Afro-centric host site putting SOC in the ‘majority’ and White students in the ‘minority’ students experience where there is a reversal of social positioning
- SOC become allies and White students learn how to navigate their new social reality
- Preparedness for the White student experience is expected and normalized
- Return to the US for SOC (and back to minority status) is met with dread

Another minority group emerged in the themes which sheds light on the experiences of SOC. Two interviewees (one faculty and one SOC) had unique perspectives of their SAP. Both were based at an Afro-centric host site where SOC were in the majority and White students became the minority. A more universal lens emerges with which to review how advisors view students whom they designate as being in the minority and the resulting support offered.

Studying abroad in Latin American and Caribbean host sites were described as attractive by several advisors based on heritage seeking and cost. Tony(St) provided important context:

> There is a price factor because Latin American and Caribbean, and central America are cheaper and so I think that plays into it as well. First Gen[eration] and AA students tend to have less economic resources and go to cheaper places. Tony(St)

Fawn(F), a faculty director for a Caribbean program, described her SAP as being amongst the cheaper SAP option despite not yielding as many SOC (especially Latino

students) as she would like. Though AA students remained underrepresented in her program, since this host-site is primarily Black, White students were considered part of the minority. The minority designation of both populations of students required Fawn(F) to design, prepare, and execute her program in extraordinary ways.

Her program illustrates what happens when there are role reversals between marginalized and traditional students as described by Fawn(F):

> But it is true for AA students we always discuss being a majority vs a minority and how quickly that can change in one second. It reverses everything; that's why I want people [SOC] to go there to get the experience of being completely in the majority. Fawn(F)

Being a part of the majority is described as a powerful experience from the student's, (Rayal) perspective. Rayal enjoyed not sticking out in a primarily Black Island. She served as an ally to her White roommate who encountered racial difficulties with the shared host family. The experience contributed to increasing her self-confidence:

> I think it was empowering in that I went to another place, another country, and I learned more about people who may be from a different ethnic background as me but still connected with me racially and in some ways culturally. So that was nice that I did it and excelled at it. Rayal

She believed having proper guidance and an invested faculty director also made a difference and wanted to have another SA experience.

While the SOC became members of the majority, with their American peers, they were still a part of the minority. Meanwhile, White students navigated becoming members of the minority within the context of their host site. Fawn(F) was in the unique position of having to prepare and advocate for both student groups dealing with racial and cultural

differences. White students, as new members to the minority, had to become comfortable with living with Black families as described by Fawn(F):

> the fact they will be in Black families because from myself [her point of view] in the US people have never had a black guest in their home except to fix something or to clean. Most people in this state anyway. And people have never stayed with a black family overnight. They've never had black friends overnight and it makes them a bit uncomfortable, and it is not their fault, but it is the way it is. Fawn(F)

Fawn(F) seemed to use her knowledge, expertise, and connections to provide experiences for all students that would increase their cross-cultural skills and help students become comfortable with each other and their hosts. She provided increased opportunities for the students to connect with others based on their interests and group activities. She also took the time to educate host families about having White or AA students. Each of these elements seemed to contribute to the students' successful experience of their program. Once back on campus, the students sought her out to share photos, continued contact with host families, and their future endeavors. This is an example of a faculty director who has cultivated students' trust.

5.16 Conclusion

The findings from this exploratory case study have yielded information worthy of continued study. Finances appeared to be the most consequential barrier facing SOC which was overwhelmingly supported by all the interviewees. The importance of family and community should not be overlooked; historically, the literature has focused on family and community as a barrier for SOC, but family and community roles were more nuanced. More often, they were found to be sources of strength and added resource

and not much of a focus for either faculty or staff. Both student interviewees and questionnaire respondents were academically higher achieving, more data would be needed to reflect how representative they might be with other SOC considering studying abroad. Academic criteria were not found to be a barrier for the students due to the discretionary powers of the faculty who favored maturity and character over one's GPA. Student fears are much more nuanced than the previous literature would suggest and based on all the interviews, there is no one-sized fits all approach. Nonetheless, those advisors who utilized more inclusive practices seemed to capture the trust of the SOC interviewees. Finally, the idea of who is designated as 'the minority' was challenged by Fawn(F) and one of the students (Rayal) in their observations on the shifting balance that occurs when White students SA in a majority Afro-centric (or other visibly ethnic host sites).

The current study was set forth with the intent to explore context driven phenomena that does not easily lend itself to be studied. Issues pertaining to cross-cultural experiences, intersections of race, ethnicity, gender, and SES are embedded in larger contexts and nuances. Using a case study paradigm for the exploration of SOC in SA can provide much needed insight into some of the broader issues leaving it to the IE professional to decide relevance. Chapter 6 is a discussion of the findings from the questionnaire and interviews using the already identified themes from the literature.

Chapter 6 DISCUSSION

6.1 Introduction

The purpose of this single case study was to explore how underrepresented SOC are supported by their study abroad university and foreign host site pre, during, and following studying abroad. Equally, the study sought to explore dominant themes in existing literature concerning whether family, finances, faculty/staff, fear, and academics criteria remain key issues for SOC in SA (Cole, 1991; Hembroff and Rusz,1993) and emergent themes from the analyzed data are discussed. The aim of this research was to provide a more targeted perspective on the needs of SOC at one PWI.

In chapter 5, the findings of the study were reported in detail. The purpose of Chapter 6 is to discuss major interpretive insights from the findings while considering relevant literature and current situation relating to social justice for SOC in this study.

This study upheld the importance of the previously identified themes, however I discovered nuances which are as follows:

1. The families and community were largely ignored by the advisors who were key supports in whether SOCs studied abroad (**6.3**)
2. Faculty were influential and had discretionary powers in program design and student recruitment (**6.5.1**)
3. Affordability remained the largest consideration (**6.4**)
4. SOC fears were not always about explicit racism (**6.6**)
5. Commonalities of experiences when White students become minorities (**6.6.4**)

Given both students from the questionnaire and interview are discussed, I use students to refer to both groups of participants, refer to respondents from questionnaire, and

interviewees for students, staff, and faculty from the interviews. Finally, I utilize the MENSCH holistic philosophical framework as a means of grounding the analysis.

6.2 How SOC are supported before, during, and upon re-entry

6.2.1 Before: it really does take a village

One of the clearest findings from the study involves the importance of the eco-system surrounding SOC in helping study abroad to become a viable option. It was encouraging to learn the students' families, communities, peers, and advisors exercised influence in guiding students towards SA. This potentially places family influence in a more positive light despite being described in the literature as a dissuasive force (Murray, Brux, and Fry, 2010; Simon and Ainsworth, 2012). The implication suggests there may be evolving mindsets or misconceptions about the supportive systems surrounding SOC. Indeed, if families play a vital role in whether students decide to SA, then it is crucial to address family concerns and directly market to them.

6.2.2 During: It is complicated

The role of directors is multifaceted and complex. Once the students and directors have arrived in the host country, the directors become reference points for the sojourning students. SOC largely indicated choosing faculty led short-term programs (faculty become the directors of SAP). Each of the faculty interviewees emphasized the importance of creating more cohesive groups. At TU, faculty reportedly had lots of flexibility in how they choose to organize and run their programs. Those students who were on faculty SAPs were overall satisfied with the support they received from the faculty and host staff while abroad. However, many students experienced trepidation

about being the lone SOC and wanted increased in-country support specific to being ethnic minorities.

6.2.3 Re-entry: mostly non-existent support

This study found re-entry support was largely non-existent. Those faculty who cultivated supportive relationships with SOC and provided informal re-entry support were rewarded with students sharing their insights and events with them. Nonetheless, formalized programmatic re-entry support was overlooked.

Most of the staff and faculty interviewees described SA as a transformative experience for students which does not end once the students return home incorporating what they have learned abroad into their understanding of the world is a part of the process. More importantly, their own understanding of their identities may even change based on shifting cultural experiences. Re-entry for SOC can be complex, and this study underscored the importance of comprehending ranges of experiences. Some students returned home and felt comfortable navigating their re-entry without additional support, while others wanted a touch base similar to the interview, I had conducted with them (i.e., sharing their experience with someone who understands).

6.3 Advisors largely ignored family and community

The findings indicated that SOC's family and community likely play much larger roles in encouraging and supporting students than previously thought. Additionally, there are discrepancies between the students, faculty, and staff regarding the perceived level of importance family and community play in influencing whether SOC study abroad. Moreover, in common with (Perkins, 2020; Sweeney, 2010) advisors are potentially

underutilizing families and community in SAP. Both Sophie and Rayal (student interviewees) were from single-parent households, yet their mothers played very active roles in ensuring they studied abroad despite the financial challenges. Some students had relatives who previously studied abroad, thus paving the way. Students benefitted not only from the support and investment (financial and moral) of their families but in true community form, the students then became a part of the support network for other family members with the desire to SA. It would be a large oversight for educators to ignore this rich support network by dismissing the value families can bring in the recruitment process.

6.3.1 Changing the narrative

Overall, students were clear about the roles their families, peers, and communities played in choosing to study abroad. In some cases, they became interested in studying abroad based on their parents and siblings' experiences. Findings from the questionnaire provide a more diverse view of the students' families and their SES which reminds educators to avoid seeing SOC as a monolithic group. Most of their parents had bachelor and postgraduate degrees; moreover, the student interviewees had parents (even in single parent households) willing to make financial sacrifices to meet the costs of study abroad.

There is a pervasive viewpoint in the literature suggesting families of color are disregarding the value of study abroad and withholding their support (Brux and Ngobota, 2002; Lu et al., 2015; Simon and Ainsworth, 2012). Cole (1991) provided a sociological backdrop and suggested there might be uncertainty about how their child might be received abroad as a racial minority. The fear of the unknown can take on

paralyzing dimensions when one has been living with generations of serial forms of discrimination, micro aggressions, and racism. If educators embrace deficit approaches and ignore real obstacles, opportunities may be missed to address concerns while providing realistic actionable responses.

The findings suggested families had little difficulty grasping the value of study abroad. Moreover, most of the students described how involved their family were during the planning phase. Student interviewees reported their families as being proud of them and were further believed to be examples for other family members to follow. Given the level of parental investment described, there is an opportunity to better engage and build bridges with students' families and communities. Furthermore, several interviewees anecdotally suggested their friends/students who opted not to SA may have important concerns (finances, racial fears, etc..) that would need to be addressed to realistically consider such an option. Rayal reflected this perspective when asked about her interest in SA:

> I really didn't think it was for me, so I didn't think anything of it. I didn't think it was for me because I didn't think I would have the money to study abroad. Rayal

In Rayal's situation, a combination of family, her community, and an engaged advisor made the difference in helping her move beyond dismissing SA as a possibility. There may be other SOC who have the interest but need engaged advisors to help them bridge their coalition of helping hands and resources to turn interest into reality.

6.3.2 Strength in Peers

The importance of peer connections was identified by all the participants despite varying perspectives (which is consistent with the literature (Bruce, 2012, Harper, 2010; Kasravi, 2009; Sweeney, 2014; Thomas, 2013) and nuances. Students suggested peers of color and allies served crucial roles of support and can be inspirational, mentors, and the first canaries in the mine. Staff recognized the importance of peers in the recruitment process, whereas faculty focused on creating good fits within the peer groups.

Many student interviewees expressed trepidation about being the lone SOC in their Eurocentric SAP. They shared it was difficult to be in situations where they had to educate or explain perceived differences to White peers. They described fatigue even made them question their desire to engage with White peers during social gatherings. If advisors understand some of the basis for what they described as self-isolating behavior, then the dialogue changes and can be a departure point for helping students acquire what is needed to feel safer and supported throughout the experience.

Other interviewees had built-in support systems by coordinating their SA with accompanying friends. Having an ally provided a protective space where the student could let their guard down and not have to explain or educate about their differences. In some cases, peers of color also provided yet another safeguard to SOC by fulfilling mentoring roles. Bruce (2012) underscored the importance for some SOC to have relationships with other SOC/POC to help affirm their identities while abroad. These benefits can extend beyond the return home. Some student interviewees became mentors to peers of color and emphasized the importance of being a source of support and sharing what was gained while abroad.

6.4 Finances: “It’s the economy stupid”

In one simple phrase, Bill Clinton identified the one pre-occupying factor for Americans across the country; an overwhelming majority of the participants identified finances as a major consideration for SOC studying abroad which confirms the literature (Cole,1991; Hembroff and Rusz, 1993; Kasravi, 2009; Penn and Tanner, 2009; Thomas, 2013). Whether a factor for consideration prior to departure; or feeling left out while abroad with more affluent American peers; or returning home with a depleted savings, this was the most identified preoccupying issue of the study. Given the focus on students who were able to SA either through family support, financial aid, and/or savings from employment, the barriers identified were secondary sources and can only hint at actual barriers preventing SOC from studying abroad.

6.4.1 Is it affordable?

The impact of affordability and the financial toll of studying abroad for SOC can be divided into two categories. The first category involves SOC who dismissed study abroad as a feasible option, despite interest, due to high costs. The second category involves SOC who decided to SA despite the cost.

The majority of the study’s participants made direct or indirect references to SOC in their entourage who found studying abroad challenging due to the high cost of participation. First generation students were believed to require assistance in making SA affordable. The duration and time of year chosen to SA could impact financial aid but also impede students’ ability to work towards tuition and accommodations.

The study abroad department addressed some of the barriers through scholarship and an engagement program for first generation students. Most of the staff seemed

enthusiastic about the program and indicated it seemed to have attracted SOC in relative proportion to their institution's overall enrollment average. Outside of the engagement program, the scholarships given to SOC involved eligibility criteria based on financial need and an elevated GPA. More than half of the student interviewees might not have been able to afford SA had it not been for scholarship and financial aid. There are questions about how SOC, who might not fit these profiles, and receiving implicit messaging about their suitability for studying abroad? A few of the students shared conversations they had with other SOC who believed SA was not for them based on affordability.

Similarly, several faculty pointed to the prohibitive cost of many study abroad options as being a key obstacle for SOC. Yet, despite awareness of the SAP affordability issue, only two faculty of color offered affordably inclusive SAP. Instead, faculty referenced the availability of scholarships through the study abroad office. If SOC are walking away from opportunities with the belief SA is not for them, what messaging are they getting to indicate the contrary? The implicitly communicated message is that if you are not affluent, do not have a high GPA, and/or demonstrate high need, then SA may indeed not be for you.

The wealth gap between White students and SOCs is quite substantial (Proctor et al., 2016; Semega et al, 2017). The risk of being overlooked and excluded from HE opportunities is a concern in PWIs (Sweeney, 2013). In this study, some staff were reluctant to focus exclusively on SOC and continually referred to 'all' students. One staff member suggested students needed to invest in their own future, and another

underscored affordability challenges as not being unique to SOC. These beliefs overlook two things:

1. Educators can focus on SOC's educational disparities and equity without taking anything away from other student groups and;
2. Many SOC arrive on campus with different financial starting points than most of their White peers (wealth gaps that continue beyond graduation).

If in HE we have come to believe in the necessity of SA as a means of career preparedness, then only those students who are able to afford SA become more marketable and competitive.

6.4.2 On the outside looking in

Two SOC described a sense of social disconnect with their American peers based on a wealth gap. This disconnect was described as another way in which they felt isolated. Several of the student interviewees derived from single parent households with limited incomes. Keeping up with their more affluent peers who wanted to eat out, travel, and shop during their spare time was a struggle. This disparity did not go unnoticed by the advisors. Summer(St) described it best:

> the one thing that strikes me is almost the financial disparity. I'll hear that from students. Cause it's like I only had $700 to spend for the semester and then someone else is spending 10 grand or above and they are all housed in the same unit. And who's buying a Prada bag and who's just trying to buy toast for breakfast. Summer(St).

While socio-economic differences will always exist, it is possible to address wealth gaps with students in a myriad of creative and sensitive ways.

6.4.3 Precarity upon return

Contextual information helps prevent socio-cultural misunderstandings and can change how educators choose to engage with underrepresented populations. Four of the six student interviewees described contextual situations where they not only had limited financial involvement from their parent(s) but had to work to be able to afford university (let alone study abroad). Each student emphasized having to also consider budgeting for the academic year (following their return). Notably, there were risks or tradeoffs involved in making the choice to SA; one student described returning home and no longer having available housing. This student was not alone in believing, despite the economic hardship, the risk was worth taking. International educators need to not only be aware of these real challenges (which may be barriers for other SOC), but they need to accompany the students in helping them in mitigating the risks. A self-financing student might have difficulties seeing how they forego their much-needed income during the planned SA opportunity. When comparing SOC with more traditional students, the risk factors for traditional students (several of whom can financially rely on their parents or have low student debt) might be a different reality for many SOC. The thorny issue of finances is often complex for SOC and can prevent participation, impact the experience, and impinge on the students' life one returned home.

6.5 Faculty and Staff

The findings suggested the student interviewees were split in their sense of feeling supported by staff and faculty. They strongly suggested faculty can be influential in the recruitment of SOC. Surprisingly, and contrary to the literature, most of the targeted students were primarily satisfied with the support they received while abroad. Following

their return, however, most of the interviewees (staff, students, and faculty) indicated a lack of re-entry support. Further, the findings suggest a need for increased systemic coordination between staff and faculty vis a vis practices with SOC.

6.5.1 Faculty have sway

The findings confirmed prior research regarding the influential sway faculty seemed to have in the recruitment of the SOC (Lu et al., 2015; Brux and Fry, 2010; Paus and Robinson, 2008). Student interviewees described the importance of faculty encouraging them to SA and/or helping them to access key resources towards making SA a reality. In many instances, the faculty members were in protective roles; they provided personal attention once students expressed interest in studying abroad and were guided through the process all the while helping with procuring funding. The incorporation of inclusive practices generated trust which allowed for increased sharing within the peer group. Many student interviewees spoke highly of the faculty facilitated meetings with their peers in preparation for travel. Faculty described their approach as a means of ensuring group cohesiveness prior to studying abroad. Moreover, most staff and faculty interviewees suggested faculty exercised flexibility in student selection (which further advantaged cohesive group dynamics).

6.5.2 Ethnically Oriented Preparation

Though SOC had positive feedback about the support from advisors, a suggested area of improvement involved better preparation prior to arrival for how they might be received as ethnic minorities in the host country. This was echoed by some of the staff and most of the faculty interviewees.

Based on the data provided by the student interviewees, the feedback provided by Pink was a good representation of their concerns. An informative class or session introducing students to commonly encountered stereotypes was viewed as crucial along with:

> …ways to fight against those stereotypes and prove them wrong. Because if you don't have that kind of awareness, it can shut you down and shut you out and keep you from enjoying all the things study abroad has to offer (Pink).

If half of the student respondents provided feedback expressing this concern, then this requires further investigation. It is not only disconcerting for the students who are confronted with racism and discrimination abroad but might be a barrier for potential SOC candidates.

Frequently, staff and faculty stated they cannot prepare students for all possibilities; some things cannot be known until it is experienced. These statements do not incorporate the body of literature, anecdotal data, and resources available to help advisors anticipate and work towards creating a climate where students feel increased safety, the option to share their experiences, and be heard. Painful discriminatory experiences can negatively impact SOC in their adjustment but also get incorporated into their identity development (Lopez et al., 2016). I strongly agree with Marie and Sanders (2018) who stressed the importance of faculty developing competencies leading groups with increased diversity. Advisors with increased sensitivity to diversity and skills in facilitating groups in cross-cultural competence can be used as a tool to educate all students on diversity, prevent isolation (for SOC), and provide deeper learning while contributing to overall positive student experience (p.91). Investing in

diversity competence for advisors would be a gain for all students and for advisors themselves.

Diversity competency begins prior to departure (and would continue throughout their journey and following re-entry) when students may need to be reassured that they will be supported and understood (Marie and Sanders, 2018; Sweeney, 2013). While this might be something all students hope to encounter, not all students are at increased risk of encountering experiences at home and abroad where they might be objectified, marginalized, and traumatized based on their ethnic multi-layered and intersected identities. Advisors do a disservice to the very nature of SA and its main tenets by not informing themselves on the issues (at home and abroad) impacting the student groups they serve.

6.5.3 Moving beyond tradition and systemic change

Some of the faculty and staff described a richness of experiences that seemed missing in those who did not practice diversity competency. Most of the interviewees described having limited direct contact with SOC (with few examples of them sharing their SA experiences). The staff frequently pointed to faculty largely spearheading recruitment for faculty led short-term programs (which limits how much communication staff might be able to have). Bernard(St) described the dominant positioning described by most of the staff when asked whether non-traditional students were prepared adequately:

> No. We leave the pre-departure stuff up to our faculty directors and the programs that they are leading as well. I don't think many of them will even get into topics of being a student of color or being a diverse student inside

these locations. We try to give them guidance if they ask our input but yes we sort of leave it up to them Bernard(St).

Yet, some of the faculty who were not of color revealed being White might prevent some SOC sharing their concerns with them and almost all the faculty indicated they were not doing enough to prepare SOC adequately.

Faculty are clearly the bedrock of the short-term programs, experts in their domains, but not necessarily experts in study abroad. Staff, the most informed group, are not combining resources and sharing their expertise. Notably, the high agreement from advisors on the need to increase participation and combat the perception that SA is for more traditional students. If for some reason any SOC believes SA is not a viable option for them, as some advisors maintained, then there are larger systemic questions to be asked. In what ways are staff and faculty perpetuating or conversely, combating this message? In what systemic ways are SOC receiving the message that studying abroad is not an option they can choose? Is the system at this institution organized around a particular profile of a student or does it try to incorporate broader student representation? Based on the responses of the staff and faculty (except for faculty of color), they are organized, more comfortable, and invested in students that meet the more traditional profile. While they have made successful headway in recruiting SOC through an engagement program, a paradigm shift would be necessary to further increase SOC participation. My sense is other PWIs could benefit from my research and framework to contribute to the shift.

6.6 Fears

Previous research when dealing with student fears largely centered on issues related to racism and discrimination (Cole, 1991; Hembroff and Rusz,1993). Unexpectedly, the student interviewees described more implicit rather than explicit events of racism and discrimination. Several students relayed second degree accounts of racist encounters their friends or relatives had during their experiences while not having experienced the same type of encounters themselves. Students were concerned with:

1. Being the 'only one' (with their American peers and standing out in the host environment).
2. What to expect; how they might be received as ethnic and/or visible minorities.

Two emergent themes were derived from the data that are equally important to explore:

1. Designation of minority and majority status.
2. Safety and wellbeing.

6.6.1 Being the only one

A couple of the students struggled with teaching their American peers about their hair and how such banal issues can be triggering for SOC when having to deal with the curiosity, prejudices, and ignorance of those in their entourage who do not have the same concerns or history. In these situations, SOC are in a position of having to educate their peers (including roommates) on the required (and sometimes time-consuming care) which may involve wearing protective styles or hair caps to bed. These interactions can be important cultural exchanges, or they can underscore the fear associated with being 'the only one' and place students in potential positions of feeling victimized and dehumanized. The student interviewees seemed accustomed to dealing with concerns such as these on their own; in the few instances where staff or faculty

utilized inclusive practices, SOC described feeling more protected and safer to have deeper level exchanges which were viewed by SOC and the concerned advisors as generally beneficial for the larger group.

6.6.2 What to expect when you are a SOC abroad

Most of the student interviewees wanted a better understanding of what to expect as ethnic minorities abroad. AA respondents had more overall acute concerns whereas Latino respondents had more moderate concerns and were split in whether they felt race factored into their time abroad. I believe the differences may revolve around the visible differences between the groups and be proportional to the frequency of experienced discrimination and racism. As illustrated by Frank (a Latino interviewee), not standing out as an ethnic minority influenced how he was perceived in his host site. Indeed, AA respondents indicated race impacted the adaptation process compared to their American peers at higher frequencies than the Latino respondents. Contrastingly, the Latino respondents received even less guidance from advisors than was reported by AA respondents.

6.6.3 What happens when the majority becomes the minority?

One important social construct and perhaps challenge, is the idea of minority/majority designations and perspectives. The study provided insights into what happens when SOC become majority members and SAPs are conducted in parts of the world where Whites are the minority. Both faculty director and a SOC described this phenomenon and the resulting shift in racial dynamics. Refreshingly, the SOC felt more empowered, validated, and enjoyed seeing POC in positions of power. It was also telling when the

student described dreading returning to the U.S. where they would have to return to the *status quo*.

White students were described (by both the student and faculty) as struggling with the shifts in perspective and demonstrated similar difficulties in adaptation typically associated with SOC when in traditional Eurocentric destinations. This role reversal was so initially jarring of an experience that the faculty described spending additional time preparing the students and host families for what they might encounter. However, even in this example, White students still benefitted from being White in a colonialized island where Whiteness was elevated in value. Host families, for example, reportedly preferred having White students because they viewed them as exotic, and SOC were received with some disappointment. Moreover, the faculty felt it was telling many of the White students returned without having many pictures of the local populations. It was jarring to note the difference of approaches in how White students were prepared and supported while SOC (in Eurocentric SAPs) described wanting better preparation and had low expectations on what they could expect in the way of support. Yet, even with the added support, crossing the color divides for White students was described as challenging. This suggests being 'the only one' is not reserved for any one population, and context is important regardless of the group being identified as underrepresented.

Thomas and Luba (2017), applied CRT to understanding White fragility (a concept developed by Robin DiAngelo to shed light on systemic racism) of White students abroad, and stressed the importance of engaging the students from this perspective in pre-departure training to better avoid participants returning home,

> without having undergone much, if any, transformation in terms of their understanding of race and racism in a global (or local) context. The result is a global system of systemic racism that is best unchanged by these processes, and at worst exacerbated by students returning home with stereotypical views intact (p. 2017).

In a qualitative study looking at the experiences of White students and the ability to benefit from cross-cultural interracial dialog, Ford (2012) suggests the possibility to script change in attitudes and behaviors of White students through structuring inter- and intragroup dialogue pedagogies. Pre-departure preparation and could be used to not only prepare students for their time abroad but could also be used as an opportunity to transform and unite home HEI students across racial, ethnic, and cultural lines. Travelers can either try to use the experience of being exposed to other cultures to be transformed or they can opt to superficially immerse themselves in the new foreign culture and reinforce the stereotypes they assumed to be correct prior to arrival.

6.6.4 Safety and wellbeing

Whether SOC experience overt racist events, discrimination, or are confronted with a consistent barrage of micro-aggressions, these events take a toll on the students' mental health (Lopez et al., 2016; Sue and Sue, 2007; Willis, 2015). Most of the advisors expressed the importance of safety and their desire to have students return intact and in good health. Some even stressed the importance of safety for their female students and going the extra lengths to discuss and incorporate safety measures to mitigate against gender-based violence and sexual assault. The literature and vignette in Chapter 3 illustrated how Black women are often objectified and overly sexualized at

home and abroad (Bernard, 2016; Bruce; Lopez et al., 2016). The identity intersections could put female SOC in double jeopardy which requires due diligence and increased preparedness. Leaving students to fend for themselves only serves to increase the risks to their emotional and physical well-being.

6.7 Academic Criteria

The student interviewees could be considered over-achievers, most of whom were highly motivated and met the requirements of having financial need and high GPAs to receive funding which allowed them to even consider studying abroad. However, not all student interviewees fit this description and should not mean they are no less deserving of such an opportunity. Indeed, if the faculty are to be believed, having a high GPA is not a good predictor of who makes a viable candidate for studying abroad. Faculty overwhelmingly described using their discretionary powers in the selection of students and did not necessarily use GPA to determine access. If this is the case, then requiring a higher GPA for funding may be an unnecessary benchmark for students to access SA programming.

6.8 MENSCH

I created MENSCH based on the belief a more practical, nuanced, and structured framework was needed to sensitively assist educators with approaching and implementing measures to increase participation of SOC (and other underrepresented groups).

MENSCH:

1. **Multiple consciousness** whether students self-identify with plural identities (double and multiple consciousness);
2. **Explore** identity intersections and the potential impact on study abroad experiences (context driven);
3. **Name** / highlight power structures relevant to students' SA experiences before, during, and/or following SA experiences;
4. **Study abroad** contexts (can include counter-storytelling);
5. **Capability approach** and relevant tools to increase access, participation, or more inclusive practices from individual or community perspectives;
6. **Highlighting** knowledge, skills, and abilities (KSA) students bring with them to their experience (Harris-Weedman, 2021).

Given MENSCH's flexible potential, I opted to engage with the larger SA system at TU. MENSCH is applied taking into consideration the available resources to develop realistic recommendations appropriate for SAPs at TU. The recommendations generated from the framework are formulated in the conclusion.

6.8.1 Multiple consciousness

It was important to target the identified groups in the most simplified terms (Latino and AAs); however, for the purpose of this study and the protection of confidentiality, these terms do not encapsulate the myriad of complicated identities comprised by the student participants. Many students felt a need to further self-identify using more meaningful terms. How participants identified themselves ranged from more generalized ways (i.e., Hispanic) to more ethnically specific ways (i.e., Puerto Rican). In a few cases, they also described being a combination of ethnic identities or 'Mixed.' Students who self-identified as AA often added Black or other identities from countries in the African Diaspora (based on having an immigrant background); however, all the students identified as being American.

Despite my best attempts to create inclusive measures, some student identities did not neatly fit into a checked box. Educators might consider leaving room for students to inhabit multiple spaces in their understanding of their identities. It is important to distinguish between SOC who are mixed and/or may have identity intersections not easily captured. I provided space for the students to add their own commentary and many of the students took advantage of these offerings.

6.8.2 Exploration of identity intersections

It would be important for the international educators to be aware of how some of the identity intersections may play a role in student experience. The findings revealed students who are visibly ethnic may have different experiences from students who are less visibly ethnic. Some of the intersections appeared to contribute to a sense of isolation for some students. Conversely, Frank for example, who self-identified as Puerto Rican, educated his peers about Puerto Rico being a part of the US Another student identified as Black but is ethnically mixed and light skinned. She mentioned hair as being an issue for her (people wanted to touch her hair and not understanding her haircare regime). In addition, some SOC also came from families with immigrant backgrounds. Finally, many interviewees described class differences that could equally distinguish them from their American student peers.

6.8.3 Name the power structures

I will focus on the power structures as described by the interviewees and there may be additional power structures to which I was unaware. Each structure may play distinct roles in facilitating or obstructing access for SOC and have its own systemic organization, culture, and messaging.

1. *Institutional*
    a. Despite being a public university, this institution was described as receiving both public and private funding. Based on private funders' interests, the university, in some instances, behaves like a private university. Another crucial factor involved the substantial proportion of students who are considered out-of-state, resulting in higher tuition fees. Many advisor interviewees thought there were financial gaps between the students who are in-state and out-of-state which may call into question the prioritization of student issues. One could argue the programs are adapted to suit more affluent students.
    b. A university accreditation body identified diversity as a weak point; this then called educators' attention to improving representation across the board.
    c. Host site institutions have their own gatekeepers and systems in place to facilitate student experience. Those student interviewees who interacted with host advisers had very positive experiences. What was specifically done to create the positive sentiment and whether there are shared mechanisms between the home and host departments to aid in the incorporation of best practices would be of interest.
2. *Study abroad department*
    a. Some staff interviewees indicated the SA department was looking for a departmental head to spearhead diversity issues which suggests recognition leadership on diversity issues was lacking.
    b. The staff are the gatekeepers of information about diversity in SA. Faculty are knowledgeable in their academic areas of expertise, nonetheless staff are experts on SA related content.

c. The engagement program and departmental scholarships have been described as yielding successful results in increasing diversity (especially for students with high need and qualifying academic results). However, SOC who do not fit the qualifying criteria are left out of consideration.
d. Some staff described challenges with relationship building across organizations/departments to better facilitate access to SOC. There are lingering questions about how SOC come to learn SA is equally for them. There seems to be the expectation that SOC should follow the same marketing strategies utilized for more traditional students even when this strategy does not always prove effective.
e. Other staff members found success working with specific departments and key stakeholders in relationship building.

3. *Faculty*
   a. Faculty designed the faculty-led short-term programs, recruited students, and led SAPs; they had flexibility throughout all phases of programming which helped circumvent eliminatory criteria for some students.
4. *Host family*
   a. Though not all programs engaged host families, when they were used, students were dependent on the host parents/families for lodging, language immersion, emotional support, and culture exposure.
5. *Host learning structure*
   a. Students had very positive feedback regarding host learning structures; yet there were instances where students were put in positions of being the ‘only one’ and ambassadors for all SOC. In other student experiences, the host advisors were

supportive, and students reported feeling included and, in some instances, empowered.

6. *Students' parents/family/community*
    a. Students may be reliant on parental support (financial, emotional support, etc.). The targeted student participants had family, peers, and/or community that was very engaged and provided multiple forms of support. Nevertheless, they seemed largely ignored by the advisors.
7. *Federal student aid and university financial aid departments*
    a. Students may depend on responses from FAFSA and their university to decide whether they have the necessary funds to cover SA.

6.8.4 Study abroad contexts

There are many contexts to consider, and the intent is to identify some of the main contexts while understanding this list is non-exhaustive. This contributes to increased understanding and sensitivity across major domains (SOC, staff, faculty, family, and university) for concerned stakeholders.

1. *Students of Color*
    a. The length of programs students chose had an impact on the type of experiences they may have had, and the issues advisors might need to consider. Joanna indicated not being adequately prepared prior to studying abroad and described the resulting isolation:

    I was very much homesick. And I think a lot of students tend to face that but for me being a student of color abroad, I couldn't find that same kind of familial comfort that maybe a lot of other students found in people who were like them even if they were from different cultures… The fact that there weren't many people looking like me. That was pretty much

everywhere in Europe except some of the big cities we traveled to. A lot of the places you did not see Black people or if you did, they were in desperate conditions; a lot of the times they were African immigrants or refugees that we saw. That might have affected me more on a subconscious level seeing people in such desperate conditions. Joanna.

b. **The sense of seeing other people of color in humbling circumstances** was echoed by Regina and revealed the implicit imagery associated with only seeing POC in limited contexts:

   We didn't see many people of color when we were abroad except for in the subway stations, or they were either homeless or selling items Regina.
   This imagery may not only be implicitly received by SOC but also other students.

c. While it is not the intent for any student to endure the effects of isolation, students who are abroad for three or four weeks with the direct oversight of their directors are different from students attending a host university and functions more autonomously during an entire semester. This type of prolonged isolation can adversely impact students and challenge their mental health.

d. **Not all students want or need additional consideration.** Some students described being very resourceful, independent, and self-directed. Conversely, other students required the extra hand holding that comes with never having traveled outside of their state or having a passport.

e. **There are lessons to be learned from White students who study abroad at locations where they are the minority.** The study highlights, from both the student and faculty perspective, the possibility White students may have similar issues associated with being the ‘only one’. However, the degree to which White students may be better prepared and supported for these experiences compared

with SOC. Not only were extra preparatory measure taken to help all concerned (Students, host family, and on-site staff) but there were instances when SOC served as mentors to White students. Rayal presented such an example when she mentored a White roommate having difficulties navigating a racially charged relationship with their host family. Ultimately, Rayal was able to aid another student bridge a cultural and racial gap by providing support based on her own experiences as an ethnic 'minority' in the US.

f. **Students with limited funds can feel like outsiders amongst their American peers.** Discussed in section 6.4.2.

g. **The students' expansive village served important functions** in decision making, financing (fundraising even), and giving them emotional support throughout the process. The engagement of their village frequently made the difference of whether SOC were able to SA (family support was even more relevant for the Latino student participants). Some parents or siblings had even studied abroad themselves; participants frequently became trailblazers in their community.

h. **Students served as mentors and provided coaching to other SOC**. Pink and Joanna described the commitment (and illustrate the pressures) they and other student interviewees had towards other SOC:

… I definitely told my brother and cousin before they went you know people are going to stare at you and touch your hair and ask why it feels like this or feels greasy. They are going to follow you in stores. Your first reaction is to get angry and to shut down and shut yourself out, but again,

> it’s important to be able to put yourself in their shoes and say all they know is what they’ve heard, or they haven't had a good experience. So, I’m going to show them that I’m going to be their good experience, so they don't think about these people in that way anymore. (Pink).

Joanna described how she mentors from a student organization perspective and provided concrete information (i.e., financing, academics, and identifying good fit SAPs) to facilitate interest for other minority students. While advisors seemed knowledgeable about the peer-to-peer influence students have upon their return, there was less clarity on how they could be harnessed to widen participation.

2. *Staff*
    a. **The staff lacked ethnic diversity,** yet some were knowledgeable about issues facing SOC. While some of the staff seemed to have more meritocratic views of how SOC could participate in SA, other staff seemed to work towards relationship building and more inclusive practices. They largely believed their department would be better served having some staff of color.
    b. **The staff reportedly have less direct contact with students** on faculty-led short-term programs. While staff had more concrete information about preparing students for departure and the issues impacting SOC, this task was left to each faculty member to determine. Meanwhile, many SOC have expressed not being adequately prepared prior to departure. The transmission of information between staff and faculty about such an important preparatory element requires more intensive review.

3. *Faculty*
    a. **Faculty have proximity to the students** and even seemed to take on mentoring roles. They used their own discretion to decide their group composition, frequently overlooking factors such as lowered GPA in favor of factors that may be less measurable but seemingly make for better group dynamics. Matt echoed his colleagues best:

    > What I care about is their enthusiasm and interest in going, some sort of sense in cultural relativity and adaptability. And how much they want to adapt and get to know the culture they are going to and if they are interested in the class. The other thing I look for in interviews is how do I think the student is going to mesh with and relate to other members of the group. (Matt).

    b. **The faculty of color interviewees were inclusive and dynamically engaging with their students.** They accessed student content that seemed inaccessible to some faculty directors; thus, gaining trust, seemingly absent from most of the other faculty (and staff).

4. *University*
    a. **This university is overwhelmingly White** despite being in a more ethnically diverse area of the United States. This suggests there have been systemic elements working to keep it largely White. Nonetheless, increasing diversity in the university and in SA has been described by the advisors as a university priority.

6.8.5 Capability approach

a. The Capability Approach is centered in context and can flexibly aid in deliberation, increasing democratic outcomes, and evaluating whether one has

the capability to make choices about the things they value (Jacobson and Chang, 2019; Sen, 2009). The question to be asked is whether it is feasible for SOC (at TU) to realistically follow their interests? The capability approach generates thoughtful questioning about underrepresentation at TU (and other universities with similar demographic profiles).

b. **Democratic voice and the public sphere**; who, when, and how are multiple stakeholders (students, families, key community figures, faculty, staff, representatives from the institutional power structures, diversity leaders, etc.…) encouraged to debate widening access and programmatic design for SOC.
c. **Explore available resources**; Since the engagement program at TU was generally believed to successfully increase participation amongst SOC, what has been learned that can be utilized on a wider departmental scale?
d. **Identify desired study abroad programming from the students' perspectives**; students have their own ideas about what they value and would like to experience. Student interviewees furnished suggestions of SAP improvements and advisors provided input based on second-hand information from students.
e. **Real choice and freedom**; The question of choice enters the discourse on multiple levels. The university does not exist in a vacuum and the currently polarized political and social American landscape is also present in HE. Moreover, students must anticipate and navigate the political/social climates of the host culture. Therefore, creating safe spaces for students to exercise choice is crucial and requires forethought and demonstrable action. Only Mata(F)

reported incorporating funding in the grant applications; he was concerned with scholarship money not effectively covering fees for students thereby creating increased choice and freedom for some students when contemplating the SAP. Bernard(St) (in section 5.13.1) illustrated what this might resemble in another context by helping students understand they can refuse requests that might feel objectifying. The student interviewees had informative insights not shared in their program evaluations. One staff member described this disconnect as being based on a lack of trust. Indeed, if SOC are limited in numbers, advisors could deduce who is providing feedback based on race and ethnicity. How might SOC have freedom of choice and voice to be utilized towards counter-storytelling?

6.8.6 Highlight knowledge, skills, and abilities (KSA)

Celebrating the KSA of the students and their extended village is a crucial component of MENSCH. As mentioned in chapter three (3.7), too often a deficit view is incorporated to explain why SOC are underrepresented in SAPs. If messaging about SOC from study abroad departments mirrors some of the messaging found at this university, then international educators are missing critical information about their students. This suggests new approaches are required which only occur through challenging pervasive deficit views and shifting those perspectives. Once accomplished, wider community-based efforts can be enacted to embrace the students (and their villages) while valuing their unique voices and contributing to the cross-cultural lens SA seeks to cultivate. Some of the key KSAs are listed below:

a. **Families and Communities galvanized to support many of the students.**

b. **Students became inspirations for their family members and peers.** The students who study abroad serve as examples for their families and community and return with stories of their experiences. Regina described this element very well:

> I've traveled a lot with my family, but I'd never gone outside of the country. My family was really supportive my sister had studied abroad before I had. And she had a great experience, and she was very much looking forward to me studying abroad as well, to obtain the family experience (Regina).

c. **Students attached to student groups/peers leveraged their experience to identify other students.** The village experience is a powerful tool when used effectively. These students felt so strongly about the value of SA and were instrumental in helping me identify additional students for the study.

d. Rayal mentioned an important element to be considered which illustrates the sensitivity required to meet SOC and family where they are and not where advisors would like them to be:

> A lot of the Latin students are first and second generation or their second language is English, and their parent's prominent language is Spanish. For Black people still a lot of us are first and second generation in college and not all of our parents studied abroad. So, it's like uncharted territory and that can be really scary. So just keeping in mind for a lot of students it's trying to figure how to make them feel they can do it (Rayal).

e. Students, when heard, can be insightful in their views towards widening participation.

f. **Students frequently discovered a freedom of experience they did not feel they had in the US.** Ironically, many students discovered their privilege as Americans; a privilege they were not accustomed to having in the US. The US is

generally viewed as a superpower around the world; there are countries where citizenship matters more than race or ethnicity. This discovery can empower and help students positively shift their understanding of themselves.

g. S**ome students were able to share experiences contributing to preventing outsider/insider groups amongst their American peers** (previously highlighted in Discussions 6.4.2).

h. **Students discovered capabilities forged as ethnic minorities in their home culture that was beneficial once abroad.** Pink illustrated this point well:

> […] all my life I've gone to school where I've been the minority, they were majority White. So, I think I was kind of used to being in that environment because I do have friends who have been to other countries, and they are like… this is Crazy. Like they are just so shocked by that experience, but I think I'm just so used to it you know. I wasn't really that phased by it (Pink).

Pink described a potential benefit to the lived experience of double consciousness and already being adept at navigating two realities.

Repositioning how educators choose to engage with marginalized students is not only possible but is necessary. MENSCH provides a flexible roadmap for educators to avoid falling prey to an antiquated belief system rooted in White supremacist policy. This is about bringing balance to SA programming and honoring a kaleidoscope of perspectives without elevating one over another. Chapter Seven is the concluding chapter where the research questions are answered, actions are considered, contributions and limitations of the study explored, while future research is contemplated.

Chapter 7: CONCLUSION

7.1 Introduction

The purpose of this case study was to explore how one university incorporated the needs of SOC in their SAPs. The study examined how SOC experienced study abroad pre, during, and following their experience. The study equally investigated how SOC are supported by their home institution and host advisors throughout different phases of SA. Following a brief resume of the key findings in response to the research questions, actions for consideration generated from those findings, the study's original contributions (i.e., MENSCH), and the literature will be elucidated and examined (Cole, 1991; Hembroff and Rusz,1993). Considering the nature of an exploratory case study, the actions to be considered are specific to this case but may be transferable to other SAPs and researchers. International educators may see similarities and (in the case of qualitative studies) possibly find these actions useful (Merriam, 2009). Limitations of the study are explored, future research considerations are contemplated, and an autobiographical reflection is offered with final words.

7.2 Research Questions Answered

1. Examine how SOC experienced their study abroad pre, during, and following their return to the home institution.

There were many important elements to retain about how SOC experienced SA pre, during, and following their return but the supportive roles of family and the wider community should be highlighted. Family, peers, and community members often introduced the idea of SA, made economic sacrifices, and provided on-going support

throughout the process. Yet, despite their importance, they were seemingly undervalued and underutilized by advisors.

SOC interviewees and questionnaire participants were overwhelmingly clear about the high value they placed on peer support (which was also echoed by the staff interviewees). Harper (2010), correspondently in an anti-deficit study on SOC in science, technology, engineering, and mathematics (STEM) fields, collected data on 219 SOC at forty-two colleges and universities in the US and found “same-race peers played a critical role in fostering their sense of belonging in STEM courses” (p.72) and helped them connect with other SOC STEM achievers. In this study, the peer network was so important, many of the student interviewees attempted to coincide their SA experience with peers of color which seemed to underscore and alleviate the predominant fear of being the ‘only one’.

Although some students indicated they had some apprehensions about how they might be received as visible minorities, not all students had the same preoccupations. Several students worried about being the ‘only one’ in their SAPs while other students took on their parents’ concerns (which was a source of added stress). Many students wanted increased preparation and felt ill-equipped for what awaited them while some saw themselves as independent and capable of seeking the information they needed. More concerning to me as the interviewer were those instances where the student did not know they had the right to say no to certain objectifying situations (i.e., having pictures taken, hair touched without expressed permission, or being paired with roommates not accustomed to ethnic diversity). Finally, most of the student

interviewees wanted a re-entry touch base and felt this was not adequately incorporated in their program.

2. Explore how SOC are supported by administrators throughout the different phases of study abroad.

Faculty were also very influential in students' decision to study abroad. At the very least, many students learned of SA through the faculty. At the most, some students were mentored, coached, and enjoyed a sense of safety in their host environments largely facilitated with sensitivity and resources provided from their faculty directors. The latitudes faculty enjoyed in creating their SAP also involved the luxury of choosing students who would make up their group. Faculty described choosing students who could positively influence group development and having a high GPA was not necessarily the best predictor for group cohesiveness. Nevertheless, as detailed by Sweeny (2014) and Yosso (2005), some advisors focused on supposed student deficits rather than the knowledge, skills, and abilities the students and their 'villages' could bring to the experience.

3. Explore the needs of SOC throughout SAP.

The single most issue facing SOC revolved around financing, whether they chose to study abroad or ultimately ruled it out. Most Students were not only concerned with financing but thought about financing their studies and lodging upon return. Although students with high need and elevated GPAs were considered for scholarships and grants, a swathe of students are left out of considerations. Some students with limited financial means were additionally confronted with social inequities amongst their peer group; they could not afford some of the add-on experiences (shopping, restaurants,

and expanded travel) enjoyed by many of their White American peers which further marginalized them.

The issue of safety and well-being was something advisors took very seriously. Working to defend against discrimination and racial injustices can have an emotional toll on students when looking at the potential impacts of negative experiences while abroad (some of which can derive from their American peers). Too accustomed to dealing with these issues on their own, their experiences were not necessarily shared with advisors. Programming with an emphasis on physical safety and emotional well-being as it pertains to the impact of daily microaggressions, and racialized events experienced while abroad are as important as other traditional safety and well-being issues.

One of the most illuminating aspects of the study occurred when interviewing participants who engaged in a program where White students were the minority and SOC were among the majority. Through second-hand information, White students were described as encountering some of the same fears and challenges described by SOC even while still retaining aspects of their privilege. This serves as a reminder to educators that any student can become ‘the only one’ and finding ways to support and mitigate against isolation should be normalized in SAPs.

7.3 Actions for consideration

The following actions should be considered as recommendations or points for consideration for TU (and conceivably other traditional HEIs) based on the data yielded from the interviewees, the contextual information derived from MENSCH, and from the literature.

Family and Community

a. Find strategies to incorporate family and community members in earlier departure points through building community-oriented bridges between the institutions and family (this could be SOC/staff presenting to college bound seniors at high schools, community centers, places of worship, and/or during university open houses. It is important to note that SOC, their families, and community members may be distrustful of institutions based on historical and current inequities (Bajaj and Stanford, 2021; Austin et al., 2020). Thus, creating village style opportunities to gather, and hiring diverse staff members are important tools towards trust building. By including families and extended community members, it may work towards planting seeds for participating in SA and serve to address not just the students' fears but perhaps the parents' as well (may later reduce some of the pressures on the student).
b. Consider tools to facilitate communication and help share the experience of study abroad with families. By inviting parents or key family members into the process (prep meetings, creating frequently asked questions resources, and on-going picture books/blogs geared towards families) they can learn about the process, become informed about how their child will be safeguarded, and see personalized images of where their child will be. The power of imagery and contextualized information could be accessed using visual media to curb potential worry. Creating opportunities towards open communication and facilitating conditions where families of color can ask questions specific to their concerns may help further alleviate or reduce worry. Having a facilitator (preferably of color) who is comfortable addressing sensitive issues can go a

long way towards rapport and trust building (Perkins, 2020) and may help expand outreach efforts once students have returned.

c. Build relationships with organizations on campus specific or friendly to SOC and engage returnees (who can be powerful influencers) to help extend SA awareness.
d. The creation of a targeted awareness strategy about the short and long-term benefits of SA (including influential families and community members would be advisable).

Finances

a. Students need increased financial aid and there may be an argument to remove some qualifying criteria such as high GPA or high need based on the flexible criteria.
b. Staff and faculty might benefit from anti-racism training which speaks to the policies keeping inequities alive and helps reframe some of the communication breakdowns between students and staff surrounding financing.
c. Students should be guided in community generated fundraising resources.
d. Faculty, well-versed in grant writing, could be utilized to share their knowledge with other faculty allowing expanded access to students who need increased funding.
e. Students and faculty (short term programs) could align in their approach to reduce financial marginalization through increasing more inclusive practices.

Faculty, Staff, and Academic Criteria

a. Evaluate whether GPA is a good predictor of readiness.
b. Faculty may need to be made aware of their influence. An inclusive, invested, informed, engaged, and creative faculty director can make an impact and increase trust which might ultimately increase participation. However, the gains to be made are not uniquely for SOC but could also apply to the student group as a whole and to the faculty themselves.
c. Advisors might benefit from increased information sharing and seminars oriented around raising awareness about important issues impacting SOC.
d. Given the variability between faculty, successful, creative, and practical approaches should be shared to create an understanding of best practices for creating and implementing SAPs.
e. Increase the diversity amongst staff and faculty.
f. Shift perspectives towards community building and believing SOC, along with their village, have capabilities which can serve as assets when studying abroad.

Fears

a. Country specific/ethnic specific pre-trip preparation underscoring ownership of their bodies and strategies to address situations that might be uncomfortable for SOC.
b. Well-being strategies students can use while abroad and once they return.
c. A mini class or online meeting to address any concerns like getting a passport, flying for the first time, where to find hair care products, etc.

d. The option to engage in peer mentoring for returnees to connect with other SOC who have studied abroad.

Safety and Wellbeing

a. There is power in being able to share one's experience and feel heard; giving students an opportunity to debrief with sensitive staff members might be of value.
b. Sensitizing advisors to some of the specific challenges encountered by SOC; they cannot anticipate if they do not have the knowledge. Mitigation may not always be an option; students should also have a safe harbor where they can feel heard and supported. Students may feel vulnerable and even traumatized in the face of unfamiliar situations where they may be ill equipped to deal with a foreign culture (and perhaps foreign language).
c. Programs should have easily accessible and relevant support services for SOC (counseling on-site/telecommunication, peer support).

Minority Designation

a. A shift in perspective allowing for humanizing the lived experience of being the 'only one' regardless of ethnicity, gender identity, or any other major categorization and requiring site specific preparation.
b. Prioritizing preparation for all students and eradicating an 'us versus them' situation; all have something to gain. Thomas and Luba (2018) used CRT to explore how volunteer fieldworkers are prepared prior to departure. Based on their findings, they argued:

   that although traveling to India gave white students the experience of being hyper-visible because of their skin colour, it did not cause them to

undergo a shift in consciousness regarding issues or race and racism (p.183).

Thomas and Luba contend, as I have, that preparation is crucial towards laying the groundwork towards helping them engage with the issues and deepen their understanding of the larger systems. I believe MENSCH provides the necessary tools to help lay the groundwork for educators to build bridges between stakeholders.

7.4 Contributions of the thesis

Given the dearth of topical research on SOC in study abroad, one of the goals of this study was to review the continued relevance of dominant major themes in the literature through the prism of MENSCH (the philosophical framework I created). Moreover, I wanted to position underrepresented SOC from an asset-based community model rather than the often-utilized deficit model; a perspective borrowed from the protective village-style community often found on HBCU campuses (and contributed to the birth of MENSCH). I believe the findings expand the continued efforts to shift the focus towards how international educators can build bridges to SOC and their villages rather than focus on comparing SOC to traditionally overrepresented students. MENSCH is unique in its flexible ability to holistically engage with students, advisors, and larger systems using elements from CRT, the capability approach, and Black Feminism.

This research provided a nuanced look at the known themes believed to serve as barriers for SOC. Not only did family (community), finances, fears, faculty, and academic requirements remain as key themes of influence, but issues like safety, well-being, and how we view minority and majority status emerged as important

considerations. The study makes an argument for mitigating against risks associated with physical safety and emotional well-being for students who might be confronted with sensitive situations based on their ethnicity (or related identity intersections). Being in environments where students are perceived as 'the only one, are socially ostracized, or chose to self-isolate based on standing out as 'different', is not a phenomenon unique to SOC but can occur with White students when in host sites where they are the minority. The potential universality of difference when encountered under specific conditions, can further help shape how international educators shape their own understanding of the challenges faced by any student who may be underrepresented in their foreign study experience(s).

Further, findings from the questionnaire generated insightful demographical information across different racial and ethnic groups. Not only was the model of a traditional SA student still confirmed but SOC provided nuanced information to suggest they traveled prior to studying abroad, their parents were well-educated, and their families and faculty strongly influenced their decision to study abroad. This is in stark contrast to the pervasive beliefs that families serve as barriers to SOC when pursuing their interests in SA.

7.5 Limitations

The study was primarily concerned with students who were accessible. Whatever has been learned about this slice of student experience has been learned through secondary sources rather than from the students themselves. Further updated research focused on obstacles facing SOC who want to SA but ultimately do not (and the reasons behind those choices) is warranted. It would be noteworthy to investigate the

role family and community may play in those decisions. Additionally, students who engaged in short-term versus semester long sojourns might have different needs. Moreover, there needs to be increased efforts to learn about the experiences of Latino students.

Finally, any discussions related to race in the US can be challenging when one has not gained the trust of the participants. As described in section 2.2, American history surrounding race, equality, equity, and how people interrelate socially is very complicated, multi-layered, and can illicit negative emotion. As a researcher, one must leave room for the possibility not everyone is as forthcoming about their feelings, impressions, and/or thoughts in this domain.

7.5.1 Limitations within the research design

I completed the interviews with an overall sense I could have shortened and simplified the questions despite how generous the interviewees were with their time and candor. I would reconsider the length of my questionnaire to avoid any possible reasons for incomplete questionnaires or student disinterest based on time constraints. Alternatively, if I wanted to maintain the number of questions, I would reconsider payments or other recruitment incentives for future research. Nonetheless, the triangulated data was rich and layered in complexity.

I made a calculated choice to rely more heavily on audio interviews rather than use video due to the cultural sensitivity of inquiring about race within the American context. While audio did serve to put some of the interviewees at ease and allowed my identity as a visible woman of color to be less obvious when interviewing the advisors, nonetheless, it also served to mute the associated visual cues.

Finally, transcribing interviews is a lengthy process and audio quality is crucial to be able to effectively and accurately complete that task. Unfortunately, it was hard to evaluate the audio quality while interviewing. I took no chances and took copious notes even while having a recording device. Increased audio recording sensitivity would have been appreciated and there have since been improvements to auto-generated transcriptions which might have saved considerable time.

7.6 Future Research Ideas

The findings from this exploratory case study can provide contextual insights for other international educators in their journey to holistically provide inclusive study abroad recruitment strategies and programming for SOC. However, without paradigm shifts in how educators approach SOC and further research (both qualitative and quantitative) specific to these underrepresented populations, participation rates will continue to be low. Possible areas for future consideration and investigation include:

a. Increasing access to SOC; international educators cannot gain the valuable information needed in research, evaluation, or pragmatic applied approaches if SOC are not getting opportunities to have their say and substantive research is not being conducted specific to their issues.
b. Educators might want to consider earlier exposure and entry-way preparation (including working on funding) starting in high school. Partnerships with high schools should be instituted to further expose students and families to SA opportunities and to financially prepare.
c. Investigation of successful programs with high numbers of SOC; how are these programs providing services differently? Conversely, what can be learned from

programs with some of the lowest participation rates for SOC. There needs to be sharing across programs and within HE departments allowing programs to think outside of the box and create realistic programing adapted to individual universities.

d. Increased investigation of White students as minorities in countries where they become the minority.
e. Investigate how SOC from affluent families might have experiences reflective of traditional students; it is important to recognize the diversity of experiences and lived realities amongst SOC.
f. Internationalize experiences for SOC whether they choose to SA or not. Not all students will be able to SA or very practical reasons but there may be avenues to expose SOC to cross-cultural experiences closer to home.

Separately from study abroad, the findings from this study and MENSCH have possible wider implications. The issues related to underrepresentation are not limited to study abroad nor to the American educational contexts. Diversifying employment recruitment, student guidance in secondary and HE, postgraduate recruitment, and as an aid in admission practices; MENSCH can be adapted to serve as a tool in situations and organizations that require a social justice lens to bridge gaps between marginalized and centered groups.

7.7 Autobiographical reflection

I have been an American expat living in Europe for over twenty-two years and if I had to trace the influential life moments contributing to where I am now, I would have to implicate the mayor and Girl Scout leader from my childhood community. The mayor

shared a key resource with my mother that would allow me to attend a French immersion elementary school. Under the direction of my Girl Scout leader, my troop and I traveled to Mexico and gave me a thirst for travel. Both community members went above and beyond their 'duty' to take an interest in my well-being. Though neither were of color, they never once treated me (or my family) with anything but respect and dignity. Had they not taken an interest in me, had my family not supported my interests in traveling abroad, had I not discovered something in those experiences that I claimed as uniquely mine, I know the trajectory of my life would have been different.

Not unlike some of the students I interviewed, just getting to university was a feat onto itself. I worked to pay my tuition without parental financial support. Three weeks prior to departure, I did not know if I would have the needed funds to study abroad. The scales tipped in my favor once I was awarded partial financial aid; I survived that year on the included stipend and $500 of spending money.

My year abroad gave me a sense of freedom I never knew existed, while simultaneously helping me orient myself as an American. I was no longer exclusively identified by my race but, for the first time, my nationality took precedence. This understanding would later help unify the sum of my multiple parts and was key in my own identity formation. Studying abroad taught me to expand my expectations: if I could survive a year abroad in a foreign country speaking a language mired in complications and grammatical exceptions, then perhaps there were other challenges awaiting me. I decided to attend graduate school shortly before returning home, something I had previously never entertained.

Notwithstanding the successes of that year, there was no preparatory information about what to expect as a visible minority and intersectionality was certainly never discussed. I thrived because my time abroad was easier for me than when I was home. I did not have to work two jobs and attend university; therefore, my grades were higher than they had ever been. However, I know my Haitian friend and I discussed how alone we felt in our struggles. Though we became a support for each other, we could have benefited from the support of an advisor.

Thirty years later, I am just as passionate about the transformational power of study abroad. The ski toting girl in the vignette has become a family friend (our own daughters are now friends). However, I am concerned that SOC are still tremendously underrepresented in SA and still struggling to have programming reflect their needs.

7.8 Final words

This thesis was conducted during turbulent, uncomfortable, and painful times. Looking at the New York Times (2021) bestseller's list, eight out of 15 soft cover top sellers are social justice books based on racism and discrimination for people of color. This illustrates the space social justice is occupying in the collective American spirit. The murder of George Floyd magnified racial injustice in the United States as a police officer kneeled on the neck of an AA man (for over eight minutes) and resulted in his death (Hernandez and Mueller, 2020). The world also watched a White supremacy led insurrection on the nation's capital believed to have been instigated by the former American president (Leatherby et al., 2021). This concurrently occurred during a pandemic where we learned people of color are overrepresented in Covid 19 deaths and underrepresented in vaccinations efforts (Ndugga et al., 2021). These ugly events

have showcased undeniably real systemic cultural obstacles facing people of color and their communities within the American context.

Educators around the world can play large roles in systemic change by understanding the power of their influence, enacting proactive policy, and incorporating measures that are welcoming and inclusive. This is not a case of simply using the same policies to hopefully yield better results, but about changing the existing culture to ensure that any student with the desire and ability to SA is welcomed in an environment of inclusion, enthusiasm, and empathy. This is a sentiment and a goal that is not limited to the American context but may be equally recognizable as a need at other HEI around the globe. As this study suggests, inclusive practices begin with who sits at the decision-making tables and is heard. The student interviewees shared aspects of their experiences that were very personal in content and not necessarily items they had discussed with advisors or revealed in evaluations. International educators will not be able to accurately access the needs of SOC (or other marginalized groups) if their stories are not being heard and consolidated into programming. The study highlights the importance of valuing the voices of SOC with the understanding a potential ripple effect may occur and extend beyond one group to potentially benefit educators and other student peers. These types of cross-cultural exchanges embody what SA was designed to accomplish; SA has always been about finding ways to increase understanding despite social differences.

References

Allen, W.R., Devost, A. and Mack, C., (2020). Hidden in plain sight: Historically Black colleges and universities in America. *Quaderni di Sociologia*, *64*(83-LXIV), pp.25-46.

Alon, S. and Tienda, M., (2007). Diversity, opportunity, and the shifting meritocracy in higher education. *American Sociological Review*, *72*(4), pp.487-511.

Akande, Y., and C. Slawson. 2000. "A Case Study of 50 Years of Study Abroad Alumni." *International Educator* 9 (3): 12–16.

Andersen, L. (2012). Underrepresented Students and Study Abroad: What Is Missing?. Retrieved from the University of Minnesota Digital Conservancy, https://hdl.handle.net/11299/187534.

Asaoka, T., & Yano, J. (2009). The Contribution of "Study Abroad" Programs to Japanese Internationalization. *Journal of Studies in International Education*, *13*(2), 174-188.

Austin, L.J., Parnes, M.F., Jarjoura, G.R., Keller, T.E., Herrera, C., Tanyu, M. and Schwartz, S.E. (2020). Connecting youth: The role of mentoring approach. *Journal of youth and adolescence*, *49*(12), pp.2409-2428.

Autin, F., Batruch, A. and Butera, F. (2015). Social justice in education: How the function of selection in educational institutions predicts support for (non) egalitarian assessment practices. *Frontiers in Psychology*, *6*, p.707.

Bailey Shea, C. (2009). *Issues that affect American college students' participation in study abroad* (Doctoral dissertation). (Publication No. AAT 3395372).

Bajaj, S. and Stanford, F. (2021). Beyond Tuskegee—vaccine distrust and everyday racism. *New England Journal of Medicine*, *384*(5), p.e12.

Barnes SL. (2003). A sociological examination of WEB Du Bois' The souls of black folk. The North Star: A Journal of African-American Religious History. 6(2).

Baxter, P. and Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, *13*(4), pp.544-559.

Berdan, S. and Johannes, W., (2014). What will it take to double study abroad?.

Bernal, D. D. (2002). Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge. *Qualitative Inquiry*, *8*(1), 105-126.

Bhopal, K., (2017). Addressing racial inequalities in higher education: Equity, inclusion and social justice. *Ethnic and Racial Studies*, *40*(13), pp.2293-2299.

Bidwell, Allie. “U.S. Falls Short in Studying Abroad.” U.S. News and World Report. November 17, 2014

Bingham, A. and Witkowski, P.(2021). Deductive and inductive approaches to qualitative data analysis. *Analyzing and interpreting qualitative data: After the interview*, pp.133-146.

Bloomberg, L. D., & Volpe, M. (2016). Completing your qualitative dissertation: A roadmap from beginning to end (3rd ed). Thousand Oaks, CA: SAGE Publications Ltd.

Brannon, T., Markus, H, Taylor, V., &Kawakami, K. (2015). Two souls, two thoughts, two self-schemas: double consciousness can have positive academic consequences for African Americans. Journal of Personality and Social Psychology, Vol.108(4), pp.586-609.

Braun, V. and Clarke, V., (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, *3*(2), pp.77-101.

Brennan, J., King, R. and Lebeau, Y. (2004). The role of universities in the transformation of societies. Synthesis Report. Centre for Higher Education Research and Information/Association of Commonwealth Universities, UK, 72.

Brubaker, C. 2007. “Six Weeks in the Eifel: A Case for Culture Learning during Short-term Study Abroad.” *Unterrichtspraxis/Teaching German* 40 (2): 118–123.

Bruce, A. (2012). Beyond the black horizon: Perspectives of African American collegians who studied abroad.

Brux, J. M., & Fry, B. (2010). Multicultural students in study abroad: Their interests, their issues, and their constraints. Journal of Studies in International Education, 14(5), 508-527. doi.org/10.1177/1028315309342486

Brux, J. and Ngoboka, P., {2002). Underrepresented US students and international study. In *Poster session presented at the Council on International Educational Exchange Conference, Atlanta, GA, November*.

Cabrera, N. L. (2018). Where is the racial theory in critical race theory?: A constructive criticism of the crits. *The Review of Higher Education*, *42*(1), 209-233.

Campbell, K., (2016). Short-term study abroad programmes: objectives and accomplishments. *Journal of international Mobility*, *4*(1), pp.189-204.

Carbado, D. W., & Roithmayr, D. (2014). Critical race theory meets social science. *Annual Review of Law and Social Science*, *10*, 149-167.

Carlson, J., Burns, B., Useem, J. & Yachimowicz, D. (1990). *Study abroad: The experience of American undergraduates in Western Europe and the United States*. NY: Greenwood Press.

Carter, H. (1991). Minority access to international education. *Black students and overseas programs: Broadening the base of participation*, 9-20.

Center for Minority-serving institutions (2018). https://cmsi.gse.upenn.edu/

Chang, M.J., (2002). Perservation or Transformation: Where's the Real Educational Discourse on Diversity?. *The Review of Higher Education*, *25*(2), pp.125-140.

Chang, M.J., Sharkness, J., Hurtado, S. and Newman, C.B., 2014. What matters in college for retaining aspiring scientists and engineers from underrepresented racial groups. *Journal of Research in Science Teaching*, *51*(5), pp.555-580.

Chieffo, L., & Griffiths, L., (2010). Here to stay: Increasing acceptance of short-term study abroad programs. The handbook of practice and research in study abroad Routledge pp. 387-407.

Cluesman, S. and Gwadz, M. (2022). Exploring intervention components grounded in critical race theory, harm reduction, and self-determination theory: A qualitative study with Black and Latino persons living with HIV in the United States.

Coates, T.N., (2015). The case for reparations. In *The Best American Magazine Writing 2015* (pp. 1-50). Columbia University Press.

Cole, J. B. (1991). Opening address of the 43rd international conference on educational exchange. In Black students and overseas programs: Broadening the base of participation. pp. 1-8. Papers and speeches presented at the 43rd CIEE International Conference on Education Exchange. New York: Council on International Education Exchange.

Contreras, E., López-McGee, L., Wick, D. and Willis, T., (2019). Introduction: A virtual issue on diversity and inclusion in education abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *31*(Virtual), pp.1-6.

Cook, B. (2013). Double consciousness. *McNair Scholars Journal*, *15*(1), pp.1-18.

Cooper, M., (2015). The false promise of meritocracy. *The Atlantic*, *1*.

Council on International Education Exchange. (1991). Black students and overseas programs: Broadening the base of participation. Papers and speeches presented at the 43rd CIEE International Conference on Education

Covington, M. (2017) If not us then who? Exploring the role of HBCUs in increasing Black student engagement in study abroad," *College Student Affairs Leadership*, *4*(1), 5. Exchange. New York: Council on International Education Exchange.

Craig, S, (1998). Top 19 reasons African American students to go abroad. *Transitions Abroad*, 10(1), 89-91.

Crenshaw, K. (1989). Demarginalization the intersection of race and sex: a black feminist's critique of antidiscrimination doctrine, feminist theory, and antiracist politics. University of Chicago, 139-167

Davis, T. M., (2001). Open *doors 2000/01: Report on international educational exchange*. New York: Institute of International Education.

DeGraaf, D., Slagter, C., Larsen, K., & Ditta, E. (2013). The long-term personal and professional impacts of participating in a study abroad program. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *23*, 42-59.

Delgado, R., Stefancic, J., & Harris, A. (2017). *Critical race theory: An introduction*. (3rd ed.). New York University Press.

Dinani, T. T. (2016). *The impact of ethnic identity stage development on the intercultural sensitivity of African-American students during study abroad*. Biola University.

Donnelly-Smith, L. (2009). Global learning through short-term study abroad. *AAC&U Peer Review,* 11(4) 12-15.

Du Bois, W. E. B. (1989). *The souls of Black folk*. Penguin Books.

Engel, L. C. (2017). *Underrepresented students in US study abroad: Investigating impacts*. IIE Center for Academic Mobility Research & Impact.

Dumont, S.E. and Paster, A.R., 2010. The internationalization of US universities—are we making progress?. *International Educator*, *19*(4), p.52.

Duster, T., (2009). The long path to higher education for African Americans.

(Dwyer, M. (2004). More is better: the impact of study abroad program duration. *Frontiers Interdisciplinary Journal of Study Abroad*, 10(Fall), 117-29.

Edwards, B. (2015, October 13). Black students don't study abroad, but new initiative hopes to change that. *The Root.* Retrieved from http://www.theroot.com/black- students-don-t-study-abroad-but-a-new-initiative-1790861599.

Egenes, K.J., (2012). Health care delivery through a different lens: The lived experience of culture shock while participating in an international educational program. *Nurse education today*, *32*(7), pp.760-764.

Eidson, K. (2015). Increasing minority participation in study abroad programs. *Journal of Universality of Global Education Issues*, *2*.

Engel, L. C. (2017). *Underrepresented students in US study abroad: Investigating impacts*. IIE Center for Academic Mobility Research & Impact.

Esmieu, P., Mullen, S., Samayoa, A. C., Gasman, M., Perkins, C., Wolff, M., & Beazley, M. (2016). Increasing diversity abroad: Expanding opportunities for students at minority serving institutions. *Philadelphia, PA: Penn Center for Minority-serving institutions, Graduate School of Education, University of Pennsylvania*.

Espinosa, L. L., Orfield, G., & Gaertner, M. N. (2015). Race, class, and college access: Achieving diversity in a shifting legal landscape.

Fields, C.D. (2001). Go abroad, and save excuses, *Black Issues in Higher Education*, 18(12), p. 28.

Ford, K. A. (2012). Shifting White ideological scripts: The educational benefits of inter- and intraracial curricular dialogues on the experiences of White college students. *Journal of Diversity in Higher Education*, *5*(3), 138.

Fukai, S., (2016). The Impact of Study Abroad on Post-graduation Job Search.

Flyvbjerg, B., 2006. Five misunderstandings about case-study research. *Qualitative inquiry*, *12*(2), pp.219-245.

Ganz, M.A. (1991). The Spelman experience: Encouraging and supporting minority students abroad. In *Black students and overseas programs: Broadening the base of participation* (pp.43-55). Charleston, SC, Retrieved from http://www.eric.ed.gov/PDFS/ED340323.pdf

Gasman, M. (2013). *The changing face of historically Black colleges and universities*. Philadelphia, PA: Center for Minority Serving Institutions,

Gasman, M. (2015). Black colleges matter: and we have the data to prove it. Newsweek.

Gates, H. (2008). Berea College Commencement Address. Appalachian Heritage, vol. 36 no. 3, 2008, pp. 21-28. Project Muse, dos:10.1353/aph.0.0059.

Goldstein, S.B. and Keller, S.R., 2015. US college students' lay theories of culture shock. *International Journal of Intercultural Relations*, *47*, pp.187-194.

Gray, K.M. and Savicki, V., (2015). Study Abroad Reentry: Behavior, Affect, and Cultural Distance. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *26*, pp.264-278.

Green, T.D., Ammah, B.B., Butler-Byrd, N., Brandon, R. and McIntosh, A., (2017). African–American Mentoring Program (AAMP): Addressing the cracks in the graduate education pipeline. *Mentoring & Tutoring: Partnership in Learning*, *25*(5), pp.528-547.

Hadis, B.F., (2005). Why are they better students when they come back? Determinants of academic focusing gains in the study abroad experience. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 11, 57-70.

Hannon, C.R., (2016). Stress, Coping, and well-being of African American college women: a grounded theory study.

Harper, S. R. (2010). An anti-deficit achievement framework for research on students of color in STEM. *New Directions for Institutional Research*, *2010*(148), 63-74.

Harris, A. (2015). Critical Race Theory. *In International Encyclopedia of the Social & Behavioral Sciences (*pp. 266-270*).*

Harris III, O. (2012). From margin to center: participating in village pedagogy at historically black colleges and universities. *The Urban Review*, 44(3), 332-357.

Harris-Weedman, M., (2022). It Takes a Village: Holistic Emancipatory Framework for Students of Color in Study Abroad. In *Reimagining Internationalization and International Initiatives at Historically Black Colleges and Universities* (pp. 173-188). Palgrave Macmillan, Cham.

Hembroff, L. A., & Rusz, D. L. (1993). Minorities and overseas studies programs: Correlates of differential participation (Occasional papers on International Educational Exchange, 30). New York: Council on International Educational Exchange.

Hernandez, J.C. and Mueller, B., (2020). Global anger grows over George Floyd death, and becomes an anti-Trump cudgel. *The New York Times*, *1*.

Hill, J.B., (2021). Culture and Conversation: Rethinking Brown v. Board of Education a Postponed Commitment to Educational Equality. *Journal of Education and Learning*, *10*(2), pp.37-52.

Hoffa, W., & DePaul, S. (Eds.). (2010). *A history of US study abroad: 1965 to the present*. Carlisle, PA: The Forum on Education Abroad.

hooks, bell. (2015). *Feminist theory: from margin to center*. Boston, MA: South End Press.

hooks, b. (2003). *Teaching Community: a pedagogy of hope*. New York: Routledge.

hooks, b. (2000). *Where we stand: class matters*. New York: Routledge.

Hovey, R. and Weinberg, A., 2010. Global learning and the making of citizen diplomats. In *The handbook of practice and research in study abroad* (pp. 55-70). Routledge.

Hurtado, S., 1992. The campus racial climate: Contexts of conflict. *The Journal of Higher Education*, *63*(5), pp.539-569.

Hurtado, S., Clayton-Pedersen, A.R., Allen, W.R. and Milem, J.F., (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *The review of higher education*, *21*(3), pp.279-302.

IES Abroad, (2009). Report of the IES Abroad think tank on diversity in education abroad

Institute of International Education. (2019). Open Doors Data: U.S. Study Abroad: Fields of Study. *Open Doors Report on International Education Exchange*.

Institute of International Education. (2018). Open doors report on international educational exchange. Retrieved from http://www.iie.org/opendoors

Jaschik, S., (2017). A Plan to kill high school transcripts… and transform college admissions. *Inside Higher Ed*.

Kasravi, J. (2009). Factors influencing the decision to study abroad for students of color: Moving beyond the barriers (Doctoral dissertation). Retrieved from ProQuest, UMI Dissertations Publishing.

Kauffmann, N.L., Martin, J.N., Weaver, H.D., & Weaver, J. (1992). *Students Abroad: Strangers at Home. Education for a Global Society*. Yarmouth, Maine: Intercultural Press, Inc. 1992.

Kenne, E., (2014). Study abroad: An essential part of language acquisition.

Key, S. L. (2018). Black American Undergraduates Studying Abroad: What Are Their Intentions and Behaviors? (Doctoral dissertation, University of Pittsburgh).

King, D. K. (1988). Multiple jeopardy, multiple consciousness: The context of a Black feminist ideology. *Signs: Journal of women in culture and society*, *14*(1), 42-72.

King Jr, M. L. (1963). I have a dream speech. *Washington, DC, August 28*.

Kronholz, J.F. and Osborn, D.S., 2016. The Impact of Study Abroad Experiences on Vocational Identity among College Students. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *27*, pp.70-84.

Kuh, G.D. (2008). High-impact educational practices: what they are, who has access to them, and why they matter. *Association of American Colleges and Universities*, 14, (3), pp.28-29.

Ladika, S. (2009). Beyond stereotypes in education abroad. *International Educator*, *18*(2), 28.

Leatherby, L., Ray, A., Singhvi, A., Triebert, C., Watkins, D., & Willis, H. (2021). How a presidential rally turned a capitol rampage, *The New York Times* (January 12). https://www.nytimes.com/interactive/2021/01/12/us/capitol-mob-timeline.html?action=click&pgtype=Article&state=default&module=styln-capitol-mob-inline&region=MAIN_CONTENT_3&context=styln-freeform

Lee, J.A. and Green, Q., (2016). Unique opportunities: Influence of study abroad on Black students. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *28*(1), pp.61-77.

Leichter, K. (2016). HBCUs: An unheralded role in STEM majors and a model for other colleges. *The Chronicle of Higher Education*, *62*, 26.

Linneberg, M.S. and Korsgaard, S., (2019). Coding qualitative data: A synthesis guiding the novice. *Qualitative research journal*.

Lu, C., Reddick, R., Dean, D., & Pecero, V. (2015). Coloring up study abroad: Exploring Black students' decision to study in China. *Journal of Student Affairs Research and Practice*, *52*(4), 440-451.

Maharaja, G., (2018). The Impact of Study Abroad on College Students' Intercultural Competence and Personal Development. *International Research and Review*, *7*(2), pp.18-41.

Marchese, D., (2020). Henry Louis Gates Jr., on what really happened at Obama's 'beer summit'. New York Times Magazine. Retrieved from: https://www.nytimes.com/interactive/2020/02/03/magazine/henry-louis-gates-jr-interview.html

Marie, J., & Sanders, K. N. (2018). Diversity competence within faculty-led study abroad programs. *Journal Committed to Social Change on Race and Ethnicity (JCSCORE)*, *4*(2), 91-111.

Marx, H. and Moss, D.M., (2011). Please mind the culture gap: Intercultural development during a teacher education study abroad program. *Journal of teacher education*, *62*(1), pp.35-47.

Massie, V., (2016). White women benefit most from affirmative action-and are among its fiercest opponents. Vox.

M'Balia, T. (2013). The problematization of racial/ethnic minority student participation in US study abroad. *Applied Linguistics Review*, 4(2), 365-390.

McClure, K. R., Szelenyi, K., Niehaus, E., Anderson, A. A., & Reed, J. (2010). “We just don’t have the possibility yet”: U.S. Latina/o narratives on study abroad. *Journal of Student Affairs Research and Practice*, 47, 367-386. doi:10.2202/1949-6605.6506

McKay, C. L. (2010). Community Education and Critical Race Praxis: The Power of Voice. *Educational Foundations*, *24*, 25-38.

McKay-Jackson, C.L., 2017. Words matter: Interrogating master narratives. *Children & Schools*, *39*(2), pp.67-69.

Merryfield, M. (1995). Teacher education in global and international education. (ERIC Document Reproduction Service No. ED384601). Washington, DC: ERIC Clearinghouse.

Dictionary, M.W., Merriam-webster.com. Retrieved December 14, 2019, from https://www.merriam-webster.com/dictionary/mensch

Merryfield, M. M. (1995). Institutionalizing cross-cultural experiences and international expertise in teacher education: The development and potential of a global education PDS network.Journal of Teacher Education, 46(1),1-9.

Mikuláš, J. and Jitka, S., 2019. Statistical analysis of study abroad experiences of international students in five major host countries of Europe. *Journal of International Students*, *9*(1), pp.1-18.

Milem, J.F., Chang, M.J. and Antonio, A.L., (2005). *Making diversity work on campus: A research-based perspective* (pp. 1-39). Washington, DC: Association American Colleges and Universities.

Mills, L.H., Vrba, T. and Deviney, D., 2012. Enriching the short-term study abroad program through collaboration: A tale of two universities. *Journal of Business and Behavioral Sciences*, *24*(3), p.112.

NAFSA: Association of International Educators. (2000). Toward an international education policy for the United States. Chicago, IL. (Issue Brief). [On-line] Available at: http://www.nafsa.org/int-ed/22200.html

National Center for Education Statistics (2019). "Digest of Education Statistics 2019. NCES 2021-009." Status and Trends in the Education of Racial and Ethnic Groups 2018. NCES 2019-038.

Ndugga, N., Pham, O., Hill, L., Artiga, S., Alam, R. and Parker, N., (2021). Latest data on COVID-19 vaccinations race/ethnicity. *Kais Family Found*.

Neppel, J.M., 2005. Study abroad as a passport to student learning: Does the duration of the study abroad program matter?. University of Maryland, College Park.

Ntiri, D.W., 2001. Access to higher education for nontraditional students and minorities in a technology-focused society. *Urban Education*, *36*(1), pp.129-144.

O'Neal, G. S. (2012). Teaching note: Self-assessment and dialogue as tools for appreciating diversity. *Journal of Social Work Education*, *48*(1), 159-166.

Orfield, G. (2009). Reviving the goal of an integrated society: A 21st century challenge.

Parkinson, A., 2007. Engineering study abroad programs: Formats, challenges, best practices. *Online journal for global engineering education*, *2*(2), p.2.

Patten, E. (2016). Racial, gender wage gaps persist in US despite some progress.

Paus, E., & Robinson, M. (2008). Increasing study abroad participation: The faculty makes the difference. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *17*, 33-49.

Peckenpaugh, K. (2014, November). Unpacking the study abroad experience: An intercultural process. Proceedings of the Intercultural Competence Conference, vol. 3, 116–142.

Penn, E. B., & Tanner, J. (2009). Black students and international education: An assessment. *Journal of Black Studies*, 40(2), 266-282.

Perkins, C., (2020). Rewriting the Narrative: An Anti-Deficit Perspective on Study Abroad Participation. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *32*(1), pp.148-165.

Princeton Review (2021). https://www.princetonreview.com

Redden, E. (2007). Study abroad isn't just for white students. *Inside higher ed*, 11.

Reed, A. E. (2016). Student Participation in Coil Programs and its Impact on Study Abroad Enrollment.

Richards, D. & Awokoya, J. (2012). Understanding HBCU retention and completion. Fairfax, VA; Federick D. Patterson Research Institute, UNCF

Roach, R., 2001. Where are the Black men on campus?. *Diverse Issues in Higher Education*, *18*(6), p.18.

Rutgers Center for Minority-serving institutions (2022). https://cmsi.gse.rutgers.edu

Salisbury, M., Paulsen, M., & Pascarella, E. (2011). Why do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors that Influence White and Minority Students' Intent to Study Abroad. Research in Higher Education, 52(2), 123–150. doi:10.1007/s11162-010-9191-2

Savicki, V., (2013). The effects of affect on study abroad students. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *22*, pp.131-147.

Schulmann, P. (2016). Study abroad: Can US institutions do better? Trends, benefits, access, and equity. *World Education News+ Reviews.*

Scott-Clayton, J., & Li, J. (2016). Black-white disparity in student loan debt more than triples after graduation. *Economic Studies, Volume 2 No. 3*.

Sen, A. (2010). *The idea of justice.* London: Penguin.

Sen, A. (2005). Human Rights and Capabilities. *Journal of Human Development*, *6*(2), 151-166.

Seymour, S., & Ray, J. (2015). Grads of historically black colleges have well-being edge. *Gallup. com*, *1127*.

Simon, J. & Ainsworth, J. (2012). Race and socioeconomic status differences in study abroad participation: The role of habitus, social networks, and cultural capital. *ISRN Education*. 1-12. doi:10.5402/2012/413896.

Smiles, R. V. (2001). A world-class education. *Diverse Issues in Higher Education*, *18*(12), 18.

Soria, K.M. and Troisi, J., (2014). Internationalization at home alternatives to study abroad: Implications for students' development of global, international, and intercultural competencies. *Journal of studies in international education*, *18*(3), pp.261-280.

Solorzano, D., & Yosso, T. (2001). Critical race and LatCrit theory and method: Counter-storytelling. *International Journal of Qualitative Studies in Education*, *14*(4), 471-495.

Solorzano, D. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. (Knocking at Freedom's Door: Race, Equity, and Affirmative Action in U.S. Higher Education). *Journal of Negro Education, 69*(1 2), 60-73.

Son Hing, L.S., Bobocel, D.R., Zanna, M.P., Garcia, D.M., Gee, S.S. and Orazietti, K., 2011. The merit of meritocracy. *Journal of personality and social psychology*, *101*(3), p.433.

Spencer, R., Pryce, J.M. and Walsh, J., 2014. Philosophical approaches to qualitative research. *The Oxford handbook of qualitative research*, pp.81-98.

Spencer, S.E. and Tuma, K. eds., 2002. *The guide to successful short-term programs abroad*. NAFSA, Association of International Educators.

Stanovich, K.E., West, R.F. and Toplak, M.E., (2013). Myside bias, rational thinking, and intelligence. *Current Directions in Psychological Science*, *22*(4), pp.259-264.

Steelman, B. (2014). A look back at Brown vs. Board of Education. Tribune Business News.

Stroud, A. (2010). Who plans (not) to study abroad? An examination of US student intent. *Journal of Studies in International Education*, 14(5), 491-507.

Sweeney, K. (2013). Inclusive excellence and underrepresentation of students of color in study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *23*, 1-21.

Sue, D., & Sue, D. M. (2007). Foundations of counseling and psychotherapy: Evidence-based practices for a diverse society. John Wiley & Sons.

Tate, W. (1997). Critical race theory and education: History, theory, and implications. *Review of Research in Education, 22*, 195-247.

Tensley, B. (2015). What's keeping black students from study abroad? The Atlantic. Retrieved from https://www.theatlantic.com/education/archive/2015/03/why-black-students- dont- stud y- abroad /387679/

Terra Dotta (2018). Diversity in study abroad: why you need it-and how to achieve it. Retrieved from https://www.terradotta.com/files/terra-dotta-eBook-Diversity-In-Study-Abroad.pdf.

TIght, M. (2015). Case Study Research: small-scale research with meaning.

Thomas, G., (2013). A review of thinking and research about inclusive education policy, with suggestions for a new kind of inclusive thinking. *British Educational Research Journal*, *39*(3), pp.473-490.

Tolliver, D. E. (2000). Study abroad in Africa: Learning about race, racism, and the racial legacy of America. *African Issues*, *28*(1-2), pp.112-116.

Twombly, S. B., Salisbury, M. H., Tumanut, S. D., & Klute, P. (2012). Who studies abroad and who does not. In K. Ward & L. E. Wolf-Wendel (Eds.), ASHE Higher Education Report (Vol. 38, pp. 37-65). San Francisco, CA: John Wiley.

U.S. Census Bureau. 2017. “Our Research: Research to Improve Data on Race and Ethnicity.” Washington, DC: U.S. Census Bureau. Retrieved July 2, 2017 (https://www.census.gov/about/our-research/race- ethnicity.html).

US Department of Education, National Center for Education Statistics. (2016). Digest of education statistics, 2018. *(NCES 2017-094)*.

Walker, M. (2005). Amartya Sen's capability approach and education. *Educational Action Research, 13*(1), 103-110.

Walshaw, M. (2012). *Getting to grips with doctoral research*. Macmillan International Higher Education.

Wanner, D. (2009). Study abroad and language: From maximal to realistic models. In R. Lewin (Ed.), The handbook of practice and research in study abroad: Higher education and the quest for global citizenship (pp. 81-98). New York, NY: Routledge.

Warikoo, N. K., & Deckman, S. L. (2014, December). Beyond the numbers: Institutional influences on experiences with diversity on elite college campuses. In *Sociological Forum* (Vol. 29, No. 4, pp. 959-981).

Welton, A. & Martinez, M. (2014). Coloring the college pathway: A more culturally responsive approach to college readiness and access for students of color in secondary schools. *The Urban Review, 46*. doi: 10.1007/s11256-013-0252-7.

Williams, V. M. (2001). Relations among career self-efficacy, racial identity attitudes, and traditionality of career choice of African American college students. University of Illinois at Urbana-Champaign.

Willis, T. (2015). “And still we rise. . .”: Microaggressions and intersectionality in the study abroad experiences of Black women. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *26*, 209-230.

Wise, T., (2005). Membership has its privileges: Thoughts on acknowledging and challenging whiteness. *White privilege: Essential readings on the other side of racism*, *2*, pp.119-122.

Vande Berg, M., Connor-Linton, J., & Paige, R.M. (2009). The Georgetown Consortium Project: Interventions for student learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *18*, 1–75.

Yazan, B., (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *The qualitative report*, *20*(2), pp.134-152.

Yin, R. K. (2008). *Case study research*. Los Angeles, CA: SAGE.

Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, *8*, 69-91.doi: 10.1080/1361332052000341006

Zahn, G.D., Sandell, E.J. and Lindsey, C.E., 2007. Fostering global-mindedness in teacher preparation. *International Journal of Teaching and Learning in Higher Education*, *19*(3), p.331.

Zainal Z. (2007), Case Study as a Research Method, *Journal Kemanusiaan*,Vol.5 (1), p.1-6.

Appendices

Appendix A: Student consent form (questionnaire and interview)

I am exploring some of the needs of underrepresented study abroad students in relationship with respect to their academic programs and student support services. Because you are a student of color, I am inviting you to participate in this research study by completing the attached questionnaire. I would also like to potentially follow-up on your study abroad experience and interview you about your experiences studying abroad.

Some key points covered in the consent forms:

- I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
- I understand that my participation is voluntary and that I am free to withdraw at any time during my participation in this study and within 2 weeks after I took part in the study, without giving any reason. If I withdraw within 2 weeks of taking part in the study, my data will be removed.
- I understand no personal identifiable information (like my name, address, etc..) will be collected for the purpose of the questionnaire.
- I understand the questionnaire data will be inputted using an assigned name attached to my questionnaire and any potential identifying information will be destroyed and will not be shared with faculty or the university.

Appendix B: Faculty/Staff Consent

Because you are a university staff member linked with study abroad, I would like to interview you about your experiences with students of color who are engaged with studying abroad.

Key points were the same as for students

Appendix C: Student Email

Visiting another country, having a more in depth look at a different culture, and (for some) speaking another language can be a humbling, daunting, and exciting undertaking. Whether you engaged in a short or longer stay, your study abroad experience can be of use to educators and researchers invested in providing quality study abroad programming.

I can imagine how busy you are and have designed a brief survey to learn more about your experiences. Your name will not be used, and additional information will be provided before you agree to participate in the study using the link below.

Appendix D: Student Interview Schedule

Student Interview Study Abroad

Key themes/ questions

TRANSITION

1. Could you tell me how you first came to learn about study abroad?
2. What were your motivations for engaging in this experience?
3. How supportive were your family and/or friends (loved ones) when they learned of your interest?
4. How would you characterize the support of your academic advisor and professors?
5. While making the decision to study abroad, what were some of the major points and issues you had to take into consideration?
6. Could you tell me a little about the type of program you selected? Where did you go? You can give as little or as much detail with which your feel comfortable.

PRE-DEPARTURE PREPARATIONS

7. What were some of the academic and language requirements (or suggested requirements) your program had to qualify to study abroad?
8. Did you meet the requirements (or suggested requirements)? If you did not, were any special arrangements made?
9. In what ways were you prepared prior to departure, for adapting to the host culture and program group? Did any of this preparation include materials/information specific to students of color?
10. How do you identify yourself ethnically?

11. Looking back on the reality of your experience, what would have been helpful to know in advance of your arrival specific to your experiences as an ethnic minority in the host culture?
12. What emotions strengths and challenges did you bring with you that aided and/or made the year more difficult for you?

ARRIVAL

13. In what ways, if any, has race, ethnicity, and/or social/economic status been a factor during your time abroad?
14. As a person of color, are there any ways in which studying abroad has felt:
15. What specific qualities did you discover about yourself that enabled you to get through some of the challenges associated with residing temporarily in a foreign country?
16. How do you define a ‘successful’ study abroad experience?
    a) empowering
    b) challenging
17. In your view, to what extent have you (or other African American peers you’ve witnessed in your group felt well received by:
    a) staff
    b) other student peers in sharing emotional situations specific to this ethnic/racial group?
18. Do you feel you have or have not had to adapt differently to the program or host culture as a student of color compared to other study abroad peers? In what way?

RE-ENTRY

19. Did the program you attended meet your expectations? In what ways and in what ways did it not meet your expectations?
20. What has your experience with re-entry been?
21. Did you experience any re-entry issues that may have been specific to African American or Black students? If so, were there any ways in which your study abroad program provided or made support services accessible?
22. How have your friends and family responded to your study abroad experience since your return?
23. Are you aware of or been in contact with other Black students who have gone abroad?
24. Would you (or have you) recommended this experience to other students of color?

CLOSING

25. Thank you for your participation and patience. Finally, if you were given free rein to design a program with the needs of SOC in mind, what would you do?
26. Is there anything you think would be helpful for me to know about your study abroad experience?

Appendix E: Staff/Faculty Interview Schedule

OPENING

I'm here to learn from you today; you are the expert here. Your participation is strictly voluntary, and you do not have to respond; that said, there may be questions that seem personal or sensitive in nature. There aren't any right or wrong answers; I'm interested in your perspective.

TRANSITION

Let me begin by asking you some background questions to learn a bit about you and how you came to be interested in international education.

INTRODUCTION & DEMOGRAPHICS

STUDENTS OF COLOR PARTICIPATION/RECRUITMENT

1. When thinking about the various populations of students your office provides service for, what are some of the populations you think are underrepresented based on your own observations and experiences?
2. Open Doors provides some generalized statistics on study abroad and has indicated in the 2014/15 academic year there were a total of 313, 415 US students study abroad; 8.85 of those students were Latino(a) and 5.6 % were Black or African American. Are these numbers consistent with what you see at your own University?
3. How have you or members of your team worked towards increasing participation rates of this population?
4. Do you know of any study abroad programs that are effective in increasing the number of students of color studying abroad?

PRE-DEPARTURE PREPARATIONS

5. What are some of the academic and language requirements (or suggested requirements) your program has for students to be eligible to study abroad?
6. Are there any trends you are aware of in terms of the type and length of study abroad programs being sought after by students of color?
7. Do you feel your program adequately prepares students, including more non-traditional students for how they will be received by the host country?
8. Have you received any concrete feedback from students of color indicating what they found helpful or would have liked to have known in advance of their arrival specific to their experience as an ethnic minority?

ARRIVAL

9. Have you experienced students of color reporting ways in which studying abroad has felt?

   empowering

   challenging
10. When applicable, how are host families selected and trained to house a diverse cross section of students?
11. Do you feel students of color have to adapt to study abroad differently than their study abroad peers?
12. In your study abroad professional role, have you been sought out by students of color to share emotional situations/experiences specific to their study abroad experience?

RE-ENTRY

13. What are some of the ways in which students can provide feedback about their study abroad program and experiences?
14. Are students of color reporting any re-entry related issues that may be specific to their ethnic groups?
15. How do you define a ‘successful’ study abroad experience?

CLOSING

16 How would you rate your comfort level talking about these issued on a scale from 1-10; 1, being uncomfortable and 10 being extremely comfortable.
16. Finally, if you were given free rein to design a program with the needs of students of color in mind, what would you do?

Appendix F : Student Questionnaire

Background Information

1) What is your gender?

2) What is your current academic level:

3) What is your Race/Ethnicity

4) What is your nationality? Are you a permanent resident of the US?

5) What is your age?

6) Prior to studying abroad, had you travelled outside of your home state? If so, how many States have you travelled to?

7) Prior to your study abroad experience, what factors contributed to your traveling within or outside of the US:

College study abroad

High School Exchange Program

Group Travel

Personal Travel

Parents' work and/or Business related

Family Vacation

have not traveled outside of US prior to current study abroad experience

other not mentioned in the list _____

8) Please indicate what regions of the world you have had prior travel experience

9) How did you first hear about study abroad?

10) Please indicate the factors important in your decision to study abroad:

11) Did your study abroad experience involve learning a new language or strengthening a language you were studying prior to engaging in study abroad?

Academics

12) What was your academic major(s) prior to studying abroad?

13) Since studying abroad have you reconsidered changing your major(s)?

14) Please indicate your grade point average prior to studying abroad * estimation is ok following your study abroad experience

Study Abroad Background & Pre-departure

15) Please indicate the duration of your study abroad experiences:

16) What countries did you travel to for your study abroad experience(s)?

Language

17) Is English your first language?

Global Competence

Study Abroad pre-departure

Study Abroad during

26) Has your race/ethnicity been a factor during your studying abroad experience?

30) How would you rate your overall study abroad experience?

31) In preparation for your return home, how did your program prepare you for re-entry?

32) Were services/supports available to you prior and/or following returning home to aid with re-entry?

33) Did you experience reverse-culture shock?