Towards a Critical Race Approach to Increasing Access and Inclusion for African
Americans in Study Abroad: A Training Workshop for Faculty, Staff, and
Administrators
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Abstract

African American students are underrepresented in study abroad. In order to improve the pipeline to study abroad for African American students, staff, faculty, and administrators must learn about the historic and current factors that influence these students' participation in this opportunity. This project explores these factors from a Critical Race perspective and proposes best practices identified in the literature. Ultimately, this project proposes a training for faculty, staff, and administrators in international education that explores the factors that influence African American participation in study abroad, with a primarily focus on how study abroad professionals can improve access through Mentorship, Marketing, Accountability, and Program Design.

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Chapter One: Introduction and Project Proposal

Problem Statement

Study abroad is not inclusive enough for African American students. During the 2013/2014 academic year, over 300,000 American students studied abroad for academic credit (Institute of International Education, 2015a). Most of these students were degree seeking undergraduates at four-year institutions (Institute of International Education, 2015b). According to the National Center for Education Statistics (2013), Blacks comprise 14.2 % of full time U.S. degree seeking undergraduates. Yet, only 5.6 % of students who study abroad are Black (Institute of International Education, 2015a). In their article entitled *Coloring Up Study Abroad: Exploring Black Students' Decision to Study in China* Lu, Reddick, Dean, and Pecero (2015) warn, "If postsecondary institutions want Black students to be prepared for the global work force, increasing the number of students of Color studying abroad and providing pathways that encourage and allow them to do so is imperative" (p. 441).

For the purposes of this project, "study abroad" denotes a credit-baring post-secondary educational experience in which degree seeking students study outside of the United States. Recent quantitative research found a correlation between study abroad and communication skills, foreign language proficiency, and academic performance (Luo & Jamieson-Drake, 2015). Further, the U.S. Department of Education's International Strategy emphasized the importance of international education, including study abroad, stating that, "In today's globalized world, an effective domestic education agenda must address global needs and trends and aim to

develop a globally competent citizenry" (U.S. Department of Education, 2012, p. 2).

As the data demonstrate, Black students are, in large part, disproportionately left out

of this important and developmental opportunity. Targeted interventions are necessary

for institutions to make study abroad more accessible to African Americans.

Importance of the Problem and Rationale of the Project

Making study abroad more accessible to African American students is

important for three primary reasons. First, African Americans deserve and need to

have improved access to study abroad because it is extremely valuable. Research and

scholarship has linked study abroad to many positive educational and professional

outcomes. For example, Luo and Jamieson-Drake (2015) found a positive correlation

between study abroad and increased: (a) moral and ethical development, (b)

communication skills, (c) foreign language proficiency, (d) academic performance,

and (e) overall satisfaction. Further research has identified a positive correlation

between study abroad and persistence towards degree. Young (2007) found that

students who participated in a semester long study abroad experience were more

likely to persist and more likely to graduate in four years than those who did not study

abroad. Beyond academic benefits, other studies have linked study abroad to positive

career outcomes. One recent study strongly correlated study abroad participation with

the development of job skills, with expedient career and job placement post-

graduation, and with acceptance into first and second choice graduate schools

(Preston, 2012). Finally, additional research found that study abroad may be a coveted

qualification for employers. One study, which collected qualitative data from

corporate recruiters, suggested study abroad made candidates more competitive in the selection process when compared to others with the same qualifications (Harder et al., 2015). Ultimately, the research demonstrates that study abroad is a worthwhile academic and professional experience. As such, Black students should have equal access to study abroad.

Secondly, beyond professional and educational benefits, the U.S. government has repeatedly called for the democratization of study abroad as a matter of national security and global competitiveness. In 2001, as President George W. Bush inaugurated the very first International Education Week, he called for American students to actively engage in the international community through study abroad and other means in the interest of national security (Bush, 2001). In 2005, the Lincoln Commission called for both a significant increase in the number of students who study abroad and for the democratization of study abroad, noting that study abroad participation demographics should mirror the demographics of students in American higher education overall (Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005). In 2012, the U.S. Department of Education called for an increased emphasis on global competency development in education for *all* students in order to prepare them for global challenges, including issues of national security and diplomacy (U.S. Department of Education, 2012). These actions demonstrate that our government highly values international engagement, including study abroad, and that they believe that access to such engagement must be improved.

A third reason why the lack of access to study abroad for African Americans is important has to do with equity in education. The underrepresentation of African American students in study abroad is part of a larger reality of racial inequity in the American higher education system overall (Sweeney, 2014; Tumanut, Salisbury, Twombly, & Klute, 2012). According to Carnevale and Strohl (2013), racial stratification is a primary issue that permeates the higher education system in all areas. They state, "The American postsecondary system is a dual system of racially separate and unequal institutions despite the growing access of minorities to the postsecondary system" (Carnevale & Strohl, 2013, p. 7). They add, "The postsecondary system leaves a substantial number of qualified minorities on educational pathways that don't allow them to fulfill their educational and career potential" (Carnevale & Strohl, 2013, p.8).

The underrepresentation of African Americans in study abroad reflects this phenomenon. In two recent studies (one qualitative, one quantitative), researchers Penn and Tanner (2009) and Luo and Jamieson-Drake (2015) found that Black students expressed interest in study abroad at the same rate as White students. Yet, Blacks remain underrepresented in study abroad. Sweeny (2013) has argued that more national and institutional attention is warranted to examine the participation of students of Color (including African Americans) in study abroad in order to understand more about their pathways towards this opportunity. This scholar also argues that institutions in particular need to "…closely examine their practices and procedures to determine if and how they contribute to underrepresentation in study

abroad" (Sweeney, 2013, p. 3). As these scholars suggest, the underrepresentation of African Americans in study abroad is part of a pattern of racial inequity in higher education. It is important to work to make study abroad more accessible for African Americans in order to push against the institutional racism that is endemic in the American higher education system.

Background of the Project

The racial inequity in study abroad participation and access reflects a longstanding legacy of White privilege in the history of education abroad. Though American students have taken advantage of educational opportunities in international contexts since colonial times (Tumanut et al., 2012), study abroad as we know it today (a credit bearing educational experience for degree seeking students that takes place in a foreign country) first really began in the early twentieth century (Heisel & Stableski, 2009). According to Heisel and Stableski (2009), the first study abroad experiences catered to students of the humanities and arts, typically lasted the entire junior year, and focused on the development of foreign language skills along with exposure to the culture, history, and achievements of Western Europe. The first study abroad students were primarily White women attending exclusive, private, liberal arts institutions on the east coast (Tumanut et al., 2012).

Today, students from every discipline study all over the world in a variety of programs which feature classroom study, internships, volunteer work, and faculty-led coursework (Heisel & Stableski, 2009). Nevertheless, the profile of the average study abroad student has changed little. To date, study abroad participants remain

overwhelmingly White (74.3% in 2013) and female (65.3% in 2013) (Institute of International Education, 2015b). The Institute of International Education, which has collected data on study abroad since the 1980s, has been tracking the little changing racial/ethnic demographics of study abroad participants (Bruce, 2012). Indeed, in the last recorded decade (between 2003 and 2013), African American participation in study abroad has only increased by approximately two percentage points (Institute of International Education, 2015b).

This historical racial disparity in study abroad participation has not fallen upon blind eyes. Research and policy within the last two decades has focused on addressing and further understanding the underrepresentation of minoritized students, including African Americans, in study abroad. In 1991, the Council on International Educational Exchange organized an historic conference to address the underrepresentation of Black students in study abroad participation (Council on International Educational Exchange, 1991). International education administrators and activists at this conference called for universities to keep statistical records on the racial demographics of their study abroad participants and called upon researchers to explore the unique experiences of underrepresented students in study abroad (Council on International Educational Exchange, 1991). In the opening remarks of the conference, Dr. Johnnetta Cole identified four primary barriers she believed hindered access to study abroad for Black students: faculty and staff, finances, family and community, and fears (Council on International Educational Exchange, 1991).

In the years following this conference, the research has both supported and rejected some of Cole's original notions about barriers to study abroad for Black students. Current research has not reached a consensus on whether or not finances represent a barrier to Black students studying abroad. While Luo and Jamieson-Drake (2015) found cost did deter Black students from studying abroad, Penn and Tanner (2009) and Sweeney (2014) found cost was not a significant deterrent to study abroad for Black students, regardless of their socioeconomic status. Nevertheless, much of the government focus in expanding access to study abroad has been on increasing its affordability. For example, the 1991 amendment to Title VI, which allowed financial aid to cover up to two semesters of study abroad, and the Gilman Scholarship, which provides 2700 awards annually to underrepresented students for study abroad, have made this opportunity drastically more affordable (House of Representatives, 1991; Institute of International Education, 2016).

Recent research has aligned with Cole's faculty and staff barrier, arguing that there are not enough faculty of Color with international experience on college campuses and that faculty and staff do an insufficient job informing students of Color about the educational value of study abroad (Penn & Tanner, 2009). The research of Sweeney (2014) and Bruce (2012) demonstrates that, when done well, faculty and staff mentorship can significantly influence the participation of Black students in study abroad. In these two studies, Black study abroad participants consistently identified faculty and staff mentors as a primary influence on their decision to study abroad.

Contrary to Cole's inference that the family and friends of Black students would not support study abroad, Sweeney (2014) and Lu et al. (2015) found Black students received significant support and encouragement from family in their decision to study abroad. Though Cole discussed fear of encountering racism abroad as a potential barrier, only anecdotal evidence supports this (Luo & Jamieson-Drake, 2015). Ultimately, the research on factors that promote and hinder Black students' intentions to study abroad suggests faculty, staff, and families can significantly influence whether or not Black students study abroad.

National organizations and individual institutions have worked to create resources to support and increase access to study abroad for minortized students, including African Americans, with a focus on supporting students throughout the study abroad experience from decision making to reentry. In 2013, National Association of International Educators (NAFSA) published a resource guide on study abroad for racially and ethnically underrepresented students which covered a variety of topics including: barriers, financial aid and scholarships, and student perspectives ("Product Detail | You Too! Can Study Abroad (Pack of 50)," n.d.). Many universities and colleges including Indiana University, the University of Colorado Boulder, Smith College, and Michigan State University have created study abroad resource pages for racially and ethnically minoritized students. Perhaps most notably, the Diversity Abroad Network, an organization that advocates for diversity and inclusion in study abroad, has worked to provide resources to students and professional development for staff, faculty, and administrators in an effort to increase access to study abroad for

underrepresented students since 2013 (the Diversity Abroad Network, 2013). As the research suggests faculty and staff have a significant influence on Black students' decision to study abroad, targeted interventions and training, such as the Diversity Abroad Network has been undertaking, have the potential to positively impact access to study abroad for these students.

Statement of Purpose

The purpose of this project is to increase access to study abroad by educating faculty, staff, and administrators on how to decrease barriers for Black students. The training will expose participants to contemporary thought on access and inclusivity in study abroad, explore the specific experiences of Black students in education abroad, and will include an inclusivity assessment aimed at supporting critical reflection on access to study abroad within the participants' own institutional context. Finally, the workshop will provide suggestions for best practices in increasing access to study abroad for African American students.

Objectives of the Project

- Participants will learn about contemporary thought on inclusivity in higher education applied to the context of study abroad.
- Participants will learn about the specific experiences of Black students in education abroad, including barriers.
- Participants will take an inclusivity quiz to explore how their institution may contribute to inequity in access to study abroad for Black students.

- Participants will learn about best practices in increasing access in study abroad

Definitions of Terms

Study Abroad: a credit bearing educational experience that takes place in an international setting. Study abroad can be as short as a week or as long as a full calendar year (Institute of International Education, 2015a). Students study abroad through direct enrollment in foreign institutions, through enrollment in programs offered by for-profit and non-for-profit study abroad providers, and through enrollment in faculty led coursework in an international setting.

Underrepresentation: underrepresentation occurs when a population is represented less in a small context in relation to that population's representation in a greater context.

Access: the Merriam Webster Dictionary defines access as, the "freedom or ability to make use of something" ("Access," n.d.).

Black/African American: the terms "Black" and "African American" are both used in this paper as they are both used in the research to refer to the population of people in the United States who have African origins and have dark skin. While Black denotes race via skin color, African American denotes an ethnic group of Americans with African heritage.

Scope of the Project

This project will address inadequate access for African Americans in study abroad by providing a workshop for staff, faculty, and administrators. The intended

audience for the workshop includes: study abroad office staff and administrators, faculty/academic advisors, and study abroad faculty leaders. It will introduce participants to relevant theory on equity and inclusion within a context of study abroad, it will explore the experiences of African Americans in education abroad, and it will introduce best practices in increasing access for African Americans to study abroad. The intent is that this information will improve the competence of academic and faculty advisors in fostering the global engagement of their advisees, including African Americans, and that it will support study abroad professionals' ability to create a welcoming and inclusive experience for African Americans throughout the study abroad process from program selection to reentry.

While it is beneficial to look at issues of access from an intersectional lens, this project will focus on issues of access for African Americans as a general group. For example, this project will not go into more specific, extensive detail into improving access for African Americans from low SES backgrounds, or for African Americans who also identify as LGBT, or for African American men. In this project's umbrella approach to addressing issues of access to study abroad for the entire population of African American students, it may overlook very important variations within this incredibly diverse group. In addition, this project will look into issues of access to study abroad for African Americans within an undergraduate context. In doing so, it may overlook very real issues and variations in access for African Americans in other levels of the American Education system.

Chapter Two: Literature Review

Introduction

Study abroad is not inclusive enough for African American students. Further training for study abroad administrators, faculty, and staff is necessary in order to foster the access and inclusion of African Americans in international education. The following literature review will form the foundation for this project, which aims to increase inclusion and access for African Americans in study abroad. To this end, it will explore: contemporary thought on inclusivity in higher education applied to the context of study abroad; the experiences of African American students in education abroad, including barriers and the importance of mentors; and best practices in increasing access and inclusion to study abroad for African American students. Ultimately, it will mobilize Critical Race Theory as its foundational theoretical framework.

Theory/Rationale

Critical Race Theory

Critical Race Theory (CRT) offers a particularly useful lens in examining access and equity in study abroad for African American students. Though this theory has not been formally linked to study abroad, its application to educational contexts is informative. CRT originally emerged in legal scholarship in the 1970s with a focus on both identifying and pushing back against patterns and traditions of White racial hegemony in policy and law (Delgado & Stefancic, 2012; Patton, 2016). CRT scholars and activists in education challenge deficit perspectives, which place the

blame on students of Color for racial inequities (i.e. labeling students as "at risk" or "underprepared") (Patton, 2016; Tate, 1997). More specifically, they look to see how structures and policies like curriculum, assessment standards, campus climate, institutional histories, epistemological trends, hiring and admissions practices, etc. work to set the stage for the promulgation and proliferation of racial bias and inequity (Patton, 2016; Tate, 1997). CRT scholars and activists assert that race and racism are woven into the fabric of American society, and subsequently, the fabric of our educational structures, functions, and outcomes (Delgado & Stefancic, 2012; Ladson-Billings & Tate, 1995; Patton, 2016; Tate, 1997). Several common tenets of Critical Race Theory emerge from the literature:

1) Racism is a normal and pervasive part of society (Delgado & Stefancic, 2012). It is woven into our national fabric (including our education system) on a legal, cultural, and psychological level (Patton, 2016; Tate, 1997). CRT scholars focus primarily on exposing the implicit, rather than the explicit, ways racism maintains power for Whites and disenfranchises people of Color (Delgado & Stefancic, 2012).

2) Because Whites benefit broadly from racism, they are unlikely to support racial equity (Delgado & Stefancic, 2012). The CRT concept of *interest convergence* asserts that Whites will only support racial equity measures that also serve White self-interests (Delgado & Stefancic, 2012).

3) In a similar vein, CRT scholars push against colorblindness and neutrality, which employ a one-size-fits-all equality, ignorant of the various unearned privileges that establish real inequities along racial lines in society (Delgado & Stefancic, 2012).

4) History must be reexamined from the perspective of the marginalized to expose inequities and debunk the myth of meritocracy (Delgado & Stefancic, 2012). Beyond statistical proof, the individual, subjective, every day voices, narratives, and experiences of people of Color skillfully expose these counter-histories (Patton, 2016).

In its focus on identifying and eliminating racism in policy and practice, CRT is particularly well suited to the aim of this project: to improve access to study abroad for African American Students through faculty and staff training. The work of Patton (2016), Ladson-Billings (1995), and Tate (1997) offers significant insight into understanding how racism impacts the education system at every level and for designing interventions (Ladson-Billings & Tate, 1995; Patton, 2016; Tate, 1997). Ultimately, they encourage educators to think creatively about access and avoid requiring assimilation to hegemonic White norms as a requirement for participation (Ladson-Billings & Tate, 1995; Patton, 2016). They also encourage educators to broaden the acknowledgement and representation of the racial experiences, voices, and histories of people of Color, as it should not just be the responsibility of multicultural education to do so (Ladson-Billings & Tate, 1995; Patton, 2016).

Research/Evaluation

This literature review uses a Critical Race Theoretical lens to explore issues of access and inclusion for African American students in higher education both in broad terms and, more specifically, within the context of study abroad. In line with the key CRT tenets explored above, this literature will primarily focus on the policies and practices that limit opportunities for African Americans rather than the deficiencies of these students.

A Great Conundrum: African Americans, Inclusion, and Study Abroad

      African American inclusion in higher education: A brief overview. Before exploring African American access and experiences in the context of study abroad, it is important to understand more about the relationship between this population and the greater environment of the U.S. higher education system overall. Statistically speaking, as of 2012, there were roughly 2.6 million African Americans (15 % of all students) enrolled in degree granting institutions of higher education in the United States (National Center for Education Statistics, 2013); 2/3 of African American undergraduates were enrolled in 4 year institutions, and 1/3 were enrolled in 2 year institutions (National Center for Education Statistics, 2013). Over 70% of African American undergraduates in 2012 were first-generation college students (National Center for Education Statistics, 2012c), approximately 55% of African American undergraduates were considered full-time students for at least part of the academic year (National Center for Education Statistics, 2012a), and roughly 84% of African American undergraduates worked 15 or more hours per week (National Center for

Education Statistics, 2012b). According to Carnevale and Strohl (2013), African Americans comprise 9% of undergraduate enrollment at selective colleges and universities and 68% of undergraduate enrollment at open access institutions.

Historically speaking, the story of African Americans in the United States higher education system dates back to the civil war era (the mid to late 19th century) and, subsequently, reveals that the roots of the racial opportunity gap run deep (Harper, Patton, & Wooden, 2009). In the years following the end of the civil war, manifold efforts sought to establish and expand higher education opportunities for African Americans (Harper et al., 2009). Among these first efforts came the establishment of Historically Black Colleges and Universities (HBCUs) (Harper et al., 2009). While a significant move forward, these historical HBCUs lacked many of the important necessities for success. From the get-go, they were poorly funded; had substandard facilities and under-qualified faculty; and were led by White administrators who established curricula grounded in White, Eurocentric culture and values (Harper et al., 2009). Harper, Patton, and Wooden (2009) argue that while the Brown vs. The Board of Education ruling (outlawed segregation), Title VI (banned discrimination based on race in education), and Affirmative Action significantly increased African American students' access to predominately White institutions, they did not ensure that African American students would be welcomed or perceived as academically worthy (Harper et al., 2009). In a recent quantitative study, Hurtado and Ruiz (2012) found that Black students at predominantly White four-year institutions were the most likely to have reported discrimination, exclusion in particular, to a

campus authority; the most likely to have been the target of hurtful verbal comments; and the most likely to report exposure to offensive visual images on campus. Furthermore, Harper, Patton, and Wooden (2009) acknowledge that the integration of African Americans into higher education has often been hindered by policies that reinforce and maintain White racial hegemony:

> Over a century of gainful policy efforts have been undermined by the following: the steady underrepresentation of African American students at PWIs [Predominantly White Institutions]; continued over-reliance on racially-biased college entrance exams; consistent attempts to dismantle affirmative action; increased statewide admissions standards for public post-secondary education, without corresponding advances in public K-12 schools; reports of racism and negative African American student experiences at PWIs; low African American male student persistence and degree attainment rates; forced desegregation of HBCUs; inequitable funding for HBCUs; and the decline of need-based federal financial aid. (pp. 397-398)

Harper, Patton, and Wooden (2009) also assert that, despite the legal desegregation of schools and universities, the U.S. higher education system is still effectively segregated. Patton (2016) reminds us that racial inequities have impact at an institutional level as well, stating, "despite the growth and change in U.S. demographics, the Academy is an overwhelmingly white terrain in terms of curriculum, campus policies, and campus spaces" (p. 320). Those at both public and

institutional levels must work to identify such structural barriers to work to disrupt the racial disparities in college access and attainment they foster (Harper et al., 2009).

African Americans in education abroad. A variety of studies have examined the experiences of African Americans in education abroad. The literature focuses on three primary areas: first, it explores specific barriers that resound among African American students; second, it identifies the factors that influence African American students' decision to study abroad; and third, it explores how African Americans perceive and experience study abroad from a unique, and often racial, lens.

Barriers. Scholars list a sense of fear associated with the uncertainty of going abroad as well as a lack of previous international experience, awareness, and support as primary barriers to study abroad for African American students. Hurd (2002) argues, African Americans already do not feel like they belong in American society, so the idea of intentionally going into a foreign culture, and potentially, a foreign linguistic environment can be undesirable. Further, scholars have found that African American students report being afraid to leave the United States for the first time and to leave home for an extended period (Bruce, 2012; Lu et al., 2015). Sometimes, as Lu, Reddick, Dean, and Pecero (2015) and Landau and Chioni Moore (2001) found, African Americans may experience a lack of familial support (at least initially). Finally, some of these students may just simply be uninformed and/or inexperienced; Mitchell (2002) found the African Americans in his study were very unlikely to have had previous international experiences and Morgan, Mwegelo, and Turner's (2002)

research found that African American students are not aware of study abroad programs and how they can add to their undergraduate experience.

   Selling points. Several reasons why African American students decide to study abroad emerge from the literature. For many, it is a way to learn a new language and to engage with a new culture (Sweeney, 2014). For others, it is a chance to test out independence and become a more self-sufficient adult (Sweeney, 2014). Perhaps most significantly, the research shows study abroad often represents an opportunity for African American students to connect with their heritage and with Black cultures abroad (Landau & Chioni Moore, 2001; Mitchell, 2002; Morgan et al., 2002). As one participant in Landau and Chioni Moore's (2001) study noted,

>   So going to Africa was just the right move. It was all there in terms of history itself…in a class called Black Power and the Civil Rights Movement we learned about how some people, Malcolm X and others worked for SNCC and how they went to Africa too and stopped in Ghana. I've read so many books on Malcolm and the Pan-African movement. A Black man going to Africa, you just have to see it for yourself, just something you have to see, just in terms of Black people, Black presidents, and Black people in all sorts of power. Black people as the majority, you are no longer a minority. It's amazing and I wanted to witness it for myself. (BAM1) (p. 33)

In a qualitative study examining the experiences of African American students in study abroad, Sweeny (2014) found that her participants claimed to have had a deep-seated, long- standing desire to go abroad. Indeed, all but one of her participants

knew they wanted to study abroad prior to matriculation (Sweeney, 2014). This is consistent with other research from Penn and Tanner (2009) and Luo and Jamieson-Drake (2015), which suggests Black students have interest in studying abroad at the same rates as their White peers. Once they decide to study abroad, Sweeny (2014) found students are primarily concerned with the location, language, culture, and academic focus associated with a program when making their choice.

Mentorship is Key. One theme that resounds in the literature about African Americans and participation in study abroad is the impact of mentors. Studies consistently list mentors as one of the most impactful and effective influences on African American participation in study abroad before, during, and after their experience. These mentors can be fellow students, faculty, or staff; they need not necessarily be African-American, though it helps (Bruce, 2012). When done right, mentorship can be one of the most profound motivating factors for African Americans to study abroad (Bruce 2012). On the flip side, unsupportive faculty and inflexible requirements can significantly hinder the potential for African Americans to study abroad (Stroud, 2010). While abroad, the regular presence of culturally responsive mentors is ideal (Bruce, 2012). Mentors can foster a space in which African Americans feel comfortable engaging in the classroom (Bruce, 2012).

Mentors must. The work of Bruce (2012), Penn and Tanner (2009), and Lu et al. (2015) has identified five essential qualities of mentors when it comes to fostering and supporting African American participation in study abroad: credibility and trust, clear communication, persistence, vision, and cultural competence. Credible, trusted

mentorship is one of the most impactful forces influencing African American participation in study abroad (Bruce, 2012). Students need persistent and clear communication about the benefits, both academic and professional, of studying abroad from a credible mentor, ideally someone who has been abroad before and can personally speak to the transformative nature of education abroad (Bruce, 2012). Penn and Tanner (2009) contend that "the major issue of contention concerning Black students and study abroad is the lack of academic and social connections to show how international education is a vital part of their college education" (p. 278). Lu et al. (2015) share that, when mentors connect study abroad to real career and academic benefits, it can yield positive results; one of their research study participants stated this approach was particularly convincing as it allowed him to view the experience as a worthwhile investment.

Beyond credibility, trustworthiness, and clear communication; persistence, vision, and cultural competence are key. For mentors in many cases, the message of study abroad requires considerable persistence to bear fruit. One of the participants in Bruce's (2012) study shared that her mentor talked to her about studying abroad for almost four years until she acted on it. In addition, mentors have an opportunity as highly trusted individuals to inspire students, expanding their vision of what is possible. For example, one of Bruce's (2012) study participants, who was a part-time student with a full-time work commitment, originally thought study abroad could not be a practical option in her life; she credits the persistence of her trusted mentor with her final decision to take the plunge into education abroad. As Bruce (2012) explains,

"For African American collegians to envision themselves traveling abroad it requires the inspiration and motivation of individuals who can envision them studying abroad as well" (p. 59). Finally, both before, during, and after studying abroad, culturally competent mentors are invaluable in aiding African Americans as they process their experience.

Ultimately, Bruce (2012) argues that cultural competence is an absolute necessity when mentoring African American students; it is this competence that helps to foster empathetic understanding, credibility, and deep academic and cultural connections. One student in his study reported experiencing racism and cultural isolation abroad; without a mentor available, she lacked the opportunity to work through her experiences properly and ended up leaving a month early (Bruce, 2012). In the absence of a supportive mentor, several students facing difficulties (including racism) abroad chose to internalize their struggle (Bruce, 2012). It is important to foster relationships before students leave to avoid this and so administrators are aware of the unique challenges associated with being African American abroad (Bruce, 2012).

Of particular impact: mentors of color. In an op-ed in The Atlantic entitled What's Keeping Black Students from Studying Abroad, Brandon Tensley (2015) states:

> What's also needed is a perception shift. For many black Americans, not seeing someone who's "like us" abroad can produce a paralyzing disincentive to go, because beyond financial hurdles, which are steep, there's a pipeline

problem too. Fueling a desire to go abroad and stressing that added value of

doing so must start early, in communities and schools, and be leveraged by

mentors. If not, then programs that, at least in word, prize cultural diversity

can be stripped of their power. (Paragraph 12)

As Tensely so eloquently reflected, the need for mentors of color to foster the pipeline

to study abroad is great. Students need access to African American mentors with

international or study abroad experience (Bruce, 2012). Penn and Tanner (2009) view

African American mentors as "essential stewards to help move Black students into

international education" (p. 280). In Lu et al.'s (2015) qualitative study examining the

influences on African Americans' decision to study abroad, one participant shared that

it meant a lot to him to know that his professor, a Black man, had studied in China

and had a positive experience. For all the students in this study, the faculty member, a

Black professor, was the primary reason they decided to study abroad (Lu et al.,

2015). Bruce (2012) found similar results; in his study, he found many of his study

participants shared that an African American mentor with a study abroad background

was one of the most significant influences on their decision to study abroad,

particularly noting that they highly appreciated the Black mentor's ability to speak,

first hand, to the experience of being Black abroad. As Sweeney (2013) notes, this

opportunity to speak about study abroad from a racial lens is important both before

and during the experience for these students:

The ways in which students of color perceive the climate in their host

countries is likely to be influenced by their lived experiences with racism in

the U.S. Providing opportunities for students to discuss the climate in their

host countries, both prior to departure and while in country, may help them to

develop both coping strategies and realistic expectations. (p. 7)

Being African American abroad. Many nuances emerge from the literature

related to the experience of being an African American abroad. As Paola and Lemmer

(2013) note, study abroad may be the first time African American students experience

or confront their sense of being American. For some, being lumped into the same

category as their White compatriots can be difficult and unsteadying (Landau &

Chioni Moore, 2001). On the other hand, others have reported feeling a sense of

freedom from US race and racism abroad (Sweeney, 2014). One study participant

who spent a semester in South Africa noted the sensation of blending into the crowd

for the first time; her researchers share, "She experienced acceptance on a very

primary level owing to her colour. Feelings of exclusion and difference, which

marked her experience in her country of birth, disappeared in South Africa" (Paola &

Lemmer, 2013, p. 90).

Through qualitative research with African American students in Ghana,

Landau and Chioni Moore (2001) found many African Americans expected to be

warmly received and experience kinship with West Africans, which was not

necessarily the case. These researchers also found that, in their study, the African

American students, as products of the African Diaspora, chose Ghana particularly as a

way to explore their own personal history or roots (Landau & Chioni Moore, 2001).

Upon arrival, however, these students were struck by the cultural difference between

Ghanaians and themselves as well as the low salience of race in the perspectives and identities of Ghanaians (Landau & Chioni Moore, 2001).

Other studies reveal that the prejudice African American students may think they are leaving behind in the U.S. follows them abroad, even to the most unexpected places. Bruce (2012) found the students in his study often kept their thoughts to themselves in class because they feared their teachers and classmates abroad would not understand or appreciate their racially tinged perspectives. In addition, Landau and Chioni Moore (2001) and Willis (2015) found African Americans studying abroad in a variety of countries, including African nations, experienced discrimination based on stereotypes about African Americans from American media. In Landau and Chioni Moore's (2001) research, participants expressed that Ghanaians were afraid of African Americans and used decontextualized African American slang (e.g. "nigger") in an unintended yet offensive way. In her study examining the experiences of nineteen Black female community college students who studied abroad in the Mediterranean, West Africa, and the British Isles, Willis (2012) found students faced disheartening and even painful encounters of racism and sexism both in their host cultures and among their non-Black U.S. peers while abroad.

Finally, the last area that stands out in the literature about African American students studying abroad is the lack of support, especially the kind that helps these students unpack their experiences from a racial lens. As Bruce (2012) reminds us, multicultural centers or multicultural student affairs offices do not exist abroad. Currently, there is a dearth of faculty and leaders in study abroad programs who have

the skills to support African Americans through these unique experiences (Bruce, 2012).

Inclusion and Equity in Study Abroad: Best Practices

So, what does one do now with this newfound information about the African American experience in higher education and in education abroad? The goal of this project is to foster the inclusion and increased access of African Americans to study abroad opportunities. This section will explore how to mobilize the information in this chapter into meaningful action steps.

In their article, "Making Campus Activities and Student Organizations Inclusive for Racial/Ethnic Minority Students," Griffin, Nichols, Perez, and Tuttle (2008) provide a framework with eleven guiding suggestions for inclusive engagement. This framework offers a useful lens to understand how to increase access and inclusion for campus programs such as study abroad. As such, this framework will guide the structure of this section. The eleven guiding suggestions are: (1) engage students early, even before they arrive on campus (e.g. through marketing materials that reflect the diversity of the campus); (2) connect students of color to leadership opportunities; (3) encourage students of color in leadership roles to recruit their peers; (4) create support groups; (5) hold programs accountable for inclusion and diversity; (6) conduct regular training and development; (7) support student organized programming and activism; (8) connect students, faculty, and staff through mentorship programs; (9) encourage collaboration between faculty, student affairs staff, and campus administrators; (10) communicate with parents; and (11)

celebrate and recognize student achievement. It is through this framework that the suggestions from the literature reconnect within the larger context of access and equity in higher education.

Targeted and Intentional Marketing. First, focused marketing and outreach to African Americans stands out as a best practice in the literature. This concept aligns with the first and eleventh guiding suggestions from Griffin, Nichols, Perez, and Tuttle (2008) as marketing and outreach should engage students early and highlight student achievement. Morgan et al. (2002) point out that institutions in general do a poor job of marketing study abroad to minoritized students, including African Americans. They argue that institutions should create intentional, culturally sensitive recruitment plans to increase the participation of African Americans in study abroad (Morgan et al., 2002). Sweeney (2014) suggests students should be informed about study abroad opportunities as early as the college application process and emphasizes this is particularly important for those who come from families and communities where studying abroad is not the norm. Morgan et al. (2002) recommend that marketing engage the minority as well as the broader university community. Similarly, Griffin et al. (2008) suggest that marketing should reflect an environment in which minoritized students are encouraged, welcomed, and incorporated into all aspects of participation.

Connecting with Parents. Strongly associated with marketing, the concept of connecting with parents, which is subsequently Griffin et al.'s (2008) tenth suggestion, is important when fostering study abroad for African Americans. The

literature generally suggests the parents of African Americans are strong supporters of study abroad and represent an important influence (Lu et al., 2015; Sweeney, 2014); as such, why not include them in the conversation? Sweeney (2014) encourages international educators to talk to parents and to reject the assumption that they will not be supportive.

Mobilize mentor-advocates and build bridges with collaborative partners. Another best practice is to identify, encourage, and engage in mentorship and campus collaboration. This best practice aligns with four of Griffin et al.'s (2008) suggestions for inclusive engagement: (8) connect students, faculty, and staff through mentorship programs; (2) connect students of color to leadership opportunities; (3) encourage students of color in leadership roles to recruit their peers; and (9) encourage collaboration between faculty, student affairs staff, and campus administrators. Bruce (2012) suggests that having relatable mentors who know about the experience of being Black abroad provides an excellent outlet for African Americans to identify and unpack their study abroad experiences from a racial lens; in many cases such a mentor can be a faculty member, a student affairs or international education professional, or a peer. This credibility also makes these mentors excellent marketers (Bruce, 2012; Lu et al., 2015).

Mentorship can and should exist across functional areas and offices. Sweeney (2014) argues that, through cross-campus collaboration, study abroad outreach can move from just the initiative of the study abroad office to the initiative of the greater university community. Sweeney adds, "If access and equity in study abroad are goals,

institutional commitment and internal collaborations with offices of admissions, academic departments, financial aid, and other support services are critical" (p. 97– 98). The literature also suggests study abroad offices should encourage faculty (especially those of Color) who have strong relationships with the African American community on campus to lead study abroad programs and study abroad offices should provide training for academic advisors so they can clearly articulate how education abroad can advance students' academic and professional pursuits (Morgan et al., 2002; Sweeney, 2014).

Orient students on being African American abroad. This concept aligns with Griffin et al.'s (2008) fourth suggestion: create support groups. Bruce (2012) argues that African American students need to be better informed about the unique experience of being African American abroad as a part of their study abroad pre-departure orientation. Sweeney (2013) suggests that staff connect returning and future participants in formal and informal mentorship programs so students can safely discuss the nuances of race-related challenges abroad as well as the advantages of being a student of Color abroad. It is important for students of Color abroad to know how to find and connect with other students of Color before, during, and after their sojourn; orientation can help facilitate this network building (Bruce, 2012).

Hold programs accountable for inclusion and diversity. Holding programs accountable for inclusion and diversity is Griffin et al.'s (2008) fifth suggestion. The literature outlines three parts to program accountability. First, from the get-go, programs should be designed to be reflective of all students, rather than modified to

accommodate them; this likely requires including minoritized student voices in the

program design process (Soneson & Cordano, 2009). Morgan et al. (2002) suggests

that study abroad programs and their subsequent curricula reflect the interests of

African American students. In order to do so, they suggest forging partnerships with

HBCU's and minoritized student organizations, such as Black sororities (Morgan et

al., 2002). In curriculum development, Harper and Lising Antonio (2008) suggest that

faculty and staff must intentionally work to disrupt racial segregation and learning

environments where students from different backgrounds can work together, adding

that educators must consciously and courageously address prejudice in their

assessment, teaching, and planning.

Secondly, the literature highlights the importance of data collection, both

quantitative and qualitative, on the experiences of African Americans abroad.

Sweeney (2014) argues race should be included in data collection and assessment,

stating, "Only through a deliberate attention to race and ethnicity in research and

assessment can we counter the tendency to operate out of colorblindness in assuming

the experiences of white students are the experiences of all students" (p. 158).

Morgan et al. (2002) add that quantitative data should track African American

students' level of participation to inform program development. Beyond the numbers

and statistics of quantitative assessment, Sweeney (2013) also suggests including

space for students to provide qualitative data in post-study abroad surveys. She also

suggests providing an opportunity for students to debrief with staff if necessary

(Sweeney, 2013). Griffin et al. (2008) point out it is only after learning about the

feelings, needs, fears, and experiences of African Americans in campus programs that any efforts to improve inclusion and equity can take hold..

Thirdly, the literature supports holding partner institutions and programs accountable for their work with African Americans abroad. Sweeney (2013) outlines that the climate for students of Color must be a consideration during site visits and program evaluations. Further, she argues that study abroad offices must clearly articulate that they have high expectations for inclusion and equity when forming international partnerships (Sweeney, 2013).

Conduct regular training and development. Griffin et al.'s (2008) sixth suggestion is to provide and conduct regular training and development. As Bruce (2012) notes, providing training to faculty and staff on cultural sensitivity and equity is hugely important in increasing perceptions and access, he states:

African American collegians' perceptions of race related social barriers are historically associated with limited trust for leaders, faculty, or mentors from the white community. The history of systemic, institutionalized racism maintained by biased media, educational, and legal systems perpetuates the African American distrust for the white establishment. Yet the barriers connected to limited trust can be also attributed to the lack of cultural sensitivity or awareness exhibited by faculty. (p. 53)

Create programs specifically for African Americans. As Bruce (2012) and Morgan et al. (2002) argue, much more can be done to design culturally relevant programs (both in terms of curricula and location) that attract the interests of African

American students. Morgan et al. (2002) suggest strongly encouraging the creation of study abroad courses in partnership with African and African American Studies and/or Black Women's Studies programs to explore the African Diaspora and, in turn, the identities and histories of Black peoples across the globe.

Summary

This chapter (1) explored contemporary theory and historical perspectives on the inclusion of African Americans in higher education; (2) examined the research on the inclusion of African Americans, more specifically, within the context study abroad, focusing on these students' experiences; and (3) concluded with suggestions for best practices. The theoretical foundation for this project is Critical Race Theory, which reminds practitioners to focus on breaking down inherently and implicitly racist/colorblind policies and procedures that limit African Americans' access to opportunity rather than focusing on African American deficits (Delgado & Stefancic, 2012; Ladson-Billings & Tate, 1995; Patton, 2016; Tate, 1997). This theory stresses avoiding assimilation and increasing the presence of African American voices (Ladson-Billings & Tate, 1995; Patton, 2016).

Next, this chapter outlines a brief history of African Americans in higher education and demonstrates that this population has traditionally been excluded, subjugated, discriminated against, and expected to assimilate to White norms (Carnevale & Strohl, 2013; Harper et al., 2009; Hurtado & Ruiz, 2012; Patton, 2016). This traditional exclusion set the groundwork for the underrepresentation of African Americans in study abroad. The primary barriers identified in the literature for

African Americans in study abroad are: fear of navigating a foreign country and culture as well as a lack of information, familial support, and travel experience (Bruce, 2012; Hurd, 2002; Lu et al., 2015; Mitchell, 2002; Morgan et al., 2002). Selling points include: connecting with heritage, learning a new language, and becoming more autonomous (Landau & Chioni Moore, 2001; Mitchell, 2002; Morgan et al., 2002; Sweeney, 2013).

Then, the literature review explored interventions and best practices. The primary intervention described in the literature is mentorship. Mentorship is critical; it is possibly the most influential force in African Americans' decision to study abroad. It is imperative that mentors be credible, culturally sensitive, persistent, trustworthy, and effective communicators (Bruce, 2012; Lu et al., 2015; Penn & Tanner, 2009). The research highlights diverse experiences for African Americans abroad; while some report experiencing racism and struggling to fit in (even in predominantly Black countries), others express a feeling of liberation from race and a new and delightful sensation of blending in and feeling at home (Bruce, 2012; Landau & Chioni Moore, 2001; Paola & Lemmer, 2013; Sweeney, 2013). Finally, this chapter uses a framework for inclusive engagement (Griffin et al., 2008) to examine best practices from the literature, which include: targeted and intentional marketing, connecting with parents, mobilizing mentor-advocates, building bridges through collaborative partnerships, holding programs accountable for inclusion and diversity, conducting regular training and development, and creating programs specifically for African Americans (Bruce,

2012; Griffin et al., 2008; Harper & Lising Antonio, 2008; Lu et al., 2015; Morgan et al., 2002; Sweeney, 2013, 2014).

Conclusion

This literature review demonstrates that increasing numbers is not enough. Rather, one must ensure students who go abroad are supported and included throughout the process. Quality is just as important, or perhaps even more important, than quantity in this case. While the information about the African American experience in study abroad will be instrumental in increasing access, it is not necessarily demonstrative of every African American's experience or perspective. Student affairs professionals, international educators, and faculty must make use of this information while also recognizing the natural variation and nuance involved in working with individuals. Ultimately, it is the intent of this project that this information can help practitioners across institutions and offices commit to making study abroad more possible and supportive for African American students before, during, and after their sojourn.

Chapter Three: Project Description

Introduction

African Americans are underrepresented in study abroad (Institute of International Education, 2015a). Subsequently, more must be done to expand access and inclusion for African American students in education abroad as institutions have an ethical and political responsibility to prepare *all* students to meet the challenges of an ever global future (Bush, 2001; Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005; U.S. Department of Education, 2012) and to push against historical racial inequities in the U.S. higher education system (Sweeney, 2014; Tumanut et al., 2012). To this aim, those involved in higher education and international education must increase their knowledge of this population and, in particular, of the barriers these students face within the context of study abroad. Consequently, once these barriers are identified, administrators must also take action to break them down. Thus, as a starting point, this project offers an introductory training for study abroad administrators, faculty, and staff to: (1) identify how they can improve inclusion and access to study abroad for African American students at their institutions (informed by the literature on best practices); and (2) start to develop an action plan to implement change on their campuses.

Informed by the literature on best practices in increasing the access and inclusion of African Americans in study abroad, this proposal outlines a training to introduce an intervention approach which this author refers to as *M.M.A.P.* M.M.A.P. stands for Marketing, Mentorship, Accountability, and Program Design, which

happen to be the four most important influences on African American participation in study abroad as identified in the research explored in Chapter Two of this project proposal. Improvement in these four areas may help break down the barriers to education abroad that the literature identifies for African Americans, which include: a fear of facing the uncertainty of a new cultural and linguistic environment abroad; a fear of leaving or being far from home for the first time; a lack of support from faculty or family; and a lack of information on or experience with international travel or study abroad (Bruce, 2012; Hurd, 2002; Landau & Chioni Moore, 2001; Lu et al., 2015; Mitchell, 2002; Morgan et al., 2002).

Improvement in these four functional areas (of marketing, mentorship, accountability, and program design) can also aid in fortifying the variables that the research correlates with strong study abroad participation rates among African American students. These supportive variables include: relevant programs that reflect African American identities and interests (related to content and location); culturally sensitive mentorship from those who have knowledge of the unique experiences of African Americans abroad and from those who can clearly articulate the benefits of the opportunity; and, finally, the perception of study abroad as a chance to develop language skills, connect with heritage and/or Black cultures abroad, increase independence, and deepen cultural and academic knowledge (Landau & Chioni Moore, 2001; Mitchell, 2002; Morgan et al., 2002; Sweeney, 2014). It is through the examination and application of best practices outlined in this training workshop that

study abroad administrators, faculty, and staff can work to increase access and inclusion to study abroad for African American students.

Purpose

Founded in the tenets of Critical Race Theory, this project, which is intended as a pre-conference workshop, provides study abroad administrators, faculty, and staff with the knowledge to identify the (often implicit) structural and political forces at their institutions that limit the access and inclusion of African Americans in education abroad. Further, it aims to explore best practices (identified by the literature) for increasing African American participation and success in study abroad. Ultimately, this project proposes an opportunity for study abroad administrators, faculty, and staff to become more aware of the forces that hinder and support the participation of African American students at their institutions, so that, ultimately they can work to eliminate barriers and provide necessary supports in an effort to democratize study abroad. Overall, this chapter includes: an outline of the training workshop components, suggestions on the measurement methods to assess learning and effectiveness, and finally, a reflection on the implementation of the project and directions for further research.

Project Components

This project proposes a professional development workshop designed for study abroad administrators, faculty, and staff. The proposed workshop, intended to take place over three hours, is outlined in the training plan and agenda (Appendix A, p. I). The agenda lays out the training session by hour. The first hour introduces the

problem and rationale for improving access and inclusion for African American students in education abroad, the second hour goes into the best practices and provides time for participants to complete self-assessments in order to identify opportunities for growth at their home institutions, and the third hour consists of breakout sessions where participants can spend time working on action steps. The facilitator(s) should follow the training plan and agenda during the workshop.

A PowerPoint slideshow serves as the visual aid that introduces the informational content and guides the workshop throughout the three-hour session (see Appendix C, p. III). This PowerPoint employs a critical race theoretical lens in examining the factors that contribute to inequities in the access and inclusion of African Americans in study abroad. It also explores best practices, supported by research, for breaking down these inequities. Finally, it provides guidelines for participants on how to go about their breakout sessions. The facilitator(s) should present this slideshow to the participants and use it as a tool to guide the session.

During the first hour of the session, the slideshow will prompt the session attendees to introduce themselves and then to reflect upon why they came to the workshop. This reflection will serve as an informal assessment for the facilitator(s) and will help the participants approach this workshop from a more intentional and learning-based perspective. At this time, the facilitator(s) should pass out the first handout (see Appendix B, p. II). This handout will ask participants to reflect upon why they came to the session and what they hope to gain from it for a few minutes in writing. At the conclusion of this writing exercise, the facilitator(s) should ask the

participants if they would like to share what they wrote and allow a few minutes for discussion.

In the second hour of the workshop, the slideshow will prompt the participants to complete four self-assessments. Handouts are provided in the appendices (see Appendix D, p. XXXVIII). The intent of these self-assessment quizzes is to promote reflection and help participants identify where their strengths and weaknesses are in regards to the following best practice areas identified in the literature review: marketing, mentorship, accountability, and program design. Each self-assessment quiz turns the best practices into statements upon which participants rate their offices on a Likert scale from 1-5, with 1 being *strongly agree* and 5 being *strongly disagree*. Participants will complete each self-assessment individually after the introduction of each of the best practice areas. The facilitator(s) should allow discussion time after the four best practice concepts and the subsequent self-assessments are complete.

In the third hour, the slideshow will prompt the facilitator(s) to break the participants into thematic groups around marketing, mentorship, accountability, and/or program design. Before breaking everyone into groups, the facilitator(s) will pass out a handout (see Appendix E, p. XL) and ask the participants to fill it out. This handout focuses on helping the participants identify a goal for improvement within the context of marketing, mentorship, accountability, or program design. It also focuses on helping participants reflect upon action steps, barriers, and supports necessary in order to realize their goal. Once they complete the breakout session handout, facilitators will separate the participants into breakout session groups based

on the thematic area their goal falls under. The breakout sessions will give

participants time to discuss action steps and bounce off ideas with their group mates.

After approximately thirty minutes, facilitators will ask the groups to share some

examples of what they came up with.

Finally, at the conclusion of the workshop, the facilitator(s) will pass out

feedback forms (see Appendix F, p. XLI) as well as a sign-up sheet (see Appendix G,

p. XLIII) for those who would like to connect with another professional who has

similar development goals. Note: some follow up will be necessary after the

workshop as part of the evaluation process described below.

Evaluation

This proposal includes assessment tools (see Appendix B, p. II; Appendix F, p.

XLI; Appendix H, p. XLIV) that measure the impact and effectiveness of this training

workshop. The primary goal of the project is to provide a high-quality and impactful

training that helps administrators, faculty, and staff involved in international

education work to identify and reflect upon action steps to take in order to increase

the accessibility and inclusion of African Americans in study abroad. As such, the

following should be considered as standards for success: (1) participants are satisfied

with the overall quality of instruction and facilitation during the workshop; (2)

participants feel the training helped them understand the issue better; (3) participants

feel the training helped them to identify action steps to improve any deficiency areas

identified during the workshop, and finally (4) participants feel confident

implementing interventions upon their return to their campuses.

Informal assessment will take place at the very beginning of the workshop; the slideshow (see Appendix C, p. III; Appendix B, p. II) will prompt the workshop facilitator(s) to ask the participants to reflect upon and share why they came to the session. This will establish a rough baseline from which to assess the effectiveness of the training in meeting the needs and expectations of the participants. At the conclusion of the session, participants will fill out a feedback form (see Appendix F, p. XLI) that collects both quantitative and qualitative data on the learning outcomes from the session as well as the effectiveness and quality of instruction and facilitation. In alignment with CRT, the assessment will also ask participants to self identify their race/ethnicity and include a question on whether or not the participants felt respected and included in the workshop.

Next, in the spirit of collective accountability, there will be an opportunity for participants to sign up to receive a follow-up buddy at the end of the session (see sign up sheet in Appendix G, p. XLIII). These partnerships will be assigned thematically based on the best practice areas the participants plan to improve upon at their respective institutions. Simply put, the facilitator(s) will try their best to pair together those who share the same development goals. The facilitator(s) should share that the partnerships offer an opportunity for participants to hold each other accountable and provide support in reaching their goals. Finally, at the six month mark and the one year mark, the workshop facilitator(s) will send out follow up emails asking the participants to provide feedback (at the six month mark – Appendix H, p. XLIV)

about their progress towards implementing their goal and (at the one year mark –

Appendix H, p. XLV) on any intervention outcomes.

Project Conclusions

In conclusion, this project seeks to address a need for intervention when it

comes to the accessibility and inclusion of African American students in study

abroad. Chapter One of this project outlined the problem: that African American

participation, according to the most recent data from the Institute of International

Education (2015a) and the National Center for Education Statistics (2013), is at about

a third of what it ideally should be. The literature review explored the historical and

structural forces that contribute to this underrepresentation and outlined four areas of

best practice that, if improved upon, could yield promising results in increasing the

access and inclusion of African American students in education abroad.

The training session breaks these best practices down for participants and

allows them time to reflect upon how their campuses could improve their approach to

access and inclusion in study abroad. The recommendations outlined in the training

have varying levels of reasonability in terms of cost and time requirements for

implementation; while some may be free (such as changing up some of the study

abroad assessment measures used) others (such as designing more programs that

explore the Black Diaspora) would certainly require significant time and resources to

realize. In conclusion, the best practices outlined in the literature review and training

workshop call for practitioners to be more intentional in their approach to study

abroad by providing support and recommendations so practitioners can include, rather

than accommodate for, African Americans in the outreach, advising, program development, assessment and support that they provide.

As a final note, it is important that practitioners use this training as a starting point. While the information about the African American experience in study abroad is an essential piece in increasing access, it is not necessarily demonstrative of every African American's experience or perspective. Student affairs professionals, administrators, international educators, and faculty must make use of this information while also recognizing the natural variation and nuance involved in working with individuals. Ultimately, it is the intent of this project that this information can help practitioners across institutions and offices commit to making study abroad more possible and supportive for African American students before, during, and after their sojourn.

Plans for Implementation and Suggestions for the Future

This project is intended to be implemented at an international education conference such as those organized by NAFSA or Diversity Abroad. This author also intends to use the research conducted in this project to inform her own work in study abroad. Future implementations of this project could include benchmarks based on institutional models that are currently excelling in one or all of the four M.M.A.P. areas explored in the project. In the spirit of Critical Race Theory, future installments of this program could also include a panel of guest speakers (students and professionals) who can speak to the challenges and successes first hand regarding this

issue. In order to lower costs and promote accessibility, this training could also be

adapted to be a webinar or short e-course.

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APPENDICES

APPENDIX A

TRAINING PLAN AND AGENDA
This training is intended to take place during approximately three hours. It is ideal
for a preconference workshop but could be adapted and shortened for a webinar.

*The materials provided in this packet follow this agenda sequentially.

Time	Content
Hour One	Introduction to the training session & Roundtable introductions of facilitator(s) and participants Activity 1: Writing Prompt - Why are we here? *Ask participants to reflect upon their expectations and goals for the training session in writing & share with group* Topic 1: Overview of the session (see PowerPoint provided) Topic 2: Background on the problem and rationale (see PowerPoint provided) *Break*
Hour Two	Topic 3: Best Practices in increasing access and inclusion of African Americans in study abroad: A review of the literature (see slideshow. Activity 2: Self Assessment Quiz *Pass out each (there are four total) self-assessment quiz to the participants when it shows up on the slideshow. Review and discuss results at the end of the presentation* *Break*
Hour Three	Activity 3: Break Out Sessions 1. Ask participants to pick one best practice from M.M.A.P. that they would like to focus on based on their self-assessments. 2. Use this to divide participants into four thematic M.M.A.P. groups. 3. Prompt participants to brainstorm with their partners three–five action steps that they plan to take to realize their goal. 4. After 30-40 minutes, call the groups back to discuss their plans Closing: pass out feedback forms and accountability buddy sign-up sheet

Created by Kathryn Timm, 2016

APPENDIX B

FREE WRITE
Take a few moments to write about why you came to this session and what you
hope to gain from it

FREE WRITE
Take a few moments to write about why you came to this session and what you
hope to gain from it

Created by Kathryn Timm, 2016

Professional Development Training: Increasing Access and Inclusion for African American Students in Study Abroad

Created by Kathryn Timm, 2016

Introductions & Roundtable

Writing Prompt:

Why are we here today?

Reflect upon your goals and expectations for this session in writing for five minutes

Overview

- *So What*
  - Definition of Problem and Rationale
  - Experiences of African Americans abroad
- *Now What*
  - Best practices in recruitment, retention, and support of African Americans in education abroad
    - Four self-assessment quizzes
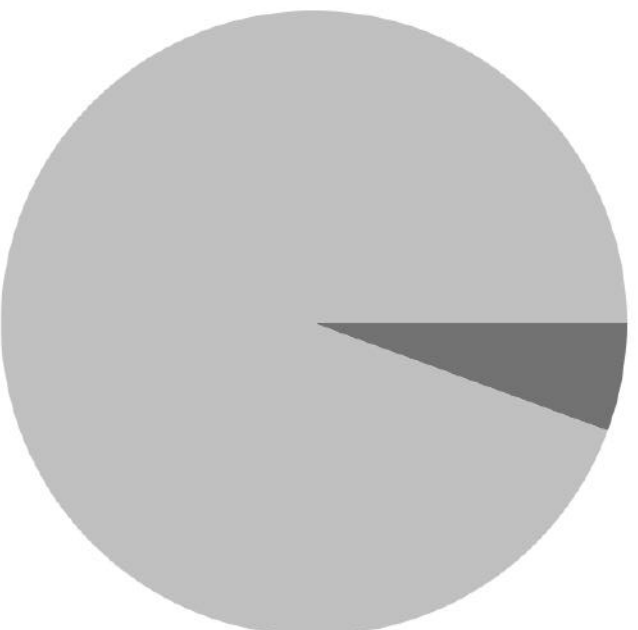 - Activity: Breakout Session
- Conclusion & Feedback Survey

So What?

An examination of the problem

These two graphs should be identical

Full-time Degree Seeking Undergraduate Students (in 2012)

- African Americans
- All other races/ethnicities
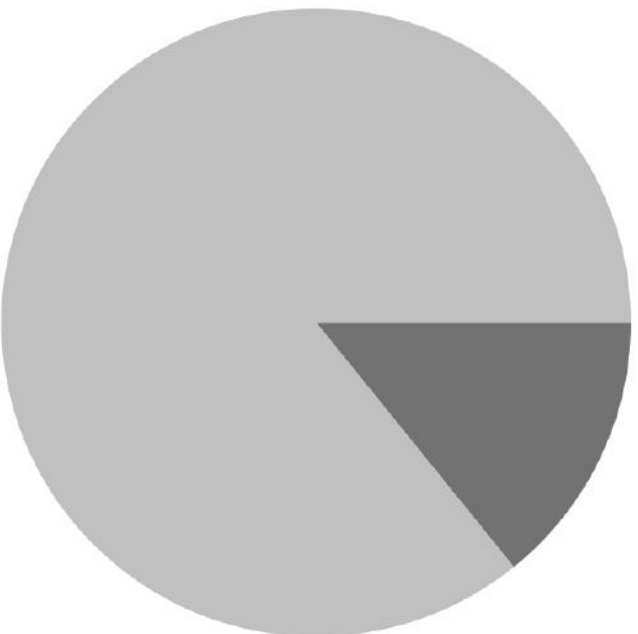
Undergraduate Study Abroad Participants (in 2012)

- African Americans
- All other races/ethnicities

Sources: (Left) National Center for Education Statistics, 2013 & (Right) Institute of International Education, 2015
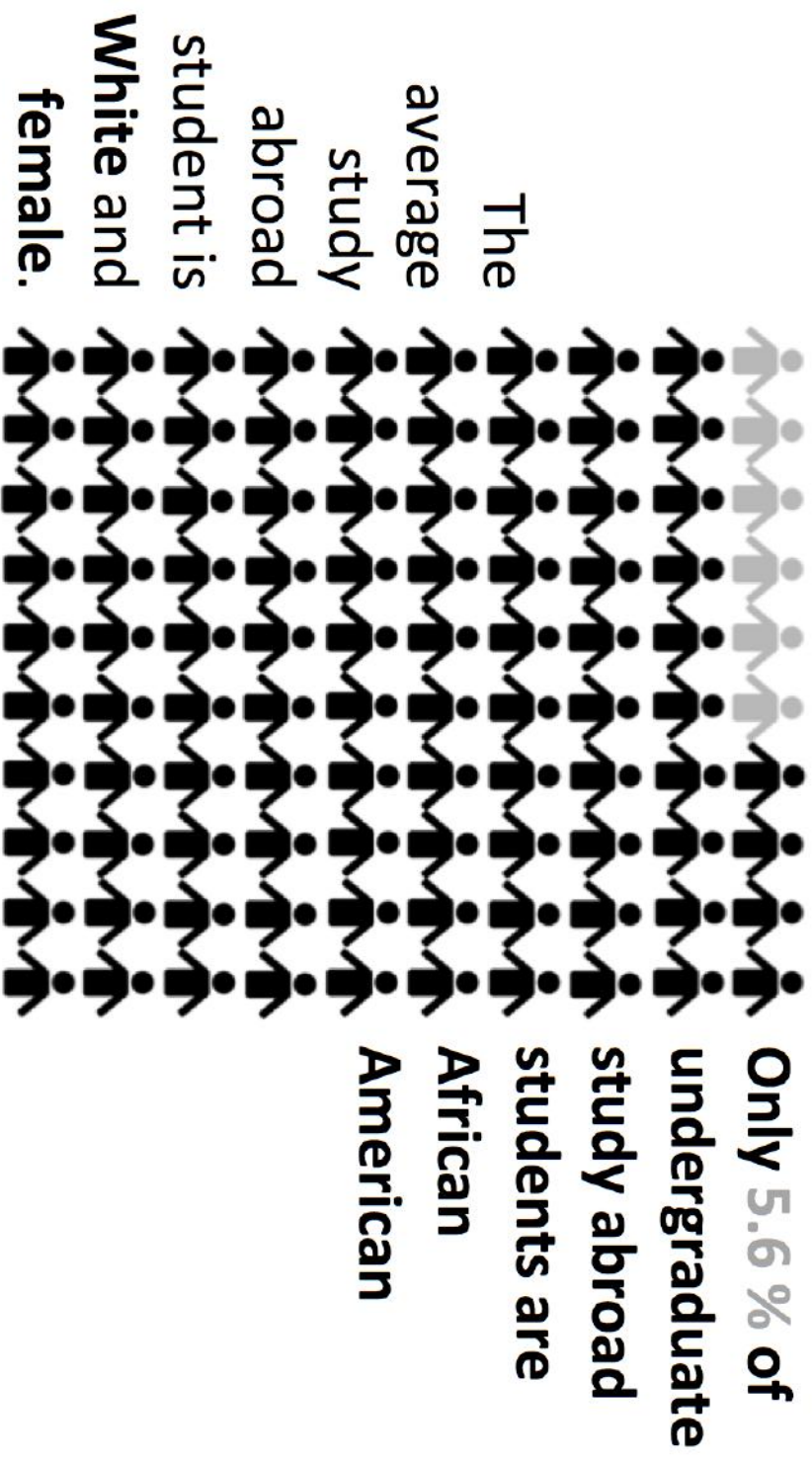
Created by Kathryn Timm, 2016

What Gives?

Penn and Tanner (2009) & Luo and Jamieson-Drake (2015) both found:

Black students report a desire to study abroad at the **same rate** as their White peers.

Who Studies Abroad?

The average study abroad student is White and female.

Only 5.6 % of undergraduate study abroad students are African American

Created by Kathryn Timm, 2016

Study abroad has been correlated with increased...

- Moral and ethical development
- Communication skills
- Foreign language proficiency
- Academic performance
- Educational satisfaction
- Graduation rates
- Persistence in school
- Career/graduate school marketability

Sources: Harder et al., 2015; Luo & Jamieson-Drake, 2015; Preston, 2012; Young, 2007

Created by Kathryn Timm, 2016

"If postsecondary institutions want Black students to be prepared for the global work force, **increasing the number of students of Color studying abroad and providing pathways that encourage and allow them to do so is imperative**"

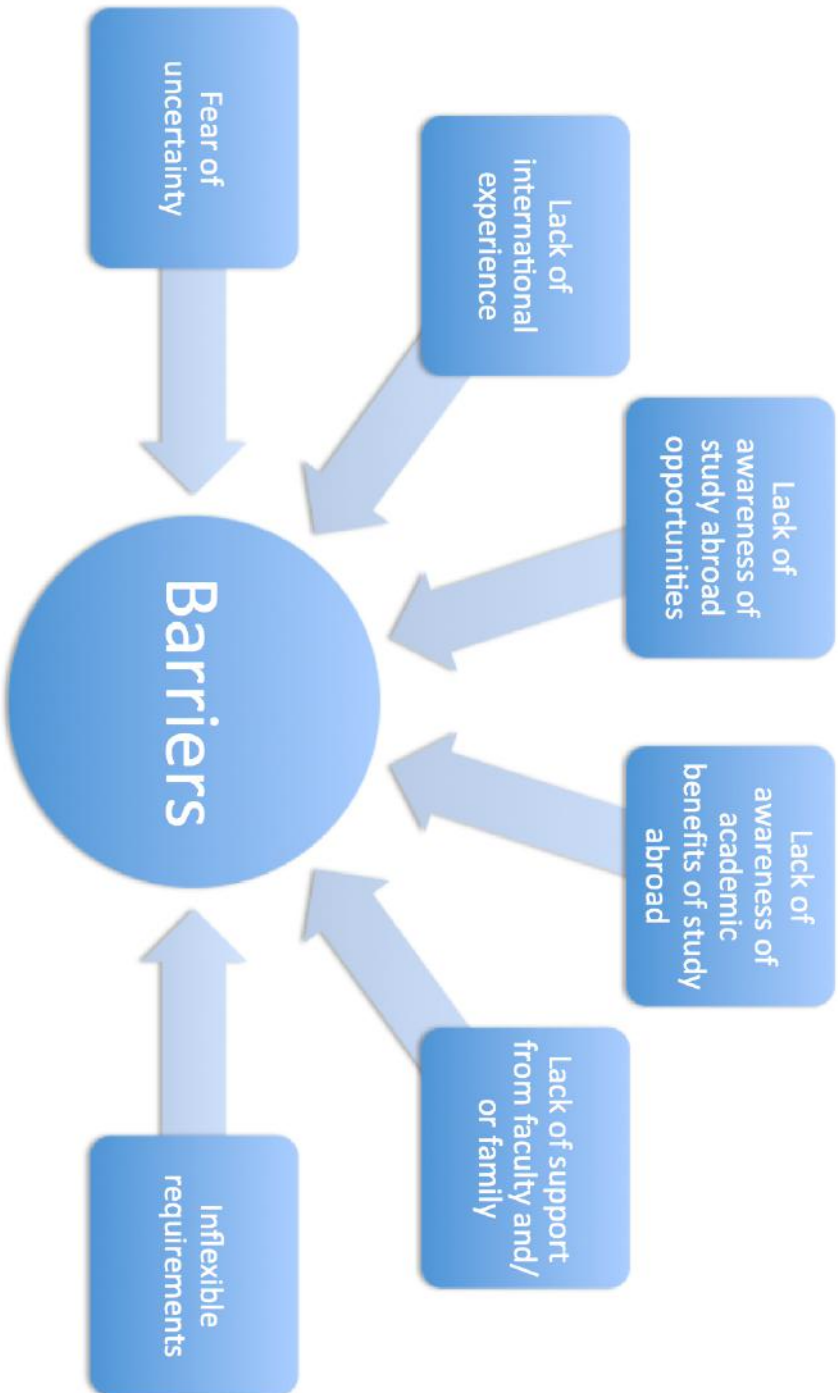(Lu, Reddick, Dean, & Pecero, 2015, p. 441).

"The postsecondary system leaves a substantial number of qualified minorities on educational pathways that **don't allow them to fulfill their educational and career potential**"

(Carnevale & Strohl, 2013, p8).

- CRT emerged first among legal scholarship in the 1970s
- CRT Tenets:
  – **Racism is inherent and omnipresent in U.S. society**
  – **Implicit racism (particularly in policy and practice) must be exposed** in order to break down White hegemony
  – Breaking down White hegemony is typically unsuccessful as **White people tend preference their self-interest in maintaining their power and privilege**
  – We must be **explicitly cognizant of race** – colorblind policies ignore the unearned privileges that maintain inequity
  – **History and narrative are essential in breaking down inequities** as they provide an important context into the racial experiences of people of color

Sources: Delgado & Stefancic, 2012; Ladson-Billings & Tate, 1995; Patton, 2016; Tate, 1997

- What are the key barriers and influences that impact an African American student's decision to study abroad?

- What is it like to be an African American student who studies abroad?

Sources: Bruce, 2012; Hurd, 2002; Landau & Chioni Moore, 2001; Lu, Reddick, Dean, & Pecero, 2015; Mitchell, 2002

Created by Kathryn Timm, 2016

Penn and Tanner (2009):

"the major issue of contention concerning Black students and study abroad is the **lack of academic** and *social* **connections to show how international education is a vital part of their college education**"

(p. 278).
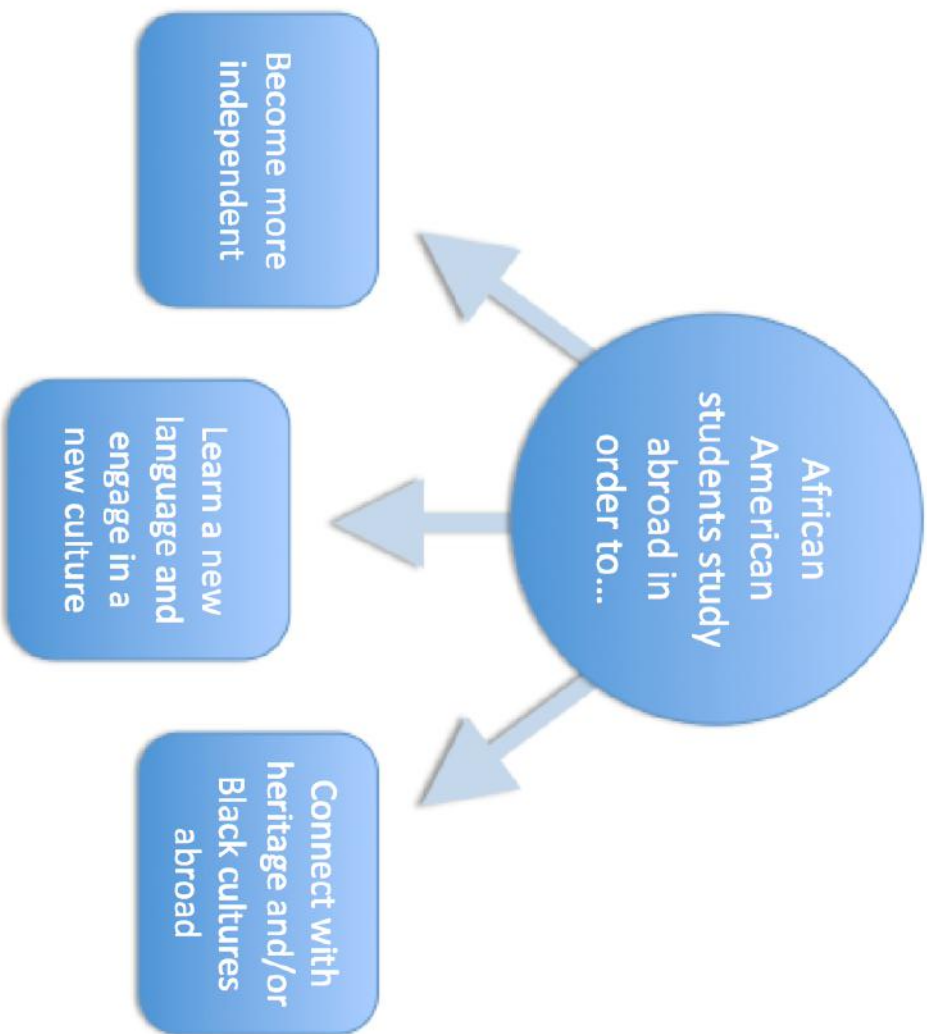
Sources: Landau & Chioni Moore, 2001; Mitchell, 2002; Morgan et al., 2002; Sweeney, 2014

African American students study abroad in order to....

Become more independent

Learn a new language and engage in a new culture

Connect with heritage and/or Black cultures abroad

Created by Kathryn Timm, 2016

Mentorship is Key

African American students in multiple studies listed mentors as a primary positive influence in their decision to study abroad. Mentors can help minimize barriers through support and education. Mentors can be faculty, staff, or students.

Clear Communication

Credibility and Trust

Persistence

Vision

Cultural Competence

Mentors must exude/foster
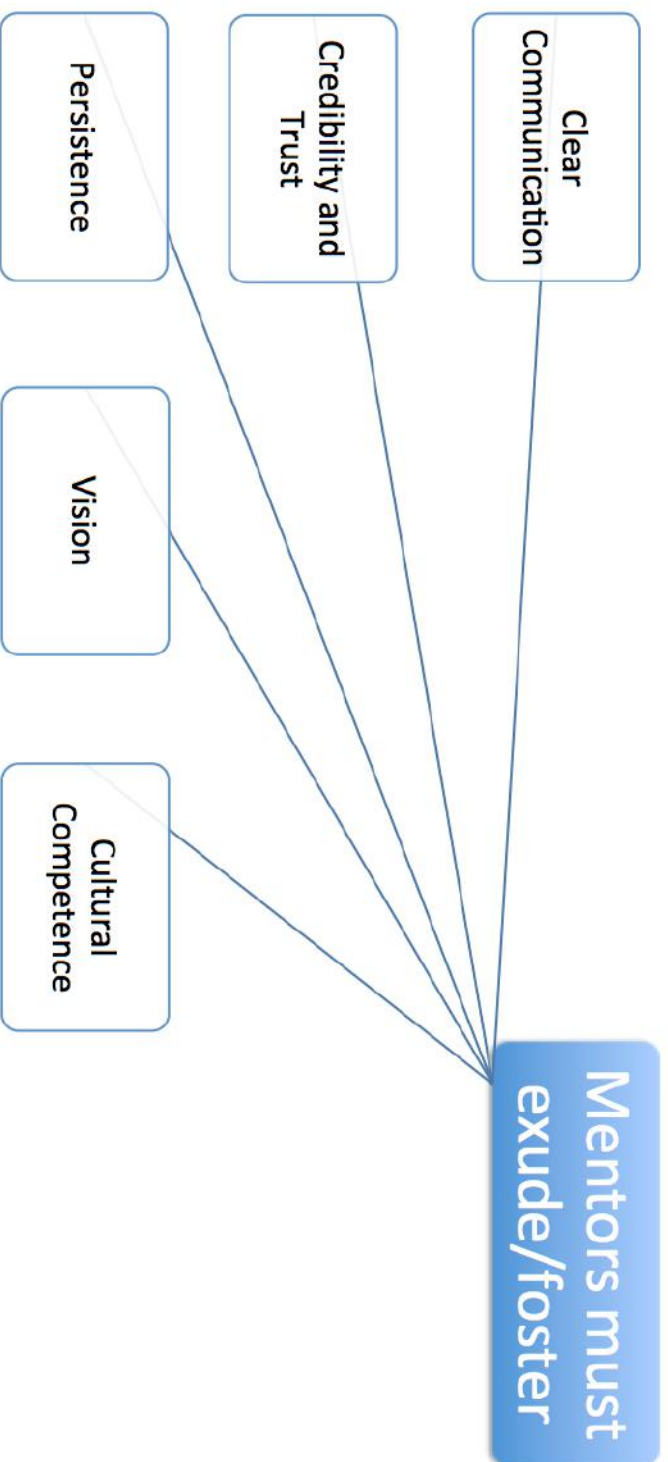
Sources: Bruce, 2012; Penn and Tanner, 2009; Lu et al., 2015

"The ways in which students of color perceive the climate in their host countries is likely to be influenced by their **lived experiences with racism** in the U.S.. Providing opportunities for students to **discuss the climate in their host countries**, both prior to departure and while in country, may help them to develop both coping strategies and realistic expectations"

(Sweeney, 2013, p. 7).

African Americans
studying abroad may ....

- ...confront their sense of being American for the first time (Paola & Lemmer, 2013).
- ...experience discomfort when grouped in with White compatriots for the first time (Landau & Chioni Moore, 2001).
- ...feel a sense of freedom from U.S. race and racism abroad (Sweeney, 2014).
- ...expect to be warmly received and experience kinship in Black countries, which may not necessarily happen (Landau & Chioni Moore, 2001)
- ...experience discrimination based on their race, nationality, or sex (Landau and Chioni Moore, 2001; Willis, 2012; Willis, 2015).
- ...keep their thoughts to themselves in class due to a lack of understanding/appreciation of their racially tinged perspectives (Bruce, 2012).

Recap

- African American students are underrepresented among study abroad participants

- More must be done to inform, support, and prepare students for the experience/process of studying abroad

- Mentors play a key role in this work

- African American students have unique experiences abroad, often perceived through a racial lens

- Critical Race Theory reminds us to listen to African American voices and to examine structural and historic forces that contribute to inequities.

Break

Now What? An examination of best practices

A Framework

"Making Campus Activities and Student Organizations Inclusive for Racial/Ethnic Minority Students" by Griffin, Nichols, Perez, and Tuttle (2008)

1. Engage students early, even before they arrive on campus
2. Connect students of color to leadership opportunities;
3. Encourage students of color in leadership roles to recruit their peers;
4. Create support groups;
5. Hold programs accountable for inclusion and diversity;
6. Conduct regular training and development;
7. Support student organized programming and activism;
8. Connect students, faculty, and staff through mentorship programs;
9. Encourage collaboration between faculty, student affairs staff, and campus administrators;
10. Communicate with parents; and
11. Celebrate and recognize student achievement

Created by Kathryn Timm, 2016

M.M.A.P.

- M (Marketing)
- M (Mentorship)
- A (Accountability)
- P (Program Design)

Marketing

- Should
  - engage students early (college application process)
  - engage parents
  - be intentional and culturally sensitive
  - highlight student achievement
  - engage the minority as well as the broader university community
  - reflect an environment in which minoritized students are encouraged, welcomed, and incorporated into all aspects of participation
  -

(Sources: Griffin, Nichols, Perez, & Tuttle, 2008; Lu, Reddick, Dean & Pecero, 2015; Morgan, Mwegelo, & Turner, 2002; Sweeney, 2014)

Marketing Reflection

Self Assesssment (Part #1)

Please respond to the following prompts on a scale from 1-5:

1 = Strongly Agree   **2** = Agree   **3** = Neutral **4** = Disagree   **5** = Strongly Disagree

❑ My admissions office sends out study abroad marketing materials to prospective and recently admitted students.

❑ My office provides a parent guide on study abroad.

❑ My office's marketing materials speak to the benefits of studying abroad (including some of the selling points specific to African Americans).

❑ My office holds an information session for incoming students about study abroad.

❑ This information session includes parent perspectives.

❑ My office's information sessions and marketing reflect the identities and perspectives of minoritized students as active participants in education abroad.

❑ These sessions and marketing highlight the achievements of minoritzed students.

❑ My office's student representatives (e.g. peer advisors), if any, reflect the diverse backgrounds of study abroad participants at my institution.

❑ My office provides resources specifically for African American students (e.g. online, in the study abroad office, across campus, etc.).

❑ My office's marketing intentionally reaches out to African American students.

Mentorship and Campus Partnerships

On campus collaboration, Sweeney (2014) states, "If access and equity in study abroad are goals, institutional commitment and internal collaborations with offices of admissions, academic departments, financial aid, and other support services are critical" (p. 97–98).

Mentors are...

☐ Students, faculty, and/or staff (often, African Americans themselves)
☐ relatable
☐ credible
☐ pervasive and persistent
☐ clear communicators
☐ informed about the unique experience of being African American abroad

Sources: Bruce, 2012; Griffin et al., 2008; Sweeney, 2013

Mentorship and Campus Partnerships Reflection
Self Assessment (Part #2)

Please respond to the following prompts on a scale from 1-5:

1 = Strongly Agree   **2** = Agree   **3** = Neutral   **4** = Disagree   **5** = Strongly Disagree

☐ My office fosters strong partnerships with admissions, academic departments, financial aid, and other support services.

☐ My office is involved in study abroad programming in coordination with campus partners (e.g. the financial aid office mans a table at my study abroad fair)

☐ My campus partners are informed and up to date on what the study abroad office is doing.

☐ My campus partners have a clear understanding of the needs of African American students at the institution.

☐ My campus partners clearly communicate the benefits of studying abroad to students.

☐ My office encourages faculty and staff of color with international experience to be guest speakers at study abroad events and to connect with students.

☐ My office features the experiences of African American study abroad returnees on student panels, study abroad reflections on the website, study abroad orientations, etc.

☐ My office has student representatives who are African American.

Accountability

- Sweeney (2014) argues, "Only through a deliberate attention to race and ethnicity in research and assessment can we counter the tendency to operate out of colorblindness in assuming the experiences of white students are the experiences of all students" (p. 158). Griffin et al. (2008) add that it is only after learning about the feelings, needs, fears, and experiences of African Americans in campus programs that any efforts to improve inclusion and equity can take hold

  .

Data collection should:

- Include quantitative assessment to track the level of participation, trends in program selection, and other participation patterns.
- Include qualitative assessment, allowing reflection space in surveys and/or time to debrief after study abroad
- Examine the climate and support from the study abroad office as well as at the partner and/or foreign institution

Accountability Reflection
Self Assessment (Part #3)

Please respond to the following prompts on a scale from 1-5:

1 = Strongly Agree   **2** = Agree   **3** = Neutral   **4** = Disagree   **5** = Strongly Disagree

☐ My office includes race/ethnicity in its assessment.

☐ My office knows how many African American students study abroad each semester.

☐ My office knows which programs/locations African American students on the campus prefer, if any.

☐ My office collects qualitative and quantitative data from students.

☐ My office and/or its partners collect reflections from the students about their home stay environment, the campus environment abroad, etc.

Program Design

- Faculty and staff must intentionally work to disrupt racial segregation and learning environments where students from different backgrounds can work together; educators must consciously and courageously **address prejudice in their assessment, teaching, and planning** (Harper and Lising Antonio, 2008).

- Programs (curricula and locations) must become more **culturally relevant** for African American Students from the beginning rather than be modified to accommodate them later (Bruce, 2012; Morgan et al., 2002; soneson & Cordano, 2009).

- We **must include minoritized student voices** and forge partnerships with African and African American Studies and/or Black Women's Studies programs in the effort to develop culturally relevant programing for this population (Morgan et al., 2002; Soneson & Cordano, 2009; Sweeney, 2014).

- Study abroad offices must clearly articulate that they **have high expectations for inclusion and equity** when forming international partnerships (Sweeney, 2013).

Program Design

Self Assessment (Part #4)

Please respond to the following prompts on a scale from 1-5:

1 = Strongly Agree   **2** = Agree   **3** = Neutral   **4** = Disagree   **5** = Strongly Disagree

☐ My office uses student data from assessment to inform the following:

- program design
- location selection
- promotion for study abroad options

☐ My office organizes formal or informal focus groups with African American students to discuss the types of programs they would be most interested in.

☐ My office works with and recruits academic departments on campus producing culturally relevant coursework to create new study abroad programming.

☐ My office has reached out to HBCUs or other organizations on or off campus to inform program offerings and/or design.

☐ My office includes access and equity as a necessary requirement when forging international partnerships.

Break Out Sessions

1. Select a M.M.A.P. area that you would like to improve upon

2. Identify 3-5 action steps to realize your goal

3. Break into thematic groups based on the area from M.M.A.P. that you want to improve in

4. Discuss the area that you would like to improve upon & your action steps within your groups

Bring it back to CRT

- Remember the tenets of Critical Race Theory:
  - **Racism is inherent and omnipresent** in U.S. society
  - **Implicit racism (particularly in policy and practice) must be exposed** in order to break down White hegemony
  - Breaking down White hegemony is typically unsuccessful as **White people tend preference their self-interest in maintaining their power and privilege**
  - We must be **explicitly cognizant of race** – colorblind policies ignore the unearned privileges that maintain inequity
  - **History and narrative are essential in breaking down inequities** as they provide an important context into the racial experiences of people of color

Sources: Delgado & Stefancic, 2012; Ladson-Billings & Tate, 1995; Patton, 2016; Tate, 1997

Thanks for coming!

Please fill out a feedback form and sign up for follow up and/or an accountability buddy

APPENDIX D

Self-Assessment One (**M**arketing):
Please respond to the following prompts on a scale from 1-5:
1 = Strongly Agree; **2** = Agree; **3** = Neutral; **4** = Disagree; **5** = Strongly Disagree

- ❑ My admissions office sends out study abroad marketing materials to prospective and recently admitted students.

- ❑ My office provides a parent guide on study abroad.

- ❑ My office's marketing materials speak to the benefits of studying abroad (including some of the selling points specific to African Americans).

- ❑ My office holds an information session for incoming students about study abroad.

- ❑ This information session includes parent perspectives.

- ❑ My office's information sessions and marketing reflect the identities and perspectives of minoritized students as active participants in education abroad.

- ❑ These sessions and marketing highlight the achievements of minoritzed students.

- ❑ My office's student representatives (e.g. peer advisors), if any, reflect the diverse backgrounds of study abroad participants at my institution.

- ❑ My office provides resources specifically for African American students (e.g. online, in the study abroad office, across campus, etc.).

- ❑ My office's marketing intentionally reaches out to African American students.

CUT ALONG LINE

Self-Assessment Three (**A**ccountability):
Please respond to the following prompts on a scale from 1-5:
1 = Strongly Agree; **2** = Agree; **3** = Neutral; **4** = Disagree; **5** = Strongly Disagree
- ❑ My office includes race/ethnicity in its assessment.

- ❑ My office knows how many African American students study abroad each semester.

- ❑ My office knows which programs/locations African American students on the campus prefer, if any.

- ❑ My office collects qualitative and quantitative data from students.

- ❑ My office and/or its partners collect reflections from the students about their home stay environment, the campus environment abroad, etc.Self-Assessment

Created by Kathryn Timm, 2016

Self-Assessment Two (**M**entorship):

<u>Please respond to the following prompts on a scale from 1-5:</u>
1 = Strongly Agree; **2** = Agree; **3** = Neutral; **4** = Disagree; **5** = Strongly Disagree

❑ My office fosters strong partnerships with admissions, academic departments, financial aid, and other support services.

❑ My office is involved in study abroad programming in coordination with campus partners (e.g. the financial aid office mans a table at my study abroad fair)

❑ My campus partners are informed and up to date on what the study abroad office is doing.

❑ My campus partners have a clear understanding of the needs of African American students at the institution.

❑ My campus partners clearly communicate the benefits of studying abroad to students.

❑ My office encourages faculty and staff of color with international experience to be guest speakers at study abroad events and to connect with students.

❑ My office features the experiences of African American study abroad returnees on student panels, study abroad reflections on the website, study abroad orientations, etc.

❑ My office has student representatives who are African American.

CUT ALONG LINE

Self-Assessment Four (**P**rogram Design):
<u>Please respond to the following prompts on a scale from 1-5:</u>
1 = Strongly Agree; **2** = Agree; **3** = Neutral; **4** = Disagree; **5** = Strongly Disagree

❑ My office uses student data from assessment to inform the following:
- program design
- location selection
- promotion for study abroad options

❑ My office organizes formal or informal focus groups with African American students to discuss the types of programs they would be most interested in.

❑ My office works with and recruits academic departments on campus producing culturally relevant coursework to create new study abroad programming.

❑ My office has reached out to HBCUs or other organizations on or off campus to inform program offerings and/or design.

❑ My office includes access and equity as a necessary requirement when forging international partnerships.

Created by Kathryn Timm, 2016

APPENDIX E

BREAKOUT SESSIONS
Break into a group to discuss

Marketing, **M**entorship, **A**ccountability, and **P**rogram Design

1. Which M.M.A.P. area did you select to grow in and why?

2. Identify three to five action steps to take to improve your competency in the M.M.A.P. area you identified:

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

3. Discuss any barriers involved in the process of meeting your goal (e.g. funding, buy in, time).

4. Discuss any supports involved in the process of meeting your goal.

APPENDIX F

WORKSHOP ATTENDEE SURVEY
*The workshop leaders will administer this survey to the attendees at the
conclusion of the session.*

QUANTITATIVE FEEDBACK

1. Race and/or ethnicity
   - American Indian or Alaska Native
   - Asian
   - Black or African American
   - Hispanic or Latino
   - Native Hawaiian or Other Pacific Islander
   - White
   - Other – Please specify:
     _____

Please respond to the following prompts on a scale from 1-5:
1 = Strongly Agree   **2** = Agree   **3** = Neutral   **4** = Disagree   **5** = Strongly Disagree

2. There was enough time to effectively cover the concepts introduced in this session.

    1   2   3   4   5

3. The workshop leader presented the material in a clear and convincing way.

    1   2   3   4   5

4. I have gained increased understanding of the best practices on access and inclusion in study abroad for African American students.

    1   2   3   4   5

5. Based on the self-assessment opportunities and the exploration of best practices, I was able to identify at least one area at my own institution that could benefit from intervention.

    1   2   3   4   5

Created by Kathryn Timm, 2016

6. I have identified preliminary action steps in order to carry out an intervention at my institution.

                1   2   3   4   5

7. I felt comfortable and included during this workshop.

                1   2   3   4   5

QUALITATIVE FEEDBACK

8. What from this session did you find most useful?

9. What, if anything, from this session did you find was ineffective or not useful?

10. How do you think this workshop session could improve?

Created by Kathryn Timm, 2016

APPENDIX G

SIGN UP SHEET

Name	Email	M.M.A.P. Area	Institution	Check if you would like to get connected	Check if you would like to receive follow up from the facilitators

Created by Kathryn Timm, 2016

APPENDIX H

FOLLOW UP EMAIL TEMPLATE (6 Months)

Greetings!

You are receiving this email as a follow up from the workshop that you attended on 00/00/0000 entitled, "Increasing Access and Inclusion for African American Students in Study Abroad."

This workshop covered best practices in increasing access and inclusion for African Americans in study abroad in the areas of Marketing, Mentorship, Accountability, and Program Design. During the workshop, you identified strengths and weaknesses in your work, chose a goal to improve upon, and identified action steps to realize that goal.

We would like to know what you have been working on since the workshop.

Please reply to this email and include the following:

1. Which functional area did you choose to improve in: marketing, mentorship, accountability, or program design?
2. What was your goal?
3. What was your desired outcome?
4. What were your action steps?
5. Have you completed your action steps?

Thanks for participating in the workshop! Your continued commitment to this work is extremely valuable. We look forward to hearing about your progress since we last met and will be in touch in six months to see what your results were!

Kind Regards,

The workshop facilitators

Created by Kathryn Timm, 2016

FOLLOW UP EMAIL TEMPLATE (12 months)

Greetings!

You are receiving this email as a follow up from the workshop that you attended on 00/00/0000 entitled, "Increasing Access and Inclusion for African American Students in Study Abroad."

This workshop covered best practices in increasing access and inclusion for African Americans in study abroad in the areas of Marketing, Mentorship, Accountability, and Program Design. During the workshop, you identified strengths and weaknesses in your work, chose a goal to improve upon, and identified action steps to realize that goal.

Six months ago we checked in with you to see how your progress was going. Now, we would like to see what your results were.

Please reply to this email and include the following:

1. Which functional area did you choose to improve in: marketing, mentorship, accountability, or program design?
2. What was your goal?
3. Did you meet your goal?
4. Why or why not?

Thanks for participating in the workshop! Your continued commitment to this work is extremely valuable. We look forward to hearing about your progress since we last met and will be in touch in six months to see what your results were!

Kind Regards,

The workshop facilitators

GRAND VALLEY STATE UNIVERSITY

ED 693/695 Data Form

NAME: Kathryn Timm

MAJOR: (Choose only 1)

_____ Adult & Higher Education	_____ Educational Differentiation	_____ Library Media
_____ Advanced Content Specialization	_____ Education Leadership	_____ Middle Level Education
_____ Cognitive Impairment	_____ Educational Technology	_____ Reading
_X_ College Student Affairs Leadership	_____ Elementary Education	_____ School Counseling
_____ Early Childhood Education	_____ Emotional Impairment	_____ Secondary Level Education
_____ Early Childhood Developmental Delay	_____ Learning Disabilities	_____ Special Education Administration
_____ TESOL		

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1. Study Abroad
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3. African American
4. Black
5. Access

6. Inclusion
7. Best Practices
8.
9.
10.