



Increasing Diversity Abroad: Expanding Opportunities for Students at Minority Serving Institutions

A LOOK AT NATIONAL STUDY ABROAD ENGAGEMENT

Almost 300,000 students choose to engage in study abroad experiences every year. In the 2012-13 academic year, for example, 289,404 students engaged in study abroad experiences. Yet, of these students, only around 10,000 (3.6%) hailed from Minority Serving Institutions (MSIs). While the proportion of students of color engaging in study abroad experiences has increased over the past ten years—from 15.7% to 23.7%—White students remain the most likely to engage in these experiences. Of concern, in 2012-13, only 5.3% of the students who engaged in abroad experiences were Black or African-American and only slightly over 7% were Asian, Native Hawaiian, or Other Pacific Islanders.

The disparity between these figures suggests that the current state of study abroad in higher education features an alarming lack of diversity both in terms of racial composition as well as institutional representation.

This report examines the current state of study abroad in the U.S. higher education landscape and, more specifically, at MSIs, including Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Asian American Native American Pacific Islander Serving Institutions (AANAPISIs).¹ By adopting a data-driven approach to this topic and offering recommendations, we hope to (1) provide a general overview of study abroad and its numerous benefits for students, faculty, and institutions; (2) demonstrate how MSIs can improve the overall diversity of students traveling abroad on a national scale; and (3) increase the opportunities for students at MSIs who are considering enhancing studying abroad through their institutions.

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TOP DESTINATIONS FOR STUDY ABROAD EXPERIENCES

● HSIs ● AANAPISIs ● HBCUs

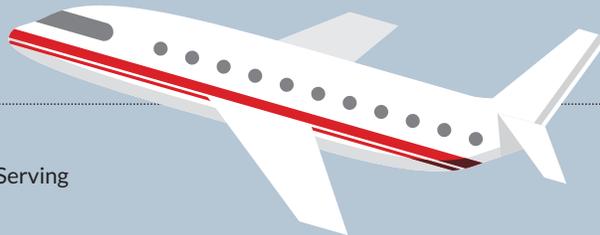


¹ Due to sampling considerations, the data in this report do not include Tribal Colleges and Universities.



2012/13

- **10,573**
Total U.S. students from Minority Serving Institutions who studied abroad
- **289,408**
Total U.S. students who studied abroad



1 in 10

Black students studying abroad hail from HBCUs



1 in 5

Black students studying abroad are enrolled at MSIs



1 in 15

Hispanic students studying abroad hail from HSIs

THE CURRENT ROLE OF MSIs IN DIVERSIFYING STUDY ABROAD

Disaggregating students' profiles by the types of institutions they attend reveals a more nuanced portrait of study abroad experiences. Looking at the data more closely shows that MSIs play a disproportionately large role in providing students of color opportunities to study abroad. For example, at HSIs, close to a third of students who engage in study abroad are non-White Hispanics.

At HBCUs, 94.5% of students who pursue study abroad are Black or African-American. Women at these institutions are more likely to study abroad—75% of HBCU students who study abroad are women, which is 10% higher than the national average.

The undergraduate majors of students at MSIs also diverge from national trends. At HSIs and AANAPISIs, for example, the social sciences were the most popular major fields of study for students who studied abroad, at 27.2% and 28.8% respectively. Notably, at HBCUs, STEM fields have a higher proportion of student engagement in study abroad experiences; with 26.2% of the entire cohort of study abroad students claiming a STEM field as their major (4% higher than the national average).

BENEFITS

INSTITUTIONAL BENEFITS OF STUDY ABROAD

There has been little research on how MSIs can benefit from establishing and promoting study abroad. In the broader field, however, anecdotal and empirical data indicate that institutions stand to gain a great deal from increased participation rates in study abroad.

Increased Retention & Graduation Rates

Positive correlations exist between study abroad and both retention and graduation rates. Studies at several universities show that students who studied abroad were retained at a higher rate than counterparts who did not (CIEE, n.d.). Metzger (2006) found that the communities formed by students while abroad can be used to retain students through the remainder of their college years. Additionally, though there is little research on the effects of study abroad focusing particularly on students from MSIs, there is some research on graduation rates and retention that focus specifically on students of color. For example, within the University of Georgia system, students of color who studied abroad had a 17.9% higher 4-year graduation rate than the overall student population (CIEE, n.d.). Other studies also suggest that students of color who participate in study abroad have an improved graduation rate overall (Redden, 2010; Rubin & Sutton, 2001; Sutton & Rubin, 2004; Sutton & Rubin, 2010; Hamir, 2011).



INSTITUTIONAL STUDY ABROAD HIGHLIGHTS

DILLARD UNIVERSITY

Dillard University gives its students the opportunity for a short-term study abroad experience through its Transatlantic Slave Institute. The institute combines exploration of local plantations with a brief international trip to a country that was historically significant to the transatlantic slave trade (e.g., Ghana). Dillard's model is doubly appealing because 1) short-term programs are more affordable options for students, and 2) research has shown that African Americans, as well as other ethnic minority students, are particularly interested in heritage-related programming.

Recruitment Tool

Study abroad outcomes for students include cross-cultural competency, increased competitiveness in the job market, and the ability to adapt/work in international settings. Increased study abroad participation and international opportunities can thus be leveraged to market an institution. For example, as international travel becomes more common and the economies of the world become more interdependent, an increasing number of prospective students will recognize the need to select institutions based on study abroad opportunities in addition to academic and campus life offerings (Anderson et al., 2006; Ludwig, 2000).

FACULTY BENEFITS OF STUDY ABROAD

When it comes to study abroad, faculty members are key stakeholders as they not only create faculty-led programs and recruit students to study abroad, but they also study, teach, and research abroad. Faculty members are essential in promoting and encouraging the internationalization of institutions and curricula. However, faculty members themselves are often not encouraged to participate in study abroad. Thus, one might ask, how can faculty promote and encourage internationalization at their institution or with students if they themselves have not been exposed (Dooley, Dooley, & Carranza, 2008)? By communicating and understanding the benefits of study abroad for faculty members, institutions looking to increase participation in study abroad will have a much easier time garnering support.

Professional Development as Faculty and Administrators

Participation in study abroad provides faculty members with opportunities to gain the skills necessary to meet the challenges and opportunities increasingly found in the global marketplace (Festervand & Tillery, 2001). Faculty members are able to develop skills in academic administration that will provide them with a greater understanding of budget development, funding sources, grant preparation, schedule development, and operational issues (Festervand & Tillery, 2001; Dooley, Dooley, & Carranza, 2008). In addition, faculty can learn to attract students to programs and gain essential intercultural skills that can be used on the home campus as well.

Intellectual Growth and Cognitive Change

For some academics, teaching the same class over an extended period of time can lead to becoming so sure of their knowledge that they do not find it necessary to update their courses with more or new information (Festervand & Tillery, 2001). However, participation in study abroad is one way to generate significant intellectual growth for most faculty members (Festervand & Tillery, 2001). In some instances, new knowledge is acquired through overt efforts; however, most intellectual growth and new knowledge acquisition occurs vicariously through observation, listening, and immersion in study abroad experiences (Festervand & Tillery, 2001). Through participation in study abroad, faculty members can gain the cognitive and affective competence to transfer to students at their home campus (Dooley, Dooley, & Carranza, 2008). The intellectual growth that occurs during study abroad for faculty members allows them to develop a new cultural lens through which they can view their specific disciplines and enrich their curricula.

Additionally, when faculty members participate in study abroad, many of them experience a type of cognitive change that can best be thought of as a "dose of humility" (Festervand & Tillery, 2001). Confidence can often play an integral role in classroom excellence; however, for some faculty, confidence may unintentionally turn into academic arrogance where their knowledge goes unquestioned (Festervand & Tillery, 2001). Study abroad experiences can challenge faculty by exposing them to experiences where they are academic and cultural amateurs (Festervand & Tillery, 2001). These first-hand experiences in international reality provide an immediate and profound cognitive change for many faculty members (Festervand & Tillery, 2001). In turn, this cognitive change can stimulate faculty to rethink their teaching strategies, professional status, and academic standards, to help them introduce change in their classes (Festervand & Tillery, 2001).



INSTITUTIONAL STUDY ABROAD HIGHLIGHTS

NORTH CAROLINA CENTRAL (NCCU)

As a part of a public, comprehensive master's granting institution, NCCU's Office of International Affairs promotes study abroad through a third-party provider, as well as through participation in the statewide University of North Carolina Exchange Program. Because of its status as a state institution, NCCU is able to offer its students access to the resources, opportunities, and international relationships already established by the state system, thus decreasing the outreach and management workload carried by the institution's International Affairs staff when compared to offering study abroad courses themselves. This model promotes international education as well as local collaboration as NCCU's students are exposed to students at the host institution as well as students from 16 campuses statewide.

“Through study abroad, students are often surprised to find that they become more confident in how they present themselves in a variety of situations. Not only do they learn about new cultures and obtain a more global perspective, they also get new and fresh insights into their own identity and sense of self . . . a more confident self!”

—JOTI SEKHON, FACULTY MEMBER,
WINSTON SALEM STATE UNIVERSITY

Cooperative Research & International Study Opportunities

Study abroad experiences promote the scholarly exchange of U.S. and international faculty members who can then integrate international content into their research. Additionally, through CIEE's International Faculty Development Seminars, faculty can expand their networks and make connections with other faculty interested in the same fields of research.

Enriched Cultural Sensitivity and Understanding

Faculty members who have participated in study abroad have the opportunity to work with people from different cultural backgrounds and are able to develop their own competence, awareness, and concern for other cultures and countries (Hand, Ricketts, & Bruening, 2007; Harvey, 2013). These opportunities help them function effectively within their profession by enhancing their knowledge of current international issues and affairs (Dooley, Dooley, & Carranza, 2008). Specifically, in teaching and researching, faculty members are challenged to be mindful of how their biases may be transferred to their students and colleagues (Festervand & Tillery, 2001). Even short visits abroad allow individual faculty members to establish a direct connection and correct preconceived perceptions and biases of other cultures and countries.

Impact on Teaching

Faculty members that have participated in study abroad have reported an increased ability to integrate international examples into the courses they are teaching at home and an overall increase in their global perspective on the subject matter they teach (Hand, Ricketts, & Bruening, 2007). Faculty members have also equated their global experiences with more credibility in teaching their subject matter (Hand, Ricketts, & Bruening, 2007). Furthermore, many have indicated that working with students abroad has helped them refine their teaching techniques to meet the various needs of different students and their learning styles (Hand, Ricketts, & Bruening, 2007). Overall, faculty participation in study abroad can significantly change the way they teach and interact with students.

STUDENT BENEFITS OF STUDY ABROAD

For many students, studying abroad is more than just a short-term trip to a new and exciting place. Study abroad participants gain significant benefits over their peers who do not participate. These gains are both academic and interpersonal in nature and often have a lasting impact past graduation.

Personal Development and Performance

Study abroad allows students to be a part of a community of similarly experienced students who are privy to experiences that expose them to uncertainty, the need to solve problems, and the ability to communicate and think critically in unfamiliar settings. Dwyer's (2004) research pointed to study abroad students as possessing a higher tolerance for uncertainty than non-participants.

Students that study abroad also tend to be more engaged in their studies and perform better academically (Picard, Bernardino, & Ehigiator, 2009). Undergraduate students that participate in one or more study abroad course by the end of their fourth year of college are reported to have significantly higher cumulative GPAs than their non-study abroad peers (CIEE, n.d.).

Enhanced Learning Environment

Student participants reported that their study abroad experiences resulted in positive outcomes and stressed that their comprehension and retention of the curriculum were greater than if they had taken traditional home institution-based courses (Younes & Asay, 2003). Students also reported that study abroad allowed them to be a part of what they were learning by being able to learn through sight, sound, smell, taste, and experience (Younes & Asay, 2003).



INSTITUTIONAL STUDY ABROAD HIGHLIGHTS

OAKWOOD UNIVERSITY

As a Seventh Day Adventist-affiliated institution, Oakwood University students have access to study abroad through the Adventist Colleges Abroad consortium, comprised of universities in North America and Australia. Students can study abroad at Adventist institutions around the world, from Europe to the Middle East, South America, and East Asia. By working with other Seventh Day Adventist institutions and sending students abroad through a formalized consortium, Oakwood does not need to use as many of its own resources to assist students through the study abroad process or build standalone study abroad programs and partnerships.

Intellectual & Intercultural Competency

The nature of study abroad programs encourages students to explore new ideas, forms of interactions, worldviews, and perceptions. Through participation in study abroad, students develop enhanced problem-solving and language skills; geographical and historical knowledge; a sense of responsibility; increased tolerance and intercultural awareness; interest in other cultures; diminished ethnocentrism; and cultural sensitivity (Anderson et al., 2006; Gaines, 2012). Numerous studies demonstrate the increased cross-cultural sensitivity and personal development that students obtain after studying abroad, including identity development for students of color (Day-Vines, Barker, & Exum, 1998). Further, study abroad can provide the structure in which students of diverse backgrounds can come together in meaningful dialogue around issues of race and class in political, social, and economic contexts (Williams, 2006).

Post-graduation Benefits

College graduates that participated in study abroad during their undergraduate years are more likely to attend graduate school and pursue a globally minded career (Carlson et al, 1990; Norris & Gillespie, 2009; Paige, et al., 2009). Many graduates attribute their success in gaining job interviews to the presence of study abroad on their applications, resumes, and transcripts (Oppen, 1991).

CHALLENGES

CHALLENGES FOR STUDENTS

The number of students of color participating in study abroad has increased significantly since the 1990s, yet these students still comprise less than a quarter of American undergraduates studying abroad. MSIs educate students who are most likely to face barriers to study abroad. MSI students are much more likely to be first-generation college students and/or from low-income backgrounds, for whom the cost of study abroad might be perceived as an unbearable financial burden. In addition, students may lack a network of trusted individuals who are knowledgeable and supportive of study abroad. Furthermore, MSI students may avoid studying abroad due to a fear of anticipated racism and racist encounters abroad. Finally, MSI students may experience difficulty finding study abroad programs and program locations that are of interest or relevance to them.

Traveling and living overseas can be expensive; finances are often the primary concern for students planning to study abroad. However, this factor can be compounded among MSI students “[who] disproportionately . . . cannot attend college without substantial financial aid” (Cole, 1991). Even if they are able to finance the tuition, travel, and rooming expenses, many students will have to consider the fact that they cannot earn an income while abroad. Many students from low-income backgrounds have part-time or full-time jobs to help them cover the cost of attendance. Consequently, “financial concern extends beyond actual expenses, because the opportunity cost of foregone earnings while studying abroad can be a major constraint” (Brux & Fry, 2010).

“California State University, Fullerton is a living laboratory where diverse students from all walks of life study, work, and live alongside each other, learning how to navigate in an increasingly global world. If we are to reach our goal of preparing students to be successful in this ever-evolving and inter-connected society, it is important to provide opportunities for study abroad regardless of economic standing or background. All students have the right to experience the wonders of other citizens, cultures, and disciplines in diverse countries around the world and to be successful within this new world. At Cal State Fullerton, we are proud to support their efforts to do so.”

—MILDRED GARCIA, PRESIDENT, CALIFORNIA STATE UNIVERSITY, FULLERTON



INSTITUTIONAL STUDY ABROAD HIGHLIGHTS

LEEWARD COMMUNITY COLLEGE

Leeward Community College (LCC) is a two-year institution in Hawaii. LCC offers study abroad opportunities through partner institutions in Tokyo, Japan; Seoul, Korea; and Shanghai, China. LCC also has faculty-led programs as well as programs in 24 countries available through third-party providers such as AIFS, Panrimo, API, and CIS Abroad.

NEW JERSEY CITY UNIVERSITY

Program offerings at New Jersey City University (NJCU) range from short-term summer programs to full-year programs. Among the countries where students can participate in faculty-led programs are Tanzania, Germany, Poland, Italy, and Costa Rica. NJCU students also have the option of eight direct exchange partners scattered around the globe in Spain, Trinidad, Japan, and South Korea. To help make the study abroad experience more affordable, students may receive the Global Citizens Scholarship for Study Abroad.

Students who hope to study abroad must often do so in the face of both implicit and explicit disapproval from their families. Research has indicated “negative parental attitudes and other family issues have been found to constrain the participation of specific multicultural groups of students in study abroad” (Brux & Fry, 2010). Whether or not a student’s family values international educational experiences, the family may also be “concerned about what racial attitudes and incidents [their children might] experience” (Cole, 1991). Thus, parents and other family members are often apprehensive about study abroad.

Parents are not the only ones who are concerned about racism abroad. In fact, many students of color may be hesitant to go abroad “based on experiences with racism in the United States” (Brux & Fry, 2010). Students may experience “a degree of anxiety regarding interaction with other program participants or interaction with the director” (Perdreau, 2002), particularly if they are singled out by program members and staff as the only student of color in a given program. Interestingly, while students of color may experience both implicit and explicit discrimination abroad, it is “not unusual for returnees to state that the only racism or perceived prejudice they [encountered] abroad [was] from other Americans” (Perdreau, 2002).

Historically, study abroad has been the purview of wealthy, White individuals. As a consequence, students of color have been underrepresented in international educational opportunities—both in practice and in media images portraying study abroad (Jackson, 2005, p. 16). Due to a lack of marketing of study abroad opportunities or institutional structures to make these opportunities known, students may also be disconnected from faculty or staff who might otherwise encourage them to participate in study abroad programs. Combined with MSIs’ often-constrained institutional resources, this can have a significant influence on students’ knowledge of and interest in study abroad.

Because the vast majority of study abroad locations for U.S. students are located in Western countries, MSI students may also face challenges in finding study abroad opportunities in locations that may be of greater cultural interest to them. While the number of non-Western study abroad programs has increased dramatically in recent years, study abroad programs are still largely concentrated in Western Europe. As a result, “minority students whose racial or ethnic origins are represented by geographic regions somehow omitted from the focus of international programs and courses receive the clear message that their cultural origins and identities are not important” (Carter, 1991).



*MSI President’s Leadership Workshop
at CIEE Global Institute Berlin.*



INSTITUTIONAL STUDY ABROAD HIGHLIGHTS

MORGAN STATE UNIVERSITY

The Study Abroad Program at Morgan State University is committed to developing globally minded citizens and professionals. Study Abroad options available to Morgan students are: Direct Exchange, partner institution programs, and an independent study program.

“At our campus, study abroad is essential in helping us fulfill our intention and mission to develop global citizenship in our students. It is imperative that students see the world and themselves in it as viable change agents. While we recognize that not every student will travel by plane to another country while they are a Florida Memorial University student, we intend to foster curiosity and compassion in ways that make them think and act with a sense of global responsibility and awareness.”

—KESHIA ABRAHAM,
DEAN OF THE SCHOOL OF ARTS AND SCIENCES,
FLORIDA MEMORIAL UNIVERSITY

CHALLENGES FOR FACULTY

Faculty at MSIs may be hesitant to support study abroad at their institutions for a number of reasons. First and foremost, workload constraints can play a crucial role in faculty members' hesitation to get involved in study abroad at their home institutions (Dooley, 2008; Hand, 2007). At many MSIs, a single faculty or staff member manages study abroad and performs this work in addition to his or her primary institutional commitments. Study abroad involvement rarely counts toward tenure or promotion; consequently, faculty members have little incentive to participate from a professional perspective. Many faculty members at MSIs also carry a heavy course load during the academic year, teaching many more courses on average than their counterparts at Predominantly White Institutions (PWIs). Faculty may also have other professional and service commitments at their home institution that preclude their participation in study abroad programming; these can include committee leadership positions, research, and undergraduate/graduate student advising.

Despite the extra work that study abroad programming may add to faculty members' responsibilities, even committed faculty may feel a lack of support from institutional leadership, peers, and other administrators when creating or promoting study abroad programs. Faculty are often concerned about the cost and resources required for program participation. This may be related to an overall decline in institutional funding, particularly in support of faculty travel (Dooley, 2008). Furthermore, they may have concerns about host country policies and politics, safety abroad, and the challenges of communicating in a foreign language. Finally, faculty may worry about the time required to travel and lead study abroad programs, particularly as it relates to family and personal commitments at home.

CHALLENGES FOR INSTITUTIONS

Institutions can face many challenges when creating opportunities for students to study abroad. These include “curriculum requirements, lack of support of faculty and departments, difficulty in transferring credits, campus culture, language and other requirements, [marketing practices], . . . length of program and scheduling difficulties” (Brux & Fry, 2010, p. 515). MSIs may face additional financial and human resource constraints that their PWI counterparts may not.

As mentioned in our discussion of challenges to students and faculty, again, the issue of financial concerns must be examined when determining institutional challenges. With historically lower levels of government funding when compared to other types of institutions, MSIs may feel pressure to retain the tuition revenue that would be lost to another institution or organization should a student study abroad. Many MSIs also have smaller endowments and lower alumni giving rates, which mean that there are fewer financial resources that can be allocated toward study abroad scholarships. These circumstances are compounded at private MSIs, which do not receive consistent state funding and are thus more tuition driven than their public counterparts.

This lack of financial resources means that there is often only a single person administering study abroad programs—a responsibility that in many cases exists in addition to their regular duties since MSIs often cannot afford the additional salary and benefit costs that may accompany a dedicated staff member for study abroad administration. Consequently, “most of the activities that deal with overseas study are undertaken on an ad hoc basis . . . the success or failure of the program will more likely depend on the tenacity and willingness of the study-abroad advisor” to continue supporting the program (Akamolafe, 2000, p. 104). Institutions must also consider the cost of marketing study abroad programs and maintaining participation data through the use of data management systems.

“Our vision is that Claflin University will be recognized as a leading 21st-century institution of higher education that develops a diverse and inclusive community of globally engaged visionary leaders. We believe that the student study abroad experience is central to the University’s future vision of excellence. Furthermore, we also believe that our graduates will become even more confident and competitive as they pursue further study and career opportunities in a global society.”

—HENRY TISDALE, PRESIDENT,
CLAFLIN UNIVERSITY

Building a successful study abroad program also comes with a number of strategic and logistical challenges. Institutions may lack an explicit and sustained commitment to internationalization that actively supports and prioritizes international education within the curriculum, student body, and faculty. In addition, institutions often establish partnerships with third-party providers and/or academic institutions abroad. This necessitates the development of criteria to determine whether a partnership would be beneficial to the MSI. Finally, logistical challenges arise when institutions consider establishing application processes, developing programs, addressing curriculum integration and transfer credit evaluation, and creating a risk management infrastructure that can support students, faculty, and staff while they are overseas.

STRATEGIES TO EXPAND STUDY ABROAD AT MSIs

We suggest five fundamental areas that MSIs should consider when thinking about expanding current study abroad offerings and infrastructure. By paying special consideration to our recommended strategies, MSIs can further develop in the five fundamental areas to become global leaders in education. The five areas are: garnering faculty support; academic curriculums; institutional and individual finances; the time commitment involved for students, faculty, & administrators; and ways to implement best practices by leveraging expertise in the field and opportunities for collaboration.

1. ENGAGING FACULTY

It is important to educate faculty on the value of study abroad to garner their support, participation, and engagement. After participating in study abroad, faculty members are more likely to encourage undergraduate participation in similar programs (Hand, Ricketts, & Bruening, 2007). In order to garner faculty buy-in for study abroad, faculty members need to feel that they are being supported to participate. By making some changes, institutions can overcome some of the challenges that often impeded faculty involvement. These challenges include: workload constraints, time and cost required to participate, and uncertainty around foreign politics & policies, safety, lack of personal knowledge of the location, and language barriers.

Flexible Faculty Requirement Options

Institutions can create more flexible requirements for faculty members, especially for those faculty members working towards tenure and promotion. Thinking creatively about how to provide flexible requirement options for faculty can help ease the workload constraints faculty must manage when considering tenure and promotion, teaching full course loads, and other institutional commitments such as research, advising, and leadership posts. Questions institutional leaders and department chairs should ask to improve faculty engagement are:

- Does participation with study abroad experiences count toward promotion and tenure?
- Are course buy-outs and faculty releases offered in exchange for participation?
- Are sabbaticals abroad encouraged?
- Can faculty members fulfill portions of their service requirements through study abroad?
- How does the institution help ease the workload constraints faculty must manage when considering tenure and promotion, teaching full course loads, and other institutional commitments such as research, advisement, and leadership posts?

STUDY ABROAD EXPERIENCES AT MSIs INCLUDE DIFFERENT TYPES OF PROGRAM INITIATIVES



30%

of MSIs with study abroad experiences have programs led by their own faculty



40%

of MSIs with study abroad experiences use third parties to sponsor their programs



67%

of MSIs with study abroad experiences have direct exchange or consortia agreements with other institutions to structure their programs



CMSI staff exploring Berlin, Germany during the MSI President's Leadership Workshop at the CIEE Global Institute.

Lessen Financial Burden

It is probably no surprise that finances are one of the most commonly cited challenges faculty must overcome in order to participate in study abroad opportunities. Institutions should exercise financial creativity to ensure modestly paid professors are not economically overburdened by the experience (Dooley, Dooley, & Carranza, 2008). Programs that support dual-income families and provide childcare options, schooling, and partner-placement can be expanded to help faculty cover expenses while abroad (Dooley, Dooley, & Carranza, 2008). These options also help overcome other barriers noted by faculty such as the time commitment required that would pull them from home and family for extended periods of time.

Improve Faculty Experience

Concerns regarding safety, language barriers, preconceived misconceptions, foreign policies and politics, and fear of the unknown can sometimes create uncertainty that can often hinder faculty engagement with study abroad. Providing faculty detailed information about the host culture and teaching experience prior to departure from the United States can help alleviate faculty hesitations. Working with a provider can also address these concerns. Many providers have resident staff who are experts both in their locations as well as specific academic fields. They can leverage longstanding relationships with local communities to add location-specific components to the program and the curriculum. Competitive pricing typically includes medical insurance, 24/7 on-site support from resident staff members, and a collaborative planning process that eliminates potential budget pitfalls. Lastly, institutions can help faculty make the most of downtime while in the host country by providing opportunities for interaction with the host institution through workshops, seminars, research projects, and social opportunities.

2. UPDATING CURRICULA

Institutions should think about whether there is, or whether there could be, a cross-cultural/international component in the existing curriculum, and whether students can use courses taken abroad to fulfill general and major requirements. One of the many questions students ask when studying abroad is how readily credits will transfer back to their home institution. With this in mind, institutions should examine their own transfer credit processes and consider whether any processes or policies in place might deter students from studying abroad.

“The study abroad experience is an essential component in a first-rate education because it broadens the horizon and opens up the mind to acknowledge that problem solving must be global and not constrained by borders. Study abroad breaks down barriers and provides exposure to the human race through diversity of cultures. It provides an opportunity to embrace and promote peace for future generations through familiarity and direct contact.”

—ELMIRA MANGUM, PRESIDENT, FLORIDA A&M UNIVERSITY

“In the Quinnite Nation, our mission states that our students are to become agents of change in the global marketplace. However, for far too many of our students the idea of a global marketplace is merely that: an idea. The remedy for this problem is for Paul Quinn College to embrace avenues for studying abroad that allows us to transform the idea into a reality. This practice starts now.”

—MICHAEL SORRELL, PRESIDENT,
PAUL QUINN COLLEGE

3. ALLEVIATING THE FINANCIAL BURDEN

For many students and institutions, cost is a major deterrent to studying abroad, particularly if one considers the additional costs that accompany international travel (such as flights, bank fees, etc.). Short-term (summer or faculty-led) study abroad options are usually more affordable for students in terms of total cost, though they may be relatively more expensive on a per-day basis than longer programs. Allowing students to transfer their institutional and federal financial aid for use with accredited study abroad programs can also help ease the financial burden of study abroad. Institutions can help students find resources to help fund their studies, whether external or internal (department grants, internal scholarships, etc.). To further enable students to fund study abroad, institutions may also leverage the power of alumni giving or explore potential revenue-sharing models within the university (Brustein, 2007).

4. MITIGATING TIME COSTS

Time can be another important factor in establishing a successful tradition of study abroad at an institution. Time away from work and family responsibilities can be a major issue for students interested in studying overseas. Moreover, lock-step curriculum sequencing and fear of missing out on campus traditions can also create barriers to study abroad. Some institutions have found ways to work around this through creative practices such as work-study exchanges with foreign partners. Taking the time necessary to advise students and help them find a study abroad program that is a good fit can also be a challenge for overburdened university faculty and staff, and initiatives should be instituted to distribute this workload evenly.

5. LEARNING THROUGH COLLABORATION

If an institution is new to study abroad, looking to and collaborating with peer institutions is a great way to get initial study abroad programs off the ground. Some things to consider are whether or not the institution already has someone with expertise in international education; whether the institution is utilizing best practices and successful models of study abroad programming; whether the institution is already collaborating with other institutions and organizations; and, if so, whether all partners have a shared purpose and are obtaining mutual benefits from the partnership. To improve collaboration, institutions should ask:

- Does the institution have a faculty/staff member with expertise in international education?
- Is the institution adhering to successful models/best practices in the field?
- Are there any partnerships or collaborations with other institutions/organizations?
- Is there a shared purpose and are there mutual benefits for all those involved?

“At Metropolitan College of New York, short-term, intensive study abroad experiences give our adult commuter master’s degree students in Business and Emergency Management an invaluable opportunity to observe and interact with the culture and practice of their fields in international settings. For many, it is their first time out of the country, and for most it is their first professional exposure through the lens of other cultures.”

—VINTON THOMPSON, PRESIDENT, METROPOLITAN COLLEGE OF NEW YORK

This report was developed as a joint effort stemming from the recent partnership between the Penn Center for Minority Serving Institutions (CMSI) and CIEE: Council on International Educational Exchange. In November 2015, CIEE and CMSI gathered 10 presidents of leading MSIs in Berlin, Germany for an inaugural “Study Abroad Leadership Workshop for Minority Serving Institutions” to discuss the importance of exposing more students from MSIs to international education opportunities. CIEE’s professionalism and impact were strongly endorsed by the MSI presidents, who recognized CIEE’s work as critically important in promoting cultural and educational opportunities for all students. The success of the Study Abroad Leadership Workshop has led CMSI and CIEE to expand their partnership for three more years of programming to produce integrated training and support programs for key constituents at MSIs. Throughout this period, CIEE will provide \$50,000 each year to create a scholarship fund that will be administered by CMSI to students from MSIs who would not otherwise be able to study abroad.

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