RESEARCH AND LITERATURE ON UNDERREPRESENTATION IN EDUCATION ABROAD
An Annotated Bibliography

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The purpose of this annotated bibliography is to provide students and education abroad researchers/professionals with a broad listing of research studies, conference presentations and articles on underrepresentation in education abroad. The bibliography is organized under the following underrepresented student group headings:

Minority Students
Students with Disabilities
GLBT Students
Adult Learner/Professional Students
Community College Students
Education Students
Engineering, Science & Technology Students
Human/Social Service Students
Medical & Nursing Students
Misc. Underrepresentation Articles
Research on U.S. Students Abroad: Bibliographies with Abstracts

Please note that some entries may be listed under multiple headings. Comments and revisions as well as copies of papers are invited and encouraged. Comments and submissions may be sent to David Comp at dcomp@uchicago.edu. All web links and e-mail addresses specified in this document are active as of the revision date. A special thank you and recognition is due to the NAFSA: Association of International Educators Education Abroad Subcommittee on Underrepresentation, the Forum on Education Abroad, the Council on International Educational Exchange (CIEE) and University of Pittsburgh, University Center for International Studies, Access International Education: Resources on Underrepresented Groups in International Education for making this bibliography available on their websites. [DJC].

Web links to this bibliography are as follows:

NAFSA: Association of International Educators, Education Abroad Subcommittee on Underrepresentation
http://www.nafsa.org/knowledge_community_network.sec/education_abroad_1/education_abroad_2/practice_resources_12/underrepresented_destinations_5/underrepresentation_in

Forum on Education Abroad
http://www.forumea.org/related_links.html

Council on International Educational Exchange (CIEE), Commitment to Diversity website
http://www.ciee.org/CIEE_initiatives/under_groups/study_abroad/bibliography.aspx

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Minority Students


A year or two of global study, or international study as it is often called, increases not only your value to an employer in very practical ways, but also, depending upon where you study, your racial perception of the source of the way you act, think, play, and pray. In most countries, you can expect a very smooth ride in the host country housing the international program you select; in some, you can expect a bumpy ride. But even a bumpy, global study ride may be useful to an employer as an indicator of a resourceful, pioneering spirit. A given country may offer specific values to specific corporations because of its natural resources. Zaire, for instance, has large deposits of gold and diamonds. But except for ties of well-known corporations to internationally strategic European countries and to Japan, these ties are difficult for you as a student to know. You need not, however, undertake global study from a basis of specific corporate ties to a country. Global study is as important as an indicator of a type of diverse person as it is an indicator of a person with specific language and cultural skills. It is important to you psychologically, for it is likely to help you understand the source of your own cultural responses, responses often thought of as racial or ethnic. This later reason is somewhat subtle, based as it is on Carl Jung's notion of the subconscious as a collection of archetypal images. The focus here is both the practical as well as the psychological reasons for global study. The easier, practical reason, diversity, first. [Authors].


Keisha Anderson describes her study abroad experience in Zimbabwe. Crediting study abroad with preparing students to “become driving forces in the growing global economy,” Ms. Anderson presents a well-researched article on study abroad and available resources. She concludes her article with advice on getting parents comfortable with study abroad concerns including whether or not their child will be fed and housed properly, their safety, opportunities to call home if needed, and the availability of support staff in case of emergency or to soften the student's transition to the new environment. [Forum Newsletter].


Black Issues in Higher Education. Cox and Matthews teamed up to launch Black Issues In Higher Education as a small newsletter in the basement of Cox's home in March 1984. Now headquartered in Fairfax, Virginia and averaging 96 pages per edition, Black Issues is the nation's only news magazine dedicated exclusively to minority issues in higher education. Published bi-weekly, Black Issues brings in-depth and up-to-date coverage of the diverse education community, including African Americans, Native Americans, Asian Americans and Hispanic Americans, as well as Americans with disabilities and women to every college and university in the United States. Among Black Issues' 200,000 readers are university presidents, deans, professors, student service professionals, as well as students, librarians, personnel and affirmative action officers. Readers also include professionals at associations, corporations, military installations and private sector groups concerned with minority participation in higher education. Black Issues publishes a number of special reports annually covering topics such as Recruitment and Retention, Health Sciences Education, Careers in Higher Education, Arthur Ashe Jr. Sports Scholars Awards, Top 100 Degree Producers, Graduate and Professional Education, as well as its annual Academic Kickoff edition. [Journal]. Black Issues in Higher
Education has published several articles on study abroad. You can learn more about the journal from the following link: [http://www.blackissues.com](http://www.blackissues.com)


Bond, D.G. (1988). Values clarification and international education: The Yonsei experience, Paper presented at the 29th Annual Convention of the International Studies Association, St. Louis, MO. (ERIC Document Reproduction Service No. ED 305 273). This study probed the experiences of Korean-American students participating in a study abroad program at Yonsei University in Korea. Data were primarily obtained from essays written by students in a "Topics" class, in which all students were required to participate. This paper discusses how Korean-American students made the choice to study in Korea, and the role their immigrant parents played in the decision. It describes both the expectations of Korean-American students, with regard to how they think they will be perceived, and their actual experiences. Some of the cultural identification issues these students face are presented as examples of their confusion over whether they were "American" or "Korean." The author provides many anecdotes to illustrate his discussion, and he concludes the article with his opinion on the importance of individual freedom and assessment of the program success and value. [MC – Maureen Chao bibliography].

Brown, L.M. (2002, May 9). Going global; traditionally, the percentage of African American students who studied abroad has been low; however, university officials are looking into ways to increase those numbers. Black Issues in Higher Education. [On-Line]. Available: [http://www.findarticles.com/cf_0/m0DXK/6_19/87015151/p1/article.jhtml](http://www.findarticles.com/cf_0/m0DXK/6_19/87015151/p1/article.jhtml).


Carroll, A.V. (1996). The participation of historically underrepresented students in study abroad programs: An assessment of interest and perception of barriers. Unpublished master's thesis. Fort Collins, CO: Colorado State University. This study investigated the interest in and perception of barriers to study abroad between and among undergraduate students of different ethnicities at Colorado State University in Spring, 1995. The relationship between ethnicity and the desire to study in a country which reflects one’s ethnic heritage was examined, as was the relationship between interest in study abroad and perceived barriers such as cost, missing family, and the ability to graduate when planned. The goal was to obtain information which might lead to more effective promotion and facilitation of study abroad opportunities for historically underrepresented students.
A two-page questionnaire was developed and 500 undergraduates were surveyed, 100 from each of the following ethnicities: African American/Black, Asian/Pacific Islander American, Mexican American/Hispanic, Native American/Indian, and Caucasian/White. While the response rate was 31.6%, response by ethnicity was uneven. There were 19 African American/Black, 26 Asian/Pacific Islander American, 28 Mexican American/Hispanic, 12 Native American/Indian, 52 Caucasian/White, and 16 multi-ethnic respondents (six respondents did not identify themselves with an ethnicity). This made it difficult to interpret differences between groups based upon ethnicity.

The African American/Black students expressed the greatest concern with potential problems related to ethnicity and nationality than any other group of respondents. In addition, it was the African American/Black and Mexican American/Hispanic students who were most interested in studying abroad in a place which reflects their ethnic heritage, although overall, only 30.1% agreed that this was of interest to them.

Seventy-one percent of the respondents reported that they have considered studying abroad, and 70.1% said that they had traveled to a foreign country before. The majority (76.3%) reported that one or both of their parents had traveled to a foreign country before, 58.2% said they speak or read a foreign language, and 62.0% indicated that they knew someone who had studied abroad. Over half of the respondents (63.9%) reported that they perceived that their family would support them if they decided to study abroad. These findings suggest that completion of the questionnaire may have been more enticing to those who have had prior experience or interest in international travel and study than it was for those who have not.

Despite the high level of interest the respondents in this sample expressed in studying abroad, only 27.8% indicated that they know where the Colorado State University (C.S.U.) Study Abroad Office (Office of International Education) is located. However, 56.3% of the respondents reported that they have seen a flyer or newsletter from the Study Abroad Office (Office of International Education). Well over half (64.6%) reported that they did not remember hearing about study abroad opportunities in a class or any other C.S.U. function.

Financial concerns were reported to be the most frequent barrier to the pursuit of a study abroad program according to both the quantitative data and the written responses. This was not surprising considering that 72.8% of the respondents reported that they depend upon some type of financial aid to finance their education. Concerns about graduation and a lack of general information about studying abroad were also reported to be of greater concern than were concerns regarding family support for studying abroad. Finally, only 24.1% of the respondents reported that they would be interested in studying abroad for a full academic year: 41.8% said one semester and 28.5% said a short summer program would be ideal for them (5.7% reported that this was not applicable to them). [Author].


This paper articulates a research agenda to address the issue of minority underrepresentation in international affairs. It presents a synopsis of the problems posed by minority underrepresentation in international education at U.S. colleges and universities, and it points out as well as the ramifications for the formulation and implementation of foreign policy. It then examines, through a review of select and prominent literature, the types of research necessary to inform efforts to improve minority enrollment in international education programs, most importantly the development of data banks on emerging trends. If and when available, such
information can be used to assess the nature of the relationship between minority enrollment in certain programs in higher education and minority underrepresentation in international affairs, to see if a correlation can be established as is presumed. However, given the inconsistency and scantly availability of data, formulating authoritative conclusions about the status of minorities in international affairs is at best difficult. Even though existing literature seems to suggest an apparent growing movement toward internationalization on many of the nation’s campuses, including a small set of minority institutions, current research has yet to focus on the role of higher education in integrating minorities into the foreign policy environment. [Authors].


Our changing interconnected world demands that students have knowledge and understanding of world events, other cultures, and languages. In higher education in terms of international education, and specifically at Ohio University, ethnically diverse students have not considered study abroad in larger numbers. The goals of this study are: (1) to provide some base data on students of color in relation to study abroad, (2) to define perceived barriers to study abroad, and (3) to determine if there is a relationship between selected demographic variables of a diverse student population at Ohio University, and attitudes of cross-cultural effectiveness. During Fall Quarter, 2000, 114 African American, Latino and Multiracial students were surveyed to gather demographic information, and using the Cross-Cultural Adaptability Inventory (CCAI), to measure four dimensions of cross-cultural effectiveness (emotional resilience, flexibility and openness, perceptual acuity, and personal autonomy). The data was analyzed using descriptive data, and ANOVA set at .05 alpha level. Results from the demographic survey indicated that there was high parental educational attainment, medium to high parental income, prior travel experiences by students, and Europe was still regarded as an important travel destination in addition to Africa and South America. Barriers identified were similar to those previously found in the literature. These included financial constraints, fears associated with racism, and leaving the country, and lack of language competency. Results of the Cross-Cultural Adaptability Inventory indicated that over half the students were highly emotionally resilient, half were flexible and open, and half had high perceptual acuity and personal autonomy. One significant finding was that males were found to be more emotionally resilient than females. It is recommended in further research, to include Asian American and Native American populations, and conduct impact studies on students of color who study abroad. [Author].


In her opening address at the 1990 CIEE Annual Conference, Dr. Johnnetta Cole, then President of Spelman College, identified four major obstacles to African Americans studying abroad:

1. Faculty and Staff (from failing to encourage black students to a dearth of resources).
2. Finances (black students are more likely to come from families with lower incomes).
3. Family and Community (safety issues and concerns about racism in an unknown place).
4. Fears (student worries about encountering new forms of racism).

“The fact that some African-American women and men do study abroad is evidence that it is possible to abound these barriers.” [CIEE].

November). *Focus: A Call to Action, NAFSA: Association of International Educators Subcommittee on 
Underrepresentation in Education Abroad Newsletter, 1 (2), 6.

Comp, D. (2003, October). *Heritage seeking and study abroad: An annotated bibliography.* Available via e-
mail from dcomp@uchicago.edu.

Comp, D.J. (2004). *U.S. heritage seeking students discover minority communities in Western Europe.* 
Unpublished paper for Educational Leadership and Policy Studies 455 – Comparative Education, Loyola University of 
Chicago School of Education.

home.* Presentation at the NAFSA Region V conference, Milwaukee, WI. Handouts available via e-mail from 
dcomp@uchicago.edu.
The objective of this session was to define what it means to be a heritage seeker and a heritage speaker while 
studying abroad and to address the trends that are emerging. Presenters discussed how their respective 
campuses and organizations are working to serve this student population. The session also discussed the 
literature available on heritage seeking abroad. [DJC].


ED 346 784). In CIEE (Ed.), Black students and overseas programs: Broadening the base of participation, (pp. 43-46). 
http://www.secussa.nafsa.org/forum/CIEEBooklet.pdf.
This document is a brochure developed for the purpose of assisting study abroad advisors in expanding the 
number of ethnic minority students participating in study abroad. A number of methods are described, 
contributed by administrators at eight different institutions. The strategies are divided into six different areas, 
including funding, reassurance, promotion, choice and availability of programs, goal setting, and data 
collection. Since funding can be a barrier for many ethnic minority students, special scholarships, travel grants, 
and tuition waivers are recommended. Also noted is the importance of outreach, one-on-one marketing efforts, 
staff diversity, and advising to families. Offering programs in non-traditional locations can also be beneficial. 
[MC – Maureen Chao bibliography].


the base of participation.* Papers and speeches presented at the CIEE International Conference on Educational 

Craig, S. (1998, July/August). *Study abroad adviser: Top 10 reasons for African American students to go 
abroad.* Transitions Abroad, 10 (1), 89-91. [On-Line]. Available: 
http://www.transitionsabroad.com/listings/study/articles/studyjul1.shtml also available: 
http://www.secussa.nafsa.org/underrepresentation/oldnews/abroad.htm.


travel abroad enhance leadership skills.* The Black Collegian, 29 (1), 78. [On-line]. Available: 

Dahl, A.G. (2000, Winter). Piquing the interest of African American students in foreign languages: The case of Spelman College. ADFL Bulletin, 31 (2), 30-35. The author who is an Associate Professor of Spanish at Spelman College describes the increase in interest in foreign languages with a specific focus on Spanish and French. The author discusses a variety of observations regarding this increase and discusses its relationship with study abroad programs. [DJC].


Day-Vines, N.L. (1998, September). Study abroad: An investigation of the impact of African diasporic travel on the psychosocial development of African American college sojourners. (Doctoral dissertation, North Carolina State University, 1998). Dissertation Abstracts International, 59 (3), 734A. This study examined the main effects of an African diasporic travel intervention on the psychosocial development of African American college sojourners. The treatment group consisted of 12 African American college students who participated in the deliberate psychological education intervention during a six week study abroad program in Ghana. As part of the deliberate psychological education, treatment group members participated in weekly discussion groups and maintained journals detailing their African diasporic travel experience. Control group members consisted of 12 African American college students who were either enrolled in an African American studies course or who were members of a Black student campus organization. For the purpose of this investigation, the research questions were as follows: Does an African diasporic travel intervention promote racial identity as measured by the Racial Identity Attitudes Scale (RIAS)? Does an African diasporic travel intervention promote African self-consciousness as measured by the African Self-Consciousness Scale (ASC)? Does an African diasporic travel intervention promote Black psychological functioning as measured by the Black Psychological Functioning Behavior Checklist (BPFBC)? Does an African diasporic travel intervention promote intercultural development as measured by the Intercultural Development Inventory (IDI)? What is the relationship between racial identity and African self-consciousness as measured by the RIAS and ASC? What experiences do African American college students report about the sojourn experience? The research design for this intervention was a quasi-experimental, nonequivalent control group design. Quantitative results indicated that, following an African diasporic travel intervention, treatment group members demonstrated statistically significant decreases in their pre-encounter or anti-Black attitudes as measured by the RIAS, relative to their control group counterparts. Treatment group members also demonstrated statistically significant increases in their immersion or pro-Black attitudes as measured by the RIAS, in comparison to control group members. Following an African diasporic travel intervention, no significant gains resulted between the administration of the pre-test and posttest measures in the domains of racial identity, Black psychological functioning, and intercultural development for a sample of African American college sojourners. Sojourners' racial identity attitudes did however shift in the predicted direction on the pre-encounter, encounter, and immersion subscales of the RIAS, although not significantly. That is to say, treatment group participants' pre-encounter attitudes decreased, encounter attitudes remained stable, and immersion attitudes increased. Treatment group members demonstrated a significant decrease in their levels of African self-consciousness. The qualitative design for this research project is referred to as naturalistic-ethnographic. Qualitative analyses revealed that African diasporic travel affected sojourners in five particular ways. First, it permitted students to dispel negative myths perpetuated about Africa. Students reported significant and liberating experiences related to specific experiences and meaningful interactions with Ghanaian people. Third, students critically and analytically compared western cultural values and viewpoints with West African values and viewpoints. Fourth, African diasporic travel promotes racial identity development and intercultural development, in ways undetected by the quantitative measures. Finally, study abroad in West Africa promoted academic achievement and motivation. [UMI].


Presents comments from Spelman College exchange student, a black American student living in a country where foreigners increasingly are being subjected to verbal and even physical assault. Numbers of people she meets who have never actually met a black person; Her studies at the Technical University of Berlin; Being informed about your environment; People curious about you and your customs; Recruiting more minority exchange students; A positive experience. [KP].


This study examines factors influencing study abroad participation among Asian American students at the University of Minnesota, particularly focusing on the possible ways a student's cultural and immigration background can impact her/his decision and experience while abroad. In addition to looking at Asian Americans as a whole, this study also examines disparities that may exist among various communities of Asian American Students in the context of study abroad. [Author].


This study attempted to identify and compare some of the assumptions concerning international education exchange of first, the international education exchange community, and, second, the African-American student community. The study reviewed materials from published institutional literature for the assumptions held by the international education exchange community, and conducted a series of tape recorded interviews with eight African American students attending California State University (Los Angeles) to identify their assumptions concerning international educational exchange. Analysis of the data suggested that there may be a disproportionate cost paid by inner-city African-American students who study on campuses with an "international" focus. Students interviewed expressed the following attitudes: that new strains of racism and class prejudice are imported to their campus by foreign students; that foreign students shun, avoid and are afraid of African Americans; that, overall, there is no benefit to having foreign students on campus; and that, foreign students sap and divert institutional resources, take up needed classroom seats and contribute to an already tense racial environment. In addition, these Black students assumed they would be treated as objects of fear abroad and that institutional efforts keep them ignorant of opportunities for study abroad. (JB) [KP].


This article attempts to discard the excuses of why underrepresented groups (AA) aren't studying and/or teaching abroad and seeks to provide useful information on how to go about your international journey. Offers advice to fellow Afro-Americans regarding studying or teaching abroad. Reason for underrepresentation of
Afro-American teachers among those who are studying or teaching overseas; Most common excuses for not studying or teaching abroad; Useful Web sites for those who are interested in teaching abroad; Suggestion before traveling to pursue teaching job. [KP].


A small private woman’s college in Raleigh with a traditional student base from the eastern part of North Carolina seems, at first glance, an unlikely locale for a program designed for Spanish heritage learners. Yet, in recent years, the United States Hispanic population has grown significantly even in areas not traditionally Hispanic, such as North Carolina. With a now burgeoning Spanish-language heritage population, North Carolina’s educational institutions are being challenged at all levels to provide both a hospitable setting and appropriate curricular adaptations to serve the needs of this group, and small private colleges are no exception. The experience of Peace College provides an example of how a school that has not traditionally served Hispanic students can build programs for such heritage learners and how institutions with a relatively small Hispanic population can provide appropriate curriculum and resources for such learners.

Peace College, because of its size and constituency, has used its defining characteristics and its special interests to build a small but viable program for its students of Hispanic background—combining curriculum initiatives with travel opportunities, cultural events, and links to the community. Key components of this process and how they were developed are the focus of this article. [Author].


Fu, J. (2002, May). Reflections of Asian American students. Handout at the NAFSA annual conference, San Antonio, TX. This two page handout contains comments compiled from Asian American students about their education abroad experiences. [DJC].


The contents of this handbook are intended for the use of students, advisors, and administrators. [Editor]. This handbook is the result of an approved project by NAFSA’s Section on U.S. Students Abroad, SECUSSA. This “Diversity” section has a segments titled “Minority Students;” “Picking the Right Country and Program;” and on “Exploring your Heritage.”


Stresses the importance of giving minority students an opportunity to participate in Michigan State University overseas programs or in other overseas projects based on a $15,000 grant given by the International Communication Agency (United States Information Agency) in 1979. It explains the procedures in selecting
eligible minority students, type of allocations, and the beneficial results of minority participants who study abroad. [AUT – Henry Weaver bibliography].


Hayes, W.D. (1996). Over there: Exchange programs and colleges seek to send more minority students abroad. Black Issues in Higher Education, 26-29. This article discusses the attempts being made by larger organizations (i.e. United States Information Agency, UNCF, etc.) to encourage and support travel abroad among minority students. Through collaboration with ISEP (a program established in 1979 under the Fulbright-Hayes Act, which ensures that study abroad is available to all qualified participants, regardless of social and economic background), students are matriculated directly into host universities for year-long placements in countries that include: Argentina, Tanzania, Austria, France, and UK. Three HBCU's have recently been included into ISEP. [KP].

Hembroff, L. A. & Russ, D. L. (1993). Minorities and overseas studies programs: Correlates of differential participation, Occasional Paper No. 30. New York: Council of International Educational Exchange (CIEE). (ERIC Document Reproduction Service No ED 368 283). [On-Line]. Available: http://www.ciee.org/images/uploaded/pdf/occasional30.pdf. Despite increased efforts on the part of many institutions and program administrators to provide support and outreach, minority students continue to be underrepresented in study abroad. This study attempts to identify the reasons for this lower participation rate, and focuses on the Michigan State University, which has a very large study abroad program. Data for the study were collected by distribution of an extensive survey to both on-campus and off-campus student populations. The off-campus students received the survey through the mail and the on-campus students through Resident Assistants. A total of 1,139 students participated in the study. The report documents extensive findings from the survey, which include some of the reasons for lower participation in study abroad by different ethnic/racial groups. One factor identified is that these groups often have a higher attrition rate, which can influence study abroad rates since students typically study abroad during their junior year. There was also a lower than average percentage of African-American students enrolled in some of the major groups more likely to study abroad. Other factors included economic concerns, fear of travel to unknown places, fear of discrimination, and language difficulties. The report includes suggestions for increasing participation by minorities, including increased marketing and information dissemination to students and faculty, clarification about the availability of financial assistance, increased outreach to students in majors with high minority representation, more information about language requirements, increased advocacy of foreign language study in high schools, and increased efforts at retaining African-American students. [MC – Maureen Chao bibliography].


Herman, S.N. (1970). American students in Israel. Ithaca, NY: Cornell University Press. In this cross-cultural study the author analyzes the special motives and expectations of American Jewish students in Israel, the changes in their attitudes during and after their stay, and the reactions of Israelis to them. The author administered questionnaires to students on their way to Israel, after they had been in Israel for several months, and a year after their return to the United States. Using these questionnaires as well as interviews and diaries, Professor Herman brings into sharp focus the unique relationships of the visiting students to their Israeli hosts, the attitudes they have in common and the ways in which they differ, and the problems of social contact that the students experienced as "strangers among kinsfolk." He devotes a chapter to
the students' involvement in the Six-Day War, and another to those students who settled in Israel. The book contributes to the methodology of a growing body of social-psychological literature on cross-cultural education, and the conceptual framework it develops will be of special interest to psychologists and sociologists. It will also be helpful to foreign student advisers and to students considering study abroad, particularly in Israel. [JCK – Henry Weaver bibliography].


Data derived from a panel study of American Jewish students in Israel were analyzed within several conceptual contexts. The problems of learning and adjustment of the student in a foreign country were looked at as those of a person in a new psychological situation, as those of a stranger in the host society, and as those of a person in overlapping situations. Attention was given to the effect of the orientation of the student on the cross-cultural experience. Change in the cross-cultural situation was viewed as a particular instance of reeducation. At the same time attention was directed to the special perspective provided by the study of cross-cultural education on these processes. [JCK – Weaver bibliography].


As an innovative approach to heritage seeking, this research examines historical background and quantitative data relevant to a progressively more multi-ethnic Europe and provides an in-depth examination of European opportunities for heritage seekers. Heritage seekers are conventionally minority high school, college, and adult students seeking out a study abroad venue on account of perceived shared ethnic, religious, cultural, and linguistic familiarity; indeed, the belief that various American ethnic minority diasporas share common racial/ethnic, religious, linguistic, or cultural origin or background with individuals in non-western countries is also fundamental to the practice of heritage seeking in non-western destinations. Many of these students, however, are often taken aback when people in their study abroad destination either do not connect or perceive the student(s) as simply American and may, surprisingly, consider an increasingly diverse Western Europe a possible heritage seeking destination. We explore American minorities’ study abroad experiences in Europe vis-à-vis issues related to identity, nationality, and ethnicity. Is nationality a better predictor of identity than ethnicity? Do students’ shared national customs, language, and social views in their home country trump perceived ethnic bonds in the host county? What is the study abroad experiences’ long-term effect on students perceived ethnic and national identity? To explore these issues, we provide data on Western Europe’s ever-changing ethnic landscape—examining both sides of the exchange by using heritage speakers in Spain as well as the increasingly diverse flow of international students from Europe to the United States an examples. Implications for international experiences’ enduring effects on participants’ identity are discussed. [Presenters].


This SECUSS-L post is a brief summary of responses regarding the implementation and presentation of special orientation sessions for minority students preparing to study abroad. [DJC].


It was hypothesized that interpersonal contact in a cross-cultural situation would be associated with attitude change. A group of secondary school pupils from the U.S. and Canada, of Jewish background, who attended a summer camp at an Israeli Youth Village, were observed with reference to the contact each established with
Israeli peers. Before and at the end of the camp, their attitudes toward Jewishness and Israel were assessed. Subjects were divided into low and high contact groups: high contact campers became more favorable in their attitudes, while low contact campers did not change at all or became less favorable in their attitudes, as predicted. [AUT – Henry Weaver bibliography].


The imminent approach of the twenty-first century challenges the country to examine and renew its commitment to preparing the most talented students for the global economic and international affairs responsibilities that will occupy center stage in the coming decades. Given current estimates that project a profound shift in population by 2050—from a majority status for non-Hispanic whites to a more equal distribution between majority and minority—it is time to address the issue of re-creating the international affairs establishment by tapping the energy and talent of current and future students, particularly women and minorities.

While efforts have been underway in recent years to educate a cadre of minority policy professionals in the international sphere, statistics indicate that minorities still remain greatly underrepresented at the highest levels of the international affairs hierarchy. An new public/private partnership is required that will promote international career opportunities for talented students of color. This paper describes several existing fellowship programs that promote diversity for the twenty-first century and that can serve as models for expanding international affairs opportunities. Diversity is a reality in the American landscape. What is required is a commitment to expand successful educational models to take advantage of that diversity, and to do so in the context of recent antiaffirmative-action court decisions that may adversely impact the recruitment and admission of students of color to international affairs graduate programs. [Authors].

Hunter-Gault, C. (Anchor). (1998). Connected: Careers for the future [Video]. (Available for the cost of shipping from: Globalvision, 1600 Broadway, Suite 700, New York, NY 10019; Telephone: (212) 246-0202; Fax: (212) 246-2677; E-Mail: roc@globalvision.org; Website: http://www.globalvision.org/program/connected/sect1.html.) Video aims to increase minority awareness of international career opportunities, and is intended for high school and college audiences. Features on-site interviews with African-Americans, Latinos, Asian-Americans and Native-Americans who are working in international settings. [SECUSSA].


Ireland, C., Levitt, J., Sefa-Dedeh, S., Shimazaki, N., & Sousa, A. (2003, May). Hyphenated Americans abroad: Guidelines for advising heritage students. Presentation at the annual NAFSA: Association of International Educators conference, Salt Lake City, Utah. This session brings together program directors from Africa, Asia, Latin America, the Near East, and Europe to discuss opportunities and challenges for the cultural adjustment of heritage students. [Presenters].

This is a collection of quotes by Brown University students about their experiences abroad. The quotes were gathered through a survey of study abroad students returning from either spring semester/full year 1999-2000 or fall semester 2000-2001 abroad. The survey directly addressed issues of diversity in study abroad including ethnicity, heritage, sexual orientation, religion, minority/majority issues, physical appearance, and language. It was designed to elicit thoughtful and honest responses from participating students. [Author].


Over the past fifteen years the worldwide growth of U.S. study abroad locations, the increasing number of “heritage” destinations, and an increasing theoretical sophistication have troubled these general assumptions. The following paper, co-written by an American alumna of a U.S.-based study abroad program at the University of Ghana, Legon, and a U.S.-based American professor specializing in International and Black Atlantic Studies, will explore one particularly freighted instance of the end of such assumptions, by addressing the American student presence at the University of Ghana, Legon. Examination of the Legon case will, we hope, be valuable for all study abroad professionals, because the American student presence at Legon challenges all of the traditional assumptions noted just above. [Authors].


program features African Americans from all walks of life in Japan. Andre De Cordova, originally from California has developed an energetic method to teach young children English. Bill Whitaker, network correspondent, relates a heartfelt story of how Japan affected his children. Others include Glenn Boggs, the only African American working for a Japanese securities company, Panzellia Leslie, a fashion designer from Fukuoka, Rodney Johnson, a former break dancer turned Osaka businessman and Lance Lee, formerly stationed in Japan with the Air Force, who returned to set up a successful fitness company. STRUGGLE AND SUCCESS is an excellent teaching tool for schools, businesses and internationally focused organizations. An ideal tool for any audience seeking to understand the social and cultural dynamics of contemporary Japan. Appropriate for Asian Studies, Anthropology, American Studies, African American Studies, and Multi-Cultural curricula and International Affairs. The film is an important human resource tool for Japanese companies interfacing with America's multicultural workforce and for those with African American employees in Japan. [Global Film Network].


Marquardt, C. (1995, December 19). Summary-bicultural students abroad. SECUSSA Discussion List. [On-Line]. Available: http://listserv.acsu.buffalo.edu/cgi-bin/wa?A2=ind9512&L=secuss-l&T=0&F=&S=&P=7393. This SECUSS-L post is a brief summary of responses to a previous listserv post regarding a female student’s experience in Japan. This primarily deals with heritage seeking as the student's mother is Japanese and she had previously visited family in Japan. [DJC].


Mattai, R. P., & Ohiwerei, G. (1989). Some mitigating factors against African-Americans in the rural American South opting to study abroad. Paper presented at the Annual Conference on International Educational Exchange. Washington, DC. (ERIC Document Reproduction Service No. ED 315 474). This paper identifies some of the reasons African-American college students in the rural South have low interest and participation rates in study abroad. The author provides a review of literature and, from this, draws forth influencing factors. Included in these is the cost to study abroad, distance, employment opportunities, educational status, and availability of information. The author theorizes that the low-income status of many black families in the rural South and the high cost of study abroad are major barriers for students. He also notes that insecurity due to minority status and the low levels of education typically attained also contribute to the problem, while a lack of information and communication about study abroad creates additional barriers for students. [MC – Maureen Chao bibliography].


A recent survey by “Open Doors” showed that Hispanics make up approximately 5% of the student population that studies abroad each year. With the growing prevalence of the Spanish language in today’s world, this statistic is disappointing. One would expect Hispanics, with their bilingual and bicultural “head start,” to be at the forefront of the study abroad population. There are several reasons for this low number of Hispanic “trotamundos” (“globetrotters”): lack of funds, familial and academic responsibilities at home and lack of motivation. But the two that I will focus on are seldom acknowledged: general perceptions of Hispanics studying abroad and the preservation of ethnic identity. [Author].


Reports on the efforts of colleges and universities in the United States to involve minority students in international education. Integration of international programs in the curricula, student bodies and faculties; Significance of such integration to the linkage between global awareness and race and ethnic appreciation; Recommendations on how institutions increase the number of minority students study abroad. [KP].


While African women and women of African heritage share many similar experiences, their continental separation causes them to have many differences. However, examining the collective experiences of African and Black women of African descent can help frame discussions about ethnic, racial, and gender identities. Central to this discussion is the question: How can African and Black American women connect to share their experiences and engage in mutual learning? World travel is one way for women to experience such an identity connection. [Authors].


Brief document from online study abroad pre-departure containing comments from underrepresented students regarding their study abroad experiences. [DJC]


Park compares her experiences as a Korean American in Los Angeles, and working and living in South Africa and Kenya with her Black American spouse. To a large degree, racial identifications are based on political and class categories. [KP].


This research seeks to investigate the reasons for lack of participation by African American students in study abroad programs. This study will be conducted by means of survey polling and the collection of primary research data. A major emphasis will be placed on the lack of participation by minority populations, specifically
for African American students at the University of Pittsburgh. The objective is to highlight the importance of disseminating appropriate information directly to this population and building diversity into educational programs abroad in order to increase their participation. [KP].


U.S. college juniors studying at Hebrew University of Jerusalem conduct Jewish education internship projects. As seniors back home, they are placed in part-time religious education jobs. Of 24 interns, 58% worked full time in Jewish education after graduation; 7 were doing graduate work in education or Jewish studies or were studying in Israel. [SK – EDRS].


The study is composed of a set of case studies of Chicana Spanish heritage language learners who decided to study abroad in Mexico for one term of the undergraduate college career. The study took place over the course of 10 weeks at the Universidad de las Américas-Puebla in Mexico. The Chicanas’, Mexican peers’ and professors’ perspectives toward the Chicanas’ Spanish language learning in Mexico are the focus of the study, along with a description of the students’ Spanish language features, and awareness of their Spanish skills and ethnic identity. [Author].


This article describes the experience of two US citizens in Spain who have committed themselves to supporting US college and university students who may become victims of discrimination in Spain. It is important to realize that in the US and all countries in the world, discrimination takes place. The articles intent is to focus on the
challenge of responding to discrimination for students taking part in study abroad and to highlight the efforts of Voices of Change in this area. [GR – SAFETI Editor].


Brief article describing how studying abroad contributed to the author’s “realization of what it truly meant to be the minority.” [DJC].


Many of us Black anthropology students and students from formerly colonized countries say that we are trying to "decolonize anthropology." We mean that we are trying to extend the field beyond the regional area where we conduct our research to include the academy, itself, as an object of anthropological inquiry. I see dangers of at least three sorts in being a Black anthropologist: the threat that we pose to the discipline; the endangered nature of our presence in the academy, and the danger we potentially face in the field unprotected from the benefits of white privilege. Let us examine the dangers in more detail. [Author].


This journal cover story contains perspectives of Black faculty and administrators, a number of whom are from HBCUs, and also has an interesting article by a returned student of color who studied abroad. This journal can be ordered directly from the publisher at (703) 385-2981 in Fairfax, Virginia. [Author/Journal].

Stellmaker, H. (1994). Increasing under-represented students on study abroad programs. Presentation at the Fifth International Conference for the Association of Academic Programs in Latin America and the Caribbean. Encourages minority students, along with all other populations at St. Olaf, to pursue study abroad programs which best fit their personal and academic needs; suggested methods are provided. [KP].


This ethnographic study centers on a five-week study abroad program in Spain. Approximately 35 undergraduate students were audio taped during their coursework, and 6 students were interviewed multiple times. Focus groups were used with the remaining students, and one of the instructors was also interviewed at length. Students were asked to describe their experiences in Spain and reflect on their meanings. Data were coded in order to identify themes. The article includes excerpts from the interviews, and it portrays the experiences of the one African-American participant at length. [MC – Maureen Chao bibliography].


Van Der Meid, J.S. (2002, May). The influencing factors for Asian Americans participation in study abroad. Handout at the NAFSA annual conference, San Antonio, TX. This handout provides a brief summary of results from the authors 1997 research (thesis) and includes a bibliography. [DJC].


Vicic, S. (Ed.). (1997, April 1). Minority, low-income students study abroad through new program. News Bureau at the University of Illinois at Urbana-Champaign.

Walker, C. (1995, February). Experiencing the familiar of foreign places. The Black Collegian, 25(2), 143. This article takes you through a brief journey of a student's experience in the Semester at Sea Program and how it enhanced her college education. She pinpoints how to take the initiative to research study abroad programs and the rich cultural experience that is brought to life as you go through your sojourn. This student also gives her perspective on being a black student abroad and the importance of Black students taking control of their educational experiences and taking advantage of opportunities to develop their world consciousness. [KP].

Washington, D.D. (1999, February). African-American undergraduate students' perceptions of and attitudes toward study abroad programs. (Doctoral dissertation, George Mason University, 1998). Dissertation Abstracts International, 59(8) 2828A. Research on study abroad programs indicates there is nearly universal agreement that international study provides worthwhile and valuable experiences for undergraduate students. It is estimated that one in ten undergraduate students enrolled in universities and colleges in the United States study abroad while attending an institution of higher education. Approximately 80,000 students from the United States study abroad yearly;
however, African-American undergraduate students represent just 2.8% of the total number of students who study abroad yearly. This under-representation of African-American under-graduate students in study abroad programs is a source of concern for educators. The main purpose of this study was to identify the attitudes and perceptions of African-American students toward study abroad programs in order to make recommendations to increase their participation. From a review of the literature, five factors (finance family, faculty fear, and awareness) were identified that could contribute to African-American students' participation in study abroad programs. These factors were used to develop the Student Study Abroad Survey. The Student Study Abroad Survey was augmented by focus group interviews at each research site to support the findings. A 2 x 2 (gender and institutional type) analysis of variance (ANOVA) was performed for each of the five sub-scale factors (finance, family, faculty, fear, and awareness). The alpha level of significance for the analysis was set at .05. There were statistically significant school (institutional type) main effects for the finance (F = 10.4; df = 1,463; p = .001) and awareness (F = 38.892; df = 1,463; p = .000) sub-scales. Moreover, a statistically significant gender main effect was found for the faculty sub-scale (F = 5.85; df = 1,463; p = .016). However, from further analysis of the data and the focus group interviews it was determined that the awareness factor was the greatest contributor to African-American students' participation in study abroad programs. To increase the participation of undergraduate African-American students in study abroad programs, institutions of higher education must develop a plan that will ensure that African-American students receive information about studying abroad. [Author].


This paper explores the ethnic identity development of the college-aged ethnic American. The context is the study abroad experience where the ethnic American goes to the country or cultural environment of their ancestors. The college years were chosen as the context of this paper since they are not only a time of exploration in terms of developing lifelong personal values, but of establishing one's attitudes toward their own ethnicity. This paper also examines one's ancestral origin through six sections. The first discusses the issue of how ethnicity is defined and how it applies to ethnic Americans. The second section discusses the issue of formation of ethnic identity for the ethnic American. It examines how the ethnic American is pulled between the culture of their ancestors and that of a dominant "American" culture. The third and fourth sections use the concepts of allegiance and awareness toward their ethnicity and the influence of their assimilation into American society in theorizing how the ethnic American student experiences their overseas sojourn. These sections address how ethnic American students are viewed as an ethnic being as well as an American, rather than a minority in the American sense, while coping with different pressures in the assimilation process. A fifth section discusses implications of the research, with respect to ethnicity at three levels: personal, school, and societal.[JCK – Henry Weaver bibliography].

Zambito, J. (2002). Students of color in study abroad programs. Colorado State University Journal of Student Affairs, 11, 1-5. [On-Line]. Available: http://www.colostate.edu/Depts/DSA/SAHE/JOURNAL/2002/zambito.htm. Studying abroad is oftentimes considered a life-changing experience for young men and women, one that adds depth and quality to their lives and future careers. This article will discuss a case study examining the positive impact study abroad has on student participants, as well as explore the under-representation of students of color in study abroad programs. To help change perceptions, which discourage students of color from study, abroad, higher education professionals should concentrate their efforts on marketing study abroad opportunities toward this student population. [Author].

This report outlines current concerns and interests affecting non-white students in the State University of New York (SUNY) system and proposes initiatives to redress the historical inequilibrium of non-white student achievement. Data were gathered from scholarly publications, reports, and position papers, and at conferences. The following issues are discussed: (1) the obligations of SUNY, as expressed in its Mission Statement, to ensure equal access to programs and resources and to combat racism; (2) the occurrence of racism on college campuses; (3) weaknesses in strategies for recruitment and retention; (4) successful local ongoing recruitment and retention programs; (5) developments in recruitment since May 1987; (6) minority studies in the SUNY curriculum; and (7) study abroad programs. [KP].

Students with Disabilities

**A World Awaits You (AWAY)** - An award-winning journal, produced by the National Clearinghouse on Disability and Exchange. AWAY provides a place for exchange participants with disabilities, exchange providers and disability rights advocates to share their international exchange success stories with others. To obtain a free copy of AWAY or to request guidelines for submitting your story, please send your mailing address to the address below, or e-mail clearinghouse@miusa.org. [Journal].


Very brief data on 20 students with disabilities who studied abroad and participated in the Access Abroad evaluation process during the three-year period of the grant.


Hameister, B.G., Matthews, P.R. & Skolnick, B.D. (1991). Disabled students’ perception of study abroad. Selected proceedings of the 1990 AHSSPPE Conference, Nashville, TN, 4-6. *Students with disabilities have traditionally been underrepresented in study abroad programs. This session presented preliminary results of a pilot study of disabled students’ perceptions of study abroad, both barriers to*
participation and expected benefits. We led a discussion about issues in study abroad for disabled students. What fears do disabled students have about study abroad? What information do students need before they consider study abroad? How can disability service providers facilitate this process? [Authors].


Houston, P. (2002, November 20). Where in the world can confidence and self-advocacy get you? Posting to the National Clearinghouse on Disability and Exchange NCDE Forum listserv. This brief article shares a profile of a person with a disability who has had several successful international exchange experiences.


Within the context of increasing opportunities for study abroad, it is important to ensure that students with disabilities can be included in international programs. However, to ensure that their participation is of the highest quality, there are several additional challenges to be met. The first section of the paper explores these and discusses the availability of appropriate information, financial concerns, and issues of access, both in the physical sense of access to buildings and also the educational sense of access to learning and the curriculum. The next section describes three case studies of disabled students and study abroad, including individual visits, group arrangements, and a European pilot program organized from Ireland. The closing section provides brief practical guidelines to assist in the inclusion of students with disabilities in international programs. [Author].


This study investigates the perceptions of college students with disabilities toward study abroad by using personal interviews to rank perceived barriers to participation and necessary accommodations. Subjects are college students with disabilities who would qualify, academically for study abroad. Subjects cited the barriers of lack of knowledge about available study abroad programs, lack of assistive devices and services, and financial barriers. Students favored inclusionary study abroad programs as opposed to programs just for students with disabilities. Most subjects preferred six months advance notice and study abroad in their junior year of college. Disability services staff need to collaborate with international education staff and academic advisers to present timely and accurate information about study abroad options to students with disabilities. [Authors].

Although extensive statistics are lacking, the number of U.S. students seeking to study abroad has steadily increased in the last fifteen years. This study investigated the perceptions of college students with disabilities toward study abroad, utilizing an instrument with questions about the perceived barriers to study abroad. Five different universities participated in the study, four located in Pennsylvania and one in Michigan. A total of 64 undergraduate students completed the study, which consisted of a fifteen-minute interview based on the instrument. The interviews were conducted by the disability service provider. Twenty-four of the students were learning disabled, 12 visually impaired, 11 health impaired, 10 physically disabled, and 7 hearing impaired. Interest in study abroad was not a factor in the selection of the students who participated in the study, although all of the students who were selected would have been eligible for study abroad based on their grade point averages. Findings indicate the biggest barrier for students was a lack of knowledge about available study abroad programs. The second greatest barrier was a perceived lack of support devices, followed by financial barriers. Only 13 percent of the students felt that overall the barriers were of severe consequence. Fifty percent felt the barriers would have no effect. Students identified being involved in a program for non-disabled and disabled students as opposed to one solely for students with disabilities as being the most important accommodation. Second to that was advance notice, with more than half of the students stating that they wanted at least six months notice to prepare for their participation in the program. The article presents more specific and detailed findings, and also lists ten tips for disability providers. [MC – Maureen Chao bibliography].


In this brief article, a student with Cerebral Palsy describes his study abroad experience in Germany.


Mobility International USA (MIUSA).  (1999).  Recommendations for future programs., Eugene, OR: Mobility International USA.


This article discusses the role of the institution in providing equal educational opportunities, specifically that of international education, for disabled students.  The key question to be addressed is "How far should colleges go to encourage disabled students to study abroad, and make it possible for them to do so?" [KP].


Soneson, H.M. (2000, April). Study abroad for students with disabilities: Guidelines for advisors. Access Abroad, University of Minnesota. [On-Line]. Available: http://disserv3.stu.umn.edu/abroad/proinfo/guidelin.pdf. This guide provides U.S. and overseas advisors with information on study abroad for students with disabilities. In the last several years students with disabilities are increasingly participating in study abroad, and institutions and programs have been challenged to provide advising and support services for this new and growing study abroad population. This guide includes information on the implications of the Americans with Disabilities Act for study abroad, a description of different disability types and their typical accessibility needs, suggested advising procedures, and resources to have available for staff and students. [Author].


GLBT Students


Topics of article include: Gay culture, Definitions for the international educator, Homosexual identity development, Campus, Curriculum, Community, A Note to the International Educator and Resources. [Author].


Rainbow SIGnals - is published periodically by the Rainbow Special Interest Group (SIG) of NAFSA: Association of International Educators. The Rainbow SIG is comprised of diverse NAFSAns whose goals are to combat homophobia, heterosexism and transphobia within NAFSA, to counsel international students and study abroad students who are gay, lesbian, bisexual or transgendered, and to support gay, lesbian, bisexual and transgendered professionals in international education. [On-Line]. Available: http://www.indiana.edu/~overseas/lesbigay/int.htm.


As more and more US college students go abroad as part of their studies, it is becoming necessary to look at the experiences of minority students to see if existing procedures and programs need to be changed in any way. I examine different models of sexual identity formation and culture shock to complement data obtained through a series of questionnaires targeting study abroad participants, study abroad advisors and foreign nationals. In addition to examining the theories behind these processes, I also base my conclusions and recommendations on intercultural misunderstandings and how they can be explained by the study of pragmatics. Gay-related issues are seldom discussed in the context of intercultural relations, and even less so when young adults are concerned. While those advisors questioned believe that the subject is sufficiently covered in their pre-departure orientations, their students do not recall this; even if it was covered, it was not done in such a way that the students took notice. My greatest recommendation, therefore, is to present a supportive image of the study abroad office and to put a maximum of information at the students' disposal, such that they do not have to directly ask for it. [Author].


Specific focus of individual presentations were:
- Susan Leisure – “Recruiting and Advising LGBT Study Abroad Students”
- Scott Manning – “Out and In the Study Abroad Office: Personal Narrative in Study Abroad Advising as a Gay Man”
Data was broken down into categories according to when students came out to themselves about their sexual orientation (as outlined above). Findings show that LGBT students experience reentry adjustment in a variety of ways. For students who come out while abroad, this self-identification process does impact the reentry adjustment process. For all student respondents, regardless of when they came out to themselves, factors which impacted the level of ease or difficulty of the reentry process included: stage of the coming out process, the level of tolerance in the study abroad country compared to the U.S., an individual’s personality, and the stage of a student’s identity development and self-awareness.

Students who came out just before, during, or just after the study abroad experience raised similar issues and concerns about coming out to family and friends upon return; locating LGBT resources when they got back; and learning U.S. LGBT cultural norms and how to express oneself within this context. They also identified a range of reactions from family and friends after coming out to them. The reentry adjustment process was most difficult for students who came out just after returning to the U.S. as they were simultaneously experiencing reentry adjustment and the coming out process. Students who came out a year or more before going abroad identified similar issues, but less frequently. They experienced positive and negative aspects of returning to the U.S. LGBT community. Some noted difficulty in relating to U.S. LGBT cultural norms again, while others noted that they became more socially and politically active in the LGBT community here. For students who came out to themselves a year or more after returning to the U.S., sexual identity was not an issue upon their return, although for some it created an underlying stress that was not realized until later. [Author].

Trimpe, J. (1998). Education abroad and reentry adjustment: Issues of lesbian, gay, bisexual, questioning students, Master's Thesis, The School for International Training, Brattleboro, Vermont. This paper examines (1) the experience of students who questioned their sexual orientation or "came out" while studying abroad and (2) what happened when they re-entered the U.S. Data for the study were collected from 84 lesbian, gay, bisexual, and questioning students who had returned from studying abroad, as well as 33 professionals working in the field as advisors and administrators. Two different surveys with open-ended questions were developed and utilized, with some responses being collected via the Web. Findings from the study indicate the level of difficulty or problems a student faced upon returning home were directly related to how far along the student was in the "coming out" process, the level of tolerance in the student's host country as compared to the level of tolerance in the student's home country, the student's individual personality, and the student's level of self-awareness. [MC – Maureen Chao bibliography].

A bibliography centering on student affairs and LGBT issues on campus. [Author]. This bibliography does not specifically address international education issues but does offer an extensive selection of relevant resources. [DJC].
Adult Learners/Professional Students


Abrams, I., & Abrams-Reis, C. (1979, September). Summary of the Carl Duisberg Gesellschaft-Antioch survey. Unpublished manuscript, Antioch University, Ohio. This summary is the result of a survey made of participants from the Federal Republic of Germany in the International Adult Work-Study Program for Businessmen and Engineers at Antioch College conducted between 1958 and 1971. These participants were recruited in cooperation with the Carl Duisberg Gesellschaft (CDG) of Cologne, and the summary was done for the occasion of their 30th anniversary celebration in 1979. The U.S. experience overwhelmingly influenced the careers of the 36 participants; several mentioned the personal rather than career gains; others mentioned problems which arose upon their return; language learning was overwhelmingly the highest rated aspect with the "general experience in the U.S." rated second in overall importance. In summarizing the total experience, 20 said that it was "one of the most important experiences of [their] lives." [JCK – Henry Weaver bibliography]


Dowell, M.M. (1995, November 10). Changing perspectives toward the target culture among selected participants in a study abroad program in Cuernavaca, Mexico. Presentation in Research Perspectives in Adult Language Learning and Acquisition, Columbus, OH.


Orndorff, E. (2000, October). The short-term study travel experience for adult professionals. (Doctoral dissertation, Virginia Polytechnic Institute and State University, 1998). Dissertation Abstracts International, 61 (4),1256A. [On-Line]. Available: http://scholar.lib.vt.edu/theses/available/etd-52998-10527/unrestricted/dissertation.PDF. International education and cross-cultural learning are often achieved through study travel. This phenomenological study was designed to better illuminate the short-term study travel experiences for adult professionals, describing the phenomenon from the perspective of the participants and its meaning for those participants. The focus of the study was the Rotary International Group Study Exchange (GSE) Program, designed to provide participants with the opportunity to develop international understanding, cultural
awareness, and professional competencies in a global setting. Co-researchers for the study were selected GSE team members from Rotary District 7570 in Virginia and Tennessee, who participated in the program since 1991.

The methodology, based on the descriptive phenomenological model of Barritt, Beekman, Bleeker and Mulderji (1983) included guided, but loosely structured in-depth individual interviews with eight co-researchers. Data were analyzed to determine emerging themes, element structures, and variations. Interviewees were asked to examine their individual descriptions to assure that their intended meanings were captured. A description of the experience and its meaning was developed from all of the themes which emerged. A final conference call for the interviewees was convened to review the mega-themes. Questions guiding the inquiry were: What was the short-term study abroad experience like for these adult professionals and what meaning did the experience have for these participants?

The following conclusions were drawn from the findings of the study:
1. The Group Study Exchange participants perceived that they developed a greater sense of who they were.
2. Short-term travel was perceived as a valuable and life-changing experience for the participants.
3. Stress, identified as an element of the short-term study travel experience by every participant on some level, was caused by family situations, homestays, language, and cultural differences.
4. Total immersion in the culture was seen as a factor which increased the participant's ability to understand and appreciate another culture on an intimate level, leading to deeper meaning and greater insight.

This study confirmed previous studies related to sojourning and international travel as related to experiential learning, increasing the understanding of the short-term travel abroad experience and its meaning to the adult learner. [Author].


Many people go overseas for brief periods of work, study, or travel. Some significantly expand their horizons with what they learn on these trips, while others do not. The purpose of this study was to identify relationships, if any, between the awareness of purpose of adults in a short-term overseas experience and their learning. The 45 subjects were on learn-by-working tours in Israel sponsored by Jordan College. They were interviewed at the beginning of their tours about their purposes and at the end about their learning. An exploratory approach was used for the correlational research method. The subjects' recruitment process and religious characteristics limited generalizability of the findings. The following observations about short-term travelers abroad were drawn from the findings. (1) Expectations are developed by a reflective process which involves personal background and is subject to influence. (2) Most purposes are based in learning. (3) Some travelers who do not expect to learn are externally motivated. (4) Others who do not expect to learn have a passive outlook. (5) The focus of purposes is subject to influence. (6) Learning is associated with indicators of the ability to reflect purposefully upon reality. Those indicators with strongest positive correlation were 'focusing purposes on a personal agenda' and 'explicitness about expectations.' The indicator with strongest negative correlation was passivity. Several practical implications for educators were presented: (1) Short trips have enough potential for helping people learn about life abroad to be worth attention. (2) Special groups to be expected on short trips include those in transition and those who do not expect to learn. (3) Questions need to be raised about selecting candidates with low expectations of learning. (4) Candidates for a short trip abroad can profit by raising their awareness of purpose. (5) The instruments and conclusions of the study are potential tools for raising awareness of purpose. (6) Methods were proposed for influencing the group's focus, raising the explicitness of expectations, and helping individuals pursue a personal agenda. [Author].

four cooperating universities participated in a six-week study abroad program in Africa. It examined the concepts of perspective transformation, transformative learning, and critical reflection. [Authors].


This essay investigates four facets of Hispanic study abroad programs for adults: student interest, institutional accommodations, availability of programs, and assistance from advisors. The investigation employs both formal and informal research methods in an exploratory mixed design. Needs assessments and surveys are utilized.

Two informal needs assessments were completed: one assessment had thirty participants, the other sent surveys to the populations of one-hundred sixty-nine Hispanic colleges and universities and thirty members of the National Association of Foreign Student Advisors (NAFSA). Although incomplete, the data indicate the need for further adult recruitment information in the study abroad field. The needs of health care, transportation, entertainment, houses of worship and accommodations for children, spouses, and significant others require addressing. [Author].


This study identifies and explores reasons that deter adult undergraduate students at Penn State Capital College from participation in study abroad programs. The theoretical basis of the study comes from study abroad, adult education, and multicultural education literature. To identify and measure deterrents the researcher developed the 34 item Likert-type Deterrents to Adult Student Participation in Study Abroad Scale (DAPSAS). The DAPSAS was distributed as the major section of a self-administered mail questionnaire. The study population was 1,144 Penn State Capital College undergraduate students 25 years of age or older who were enrolled in undergraduate classes in the fall of 1999. Using standard survey research procedures resulted in a 55.6 percent (636 students) response rate to the survey. The study addressed three major research questions: (1) what relative degree of influence is ascribed by Penn State Capital College adult undergraduate students to the variables perceived as deterring them from participation in a study abroad program, (2) does a theoretically meaningful factor pattern characterize the set of items constituting the DAPSAS, and (3) do significant differences in mean deterrent factor scores exist among selected demographic and environmental categories of respondents? The DAPSAS reliability coefficient was .9208. The findings indicated that adult undergraduate students are deterred from participation in study abroad due to the factors of Multicultural Indifference, Institutional Shortcomings, Family Responsibilities, and Financial Responsibilities. The four-factor solution accounted for 50.7 percent of the total variance and 82.2 percent of the variance explained in the initial solution. The underlying factor that is the most discouraging to students is Multicultural Indifference (i.e., indifference to living and learning in and about a different culture). The study concludes that study abroad planners should consider the complex and interactive nature of dispositional, situational, and institutional factors that deter adult students from participation in study abroad programs. Based on the findings of this study, providing financial incentives to students to increase participation may not be the best use of institutional resources. Resources might be better placed in support of activities for students, faculty, and staff that increase everyone's level of multicultural understanding and vision. [Author – Maureen Chao bibliography].

Community College Students


This short article describes the Illinois Consortium for International Studies (ICIS), which was founded to assist community colleges in offering affordable study abroad programs for community college students. The article presents the goals of the consortium and background information on how it was developed. Details about the consortium activities and programs are provided as well. [MC – Maureen Chao bibliography].

Campion, W.J. & Bostic, D. (1993). Manual for building an international education program in the community college. ERIC Document Reproduction Service No. ED 930 384. This resource guide provides an overview for establishing a comprehensive international education program at a community college, and draws extensively from the work done at Central Florida Community College. There are a number of sections included in the manual, ranging from the strategic goals to steps for establishing an office of international education, sample syllabi, ESL courses, and program brochures. The section most relevant to study abroad includes documents related to faculty and student recruitment, an exchange agreement, and course curriculum. Numerous sample documents and letters are included in this extensive manual. [MC – Maureen Chao bibliography].

Carroll, C.M. (1998). Accrediting international education programs. Community College Journal, 69 (2), 38-42. This brief article discusses some of the issues, particularly regarding accreditation, that community colleges should think about when developing international education programs. The author was the chair of the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges. Included is a minimal checklist for community colleges to consider before setting up international education programs. [MC – Maureen Chao bibliography].


Commanday, S. (1976). Creative alternatives in international education. ISECSI International Educational & Cultural Exchange, 11 (3), 5-9. A report about the RCC's (Rockland Community College) Israel Program. RCC began the first semester in Israel affiliated with one institution. By the end of the semester they were affiliated with five and the number has been growing ever since. The students who have been to Israel through RCC's program of study have, in most cases, found the experience intensely stimulating and rewarding. The RCC’s system of assigning students to programs, ”academic matchmaking,” is most unusual in international education and absolutely unique with regard to Israel. The Israel program seems to put democratic ideas into practice when it unites programs of work with programs of study. It unites experiences for the student who is simultaneously learning and doing, acting and feeling: learning how to use the country and culture as curriculum and resource, as a substitute for the formal educational institution. [JCK – Henry Weaver bibliography].


Farland, R. & Cepeda, R. (1989). Report of a study of "study abroad" programs, 1984-88, (ERIC Document Reproduction Service No. ED 312 013). This document summarizes the findings from a study conducted to evaluate the study abroad programs offered by California community colleges. Thirty-six community college districts responded to a questionnaire administered by a committee of 21 experts regarding their study abroad programs. The committee seeks to analyze the study abroad programs at the California Community Colleges. The article includes statistics, which describe the scope and types of programs offered between 1984-1988. It also includes detailed guidelines for
study abroad program administration based on the survey findings and outlines six international education program objectives. [MC – Maureen Chao bibliography].

Fersh, S., & Fitchen, E. (Eds.). (1981). The community college and international education: A report of progress. Cocoa, FL: Brevard Community College. This publication consists of two parts: a collection of articles related to policies and programs in community colleges plus instructional materials which were developed at Brevard. The format depends greatly on excerpts rather than on complete articles so that there is a wider representation of materials. Part I of this publication consists of a collection of 24 items which illustrate different aspects of forward movement in international activities and programs. Part II consists of 14 items, all materials created at Brevard Community College: excerpts from the grant proposal and specific examples of modules developed by their faculty. [JCK – Henry Weaver bibliography].


Furlong, T. & Hardin, S. (2000). International education study abroad programs: A level I review. Florida community college system: Putting minds to work., ERIC Document Reproduction Service No. ED 440 715. This report presents the results of a study that was conducted to determine the extent and types of international education programs offered in the Florida Community College System (FCCS). The study provides an overview of the structure and content of international education travel programs offered by each college. Institutional and business partnerships, international consortia memberships, and international development initiatives are also discussed. A survey on international education programs was distributed to all 28 community colleges. An in-depth case study of the Seville, Spain program offered by Broward Community College was conducted. Survey results indicated sixty-seven different international travel courses or programs in at least seventeen countries. Nine major sections are included in the report: (1) international education travel programs in Florida's community colleges; (2) program structure; (3) consortium membership; (4) international development initiatives; (5) Florida linkage institutes; (6) faculty development; (7) case study of Seville, Spain program; (8) issues for consideration; and (9) summary. Appendices include FCCS international education program offerings, linkage institute contact list, support organizations for global education, and study abroad program review survey. (RDG) [KP].

Gwynne, M.A. (1981, November). The effects of study abroad on community college students. (Doctoral dissertation, Columbia University Teachers College, 1981). Dissertation Abstracts International, 42 (5), 1925A. The purpose of this study was to determine if the attitudes of world mindedness and tolerance for out-groups were influenced positively by study abroad. The influence and significance of other selected variables were also studied in relation to study abroad by community college students. Study abroad is an option for students in increasing numbers of community colleges. Little research on study abroad in community colleges has been published. The available research on four-year colleges and university programs and students, and on foreign students studying in America is hardly applicable to the diverse student populations in community colleges. Students on campus and students studying abroad were tested at the beginning of the fall semester and again at the conclusion of the semester sixteen to eighteen weeks later. The changes in attitudes as a result of the semester of study at home or abroad were determined. Also, demographic factors were contrasted between the home campus and the study abroad groups. Day classes on the campus of Rockland Community College were randomly selected for testing. In the pretest 216 questionnaires were distributed, and 100 students completed both the pre and posttests for a completion rate of 46%. The study abroad group was selected from the total population from Rockland Community College who went abroad to study in the fall. The expected high attrition in responding to two mailed questionnaires (pre and posttest) was confirmed. Twenty percent (55) of the students answered both questionnaires out of an original distribution to 274 students. Two scales, the Worldmindedness Scale and the Social Distance Scale, and a background data sheet were administered at the beginning of the fall semester. At the conclusion of the semester only the two scales were distributed. In both administrations of the instruments steps were included to minimize test reaction by masking the purpose of the study. T-Tests revealed a significant increase in worldmindedness for the study abroad group, but no significant difference between the groups in tolerance for out-groups after the study abroad experience. One-way analysis of covariance confirmed the mixed results. Sex, age, and socioeconomic status were correlated by a regression
analysis with worldmindedness and tolerance, and no one variable was revealed to be a significant predictor of either attitude. A chi-square supported the hypothesis that the intensity of ethnic identification would be significantly greater for the students who studied abroad. The prediction that students who studied abroad were less certain of their future careers than the home campus students was not supported by a chi-square test applied to the responses. However, it was found that the community college students who studied abroad anticipated a significantly higher level of educational achievement in the future than did students who remained on campus. Community college students who elect to study abroad may be a different population from the home campus students. They were initially more worldminded and tolerant than their campus counterparts and they increased positively on both attitudes; however, the gain was significant only on worldmindedness. Attention was drawn to the possible influence of the seizing of American hostages by Iranians in November 1979, one month before the posttest was administered. Furthermore, the low worldmindedness scores for both groups were seen as evidence for the contention of recent major national studies that global awareness is declining in the United States. The results were seen as sufficiently positive to encourage community colleges to offer study abroad opportunities to more of their students as one option for increasing inter-cultural and cross-cultural experiences as part of the international mission of the colleges. [Author].


This document describes in detail how a study abroad consortium was developed by community colleges in Iowa and includes a number of sample documents and guidelines. Included are a timeline describing how long it took to develop the consortium and what steps were taken, a list of guidelines for the operation of the consortium, the mission statement and goals, a sample of one semester program in England, and sample program evaluations. [MC – Maureen Chao bibliography].


This short article provides a description of a study abroad program designed to meet the non-traditional student population at Floyd College in Georgia. It discusses the importance of study abroad and how the institution developed a study abroad program to target working class, older, and under-represented students. The details of the program are discussed along with a description of the difficulties faced and an evaluation of the first program. While the program was positive for those who participated, it did not reach the intended non-traditional student population. [MC – Maureen Chao bibliography].


Over the past two decades, study abroad and service-learning opportunities have increased significantly on community college campuses across the U.S. Community college faculty, administrators, presidents and board members who are interested in supporting the development of service-learning programs in their local communities and exchange programs overseas can easily obtain information. A variety of sources includes academic publications, Web sites and professional conferences. Despite the wealth of resources available on the nuts and bolts of developing service learning and study abroad programs, there is comparatively little information available to help community college personnel effectively combine service learning with study abroad. [Authors].

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In this presentation the authors share the thoughts that have influenced their actions at Brevard Community College and give examples of what they have been doing along with recommendations. The authors believe that, to live effectively and affectively in our rapidly evolving global society, individuals need additional kinds of knowledge and creative ways of becoming more self-educating; it is imperative, they advise, that American educators understand and appreciate the critical relationship of transcultural education and general education. They further point out that general education must be more concerned with the affective as well as the cognitive. Content-centered learning has relied heavily on accuracy and literalness at the expense of style and persuasive power. [JCK – Henry Weaver bibliography].


A description is provided of Williamsport Area Community College's (WACC's) South American Field Experience program, a travel/study program for faculty and staff designed to provide a variety of learning experiences through a three-week trip to Peru, Chile, Argentina, and Brazil. Chapter I presents an overview of the development of the project, including information on WACC's past achievements in infusing an international dimension into its curriculum and staff development activities, corporate sponsorship for the project, participant selection and profiles, staff development planning, and publicity. Chapter II presents the participants' action plans for the trip. The development of these plans involved examining the itinerary, learning as much as possible about the places to be visited, and establishing goals to be accomplished during the trip. Chapter III consists of entries from a field journal kept as a record of the team's activities. Finally, Chapter IV includes a brief report from each participant summarizing the extent to which they achieved their planned objectives. Appendixes contain the itinerary and course outlines. [Author – Marueen Chao bibliography].


Describes the College Consortium for International Studies, a consortium offering overseas study opportunities for U.S. students in 18 foreign countries. Reviews the advantages and disadvantages of the consortial approach; how consortial membership works; and overcoming prejudice, inertia, and other obstacles. (DMM) [KP].


This ethnographic study is a comparison of three study abroad programs at community colleges in California. Data were collected by interviews with college presidents, study abroad directors and faculty. The study examines such issues as institutional support, the skills of the director, faculty involvement, programming, and community links. Findings show that the president and study abroad director play an important role in building program support and that a study abroad advisory committee ensures faculty involvement. Obstacles include financial aid support, transfer of credit, and college liability. [MC – Maureen Chao bibliography].


In 1985, several California community colleges joined together and formed the consortium, California Colleges for International Education (CCIE). CCIE is dedicated to the ideal of increasing international understanding through education. The 1999-2000 CCIE Annual Report © 2000 details the full sweep of activities in international education in which our colleges were involved during the 1999-2000 academic year. The majority of CCIE member colleges have established at least one international education program, and several are branching out into diverse areas of international education. The survey results provide a detailed picture of CCIE colleges' investment in international education. This composite serves as a basis from which CCIE will provide intensive efforts to support international education in the future.

In Spring, 2000, all CCIE representatives received the CCIE Survey which asked for data on various activities in which member institutions are engaged. It is recognized that the CCIE representative may not be the sole individual on campus engaged in international educational activities. Therefore, information provided in the report is representative of the information provided for by each CCIE representative answering the survey. As such there may be some inconsistencies in the data provided and what is occurring on individual campuses. 54 of the 59 CCIE member institutions responded to the 1999 - 2000 survey, with an 92% response rate. [Author].


International education programs in community colleges include any one or a combination of several activities: foreign language instruction, active recruitment of international students, branch campuses abroad, infusion of global issues into existing curriculum, study abroad programs, student and faculty exchanges, international trade and business education, and the establishment of mutual agreements with colleges in other countries. A key ingredient in successful programs is the positive leadership of administrators. This investigation is a qualitative case study of international education programs at three Pacific Northwest community colleges. The study assesses the status of each program, and the role chief executive officers (CEOs) and other administrators play in their success. Governing board members, upper level administrators, faculty, and staff were interviewed to determine their impressions of what is an effective international education program and how their institutional program achieved its current status. Activities and meetings were observed. The interviews and observations were analyzed to determine who is influential in promoting international education at these institutions. Participants agree that the active and verbal support of the community college CEO is crucial to the success of international education programs. Visibility of the CEO at institutional international functions, formal and informal statements of support from the CEO and other top administrators, and recognition of
efforts of staff members are essential for successful programs. The CEO and other administrators support international efforts of staff by creating, promoting, or allowing development opportunities for staff members. Good programs require a team effort of the CEO, other administrators, and staff. Participants also agree that aspirations for international education programs among individual staff members is more important than having an institutional coordinator. At the institutions studied, staff members have been influential in determining the course and activities of international education. Participants in the study said community colleges have a responsibility to aid the United States citizenry in becoming literate in global perspectives and in competing with other nations' work forces. Governing boards and chief executive officers should exert influence by encouraging staff members to become globally literate. Specific activities that can be used to promote global issues are listed and discussed. [Author].

Richards, T.F. (1994). Today's demands for global awareness: The community college dimension., (ERIC Document Reproduction Service No. ED 381 209). This paper begins with a discussion of the importance of teaching global issues and the ways in which educators are trying to address the need. The author discusses his own institution, Brookdale Community College, and outlines the typical student as having limited knowledge of global issues. He then describes a program at the college designed to address the student's need to have a more global education and cross-cultural experience. The program highlighted is in Guayaguil, Ecuador, and offers an educational experience for both Ecuadorian and U. S. students. Local students can earn up to 45 credits at the center in Guayaguil with the option to finish an A. A. degree at Brookdale, and U. S. students can earn up to thirty credits in such subject areas as culture, business, and history. [MC – Maureen Chao bibliography].


Tenhoeve, T. & Handzel, P. (1992). Travel abroad: Meeting the international community of its own terms., Community, Technical and Junior College Journal, 63 (1), 16-23. This brief article provides a general overview of the benefits of study and travel abroad and provides a description of a program at Oakton Community College in Illinois. The article discusses issues relevant to community colleges and faculty participation. [MC – Maureen Chao bibliography].

Education Students


Each year universities and numerous professional associations offer increased opportunities to teachers for international study, travel, and employment. Study abroad programs are argued to be beneficial for personal and professional growth of participants. For educators specifically, a greater global awareness, often attributed to teachers’ international experience, has led to better global education for students. However, individual and international experiences vary widely and meanings are socially constructed. The purpose of this study was to define and interpret the meaning of international travel and study for teachers by describing the process of developing meaning through interpretations of symbols and interactions. Qualitative research was selected to investigate how educators interpreted international study and travel experiences. Twelve teachers, from varying background and fields of academic study, participated in intensive reflective interviews, discussing their experiences, interpretations, and outcomes of international programs. Symbolic Interaction Theory provided a conceptual framework for the design of the study and was used as a lens to analyze research data. Findings revealed that participants in international experiences developed meaning by analyzing, reflecting, and making decisions based on personal history, joint actions, and individual beliefs and actions. While many of the research results were positive, and similar to other evaluative studies in the field, some unique differences were found. Not all meaning making stemmed from positive experiences or ended in positive outcomes. Differences among program sponsors, participant expectations, clashes between group participants, and differences in cultural beliefs, norms, and practices sometimes led to negative interpretations. While most studies have determined participants broaden perspectives based on their international experience, this study found that participants may also narrow perspectives based on their individual perceptions. Co-constructing meaning with participants can help program designers develop more mutually satisfying international programs for teachers and sponsors. As policy makers call for increased globalization among American citizens and global education in your schools, this study identified how internationally experienced teachers may become valuable resources in achieving such goals. [Author].


Good, J. L. & Campbell, S. L. (1997). The impact of a study abroad program in Jordan on undergraduate university students. (ERIC Document Reproduction Service No. ED 407 921). This article describes a study abroad program in Jordan run by Ambassador University in Texas, which provides twenty U.S. students each year the opportunity to teach Jordanian students with physical and mental disabilities at one of a few special education centers. The students prepare for the work before they leave the U.S. by taking classes on teaching, disabilities, and conversational Arabic. During the year the students have the opportunity to travel to other countries such as Egypt, Israel, and Syria, as well as to meet Jordanian Royalty and government officials. In addition to describing the program, this article documents the impact that the program has had on student participants. Data are obtained from essays that an unspecified number of students had written upon their return about the effect the program had on their lives and on their outlook toward people of different cultures. The article includes a number of excerpts from the essays. [MC – Maureen Chao bibliography].

A decade ago John Carroll reminded us that we were going nowhere fast in our foreign language teacher-training efforts. His highly acclaimed investigation of foreign language proficiency attained by college language majors revealed that “The median graduate with a foreign language major can speak and comprehend the language only at about an FSI [Foreign Service Institute] rating of ‘2+’, that is, somewhere between a ‘limited working proficiency and a minimum professional proficiency.”

The results took many by surprise. The profession was emphasizing improved and more efficient instructional strategies, and language mastery on the part of teachers had been taken for granted.


The present paper is based on (1) a number of documents prepared by the UNESCO secretariat, (2) an earlier working paper prepared for UNESCO by Rector De Vries together with the comments on it by the members of the ISCC, and (3) an extensive examination of published materials, largely of American origin. In the introduction, the author points out several sources of difficulty, some of which are discussed in greater detail later in the paper. First, there is a large variety of possible exchanges; second, the differences in conditions (political, economic, cultural) in which the exchanges take place; third, a lack of clarity as to the goals; fourth, variation in the time-span of the programs; fifth, the limited nature of the research findings. The present memorandum is therefore directed not to evaluation alone, but to the wider topic of what social scientists have been doing and what they might still do, in the field of international exchanges. The author then points out that an educational program aimed at developing an elite which can aid in the administration and the government of a "new" nation may require a different structure from that designed to improve the educational level of a whole community. This paper further assumes that the ultimate goal of international exchanges is to contribute to friendly and peaceful relations among the peoples of the world, but that many more immediate goals relating to technical cooperation, changes in institutions, success in academic training, increased knowledge about foreign cultures, preparation for a useful career, readiness to cooperate in international undertakings, etc., may all require consideration. A distinction is drawn between two forms of international exchange, the first involving contact between people, the second consisting of transmission of materials or things. The paper insists that there can be no hard line between those two varieties of exchanges, since a visiting professor may bring along his books, or a biologist his exhibits. In concluding, the writer suggests that what is needed now is a theoretical framework, rather than the attempt to contribute short answers to particular questions. This would involve a thorough stock-taking, a systematic identification of the categories of problems involved, and of the manner in which they are interrelated. One of the steps would be a bolder and bolder statement of the hypotheses which appear to emerge with enough probability to warrant future research and investigation. [JCK – Henry Weaver bibliography].


This dissertation analyzed the perception of the Fellows who participated in the German Marshall Fund of the United States Teacher In-Service Training Seminar held in Germany during the summers of 1988, 1989, and 1990. Data were collected through a questionnaire mailed to the teachers who had participated in the GMF In-Service Training. Descriptive statistics were used to analyze the data. Findings and conclusions. Several important findings include the following: (1) The Fellows perceive they have greater academic prestige because
of their GMF experience. (2) Personal benefits include lasting friendships, an increased awareness in international affairs, and a greater understanding of Germany. (3) Joint research projects have been conducted by 24% of the Fellows. (4) Of the 51% of the Fellows who had previously studied abroad, 10 had done so on Fulbright Fellowships. (5) Over half the Fellows reported that some of their colleagues did not understand the importance of study abroad. (6) Over a third of the Fellows reported an 'emotional let down' upon returning to their home school. Based on the findings, the following conclusions were made: (1) Teachers who study abroad return with a new sense of authority and a great desire to share their knowledge and experiences. (2) Teachers who participate in one study abroad program are likely to apply and be selected for other opportunities to study abroad. (3) GMF Fellows understand the importance of building international relationships. [Author].


Scope of study. This dissertation analyzed the perception of the Fellows who participated in the German Marshall Fund of the United States Teacher In-Service Training Seminar held in Germany during the summers of 1988, 1989, and 1990. Data were collected through a questionnaire mailed to the teachers who had participated in the GMF In-Service Training. Descriptive statistics were used to analyze the data. Findings and conclusions. Several important findings include the following: (1) The Fellows perceive they have greater academic prestige because of their GMF experience. (2) Personal benefits include lasting friendships, an increased awareness in international affairs, and a greater understanding of Germany. (3) Joint research projects have been conducted by 24% of the Fellows. (4) Of the 51% of the Fellows who had previously studied abroad, 10 had done so on Fulbright Fellowships. (5) Over half the Fellows reported that some of their colleagues did not understand the importance of study abroad. (6) Over a third of the Fellows reported an 'emotional let down' upon returning to their home school. Based on the findings, the following conclusions were made: (1) Teachers who study abroad return with a new sense of authority and a great desire to share their knowledge and experiences. (2) Teachers who participate in one study abroad program are likely to apply and be selected for other opportunities to study abroad. (3) GMF Fellows understand the importance of building international relationships. [Author].
returned for a 91% rate of return. The purpose of the study was to measure the benefits derived from participation in the program by the German teachers and the U.S. educators; to measure the perceived growth in cross-cultural awareness of participants; to measure the effectiveness of the administration of the program; to measure the effectiveness of the program in reaching its goals and objectives; and to establish a database that would support initiation of future similar programs. Participants surveyed felt that both personal and educational growth was an important aspect of STEP. More than fifty-six positive comments were made regarding personal and educational growth. One U.S. educator wrote, 'This experience opened a new chapter in my life. I had never wanted to see other countries. Now I see how small the world is becoming and how we must learn about the people of other countries so we can live together peacefully.' U.S. participants felt strongly that STEP was not only beneficial to them, but to others who came into contact with the program, adding, 'It is a tremendous opportunity for children and faculties to be exposed to another culture.' Recommendations included more training for German teachers in specific areas; better dissemination of information between and among administrators and teachers regarding the goals and objectives of the program; and the addition of a program coordinator in the States. Exchange programs are beneficial in that they allow a transfer of valuable skills and experiences, reduce negative images by reducing stereotypes, eliminate misperceptions, build knowledge and sensitivity, and serves as a vehicle for international understanding and a facilitator for trade. [Author].


Reiff, J.C. (2000, April). Strategies for promoting international education: One department’s journey. Paper presented at the Phi Beta Delta International Conference, Kansas City, MO. This paper described the process and identified strategies for promoting international education while internationalizing the curriculum as experienced in the Department of Elementary Education at the University of Georgia. [Author].


Simpson, K.J., et al. (1992). Providing opportunities for multicultural experiences in teacher education, Kentucky. This paper, consisting of four distinct presentations and a brief critique, describes means of enhancing multicultural education at different points along the teacher preparation continuum. The four programs described are designed to attract greater numbers of minorities to teacher education and to provide multicultural experiences for teacher education students. The first presentation, "Providing Opportunities for Multicultural Experiences in Teacher Education," describes a collaborative effort between the Fayette County (Kentucky) Public Schools and the University of Kentucky's College of Education, including specific activities. The second presentation, "Providing Multicultural Experiences in the Professional Education Sequence," discusses learning goals, valued outcomes, and multicultural performance tasks that could be incorporated into the teacher education program. The third presentation, "Providing Multicultural Experiences in Teacher Education: Cross-Cultural Mentoring," discusses the mentoring program between Transylvania College and Johnson Elementary School (Lexington, Kentucky) in which students cross social and cultural boundaries. This section includes reflections from the Transylvania field students. The fourth presentation, "Student Teaching Abroad," details the Consortium for Overseas Student Teaching (COST) sponsored by the University of Kentucky for the purpose of arranging student placements in other countries. The first three presentations include references. (LL) [KP].

This study examined the change in attitude among prospective teachers after a field experience (one-term practicum in Sierra Leone). Instruments used to measure attitude change were the Teaching Situation Reaction Test (TSRT) and the Teaching Career Survey (TCS). The overseas group completed the instruments before and after their practicum. Their scores were compared to those of the prospective teachers who did not go abroad (numbers not given in DAI summary). Results revealed that on the post sojourn TSRT, the overseas group placed more emphasis on pedagogical interests, international concerns, and social concerns, than the control group. There was a discernible difference between prospective teachers who participated in a foreign study experience and those who remained at home. Results attest to the conceptual and experiential gains made by foreign study students in cross-cultural understanding, and the altered discovery of self. [JM – Henry Weaver bibliography].


This study was designed to determine the impact of an intensive five-week Fulbright group project upon the attitudes and perceptions of Iowa educators toward their host country, Russia. Further it has examined the impact of such an experience on global education perspectives. Comparisons were made with attitudes and perceptions of applicant and nonapplicant groups. Members of two other previous Fulbright group projects were questioned concerning the impact of their experiences on their teaching and professional development. The study utilized a variety of data gathering measures both empirical and naturalistic: questionnaire, interview, focus group interview discussion, open-ended questioning, and participant observer notes. Findings failed to show significant differences in attitudes and perceptions of participants and nonparticipants. There was some evidence of the out-of-country experience influencing the participants’ views. The focus group interviews and open-ended questions answered by previous participants in Fulbright group experiences show evidence of an impact on global perspectives over time. Participants reported a greater appreciation for their home country as well as the host country and other cultures. There is evidence of impact on teaching within four months following the experience and over time as reported by the earlier participants. [Author].
This study sought to determine if a significant connection existed between world travel and living abroad experiences and public school teachers' globalmindedness. Underlying this study was the premise that our nation has become increasingly inter-dependent with all other nations. Our economy, school, cultural life, and communication systems have all been affected by events in other areas of the world. General agreement that today's students need to understand these changes underscores the importance of analyzing teachers' own global attitudes. This study compared the globalmindedness quotients of 38 of 227 subject teachers who had world travel or living abroad experience with 188 who did not. The subject teachers came from a socioeconomic cross-section of Arkansas communities. T-score analysis revealed a significant relationship (.05 alpha) between the 38 subject teachers having world travel experience and their greater globalmindedness as measured by The Acceptance of Global Education Scale (AGES) and the Worldmindedness Scale. Additional biographical data collected from the subject teachers was also compared to their global awareness for possible significant relationships. Finally, 13 teachers interviewed credited world travel for their growth in humanistic, cultural and global awareness. The study found cause for supporting a mandatory study-abroad semester for teacher preparation programs. [Author].

The purpose of this paper is to examine some of the relevant theories and research on global and multicultural education, as well as international study programs. More importantly, it will analyze data collected from the ten teachers who participated in the professional development study tour described…and in depth in the “Case Study” section. In documenting the study tour’s impact, this paper seeks to answer the question: in what areas has the 2001 Study Tour of Southeast Asia impacted teacher understanding and sensitivity towards the cultures and issues facing Southeast Asia and the diaspora? [Author].

**Engineering, Science & Technology Students**

Abrams, I. (1980, November). Some reflections on historical research and international interchange. Paper presented at the U.S.-German Conference on Research on Exchanges, Bonn, West Germany. Prepared for Conference on Research and International Exchange, Bonn, Federal Republic of Germany, 1980. A state-of-the-art report on the need for historically-informed students on specific characteristics of exchanges in conjunction with segments of societies. The briefly described cases in point include subjects that would enrich the work of historians. More specifically the particular illustrations are: the mobility of recent generation among scientists between Europe and America, the contribution of traveling scientists and related technicians to the industrializing countries during the nineteenth century; the modernization of traditional societies in the light of historical parallels, the wandering scholars, and revolutions around the world. Each of them exemplifies the impact of educational exchange upon societies.[JU – Henry Weaver bibliography].

Abrams, I., & Abrams-Reis, C. (1979, September). Summary of the Carl Duisberg Gesellschaft-Antioch survey. Unpublished manuscript, Antioch University, Ohio. This summary is the result of a survey made of participants from the Federal Republic of Germany in the International Adult Work-Study Program for Businessmen and Engineers at Antioch College conducted between 1958 and 1971. These participants were recruited in cooperation with the Carl Duisberg Gesellschaft (CDG) of Cologne, and the summary was done for the occasion of their 30th anniversary celebration in 1979. The U.S. experience overwhelmingly influenced the careers of the 36 participants; several mentioned the personal rather than career gains; others mentioned problems which arose upon their return; language learning was overwhelmingly the highest rated aspect with the "general experience in the U.S." rated second in overall importance. In summarizing the total experience, 20 said that it was "one of the most important experiences of [their] lives." [JCK – Henry Weaver bibliography]

Outstanding graduate student research paper from the 15th Annual Meeting of the Association for International Agricultural and Extension Education, Trinidad & Tobago, March 22-26, 1999. The purpose of this study was to develop a model for incorporating experiential learning into capstone courses and a rationale for the inclusion of study abroad programs into this course description. Specific objectives were: 1) Identify and define components of a capstone course; 2) Define study abroad programs as capstone.; and, Develop a model for incorporating experiential learning into capstone courses. [Authors].


Tim Corcoran, General Manager of Aftermarket & Industrial Drives, ZF Industries, Inc., presented this paper on November 12, 1999 in Chicago, Illinois, as part of a session entitled "Globally Educated Engineers in a Curricular Context" at the 52nd International Conference on Educational Exchange of the Council on International Educational Exchange. [URI].


We are examining the impact of global, interdisciplinay project experiences on WPI (Worcester Polytechnic Institute) students. A first step is to understand pre-existing differences in students who choose to do their project overseas and those who do not. Here we report results of an analysis of CIRP freshman survey data that shows significant differences in social and civic orientation between these two cohorts of students. [Authors].


The Béthune campus of the Université d’Artois in northern France contains the Institut Universitaire de Technologie (IUT) and the newer Institut Universitaire Professionnel (IUP). The former grants degrees in technology, the latter in engineering. The Penn State College of Engineering at University Park is home to the School of Engineering Technology and Commonwealth Engineering (SETCE). This academic department is responsible for the delivery of associate and baccalaureate engineering technology programmes and lower division core baccalaureate engineering courses in a multi-campus environment, 18 Penn State locations in fact. A collaboration between IUT/IUP and SETCE was begun in 1994. It now embraces faculty exchanges, joint conferences, short-term student industrial placements, distance education and teleconferencing, and research collaboration. These efforts have also expanded to include interdisciplinary Science Technology and Society (STS) courses, the College of Liberal Arts languages courses, and several branch campuses in the Penn State system. This paper identifies what the critical inputs were, what the enduring obstacles are, and what the present success and future promises are. As the exchange has developed, personal ties and information
technology have emerged as more significant than money and formal agreements between the universities. [Authors].


Establishing international collaborations between engineering programs often entails a number of different activities, none of which are easy to establish or maintain. It is easy to lose sight of the goals. This paper suggests using student outcomes as a way of assessing and focusing these collaborations. The topic will be addressed using the experiences and data from a 5-year collaboration between the Universite d’Artois in France and Penn State University in the USA. Anecdotal data will be used from students who have engaged in collaborative design projects, in discussions of ethics, and who have had cross-national co-operative experiences.

Key issues studied will be the positive role of cross-cultural differences, the preparatory role of such student experiences for working in the global economy, and the ability of information technology to internationalize the in-house engineering curriculum. [Authors].


Contains multiple articles on international science education in the following sections:
-Science Education in Different Cultures: Unity and Diversity
-Science and Technology Education in the Global Environment
-International Science Study for Undergraduates
-Future Directions in International Science Education

Glass, L. (1996, Spring). Science: An international language. The Phi Beta Delta International Review, 6. This paper presents a high school exchange program between Moscow, Russia and central Iowa that focuses on joint science projects. The program includes several components: the sharing of teaching materials and methodologies, the joint production of scientific data by students, and visits to each other's countries. E-mail facilitates the exchange throughout the year. Data from the 181 persons (162 high school students and 19 adults) involved in SciLink indicate that international exchanges can promote the development of cultural understanding and improve science achievement. The project demonstrates that because science is an international language, it is an excellent vehicle for promoting international understanding. [Author].


The purpose of this study was to develop recommendations for the design of study abroad programs, which would be suitable for engineering students. By surveying coordinators of international programs in engineering in the U. S. and in the European Union, different program designs were examined, which led to an understanding of how certain programs have been able to remove some of the traditional barriers. These barriers include problems with credit transfer, lack of support by engineering faculty, lack of foreign language, stringent curricular design, lack of funding to develop appropriate programs, and student's misperceptions regarding study abroad. Findings indicated that the European Union programs were more successful in developing options suitable for engineering students and removing these barriers. Successful programs are typically those which are promoted by the college or department of engineering, offer study options in an English speaking setting, award full credit at the home institution, offer financial assistance, and require students to be at least in their third year of studies. [Author].

It is generally assumed that undergraduate students in any major benefit significantly from study abroad, with respect to personal, academic, and pre-professional development. For students in all professional programs, and for engineering students in particular, it has become increasingly important to acquire global competency. As nations become more economically interdependent, the engineering profession increasingly involves international bids and projects, demands interaction with international colleagues because of rapid advances in technological developments, and requires engineers to gain an awareness of world events and the global economy as well as acquire intercultural understanding. However, engineering graduates generally do not have the necessary skills to work in an international environment, as few engineering students gain international experience by either studying or interning abroad as part of their education. Engineering students encounter a number of barriers preventing them from taking advantage of international study. The aim of this paper is to provide an overview of and compare the types of initiatives in the United States and Europe designed to increase the numbers of engineering students participating in international study, and to present recommendations to remove the barriers to study abroad encountered by engineering students. The authors are aware that international experience as part of an engineering undergraduate education is a matter of great concern, and that a number of actions are being implemented to facilitate increased mobility. This paper contributes to these current and future initiatives. [Journal].

The present paper is based on (1) a number of documents prepared by the UNESCO secretariat, (2) an earlier working paper prepared for UNESCO by Rector De Vries together with the comments on it by the members of the ISCC, and (3) an extensive examination of published materials, largely of American origin. In the introduction, the author points out several sources of difficulty, some of which are discussed in greater detail later on in the paper. First, there is a large variety of possible exchanges; second, the differences in conditions political, economic, cultural) in which the exchanges take place; third, a lack of clarity as to the goals; fourth, variation in the time-span of the programs; fifth, the limited nature of the research findings. The present memorandum is therefore directed not to evaluation alone, but to the wider topic of what social scientists have been doing and what they might still do, in the field of international exchanges. The author then points out that an educational program aimed at developing an elite which can aid in the administration and the government of a "new" nation may require a different structure from that designed to improve the educational level of a whole community. This paper further assumes that the ultimate goal of international exchanges is to contribute to friendly and peaceful relations among the peoples of the world, but that many more immediate goals relating to technical cooperation, changes in institutions, success in academic training, increased knowledge about foreign cultures, preparation for a useful career, readiness to cooperate in international
undertakings, etc., may all require consideration. A distinction is drawn between two forms of international exchange, the first involving contact between people, the second consisting of transmission of materials or things. The paper insists that there can be no hard line between those two varieties of exchanges, since a visiting professor may bring along his books, or a biologist his exhibits. In concluding, the writer suggests that what is needed now is a theoretical framework, rather than the attempt to contribute short answers to particular questions. This would involve a thorough stock-taking, a systematic identification of the categories of problems involved, and of the manner in which they are interrelated. One of the steps would be a balder and bolder statement of the hypotheses which appear to emerge with enough probability to warrant future research and investigation. [JCK – Henry Weaver bibliography].


Culture shock is defined here as a communicable disease; it is likely to have explosive implications, not only for the patient but for those with whom he comes in contact. The average American, the article claims, has no experience with ideology, his politics being as pragmatic as his work experience. American political life is, after all, singularly unideological. As a result he may see ideology in terms of what he is acquainted with: competition, a transfer from the realm of commerce. To avoid the idea that solutions are around the corner, the author prefers to look at what is being done to prepare the industrial managers and engineers. Most of the larger schools of business, management, and finance, especially those on the graduate level, have courses or programs or options related to the international scene. But these tend to be narrow in scope. The author then suggests that industry, first of all, should face the problem at an earlier stage than it does now. Recruiters should look for candidates with some cultural sensitivity. Second, the federal government can benefit its citizens and its international relations by diversifying its role by sending abroad, for example, in addition to the senior advisers, junior professionals. The job of mediating between different cultures and technology is likely to fall to the institutions of higher education. Room must be made for intercultural communication among other general education courses, not only in undergraduate programs, but on the graduate level as well.[JCK – Henry Weaver bibliography].


This paper documents the development and implementation of a number of study-abroad programs for engineering students. The purpose of these programs is to provide students value-added technical and cultural experiences. The need for globally aware engineering students has never been greater than it is today. Technological developments stem from all parts of the world in a global economy that requires our students to be internationally educated. The interdependence of all parts of the world highlight the outcome that those students who have studied abroad will more likely be hired in and be more ready for a global marketplace. Study-abroad participation for the engineering student is a practical investment in the future and an excellent way to provide value-added technical and cultural expertise. Study-abroad programs promote understanding across technical programs and nations. Students live abroad for three months, interact with individuals from different cultures and are exposed to very different academic environments than those to which they are accustomed. Young people return from these experiences more confident, feeling a sense of growth, and have a
broader technical understanding. This paper discusses the process of setting up study-abroad programs, students' advisement, equivalency and correspondence of courses, grading differences, programs assessment, and lessons learned. Universities and other schools wishing to establish similar programs would benefit from the recommendations and findings in this paper. [Authors].

O'Brien J.M. (1991). Including the sciences in international education. Liberal Education, 77 (5), 19-23. This article focuses on how the field of science is not being well represented in the push to increase participation in international education. The author pinpoints how non-scientists tend to overlook the importance of including scientists into new directives/initiatives and how scientists lack the actual academic support to facilitate broader participation in new programs such as international study. [KP].


Pell, C. (1983, November). Remarks. Speech given at the annual meeting of the Council on International Educational Exchange, Washington, DC. This address to the Council on International Educational Exchange in November 1983 discusses the effects of the Fulbright exchanges and the International Visitors Program with specific examples cited. A new exchange program for scientists, scholars, and leaders in environmental science and management is described. The need for adequate funding of these programs is presented. [HDW – Henry Weaver bibliography].

Plaza, O. (1998). Overseas studies and technology education., Paper presented at the annual meeting of the International Technology Education Association, Fort Worth, Texas. (ERIC Document Reproduction Service No. ED 420 805). This paper addresses the general benefits and issues of study abroad, particularly as they pertain to students in technology. The author addresses some of the known advantages of study abroad, and also responds to some of the more common concerns, such as academic quality and relevance of coursework. He discusses the trends in study abroad and how the participant profile has changed over the years. This article primarily examines how study abroad can be integrated into technology education. Typical study abroad programs may not be a very viable option for technology education students, since many of them are non-traditional students with limited time, financial resources, and possibly also curriculum offerings. The author describes the importance of cultural awareness for technology students, and outlines steps for how students and programs can overcome some of the obstacles that exist. [MC – Maureen Chao bibliography].


Weinmann, S. (1992). Internships in Germany: Unique opportunities for students of science and engineering. Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for Business and the Professions., (ERIC Document Reproduction Service No. ED 347 848). This paper describes an internship program in Germany through the Michigan Technological University. Program details are outlined, the advantages and disadvantages of the program discussed, and the particular challenges specific to the technological nature of the program are highlighted. [MC – Maureen Chao bibliography].

Zhai, L. (2000). The influence of study abroad programs on college student development in the College of Food, Agricultural, and Environmental Sciences at the Ohio State University. Doctoral Dissertation, The Ohio State University. (DAI-A, 61/02. Aug 2000, p. 461). The purpose of the study is to determine the influence of participation in a study abroad program (SAP) on college students' level of development in terms of global perspective, attitudes toward cultural diversity, and self-efficacy. In addition, this study also seeks to investigate students' changes in their career interests, attitudes toward both the host and home countries, knowledge and skills they gained from SAPs, and motivation for participation in SAPs. Twelve research questions were developed to guide this study.

The sample consisted of 21 students who went on SAPs and students who enrolled in summer quarter 1999 but did not go on SAPs (n = 77) in the College of Food, Agricultural, and Environmental Sciences at the Ohio State University. Data were collected via questionnaire surveys and interviews. A questionnaire designed to measure global perspective, attitudes toward cultural diversity, and self-efficacy was mailed to the study abroad group before and after the SAPs. The same questionnaire was also mailed to the comparison group at the beginning and end of the summer quarter 1999. Focus group and individual interviews with the study abroad group were conducted after they returned. Descriptive statistics, multiple regression, logistic regression, and t-test were applied to analyze the survey data. Qualitative data obtained from interviews were analyzed using inductive data analysis.

Questionnaire surveys did not show significant changes in students' global perspective, attitudes toward cultural diversity and self-efficacy as a result of SAPs possibly due to the small sample size and non-random samples. Qualitative data analysis showed that students' global perspective was enhanced by the SAPs. SAPs contributed to students' development of intercultural sensitivity. Participants were more aware of and open to cultural diversity. The experience provided new challenges to participants and assisted them in becoming more confident about themselves. Study abroad students were likely to develop favorable attitudes toward their host country accompanied by some criticism toward the United States. Students gained new knowledge and skills from study abroad experience. Personal interests, peer influence, desire to experience something different, and cost were important factors in motivating students to participate in SAPs.

It is recommended that general education programs include study abroad experiences. Preparation prior to study abroad is vital for a successful SAP. Former study abroad students should be used as valuable resources to recruit and market the SAPs with special attention given to recruiting more minority students for these programs. Strong commitment from top administration is important to fostering the SAPs in the college. [Author – Maureen Chao bibliography].

Human/Social Service Students


This paper describes an international clinical internship that uses a developmental model to build inter-cultural sensitivity in baccalaureate social work students. The paper analyzes the stages students go through as they struggle to develop a bi-cultural professional perspective. This model adheres to the position that cross-cultural practice in a multicultural world not only conforms to the emerging picture of life in the United States, but is also in accord with the values of social work. [KP].


Developing an instructive and useful study abroad course for undergraduate social work students presents an unusual challenge. In this paper, the author addresses issues involving the study abroad course and concludes that such a course can occupy an important place in social work education. The author also provides a model for assisting educators in designing their own study abroad course. Cross cultural and educational exchanges fostered by a study abroad course can promote an ongoing involvement by students and faculty in the international arena of social work. [Journal].


This qualitative study is based upon the survey responses of ten participants. Reported are the participant and placement demographics. These demographic variables are pertinent to understanding the results, implications and recommendations of this study. The second part of the survey aimed to explore student reflections on the educational experiences. These variables were included: integrated learning, critical thinking, and professional development. [Authors].
Background: Medical students studying abroad face the double stress of adjusting to a new cultural environment while at the same time, coping with the usual stresses of medical school. In a previous article, we examined the perceived stress and coping of American medical students studying in Israel; Aims: The current study was designed to follow up changes in made in response to the original study.; Participants: First year students, NY/American Program, Sackler School of Medicine, Tel Aviv University, Israel.; Methods: Ways of Coping Checklist (WCCL), Appraisal Dimension Scale (ADS) and two instruments specifically designed for the study.; Results: Students’ coping with their adjustment to Israel was highly correlated to their adjustment to medical school. There was significant improvement in student mental health and student satisfaction and a corresponding reduction in dysfunctional defense mechanism and a previous pattern of heavy drinking.; Discussion: The results are discussed in terms of improvements in the student support system proposed at the time of the initial study as well as changes in the student body. Limitations and future directions for research are also discussed. [Authors].


There is much evidence supporting the claim that real-life experiences go a long way in increasing cross-cultural understanding and sensitivity. In order to address this and expand their curricular offerings, a short-term immersion program was developed by the University of Texas at Arlington to send a group of nursing students to Mexico. This article provides a description of the program and an assessment of its success. The program was five weeks in length, with two weeks actually spent in Mexico. Students took a mini course, lived with host families, studied Spanish, and went on field trips. The mini courses were in such topics as traditional medicine and the Mexican health care system. The authors describe some of the difficulties the 10 students faced in adjusting to the Mexican culture and other findings obtained from the course evaluations surveys. In addition to these surveys, nine of the ten students were also surveyed a year after their experience to determine how it had impacted their nursing practice and personal views. [MC – Maureen Chao bibliography].

The College of Nursing (CON), Michigan State University (MSU), in collaboration with the School of Nursing and Obstetrics, University of Guanajuato, Celaya, Mexico, developed a semester-long study-abroad program for senior MSU nursing students offered for the first time in the fall of 1998. The program provides intensive Spanish language classes and allows students to take required nursing courses in Mexico with a substantial amount of course content provided by Mexican faculty without an MSU CON faculty member on site at all times. Students receive a broad perspective of nursing and health care in Mexico, and develop an appreciation for its language and culture as well. This program represents an innovative approach to the development and implementation of a study-abroad program in nursing. [Authors].


Multicultural society requires nurses to care for individuals and families with different cultural and religious values to their own. Study abroad programs for nursing students enable the students to be exposed to nursing, health and ways of living in other cultures. Students undertook a program at Chiang Mai University, Thailand through an international university linkage arrangement during 1997. Students concerns, expectations and perceived benefits of study abroad experiences were investigated in this non-experimental descriptive study, which involved a serial interview process incorporating three interviews before, during and after the program. Students undertaking the program acknowledged that they gained increased confidence and an understanding of different cultures. It was concluded that students did develop an increased awareness of and experienced attitudinal changes towards the cultures and health care needs of the country visited. [Authors].


A pilot study was undertaken to ascertain the changes in conceptual understanding that resulted from participation in a study abroad programme in Chiang Mai in Thailand of a small group of Australian final year nursing students. Students' conceptual understandings were measured by means of open-ended interviews based on a case study scenario describing health conditions in a hypothetical Thai village. Students were asked to imagine that they had been appointed to work as a community health nurse in the village and describe how they would undertake the task. Shifts in understanding were detected by interviewing the participants before, during and after their participation in the programme and comparing their responses. The results of this limited study indicated that the impact of participation in the programme was less than expected. Furthermore, the factors of which students tended to show greatest awareness were those about which they had been briefed prior to departure. Nevertheless participants reported they had learnt much from their experiences. It is suggested that the discrepancy between the evidence provided by interview data and students' self-reports may be explained by participation having resulted primarily in the acquisition of the tacit rather than conceptual knowledge. [Authors].


The changes in attitudes towards cultural difference of seventeen participants in a three-week community health study abroad program to Nepal were compared with the changes in attitudes of a similar group who did not participate in the tour. Participants in the tour group were surveyed eight weeks prior to departure and in the last week of the tour using a twenty-six item questionnaire employing a six-point forced-choice response scale. The responses of participants in the tour group showed significant shifts in relation to eight items compared while the responses for the control group showed no significant shifts. Observed student advantages of participation in this study tour included the development of independent behaviour and positive cultural adjustment and adaptation. [Authors].


This paper addresses the globalization of nursing especially as it pertains to nursing doctoral education. Its purpose is to consider the issues surrounding cross country doctoral education as identified by doctoral students and to suggest models and strategies that could be used to facilitate cross country doctoral education in light of the barriers identified by the doctoral students. This paper is based on published sources, conversations with doctoral students and personal observations. Nursing, in order to become globally relevant, should develop an independent body committed to cross country doctoral education. This body should be committed to increasing the accessibility and facilitating and organizing programs that provide opportunities for students and faculty to ascertain experiences abroad. Several models incorporated under a comprehensive strategy are suggested in this paper. [Authors].

Marian, T. (2000). Development and implementation of a study abroad nursing program at the University of Cape Coast, Ghana. Invited address at the University of Cape Coast, Ghana, West Africa.

This study examined pharmacy students' interest in pharmacy-related international educational/study abroad programs. The objectives of this study were four-fold: (i) to establish the level of awareness/exposure of pharmacy students to international educational programs; (ii) to determine students' likelihood of participation; (iii) to identify students' perceived barriers/obstacles associated with international educational programs; and (iv) to explore relationships between students' likelihood of participation and students' demographic characteristics. Two hundred ninety-seven pharmacy students responded to a questionnaire administered to baccalaureate and Doctor of Pharmacy students. The majority of pharmacy students was not currently aware of pharmacy-related study abroad programs and was not interested in participating. Students would more likely participate in a program if it was fully funded, conducted in English, selected by the students from a list of choices and/or was equivalent to U.S. pharmacy clerkships regarding university credit. Pharmacy students' likelihood to participate in pharmacy-related international education differed based on ethnic background and multilingual abilities. [Authors].


Multicultural society requires nurses to care for individuals and families with different cultural and religious values to their own. Study abroad programs for nursing students enable the students to be exposed to nursing, health and ways of living in other cultures. Students undertook a program at Chiang Mai University, Thailand through an international university linkage arrangement during 1997. Students concerns, expectations and perceived benefits of study abroad experiences were investigated in this non-experimental descriptive study, which involved a serial interview process incorporating three interviews before, during and after the program. Students undertaking the program acknowledged that they gained increased confidence and an understanding of different cultures. It was concluded that students did develop an increased awareness of and experienced attitudinal changes towards the cultures and health care needs of the country visited. [Authors].


Medical students studying abroad have to adapt to a new cultural environment in addition to the usual stresses of medical school. This study explored the perceived stress and coping ability of students of the New York State/American Programme, Sackler School of Medicine, Tel Aviv University, who study medicine in Israel but are expected to return to America to practice. Students were surveyed using the Ways of Coping Checklist (WCCL), Appraisal Dimension Scale (ADS) and two instruments specifically designed for the study. The results supported the view that students having difficulty adapting to their new cultural environment also have difficulty at medical school. This pattern is a negative spiral in which anxiety and depression impair cognitive performance, and leads to academic difficulties and emotional distress. Improvements in student social support and primary prevention were implemented as a result of the study. [Authors].


**Miscellaneous Underrepresentation Resources**
This evaluative report provides an overview of a three-year project at Colgate University in New York to establish an office of intercultural resources. The program was funded by a FIPSE grant from 1992-1995. The primary purpose of the program was to build connections between the intercultural and multicultural programs at the university and increase students' cross-cultural awareness. To facilitate this, the program staff worked with students who studied abroad, minority students, international students, and faculty and staff of various relevant programs such as pre-departure and re-entry workshops. During the course of the program a number of resources were published, including an annotated bibliography of multicultural works, a course on intercultural understanding and communication, and a cross cultural training workbook for students planning to study abroad. These documents are appended to the report. A collection of books, tapes, simulations, and other cultural resources were assembled and made available to interested groups on campus. Although the programs and resources reached a wide audience, the evaluation concluded there was little evidence of increased cross-cultural awareness in students. [MC – Maureen Chao bibliography].


Study abroad by American undergraduates is increasing in scope and importance although reliable statistical data is not available to document this in detail. Recent trends point to increases in the numbers of students in professional fields and the sciences that study abroad as well as an increase in the number studying in the developing and/or nonwestern countries; however, these numbers are still very limited. The rationale for U.S. study abroad relates to the need for more knowledge of other countries and cultures and their languages by more Americans as part of citizen and professional education and the contribution of study abroad to students' personal growth. Among ten deterrents to U.S. undergraduate study abroad are lack of foreign language proficiency, finance, demographic factors, anti-foreign and parochial attitudes, inadequate structures in colleges and universities to foster and facilitate study abroad, unwarranted priority in some quarters to graduate study abroad, and the lack of research and evaluation documenting impacts. Notwithstanding the deterrents, undergraduate study abroad should be a growing priority, and prospects for strengthening it are increasingly favorable. Nine recommendations to advance the field are set forth, most of which are aimed at reducing or eliminating the deterrents described earlier. [BBB – Weaver bibliography].


This evaluative study was conducted in 1992 and examined the study abroad programs at the nine campuses of the Florida State University System. Data were obtained from self-studies conducted at each of the institutions, as well as site visits and interviews. The researchers note the special challenges these universities face in catering to a very diverse student population which includes a high percentage of part-time and commuter students, as well as community college transfers and other traditional non-participants such as minority students and students of business and engineering. The study presents an assessment and description of the programs at each of the nine schools, highlighting the strengths and weaknesses. The outside consultants who conducted this study make several general recommendations, which included improved coordination with community colleges, increasing participation, enhanced administration and more effective management, systematic evaluation, professional development for the study abroad administrators, and encouragement for students to consider programs at institutions other than their own. [MC – Maureen Chao bibliography].


This report comes out of a task force established in 1989 with representatives from the National Association for Foreign Student Advisors (NAFSA), the Council on International Educational Exchange (CIEE) and the Institute of International Education (IIE). The task force focused primarily on the internationalization of the undergraduate experience. The work of the committee resulted in five major recommendations, which are detailed in this report. These recommendations are: (1) by the year 2000, 10% of U.S. college students should study abroad; (2) there should be greater diversity in participating students, locations and program types; (3) the study abroad experience should be integrated into regular degree programs in many different fields; (4)
factors that inhibit expansion of study abroad need to be addressed; (5) funding from private and public sources needs to increase. A list of references and participating individuals and organizations is included in the report. [MC – Maureen Chao bibliography].


Furumoto, M., & Raphael, A. (2000). Diversity of experiences: Voices of PENN abroad participants. Philadelphia, PA: Office of International Programs, University of Pennsylvania. This booklet is a compilation of student comments about diversity and the study abroad experience. The excerpts come from questionnaires completed by Penn Abroad alumni, and address issues that were of concern and interest to the students both prior to their departure and upon their return. [OIP PENN].


Goodwin, C. D. & Nacht, M. (1988). Abroad and beyond. Patterns in American overseas education. New York: Institute of International Education An Institute of International Education-commissioned study of the reasons for the rapid growth of U. S. college student study abroad in the 1980s features case studies of effective programs and suggests ideas for planning and evaluation of study abroad by U. S. colleges and universities. Focus is on the integration of international study into scientific, professional, and graduate fields. Reasons for the growth include: young Americans want to understand the world in which they live; foreign study gets less expensive as the dollar grows stronger; America's views of other nations have softened; and foreign travel is now very familiar. Topics include: "the point of it all" (educational and social goals and potential accomplishments, institutional and administrative goals and potential accomplishments, and institutional renewal); "ways to do it" (total immersion, brief stays, and U. S. facilities abroad); "tasks to be done" (for faculty, department, and central administration); "some questions to consider" (appropriate approach, focus, reciprocity, etc. ) "innovation" (in the liberal arts, science and technology, and graduate and professional); "where to go for help" (national organizations, models for a modest beginning, the overall scene); and conclusions and recommendations (the object lessons at hand and specific advice to campus officers). The appendix lists institutions visited in California, Illinois, Massachusetts, New York, Texas, and Washington. D. C An index is provided. [Author – Maureen Chao bibliography].

Institute of International Education. (date unknown). "Best practices" Tactics to increase access to international scholarship programs by women and other under-represented groups. New York: Institute of International Education. [On-Line]. Available: http://www.iie.org/Content/NavigationMenu/Research_Publications/Best_Practices/Best_Practices.htm. The ideas in "Best Practices" were collected in the course of a study by the Institute of International Education (IIE), with Ford Foundation funding, to promote greater participation by developing country women in international scholarship programs. We believe many of the points are applicable to other under-represented groups as well. Some of the "tactics" included seem quite obvious; they form the core of any basic checklist of steps to insure equal access. During the study, however, we found that even some of these basic steps were not followed by some major scholarship programs. Your additional suggestions and feedback are warmly invited, so that the list of "best practices" includes the widest input from experts in the field. Send your comments by email to: bestpractices@iie.org or by mail to: Room 800, 809 UN Plaza, New York, NY 10017. [IIE].

Jamison, A. (2001). Diversity issues in study abroad. Providence, RI: Office of International Programs, Brown University. [On-Line]. Available: http://www.brown.edu/Administration/OIP/files/faqs/public-pdf/diversity_st_abroad01.pdf This is a collection of quotes by Brown University students about their experiences abroad. The quotes were gathered through a survey of study abroad students returning from either spring semester/full year 1999-2000 or fall semester 2000-2001 abroad. The survey directly addressed issues of diversity in study abroad including ethnicity, heritage, sexual orientation, religion, minority/majority issues, physical appearance, and language. It was designed to elicit thoughtful and honest responses from participating students. [Author].

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Research on patterns of study abroad participation show that significant changes have occurred in the past few years, not only in the preferences and intentions of students but also in the program characteristics themselves. Analyses of trends and factors affecting study abroad in the future indicate that the redefinition of study abroad has perhaps just begun. This article reports the findings of a NAFSA study pointing to coming changes in the population of students likely to participate in study abroad experiences. It presents some considerations regarding ways institutions of higher education can address the changing student needs. [KP].


Open Doors Report on International Educational Exchange - Open Doors is the only comprehensive and accurate information resource on the international students in the United States and U.S. students abroad. IIE has been conducting a survey on study abroad flows since 1985/86. For the purpose of Open Doors, study abroad is narrowly defined as only those students who received academic credit from a U.S. accredited institution of higher education after they returned from their study abroad experience. (Students who travel and take courses without credit transfers are not reported in Open Doors, nor are students who are enrolled overseas for degrees from non-U.S. institutions.) Open Doors data also reports participation rates based on ethnicity. [IIE-Open Doors/DJC]. http://opendoors.iienetwork.org/


Non-residential students, for the most part enrolled in professional programs, are the fastest growing population in American higher education. It is vital – for both career survival and the quality of life associated with lifelong learning – to assure that this group is getting a broad-based international education, usually reserved for those who can afford a privileged education at the traditional universities. This essay brings together a variety of strategies to help internationalize the urban non-residential campus, all of which connect career training with an international education based on liberal arts values. It offers a guide to initiatives that require little or no funding, but which work towards establishing an institutionalized international office coordinating all international activities on the campus. Finally, the essay offers guidelines for assessment. [Author]. This article address study abroad as a component of the overall internationalization of the urban non-residential campus. [DJC].


AIE is an initiative of the University Center for International Studies at the University of Pittsburgh, funded by the Ford Foundation. The goal of this project is to increase diversity in international education by facilitating cooperation, benchmarking, comparative research and identification of best practices nationally and
internationally. For the purposes of this survey, we define diversity as the consideration of representation in participation, policy, operations, and mission from all relevant demographic categories, including gender, age, ethnicity, and physical challenge.

The primary objective is to identify projects, scholarship opportunities, publications and other resources aimed at increasing diversity in international studies. This information is presented in searchable form on this website to facilitate its use among institutions aiming to enhance participation of underrepresented groups in international education. [Project].

The University Center for International Studies (UCIS) at the University of Pittsburgh is coordinating a research project on participation in international education by racial minorities (African-Americans, Native Americans, and Hispanics), disciplinary minorities (Engineering, Math & Computer Sciences), and disabled students. The goals of this project are to overcome curricular constraints affecting student participation in study and work opportunities abroad, to disseminate innovative models of overseas study and language/cultural knowledge acquisition to institutions of higher education, and to create informational aids for department advisors and faculty. During the scope of this project, the following items will be produced: (1) an initial data survey and preliminary data analysis of under-represented groups in international education, (2) a literature survey and annotated bibliography, (3) searchable on-line database of programs and projects, (3) a student guide to opportunities and resources for under-represented groups, and (4) a list of Frequently Asked Questions for Parents. [KG – NSEP Institutional Grant].

This short article begins with an articulation of the general benefits and value of study abroad, and then provides detail on the status of existing programs in Germany, Switzerland, and Austria. Two types of programs are described: the first involves U. S. programs conducted by an American institution in one of these three countries (with or without local partnership), and the second type entails the mainstreaming of American students in an overseas institution. Statistics are provided on the number of programs, disciplines, site locations, etc., and recommendations for ensuring a quality experience for U. S. students studying in these countries are made (such as promoting housing options which allow students to integrate with the local culture and experience language immersion). [MC – Marueen Chao bibliography].

**Research on U.S. Students Abroad:**  
**Bibliographies with Abstracts**


In 1989, Henry Weaver edited the first version of Research on U.S. Students Abroad: An Annotated Bibliography, which brought a range of research on study abroad together in one comprehensive document available both in print and later online. The abstracts covered research through 1987. Philip Altbach published Foreign Students and International Study: Bibliography and Analysis in 1989, which is also available online. In 2000, SECUSSA put out a call for these important works to be updated. The recently completed Research on U.S. Students Abroad, Volume II covers research from 1988-2000.

There are many ways practitioners can benefit from accessing the bibliography and examining the valuable research that has been conducted in the field of study abroad. Research results can be used to provide support for campus advocacy efforts and budget struggles. Ideas can be garnered for new program planning and development. Administrators can find assessment and evaluation tools that have been tested in the field. Advisors can find useful information on marketing programs to non-traditional students. Many of the documents also include addendums such as sample forms, course syllabi, survey instruments and bibliographies.
Together the three bibliographies provide hundreds of references for articles, dissertations, papers, guides and other documents related to study abroad, most documenting research studies. The majority of references also include an annotation that provides a summary of the study or document. Both the original and updated bibliographies are hosted by the Center for Global Education at the University of Southern California (USC) and are located at http://www.usc.edu/dept/education/globaled. Search functions allow you to quickly find relevant documents. For convenience annotations are classified into the following categories: Cross Cultural Issues, Evaluations, Guides, Impact Studies, Language Acquisition, Miscellaneous, General Overviews, Program Descriptions, Research and Theoretical Presentations. [SECUSSA].

Comp, D.J. (Ed.). (2003). Research on U.S. Students Abroad, Volume III, 2001 to 2003 with updates to the 1989 and Volume II Editions. Hosted on the University of Southern California Center for Global Education, Study Abroad Research On-Line website. [On-Line]. Available: http://www.usc.edu/dept/education/globaled/ro/index.html. Continuing the very valuable works of Henry D. Weaver with colleagues and Maureen Chao, this annotated bibliography covers education abroad research as well as noteworthy articles and presentations from 2001 to present. This document also contains a significant number of additional resources and annotations of education abroad research studies that are not currently included in the Weaver and Chao bibliographies. Comments and revisions as well as copies of papers are invited and encouraged. Comments and submissions may be sent to David Comp at dcomp@uchicago.edu. [Editor].


The attempt of this bibliography is two-fold. First it is an attempt to bring together a comprehensive listing of studies from all disciplines about United States students studying abroad. Second, it is an attempt to abstract that literature and to set a framework for continued abstracting.

It is expected that the material will be updated about every two years. Corrections of this bibliography and citations of additional work are invited. Copies of papers to be added to the collection are also invited. If possible include an abstract of the work. Contact Henry D. Weaver, Systemwide Office, Education Abroad Program, University of California, Santa Barbara, CA 93106.

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