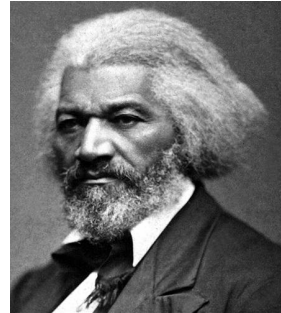




Fellows with Nettie Washington Douglass in Bo-Kaap, Cape Town.

Diversifying Study Abroad and Expanding Equity for Minority Serving Institution Students

Research suggests that study abroad increases retention and graduation rates (Hamir, 2011; Kuh, 2008; Metzger, 2006; Sutton & Rubin, 2010). Metzger (2006) found that the communities formed by students while abroad help retain students through the remainder of their college years. Unfortunately, many of the nation's more than 650 Minority Serving Institutions (MSIs) do not have the financial resources to offer extensive study abroad opportunities nor do their students have access to resources that may facilitate participation in study abroad.



Frederick Douglass, name and image used with permission from the Frederick Douglass Family Foundation.

The Frederick Douglass Global Fellowship (FDGF) was created in 2016 as part of a three-year comprehensive partnership between the Penn Center for Minority Serving Institutions (CMSI) and the Council on International Educational Exchange (CIEE). The program was named in honor of Frederick Douglass—the African American social reformer, abolitionist, orator, writer, and international statesman—who exemplified the characteristics today's young leaders need most: a keen intellect, a strong work ethic, and a global perspective. The FDGF was piloted with the intention of creatively breaking down the cost, curriculum, and culture barriers to study abroad for MSI students (CIEE, n.d.). These three barriers may be exacerbated at MSIs, where the majority of students are of color and from low-income households (Conrad & Gasman, 2015).

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PHOTOS BY SEED LYNN



Fellows, Faculty and Nettie Washington Douglass at Tana Baru Cemetery in Bo-Kaap

COST

The cost of participation in a study abroad program is cited as the number one reason students do not study abroad (Berdan, Goodman, & Taylor, 2013). For low-income MSI students, the overall cost of study abroad programs often exceeds that of their home campus tuition (IIE, 2014). Cost may be driven by factors that include program length, location, travel expenses, number of participants, program design, excursions, faculty visits, and on-site infrastructure (CIEE, n.d.). In addition to the actual cost of a program, there is also the issue of perception. Program costs vary and, in some cases may be more affordable than an equivalent amount of time at the home campus (IIE, 2014); however, the pre-existing notion of study abroad being out of financial reach can dissuade low-income students from even considering the option.



By donating all CIEE Annual Conference exhibitor, advertising, and sponsorship fees, CIEE and CMSI developed a program template easily adaptable by other international study and exchange organizations to make study abroad more financially attainable for populations with lower participation rates such as those that hail from MSIs.

Opportunities such as the FDGF encourage and enable students to go abroad. CIEE donates all proceeds from their Annual Conference exhibitor, advertising, and sponsorship fees to fund 100% of recipients' program fees and travel costs so selected fellows can study abroad without having to worry about the cost. It is important to note that while the FDGF only accepts ten fellows a year, the program serves as a catalyst to change perceptions about the cost of study abroad across MSI campuses. By donating all CIEE Annual Conference exhibitor, advertising, and sponsorship fees, CIEE and CMSI developed a program template easily adaptable by other international study and exchange organizations to make study abroad more financially attainable for populations with lower participation rates such as those that hail from MSIs. Over time, the FDGF ten-fellow cohort will form a critical mass of MSI students who have studied abroad. With increased support from organizations and institutions, as well as new innovative ideas, there will be a shift in perception of who can study abroad. For example, at the time of this report, CIEE awarded more than 60 semi-finalist Frederick Douglass Summer Scholars a \$1,500 grant toward a summer '19 study abroad program and encouraged MSIs to match the grant. Sixteen MSIs agreed and, in turn, more than 40 MSI students will have the majority of their four-week CIEE summer study abroad program costs covered. MSIs that have agreed to match the grant include Benedict College, California State University, Fresno, California State University, Fullerton, Central State University, Fayetteville State University, Medgar Evers College, Miami Dade College, Morehouse College, Morgan State University, Mount Saint Mary College, Paul Quinn College, Sitting Bull College, Trinity Washington University, University of Illinois, Chicago, Virginia State University, and Lehman College.



Fellows with Faculty in Oxford, England



Belfast, Ireland lecture by Ray Casserly

Starting from the application process, prospective applicants are asked to put their experience at the forefront and are considered on metrics that embody the whole person and their unique situation.

CULTURE

Students that have never met anyone who went abroad, who attend institutions that do not have a strong study abroad culture, or who do not receive encouragement from family, peers, and advisors to study abroad are less likely to consider the opportunity even if they are high-achieving students (IIE, 2014). Changing the culture of study abroad at MSIs requires a change in our understanding of what study abroad is and who study abroad is for. Normalizing study abroad as a standard component of higher education is one of the primary goals of the FDGF.

CURRICULUM

Working closely with accrediting bodies, faculty, curriculum committees, and administrators can increase the number of international opportunities for MSI students. Rigorous degree requirements, accreditation standards, rigid core curricula, and difficulty transferring credits all hinder students from taking advantage of study abroad opportunities. The FDGF takes place during an intensive four-week, three-credit summer session so participants can study abroad without taking time off from academic semesters. Through the program, fellows are connected with expert staff that work hand-in-hand with school administrators to ensure that necessary documentation is processed for credit transfer back to their MSI.

In addition to addressing logistical curriculum issues, the FDGF incorporates a culturally-relevant syllabus that uses participants' identities and experiences as the focal point of a course on Intercultural Communication, Identity, and Leadership. Cultural diversity is discussed in a way that is not foreign or otherized (Blake, Gasman, Esmieu, Castro Samayoa, & Cener, 2019).

INTENTIONALITY

By breaking down the barriers of cost, curriculum, and culture, the FDGF is intentional in addressing the needs of MSI students that may identify as low-income, first generation, and/or students of color. The FDGF is nuanced in its understanding of MSI students and the context of their institutions and purposely places MSI students at the center of the experience. Starting from the application process, prospective applicants are asked to put their experience at the forefront and are considered on metrics that embody the whole person and their unique situation. During the program, fellows are encouraged to bring their salient identities to the table and work together to address concerns related to issues of race and ethnicity. Discussions about race, gender, and socioeconomic status are normalized and contextualized so that fellows can grow comfortable with their peers and in the new environment abroad.

“That was really empowering to me, because these are spaces that pretty much weren’t made for us, and now we’re casually walking in, we’re contributing to those spaces. We’re having dialogues. We’re changing mindsets.”

BEFORE STUDYING ABROAD

Fellows from both the 2017 London and 2018 Cape Town cohorts expressed their desire to participate in the program as a way to get out of their comfort zone and develop their leadership and intercultural skills. Many students described how framing the fellowship as “a celebration of Frederick Douglass” inspired them to pursue the opportunity and represent the values that he embodied, including social justice, public service, and global citizenship. One student explained:

When [my study abroad advisor] sent me [the Frederick Douglass Global Fellowship application], I was like, ‘Oh, well this is definitely more aligned with my morals, my values, my principles, and the fact that I like to agitate, agitate, agitate ... It was just more aligned with who I was as a person and what I wanted to represent, not just locally, but internationally.

Students also looked forward to studying abroad with students from other MSIs, which removed the fear that students of color can have about being the only student of color in their study abroad cohort and experiencing racism and prejudice from their peers (Perdreau, 2002).

Common concerns that students had included the logistics of traveling internationally, meshing with their cohort, and navigating British and South African cultures. For some of the fellows, this was not only their first time leaving the country, but their first time leaving their home communities for a sustained period of time. Students noted that support from CIEE staff during predeparture was helpful in facilitating their travel and understanding of health and safety issues. The Cape Town cohort noted that mentorship from the London cohort was also helpful.

ENRICHING EXPERIENCES

Fellows participated in CIEE’s Intercultural Communication, Identity, and Leadership course, which met five days a week for three hours each morning. In addition to skill development, self-reflection, and learning about their host countries, they read and discussed the *Narrative of the Life of Frederick Douglass* and spent time with Nettie Washington Douglass, the Co-Founder and Chairwoman of the Frederick Douglass Family Initiatives. The London cohort participated in a range of cultural excursions, including visits to Oxford and the British Museum, a walking tour of Brixton, which is a multiethnic community in London with deep Afro-Caribbean roots, and a trip to Northern Ireland where they learned about the conflict between Catholics and Protestants. Reflecting on their trips to Oxford and the British Museum, one student commented:

That was really empowering to me, because these are spaces that pretty much weren’t made for us, and now we’re casually walking in, we’re contributing to those spaces. We’re having dialogues. We’re changing mindsets.

In Northern Ireland, students were struck by the parallels between their history of oppression and that of the U.S. and reflected on the various identities at play and the concept of race as a social construct.

Similarly, the Cape Town cohort investigated the history and lasting repercussions of South African Apartheid. Cultural excursions included tours of various townships, where they witnessed inequitable living conditions, visits to a women’s prison and Robben Island (where Nelson Mandela was imprisoned), as well as a trip to Johannesburg. Many students considered their time volunteering at the Yobonga community center in Khayelitsha Township a highlight of the program, as they helped paint walls and interacted with local children participating in youth programs.

Students in both programs noted how their worries about meshing with their cohort quickly dissolved into a strong bond because of guidance from their instructors, and situations where they could be vulnerable. One student elaborated, “the way that we all interacted with each other wasn’t just academic, we were connected emotionally.” The fellows also found their instructors to be helpful resources for learning how to navigate their host societies. Another student reflected on the program:

It taught me to see that other places in the world are accessible. A lot of people that I grew up [with], we’re really centered on our universe, our space, our city and not really focused on the rest of the world. It has helped me to start thinking about other places around the world.

INTERCULTURAL DEVELOPMENT INVENTORY RESULTS

To measure intercultural gains among the Frederick Douglass Global fellows, CIEE employs the Intercultural Development Inventory (IDI). The IDI is a 50-item questionnaire considered a cross-culturally valid, reliable, and generalizable assessment tool used to measure and build intercultural competence (the ability to shift cultural perspective and appropriately and effectively adapt behavior to cultural differences and commonalities). The IDI measures individual changes along the intercultural development continuum, adapted from the Developmental Model of Intercultural Sensitivity, developed by Milton Bennett.

Fellows take the IDI at the beginning and end of their experience. To date, both of the previous FDGF cohorts experienced significant intercultural gains. The 2017 cohort achieved an average increase of 13.61 points along the intercultural development continuum, while the 2018 cohort demonstrated meaningful growth with a 10.32 average increase. As a benchmark, we turn to the Georgetown Consortium Project, a large-scale, longitudinal study that measured the intercultural development of 1,300 study abroad students across 61 programs (Vande Berg, Connor-Linton & Paige, 2009). These students collectively demonstrated a 1.32 average increase on the intercultural development continuum while participating in study abroad programs.

The FDGF data is even more compelling if we look at the fellows' individual growth along the continuum's five stages (Denial, Polarization, Minimization, Adaptation, and Acceptance). For instance, one 2018 fellow who started the program in the Denial stage, experienced a change of 53.9 points, skipping a total of three developmental stages. Similarly, a 2017 fellow experienced a 42.3-point increase moving from Minimization to Adaptation, an orientation that only 1.55% of the general population attains. These gains point to the targeted intercultural support and guided reflection that are considered hallmarks of the Frederick Douglass Global Fellowship program.



THIS VIDEO PRODUCED BY CHIAGOZIEM AGU, ALBANY STATE UNIVERSITY, CIEE 2018 FREDERICK DOUGLASS GLOBAL FELLOW

MAKING AN IMPACT ON CAMPUS

Upon their return to their respective MSIs, fellows commit to sharing their experience and intercultural growth with peers and classmates by serving as study abroad ambassadors on their campuses. Fellows become study abroad champions who provide direct outreach to their peers by hosting workshops where they recount their experiences in the program, promote scholarship opportunities, and increase the visibility of study abroad in their campus communities. Most importantly, fellows serve as change agents and positive role models for other MSI students who may have never thought about study abroad as something within the realm of possibility.

Strategies that fellows have used on campus include:

Using social media to document their experiences.

Assisting in application processes (peer-to-peer mentoring, workshops, etc.).

Participating in forums, fairs, and panels on study abroad.

Working with their institutions to tell their story via media coverage (e.g. newspaper, online articles, video interviews).

Developing study abroad student organizations and giving class presentations.

There has been variation in the amount of institutional support the fellows have received to spread the message, with some schools having the infrastructure in place to give them a platform and others being less developed in their internationalization efforts. The fellows have taken initiative to create their own platforms, leveraged social media to tell their stories, hosted study abroad workshops, and collaborated with other students who are interested in study abroad in order to share opportunities and encourage campus participation.

In order to diversify study abroad and provide equitable opportunities for all students, it is imperative that the various constituents involved with study abroad come together and advocate for opportunities that reduce cost, build on cultural richness, and diversify curriculum.



THIS VIDEO IS PRODUCED BY STORYOGRAPHERS

FDGF Leadership in Action



JORIAN REEVES

2018 CAPE TOWN COHORT

Jorian, a sophomore at Xavier University of Louisiana, spoke positively about her time in South Africa and how the experience transformed various areas of her life. She recently shared: "I've acquired new roles in leadership professionally, socially, and culturally. Professionally, in the 2019-2020 academic year, I will be a second-year pharmacy student serving as the class treasurer and a Vanguard Interactive Mentoring Scholar (VIMS). Socially, in the upcoming academic year, I will be serving as treasurer for Gold Star Dance Team (the university's dance team).



JUAN DURAN

2018 CAPE TOWN COHORT

Juan has been accepted into the ten-week Summer Education Research Program (SERP) at the University of Wisconsin-Madison to conduct research involving marginalized students in K-12 education. He will be working with faculty and Ph.D. students in the School of Education to further develop his own research interests. In 2018, following his return from the FDGF program in Cape Town, Juan spoke as a representative of his cohort at the CIEE Annual Conference in Barcelona, Spain. Juan has also presented his research on undocumented high school students and their emotions amidst the current sociopolitical climate at his home institution, California State University, San Marcos, in March 2019 and at the Annual Pacific Northwest McNair Research Conference at the University of Washington.



MALENA HER

2018 CAPE TOWN COHORT

Malena returned to the U.S. with a unique perspective that has helped her continue to be a strong mentor and peer-educator at Sacramento State. She is passionate about teaching and shared a poignant incident in which what she learned in Cape Town became relevant to her work in the U.S.: "I work with first to third grade students with autism. Yesterday we got a new student from South Africa. Through dialogues with his teacher and assistants, they said he is from South Africa and doesn't talk, but just clicks. I told them that maybe he is just speaking his mother's tongue and that's why he's clicking. I am so happy to be able to say "molo" and "unjani" and have him respond to me... I am encouraged to better equip myself with potential languages I know I can practice."



MAYRA "KAHORI" VIDANA SANCHEZ

2017 LONDON COHORT

Kahori continues to be an active leader at the University of Texas at El Paso (UTEP). She expects to graduate from UTEP in May 2020 with a degree in multidisciplinary studies with concentrations in communications, liberal arts, and securities studies. Kahori is currently participating in a teach abroad program with CIEE in the northern Spain village of Medina de Pomar where she volunteers at a nursing home in the afternoons. It is her intention to build a nursing home in the border town where she lives in the U.S.



TREY RASHAD HAWKINS

2017 LONDON COHORT

Trey graduated from Howard University in spring 2019 with a B.S. in Applied Mathematics (concentration Pre-Medical and Public Health Sciences), summa cum laude. He is a first-generation student and a Gates Millennium Scholar, a classical flutist and saxophonist. Since participating in the FDGF program he has been a Health Education Fellow at Global Nomadic in Fiji, a Fellow at Harvard T.H. Chan School of Public Health, Clinical Research Intern at MedStar Washington Hospital Center, a Health Equity Intern at the National Medical Association, a Rhodes Scholar Finalist, and is embarking on an extraordinary career in public health by pursuing a Master of Public Health at Columbia University.



PEIRE WILSON

2017 LONDON COHORT

Shortly after the Fellowship, Peire transferred to the City College of New York to pursue a bachelor's degree in political science. As an alumnus of FDGF, Peire represented his cohort at the CIEE Annual Conference in Austin, TX in 2017 and was invited to speak on a panel entitled, "Policing in Study Abroad" at the 2018 CIEE Annual Conference in Barcelona. The following summer, he was selected as an alumni intern for CIEE's Boston office. Peire currently works in Publishing Operations at Songtrust and as a paralegal intern at the entertainment law office of Kervin A. Simms. He has also been an intern/paralegal at The Museum of Modern Art in New York City.



MEGHAN SOWERSBY

2017 LONDON COHORT

Meghan graduated from Cheyney University of Pennsylvania in May 2019 with a B.A. in Communication Arts and a minor in Spanish. Following her participation in the FDGF program, she contributed to numerous advocacy projects and interned with CIEE Boston in summer 2018. She has recently been accepted into the International Radio and Television Society (affectionately known as IRTS) Summer Fellowship Program where she will be joining an elite group of media/communications students for a fully-funded two-month cohort experience in New York City. While there, she will be a Linear Television Ad Sales Intern at Sony Pictures Entertainment. Meghan was also recently awarded the 2019 Provost Award for Leadership at Cheyney. She was a 2019 All-Star at the National Championship Tournament for the Honda Campus All-Star Challenge Trivia Competition.



KIA SMITH

2017 LONDON COHORT

Kia recently announced that she secured her dream job in Morocco shortly before her graduation from North Carolina Central University. She has been hired by CIEE and will be joining the CIEE Teach Abroad program in Morocco. Following her participation in the FDGF program, Kia studied abroad with CIEE in Barcelona, Spain in summer 2018. She has also participated in numerous leadership initiatives on her campus and beyond, including a prestigious Ph.D. prep program at Northwestern University, in which she was the only undergraduate participant. Kia is a prime example of a student who fully embraced the tenets of the Frederick Douglass Global Fellowship.

A SNAPSHOT: MSIs AND STUDY ABROAD

Based on an analysis from *Open Doors*, produced by the Institute of International Education (IIE) with the support of the U.S. Department of State's Bureau of Educational and Cultural Affairs, the following data illustrate the impact of MSIs on U.S. study abroad, as well as trends in the types of students who are participating and the duration and location of their programs. Of note are the gaps in participation across academic majors and between men and women. The FGDF aims to raise awareness of how beneficial study abroad can be for all kinds of students, and to ultimately normalize study abroad for MSI students, and for first generation, low-income and/or students of color across the landscape of higher education.

The following data illustrates the impact of MSIs on U.S. study abroad, as well as trends in the types of students who are participating and the duration and location of their programs. Of note are the gaps in participation across academic majors and between men and women. The FGDF aims to raise awareness of how beneficial study abroad can be for all kinds of students, and to ultimately normalize study abroad for MSI students, and for first generation, low-income and/or students of color across the landscape of higher education.

Table 1 U.S. STUDY ABROAD AT MINORITY SERVING INSTITUTIONS, 2016/17

	2016/17		
	N reporting	U.S. Students Abroad	% of U.S. Study Abroad Students
Hispanic Serving Institution (HSI)	179	21,391	6.4
Asian American Native American Pacific Islander Serving Institution (AANAPISI)	76	18,968	5.7
Historically Black College or University (HBCU)	53	2,181	0.7
Predominantly Black Institution (PBI)	17	1,037	0.3
Alaska Native or Native Hawaiian Institution (ANNH)	7	587	0.2
Native American-Serving Non-Tribal Institution (NASNTI)	3	228	0.1
Tribal College or University (TCU)	*	*	*
TOTAL STUDY ABROAD FROM MSIs**	300	36,235	10.9
ALL INSTITUTIONS		332,727	100.0

*No data available.

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

Institute of International Education. (2019). "U.S. Study Abroad at Minority Serving Institutions, 2016/17." *Open Doors Report on International Educational Exchange*.

Table 2

FIELDS OF STUDY OF U.S. STUDY ABROAD STUDENTS AT MINORITY SERVING INSTITUTIONS, 2016/17

	All U.S. Institutions (%)	HSI (%)	AANAPISI (%)	HBCU (%)
STEM Fields	25.8	20.8	24.5	28.9
Physical or Life Sciences	8.0	6.6	7.0	9.7
Health Professions	7.1	8.7	8.8	10.0
Engineering	5.3	2.7	3.9	3.5
Math or Computer Science	2.8	1.6	2.4	2.6
Agriculture	2.5	1.2	2.4	3.1
Business & Management	20.7	19.9	20.6	15.3
Social Sciences	17.2	19.6	19.2	23.8
Foreign Language and International Studies	7.3	7.7	5.7	4.7
Fine and Applied Arts	6.3	6.3	5.4	5.2
Communications and Journalism	5.6	5.6	4.5	4.8
Humanities	3.6	3.3	3.0	2.6
Education	3.3	2.1	2.5	5.5
Legal Studies and Law Enforcement	1.6	2.2	1.3	2.2
Other Fields of Study	6.8	11.6	11.4	6.9
Undeclared	1.9	0.9	1.9	0.1
TOTAL STUDY ABROAD	332,727	21,391	18,968	2,181

Note: Percent distributions may not sum to 100.0 because of rounding.

Institute of International Education. (2019). "Fields of Study of U.S. Study Abroad Students at Minority Serving Institutions, 2016/17."



2018 Frederick Douglass Global Fellows in Pretoria, South Africa

Table 3 DURATION OF STUDY ABROAD AT MINORITY SERVING INSTITUTIONS, 2016/17

	All U.S. Study Abroad (%)	HSI (%)	AANAPISI (%)	HBCU (%)
SHORT-TERM	64.6	67.5	65.1	85.9
Summer: Eight Weeks or More	2.9	1.3	2.5	1.1
Summer: Two to Eight Weeks	30.5	39.4	28.5	47.7
Summer: Fewer than Two Weeks	5.1	4.2	4.1	8.1
January Term	7.1	7.7	11.9	0.9
Two to Eight Weeks	6.8	3.2	5.2	2.4
Fewer than Two Weeks	12.0	11.7	12.9	25.7
MID-LENGTH	33.1	27.9	31.1	12.8
One Quarter	2.2	2.0	2.0	0.0
Two Quarters	0.2	0.1	0.0	0.0
One Semester	30.7	25.8	29.1	12.8
LONG-TERM	2.3	4.6	3.6	0.7
Academic Year	2.2	4.2	3.1	0.7
Calendar Year	0.1	0.4	0.5	0.0
Other Duration	0.2	0.0	0.0	0.7
TOTAL STUDY ABROAD	332,727	21,391	18,968	2,181

Note: Percent distributions may not sum to 100.0 because of rounding.

Institute of International Education. (2019). "Duration of U.S. Study Abroad at Minority Serving Institutions, 2016/17." *Open Doors Report on International Educational Exchange*.

Table 4 PROFILE OF U.S. STUDY ABROAD STUDENTS AT MINORITY SERVING INSTITUTIONS, 2016/17

	All U.S. Study Abroad (%)	HSI (%)	AANAPISI (%)	HBCU (%)
GENDER				
Female	67.3	71.3	68.7	73.4
Male	32.7	28.7	31.3	26.6
RACE/ETHNICITY				
White	70.8	37.2	52.0	3.0
Hispanic or Latino(a)	10.2	38.9	18.7	4.4
Asian, Native Hawaiian or Other Pacific Islander	8.2	12.0	16.0	0.1
Black or African-American	6.1	5.3	7.8	90.8
Multiracial	4.3	6.2	5.1	1.6
American Indian or Alaska Native	0.4	0.4	0.3	0.1
TOTAL STUDY ABROAD	332,727	21,391	18,968	2,181

Note: Percent distributions may not sum to 100.0 because of rounding.

Institute of International Education. (2019). "Profile of U.S. Study Abroad Students at Minority Serving Institutions, 2016/17." *Open Doors Report on International Educational Exchange*.

Table 5

LEADING STUDY ABROAD DESTINATIONS AT MINORITY SERVING INSTITUTIONS, 2016/17

RANK	All U.S. Institutions			HSI			AANAPISI			HBCU		
		N	%		N	%		N	%		N	%
1	United Kingdom	39,851	12.0	Spain	2,594	12.1	Italy	1,928	10.2	South Africa	243	11.2
2	Italy	35,366	10.6	Italy	2,201	10.3	Spain	1,828	9.6	Spain	216	9.9
3	Spain	31,230	9.4	United Kingdom	2,072	9.7	United Kingdom	1,627	8.6	China	168	7.7
4	France	16,462	4.9	Mexico	1,165	5.4	France	922	4.9	United Kingdom	142	6.5
5	Germany	12,585	3.8	France	979	4.6	China	829	4.4	Colombia	131	6.0
6	China	11,910	3.6	Japan	835	3.9	Japan	777	4.1	Cuba	110	5.1
7	Ireland	11,492	3.5	Germany	801	3.7	Mexico	765	4.0	Dominican Republic	100	4.6
8	Australia	10,400	3.1	China	779	3.6	Costa Rica	580	3.1	France	87	4.0
9	Costa Rica	8,322	2.5	Costa Rica	674	3.2	Australia	578	3.0	Ghana	82	3.7
10	Japan	7,531	2.3	Ireland	558	2.6	Germany	563	3.0	United Arab Emirates	78	3.6
11	South Africa	6,042	1.8	South Korea	498	2.3	South Korea	540	2.8	Portugal	71	3.3
12	Mexico	5,736	1.7	Australia	457	2.1	Ireland	491	2.6	Costa Rica	69	3.2
13	Czech Republic	4,777	1.4	Thailand	428	2.0	South Africa	395	2.1	Japan	68	3.1
14	India	4,704	1.4	Cuba	360	1.7	Thailand	341	1.8	Brazil	61	2.8
15	Cuba	4,607	1.4	South Africa	316	1.5	Cuba	333	1.8	Morocco	51	2.3
16	Denmark	4,457	1.3	Peru	289	1.3	Ecuador	304	1.6	India	37	1.7
17	Greece	4,351	1.3	India	281	1.3	India	263	1.4	Italy	37	1.7
18	Ecuador	4,021	1.2	Netherlands	281	1.3	Denmark	229	1.2	Peru	37	1.7
19	New Zealand	3,777	1.1	Ecuador	264	1.2	Argentina	195	1.0	Hungary	34	1.6
20	South Korea	3,770	1.1	Czech Republic	246	1.2	New Zealand	193	1.0	Kenya	28	1.3
21	Peru	3,695	1.1	Greece	192	0.9	Czech Republic	189	1.0	Mexico	28	1.3
22	Netherlands	3,437	1.0	Guatemala	191	0.9	Netherlands	174	0.9	Germany	25	1.2
23	Argentina	3,422	1.0	Austria	187	0.9	Guatemala	169	0.9	Haiti	25	1.2
24	Austria	3,308	1.0	Chile	168	0.8	Peru	169	0.9	Jamaica	18	0.8
25	Chile	3,073	0.9	Brazil	162	0.8	Brazil	134	0.7	Liberia	18	0.8

Institute of International Education. (2019). "Leading Study Abroad Destinations at Minority Serving Institutions, 2016/17." *Open Doors Report on International Educational Exchange*.

Table 6

DESTINATION REGIONS OF U.S. STUDY ABROAD FROM MINORITY SERVING INSTITUTIONS, 2016/17

	All U.S. Study Abroad (%)	HSI (%)	AANAPISI (%)	HBCU (%)
WORLD REGIONS				
Sub-Saharan Africa	4.0	2.4	3.7	18.6
Asia	11.6	16.6	17.5	13.4
Europe	54.4	51.5	47.0	29.7
Latin America and the Caribbean	15.5	18.9	17.8	29.7
Middle East and North Africa	2.1	1.4	1.6	6.2
North America	0.5	0.5	0.4	0.2
Oceania	4.4	2.8	4.2	0.3
TOTAL STUDY ABROAD	332,727	21,391	18,968	2,181

Note: Percent distributions may not sum to 100.0 because of rounding.

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2018 Frederick Douglass Global Fellows at Robben Island Museum in Cape Town.

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