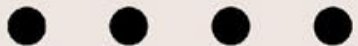


Building Targeted
International
Experiences for McNair
Scholars and Other
Undergraduates
Completing Grant
Funded Research
Projects



Introductions

Kate Torrey, MS - Senior Director of McNair Scholars, LSAMP, and CSTEP, Division of Diversity and Inclusion, RIT

Cecelia Hencke, MPA - Program Specialist, Education Abroad, RIT





Socio - Economic Status and International Travel

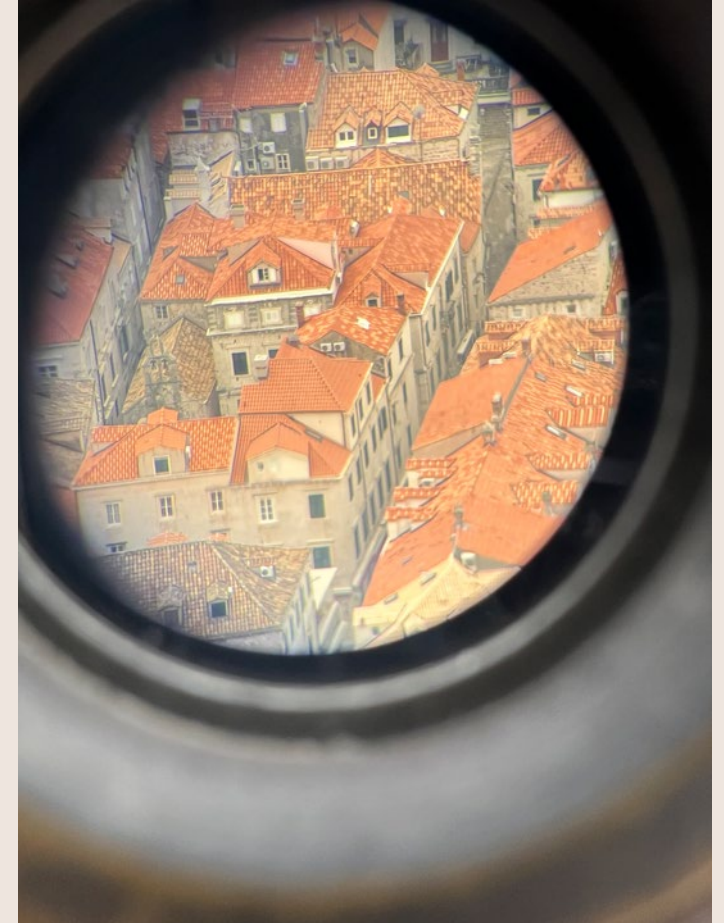


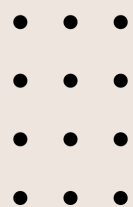
- 1/3 of Americans have a valid passport
- Possession of a valid passport increases dramatically with income

Agenda

- **Setting the stage**
 - Obstacles to study abroad and how these were addressed when setting the program
- **Program and Funding Models**
 - Features, pros/cons, collaborations
- **Travel and Transformation**
 - Outcomes and Lessons Learned
- **Application**
 - Group discussion and planning

up





Study Abroad Benefits

Academic Benefits

- 100% of study abroad students nationwide saw a GPA improvement (USA Today).

Career Benefits

- Graduates earn 25% higher salaries (IES Abroad)

Personal Benefits

- 92% say study abroad helped them better understand themselves and their values (IES Abroad)

Other Skills/Benefits:

- Builds Empathy
- Adaptability/Flexibility
- Confidence
- Cross - cultural communication
- Problem Solving
- Increases understanding about the world and how they fit into it

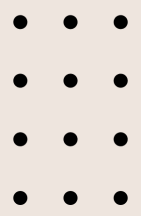
- Nationally, less than 2% of undergraduate students study abroad (2018 - 2019)
 - 69% White
 - 11 % Latinx
 - 9% Asian, Native Hawaiian or Other Pacific Islander
 - 6% Black/ African descent
 - 5% Multiracial
 - 0.4% indigenous Native American



::: Study Abroad Barriers for Underrepresented ::: Minority Students

“...the obstacles that explain the lack of participation for Black college students revolve around choice of major, matriculation to at least the third year of college, economic affluence and previous travel experience, and faculty members with international experience and interests similar to Black students.” (Penn & Tanner, 2009)

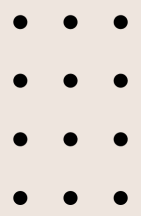
“One of the most common frameworks for describing barriers that students of color face are Johnetta Coles’ (1990) Four Fs: Faculty and staff, Finances, Family and community, and Fears” (Perkins, 2017)



Barriers voiced by students:

1. Cost
2. Reluctance to be away from campus for too long
3. Fear of being “the only”
4. Fear of navigating their first international experience alone
(this was also a fear of parents, transferred to students)





Our Story



Study Abroad Snapshot at Rochester Institute of Technology (RIT)

- 19,000 Undergrads/Graduate Students
 - 4,300 students (22%) from diverse racial and ethnic backgrounds
 - 2,200 international students
 - Home to National Technical Institute of the Deaf (900 Deaf/HOH)
- 5 Global Campuses
- 600 Study Abroad Programs to 60 different Countries
- 450 students study abroad/year
 - (27% people of color)



RIT | Global
Education
Abroad

McNair, LSAMP, and CSTEP Programs

- Paid research experiences with faculty on campus
- Prepare students for graduate school
- Participants receive a stipend for research
- Generally serve under - represented minority students, those who are the first in their family to go to college, and/or those who meet low income eligibility requirements



Program Names

- McNair - Ronald E. McNair Scholars Program, funded by U.S. Department of Education
- LSAMP- Louise Stokes Alliance for Minority Participation, funded by National Science Foundation
- CSTEP- Collegiate Science and Technology Entry Program, funded by New York State Department of Education (check with your state for similar programs)

• • • • • • • • • Finding partner programs

- Search your university website for programs like McNair Scholars or Alliance for Minority Participation
- Contact your department/division of Diversity and Inclusion to see if they offer similar programs
- Check for state funded programs, like CSTEP in New York
- Often specific colleges/departments on campus will have similar programs for students in their major.

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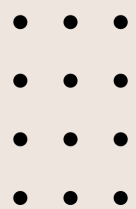
The Question...

How can we provide a study abroad experience that is attainable for our students in Division of Diversity and Inclusion programs?

Identified Partners

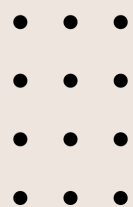
- RIT Education Abroad
- Global Campuses
- Faculty
- McNair Scholars





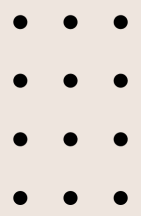
Study Abroad Program Model

- Faculty - led Program
- Short Term (7 - 10 days)
- Travel Enhancement
 - No additional tuition cost
 - Financial Aid (RIT Aid and Federal/State Aid)



Addressing Cost Barriers

- Faculty Costs covered by RIT Global
- International Partner subsidized cost
- Reduced deposit amount
- Study Abroad Scholarships
- McNair, LSAMP, and CSTEP students could use research stipend to pay program fee
- Total Program Fee= \$2,510.00



Addressing Fears

- Creating a faculty-led experience with well-traveled, diverse professors
- Structured the international experience as a group trip with other diverse students
- Built in class time before/after travel (trust, customized pre-departure, reflection)
- Marketing program as “DDI in Dubai”. DDI: Division of Diversity and Inclusion. Students knew in this program they would not be the only student of color

Travel and Transformation



Program Overview

- 10 Students
 - 5 Black/African Descent
 - 2 Hispanic/Latino
 - 1 Asian
 - 1 White
 - 1 Unknown
 - 2/10 McNair/LSAMP students
- 8 Days in Dubrovnik, Croatia
- Student Research
- Cultural Excursions
- Guest Lecturers
- Day trips to Bosnia & Herzegovina, Montenegro
- Engagement with local students



Student Testimonials



Student Testimonials

“Together, Dr. Beck and Dr. Thiuri are a dynamic duo. **This is not only because their skills are complementary, but also because two well-traveled and educated women of color led a group of diverse students so successfully.** I know the buzz phrase “representation matters” is often used in instances like this, but we were truly privileged by their mere presence.”

“I specifically took this study abroad course with DDI because I was tired of being the only person of color in my courses. **I was glad to be surrounded by other students of color; however, I was most excited about having two Black female professors.** This was both my first time conducting research and leaving the country. As a photo major, research isn’t really something that I have to do in the way that I had to for this course; however, Dr. Beck was very open to me incorporating my photography into my research. “

“I would like to thank Kate Torrey for reaching out to me and telling me about this program without her I would not have known about this opportunity. “

“This course impacted my undergraduate experience so much more than what I anticipated. It was my first time conducting research as well as leaving the country. **Before, I was never interested in conducting research or writing essays outside of my engineering lab work. However, this course sparked an interest into learning more about other cultures besides my own and obtaining an understanding of history from another country’s point of view.** I decided to take a DDI study abroad course specifically because I wanted to surround myself with a diverse group outside of my major. “

Lessons Learned

- Representation matters
- Adapting administrative procedures to meet unique student needs is instrumental
- Building trust and student connections is essential
- Incorporating several cost reducing measures was key
- Importance of providing extra support and mentorship for first - time travelers
- Timing of research placement and commitment deadline is challenging: Start recruitment earlier.

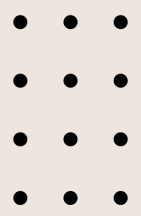
DDI in DUBAI 2023!

- Visit UAE
- Same Course
- Research Opportunities
- Cultural experiences



Application - small group discussion

- Do you have similar undergraduate research programs at your University that you can collaborate with on developing an international experience? If so, what is a good next step ?
- What study abroad program models do you currently have that best serves underrepresented students?
- How can you modify or create a new study abroad program to increase underrepresented students studying abroad ? models
- What destinations would attract underrepresented minority students? Do you have international partners at these destinations ?
- What are some sustainable funding models you have or could expand upon?



Questions

