



Chapter Title: Introduction

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Date: 2023

Page numbers: 1-10

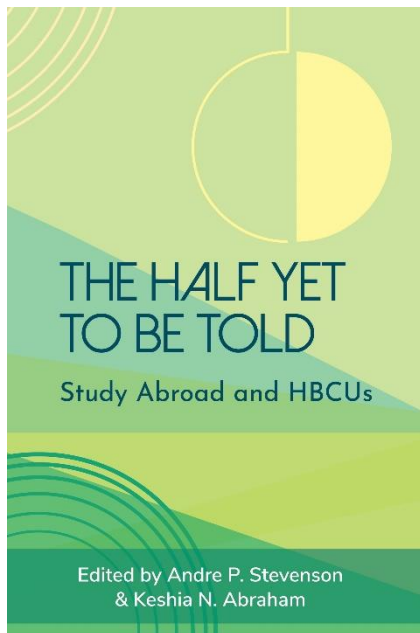
DOI: 10.36366/SIA.2-978-952376-30-6.1

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How to cite this chapter:

Stevenson, A. P., & Abraham, K. N. (2023). Introduction. In A. P. Stevenson & K. N. Abraham (Eds.), *The Half Yet to Be Told: Study Abroad and HBCUs* (pp. 1-10). The Forum on Education Abroad. DOI: 10.36366/SIA.2-978-952376-30-6.1

This chapter appears in:



For more information about this volume, visit: <https://www.forumea.org/the-half-yet-to-be-told.html>

1

Introduction

Andre P. Stevenson and Keshia N. Abraham

Many Historically Black Colleges and Universities (HBCUs) are engaged in study abroad and have been for decades. Like other institutions, study abroad at HBCUs offers a variety of options for traveling to different areas of the world for students, while seeking to advance toward obtaining a degree. HBCU students are also increasingly receiving scholarships to study abroad and faculty-led programs have also become options for students to gain such experiences (Clay, 2022; Warren, 2022; Stevenson et al., 2019). Annually, more HBCU students participate in internships abroad, as well. However, broader narratives regarding study abroad at these institutions often over-emphasize challenges and depict them from a deficit perspective (Brux & Fry, 2010; Redden, 2018). This edited volume seeks to highlight the extraordinary and innovative contributions of HBCUs to study abroad as a whole, from a nondeficit perspective, with special emphasis on historical perspectives of global education, empirical studies, opportunities for global engagement, stories from faculty, staff, and alumni, and how study abroad fosters a sense of belonging in the world.

History of Historically Black Colleges and Universities

The United States has long had a history of denying *access* to Black Americans. The phrase “Black Americans” is used loosely at this juncture of the Introduction, as enslaved Africans in America were not legally recognized as citizens until the latter part of the 20th century. To understand HBCUs from a historical context, one has to revisit the period of 1619–1865. This was the period of slavery in the United States, which included the brutal

dehumanization of Black people. A part of that dehumanization was the consistent denial of access to basic education. Access to formal education was illegal and punishable by death during this period. For an enslaved person to read or write, they are provided with access to information. Access to information would provide the ability to think. Providing the ability to think meant the ability to organize. The ability to organize could lead to uprisings. In 1739, an enslaved man named Jemmy led what is now known as the Stono Rebellion in South Carolina. As a result, South Carolina passed the Negro Act of 1740, whereby it became illegal for enslaved people to learn to write, assemble in groups, and earn money (Rasmussen, 2010). Shortly thereafter, many other states enacted similar laws.

Prior to 1861, educating Blacks was unlawful in most Southern states and discouraged in most Northern states (<https://hbcufirst.com/resources/hbcu-history-timeline>). As such, few schools to educate Black people were in existence. Cheyney University was established in 1837; University of the District of Columbia was established in 1851. Lincoln University (PA) was established in 1854. Wilberforce University was established in 1856. After the Civil War ended in 1865, HBCUs were founded to provide Black people with access to education.

The first HBCUs were established to provide education for the children of formerly enslaved people, as well as training for them to educate other Black people. They offered primary, secondary, and postsecondary education, as they were the only schools for most Blacks at the time. Most early established HBCUs were started by Blacks and philanthropists. In addition, the African Methodist Episcopal Church and the American Missionary Association were instrumental in their establishment. Later, the federal government, through the Freedman's Bureau, provided funding for additional institutions (Neal & Kremm, 1989).

Of course, these institutions were simply known as individual institutions whose primary mission was to assist with the education of formerly enslaved Blacks. However, the term "Historically Black College/University" (HBCU) was coined over by the language placed in the Higher Education Act of 1965, 100 years after the first institution was established. Through this legislation, we began to see increased federal funding for these institutions, though quite limited funding in comparison to non-HBCUs.

There are currently 101 HBCUs in the United States. They are located in 19 states, the District of Columbia, and the US Virgin Islands (<https://nces.ed.gov/>). Though originally founded to educate Black students, and it remains the primary mission of most, the HBCU composition of students has changed over the years. In 2020, 24% of students enrolled in HBCUs were

classified as non-Black (<https://nces.ed.gov/>). Historically, at a time when majoritized universities were limiting access to all students of color and some women, HBCUs demonstrated a sense of diversity and inclusion by providing access to non-Black students, faculty, and staff without labeling it as such.

Stereotyping Black Spaces - Deficits

Empirical evidence supports the success of HBCUs, particularly as it relates to the quality of graduates they produce, yet many stereotypes and negative attitudes associated with these institutions exist. Bonam et al. (2016) assert that physical spaces associated with Black Americans are themselves subject to stereotypes and that such negative stereotypes lead to negative appraisals of the value of spaces occupied by Blacks, as well as the implementation of policies that can affect them in many ways. Documented research in psychology and mass communications suggests that the transmission of racial biases by the news media can provide negative cross-group depictions that impact attitudes (Dixon & Linz, 2000; Fujioka, 1999; Weisbach et al., 2009). So, it is possible that one may not be familiar with HBCUs and have negative stereotypes about them, what their purpose is, what types of graduates they produce, or what their capabilities may be. So, it can be concluded that such stereotypes regarding HBCUs are related to a belief in social dominance and hierarchy and preference for the meritocracy principle.

Study Abroad and HBCUs - The Uniqueness of This Work

The main purpose of this volume is to add to the scholarship on Education Abroad and HBCUs while challenging deficit-based thinking regarding HBCUs and study abroad. As you will read throughout the chapters, HBCUs have historically and consistently been engaged in international education work for decades, going back at least 150 years. However, much of the existing literature remains antithetical and incomplete. Starting from a positive premise, turning the lens around to see these institutions and their education abroad capacity from their perspective, rated and ranked on their own institutional missions allows us to begin our conceptualization of an assets-based approach to understanding global engagement at HBCUs. As the chapters that follow will demonstrate the origin stories of the growth and development of a deliberate study abroad movement among HBCUs are tied to how freedom, agency, and community are conceptualized. To be fully realized, global education, specifically education abroad at HBCUs, has had

to include an acknowledgment of the unique circumstances and cultures of people of color in the world. This is an acknowledgment of the strengths-based approach to education provided by these institutions as well as an appreciation for the kinds of care and sense of safety through inclusion that these institutions have cultivated. Faculty-led and mission-based programs proliferate in our institutional histories and speak volumes about HBCU institutional culture, which has historically been a safe haven for people of all backgrounds unlike predominantly white institutions (PWIs) or traditionally white institutions (TWIs). With missions that hold safety and cultural uplift as sacred, prioritizing global education has had to include facing systemic inequities head on, recognizing how the systems we operate in may not have been designed for us and still building pathways to success that work with, not against who and how we are in the world. Thus, every education abroad program at each of these institutions is something to celebrate and offers something to learn from.

How Can This Work Be Used

There is so much to learn from HBCUs and how education abroad is conceptualized, cultivated, funded, counted, influenced, and sustained at these institutions. This volume presents opportunities to see the value of education abroad at HBCUs, reframing narratives of exclusion and demonstrating what more can be seen and cultivated when HBCUs are framed as having significant cultural assets. How is it that HBCUs who produce the majority of Black scholars, doctors, lawyers, social scientists, and artists create a culture of belonging that makes education abroad possible? What is it that other institutions stand to learn from what these institutions offer? How is dignity positioned as a cornerstone to education in a way that influences the success of Black participation in global learning?

This book challenges assumptions about how education abroad is conceptualized when a student's cultural identity is centered. By positioning people of African descent and our institutions as sites of knowledge, culture, and heritage, this book provides examples of global learning legacies and their impact. It brings HBCUs into the center of global learning discourse challenging common perceptions that credit PWIs and TWIs as having established the tradition of education abroad in the United States. Here we consider what it is to cultivate a culture of education abroad that presumes value in African diasporic identity and culture not as an add on but already in the center. As Toni Morrison has offered, it is often "inconceivable" to consider spaces where people of color "are already the mainstream." Our

book centers the history and experience of advising, course planning, faculty development, and program design where participants of color are the majority and their identities are at the center of their holistic education abroad experience.

This book can be used to help contextualize the value of HBCUs within US and international higher education systems and cross-institutional partnerships. It sheds light on the layers of internationalization that are a part of these institutional narratives, thus shaping how student mobility and international faculty, student, and staff engagement are read. The chapters in the first section include historical narratives and discuss a range of innovative initiatives that provide strategies for internationalization that could be utilized at other institution types, especially those desiring to provide holistic programs for their students. The second section includes innovative best practices in education abroad programming, and the third section includes personal reflection on experiential learning. Guidance is provided throughout on what inclusive learning communities of practice can be and what they can do, especially in terms of providing psychosocial support and leadership development for students, faculty, and staff.

Chapters in This Volume

The 17 chapters in this volume provide examples of the rich legacy and current traditions of study abroad at HBCUs. Some chapters provide historical – of study abroad at their respective universities, while others provide results from empirical studies, demonstrating effectiveness. Others provide personal accounts of their study abroad experiences, as well as alumni within various programs. They are organized with attention to institutional histories and to how they build on select themes.

Chapter 2, “Ties That Bind: Global Engagement, Exchanges, and Education Abroad Between HBCUs and Africa,” provides an analysis of the history of global education at HBCUs prior to de jure desegregation of US higher education in 1954. The author investigates the cultural and political values that informed the approaches to global education among HBCUs. The chapter is divided into three parts: an overview of study abroad strategies among HBCUs as well as the participation of African American students in global opportunities; a discussion regarding how the philosophy and cultural values of open access at HBCUs also enhanced the educational access and outcomes of other marginalized groups, specifically focusing on the experiences of early Black immigrants from the Caribbean and Sub-Saharan Africa; and an examination of approaches to global and transnational partnerships,

and how a historical analysis of global engagement at HBCUs can inform critical approaches to global engagement.

In Chapter 3, “Telling the Lincoln Legacy of Study Abroad,” the authors discuss the history of global engagement within one of the oldest HBCUs in the United States. They address Lincoln’s intentional connections with Africa in the mid-1800s, which saw an increase in enrollment among African students well into the 1960s. They highlight that the first leaders of the newly independent nations of Nigeria and Ghana were graduates of Lincoln, as well as share information about other notable African alumni. Throughout the second part of the chapter, the authors discuss sustainability efforts during the 21st century, which included various partnerships and faculty-led programs.

Chapter 4, “Understanding the Growth, Assessment Methods, and Transformative Impact Study Abroad at Spelman College,” by ‘Dimeji Togunde and Rokhaya Fall presents an analysis of the practices that have fostered award winning growth in outbound student mobility and campus internationalization at Spelman College. Using both qualitative and quantitative data, authors Togunde and Fall provide a detailed history of the study abroad journey at this stellar Historically Black Women’s College, drawing out factors which have contributed to their global learning success, particularly within the past decade. They identify seven key factors which led to the extraordinary growth in study abroad participation and a well-evidenced approach to understanding what makes the study abroad experience transformational for Spelman women. This chapter generously ends with lessons to help grow study abroad participation at other institutions.

In Chapter 5, “Our Commitment to Study Abroad and Lessons Learned: The Advancement of Study Abroad at Maryland’s Preeminent Public Urban Research University,” the authors explore the importance of study abroad to the mission of the Morgan State University community. The authors highlight a variety of global education opportunities to engage both students and faculty through administered faculty-led and virtual exchange programming.

Chapter 6, “Developing a Viable, Vibrant Study Abroad Culture at a Rural, Low-Resource HBCU: MVSU, Oasis of the Mississippi Delta,” provides a discussion regarding Mississippi Valley State University’s (MSVU) Office of International Programs multipronged inclusive strategy used to increased study abroad capacity building and how it is contributing to a culture of study abroad at MVSU. The authors discuss a holistic approach involving students, faculty, staff, and administrators across campus, as well as the local community to provide uniquely immersive international experiences.

In Chapter 7, “Black History in the Making: How Study Abroad Imparts Self-Efficacy, Black Identity Development, and Career Exploration Within HBCU Students,” the authors detail how study abroad positively impacts Black students at HBCUs, specifically focusing on Prairie View A&M University and Howard University. The author uses student narratives and personal stories of international educators to reveal how study abroad imparts self-efficacy and racial identity development.

Chapter 8, “The Place Matters: A Case Study on How Short-Term Study Abroad Adds Measurable Change for Assessments in Preexisting Courses,” provides results from a case study where students from Savannah State University enrolled in journalism courses on a study abroad in Panama. The authors provide a mixed-methods analysis to understand how study abroad affects learning outcomes and how kinesthetic connections prior to travel enhance students’ learning experiences.

In Chapter 9, “Historically Black Colleges and Universities as Catalysts for Developing a Sense of Belonging in the Global Community: Perspectives From South Africa,” the authors present narratives of the trajectories and experiences of a former doctoral student and Fulbright Scholar at Clark Atlanta University and the contributions of a Howard University alumnus to global education and study abroad programs at HBCUs. The authors discuss potential contributions of HBCU alumni in fostering unique global education and study abroad experiences among HBCU students. The catalytic role of HBCUs in the realization of global citizenry among Black students in the United States is highlighted.

In Chapter 10, “Maximizing Global Opportunities: Fostering Cultural and Occupational Experiences for HBCU Students Who Study Abroad,” the author provides a literary analysis of best practices for HBCU students who study abroad to ensure maximum cultural and vocational benefits of their global learning experience. Using the Social Change Theory as a theoretical framework, the author seeks to highlight the benefit of study abroad in an effort to increase opportunities for employment for students.

In Chapter 11, “Academic Service Learning in Trinidad and Tobago: A Hidden Study Abroad Jewel” the author highlights information regarding how the use of a capstone initiative between Florida A&M University and Savannah State University led to the creation of a faculty-led program for students to study abroad in Trinidad and Tobago. Testimonials from students who studied abroad are also highlighted.

Chapter 12, “Cultural Humility: From Rural Halifax, Virginia to an International Quest to Serve : Follow the Process - A Personal Narrative,” highlights the journey of a recent alumna of Virginia State University (VSU) from

rural Halifax County, Virginia who was first introduced to study abroad by a VSU professor. The authors chronicle the alumna's experience from applying for their US passport to studying abroad in Ghana. The authors further discuss how the study abroad experience led to the alumna being accepted to serve as a volunteer with the Amizade Individual Volunteer Program in Bolivia and later with the Peace Corps in Eswatini (formerly Swaziland).

In Chapter 13, "Social Media and Its Impact on Black Student Engagement in Education Abroad," the authors introduce two social media-backed movements that focus on engaging, informing, and empowering students attending HBCUs to explore and maximize global learning experiences. The authors highlight #StudyAbroadSoBlack, Fulbright HBCU, and Fulbright Noir and the communities that exist for Black students to begin envisioning themselves participating in education abroad experiences. Issues related to Black identity, cultural awareness, the development of transferable job skills, and social justice are discussed.

Chapter 14, "Faculty Internationalization: The Impact of Faculty-Led Study Abroad Programs on Faculty at Spelman College," explores faculty roles in the delivery of general education requirements in international studies and world languages and mentoring/supporting students' international research. The authors highlight, through data, faculty's roles in developing faculty-led study abroad programs. The chapter demonstrates the pivotal role of faculty in contributing to Spelman's internationalization.

In Chapter 15, "A Rights-Based Approach to Study Abroad Through the HBCU Land-Grant Experience at the University of Arkansas at Pine Bluff," the author explores aspects of their life growing up in the heart of the Mississippi Delta and how they were influenced by the images, stories, and experiences of generations of activists who transformed the society. They then focus on how those experiences, including becoming a lawyer, led them to engage in global education, including leading Global Leadership Initiative at the University of Arkansas at Pine Bluff.

In Chapter 16, "Online Global Engagement and the Advancement of International Education at HBCUs," the authors highlight global engagement opportunities through a partnership with Soliya Connect. They provide results from data collected regarding students in the Department of Social Work at Bowie State University who participated in a virtual exchange program, as well as provide implications for HBCU students who may not choose to physically travel to a study abroad site.

In Chapter 17, LaNitra Berger's essay, "Vergangenheitsaufarbeitung (Processing the Past): Germany's Complex Role in Internationalizing HBCUs," utilizes a complex German expression to offer a thoughtful analysis of the

role that Germany, German scholars, and institutions played in the internationalization of HBCUs from the late 19th century through the 1960s. By focusing specifically on unusual relationships involving Germany, Tuskegee, Togo, Jewish refugee scholars, and nuanced cross-cultural collaborations, this essay is able to highlight the impact of faculty “bridge leaders” and “transformative intellectuals” in education abroad.

Language is powerful. Semantic shifts from deficit approaches regarding viewing Black students and students attending HBCUs can be shifted. We posit that the chapters within this volume can assist researchers, providers, and practitioners within international education spaces to move beyond labeling and comparing study abroad opportunities at HBCUs. These chapters are offered as a mechanism with which to transform “unfavorable” attitudes regarding HBCUs in general, understanding their historical context, particularly against the backdrop of a constant and consistent hostile society. The empirical studies within this volume offer clearly articulated data regarding the successes of study abroad opportunities for students. We also offer testimonials of alumni whose lives were transformed as a result of their experiences abroad. Overall, this volume can be used to celebrate the work of HBCUs in advancing international education. We hope it will help shift the discussion in a more positive direction.

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Authors: Dafina Blacksher Diabate and Terri Joseph

Date: 2023

Page numbers: 31-49

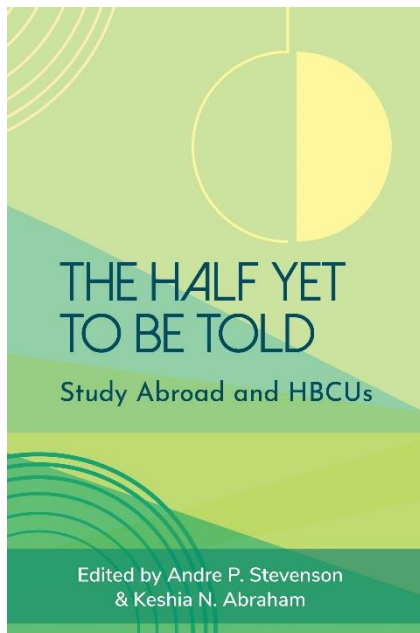
DOI: 10.36366/SIA.2-978-952376-30-6.3

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How to cite this chapter:

Diabate, D. B., & Joseph, T. (2023). Telling the Lincoln Legacy of Study Abroad. In A. P. Stevenson & K. N. Abraham (Eds.), *The Half Yet to Be Told: Study Abroad and HBCUs* (pp. 31-49). The Forum on Education Abroad. DOI: 10.36366/SIA.2-978-952376-30-6.3

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3

Telling the Lincoln Legacy of Study Abroad

Dafina Blacksher Diabate and Terri Joseph

Introduction

At Lincoln University, the founders infused their understanding of international connections into the institution's formation, forging relationships beyond the U.S. borders at the outset. Illuminating the evolution of this global engagement that began more than a century and a half ago not only documents the past but also expands the contemporary understanding of contributions from Historically Black Colleges and Universities (HBCUs) such as Lincoln. While the global exchange of scholars is not a new phenomenon, in the contemporary context, study abroad frequently refers to undergraduate or graduate students conducting coursework outside their home country for short-term, semester-long, or year-long intervals. Low participation numbers of African Americans and/or students from HBCUs obscure the longer legacy of engagement in study abroad (Institute of International Education, 2021). Exploring the aspirations, visionary leadership, and implementation of study abroad at the first degree-granting HBCU helps to expand the archive.

This chapter seeks to document robust engagement as well as examines ebbs and surges of Lincoln University's participation in study abroad. Beginning with the intentional initial connections with Africa, this chapter features the growth of enrollment of African students that produced sustained relationships, fueling the inspiration for noteworthy alumni legacies of international exchange organizations. Examining the evolution of study abroad within a framework of comprehensive internationalization provides context

for the subsequent leadership transitions at the university, the articulation of strategic planning, and the growth in partnerships and programs. Finally, the transitions, disruptions, and innovations demonstrate the uneven pace of incorporating study abroad as a valuable component of students' college experience and the various ways a university creates those opportunities as part of its mission.

Lincoln University History - International Connections

The evolution of study abroad at Lincoln University finds its origins in the context surrounding the university's creation. Lincoln University was founded with a global perspective infused into its identity. The founders envisioned an institution that would produce graduates who would go to Africa, serving not only as Christian missionaries but also as a resource for development in countries such as Liberia (Bond, 1976, p. 249; Nwachuku & Kilson, 2011, p. iv). Seeking educational advancement unavailable to African Americans in his region, James Amos appealed to John Miller Dickey for instruction in the southern Pennsylvania county of Chester (Bond, 1976, p. 211). Serving as president of the board of trustees, Dickey rallied support from the Presbyterian Church, resulting in the establishment of Ashmun Institute in 1854. The institute honored Jehudi Ashmun, first governor of Liberia. The purpose of the first degree-granting historically Black university was to provide "learning for the scientific, classical and theological education of colored youth of the male sex" (Commonwealth of Pennsylvania, 1854, p. 1). In 1866, the institution transitioned into a university and changed the name to honor President Abraham Lincoln and, in 1953, amended the charter to permit the enrollment of female students (Commonwealth, 1854).

While the country grappled with the viability of slavery, the university's founders rejected abolitionism, and instead championed African colonization, fashioning the new institution according to these doctrines. In his comprehensive book chronicling the first century of the university's history, *Education for Freedom*, President Horace Mann Bond '23 explains the prevailing rationale, "...the leaders and saviors of Africa were to be the Americans of African descent who were to be trained in Ashmun Institute, and from there emigrate to the 'ancestral continent' to perform their appointed mission of regeneration" (1976, p. 488). Upon their completion as the university's first-graduating class, James Amos and his brother Thomas Amos, and Armistead Miller journeyed to Liberia in 1859 (Bond, 1976, p. 250). Their endeavor set in motion the prolonged relationship with Liberia, which expanded to other African countries as the university grew. The journey to

Liberia planted the seeds for exchanges and sustained relationships in the international arena, affirmation of Lincoln's early engagement beyond the U.S. borders. Throughout the university's history, these international relationships facilitated educational opportunities such as study abroad.

African Students - Sustained Relationships

Since the early years of the institution, Lincoln's ongoing connections with African countries resulted in steady enrollment of African students. Students from 11 African countries enrolled at Lincoln between 1854 and 1954. In the first 45 years of the university, 35 of the 39 African students were from Liberia. In the late 1890s, this shifted to students from South Africa, with the largest cohort of eight enrolling in 1901. Nigerian students started attending in 1929, with the first large cohort of 10 students enrolling in 1939 (Bond, 1976, p. 511).

Nnamdi Azikiwe was the first Nigerian student, graduating in 1930, becoming one of the most accomplished alumni. He went on to champion Nigerian independence and became the country's first president in 1963 after leading the charge of dismantling British colonial rule.

Notably, the vibrant campus climate shaped Azikiwe during his time at Lincoln, as his classmates included Harlem Renaissance author Langston Hughes '29 and Supreme Court Justice Thurgood Marshall '30. Motivated to actively recruit students to Lincoln, Azikiwe was responsible for that large 1939 cohort of Nigerian students, paving the way for hundreds to follow (Bond, 1976, p. 499).

Azikiwe also urged another student from West Africa to pursue his education at Lincoln: Kwame Nkrumah of Ghana, who went on to become another of the university's accomplished alumni (Bond, 1976, p. 506). He arrived in 1935 and four years later graduated cum laude, followed by a degree from Lincoln's seminary in 1942. Like Azikiwe, Nkrumah returned to his country and successfully led the charge to overthrow British colonialism. Like Azikiwe, Nkrumah became his country's first president in 1960, after leading the country to independence in 1957 while serving as Prime Minister. When Nkrumah went on to play a leading role in the creation of the Organization of African Unity, he recognized the value of cultural exchange experiences for students and set in motion programs for students to come to the University of Ghana in 1963 (Poe, 2003, p. 146). "Within the year, Nkrumah was able to report that almost 200 students from Nigeria, Nyasaland, Kenya, Tanganyika, Uganda, as well as from the USA and Europe were enrolled in Ghana's universities" (Poe, 2003, p. 146). Nkrumah's influence as a leading proponent

of Pan Africanism galvanized not only his home country but also the continent and the African diaspora for future generations.

Alumni Legacies of International Exchange Organizations

The influence of Nnamdi Azikiwe on Lincoln students continued, this time with an African American student from Tennessee, James Herman Robinson. Azikiwe served as an instructor during Robinson's time as a student. While Azikiwe advocated on campus for a course in "Negro" history, Robinson actively campaigned for this cause among the students and faculty.

"Azikiwe, the fiery zealous son of an African chief, had tremendous personal appeal. Either loved or hated, he was the kind of fearless and uncompromising leader I could follow ... [O]ne of the purposes of a man like Benjamin Azikiwe was to inspire others to take up where he had left off" (Robinson, 1950, p. 168).

Robinson graduated as the valedictorian in 1935. In his journey after Lincoln, he centered his priorities around service, namely, the ministry profession, and eventually founded a cross-cultural exchange program: Operation Crossroads Africa (OCA).

In 1958, James Robinson founded OCA to foster understanding of Africans and the African diaspora (OCA, n.d.). He was a strong proponent of African independence and this organization more than "picked up" where Azikiwe had left off so many years back on the rural Pennsylvania campus. By the 1950s, Robinson had already established foreign exchange programs for American students (Albins, n.d.) and sought to create opportunities for active learning, through lived experiences dedicated to a common purpose. As he created the structure for the organization, he centered these tenets:

(1) practical aid, (2) engagement of young people, and (3) inclusiveness of participation where participants would "make a difference for others, see the difference in yourself" (OCA, n.d.). The design of the new exchange program caught the attention of President John F. Kennedy, who in 1961 sought Robinson's advice in creating the Peace Corps.

In 1962, Robinson joined the Peace Corps National Advisory Council as one of the vice presidents (Albins, n.d.; OCA, n.d.). In its first year, OCA "recruited 58 students from the United States and Canada to live and work in five African countries" (Albins, n.d.). By the third year, the student participation more than doubled, to 158, and the number of African countries quadrupled, to 20. Robinson went on to expand the reach and direction of OCA programs, creating opportunities for a summer study abroad experience in America for 300 African youth leaders from 37 countries (Albins, n.d.). Since

its founding, OCA has “sent over 14,000 persons in the last 60 summers to more than 40 African countries, 12 Caribbean countries, and Brazil in pursuit of its goals” (OCA, n.d.). OCA continues to provide education abroad opportunities today, although forced to pause its programs in response to the coronavirus pandemic that began in 2020.

Since 1994, Lincoln University students have consistently participated in this study abroad program founded by one of its alums, James H. Robinson ‘35. Thirty-one Lincoln students have gone to OCA programs in eight countries. The most common destination has been Ghana, the country of President Kwame Nkrumah ‘39. OCA offered a more equitable take on Lincoln University founder John Miller Dickey’s initial intention to educate African Americans to contribute positively to the growth and development of the African continent. Although James Robinson’s education and subsequent career was grounded in Christianity and his role as pastor, the OCA programs did not contain religious missionary themes.

More than 40 years after the founding of OCA, one Lincoln student who participated in OCA continued the legacy of study abroad by creating her own cultural exchange organization. Dana L. Olds ‘99 immersed herself in rigorous global engagement during her time as an undergraduate. Through experiences like serving in OCA in Ghana, studying abroad in Japan, and subsequently volunteering in the Peace Corps in Senegal, Olds knew intimately the value of exchange experiences working in international development. She also knew the importance of providing these opportunities for students of color and from underrepresented backgrounds and sought ways to expand access to the field. “Lifting as you climb” became more than a phrase signifying the belief in bringing others along with you and providing pathways for advancement. In 2006, she implemented her belief system in the form of the nonprofit organization One World Exchange. Since Olds and Tiffany Gardner cofounded One World Exchange in 2006, nearly 100 students have participated in the internships offered in seven countries, including five students from Lincoln. Like Robinson, Olds’ organization has continued the legacy of expanding study abroad opportunities for future generations of students from Lincoln and other colleges and universities.

Study Abroad Expansion in the Context of Internationalization

The legacy of study abroad at Lincoln University found ignition in the form of President Niara Sudarkasa, whose vision encompassed comprehensive internationalization. A pioneer in many respects, she championed an international ethos for the historic institution borne out of its foundational global

outlook. As the university's 11th president, the first woman to hold the position, she charted the course for infusing international dimensions throughout the institution.

When she arrived at Lincoln University in 1987, President Sudarkasa brought her academic training as an anthropologist, her administrative experience in academic affairs, and her personal ideology of the interconnectedness between Africans on the continent and in the diaspora, which came to inform her presidency at the country's first degree-granting Black university in the United States. Raised by her mother and Bahamian grandparents in South Florida, she excelled in high school and graduated early to pursue her undergraduate studies at Fisk University, earning her bachelor's degree from Oberlin College (Babers, 2019; Harakas, 2000). During her graduate studies at Columbia University, she immersed herself in fieldwork on market women and the Yoruba culture in Nigeria, earning a master's degree and PhD. Throughout her academic career, she accomplished a series of firsts: at Columbia University, she was the first African American to teach anthropology; at New York University, she was the first African American woman to serve as assistant professor of anthropology; at the University of Michigan, she was the first tenured African American professor (In Memoriam, 2019; Obituary, 2019; Sudarkasa, 2005). At the University of Michigan, she gained administrative experience – as director of the Center for Afroamerican and African Studies and as associate vice president for academic affairs – as well as activist experience advocating for causes such as increased enrollment of Black students and employment of Black faculty. Later in her career, she went to serve on the Peace Corps National Advisory Council (Harakas, 2000), like OCA founder James Robinson '39. As she embarked on leading Lincoln University, the connection between people of African descent continued to be a central thrust in her leadership (Babatunde, 2019).

By 1992, Sudarkasa worked with the constituencies of the university to formulate a strategic plan: "An Education with a Global Perspective" (Lincoln University & Sudarkasa, 1992). The international dimension would be the centerpiece of the strategy, based on the rationale that the global perspective is part of the original mission and would serve as "a 'magnet of excellence' to attract students, scholars and financial support to the university" (Lincoln University & Sudarkasa, 1992, p. 7). Recognizing the timing of the transition from the end of one century launching into the next, the strategic plan emphasized the critical need to deploy the international dimension as a tool for achieving excellence.

Notably, the 1992 Strategic Plan and subsequent efforts for implementation embody the six target areas in the Model for Comprehensive

Internationalization, as described by the American Council on Education (ACE, n.d.). The ACE offers this definition of comprehensive internationalization: “a strategic, coordinated framework that integrates policies, programs, initiatives, and individuals to make colleges and universities more globally oriented and internationally connected” (n.d.).

During the 5 years following her arrival at Lincoln, Sudarkasa led the assessment, discussion, and debate that culminated in an integrated approach to internationalization. The six target areas of the ACE Model for Comprehensive Internationalization include (1) Institutional Commitment & Policy; (2) Leadership & Structure; (3) Curriculum & Co-curriculum; (4) Faculty & Staff Support; (5) Mobility; and (6) Partnerships & Networks. Over the course of her 11-year presidency, Dr. Sudarkasa addressed each of the areas, to varying degrees.

Study abroad falls under the fifth target area of Mobility in the ACE Model. “Mobility refers both to the outward and inward physical movement of people (students, faculty, and staff), programs, projects, and policies to off-campus communities and other countries to engage in learning, research, and collaboration” (ACE, n.d.). By 1997, Sudarkasa had refined the strategic vision for the university into one succinct document: *Blueprint 2000*. Notably, Goal 2 explicitly cites the intention to expand study abroad, with foreign language mastery another key element.

Blueprint 2000 - Goal 2: To demonstrate our commitment to graduating students with a global perspective, we will expand our study abroad programs so that by Commencement 2000, at least one-half of the graduating class will have studied abroad, and at least one-third will have a second language proficiency that will enable them to live and work where their language skills are required. As one of the few schools of our size and the first predominantly African American college or university to offer Arabic, Chinese, Japanese and Russian each semester alongside French, German and Spanish, Lincoln will become more and more valuable to corporations and government departments seeking to recruit graduates. (Lincoln University, 1997)

At Lincoln, foreign language majors had long been required to complete study abroad in order to matriculate. In the 1992 Strategic Plan, and subsequent implementation, study abroad gained higher prominence and witnessed increased participation from students. Central to this expansion was the creation of the Office of International Programs and Services (OIPS) and recruiting the founding director, Constance Lundy. Already a Lincoln employee, Lundy transitioned from her role as director of the Counseling Center to become director of the new international office in 1990, at the request of President Sudarkasa. Over the next 25 years, until she retired, Lundy provided leadership for the office, initially charged with servicing

international students and scholar services, subsequently expanding to study abroad management and incorporating other international initiatives, such as international recruitment and admissions, curriculum integration, partnerships and relations with international delegations, and more (C. Lundy, personal communication, November 13, 2020).

With the integrated approach to comprehensive internationalization, study abroad aligned with the strategic prioritization of study of selected foreign languages. Another important element of the 1992 Strategic Plan that buttressed the study abroad efforts was the establishment of the Center for the Study of Critical Languages (Lincoln University & Sudarkasa, 1992, p. 6; Nwachuku & Kilson, 2011, p. 78). Dr. Joy Carew was recruited as an associate professor of foreign languages to direct the new center in 1993, building on her scholarship on the relationship between Russians and African Americans as well as her extensive study of the Russian language. Additionally, the center offered instruction in Arabic, Japanese, and Chinese, while German, French, and Spanish were offered in another area of the university. Created in 1994, the Center for African Studies expanded the scope of languages to include Zulu from South Africa, Yourba from Nigeria, and Kiswahili from eastern African countries (Nwachuku & Kilson, 2011, p. 80). Offering 10 languages in the 1990s made Lincoln unique among HBCUs to offer this range of language options. In Dr. Carew's observation, the difficulty of the language and the pride of mastery made the students want to pursue more opportunities (J. Carew, personal communication, November 16, 2020). Sudarkasa envisioned language as a vehicle for students to access competitive career opportunities in a broad array of fields, and Lundy and Carew built the scaffolding to provide access to those goals.

The OIPS created the infrastructure for sending students abroad by identifying suitable destinations, building partnerships, recruiting students and reassuring parents, securing funding, collaborating with faculty and advisors, advocating with university leadership, and coordinating campus administrative and logistic details prior to student departure and upon return. The early results of the study abroad renaissance built on the Chinese language training, with a cohort of three students studying at Taiwan Normal University in fall 1992, joined by two more students in spring 1993. Connection with OCA developed around this time, rekindling the support for the grassroots service organization founded by James Robinson '35. In the years between fall 1992 and summer 1997, 49 Lincoln students studied abroad in 18 countries, coordinated through 23 different providers, universities, or programs.

The study abroad growth did not exist in a vacuum, rather was part of the larger internationalization occurring under Sudarkasa's leadership. Other key

implementation areas of the international dimension include the creation of two other centers: Center for Public Policy and Diplomacy and the Center for the Comparative Study of the Humanities, designed to be “cornerstones for the increasing impact Lincoln seeks to have in international affairs” (Lincoln University & Sudarkasa, 1992, p. 6). The OIPS collaborated with the Center for Study of Critical Languages and other units on campus to host an annual conference on “Internationalizing the HBCUs,” which brought together “students of color and educators from the historically black universities, as well as from other regional institutions, to discuss ways of encouraging more students of color to take advantage of international education” as described in a brochure from the critical languages center.

Additionally, the Center for Public Policy and Diplomacy held annual conferences on international issues, with guests including President Nnamdi Azikiwe ‘30 and President Julius Nyerere of Tanzania, as well as other dignitaries (Babatunde, 2019). The Center also hosted Diplomats in Residence who had retired from serving as U.S. Ambassadors (Nwachuku & Kilson, 2011, p. 79).

In the ACE Model for Comprehensive Internationalization, Institutional Commitment & Policy is the first target area. “Internationalization requires priority in an institution’s strategic plan. This is an explicit commitment by institutional leaders...” (ACE, n.d.). Furthermore, this area should include self-reflection, in an iterative process of improvement, assessment, and implementation. The 1992 Strategic Plan and the 1997 Blueprint 2000 comprise those recommended elements, adapted to the unique context of Lincoln University. The second target area of the ACE model is Leadership & Structure, pointing to the essential involvement of senior leaders in the institutional transformation. President Sudarkasa’s vision to create the OIPS provided the vehicle to advance the central components of the internationalization goals, in collaboration with various units and individuals across campus as well as external partners.

Blueprint 2000 was a bold and courageous effort to advance Lincoln University into the universe of educational excellence. It was the product of a visionary educator. But these goals had the misfortune of not being attained. The pre-mature departure of their articular contributed to the untimely doom of the goals. (Nwachuku & Kilson, 2011, p. 88)

After serving as president for 11 years, Dr. Sudarkasa left Lincoln in 1998.

While Sudarkasa’s internationalization achievements catapulted the institution into international circles, the demise of the financial situation took its toll. Without the financial and strategic support, the centers created during her presidency closed down. Instruction in foreign languages gradually scaled

back and currently includes French, Spanish, Arabic, and Japanese with some instruction provided by the Fulbright Language Teaching Assistant program. The OIPS has endured the subsequent presidential transitions, adapting to the strategic priorities of each new administration.

Sustaining Study Abroad During Transitions

In 1999, President Ivory Nelson assumed the presidency of Lincoln University, bringing his academic training as a chemist, his military training in the U.S. Air Force, and his administrative experience as college president at three previous institutions (Delgado, 2020; Nwachuku & Kilson, 2011). Originally from Curtiss, Louisiana, Nelson earned his bachelor's degree in chemistry from Grambling State University and his PhD in chemistry from the University of Kansas. His breadth of experience as the senior administrator spanned a range of institutional types, from President at Prairie View Agricultural and Mechanical University, an HBCU, to Chancellor at Alamo Community College, to President at Central Washington University, a mid-sized predominantly white public university. At Lincoln University, his leadership was characterized by returning financial stability, expanding the building and campus infrastructure, and establishing required courses in the curriculum (Nwachuku & Kilson, 2011).

Although Nelson did not engage internationalization into his administration as integrally as Sudarkasa, the explicit goals for study abroad and international engagement in the 2001–2006 Strategic Plan are noteworthy (Lincoln University, 2001). Produced 2 years after his arrival to campus, the extensive document provides more than 100 pages of a road map for the strategic goals the new President sought to achieve. University Goal 4 addressed the importance of preparing students to thrive in the global context after they graduate. The specific components of Goal 4 covered curriculum review, international student diversity, cross-cultural exchange and appreciation, and foreign language mastery. Study abroad is featured in the Academic Affairs section, where Goal 9 outlines implementation strategies for overcoming obstacles and increasing the number of study abroad programs for students.

Many students may be interested in study abroad experiences, but feel they lack the resources to take advantage of them. In order to make study abroad experiences more appealing, students need financial counseling as well as academic advising to make sure that they take full advantage of all aspects of Study Abroad experiences. Increased coordination among Financial Aid, Office of the Registrar and Office of International Services will help smooth the way for additional students to study abroad.... The Director of the Global Studies Institute, in coordination with the Director of International Services, will review current Study Abroad opportunities and develop additional sites by April 2002. (Lincoln University, 2001, p. 39)

In this context, the OIPS sustained its original mandate, adapting to the scope of the new administration, continuing to recruit and serve students pursuing study abroad.

The second decade of the OIPS witnessed a steady increase in study abroad activity at Lincoln. The 2004–2005 Annual Report for the office cites a “boom in our study abroad activity” attributable to “more effective means of educating Lincoln University students on value of these opportunities, increased faculty involvement and support for study abroad, a wider range of programs available, and the continued availability of scholarship ‘top off’ funds to help students meet expense of these programs” (Lundy, 2005, Forward). In the 5 years between 2000 and 2005, on average 25 students went abroad yearly. The 34 students studying abroad in 2004–2005 represented a 31% increase from the previous year. The office continued to operate with a small staff of one or two employees despite adding international admissions and Student Exchange Visitor and Information System (SEVIS) reporting to its responsibilities and absorbing the international initiatives and partnerships that previously fell to the centers that disbanded after Sudarkasa’s departure (C. Lundy, personal communication, November 15, 2020). However, the addition of student workers to the team expanded its study abroad outreach. The Peer Study Abroad Counselors aggressively promoted the international experiences and addressed the apprehension their classmates may have felt, and assisted them in the application process. As outlined in the 2001–2006 Strategic Plan, the OIPS coordinated with the Office of Financial Aid to apply eligible scholarships and financial aid to the study abroad programs costs for students. Endorsement by faculty who recognized the value of these experiential learning opportunities and encouraged students to pursue study abroad also contributed to the growth (Lundy, 2005).

Study Abroad Partnerships

Partnerships have played a big part in Lincoln University’s study abroad achievements, not only expanding the opportunities available to Lincoln students but also sustaining study abroad for students across the United States. Dana Olds, the 1999 graduate and co-founder of One World Exchange, jump-started the relationship between Lincoln and the KCP Japanese Language School that she had attended in Tokyo during her undergraduate years. After returning to campus from a summer in Japan, she encouraged the director, Lundy, to pursue a partnership between Lincoln and KCP, which still continues today. Another partnership that increasingly served to support Lincoln’s study abroad activity was the College Consortium for International Studies

(CCIS), a network of colleges and universities that cooperatively sponsor, administer, and promote study abroad programs for U.S. students. Lincoln was a founding member of CCIS, and once the KCP partnership solidified, Lundy expanded the enrollment to students from fellow CCIS institutions. In subsequent years, Lincoln cultivated partnerships with institutions in Czech Republic, Turkey, and Namibia, which were then offered through CCIS network. Lundy also developed a partnership with Knowledge Exchange Institute (KEI), a study abroad provider that managed programs around the world, with Lincoln as the school of record. As the school of record, Lincoln University awarded academic credit to students from other U.S. colleges who enrolled in KEI programs. Other partnerships include Escuela de Español in Burgos, Spain; Murdoch University in Perth, Australia; and United States International University in Nairobi, Kenya. Through site visits, focus groups, feedback, and regular communication, Lundy cultivated the relationships with partners to ensure the quality, facilitate smooth operations, and expand the range of programs available to Lincoln students.

A more recent partnership provided the foundation for Lincoln students to participate in a summer action research program in virtual format, despite the travel restrictions imposed by the COVID-19 global pandemic. Forged out of a relationship with counterparts at Bryn Mawr College, Dafina Blacksher Diabate designed the Lions in Ghana Fellowship for Lincoln students and a faculty member to participate in Lagim Tehi Tuma, the collaborative exchange between Bryn Mawr College, Haverford College, and Lincoln in Pennsylvania, and the University of Development Studies in Ghana. The OIPS will have to continue to devise responsive strategies in order to remain focused on the intended mission of cultivating global learning and cultural appreciation.

Faculty-Led Programs

Another vital area of growth pursued by the OIPS was faculty-led programs: short-term international trips with cohorts of students led by Lincoln faculty. With the advantage of ensuring students would receive credit from a Lincoln course, combined with the perceived comfort of traveling with fellow classmates, and at a lower cost than many programs offered through external providers, the faculty-led option appealed to Lincoln students. The pioneering faculty member to lead the first group was Dr. Oswald Richards, chair of the business department, who arrived at Lincoln with an extensive background of international professional experiences. Partnering with Lundy, Richards sought to increase the number of African American students participating

in study abroad, immersing them in new cultures to develop cultural competence skills, infusing service learning into the experience, and exposing them to diverse teaching modalities (O. Richards, personal communication, November 16, 2020). After exploratory site visits to Belgium, Ireland, and Spain, Richards and Lundy selected Ireland for the first destination in 2007 (C. Lundy, personal communication, September 25, 2020).

Another successfully launched faculty-led program evolved out of Lincoln's long relationship with Namibia. Lincoln University President Marvin Wachman partnered with the U.S. Department of State to provide admission to Lincoln for students from southern African countries who were displaced because of their anti-apartheid and anti-colonial activities. Through this Southern Africa Student Program, "Lincoln would accept some two dozen of these refugees to start with, orient them to American education, and start them on their way toward earning college degrees" (Wachman, 2005, p. 69). More than 100 students had enrolled by 1965, and upon returning to their home countries, some of the graduates from the program achieved high ranks in the governments of their countries. As Namibia waged its own independence struggle against South Africa, eventually succeeding in 1990, Lincoln University's reputation as the producer of two giants in the anti-colonial movements (Azikiwe '30 and Nkrumah '39) carried much weight.

By 1980, Tjama Tjivikua was a high school student in Namibia, and knew he wanted to pursue his education at Lincoln; he went on to graduate cum laude in 1983 (Lincoln University, 2002). After earning his master's degree and PhD and completing a postdoctorate, Dr. Tjivikua returned to Lincoln as assistant professor of chemistry, teaching for 5 years. One of his students, Saara Kuugongelwa, returned home to Namibia after graduating in 1994 and has continued to serve as the country's first female Prime Minister since 2015. Upon Tjivikua's return to Namibia, he established the Polytechnic of Namibia and served as its first Rector (equivalent of President), then shepherding the institution's transition to the Namibia University of Science and Technology as President in 2015. Tjivikua sustained his connection with Lincoln by creating a student exchange partnership for students from Lincoln and Polytechnic, specifically for students "majoring in information technology, business, economics, communications or pre-engineering" (Lincoln University, 2002). Additionally, Tjivikua hosted two Lincoln professors who were awarded Fulbright Scholar awards to Polytechnic of Namibia: Richards in 2012 and Dr. Michael Ayewoh in 2014 (Fulbright, 2012, 2014). As the Lincoln legacy continued to grow in Namibia and incorporate study abroad, Richards brought five Lincoln students to Namibia, through a faculty-led course on strategic management and business (Lincoln University, 2010). Working with Lundy,

Richards has led more than 140 students in faculty-led courses to Ireland, Namibia, Spain, and South Africa between 2007 and 2017.

Over the years, more faculty carried the baton of leading faculty-led programs, including Dr. Emmanuel Ihejirika who joined Richards on one of the trips to Spain. Dr. Zizwe Poe and Evelyn Davis-Poe designed the First Year Experience program to incorporate study abroad in a cohort model for younger undergraduate students, many of whom had never left the United States. For three consecutive summers, the Poes took students to Spain through the established partnership with Escuela de Español; in a subsequent summer, they also took students to Egypt. Dr. Nicole Files-Thompson took students to Jamaica, where she later returned to complete a Fulbright Scholar award. Dr. Monica Gray took students to Greece and Trinidad and Tobago, frequently securing funding through grants such as an Increase and Diversify Education Abroad (IDEAS) grant from the U.S. Department of State.

Faculty-led programs increased to three faculty going to three countries in 2014, expanding the number of students participating. By summer 2017, 47 of the 58 students studying abroad went through the faculty-led programs to Spain and Greece. In the five summers of 2009 through 2013, 55% of the students studying abroad went through faculty-led programs, while the remaining 45% went individually through external study abroad providers. Over the next 5 years, during the summers of 2014–2018, this increased to 76% of the students going through faculty-led programs, and 24% going through individual study abroad providers. Faculty-led programs offered a cost-effective means to increase the number of Lincoln students participating in study abroad; they also compelled some students to seek subsequent international experiences after having witnessed their own growth, learning, and enjoyment in studying abroad.

Transitions, Disruptions, and Innovations

The most recent years at Lincoln have witnessed transitions at various levels of the historic institution. At the end of 2016, the director of the OIPS retired, having built the program from the ground up more than 25 years earlier. Terri Joseph, who joined Lundy in 2011, played a central role in advancing the breadth of internationalization initiatives sustained by the office. While the search for a permanent director proceeded, Evelyn Davis-Poe served as Interim Director to diminish the brunt of the load that fell to one person. At the beginning of 2019, Dr. Dafina Blacksher Diabate joined the office to fill the role of director, and at the end of 2020, Janet Mingo expanded the team

as Study Abroad Fellow for one year. After Diabate's departure from Lincoln in 2022, Joseph stepped into the role as Interim Director.

Meanwhile, presidential transitions plagued the university. In the 3 years between 2014 and 2017, four presidents filled the role, including acting or interim. Relevant to the internationalization on campus, President Robert Jennings championed study abroad, endorsing the expansion of faculty-led programs. The Global Initiatives Committees got its start as an ad hoc faculty committee during Jennings' administration, serving as a vehicle for faculty governance and engagement in the internationalization process. This committee would get replaced by the standing Study Abroad Committee in 2019, taking on the charge to expand the opportunities for students through faculty involvement. President Richard Green, although serving in interim capacity, provided a platform to highlight the advantages of study abroad, such as hosting a reception in the President's campus home to celebrate students returning from studying abroad.

In 2017, President Brenda A. Allen '81 became the first alumna to fill the role in the university's history, building on her academic training as a psychologist and her extensive university administrative experience (Lincoln University, 2017). The New Jersey native began her academic journey at Lincoln where she pursued a bachelor's degree in psychology, going on to earn a master's degree and PhD in psychology from Howard University. Advancing her career within the academy, Allen served as a postdoctoral associate in the psychology department and as a lecturer in the departments of psychology and African American studies at Yale University. She went on to join the faculty at Smith College, serving as full professor and assistant to the president (Lincoln University, 2017; Nickel, 2003). She expanded into administrative leadership at Brown University, where she served as associate provost and director institutional diversity. Allen made strides in building the academic infrastructure at Winston-Salem State University, establishing the university's first doctoral programs while she served as Provost and Vice Chancellor for academic affairs (Featured Psychologist, 2018). "Under her leadership, the University's retention and graduation rates rose, the number of students engaged in research and study abroad increased, and faculty became re-energized" (Lincoln University, 2017).

Upon arriving at her alma mater, President Allen set about assessing the state of the institution, delving quickly into strategic planning. The 2018 Strategic Plan – Reimagining the Legacy: Learn. Liberate. Lead. – incorporated the new vision into five themes (Lincoln University, 2018). In the new institutional structure, the OIPS aligned under the Student Success division, in the newly created High Impact Practices for Co-Curricular Student Engagement

unit. Identified in the plan as a high-impact pedagogy, study abroad falls under Theme Two: Enhance Academic Quality and Achieve Operational Excellence, with the charge to integrate “high-impact learning opportunities into the overall educational context” (Lincoln University, 2018, p. 11).

While the efforts to curtail the spread of the coronavirus continue worldwide, the OIPS adapts, finding new ways to continue the legacy of study abroad.

Winning an IDEAS grant from the U.S. Department of State in 2020 bolstered the efforts to promote study abroad in innovative ways while students study remotely. The new Study Abroad Student Ambassadors eagerly pursue leadership roles among their peers, encouraging their classmates to follow their example of studying abroad.

Faculty, energized by the Study Abroad Committee and nascent Faculty-Led International Travel for Education (FLITE) initiative, prepare while apprehensively waiting for the lifting of travel restrictions and reduced risks. Students seeking international careers connect with alumni and explore virtual internships. In the Fall 2022 semester, the Office of International Programs resumed study abroad activities, sending five students to four countries: England, Italy, Costa Rica, and Spain.

Contemporary times require that Lincoln University builds on its legacy of international engagement. Sudarkasa’s vision gave space and structure to the intentional engagement outside the United States at the end of the past century, articulating the priority of study abroad for student growth and preparation.

The University has also prided itself on its ability to educate students not just for times in which they are living, but for times that are yet to come. And, in the last decade of the 20th century, *our students require a global view, an openness to diversity of thoughts and origins and an ability to adjust quickly to the constantly changing conditions of a dynamic political, social and economic environment.* (Lincoln University & Sudarkasa, 1992, p. 4)

Centering student success in the twenty-first century, Dr. Allen charts the course for the university to achieve its mission to “educate and empower students to lead their communities and change the world” (Lincoln University, 2018, p. 4).

Summary and Implications

Examining Lincoln University’s legacy of study abroad reveals the evolution of the institution’s involvement over time. The international scope of the founders in 1854 provides the foundation for subsequent generations

seeking to sustain global engagement, while adapting to contemporary contexts. The robust exchange of students like President Nnamdi Azikiwe '30 and President Kwame Nkrumah '39 fertilized cross-cultural ties that spawned the creation of organizations like OCA and One World Exchange, founded by James Herman Robinson '35 and Dana Olds '99, respectively. The diasporic journey of Vice Chancellor Tjama Tjivikua '83 transformed Namibia into a location for Lincoln faculty-led programs, a hosting site for Fulbright awards of Dr. Richards and Dr. Ayewoh, and seat of leadership for his mentee Prime Minister Saara Kuugonglwa '94. The strategic vision of President Niara Sudarkasa forged practices of comprehensive internationalization even before the ACE's articulation of the conceptual framework and terminology was widely circulated.

Following the creation of the OIPS, the sustained efforts of Constance Lundy played a monumental role in the longevity and expansion of student participation in study abroad programs. Despite subsequent transitions, presidents retained the infrastructure of the office and continued to incorporate study abroad into strategic plans. This led to a launch of faculty-led programs with Dr. Oswald Richards and other professors and enabled partnerships with providers like KCP Japanese International Language School and KEI. In recent turn of events, the global health pandemic caused by the coronavirus required prolonged suspension of international travel; however, students continue to express interest and seek updates on when study abroad opportunities will adapt to the new reality and new global experiences can emerge. The Study Abroad Committee increasingly incites faculty to incorporate study abroad and global perspectives into their teaching and research.

Telling the Lincoln University legacy of study abroad has implications for the future of study abroad at this historic institution, at HBCUs, and for study abroad in higher education in the United States. An expanded view affirms the scope of Lincoln's previous programs, enhancing the archive of what has been done in the past. Exploring the trajectory of leadership emphasizes the critical role of strategic planning, goal setting, and implementation. Future efforts to increase study abroad participation can incorporate the breadth that has been established and identify strategies to sustain successful programming. A core tenet of the OIPS mission remains "to facilitate educational international experiences that enable students to discover their connection with the world" (Lincoln University, n.d.-b). Illuminating the ways that student relationships evolve into cross-cultural exchanges on the international scale may catalyze students, faculty, and alumni to continue their own legacy of global engagement. Through strategic and coordinated efforts, the OIPS

seeks to embody President Allen's motto, while adding a global twist, "Learn, Liberate, Lead." ...the world!

Acknowledgement

The authors dedicate this chapter to Dr. Niara Sudarkasa for her visionary leadership in creating a blueprint for internationalization at Lincoln University. We gratefully acknowledge Constance "Connie" Lundy for her commitment to furthering Lincoln's legacy of global engagement, and her steadfast support of the Office of International Programs and Services. We pay tribute to the thousands of Lincoln students who have gone abroad and those who will continue to advance the Lincoln legacy of study abroad.

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Chapter Title: Our Commitment to Study Abroad and Lessons Learned: The Advancement of Study Abroad at Maryland's Preeminent Public Urban Research University

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Date: 2023

Page numbers: 71-95

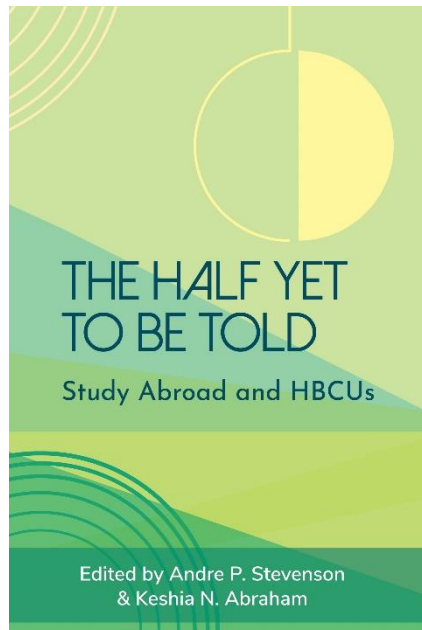
DOI: 10.36366/SIA.2-978-952376-30-6.5

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How to cite this chapter:

Francois, M. A., Jerome, C. C., Otto, N., Warren, K., Davis, L., Baptista, G., & Kirchner, S. R. (2023). Our Commitment to Study Abroad and Lessons Learned: The Advancement of Study Abroad at Maryland's Preeminent Public Urban Research University. In A. P. Stevenson & K. N. Abraham (Eds.), *The Half Yet to Be Told: Study Abroad and HBCUs* (pp. 71-95). The Forum on Education Abroad. DOI: 10.36366/SIA.2-978-952376-30-6.5

This chapter appears in:



For more information about this volume, visit: <https://www.forumea.org/the-half-yet-to-be-told.html>

5

Our Commitment to Study Abroad and Lessons Learned: The Advancement of Study Abroad at Maryland's Preeminent Public Urban Research University

Marisa A. Francois, Charlene Chester Jerome, Natasha Otto, Kimberly Warren, LaPorchia Davis, Gonzalo Baptista and Samia Rab Kirchner

Morgan State University, located in Baltimore, Maryland, is committed to providing a holistic education to its students. The institution provides an enabling environment for students to successfully engage in domestic and foreign experiential learning opportunities. The Office of Study Abroad plays an integral role in the university's mission to create globally competent citizens to grow the future and lead the world. Students have the opportunity to broaden their global perspective, strengthen their intercultural sensitivity, and expand their knowledge of other languages while immersing themselves in various cultures. Morgan has supported over 700 students in their pursuit of international experiential learning opportunities. It is imperative that our students are exposed to the global community to familiarize themselves and increase their understanding of the interdependent nature of our world.

This chapter explores the importance of study abroad to the mission of Morgan State University by highlighting global opportunities utilized to engage students and faculty through faculty-led and virtual exchange/COIL programming. These opportunities strengthen global and cultural awareness because students think and live as global citizens. Study abroad is often a transformative experience and many Morgan students have become more socially and culturally responsible as a result. Faculty administering study abroad programming can also gain immense additional knowledge to enhance future experiences. Furthermore, the knowledge and experiences they acquire help them to sharpen their competitive edge, thereby enabling them to better serve U.S. interests at home and abroad.

The History of Study Abroad at Morgan

In 2010, President David Kwabena Wilson conceptualized the Study Abroad Program and it was officially launched in 2011. The program was housed in the Center for Global Studies and International Education led by Dr. M'bare N'gom, Dr. Zeheh Gbotokuma, and Mr. Johnson Niba. President Wilson pledged to focus on internationalization and innovation as part of his vision for Morgan State University. His pledge still remains evident in the university's current strategic plan (2011–2021), which reinforces student success as an important pillar of Morgan's advancement. More specifically, in Chapter III of the plan, "Growing the Future – Enhancing Student Success," it is stated that "Morgan will create an enabling educational environment that enhances student success by:

- hiring and retaining well-qualified, experienced, and dedicated faculty and staff,
- offering challenging, internationally relevant academic curricula, and
- welcoming and supporting a diverse and inclusive campus community."

President Wilson continues to reinforce the importance of students pursuing global experiences in his town hall meetings as he shares updates with students. Most recently in his communication with the campus community, he expressed his vision of the potential of Morgan, Maryland's Preeminent Public Urban Research University designated "A National Treasure." In his remarks, he indicated that "within the next ten years, Morgan will provide opportunities for every student to have either a study abroad experience, a research experience, an internship experience, or a service-learning experience" (D. K. Wilson, personal communication, 2019).

To ensure that the goals for internationalization were met, in 2012, the Center for Global Studies and International Education and the Office of International Student and Faculty Services were paired to form a new Division. The Division of International Affairs (DIA), under the leadership of then Vice President, Dr. T. Joan Robinson, spearheaded and facilitated the university's efforts to internationalize the campus and the curriculum across disciplines. Moreover, DIA also provided the various schools/college and support units of the university with relevant resources that enabled them to develop the requisite international focus, thereby graduating globally competent professionals and citizens.

To achieve these goals, the Center for Global Studies and International Education worked collaboratively with various constituencies and offices at the University to (1) integrate a global perspective throughout Morgan's academic departments and co-curricular programs, (2) ensure student and faculty capacity building through professional development activities and international experiential learning (study abroad, internships, scholar exchanges, partnerships, community service, and other relevant international education activities), and (3) provide the schools/college and other supporting units of the university with assistance in developing an international focus to their programs.

To further support these efforts, initiatives were developed through a variety of strategic partnerships in Africa, Asia and the Pacific, Latin America and the Caribbean, and the Middle East. It created a pathway for a number of study abroad opportunities to be created for Morgan students.

Banner Years for Study Abroad

Academic years 2017/2018 (Fall/Winter 17, Spring 18, and Summer 18) and 2018/2019 (Fall/Winter 18, Spring 19, and Summer 19) have been marked as banner years for study abroad at Morgan. As shown in Figure 5.1, Academic year 2017/2018 was the first year in the program's history that over 100 students participated in a study abroad experience across 23 countries. Again, in Academic year 2018/2019, for the first time, over 100 students studied abroad for the Summer only. The institution recorded a total of 160 students who studied abroad during that year.

This significant increase of 35% compared to the previous year indicated that close to 2.41% of Morgan's enrolled undergraduate population and 2% of Morgan's total student population had studied abroad. During these hallmark years, there was also a significant increase in the number of faculty-led study abroad programs from three in 2017/2018 to nine in 2018/2019. This 300%

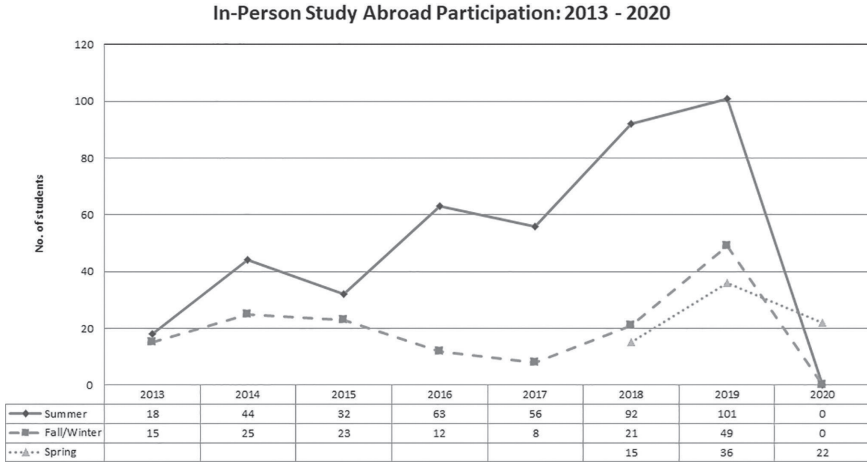


Fig. 5.1 In-person study abroad participation from 2013 to 2020 at Morgan State University.

increase was due to continued outreach efforts of the Office of Study Abroad in collaboration with Morgan’s International Education Task Force (IEFT).

Awards and Recognitions

Our first study abroad records drew some attention to our institution. In October 2017, Morgan was awarded the “Seal of Excellence” from the Institute of International Education (IIE) for surpassing our Generation Study Abroad “commitment goal” before the end of our 5-year campaign mark in 2019. The institution became a commitment partner in 2014 with a pledge to double the number of students who study abroad from the institution in 5 years. At the time of our pledge, only 33 students had participated in study abroad at Morgan. By 2017, a total of 270 students had studied abroad.

In May 2018, the Council on International Education Exchange (CIEE) also awarded the institution with the CIEE Commitment to Access Award for our outstanding efforts to break down the barriers of cost, curriculum, and culture in material ways to enable more students from all socioeconomic and academic backgrounds to study abroad. The award was presented during CIEE’s Annual Business Meeting at the NAFSA: Association for International Educators annual conference in Philadelphia, Pennsylvania.

Stemming from this, Morgan was granted two study abroad opportunities with CIEE to aid in the expansion of our study abroad programming. Two cohorts of students were awarded full scholarships to complete a Global Internship in Berlin, Germany, for the Spring semester (five students),

and a summer political science and/or business course in Moscow and St. Petersburg, Russia (seven students).

In April 2019, Morgan's most recent award was received at the Comparative International & Education Society's (CIES) Conference in San Francisco. The award was granted by the Study Abroad and International Student Special Interest Group (SIG) for the institution's study abroad and international education-related activities. The awards committee was very impressed by the institution's commitment goals and the implementation strategies utilized to increase study abroad participation and our goals to pursue comprehensive internationalization.

Creating Pathways for Successful Student Engagement in Study Abroad

In their pursuit to study abroad, many students of color encounter a number of barriers that can impact their accessibility to participate in study abroad. One such pervasive barrier is cost. Morgan has tapped into multiple resources targeting student engagement and success including receiving free passports, as we work to provide our students with access to global experiences. Offering 100 free passports to provide students with the access they needed to study abroad, Morgan partnered with CIEE in March 2018 to host a 1-day passport event. The cost of the passport applications was covered by CIEE (50%) and President David Wilson (50%). To help facilitate passport processing, Passport Agents from the Baltimore District, U.S. Postal Service also joined the event. Coupled with the Passport Caravan was the institution's annual Spring Study Abroad Fair. This allowed students the chance to explore various opportunities to study, intern, or volunteer abroad through its third-party study abroad affiliates. The following year, President Wilson decided to continue this effort and sponsored another 100 passports.

At Morgan, we set a goal and incorporated some strategic approaches to help students get external scholarships to finance study abroad opportunities, including both national (Fulbright, Benjamin A. Gilman International Scholarship, Critical Language Scholarship) and local (BMORE Abroad) scholarships. As a result of our efforts, between 2012 and 2019, we realized a significant increase in the number of applications for this scholarship and to date we have had over 20 students win financial awards to study abroad.

Goal Setting and Implementation Strategies

As we considered scaling up our study abroad participation rates, we set a primary goal to increase the number of Morgan State students who study/

intern/teach and volunteer abroad to 500 students over the next 5 years (2018–2023). To achieve this goal, the following strategies were implemented:

Strategy 1: Assessing Program Visibility and Effectiveness

It was important for us to establish a base or set a foundation to further develop study abroad at Morgan. An assessment of the program's visibility on campus and the effectiveness of current programming was conducted annually through program evaluations (pre and post), debriefing sessions and one-on-one sessions with faculty. These vital components aided in our success of seeing record numbers of students studying abroad and achieving more faculty-led programming.

Strategy 2: Internal Branding and Marketing of Study Abroad at Morgan State

The assessment of program visibility highlighted a need for us to establish an internal brand to market study abroad at Morgan. This included a revamp of the study abroad website, program blogs, and social networking sites (Facebook, Twitter, Instagram). That way, our students, faculty, and staff were able to easily identify who we are and what we do. The Office of Study Abroad was marketed as the main campus resource for students to explore global learning experiences and for faculty to engage in providing academic experiences outside the classroom through faculty-led programs and international exchanges.

Strategy 3: Targeted Student Outreach

To build awareness and engage new incoming freshmen and transfer students, the Office of Study Abroad developed a regular series of Study Abroad 101 information sessions, facilitated classroom presentations, and actively participated in events such as EXPLORE Morgan Day (Open House), I LOVE Morgan Day, the Career Fair, ACCESS Orientation for new freshman, Transfer Student Orientation, the Center for Academic Success and Achievement (CASA) Academy Summer Bridge Program, and the Scholarship Fair hosted by the Office of Financial Aid. In addition to this, to reach more students, we examined various groups within our student population and modified our approaches to engagement. These groups included male students, nontraditional students, graduate students, student organizational leaders, stem majors, and sorority/fraternity organizations.

Strategy 4: Peer-to-Peer Advising: Bears Abroad Ambassadors

The Bears Abroad Ambassador Program established a study abroad alumni support group (*#BearsWithoutBorders*) to promote and enhance the

awareness of study abroad among Morgan students, increase student preparation, and assist students in maximizing their opportunities before, during, and after their time abroad. Students who are a part of this group will also have an opportunity to share their unique, real-life experiences gained from studying abroad. Bears Abroad Ambassadors are tasked with three main areas: marketing and promotion (the face of study abroad), peer advising and consulting, and engaging and transitioning (interacting with students at all stages of their study abroad experiences).

Strategy 5: Increase Morgan Administered Faculty-Led Programming

An assessment of our students' study abroad applications revealed that they were only applying for study/ intern/ volunteer abroad programs through third-party affiliate organizations. Course credits earned did not always align with those at Morgan. Therefore, we recognized an opportunity to develop faculty-led programs, the need to include a global component in course curricula as part of our campus internationalization efforts and diversify program offerings. Establishing our own faculty-led programs in a variety of STEAM disciplines provided the opportunity to increase the international experiences of our students and provided our faculty members with a mechanism to enhance the internationalization of our campus curriculum. Additionally, these faculty-led programs allowed us to offer students' credit for courses developed at our institution and cost-effective options for study abroad. Furthermore, we leveraged our existing memoranda of understanding (MOUs) and partnership agreements to create more study abroad opportunities.

Strategy 6: Exploring Funding Options

Exploring capacity-building grants and working with our Office of Development to identify potential funders and fundraising opportunities.

Strategy 7: Establishment of the Study Abroad Advisory Committee

In 2019, the Study Abroad Advisory Committee was created to provide ongoing advice and guidance to the Morgan global experience. All aspects of program development and review, including enrollment management, policy setting and adherence, curriculum integration, strategic and long-term planning, continuing quality evaluation, assessment, and the development of study abroad programming and student exchanges, are determined by this committee. The Committee also serves as a platform for university-wide collaboration and as an expert body on national and international best practices regarding international educational exchange and student mobility. It is

composed of faculty, senior administrators, staff, and students who play a central role in the success of study abroad programming at Morgan. Key offices involved included the Office of the Registrar, the Office of Financial Aid, the Office of Student Rights and Responsibilities, the Office of Residence Life and Housing, the Office of Development, the Counseling Center, Clara I. Adams Honors College, the Center for Career Development, the Office of Student Disability Support Service, the Office of Diversity & Equal Employment Opportunity, and the Center for Academic Success & Achievement – Second Year Experience.

Strategy 8: Continuous Professional Development for Study Abroad Staff

It is important that as professionals in the field, staff within the Office of Study Abroad are continuously engaged in professional development. Not only will it improve the quality of the services and programming for students, but it also ensures that we remain current with the trends of the field and make significant/meaningful contributions (e.g., through networking and conducting research).

The Rise of Faculty-Led Programming

According to Esmieu et al. (2016), faculty members are essential stakeholders in the recruitment and expansion of study abroad on any campus. This is simply because our faculty members possess the skills and have the potential to create and design programs that closely match the needs of the students and the degree requirements that need to be fulfilled. Faculty members are also considered to be the key players in promoting and moving an institution's campus internationalization efforts forward.

Considering the time constraints of faculty members and the need for more faculty-led program development, it has been and continues to be a goal of the Office of Study Abroad to assist faculty in the creation, planning, and execution of their programs at Morgan.

In the 2018/2019 academic year, the Office of Study Abroad witnessed a surge in the development of faculty-led programming at Morgan State University. The Office of Study Abroad engaged in targeted outreach and recruitment of faculty in various disciplines, providing insight on how study abroad can be incorporated into their curriculum. More recently, about 5% of the students who studied abroad participated in faculty-led programs administered by Morgan State faculty. By increasing the number of faculty-led programs developed at Morgan, we are able to offer students a wider

Program Format	Program Location	Program Title	Faculty Lead (s)	Duration	Enrollment	Year(s) Conducted	Semester (s)
In- Person	Guatemala	Global Health Psychology & Service Learning in Guatemala	Dr. Kimberly Warren	8-10 days	40	2018; 2019	Summer; Winter
	Japan	Fashion Merchandising in Japan: The Tokyo Experience	Dr. LaPorchia Davis	7 days	4	2019	Summer
	Trinidad & Tobago	Human & Cultural Development in the African Diaspora: An Experience in Trinidad & Tobago	Dr. Charlene Chester; Prof. Natasha Otto; Marisa A. Gray	11- 14 days	32	2018; 2019	Summer
Virtual Exchange	Spain	First Virtual Language Exchange: Counseling Through the Black Lives Matter Movement	Dr. Gonzalo Baptista	10 weeks	9	2020	Fall
	The Middle East & North Africa	The SOLIYA Connect Program (SCP); A Virtual Exchange Initiative in the Middle East & North Africa	Dr. Samia Kirchner	8 weeks	22	2019; 2020	Fall, Spring

Fig. 5.2 Morgan administered faculty-led programs.

variety of programs that are more reasonably priced to fit their budget and where they are guaranteed to earn academic credit toward their degree.

Figure 5.2 highlights five unique programs that have been created and administered by our faculty. The chart provides a broad overview of each program as it relates to its format (whether it was in-person or virtual exchange), location, duration, student enrollment, and the years and semesters in which the programs were offered. Each program is discussed in more detail later in the chapter.

Global Health Psychology & Service Learning in Guatemala

Faculty Lead: Dr. Kimberly Warren

The Global Health Experiential Learning program was designed to offer students practical experiences in community organizations to enhance various areas of knowledge and skills learned through the College of Liberal Arts curriculum. The course differs from a typical internship in that the foundation of service learning, from which this course is developed, links significant organizational service and core curriculum objectives. Led by Dr. Kimberly Warren, students engage in meaningful service to a community in Guatemala. The main purpose of this program is to provide students with the opportunity to volunteer in another country, learn a new language and experience a new culture, learn about global health disparities as it relates to the country, and utilize clinical and practical skills.

Health psychology covers a multitude of health conditions common to people in the United States, due to the country's general lifestyle (Baum et al., 2012). The lack of consideration of the health disparities across the globe inspired a course redesign to include a Global Health Experiential Learning component as a part of the 3-credit Health Psychology course, which cross-lists with service learning (a general education curriculum elective). The overall goal is to provide an international experience to students to expand their perspectives and create a pathway for them to become global citizens. To achieve this, the following learning objectives have been developed:

- (1) Define community health and identify community health interventions,
- (2) Differentiate between health-enhancing and health-compromising behaviors,
- (3) Identify and differentiate different types of stress,
- (4) Identify and apply different theories of health psychology,
- (5) Identify and critically analyze factors that affect health and disease,
- (6) Participate in a health promotion program that includes a plan for evaluating its effectiveness,
- (7) Gain health-related experience in a community of another culture (i.e., Guatemala).

The course also aligns with the overall learning outcomes established by the Department of Psychology at Morgan. These outcomes include:

- (1) Expand the knowledge base in psychology including key concepts in health psychology,
- (2) Develop scientific inquiry and critical thinking,
- (3) Develop ethical and social responsibility in a diverse world, and
- (4) Expand students' communication abilities through the experience of working with a patient population and in another language and culture.

Moreover, it provides an affordable opportunity for students to engage in international travel with a short-time commitment.

Students enrolled in the health psychology/service-learning course are trained to take vital signs (blood pressure, pulse, respirations, temperature, height/weight, body mass index [BMI] calculations) and learn Spanish phrases to accompany these actions (e.g., "Can I take your blood pressure?"). The instructor also partners with a health clinic while in Guatemala, giving students the opportunity to provide free health screenings (vital signs) at a community

health fair. For many of these students, it gives them a chance to put theory to practice, as many students participating in this experience often major in nursing and psychology. The students also get the opportunity to teach children in an elementary school about health-related issues such as nutrition and hygiene. The community is made aware that these are students and that they are not qualified to diagnose, treat, or provide medicine. Students live with a host family who provides all meals, have one-on-one Spanish lessons each day (total of 15 hours), participate in cultural activities (i.e., salsa dancing, tortilla-making, and weaving), and go on cultural excursions including historical landmarks, a medicinal garden, and coffee/chocolate farms. The technology and equipment needed for this course is minimal as students learn to measure infant height/weight, take vital signs using a stethoscope and blood pressure cuff, and take fasting blood glucose measurements using a fingerstick. Each student is provided with a stethoscope and a pair of scrubs for the trip.

The program fosters interdisciplinary work between psychology, biology, public health, and world languages and opens the door for research collaboration. Various health-related indices such as stress (physiological and psychological), eating behavior, physical activity, and substance use can be measured and compared with their relations to various outcomes such as malnutrition (Ramirez-Zea et al., 2014), diabetes (Bream et al., 2018), and other such conditions that are common in Guatemala (Gragnotati & Marini, 2003).

Additionally, the program enhances undergraduate retention by providing a health-related study abroad opportunity that is a unique, new experience for Morgan's students. Students who participate in this course gain knowledge and experience that can be directly applied to health research. A few testimonials from student travelers are as follows:

"It's the beginning of 2020 and I have already solidified my purpose in this world just off of this trip. I always knew I was a healer from a young age and just knew that working in healthcare was one of my biggest passions. However, with this trip to Guatemala, I had no idea what was in store. From serving 156 people in the community with free health screenings that they don't have the luxury of receiving or putting a smile on the children's faces while teaching them about hand/oral hygiene and giving away free toothbrushes. Somewhere in between those little moments I realized that it was more than me wanting to be in healthcare but discovering that in the future, my plans can and will change the world. What is even better is that I got to spend this experience with like-minded people who motivate me to go even harder. Forever grateful for this opportunity." – Nakia O.

"This is a life changing experience. Everyone should go." – Taylor J.

"I am really grateful for the whole experience. It was truly amazing. I learned a lot about health psychology and I was exposed to information that was good for life. I enjoy the diverse background of the students that also experienced Guatemala." – Toni S.

“We all grow up in our own culture and traditions. I decided to study abroad, so I can get to see other perspectives and cultures, and that’s always an interesting and fascinating thing. Being in a new place can be difficult at times, and it tested my ability to adapt to different situations. This means that I was able to learn how to be independent and mature. By enrolling in a study abroad program, I had the chance to see a side of my major that I may not have been exposed to here at Morgan. Gave me an opportunity to develop a cross-culture awareness. This helped me professionally by getting me comfortable with people with different backgrounds and value their uniqueness.” – Bolutife B.

The techniques that are taught in the course are techniques commonly used in health research such as communicating with clients and recording vital signs using basic instrumentation. This experience is invaluable to students applying for graduate or medical school as it promotes critical thinking beyond the students’ local environment. Students learn to view their education beyond the context of the United States and how to apply their knowledge and skills in another culture. This program also introduces concepts from psychology, medicine, Latin American studies, and experience with the Spanish language. It was designed to develop the students’ ability to utilize their knowledge in the field to improve public health, globally.

During this study abroad experience, students become aware of the vast disparities between the United States and other countries. Students learn about the health disparities and the economic disparities through informational sessions as well as firsthand by living with host families and conducting medical home visits.

For students who are unable to travel, there is a “study-away” alternative. Students participate in similar volunteer activities at a local community center in Baltimore, while the study abroad students are in Guatemala. Upon return, the students from both groups are then able to compare their experiences. All students give a presentation on their experiences and then compare during a class discussion.

Fashion Merchandising in Japan: The Tokyo Experience

Faculty Lead: Dr. La Porchia Davis

One of the purposes of higher education is to help in developing the whole student (Braskamp et al., 2009). The curriculum in the Department of Family and Consumer Sciences at Morgan embodies that idea through a range of classes that encompasses the study of relationships among people in their personal spaces, focusing on the impact of the physical, biological, social, and economic environments and their effects on human behavior and development. In the summer of 2019, Dr. LaPorchia Davis embarked on launching the department’s first experiential learning program in Tokyo, Japan.

The fashion merchandising in Japan program was built to achieve the following goals: (1) provide a fashion study abroad experience for fashion merchandising students, (2) contribute to the understanding of international fashion and e-commerce distribution, and (3) enhance the values, cultural awareness, and global communication skills of fashion merchandising students. Research indicates programs such as this can have a positive influence on students' development as well as improve their cultural skills and language development (Zimmermann & Neyer, 2013; Freed, 1998; Luo & Jamieson-Drake, 2015). Tokyo, being a major influence on global fashion and design and the hub of Japan's top fashion districts such as Harajuku, Ginza, and Shinjuku, made this location a perfect fit for this global experience.

Prior to leaving for this experience, the students completed a cultural orientation where they watched a series of videos and read stories and journals of other African American students living or touring Japan with a specific focus on day-to-day life, food, and diverse cultures and environments around Tokyo. Upon their arrival, they had the opportunity to learn the basics of the Japanese language. Greetings and words such as *Konnichiwa* ("hello"), *Doumo arigatou gozaimasu* ("thank you very much"), and *Ressha* ("train") were used most frequently during their experience. Students participated in a traditional Japanese Tea Ceremony. The Tea Ceremony provided an opportunity to compare the experience to their own traditions and values practiced in the United States. The local guide also added to the experience by sharing as many aspects as possible of the local more informal culture each day to get the students more excited about being in Tokyo.

This educational experience helped to advance the cultural and global awareness of the students by developing an appreciation for fashion and luxury segments across the globe. Along with the cultural immersive experiences, the students were able to visit the Tokyo National Museum where they learned about the uniqueness of Japanese culture, particularly the history of kimono textiles for children and adults. Additionally, students were also able to visit Haneda Chronogate and learn more about the company's prime logistics building, which serves as a major hub for packaging and distribution of cosmetics and clothing. Students also noticed that many of the clothing selections in many stores were small and were designed for slimmer figured women. At the end of this experience, it was evident through the blogs and video journals shared by the students that they gained more insight, understanding, and an appreciation of Japan's cultural norms, as well as the business of fashion merchandising. From Dr. Davis' perspective and in alignment with Maharaja, it was also evident that the

students “gained a better understanding of their own culture and cultural differences, increased their level of self-confidence, global-mindedness, patience, assertiveness, maturity, self-awareness, flexibility and adaptability” (Maharaja, 2018).

Human and Cultural Development in the African Diaspora: An Experience in Trinidad and Tobago

Faculty Leads: Dr. Charlene Chester, Prof. Natasha Otto, Marisa A. Gray

This program and travel abroad experience was initially conceptualized by Dr. Charlene Chester while she served as a faculty member at another institution. The program focuses on physical, cognitive, emotional, and social development across various areas within Caribbean communities. The experience explores individual and family systems development within the context of a Caribbean nation, the Republic of Trinidad, and Tobago.

This program is designed to provide an academic experience and develop a collaborative, sustainable service partnership with the local community. The course incorporated cultural experiences such as experiencing of the East Indian heritage through a visit to sites such as Dattatreya Yoga Center & Hanuman Murti Indian Caribbean Museum, and Temple In the Sea. The academic-centered experiences introduced students to the Ministry of Health discussing topics such as health disparities in the Caribbean. Students also had the opportunity to attend a social and economic studies lecture with a Caribbean researcher. Research indicates that students’ ability to immerse themselves in a full cultural experience aids their beliefs, attitudes, and emotional reactions to individuals in the global community (Perry et al., 2012). Several components have been added to the program including a formative and summative assessment, debriefing sessions, and a reciprocal learning engagement process to foster a deeper transformational approach. This program supports Morgan in its quest of developing globally competent citizens who can be viewed as ambassadors of the institution, growing the future, and leading the world.

The objectives of the program and the international experience are as follows:

Academic goals:

- (1) Use the major theories of developmental psychology (or theories relevant to the major) to explain behavior in the context of the foreign country,
- (2) Compare the developmental tasks of adolescence and adulthood between the foreign country and the United States,

- (3) Provide a new perspective on the major through exposure to coursework based in different cultural frames of reference,
- (4) Contextualized learning by linking it to local realities and related global dimensions, and
- (5) Reflecting on issues of personal identity and interdependence in a global context.

Cultural awareness:

- (1) Interact with locals about the course themes in order to discuss the impact of Carnival and the development of the steel pan, the only musical instrument created in the 20th century, on the social development of the islands,
- (2) Identify Trinidadian and Tobagonian cultural values, customs, and traditions that they have observed, and
- (3) Compare and contrast local cultural traditions with their experience in the United States.

Personal growth:

- (1) Demonstrate their ability to collaborate and cooperate with their classmates, and
- (2) Enhancing students' self-awareness and understanding of their own culture by providing opportunities to explore another culture.

Although English is the primary language spoken in Trinidad and Tobago, the students had the opportunity to learn the country's local dialect. The local dialect is described as a creolized variety of English, known as the Trinidadian Creole Dialect, and is widely spoken across the nation (Stell, 2018). This dialect is more readily spoken in casual, nonprofessional settings. Some of the features and characteristics of the dialect are consistent with some of those found in the African American Vernacular English (Leung, 2009).

According to Perry et al. (2012), "the process these students go through in adapting their actions, broadening their knowledge, and critically examining their perspectives can be influenced by experientially based pedagogy that focuses on critical reflection, and can lead to a transformative learning environment" (p. 681). This experience allows our students to develop the necessary skills needed to promote critical thinking, build teamwork and collaboration, and develop better intercultural communication. The skills learned also allowed students to engage with individuals not only from a

different culture but also from different socioeconomic backgrounds within that cultural context, while participating in the international experiential program.

During the debriefing sessions and daily conversations, students were asked to reflect upon how their own culture influenced their behaviors and examine their biases. They were encouraged to ask questions and reflect on how individuals within that culture interacted, and extract any similarities or differences in how they, the students, would assign values or labels to behavior (Maharaja, 2018).

Something New: Virtual Exchange/COIL Programming

As the institution continues to gain recognition for its dedication and commitment to providing study abroad opportunities through the Office of Study Abroad, the start of each new academic year promises to be a rewarding one for Morgan State University. However, in 2020 with the onset of the COVID-19 global pandemic, we had to rethink our strategy and consider modifying the methods through which we provided global education opportunities for our students. With this in mind, we explored a number of alternative ways to engage students globally through virtual study and internship abroad, as well as virtual exchanges utilizing Collaborative Online International Learning (COIL). The latter approach appeared to be the best option for us so far, as it would add little to no cost to our students and can be built into the existing course curriculum within any major.

In Fall 2019 and Spring 2020, a faculty member in the School of Architecture and Planning, Dr. Samia Rab Kirchner, had already begun testing a platform similar to COIL, known as the SOLIYA Connect Global Program. The success of the first two rounds of her program further helped us to determine that this approach to the expansion of global learning and opportunities for our students might be one to design and implement on a long-term basis. Since that time, the Offices of Study Abroad and Global Cross-Cultural Programs under the DIA have engaged and facilitated training for 13 faculty members and international education administrators through the American Council on Education (ACE) US-Japan COIL Program, DePaul University's Global Learning Experience Program, and the AMPEI Mexico-US COIL Program. This is just the beginning, and we anticipate greater faculty participation in years to come. Furthermore, we view virtual exchange programming as a supplement to the work we currently do with our third-party affiliates, as we send students abroad to complete in-person experiences.

To shed some more light on how the virtual exchange programs run, two unique programs that have been created and administered by Morgan State University faculty so far are discussed in the subsequent section.

First Virtual Language Exchange: Connecting Through the Black Lives Matter Movement

Faculty Lead: Dr. Gonzalo Baptista

The very first of its kind, the First Virtual Language Exchange (VLE) was exclusively created for Morgan State University students and started as a pedagogical response to the COVID-19 global crisis. Unable to undertake a service-learning project for Fall 2020, Dr. Gonzalo Baptista reconverted the social distancing situation into a transformative, intercultural experience that would lead to second-language fluency and intercultural sensitivity. Having previous experience organizing study abroad opportunities and mentoring students abroad, Dr. Baptista used this knowledge to easily navigate the early stages of this VLE.

The VLE program was set as a fluid conversation between Morgan State University, a Historically Black College and University (HBCU), and Universidad de Castilla-La Mancha (UCLM) in Spain, a traditionally white institution (TWI). Both institutions led the exchange based on the principles of respect and openness, where all participants can improve their communicative skills. By using the target language, participants became aware of each other's culture and went beyond fossilized stereotypes. The theme for this first VLE edition was devoted to the Black Lives Matter movement, as it was a unique way to examine matters of diversity, social justice, and family traditions in the two countries involved. The VLE promoted high-impact interculturality and mutual understanding, since participating students originally came from China, Nigeria, Spain, Portugal, Venezuela, and the United States. The heterogeneous cultural background of the participants allowed for a deeper appreciation of intercultural learning on several levels. We see intercultural sensitivity as an "intangible asset for those living and working in pluralistic democratic societies" (Arvantis et al., 2019, p. 147).

The program fulfilled two main course objectives: (a) to reinforce skills in listening, speaking, and reading the target language to achieve or consolidate an intermediate-mid level proficiency according to 2012 ACTFL Proficiency Guidelines and (b) to debate and assess current events related to race and diversity with a native speaker. MSU students enrolled in the VLE as part of a 3-credit course titled *Spanish Civilization II*. UCLM students, including those who were international, participated in the VLE as part of their English studies program.

Being able to communicate in Spanish was the main reason for establishing the VLE program. The present-day trends in second-language acquisition theory have analyzed the benefit of using technology for language learning purposes. As Lewis (2019) suggests, using telecollaboration implements the learning of languages “in non-traditional ways in order to create an immersion-like environment.” Due to the isolating circumstances that forced the widespread use of remote learning during the pandemic, a virtual exchange program between students from different backgrounds helped to break the barriers of learning a second culture and language from home. From the beginning, focus was placed on pairing the students’ skill level to a course with similar language competencies so that all participants would have similar communicative skills. Students from both institutions were at an intermediate level in their target language.

The instructional approach to the VLE resembled the methodology employed during in-person instruction. Using an active learning approach, students worked on projects and engaged with authentic materials that prompted spontaneous communication. Participants met on a weekly basis and were guided by their facilitators in cross-cultural synchronous conversations and debates. Topics ranged from national politics to community celebrations and from institutional racism to health care disparities. All these topics, treated within a framework of respect and dignity, are essential for African American students and their white counterparts to have an honest conversation about the Black Lives Matter movement. During the meetings, students spoke in the target language for the entire hour to express their opinions, values, and experiences.

At this point, a reflection on the inclusion of accessibility standards must be made. It is necessary to guarantee equitable access to materials and projects and for this to follow the Americans with Disabilities Act (ADA). Accessible policies and technology for people with disabilities are to be considered in all the materials and services involved. Many of today’s programs, for example, offer accessible technology that includes close captioning and readable PDF documents. In a shareable repository, the faculty uploaded lesson plans and presentation slides in advance so that participants could prepare the vocabulary they needed or wanted to use beforehand. After each meeting, both materials and recordings were hosted in the cloud to allow all participants to review them in case they had been absent or needed to consult it.

A midway reflection was also conducted to help the faculty understand how to adjust our delivery mode. To calibrate students’ learning progress in the target language, three surveys were conducted to gather data about the students’ language fluency before, during, and after the VLE. Thus far, the

results have been very positive. An academic article with deep analysis of these data will be co-written with the Spanish coordinator from UCLM and submitted for publication.

The VLE, conceived as a curricular component for students minoring in Spanish, gave our students the opportunity to be in contact with native speakers for at least 1 hour every week. While the program was taking place, students expressed their own views about the world on a set of both pre-selected and spontaneous topics. During the debates, students were actively using three critical communicative skills: listening, speaking, and cultural understanding. The VLE was a great method to engage students in a global experience during the pandemic. Although a virtual exchange could not replace an in-person study abroad experience, a blended learning system offers new possibilities (De Wit, 2016).

The project reinforced students' communicative skills and their personal confidence in presenting their views and experiences in intermediate-mid level Spanish, paving the way to become citizens engaged with diversity and international future opportunities. Throughout their 10 meetings, the students were active speakers and listeners in small-group conversations. The guided debates required them to articulate new communication strategies while learning new vocabulary and phrases and becoming knowledgeable in topics related to their counterparts' culture.

The experience has also led to pedagogical interventions that significantly developed not only second-language proficiency but also intercultural competence, intercultural sensitivity, and global awareness. Dr. Baptista designed activities from icebreakers about cultural topics (e.g., contrasting how people in their own language would express different ideas and analyzing those meanings) to more intentional group conversations about race and diversity, such as understanding the Black Lives Matter movement in the United States and Spain and comparing African American and Spanish family celebrations. Indeed, it can be argued that this transformative experience has broadened in different ways students' preparedness "for success in a global, interdependent society," following the vision statement of our university (Morgan State University, 2021).

The SOLIYA Connect Program (SCP): A Virtual Exchange Initiative in the Middle East and North Africa

Faculty Lead: Dr. Samia Rab Kirchner

Led at Morgan State University by Dr. Samia Rab Kirchner, the SOLIYA Connect Program (SCP) is a virtual exchange initiative developed by the

Stevens Institute partnership with institutions in the Middle East and North Africa. Through a web-conferencing application, Morgan's Architecture and Environmental Design (AREN) students speak face to face in groups of 8–10 global peers, with no more than two students from a physical classroom assigned to the same online group to ensure a deeply multilateral learning experience. Each group is led by one or two trained facilitators who sustain dialogue and support an environment where students can comfortably explore perspectives, uncover biases, and arrive at a better understanding of cultures, with the goal of developing the global competence essential to thriving in an interconnected world.

The main goal of the program is to connect Morgan AREN students with their peers in the Middle East and North Africa while cultivating a deeper understanding of diverse perspectives on important sociopolitical issues within those regions and developing 21st-century skills such as critical thinking, cross-cultural communication, and media literacy. The SCP runs for a period of 8 weeks and is reasonably priced, making it quite affordable for students to participate. Dr. Kirchner has led the SCP for four semesters and enrolled 90 students across five AREN courses.

With the pandemic limiting students' physical presence on campus, Morgan's curricular integration of SCP in select courses ensured its unique position within HBCUs as a portal to the world for all our students. Moving into the post-pandemic world, integrating SCP will allow students access to international education even if they cannot afford to travel. One of the strongest strategies for student retention and future employment is through engaging students in world events, ensuring they can work collaboratively in teams, and allowing them to recognize their specific strengths so they may carve a place for their talents in the world. The Trans-Atlantic & Pacific Project (TAPP) extensive literature shows that students who participate in virtual exchange do not simply learn skills (Mousten et al., 2018). The SCP integration in AREN courses illustrates that VLE prepares students for global practice as they learn to navigate the world with people of difference. Starting from defensive attitudes, they gradually become curious with a keen desire to explore unfamiliar political views and traditions. Students' curiosity for unfamiliar ideas and cultures stimulates the development of intercultural competence. Their dispositions gradually shift from denial of difference to acceptance of cultural diversity. Cultural awareness and sensitivity is crucial for the development of intercultural competency.

Although hardly a perfect substitute to the full immersion experience of a semester abroad, the SCP offers students an opportunity to interact intensively with students from another country over an entire semester virtually

with no travel requirements. The strategic and careful integration of SCP curricula in appropriate courses can promote the global exchange of views and perspectives on critical issues that face all professionals in the 21st century.

The pilot integration of SCP curriculum in five different AREN courses exposed students to the diverse ways in which countries across the world are enduring and responding to the pandemic. In the words of one student:

The most notable thing for me was the proficiency with which so many people all over the world speak English, a language that they adopt voluntarily, while Americans who have so many more opportunities than other cultures to naturally have exposure to multiple languages, don't extend themselves in the same way. Most responses in our group were related to hate speech, and that it should be ok to say anything you want to say if you are not hurting anybody with your words. One point I feel is painfully overlooked is when does freedom of speech begin to give people and defend the right to lie? Lies hurt people even though they are not always directly violent. We currently see this on the political stage in America. Lies cause a devastating amount of damage and suffering while the violence is hidden below the surface. It can be irreparable, and even more damaging than outwardly admitting being hateful. In my opinion there should be consequences placed upon those attempting to warp, manipulate or draw people astray from the truth. The point was brought up in our discussion that freedom of speech gives people who are uneducated a platform to speak about things they are not qualified to speak about, and they should not be listened to. All members and the people we interviewed for our project conveyed the same spirit of heroism to defend freedom of speech because knowing the difference of a world without it. That despite us being from different cultures we face similar issues. We were interested in each other's culture. We agreed on a lot of issues and we are committed to solving those issues.

Another student also noted:

Racism is deep rooted in American and world history, and it can be an intense topic to discuss. Being an African American talking about racism in a group of majority white can be interesting. It was on this day when I truly understood why un-bias personnel (Soliya Facilitators) are essential for any discussion. They bring in fresh perspectives and questions that were afraid to be asked. The most impactful session was when our group talked about religious and racial discrimination that we face in our everyday lives and how our cultural history and perceptions limit our ability to understand these differences and preferences.

The goal of internationalizing higher education should not be reduced to the acquisition of a set of skills but aimed at students' self-awareness so they may find their place in the world. Bucholtz and Hall define *identity* as "the social positioning of self and other... a relational and socio-cultural phenomenon that emerges and circulates in local discourse contexts of interaction rather than as a stable structure located primarily in the individual psyche or in fixed social categories" (2005, p. 586). The SCP's self-definition as a network is also related to Williamson's (2013) "networked cosmopolitanism," which is "embodied in talk about autonomy, self-responsibility, respect for diversity

and difference, and participation and collaboration in communities, with a focus on the creation of a ‘good’ or ‘ethical’ future” (p. 46). Students enrolled in the SCP gained self-knowledge in relation to “other” identities and identified through discourse (in the presence of a trained facilitator) what may constitute a “good” future across cultures. Since this was the first time for some students to participate in a video chat with people in foreign countries, they learned from their peers “about the experience of living there and how things work so differently.”

As one student noted:

At the beginning of Session 2, we were tasked with coming up with 5-7 qualities that defined our identity. We narrowed those qualities down to our top 3. I chose Trinidadian/Panamanian, artist, and adventurer. This was the most impactful session for me because it forced me to really think about who I am. The way I constructed my identity was in some ways similar, but also different from my peers and it opened my mind to how that affects the way we connect with others.

According to another student, “We all talked about important topics, such as climate change and gender roles in different societies, which allowed me to learn more about my group partners’ cultural predispositions.” The integration of SCP in AREN courses is preparing our future architects for successful global practice through which they will spread their knowledge of creating just, inclusive, and sustainable built environments.

Lessons Learned

Administering these programs has allowed our faculty to engage with our students on a variety of levels, increasing rapport and creating new levels of interpersonal interactions. We have distilled the knowledge gained from these experiences, through our formal and informal interactions with our students, to identify opportunities to support other students moving forward and improve our course content, cultural activities, and program methods.

Many students demonstrate a strong desire to engage in international experiential programs; however, the costs of these experiences are sometimes outside their budget. Approximately 69% of the students who study abroad at Morgan received the Pell Grant. The majority, if not all, of our study abroad students rely on scholarships, financial aid, loans, personal fundraising, and friends and family to make their study abroad goals a reality. Our resourceful students have leveraged social media to fund their experiences using crowdfunding sites such as GoFundMe and FundMyTravel. Although helpful, the

existence and use of these funding opportunities partially support the students. In fact, up to Fall 2019, 26% of the students who studied abroad have received scholarships provided through the MSU Foundation Study Abroad Fund initiated by President Wilson. Hence, providing students with ideas for personal fundraising and institutional support, when available, should be explored.

Morgan's vision is to prepare our students for success in a global, interdependent society. In support of this vision and in recognition and response to the determination demonstrated by our students, our faculty have situated their programs in affordable locations, worked with established foreign vendors, and shortened the number of days abroad. Faculty are guided to anticipate possible schedule changes and incorporate alternative activities during the program planning stage to allow for flexibility and continuity of educational experiences. Informal student reports suggest that these strategies provided them with an opportunity to engage in an otherwise financially challenging way to increase their cultural awareness and global competency. This is important information to capture as it could have implications for program evaluation and development and student learning outcomes. Therefore, identifying and incorporating formal assessments as an objective means to capture this information prior to the start of a program should be considered.

Opportunities for Support

As Morgan continues to engage in study abroad experiences, it is important to consider the types of support necessary for sustained programming. Opportunities to consider include:

- Financial resources – The importance of continuing to be intentional about fundraising as an institution is vital. Increasing fundraising for global learning will create more equity and access for more students to participate in these programs.
- Increase collaborations – Working with institutions that have expertise in study abroad programming could be an asset to the institution. Identifying best practices being used by other institutions could also be beneficial.
- Faculty engagement – Continued faculty support and flexibility as it pertains to workload and other concerns are significant touch points for increased faculty engagement.

Conclusion: The Next Chapter

Morgan State University remains committed to creating pathways for its students to have a better understanding of the world beyond their immediate location and arming them with the right tools needed to cope with an increasingly complex global environment. In 2017, Dr. Yacob Astatke was appointed as the Assistant Vice President of the DIA. Through his leadership, the Division continues to uphold its dedication to the internationalization of the campus community and expansion of the institution's footprint abroad. Our efforts are ongoing through formal programming and support mechanisms and faculty training and development. Research indicates that the above mentioned are key components to increasing, engaging and enhancing student participation in study abroad experiences (Goldstein & Kim, 2006).

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Chapter Title: Social Media and Its Impact on Black Student Engagement in Education Abroad

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Date: 2023

Page numbers: 233-261

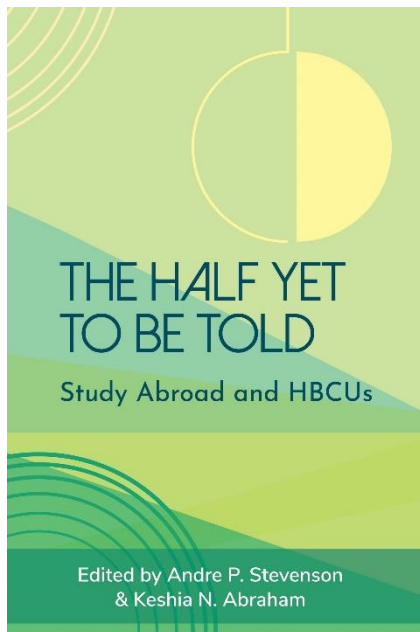
DOI: 10.36366/SIA.2-978-952376-30-6.13

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How to cite this chapter:

Brown-Grier, A., Montgomery, M., & Daring, D. (2023). Social Media and Its Impact on Black Student Engagement in Education Abroad. In A. P. Stevenson & K. N. Abraham (Eds.), *The Half Yet to Be Told: Study Abroad and HBCUs* (pp. 233-261). The Forum on Education Abroad. DOI: 10.36366/SIA.2-978-952376-30-6.13

This chapter appears in:



For more information about this volume, visit: <https://www.forumea.org/the-half-yet-to-be-told.html>

13

Social Media and Its Impact on Black Student Engagement in Education Abroad

Ashleigh Brown-Grier, Maraina Montgomery and Desirée Daring

Introduction

In this chapter, the reader will learn about four social media platforms designed to support Black students with an interest in study abroad. The first platform, which is the “hashtag StudyAbroadSoBlack,” was designed as a call to action that started in 2016 at Howard University. The hashtag was born out of conversations about the field of education abroad (EA) and culture that surrounded it being “#StudyAbroadSoWhite.” Through the development of culturally responsive study abroad programming, on-campus and social media student engagement, logo design, the establishment of a mission and vision, and “#StudyAbroadSoBlack Student Manifesto,” Maraina Montgomery led in the development of this social media marketing campaign at Howard University, while in the positions of program manager and assistant director for study abroad from 2016 to 2021.

The second platform, Fulbright HBCU (Historically Black College and University), is an independent, alumni-led platform that provides knowledge and awareness about the Fulbright program. Fulbright HBCU also has the explicit goal of increasing HBCU student participation in said program

and in other international exchange programs. Fulbright HBCU was founded by Ashleigh Brown-Grier, who realized a significant disparity in HBCU and Black student participation in the Fulbright program and in study abroad overall. In February 2020, she launched Fulbright HBCU to provide outreach and recruitment at HBCUs.

The third platform, international HBCU xchange Inc. (iHBCUx), is a 501(c)3 organization that focuses on increasing Black and HBCU student participation in three government-funded international exchange programs. The international exchange programs include the Boren Awards, The Critical Language Scholarship, The Fulbright U.S. Student Program, and Gilman International Scholarship. iHBCx was also founded by Ashleigh Brown-Grier. The organization works with fellowship advisors to provide an in-depth overview of international exchange programs and connects them directly to exchange staff. Similarly, the organization provides culturally relevant programming to HBCU students who are interested in applying to international exchanges.

The fourth platform, Fulbright Noir (FN), is an independent, grantee-led platform to support past, present, and future Fulbrighters. FN was born after its founder, Chiamaka Ukachukwu, realized she was the only Black Fulbright researcher in her cohort and she wondered where the other Black grantees were ... if there were any. After social media brought Chiamaka and her three co-founders, Desirée Daring, Hannah Menelas, and Sonita Moss together, these four Fulbright grantees created the FN Instagram platform to offer a space for past, present, and future Black Fulbrighters to connect, network, celebrate, and problem-solve throughout their grant year and beyond. The Black experience abroad comes with a unique set of opportunities and challenges. It is the authors' goal that this chapter provides support to HBCU administrators and the students they serve who embark on study and professional opportunities abroad.

History of Study Abroad and Fulbright

Study abroad and international exchange programs have been a part of the higher education curriculum since World War II (Gaines, 2016). The earliest form of study abroad was specifically for academic scholars (Goodwin & Nacht, 1991, p. 1). Upon return to the United States, the scholars shared their international experiences and knowledge with their students. These exchanges inspired students to seek study abroad opportunities. At the end of World War II, the student demand for study abroad significantly increased (Goodwin & Nacht, 1991). Five types of study abroad options were created

Graduate Study Aid Granted Ten Under the Fulbright Act

NEW YORK (ANP)—Out of 548 graduate students studying in 11 countries under U.S. government scholarships through the Fulbright Act, 10 are Negroes, according to a report issued here last week by Donald J. Shank, vice-president, Institute of International Education. In addition, a number of Negro professors and research scholars are benefitting from the program.

The Fulbright Act, passed in 1946, provides U.S. sponsorship of graduate study for one full year for both students in the U.S. and in foreign countries.

Negro graduate students currently taking advantage of the program are James William Butcher, studying dramatic arts at the Central School of Speech Training and Dramatic Art, London; M. Audrey Dickerson, international relations, University of Paris; both are natives of Washington, D.C.

George F. Ellis Jr., Brooklyn, medicine, University of Brussels; Alfred Griffin, Evanston, Ill., music, University of Oslo; William E. H. Howard, New York, economics, University of Glasgow; Benjamin Tanner Johnson, Boston, languages and literature in Italy;

John Mathew Lopez, Nantucket Island, Mass., French language, literature and culture, University of Paris; John Wesley Manigaulte, New York, history in Italy; Amelia Laurette Myers, Jacksonville, Fla., music, Conservatoire Nationale, Paris, and Ruth Cook Redding, Monclair, N.J., economic theory, University of London.

Dr. Charles H. Johnson, president, Fisk University, is a member of the board of foreign scholarships, which is the top-level policy-making agency under the Fulbright Act and which makes all the awards. Dr. Benjamin E. Mays, president, Morehouse College, is a member of the trustee board of the Institute of International Education, one of three organizations which handles applications of students seeking to pursue further study.

Hampton Grad, 'Mother of 1950' Visits Campus

HAMPTON INST., va. (ANP) — Mrs. Henry Roe-Cloud, who was named "The American Mother of 1950" recently visited her alma mater, Hampton Institute, last week. She is an Indian graduate.

The former Elizabeth Bender, Hampton '07, expressed herself as being "very happy to be at Hampton again, to meet some familiar faces and to see the same old lines and curves on the campus."

She was glad the school retains its name. "If they called it 'Hampton college,' she said, "that wouldn't mean anything in particular. But there's no other place like Hampton Institute. It's unique."

In an informal talk at a faculty reception in her honor, Mrs. Roe-Cloud explained the process by which she was selected by the national American Mothers committee and told about her trip to New York. She told of her pride in being an "Original American." She brought laughter by saying "The Indians, you know, were waiting for the boat when it came in."

Daughter of a Chippewa Indian and a German homesteader, Albertus Bender, Mrs. Roe-Cloud is the widow of the full-blooded Indian who founded a school for his own race at Wichita, Kan., the American Institute for Boys.

—Your vote is the one that counts—

Over 1,000,000 veterans of World War II have not yet applied for their insurance dividend.

to meet the study abroad demand: reconstruction and development assistance programs, specialists used to study particular areas in the world, programs for average citizens to learn about others, cultural and diplomatic diplomacy, and other academic research (Goodwin and Nacht, 1991).

According to Goodwin and Nacht (1991), in its origins, study abroad programs catered to white women who were juniors at elite liberal arts colleges' institutions. Policy makers and administrators at colleges and universities saw international experiences as opportunities to build international relationships with other countries, personal and career development skills, and increase cultural competency. As the demand for study abroad increased, international organizations such as the Institute for International Education (IIE) and the Council for International Educational Exchange (CIEE) were created to meet interested students' demands. The number of students studying abroad has steadily increased since its inception. The participation rate of underrepresented students at predominantly white institutions (PWIs), minority-serving institutions (MSIs), HBCUs, and tribal colleges and universities (TCUs) continues to increase as well, although slowly (Institute of International Education, 2020).

Often missing from the narrative is the history of HBCUs in study abroad. The long history of HBCU student participation in the Fulbright program dates to the inception of the program. Charles Johnson, the sixth President of Fisk University, was appointed to the first Fulbright Foreign Scholarship Board (FFSB) in the late 1940s, likely leading to the inclusion of HBCU students in the inaugural cohort in 1949 (U.S. Board of Foreign Scholarships, 1966). Black students representing Fisk University, Morehouse College, and Howard University studied language, literature, history, and music as Fulbrighters. These grantees studied in Italy and France when racial discrimination and segregation were still prominent in the United States.

MSIs educate 26% of students enrolled in American colleges (Institute of International Education, 2018). The 2019 Open Doors Report shows a slight increase in the number of students studying abroad from MSIs. These institutions educate a large percentage of underrepresented, first-generation, nontraditional, and low-income students. Black student participation in study abroad has nearly doubled over the past decade, from 3.5% during the 2000–2001 academic year to 6.4% during the 2018–2019 academic year (Institute of International Education, 2020). MSIs are important contributors in making study abroad accessible for underrepresented students (Institute of International Education, 2018). During the 2017–2018 academic year, 2,224 students enrolled at HBCUs participated in study abroad

(Institute of International Education, 2020). IIE also reports that students enrolled at HBCUs tend to study abroad more commonly in Latin America, the Caribbean, and Sub-Saharan Africa than those at other institution types (Institute of International Education, 2020).

Multiple HBCUs, such as Morgan State University, Howard University, Spelman College, and Prairie View Agricultural & Mechanical University, have well-established study abroad offices on-campus and designated staff to assist students with navigating the study abroad process (Covington, 2017). Nevertheless, HBCUs without study abroad offices often offer faculty-led study abroad opportunities for students (Mullen, 2004; Covington, 2017). In addition to faculty-led study abroad opportunities, HBCUs utilize several third-party providers to offer programs to students. To increase Black student engagement, students must see themselves participating in study abroad and understand how these opportunities can benefit themselves and their community (Lomotey, 1989; Covington, 2017). The use of social media allows Black and HBCU students to see themselves studying abroad. Not only that, social media allows interested students to openly engage with Black students who have or are currently studying abroad. The use of #StudyAbroadSoBlack, by the Ralph Bunche Center at Howard University, has influenced the increase in study abroad participants from 92 to 498 between 2015–2016 and 2018–2019 (Bunche Center, 2020).

Black Student Identity Development

Social media has an impact on how people around the world view politics, their communities, and themselves, as was made evident in the film, *The Social Dilemma* (McDavid, 2020). Furthermore, there is a growing emphasis on the study of how social media platforms have an increasing importance in our lives as the places where we “showcase” our lived experiences (Gündüz, 2017). The identity development of college-aged students is especially influenced by their regular use of social media, as most have grown up during a time when social media is commonplace (Chang et al., 2014). Social media can be used as a tool that develops a positive human response, such as self-efficacy, familiarity, pride, and accessibility, especially as it relates to international travel/study. As it pertains to HBCU students, the use of social media and how it impacts Black student identity development is a topic that warrants greater research, and for the purpose of this chapter, the authors seek to draw a connection to how the use of racially influenced social media campaigns can promote a positive impact on the identity development of Black students.

Understanding why and how social media has the power to play a significant role at HBCUs, within the context of study abroad, requires an awareness of theories around how race and perceptions of blackness play a more general role in college student identity development. It is worth acknowledging that within the past 5 years, HBCUs are undergoing an increase in Black student interest and enrollment (Johnson, 2017). HBCUs have grown in popularity under the Trump administration because of the value these institutions placed on educating the Black community and celebrating the Black identity (Williams & Palmer, 2019). #StudyAbroadSoBlack, FulbrightHBCU, and FulbrightNoir catch the attention of Black HBCU students due to their deliberate identification with and celebration of the Black community and life experience.

African Americans' experiences in the United States vary widely from people of other ethnic groups and the merit of differing minorities' existence in the United States has long been questioned by "dominant culture Americans" (Bennett, 2004). Nevertheless, African Americans were the only minority group denied their humanity under the U.S. Constitution (Sellers et al., 1998), which led to the creation of HBCUs. African Americans were not afforded the choice of whether to assimilate into American culture or retain their indigenous cultures and as a result traditional African cultures have been spliced and reassembled to include cultural practices of European/American society to form an original cultural expression (Sellers et al., 1998, p. 18). As a result of these experiences of oppression in the United States, the concept of race has historically played a major role in the lives of African Americans (Sellers et al., 1998, p. 18). Sellers et al. remark in their article "Multidimensional model of racial identity: A reconceptualization of African-American racial identity" that due to American society's arbitrary categorization of individuals into this racial group, there is psychological unification of people who vary greatly in their experiences and cultural expressions (Sellers et al., 1998, p. 19). Racial identity theory evolved out of a tradition of treating race as a sociopolitical and, to a lesser extent, a cultural construction (Helms, 1995). Race, a socially constructed concept, is arguably the defining characteristic for African American group membership (Sellers et al., 1998). Extending this further, international students coming into the United States from countries throughout the African Diaspora are also impacted by race and its development during their study at HBCUs (Mwangi, 2016). As such, their usage of race-specific social media initiatives should be noted.

HBCUs have afforded their predominantly Black student body the opportunity to encounter the complexities and nuances intrinsic to the Black Pan-African experience. At HBCUs, there is a prioritization of teaching and

maintaining Black historical and cultural traditions and producing graduates who can address race relations and work for the betterment of Black communities (Brown et al., 2001). Research has found that many Black students select HBCUs because of their racial focus or to develop their racial identities (Johnson, 2017; Van Camp et al., 2009). Based on the lived experiences of the authors and the aforementioned literature, the significance of identity representation when marketing to HBCU students offers a successful model for community engagement. The ability of social media initiatives to visually demonstrate the participation, success, and experience of Black students abroad has proven helpful in driving the numbers of student participants up for study abroad in particular at Howard University (Ralph Bunche Center Newsletter, 2019).

@Social Media Is Here to Stay!

Generation Z (Gen Z), or people generally born between the mid-1990s until the late 2010s, are commonly known as “digital natives,” having been born in the age of widespread digital technology. Young adults born during this time are almost always engaging with an online persona by commenting on a friend’s post on Facebook, posting a picture of their latest trip to their Instagram page, or updating their LinkedIn profile. Their direct predecessors, millennials, or people generally born between the early 1980s until the mid-1990s, grew up alongside these technological advances and so they too are very invested in their online presence. Today, college and university students largely come from the Millennial and Gen Z generations. Technology plays a paramount role in the lives of most, if not all people from each of these generations. According to a study on the values, attitudes, and experiences of millennials, about eight-in-ten (81%) 18- to 24-year-olds have created their own social networking profile, compared with 66% of those ages 25–29. Similarly, 58% of young millennial social networking users visit the site they use most often at least daily, compared with 48% of older millennials (Taylor & Keeter, 2008).

While these data are specifically about millennials 10 years ago, one can confidently deduce that these values would be even higher for Gen Z given how infused technology and social media are in their lives. Globalization and (largely) widespread access to technology are pushing colleges and universities to stay current to remain competitive and attractive to prospective applicants, current students, and successful alumni (Vrontis et al., 2018). According to a study on the link among social media, college and university branding, and recruitment, one metric of student engagement is the way

students interact with their institutions of higher education digitally (Runner et al., 2016). For example, an institution with both a robust number of Twitter followers and substantial posts on Facebook and Twitter is deemed successful because not only are students following the school account but they are also actively engaging with the content the school is posting. This can be directly applied to HBCUs. The exchange of ideas on an HBCU campus can happen in the classroom, on the quad, in the dining hall, or just as easily via Twitter tweets, Facebook posts, or articles posted on LinkedIn. This latter type of exchange has given rise to *social media exchange*. Institutions of higher education that actively participate in social media exchange are the most successful due to the multiplying effect and eternal sharing nature of social media (Runner et al., 2016). With social media, one's reach at an HBCU is endless.

HBCUs that share study abroad programs and post about the experiences of current and past students enrolled in overseas programs spark the interest of students who regularly consume online content (versus produce it) (Chang et al., 2014). When students see others who look like them engaging in these types of experiences on platforms, they see it is possible for them, too. In this chapter, we are going to discuss both how HBCUs can use or are using social media to publicize various study abroad opportunities for their students and how support should be offered to those students while studying abroad.

All colleges and universities share key information with prospective and current students. Yet given the sheer number of students these institutions aim to reach, disseminating information can seem like an insurmountable task, especially within HBCU study abroad offices. Study abroad offices can leverage students' technology usage by making their platforms more accessible and user-friendly (Chang et al., 2014). Higher education institutions, particularly HBCUs, that effectively market to the current generation are more successful in attracting prospective applicants, informing current students, and adequately engaging alumni around the study abroad process. What once might have been a huge undertaking to share a message effectively with a large group of students, colleges and universities now have the ability to share a variety of information with the click of a mouse.

Other Social Media Campaigns

The use of social media within higher education and the field of EA has become common practice. Highlighting the experiences of college students, young professionals, and adults from all walks of life are promoted by leisure travel groups, academic institutions, study abroad companies,

and not-for-profit organizations. As a marketing strategy, HBCU administrators use social media to promote on-campus events (like homecoming), student programs (like service days), and student services (such as health screenings). Additionally, current students and alumni of HBCUs utilize social media to market merchandise, parties, and celebrate their overall pride and affiliation with the HBCU community (e.g., HBCU Pride Nation, HBCU Alum, Watch the Yard). Study abroad offices on college campuses (HBCUs and others) utilize social media to engage with college students around possible global opportunities and resources (e.g., @PVGoesGlobal, @Spelmanabroad, @HUBuncheCenter, @MSU_BearsAbroad). When implemented correctly, higher education social media marketing can help create online communities, increase student and alumni interactions, engage an increasing number of students, and form a global reputation (Rutter et al., 2016). #StudyAbroadSoBlack, FulbrightHBCU, and FulbrightNoir not only leverage the widespread access to the internet and digital media to promote educational events, scholarships, and pride for the HBCU college experience but also empower and inform Black students and burgeoning professionals to become part of a network of peers who value cross-cultural learning, living, and community development. This unique approach to leveraging social media to influence the actions and awareness of Black students is why these platforms are vital.

Featured Social Media Platforms

#StudyAbroadSoBlack: A Movement

The use of social media in Howard University's Ralph J. Bunche International Affairs Center (RBC), which houses the Bison Abroad Office (BAO), was largely nonexistent prior to 2015. This was certainly the case as it is related to the active online promotion of study abroad. With the hiring of new RBC leadership, Tonija Hope, then Deputy Director, the charge to redevelop the Center's mission and vision and increase relations with academic departments and study abroad participants was established. In 2016, Hope hired Maraina Montgomery to manage the institution's portfolio of the third-party study abroad programs, student recruitment, and engagement as the then Bison Abroad Program Manager. The data at that point reflected that of the total percentage of U.S. college students who studied abroad during the 2016–2017 academic year, 5.9% identified as Black/African American. At Howard, during the 2015–2016 academic year, approximately 69 students went abroad for a semester through the RBC, out of a total undergraduate student enrollment of 6,883 (RBC, 2016; Common Data Set 2015-2016, 2016).

With an awareness of the low rate of Black student participation in study abroad across the United States and a strong motivation to grow the interest in and accessibility to this high-impact practice at HU (and other HBCUs), #StudyAbroadSoBlack (#SASB) was created. Boldly promoting the accessibility and importance of study abroad to Black students and their communities was the impetus. The idea for the hashtag was born out of candid conversations among EA professionals (Dr. Keshia Abraham, Tonija Hope, and Maraina Montgomery) regarding the racial disparities among U.S. study abroad participants and the lack of diversity among professionals in the field. The hashtag was first used on an Instagram (IG) post celebrating and promoting a partnership between We Go Too, a Black female-owned travel group, and the RBC for the execution of Howard's first (recorded) passport drive in the fall of 2016 (@HUBuncheCenter, 2016). The hashtag began to influence a cultural shift among HU students during pre-departure programming for the spring 2017 study abroad cohort. #SASB was promoted as a tool to elevate the visibility and lesser told story of Black students abroad. Additionally, that same year, the hashtag was spotlighted in the University's student newspaper, *The Hilltop* (Simone, 2017), further amplifying its visibility and student support at HU. Throughout this time, the hashtag was applied to IG posts as part of a marketing campaign called "Bison Currently Abroad" via the @HUBuncheCenter IG page. Soon thereafter, the online/IG marketing approach expanded to being visible on campus with the design of a logo (and t-shirt) by the BAO student assistant. The following spring, a cohort of 85 students went abroad and were the first to appear on social media wearing the #SASB t-shirt (RBC, 2018).

The author is confident that two out of several events took place in 2019 that significantly influenced an increase in the hashtag's visibility, messaging, and association with the global student development work being done at HU: (1) Noelle Baldwin's nomination (which led to the award) of HU for the GoAbroad.com *Innovation in Diversity Award* for #SASB; (2) At the NAFSA national conference in Washington DC in 2019, two presentations were made that highlighted the innovative approach to the use of the hashtag. Michelle Morris (the then program assistant for the RBC) and Maraina Montgomery gave a poster presentation outlining #SASB and the global programmatic cycle facilitated by the BAO as part of the movement, and Montgomery co-presented in a session entitled "Inclusivity and Imagery in Study Abroad" with Shawna Parker (CET) and Aaron Bruce. As such, the development of a clearly articulated mission and vision for the hashtag and the momentum it garnered was crafted by Montgomery in 2019 and updated in 2021.

The mission of the hashtag is to simply aggregate the images, videos, stories, and feedback of Black students who boldly go outside their comfort zones and into the world to enrich their lives and perspectives on country, community, and self. The vision of #SASB is three-fold:

- (1) To proclaim that Black students are able, supported, and encouraged to seek out global learning opportunities that will enrich their academic curriculum, multicultural network, language proficiency, and cultural competence (when relating to Americans and people from other countries).
- (2) Be the *call to action* that informs Black students and their communities about the importance of cultivating global consciousness and its influence on the wellbeing of the Pan-African community.
- (3) An invitation to the world to use the hashtag celebrate and support Black students by intentionally ensuring that study abroad experiences are Accessible, Inclusive, Diverse, and Equitable- for All!

#SASB is a rallying cry for all Black students at any college or university in the United States or abroad. The collection of student feedback informed RBC staff that HU students who chose not to participate in global learning opportunities did so due to the beliefs that: study abroad was financially unattainable, it was unable to be integrated into the academic curriculum of many majors, was a risky/unsafe action due to political instability outside of the United States, and for fear of missing out on on-campus activities. With these data in mind, the mission of the BAO has been to increase student awareness and participation in study abroad through faculty and third-party providers by instituting a top-down (administrative leadership) and bottom-up (student population) collaborative approach to inform students.

#SASB was launched as a hashtag with the goal of capturing the attention of “today’s” college student population, with an interest in international education, through social media. Furthermore, because many credit-bearing opportunities abroad are facilitated by the third-party providers, #SASB was launched to spread awareness within the field of EA about the experiences of underrepresented students on such programs, to influence an increase in access, inclusion, diversity, and equity-centered practices. The use of a hashtag has become an effective method for promoting global mindedness as a way of thinking that is achievable by everyone. This is especially significant for Black students, some of whom may believe that this outlook is outside Black “cultural norms” or personally achievable.

Since 2016, a distinguishable attribute of the BAOs approach to student engagement has been to offer consistent culturally relevant,

student-centered, programming before and after the study abroad experience. Workshops to inform students of the possibility of acquiring a global mindset during their college career have included topics such as understanding blackness abroad (from an intersectional approach such as Male/Female/Queer/Greek), the “HBCU to PWI Academic Experience While Abroad” and a discussion entitled “Are You an Afropolitan?.” Programs that supported students as they prepared to leave for study abroad included a six-part workshop series, called the “Mindful Travelers Workshop Series,” designed to support students as they prepared to maximize and leverage the study abroad experience. These sessions included “First-time traveler abroad: Student vs. vacationer,” “Planning your study abroad ‘take away,’” and region-specific breakout sessions facilitated by Bison Abroad alumni. The programming affiliated with #SASB is branded in a way that gives a name to the study abroad community at HU (and beyond). As such, the energy within this community has been palpable, especially during study abroad pre-departure orientations when each cohort of Bison recited in unison, along with Bison Abroad Ambassadors and BAO staff, a “#SASB Manifesto” authored by Montgomery to conclude the pre-departure orientation.

#SASB Manifesto: Written by Maraina Montgomery, 2018

“I (First, middle, last name) ...

Pledge to enter my study abroad experience with an open mind and flexible outlook,

To thoughtfully share the best parts of my culture and personality,

To purposefully learn about the culture of the communities that I am surrounded by and the people who make them up,

To lean into challenges,

To take advantage of new and different opportunities to grow,

To willing to teach, as well as to learn (even when interacting with fellow American students),

To uphold my University’s principles of Truth & Service,

And to boldly embody the strength, pride, and privilege of the #studyabroadsoblack movement!

Upon my return to Howard’s campus, I pledge to actively educate and empower my peers to seek out international opportunities, thereby inspiring the next generation of HU Bison to go abroad!”

I understand that I am a part of a movement that will impact the entire world.

While abroad, the association to #SASB of students takes on a life of its own when Black students become spokespersons for the movement. The dissemination of #SASB t-shirts and laptop stickers to each cohort of Bison Abroad students preceding their departure from HU’s campus

creates a Black community connection, while simultaneously (and uncontrollably) leading students into conversations about their Black identity, and other parts of their identities, while overseas. This positioning of HU students as cultural diplomats who are empowered, informed, and proud to express their Black identity (especially following their participation in multiple culturally relevant pre-departure programs) arguably influences their identity development, cross-cultural assimilation, and intercultural competence.

#SASB continued to develop on Howard's campus when formerly dormant funds allocated for study abroad in the RBC were made available to support a scholarship fund by the same name in 2017. Funding was awarded to offset the pre-departure and overseas living expenses of HU students not already receiving other forms of institutional aid. From 2017 to 2020, 12 students received between \$500 and \$1,000 for summer and semester study abroad experiences through the BAO. Developing a "pay-it-forward" model, #SASB scholarship recipients were required to design initiatives for peer engagement that encourage what Greenleaf (1970) refers to as "servant leadership." Through vlogging, scholarship recipients have provided fellow students with an example of the #SASB experience in real time (Bell, 2018). Upon returning from abroad, recipients have made classroom presentations, facilitated programming around campus or in the residence halls, and led discipline-specific peer advising, thereby weaving the vision of #SASB into the fabric of on-campus community culture.

The use of GroupMe (a mobile group messaging application) has extended the capacity of study abroad staff and supported building digital student communities at HBCUs. As early as 2016, each cohort of Bison Abroad communicated with each other and BOA/RBC staff through GroupMe while overseas. These groups provided a direct link for ongoing communication, peer engagement, and the delivery of time-sensitive administrative updates (especially during COVID-19). GroupMe was also used to solicit the images that fueled the visual promotion of #SASB through the "Bison currently abroad" marketing campaign, and later (2019) to organize Bison Abroad student Instagram "Take Overs" via @HUBisonAbroad. The student-initiated #StudyAbroadSoBlack GroupMe group (2018) took Howard's students' engagement with the hashtag to new heights. BAO/RBC staff were given access to more than 620 HU students who self-select to be part of the group and share information about global learning experiences. Beyond the focus on students, GroupMe has also connected Black professionals within the field of EA, especially at HBCUs, who actively contribute to/embody the call to action associated with #SASB.

The use of #SASB has led to an increase in student awareness, access, rate of participation, and pride around the study abroad experience at and around the HBCU college community. During the 2019–2020 academic year (excluding summer 2020 due to COVID-19), 161 HU students studied abroad for a semester through the RBC, more than double the total of 69 in 2016–2017! An even stronger global-minded Black community has formed through intentional student programming, empowering, identity-centered marketing, and the use of digital gathering spaces, like GroupMe. Students have taken hold of the #SASB rallying cry and created countless social media posts, videos, vlogs, memes, and events that express their connection to the mission and vision, and a sense of ownership for its outcomes. The hashtag has always been promoted as a movement for anyone with a commitment to access, inclusion, and equity within study abroad. Professionals have leveraged the boldness of #SASB to market to Black students at PWIs to increase participation (Guillen et al., 2020), promote books related to the culture around Black travel (Berger, 2020), fundraise for study abroad scholarships (Fund for Education Abroad, 2020), engage faculty and staff at MSIs (Kishida et al., 2021), and amplify the experiences of Black, disabled study abroad students (Neal et al., 2021). The dedication of each stakeholder to developing, promoting, and consistently using the social media campaign continues to show the power of community, the beauty of collectivism, and evidence of its uncontrollable influence on student engagement at HBCUs, within the field of international education, and around the globe.

The hashtag was unequivocally birthed from the synergy of passionate and social justice-minded professionals and sustained by a community's love for and commitment to elevating the global consciousness of Black students and HBCUs. Challenges have surfaced along the way relate to feelings of belonging and organizational affiliation. Questions that have arisen include: Is it possible to own the hashtag? Can those working at organizations outside Howard, or people who do not identify as "Black," effectively use the hashtag? Each question has impacted the use and evolution of the hashtag, on some level. The beauty of the hashtag is that it is a digital, intangible, transnational, unbridled, and a public entity that is fully accessible to be used by anyone who resonates with its call to action. The momentum garnered by the call to action has been both organic as well as involved intentionality, creativity, consistency, and dedication. The movement is one that Howard University, every other HBCU, and the field of EA should continue to proudly promote even after it ceases being such a bold statement.

Logo Designs


 The logo consists of the text "#STUDYABROADSOBLACK" in a bold, white, sans-serif font. The text is centered within a solid black rectangular background.

Two versions of the logo (see example above) are most commonly used by the BAO/RBC and are on the HU-#SASB t-shirt and promotional materials at Howard University. They were designed in 2017 by Seneca Williams, a former BAO student assistant, and Michelle Morris, a former program assistant in the RBC.

Testimonials

The #StudyAbroadSoBlack is all about making Black students aware of what's out in the world. I was met with strange looks and questions when I was telling people I was going abroad and I know many of my fellow Bison Abroad Ambassadors went through the same thing. This has less to do with a disdain for other cultures and more to do with discomfort with the unknown. StudyAbroadSoBlack aims to shed light on this unknown element by highlighting the students abroad while encouraging others to do the same. The goal is to get more Black students overseas and experience things that could change their life. I was lucky enough to experience this and I think every Black student should do the same. – Miles Ezeilo, studied abroad in Tokyo, Japan, Fall 2019

...[#StudyAbroadSoBlack] helped show that Black people do study abroad and maybe even encouraged others to study abroad too. – Sydney Stephens, Studies abroad in Cali, Colombia, Fall 2019

Being non-Black and new to the US, at first it was strange wearing the [#StudyAbroadSoBlack] apparel because I thought people would be pointing me out for not being Black. However, with my experience strengthening at an HBCU and the US, I can understand the significance of being an ally for the Black community. – Sirjul Mustafa, an international student from Bangladesh, studied abroad in Limerick, Ireland, Spring 2018 & Fall 2019

It [#StudyAbroadSoBlack] bridged the gap between students from the Black diaspora and Ghanaians while abroad by conveying that we aren't so different. Its platform connected Howard students with study abroad alumni and community outreach efforts of scholarships, programs, and foreign scholars. ...SASB is a community within the Ralph Bunche Center community of scholars, administrators, and professionals invested in foreign exchange and cultural exploration. It's absolutely bigger than an individual. – Kwame Crawford, studied abroad in Accra, Ghana, Fall 2017

Follow Us @Fulbright.HBCU and @iHBCUx

Fulbright HBCU was founded by Ashleigh Brown-Grier in February 2020, a month before the COVID-19 pandemic. Fulbright HBCU (#FulbrightHBCU) has the mission of providing knowledge, awareness, and increasing participation

in the Fulbright program. The platform highlights current Fulbright grantees and alumni who attended an HBCU. During her Fulbright grant to Malaysia in 2016–2017, Brown-Grier noticed a significant disparity among Black (6.1%) and HBCU (0.05%) student participation in the program (Institute of International Education, 2020). She also noticed that numerous HBCU students had never heard of the Fulbright program. Equipped with this knowledge, she promptly established @Fulbright HBCU on Instagram, Twitter, and Facebook.

As a doctoral candidate at Howard University with a master's and a bachelor's degree from two HBCUs (Morgan State University '16 and Talladega College '11), Ashleigh understands the plethora of resources at HBCUs and leverages technology to provide equal access to all institutions. To reach this goal, Fulbright HBCU conducts outreach directly to study abroad and student fellowship offices at HBCUs. The platform has collaborated with several institutions to host on-campus and virtual presentations, including Howard University, Morgan State University, Florida Agricultural and Mechanical University (FAMU), and Prairie View Agricultural and Mechanical University. In addition, Brown-Grier is soon to publish a student scholar curriculum to ensure HBCU students are on track to meet the requirements for Fulbright and other international exchange programs.

The platform partners with other Fulbright affinity groups (FN, Fulbright Prism, Fulbright LatinX, Fulbright Salam, Fulbright Lotus, Fulbright Families, Fulbright Access), international Fulbright commissions, and institutions to share information about events such as IG takeovers, social media collaborations, and programming. As a new social media platform, it has over 600 followers and, in social media terms, has made several thousand impressions. Brown-Grier understands the long-term significance of mentoring and speaking to potential applicants about the program, life abroad, and the benefits of international experiences with Black students.

Leveraging the visibility of Fulbright HBCU, Brown-Grier has brought HBCUs to the forefront of discussions with the executive staff from the Bureau of Educational and Cultural Affairs (ECA), the IIE, and international Fulbright commissions, surrounding diversity, inclusion, and access centering HBCU students. The awareness of the needs and culture at HBCUs and the students they serve in international engagement are crucial to increasing outreach, recruitment, and participation. It is important for Black and HBCU students to embrace international exchange and study abroad opportunities so they can share their unique American experience with others. Although not intentional, Fulbrighters who share their stories on their personal pages may inadvertently encourage peers to seek international opportunities too. Additionally, students are more likely to encourage their peers to participate

in international exchange programs. Living internationally leads students to develop cultural competency, foreign language, and leadership skills (Dawson, 2000; Rahyns, 2018).

Fulbright HBCU continues to work with partners to provide information for eligible HBCU students and alum. In light of the COVID-19 pandemic, it is more important than ever to utilize social media to expand reach to HBCU students. COVID-19 has caused institutions across the world to shift from brick and mortar buildings to online learning and connecting through social media platforms. During 2020, international exchange organizations (e.g., Fulbright Commissions and the Critical Language Scholarship Program) significantly increased the number of online presentations, webinars, and zoom events to make programming more accessible to students and higher education institutions. In line with this shift, Fulbright HBCU highlights current Fulbright grantee experiences and hosts virtual outreach and recruitment programming on social media. Future goals for the platform include creating a space for prospective applicants to interact with HBCU Fulbrighters and offer targeted outreach and recruitment at HBCUs international exchange programs.

International HBCU xchange, Inc.

During her work with Fulbright HBCU, Brown-Grier noticed a disparity among HBCU student participation in other international exchange programs. To address this issue, she created international HBCU xchange, Inc. (iHBCUx), a nonprofit organization focused on wrap-around support for HBCU fellowship advisors and HBCU students, at 2- and 4-year public and private institutions. iHBCUx worked with HBCUs that have not had previous awardees for State Department international exchange opportunities. Student sessions are open to all undergraduate and graduate students. iHBCUx has developed partnerships with the Fulbright Program, Critical Language Scholarships, Boren Awards, and Gilman Scholarship programs to host workshops and training for study abroad staff and students. iHBCUx has been consulted by international exchange programs when seeking to increase outreach to HBCU students. Additionally, they have partnered with external HBCU organizations.

During conversations with our partners, several themes have emerged such as (1) difficulty finding on-campus contacts, (2) not understanding the uniqueness of HBCUs, and (3) challenges with marketing and recruiting to HBCU students. Through the iHBCUx network, institutions are selected to participate in our program. Fellowship advisors are invited to attend our

international exchange workshops led by exchange program staff. During these sessions, staff learn about international exchange programs, the benefits of these programs to students, and how to support students through the application process. These sessions also allot time for fellowship advisors to have an open dialogue with exchange staff about the uniqueness of their institution, student body makeup, and the support they need for assisting students. One significant benefit of these workshops is increasing the access of HBCU students to international exchange programs so they can then be successful applicants. Students who apply through institutions with fellowships advisors who are affiliated with these exchange programs fair better than applicants who apply at large.

iHBCUx conducts outreach and recruitment to specific groups (members of BLGO, Royal Court, SGA, or campus influencers), graduate students, and academic departments to ensure a wide range of students have access to information on international exchange programs. Traditionally, institutions target competitive fellowship opportunities to Honors and undergraduate students, while graduate students have to seek out fellowship opportunities themselves even though fellowships advisors are tasked with supporting all students through the application process. The goal of iHBCUx is to make international exchange opportunities more accessible to all HBCUs students who meet the requirements for these programs. For example, both the Boren Awards and the Fulbright program have awards available to graduate students.

iHBCUx also gives HBCU students the opportunity to speak with HBCU alumni who participated in State Department-sponsored exchange programs. The goal is to build a network of HBCU exchange alumni who provide culturally responsive support for our target audience. This is done through virtual presentations, panel discussions, one-on-one meetings, and application tips. Through these programming activities, iHBCUx holds true to increasing knowledge and awareness of international opportunities and increasing HBCU student participation in international exchange and study abroad programs.

While both platforms, FulbrightHBCU and iHBCUx, are primarily on social media, our work extends beyond the platform to brick and mortar institutions virtually, which evolved as a response to COVID-19. HBCUs play a crucial role in increasing Black student participation in study abroad. In 2017, HBCUs reported 91% of those who studied abroad were Black, while 6% were Hispanic or Latino/(a), 2% white, 2% multiracial, and less than 1% were Asian Native, Hawaiian or Other Pacific Islander, American Indian, or Alaska Native (Institute of International Education, 2020). Our platforms will continue our work until every HBCU and their students have fair access to

international exchange and study abroad opportunities. After all, the question should not be why HBCU students are not applying to these programs but rather how can we adequately reach students at HBCUs.

Logo Design



Used with permission from Fulbright HBCU.

The creation of the Fulbright HBCU logo took a lot of thought and effort and was created by Ahmad Thames. There is no official sign that joins all HBCUs together. The colors red, black, and green are from the Pan-African flag which represents the African Diaspora, and the fist represents Black power. Clasped in the hand of the fist is a compass with the letters HBCU replacing the cordial points, signifying HBCU students holding the power of travel in their hands.



Used with permission from International HBCU xchange, Inc. Created by Vanessa Diaz.

Testimonials

As the first member of my family to have a passport, I did not think that traveling the world could be a possibility until I began my journey at Spelman. I applied to the Fulbright program because of the encouragement and support of faculty at Spelman... and of many Spelman sisters before me who completed the Fulbright grant in various countries. – Fulbright alumni, Malaysia, English Teaching Assistant (ETA)

It was an amazing way to see the country while connecting and working with my coworkers. Another highlight was attending my first ever ball at the historical Hofburg palace in Vienna. I applied for Fulbright because I wanted to collaborate on an international multi-interdisciplinary research project while living abroad. – Alexandra Hauke, Hofburg, 2019

What inspired me to apply was the chance at an opportunity to live and teach on the continent of my ancestors in a country with a beautiful history that is making incredible strides at improving itself. – Miriam Hammond, Rwanda, Research, 2018

My decision to apply for Fulbright was fueled by my love for traveling and scientific research [...] Living and researching in Poland through the Fulbright program was such an interesting and rewarding experience for me. I was able to expand my global professional network and have fun while doing it. – Jamon Thomas, Poland, Research, 2020

Argentines historically have a complicated relationship with accepting the Black identity of their population and as an outsider, I'd like to understand what the effects of that history look like today. At the same time, the African American culture that I represent is something beautiful and is often misunderstood or ignored. I'm excited to learn and to teach, but mostly to learn. – Jacquelyn Chin, Argentina, ETA, 2021

Follow Us @FulbrightNoir

Each year, the Fulbright program sends thousands of Americans to do the important work of integrating into communities across the world to serve as cultural ambassadors and to carry out projects that will have a positive global impact. Yet, there is a large disparity between the demographic of Americans selected to be cultural ambassadors and that of the U.S. population. Although Black or African Americans account for 13.4% of the U.S. population, according to 2016 statistics from the U.S. Fulbright Student and Scholar Programs, only 6% of students and 9% of scholar grantees identified as Black or African American.

In light of recent events where political climates reflect a rise in structural and interpersonal discrimination against racial and ethnic minorities, numerous grantees express the unique challenges they face as Black cultural ambassadors. Such grievances include feeling ostracized by locals in their host country, experiencing micro- and macro-aggressions at PWIs, and being concerned for their safety. Black Fulbrighters have shared not receiving

effective support on how to navigate these experiences, especially in countries that have never hosted a Black grantee. To differing degrees, four grantees experienced these situations and, after coming together via social media, they decided enough was enough and thus FN was born.

Chiamaka Ukachukwu began her Fulbright research grant in the fall of 2017. Upon arrival in Brussels, she was pleasantly surprised by the diversity of the Belgian capital, albeit not like her home state of New Jersey, but she was taken aback by the lack of diversity in her Fulbright cohort. Chiamaka was the only Black grantee in her Fulbright cohort and this gave her pause. She began to wonder if this was a typical Fulbright experience for other Black grantees and to figure this out, she turned to social media. It was through social media that Chiamaka initially spoke with Sonita Moss, a Fulbright researcher in France, about her idea of simply showcasing and highlighting the experiences of Black Fulbrighters to show others that Black Fulbrighters existed and flourished. A few weeks later, Desirée Daring, an ETA Fulbrighter reached out to Chiamaka via Instagram prior to her weekend trip to Brussels to simply meet up and it ended up being so much more. Shortly after, Hannah Menelas received her acceptance to be an ETA to Belgium and Chiamaka promptly shared her vision of a Black Fulbrighter database. After Chiamaka met these three Black grantees in two other European countries and shared her idea of housing a place for Black Fulbrighters to see other Black Fulbrighters thriving while abroad, the FN Instagram platform was created by these four founding “muvas” (a Black colloquial term to refer to mother).

A significant amount of milestones have been reached since FN was launched in 2017. The Instagram page has since grown exponentially with more than 2,200 followers, to date – at the time of publication – and has highlighted the stories of more than 60 Black Fulbright grantees. After FN was created, other marginalized populations realized the need for a safe space and several affinity groups have been created: Fulbright Prism, Fulbright LatinX, Fulbright HBCU, Fulbright Salam, Fulbright Lotus, Fulbright Families, Fulbright Access. The mere existence of these groups is another indication that these populations have nuanced needs that must be addressed to ensure they can be the best possible cultural ambassadors. The creation of FN shows that there was a void in regards to adequately supporting Black Fulbrighters and now FN is offering a service to properly support Black Fulbrighters. Sonita Moss created and designed FN merchandise to promote the brand and to build the basis of a scholarship fund for grantees to attend future FN events. In May 2019, 20 Black Fulbrighters gathered for the 2-day inaugural FN conference, Genesis, where they received knowledge, training, and emotional support to further enhance their abilities to serve

as cultural ambassadors through professional development panels, creating a support system through in-person interactions and team building activities, and solution-oriented workshops to turn unsettling experiences into teachable moments. Prior to and since the conference, the founding muvas attended and presented at various diversity conferences in Europe and have shared their expertise regarding diversity, equity, and inclusion with the European Fulbright Diversity Initiative (EFDI), Fulbright commissions and posts, as well as with ECA and IIE. FN founders have also sat on various panels catered toward prospective and current grantees where they shared their stories, experiences, and advice. During the summer of 2020, FN founders participated in a zoom meeting with ECA, IIE, Fulbright HBCU, and Black Fulbright Alumni Ambassadors where the importance and necessity for ways for Fulbright to be more inclusive and supportive of their Black grantees was discussed. While the founding muvas did a great deal to bring FN to where it was in the summer of 2020, they realized the importance of fresh ideas to ensure FN evolves to best fit the needs of current grantees. As such, the founding muvas transitioned to more of an advisory role after the new FN board was selected in September 2020. After collectively running FN for 3 years and seeing what it grew into, the founding muvas realized the need for explicit roles (social media coordinator, communications coordinator, logistics coordinator, event planner, and fundraising coordinator) to ensure the longevity of the platform.

One of the priorities of the founding muvas was simply a meet-up so Black Fulbrighters could see that there were other Fulbrighters who looked like them. As the founding muvas collaborated with Fulbright Belgium and EFDI to plan and fundraise for this meet-up, it blossomed into Genesis, the FN inaugural conference. Genesis was a 2-day conference centered on building up Black Fulbrighters to be the best cultural ambassadors they could be given the unique obstacles they face due to a global pandemic of anti-blackness. Day one of Genesis focused on networking and engaging with Black professionals and day 2 focused on the grantees and their experiences. The conference concluded with a problem-solving session to provide concrete support, guidance, and recommendations for current Fulbright leadership and future grantees.

During Friday's professional development activities, participants were welcomed with an FN tote bag, FN t-shirt, and FN notebook and pen as they learned about additional opportunities to study and work abroad, such as the Erasmus Program (many attendees initially thought the program was limited to European citizens). Attendees also benefitted from panel discussions with prominent Black activists in Europe who spoke about their experiences and

gave advice about navigating discrimination and prejudice with tact as cultural ambassadors. Saturday programming focused on discussing grantees' experiences and creating concrete solutions to make the Fulbright Program more inclusive. A guidebook with advice and resources to allow Black cultural ambassadors to thrive was drafted and is pending publication after Fulbright leadership explicitly asked for tangible ways they could more adequately support their Black grantees. At the conclusion of the conference, all participants expressed their heartfelt gratitude for having a space where they finally felt their voices were heard and valued. The founding muvas did not forget about the people who could not attend the conference either; highlights of conference sessions were made available via FN stories and video testimonials of grantees' Fulbright experiences were captured by the US-European Media Hub and with the support of Fulbright Belgium. Genesis was a space for Black grantees to truly be seen, heard, and understood, and by capturing it and sharing it on social media, the reach was endless. These video testimonials also form the foundation of an invaluable database of experiences that future Black grantees can watch and learn from to enhance their own Fulbright experiences.

The post-conference survey indicated that 100% of attendees would recommend the conference to others and that they would like to attend a future FN conference. The founding muvas agreed about the need for more conferences like Genesis so they applied to the IIE Centennial Fellowship for funding. Although unsuccessful the first time they applied, the founding muvas instead used social media to create virtual meet-ups, especially given the restrictions due to COVID-19. Throughout the spring and summer of 2020, FN hosted a number of virtual meet-ups for members of the FN community, and parallel to these meet-ups were the bi-monthly video check-ins of Genesis attendees. The majority of attendees also said the conference should be extended to allow grantees more time to problem-solve and connect with members of the FN community. Spaces like those created by Genesis are paramount to ensuring grantees from marginalized communities have a safe space while abroad. Attendees of Genesis are also still connected via a WhatsApp group, created during the conference, so updates, questions, articles, and general information is still easily shared among the attendees. This group also acts as another source of community for Black Fulbrighters who can sometimes feel alone, especially if they are the only or one of very few Black Fulbrighters, while abroad. Like the Genesis group text, since FN lives on a social media platform, FN is a community with a far reach since it is easily accessible by all students abroad (who have access to the internet and Instagram).

Additionally, upon sharing a recap of Genesis through social media, incoming grantees shared their excitement for future conferences and many underrepresented students expressed interest in applying to the Fulbright program. Social media was the birthplace for this necessary resource and social media continues to be the avenue through which institutions of higher education can share the FN network with prospective and current students who are planning to or who are already studying abroad. FN shows people of color that they can thrive during their international endeavors because they can find the support they desire abroad. This sense of community will help build a new generation of global scholars and professionals whose various backgrounds, experiences, and perspectives better equip them to tackle and solve global issues. FN exists because Black Fulbrighters yearned for a community where they would be supported while abroad and because prospective Fulbrighters deserved to see grantees who looked like them. Platforms like FN remind all students that they can and deserve to study and travel abroad.

Logo Design



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Sonita Moss created both logos for FN. Black Fulbrighters are all over the world and our reach is far and wide, hence the global background of the first logo. Black Fulbrighters are bright and black, which is sometimes in direct opposition to the harmful stereotypes Black cultural ambassadors have to deconstruct in their daily lives. Finally, Black Fulbrighters aim to inspire and encourage others to follow in their footsteps as they continue to build the

global community of Black Fulbrighters. The second logo is simple, yet bold and elegant; a fitting description of Black Fulbrighters.

Testimonials

Global anti-Blackness exists, but we can still build connections throughout the Diaspora to help dismantle it, bit by bit. – Jamiella Brooks, 2008 Fulbright ETA to France

I look back on the ups and downs of being Black in Spain [and] teaching ... with gratitude. International education changed my life. I don't think I would be on my current path without my Fulbright year. For that, I am forever thankful." – Sojourner White, 2016, Fulbright ETA to Spain

International education, to me, should be a critically important component of any student's curriculum and I am intentionally invested in creating more opportunities for students of color to experience international experiences the same way I have. – Jordyn Hawkins-Rippie, 2017 Fulbright ETA to Malaysia

I find it important to educate my students on how Black people have influenced this world. ... The joy on my student's faces makes this experience worthwhile. No amount of racism that I have received will diminish the love I have for my students. They are my priority. – Mecca Slaughter, 2018 Fulbright ETA to North Macedonia

#Challenges

#StudyAbroadSoBlack, Fulbright HBCU, and FN all used social media to address the lesser met need of supporting Black students and professionals related to EA. For their respective audiences, each platform led in shaping an online community, formed partnerships and networks, and still continues to offer voice to the Black experience, especially while abroad. Yet, whether #SASB was supporting HBCU students related to their study abroad adventures, Fulbright HBCU was creating partnerships with HBCU staff to help recruit more students to participate in Fulbright, or FN was making connections among the Black Fulbrighters abroad, there were some common challenges each platform faced.

Social media allows each platform to reach countless people yet the difficulty of protecting the information of those showcased on the platform grows exponentially as the platforms grow. At Howard, waiver forms have been signed to protect the institution and participants who agree to facilitate "Instagram TakeOvers", often referencing #SASB, via the @HUBisonAbroad IG page. Furthermore, the ownership of the idea to design a social media platform to make the study and work abroad experience more inviting to Black people is a tricky concept. Each of these platforms wrestled with how or frankly whether to protect the idea, platform, and self-guided effort while still being true to the respective missions of these social media-centered

community calls to action. Ways that FulbrightHBCU and FN have expanded their reach was to partner with various Fulbright commissions and the State Department, understanding that by doing so, they would acquiesce some of their autonomy for the greater good of their increased reach. The founders and co-founders of both platforms have continued to grow their brands by recruiting Fulbright alumni to their boards, while staying on the board or by moving to an advisory role to ensure their respective missions are being met. Another way both platforms have considered expanding their reach is by becoming nonprofits. At the time of writing this chapter, Fulbright HBCU is still considering this possibility and the current FN board has started the process to become a nonprofit. Working professionals, who lead the development and management of these platforms for free and in their spare time, solely relish in the confirmation that these movements are supporting the Black community as their primary source of compensation, despite the emotional toll. The case of #SASB is a bit different from the other platforms because the growth of the movement stems from the work of Howard University employees. Nevertheless, by the nature of the hashtag's design (written in the vision) there is a welcomed lack of control over how the hashtag will continue to progress, making the writing of this chapter an important documentation of its origin story.

Each of these platforms were created out of an opportunity its founders and co-founders identified within the realm of higher and global education. While these platforms were developed to target a specific community, they have blossomed into social justice movements that serve a more limitless purpose. As these platforms continue to grow and highlight Black people worldwide, additional challenges will undoubtedly arise. Understanding this reality, the co-authors are confident that each of these movements will adapt accordingly and will continue to effectively elevate and support the HBCU community and Black travelers worldwide, and more importantly, increase the active participation of people in shaping a more just, equitable, and loving world.

Conclusion

The use of social media by HBCUs can support students to have a smoother transition to life abroad. Elevating and creating social media platforms that emphasize the importance of students' Black identity and the ways that it connects them to a network of individuals with shared lived experiences across the African Diaspora complements the very mission and vision of HBCUs. Social media shrinks the world, easing one's ability to access and

communicate with others. Through the use of #SASB, FulbrightHBCU, and FulbrightNoir, HBCU students studying abroad can use these social media platforms to connect (or remain connected) with people from similar backgrounds and those who have experienced similar situations/programs abroad. Social media eases one's transition to life abroad by using the experiences of others to better one's own. The use of identity-centered social media related to EA offers Black and HBCU students a resource/tool with the power to positively inform their ideas of self and community.

There are a multitude of social media platforms students can use to help support them before, during, and after their time abroad. The needs and interests of HBCU students related to study abroad are vast, and the featured platforms aim to offer space for those students to find community and support. In doing so, they are each distinct. Evolving from a hashtag into a movement at an HBCU and more broadly, throughout the field of EA, #StudyAbroadSoBlack is a campaign that offers interpersonal learning exchange (virtually and physically) and a community identity that promotes all methods of travel and study abroad available to Black college students. @FulbrightHBCU focuses on advocacy and accessibility, by providing targeted outreach and recruitment specifically to HBCU students and staff working in study abroad and scholar development offices. @FulbrightNoir expands participants' networks, especially during their grant, through mentorship, social activities, and professional development opportunities, such as conferences and workshops. Despite any of the challenges encountered, these platforms will continue to be a valued resource for HBCU institutions and Black students and professionals worldwide.

Acknowledgment

The authors of this chapter acknowledge with gratitude the organizations at which we worked before, during, and/or after the development of this chapter - Howard University, International HBCU xchange, Inc., Fulbright HBCU, and Fulbright Noir. Specifically, the following colleagues at or affiliated with these organizations were invaluable in their partnership and/or mentorship, Tonija Hope, Keshia Abraham, Lanitra Berger, Michelle Morris, Jared Bryson, Shondrea McCargo, Rikeshia Davidson, Jonathan Freeman, Stephanie Tilley, Janine Jackson, Lauron Tolbert, Jonathan Epps, Chiamaka Ukachukwu, Sonita Moss, and Hannah Menelas. Additionally, Seneca Williams, Allison Burns, Gyselle Garcia, and several other Bison Abroad Ambassadors are to thank for their active engagement, participation, and creative contribution to the #StudyAbroadSoBlack movement at Howard

University. A special thank you to the editors of the book Keshia Abraham and Andre Stevenson. Last but not least, The Forum.

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