

# Preparing and Supporting Black Students on their Study Abroad Journey

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2019 CIEE ANNUAL CONFERENCE

**BROOKLYN**

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STUDY ABROAD 2019 | OPENING DOORS TO INCREASE DIVERSITY IN STUDY ABROAD



# Land Acknowledgement

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A Land Acknowledgement is a formal statement that recognizes and respects the unique and enduring relationship existing between Indigenous Peoples and their traditional territories. To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long-standing history of colonization that has brought us to reside/gather on the land, and to seek to understand our place within that history. It is also worth noting that acknowledging the land is Indigenous protocol.

## **WHOSE LAND ARE WE ON?**

In Brooklyn, we are on the traditional territory of the **Lenape** (Leh-NAH-pay) and **Canarsie** (ken-ARE-see) peoples.



# Who Are We?

# Porshe Chiles



Assistant Director for Cross-Cultural  
Engagement  
Wake Forest University  
she/her/hers

# Carla Fullwood



Assistant Director for McNair Scholar  
University of North Carolina at Greensboro  
she/her/hers

# Who are we collectively...

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Over 30 years of working with students in K-20  
18 years of diversity/equity/social justice education  
12 years of International Education

## OTHERS:

Black-Afro Diaspora Women  
First-Generation College Student/Advanced Degrees  
First-Generation American



# Why Are We Here?

# Session objectives

- Research on growth of Black students studying abroad
  - “*The Institute for the Future* and the *University of Phoenix Research Institute* teamed up to identify skills needed to thrive in the workplace by the year 2020. The Top 4 Skills for 2020 are” **Cross-Cultural Competency**: Operating in different cultural settings
  - How are we supporting them??
- Centering **race** based on the current sociocultural context
- Hear students voices and perspectives
- Engage in dialogue about respective institutions goals and methods
- Discuss strategies to increase support of BLK students at respective institutions

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Go to [www.menti.com](http://www.menti.com)  
use the code 14 99 27



# THEORIES

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What theories are informing and  
guiding your practice?

# Theories

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- Critical Race Theory
- Black Racial Identity Development
- Black Feminist Theory
- Intellectual Humility
- Critical Cultural Development Model by PC ad CF

# Critical Race Theory

(Ladson-Billings & Tate, 2006; Lynn et. al, 2013)

## Basic Tenets:

- Racism is pervasive and represents 'a normal fact of daily life in [US] society
- Challenging claims of neutrality, objectivity, colorblindness and meritocracy
- Critique of liberalism as a supporting ideology for a just and equal society/Interest convergence
- Interdisciplinary and intersectional
- **Naming one's own reality is significant (offering counternarratives)**

## Black Racial Identity Development (Cross, 1971))

1. Re-encounter
2. Encounter
3. Immersion/Emersion
4. Internalization
5. Internalization-Commitment

## Black Feminist Thought (Collins, 2002)

- Black women's political and economic status provides them with distinctive experiences that offers a unique lens (**outsider within**)
- These experiences stimulate a **distinctive level of consciousness**

# Intellectual Humility

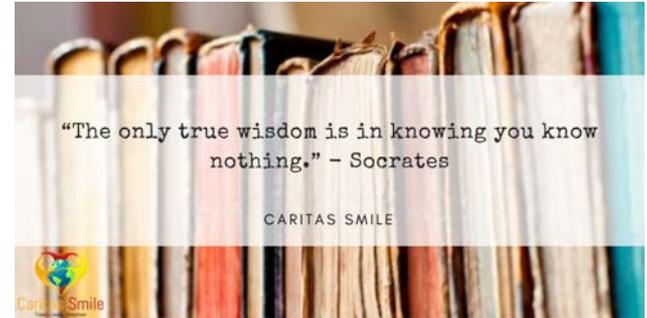
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**Goes beyond Intercultural & cultural competency, and requires, “An accurate or modest assessment” of one’s intelligence, being receptive to the contributions of others, and being able to accept criticism about one’s own ideas.”**  
(Zachry, et al, 2017)

# Intellectual Humility

Expects, and requires individuals to daily, take into consideration that they could be, and may be wrong when assuming appropriate engagement with others.

- Operates in four primary steps:
  - Independence of intellect and ego,
  - openness to revising one's viewpoints,
  - respect for others' viewpoints,
  - lack of intellectual overconfidence





# TABLE TALK:

## Engaging with Colleagues. Engaging Student Voices

# Table Talk

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- What are your institution's strategies to recruit BLK students to Study abroad experience?
- What are the Opportunities? Challenges?

# Tabel Talk

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- How does your institution (faculty/staff) support BLK students as they are exploring or rediscovering their identity/positionality in general & abroad?
- What are some ways that study abroad faculty/staff can tailor orientation to incorporate how identity can change the way a student navigates being abroad?

# Akaya Lewis WFU Sophomore

“ Personally, I have had great connections with the abroad office providing funding and information about programs, however I think there should be specific programs and scholarships for minority groups when looking for studying abroad experiences. Also, it would be nice if we were paired with an advisor that specifically is aware of programs that black/minority students would benefit most from.”



# Table Talk

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- How do we support students experiencing microaggressions abroad?
- What are the opportunities?  
Challenges?

# Darius Lacy WFU Senior



## Table Talk

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What are specific strategies your institution have implemented in support self-care and healing abroad and upon reentry?

# Table Talk

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- How do you engage specific student communities in SA? (i.e, McNair scholars, Magnolia Scholars, etc..)

# Akay Lewis WFU Sophomore

“I would also just encourage them to market studying abroad to different organizations on campus that primarily consist of minorities so that the word can spread from there or send to faculty of color. This could be an opportunity for global ambassadors of color to have more of a role in recruiting minority students to study abroad or engage in some sort of global programming.”





# STRATEGIES & RESOURCES

# Table Talk

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What are strategies to support Black students in their study abroad journeys?

# Strategies

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- Know Yourself- White identity development
- Workshops and Trainings (pre-departure and re-entry)
  - Where are these taking place?
  - Who are leading these?
- Manuals
- Developing emotional intelligence to respond to student needs
- Faculty Development for faculty-led programs
  - Microaggressions
  - Dialogues strategies

# Strategies

- Centering and Connecting Black Students
  - Collecting student narratives you've heard from students
  - Cultural implications (Hair, etc..)
- Collaboration with Campus Partners
  - DEI office
  - Counseling Centers (Self-Care/Healing Mechanisms, Mindfulness)
  - Black Greek Letter Organizations
- Reflection/identity development exercises
- Addressing Microaggressions
  - For non- Black Students
- Developing cultural social capital

# Critical Cultural Development Model

“Cross-cultural minded (Knowledge Skills and Abilities) espouses the idea that [people] understand the importance of **their own cultural heritage**, the **meaning they ascribe to these narratives** and how they **use their culture to interpret and response to the world around them.**”

<https://evollution.com/opinions/developing-cross-cultural-mindedness/>



Developed by P. Chiles and  
C. Fullwood 2018



# QUESTIONS

# Resources & Citations

- *American Students Can't Be Global Citizens* (2008)  
<https://www.chronicle.com/article/American-Students-Abroad-Cant/25527>
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- Interaction Institute for Social Change. (n.d.). Summary of Stages of Racial Identity Development. Retrieved from [http://www.racialequitytools.org/resourcefiles/Compilation\\_of\\_Racial\\_Identity\\_Models\\_7\\_15\\_11.pdf](http://www.racialequitytools.org/resourcefiles/Compilation_of_Racial_Identity_Models_7_15_11.pdf)
- Ladson-Billings, G. & Tate IV, W. F. (2006). Toward a critical race theory of education. In A. D. Dixson & C. K. Rousseau (Eds.), *Critical race theory in education: All god's children got a song* (pp.11-30). New York, NY: Routledge.
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THANK YOU

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