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**THE IMPACT OF THE GILMAN SCHOLARSHIP ON
UNDERREPRESENTED STUDENTS STUDYING ABROAD:
A QUALITATIVE EXPLORATION OF PSYCHOSOCIAL OUTCOMES**

A Thesis in

Educational Theory and Policy

by

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ABSTRACT

This qualitative research explores the long-term influence of study abroad on Gilman recipients' lived experience. The Gilman Scholarship Program is the only program sponsored by the U.S. government which recruits historically underrepresented groups in education abroad. Based on the International Education of Students (IES) longitudinal study and prior literature, the conceptual framework was built around four types of psychosocial outcomes: personal development, intercultural development, cognitive development, and professional development. The data were collected from 10 individual interviews and a document analysis on the Gilman Programs Evaluation Report. The findings show that all four types of psychosocial outcomes have a long-term influence on recipients. Also, all four types of development are connected and are influenced by one another. This study highlights how intercultural, cognitive, and professional development impacts recipients' personal development. This study reinforces not only how study abroad support development, but also strengthens the idea of how underrepresented students' participation in education abroad is a catalyst in gaining more representation to increase future participation in study abroad.

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Chapter 1

Introduction

A child of immigrants thrived and became a senior research assistant who contributed her voice for minorities. A small-town citizen was transformed into a global citizen advocating for better nutrition. A first-time flier became an explorer who investigated infectious diseases around the world. What do these three people and their experiences have in common? The commonality among these cases is study abroad through a Gilman Scholarship. The Gilman Scholarship is a federally funded program designed to support U.S. citizens of limited financial means and to enable them to study abroad. Their study abroad experience became their pathway toward developing new perspectives and skills that contributed to future choices.

Study abroad influences participants' subsequent decisions in two ways after their sojourn experience. First, tangible impacts include hard skills, such as language skills and global competency. They are also other educational outcomes, for instance, pursuing a higher accreditation as well as a profession. Second, intangible impacts of study abroad are soft skills, such as global understanding, self-confidence, and personal growth. The tangible and intangible effects have an influence on "sojourners," on individuals who reside temporarily in a foreign place. This thesis will explore the long-term influences and the channels of that influence on Gilman recipients. The aim is to understand the individual decisions and outcomes for the individual Gilman recipients.

To investigate the impact of the Gilman Scholarship, I adopted research methods and a theoretical framework based on the International Education of Students Abroad (IES) longitudinal study. This was a large-scale survey given in 2002 and focused on the 1950-1999 cohorts of those studying abroad. There were 14,800 questionnaires that sent to study abroad participants, and 3,723 responded. The IES longitudinal study is the largest quantitative survey that explores the long-term impact of study abroad.

Through the IES longitudinal survey, researchers found four statistically significant outcomes from study abroad. These four outcomes are used as my theoretical framework. They are the following: personal development, intercultural development, cognitive development, and professional development. These four psychosocial outcomes came from the association and interactions between social factors and behavior.

My thesis explores how these four psychosocial outcomes are reflected in the lives of the participants after their study abroad experience. The overall research question is: **has there been a long-term impact after participants study abroad experience?** Within that larger research question, there are four others concerning the four psychosocial outcomes identified by the IES survey:

1. In what ways have the Gilman Program participants' personal development been influenced beyond their sojourn experience?
2. In what ways have the Gilman Program participants' intercultural development been influenced beyond their sojourn experience?
3. In what ways have the Gilman Program participants' cognitive or intellectual development been influenced beyond their sojourn experience?
4. In what was have the Gilman Program participants' educational or professional development been influenced beyond their sojourn experience?

A final question explores **how study abroad influences students who are underrepresented** (i.e., ethnic minorities and first-generation students).

The focus of my study was on the recipients of the Benjamin A. Gilman Scholarship. The Gilman Program is recognized for increasing study abroad participation by students who were traditionally underrepresented in education abroad. I interviewed 10 Gilman alumni from the 2009-2011 cohorts.

As a Gilman scholar myself, I became a first-time flier, an explorer, and a voice for the underrepresented. My experience abroad in China ignited my passion to continue my exploration of different cultures and led me to pursue channels that I never thought possible to chase. From my sojourn, I acquired skills and assets that have been catalyst to my professional choices. In addition, my education abroad experience helped me to recognize my identity as an American and as a Black woman in a global village. Thus, this experience had a monumental and transformative influence on my life.

This qualitative study will explore the influences of the Gilman Program, by delving into the accounts of 10 Gilman alumni. In the next sections I will cover: the historical background of international education and the development of education abroad programs; the background of the Benjamin A. Gilman Scholarship; the conceptual framework and IES longitudinal study; my methodology; and lastly my findings.

Chapter 2

International Education and Its Development in the United States

What is international education? The definition of ‘international education’ has been debated by scholars. Many scholars agree that the term has been used ambiguously (Arum, 1987; Arum and Van de Water, 1992; Harari, 1972; Sylvester, 2002). Arum and Van de Water stated that international education is “so ambiguous, so nebulous, that it defies any easy definition so it receives none at all” (Arum and Van de Water, 1992, p. 191). Harari observed how the term “international education” is used interchangeably with other terms like “international studies,” “international programs,” and “international cultural programs.” Although, the terms are being still debated, scholars have agreed that international education can be categorized as international studies, technical assistance, and international exchange programs (Arum, 1987; Harari, 1972).

Arum (1987) defined international studies as, “involving the study of foreign phenomenon...aspects of academic disciplines, interdisciplinary programs and professional colleges and programs.” Participants in international studies explore and investigate different languages and cultures. Institutions (i.e., higher education and post-secondary education) and associations contribute to the study of foreign language and cultures. Some examples of associations are Association for Asian Studies (AAS), Latin American Studies Association (LASA), Middle East Studies Association (MESA), African Studies Association (ASA), and Society for International Development (SID). The purpose in establishing these associations is not only for exploration purposes but also to increase understanding and respect for other cultures and beliefs.

The second area of international education is technical assistance. Technical assistance focuses on “international topical problems and issues” (Arum, 1972). For instance, among these are peace, world order, and development in third world countries. The purpose of technical assistance is to provide third world countries with aid to promote development. Examples of organizations or programs that provide technical assistance are the Peace Corps, International Monetary Fund (IMF), and United States Agency for International Development (USAID). Major areas of technical assistance are in agriculture, health, and education (Arum, 1972; Wiley et al, 2010). The international technical assistance programs such as the Peace Corps, contribute to international education by enabling volunteers and natives to discover and learn about one another’s language and culture. By increasing global competency between different groups and nationalities, peace and cultural appreciation emerge.

The third area, international exchange programs is defined as “all educational activities of any kind, (i.e., teaching, studying, doing research or providing technical assistance), involving people of two or more nations, either individually or in formal programs” (Arum, 1972). There are numerous international exchange programs that are sponsored by the U.S. government or private entities. Students and scholars take advantage of international exchange programs to increase their knowledge of a culture and language or to provide technical assistance. In the past, funding for international exchange programs has come from the Department of Education, Department of Defense, as well as the Rockefeller and Ford Foundation. International exchange programs foster international peace and cultural recognition.

Although international education is still an ambiguous and debated concept, the

purpose of international education is valued by all. Its objective is to help develop other nations, promote peace, and increase global competency. The three areas of international education (international studies, technical assistance, and international exchange programs) assist in paving the way to increasing knowledge of different cultures and mutual understanding between nations.

Global Tension for Supremacy

Given the high-profile debate with regard to international education, it is quite surprising that the increased support for international education was the byproduct of World War II. (Harari, 1972; Sylvester, 2002). During World War II, the U.S government “created a demand for U.S specialists conversant with the language, culture, and social dynamics of...unfamiliar societies” (Harari, 1972, p. 4). It was essential to have specialists that understood the language and cultures of the United States’ enemies. The demand for specialists that continued after World War II furthered the development in international education and contributed to the high demand of international programs in the U.S we see today.

After World War II, the Cold War led the Eisenhower administration to promote and strengthen its educational system to compete against the Soviet Union. The Eisenhower administration understood that the Soviet Union was intending to be a political leader. The historical shift that prompted the Eisenhower administration to expand international education was the Soviet Union launch of Sputnik, the first successful satellite to orbit earth, in 1957. Zhao (2009) discussed how Sputnik marked

the beginning of an increased involvement of the federal government in education. The Soviet Union's successful launch into space indicated that the "missile gap is a learning gap" (Zhao, 2009, p.22). After Sputnik, fear that the Soviet Union would become technologically and militarily superior initiated the support in establishing many educational programs and laws.

As a result, Sputnik led to the National Defense Education Act (NDEA) (Wiley et al., 2010) signed into law on September 2, 1958. Little did Eisenhower or Congress know that the NDEA laid the foundation for "the largest program in the world for international education in foreign language and area and international studies" (Wiley et al., 2010, p. 4). The NDEA provided funding to improve American schools, promote postsecondary education, and to strengthen national security. The purpose of the NDEA of 1958 was to increase the quality of the country's educational system and reinforce the United States ability to compete with the Soviet Union in the areas of science and technology. To meet the demands posed by national security, the NDEA of 1958 also officially initiated the steps to build cultural and mutual understanding between nations.

Cultural and Mutual Understanding: Title VI of the NDEA

Moreover, the establishment of the Title VI of the National Defense Education Act (NDEA) was the first step to both reinforce national security and bridge cultural and mutual understanding. "The security, stability, and economic vitality of the U.S in a complex global era depend upon American experts" and the Title VI of the NDEA was meant to foster the development of such experts (Wiley et al., 2010, p. 10). Title VI

supported these goals by developing programs to train global specialists.

Title VI was created “to help America compete with the Soviet Union in scientific and technical fields...including support for loans to college students, improvement of science, mathematics, and foreign language instruction in elementary and secondary schools, graduate fellowships, foreign language and area studies, and vocational training” (Wiley et al., 2010, p. 3). To increase highly trained individuals, Title VI focused on four areas: language and area studies, fellowship for language study, support for research and studies projects as surveys of language teaching, implementing institutes to train language teachers and program administrators (Wiley et al., 2010). By 1971, the number of language and area centers grew to 107 (Harari, 1972). Thousands of students were benefiting from the NDEA. They were becoming specialists and contributing to national security.

Title VI Programs of the NDEA

The programs that were established by Title VI of the NDEA were also intended to strengthen international cooperation in the wake of hostility arising from both World Wars and the Cold War. These programs demonstrated “educational and cultural interests...achievements of the people of the United States and other nations, and the contributions being made toward a peaceful and a more fruitful life for people throughout the world...” (Wiley et al., 2010, p. 4-5). The three programs that were established through the Title VI of the NDEA were the Peace Corps, U.S foreign aid, and the Mutual Educational and Cultural Exchange Act of 1961, also known as Fulbright-Hays Act

(1961).

The Peace Corps and other U.S. foreign aid contributed to decreasing the geopolitical tension between nations. The Peace Corps promoted world peace and friendship but also it helped to “promote a better understanding of the American people on the part of the peoples served and better understanding of other peoples on the part of the American people” (Wiley et al., 2010, p. 5). U.S foreign aid “sent out technical specialists (including many based at U.S universities) to Africa, Asia, and Latin America for development projects, especially in education agriculture, and health” (Wiley et al., 2010, p. 4). These actions created mutual relationships and solidified long lasting relationships between the U.S. and other nations. The Act for International Development of 1950 and The International Cooperation Administration (1955) also known as Agency for International Development are examples of the actions that were taken to create mutual relationships between the U.S. and other nations. Additionally, specialists and experts returning from other nations contributed to global competence and cultural awareness by giving their personal accounts of other cultures.

The Mutual Educational and Cultural Exchange Act of 1961 (or Fulbright-Hays Act) aimed to increase cultural understanding between the people of the United States and the people of other countries. J. William Fulbright introduced the Mutual Educational and Cultural Exchange Act to Congress. As the longest running chairman of the Senate Foreign Relations Committee, J. William Fulbright’s contribution to the international community is unequal. His remarks on the occasion of the Fulbright Program 40th anniversary reflect the mission of the Fulbright Programs and the importance of international exchange. During a time in which geopolitical tension over supremacy was

at an all-time high, the Fulbright-Hays Act had outreach activities that sent academic researchers and graduate students to build their language skills in Russia and China. This program broadened and strengthened the ties between nations (Wiley et al., 2010). President Kennedy signed The Mutual Educational and Cultural Exchange Act and stated that this, “marks full recognition by the Congress of the importance of a more comprehensive program of educational and cultural activities as a component of our foreign relations” (“Remarks Upon Signing the Mutual Educational and Cultural Exchange Act,” 1961). The Mutual Educational and Cultural Exchange Act laid the foundation of many international exchange programs that we now see today.

Through the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) the Bureau of Educational and Cultural Affairs (ECA) was created. The mission of the ECA is “to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange” (The Mutual Educational and Cultural Exchange Act of 1961). The ECA was committed to international cooperation, cultural advancement, and peaceful relations.

Nevertheless, the programs that were established through the Mutual Educational and Cultural Act of 1961 did not reflect its current mission for equity and inclusion. The Benjamin A. Gilman Scholarship Program was necessary to encourage Americans and international students from traditionally underrepresented groups to study abroad (<https://eca.state.gov/about-bureau>). The Gilman Program not only contributed to cultural understanding but also gave underrepresented groups the opportunity to study abroad.

U.S. Department of Defense National Security Education Program

Having considered meeting the demand of increasing national security and cultural understanding, it is reasonable to look at the David L. Boren Fellowship and Scholarship. Within the U.S Department of Defense, the David L. Boren Fellowship and Scholarship was established by the National Security Education Act of 1991. The purpose of the Boren Fellowship and Scholarship is to meet national security education needs and “to increase the quantity, diversity, and quality of the teaching and learning subjects in the fields of foreign languages, area studies...and other international fields that are critical to the Nation’s interests” (The David L. Boren National Security Act of 1991). The Boren Program provides unique funding opportunities for U.S undergraduate and graduate students to study less commonly taught languages. In exchange for funding to enable language study around the world, Boren Fellows commit to working in the federal government for a period of time after graduation.

Bureau of Educational and Cultural Affairs

Correspondingly, the objective of the Bureau of Educational and Cultural Affairs (ECA) was also to contribute to national security and peaceful relations. Three prominent international exchange programs in the ECA are the Fulbright Program, the Critical Language Scholarship Program, and the Benjamin A. Gilman Scholarship Program. The goal of these programs is to strengthen cultural and mutual understanding between the U.S and other nations. Each program uniquely contributes to developing mutual understanding and peaceful diplomacy between nations.

The first program, Fulbright Program, was signed by President Truman on August 1, 1946. The Fulbright Program encourages the exchange of students and scholars between the US and other nations. It is the largest and oldest U.S exchange program offering opportunities for international graduate study, research, and teaching. Annually the Fulbright Program grants over 3,000 fellowships. The second program, Critical Language Scholarship Program was also established under the ECA. This program is granted to students mastering critical languages and building relationships with other countries in less-commonly taught languages. Examples of critical languages are Chinese (Mandarin), Korean, Arabic, Hindi, and Russian. The third program, which is the focus of my Master's Thesis, is the Benjamin A. Gilman Scholarship Program. In the following section I will explore the historical significance of the Gilman program. After that, I will explain my methods.

Chapter 3

Benjamin A. Gilman Scholarship Program

What is the significance of the Benjamin A. Gilman Scholarship Program? The purpose of the Gilman Program is to “diversify the kinds of students who study and intern abroad and the countries and regions where they go by offering awards to U.S undergraduates who might otherwise not participate due to financial constraints” (The Benjamin A. Gilman International Scholarship Program Evaluation Report, 2016, p. 1). The Gilman Program can potentially diversify not only the population of students who study abroad, but also the pool of America’s international experts and specialists. The Gilman Scholarship was established through the International Opportunity Act of 2000 (IOA). The IOA received bipartisan support and thus reflects broad political recognition of how essential international education is.

The purpose of the IOA of 2000 was to “establish an undergraduate grant program for students of limited financial means from the United States to enable such students to study abroad... [It is] intended to broaden the outlook and better prepare such students of demonstrated financial need to assume significant roles in the increasingly global economy” (The International Opportunity Act of 2000, 2001). To be eligible for the IOA of 2000, a student must be a Pell Grant recipient. Under the Title IV of the Higher Education Act of 1965, Federal Pell Grant recipients are selected based upon financial need and academic achievement (The International Act of Opportunity of 2000, 2001).

Knowing who are the sponsors of the Gilman Program helps us to understand the bipartisan support and recognition of increasing underrepresented group of students in education abroad. The sponsors in the House of Representative were Benjamin A. Gilman (R, NY), for whom this scholarship program was named, and Maurice D. Hinchey (R, NY). In the Senate, Richard Lugar (R, IN), Chuck Schumer (D, NY), Susan Collins (R, ME), Russ Feingold (D, WI), introduced and supported this bill (The International Act of Opportunity of 2000, 2001).

Consequently, the Gilman Scholarship promoted equality of opportunity between persons of different status. About 80% of Pell Grant recipients have family incomes under \$40,000 (Federal Pell Grant Program 2015-2016 End of Year, n.d.). Pell Grant recipients are not only students of limited financial means, but are also more likely to be underrepresented in the pool of students studying abroad. Additionally, the Gilman Scholarship supports students who have been historically underrepresented in education abroad, among these are students attending community college, students from minority serving institutions, and students with disabilities. In brief, the Gilman Scholarship provides students who are not likely to participate in education abroad the financial means to gain global experience.

As a result, the Gilman Program has increased underrepresented students in education abroad. The Benjamin A. Gilman Scholarship representation among minorities “exceeds that of the U.S Study abroad population as a whole” (The Benjamin A. Gilman International Scholarship Program Evaluation Report, 2016, p. 1). Specifically, “participation in the Gilman program from African-American, Latino and Asian-American is two to three times greater” (The Benjamin A. Gilman International

Scholarship Program Evaluation Report, 2016, p. 1) than in overall U.S study abroad participation. Figure 3-1 below, illustrates how the population of participants from the Gilman Program makes this international exchange program unique. Figure 3-1 compares the ethnic composition of Gilman recipients and U.S study abroad students in 2014-2015. Compared to the national representation of students who participate in education abroad programs, the Gilman Program has a larger representation of minorities.

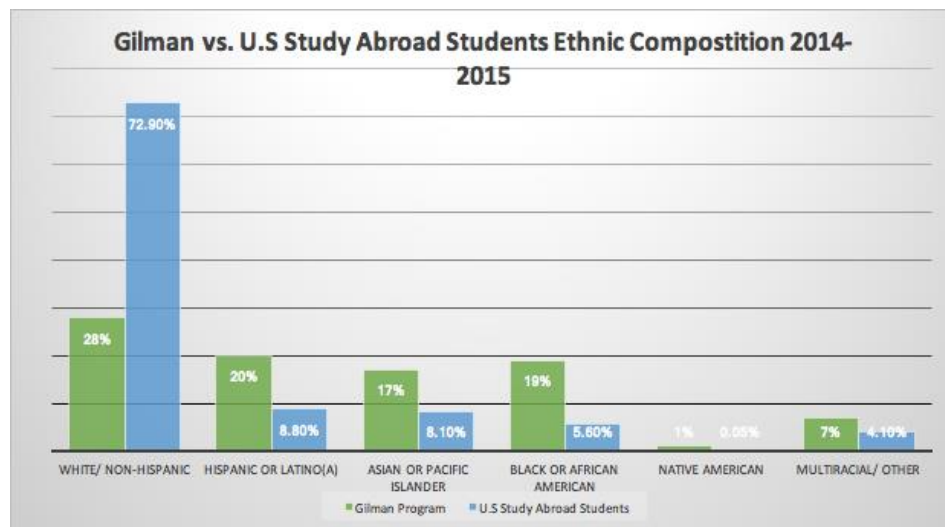


Figure 3-1: Gilman vs. U.S. Study Abroad Students Ethnic Composition 2014-2015.

Chapter 4

Conceptual Framework

IES Longitudinal Study

The conceptual framework in this study is adapted from the International Education of Students Abroad (IES) longitudinal study.¹ In 1997, IES developed the IES Model Assessment Program (The IES MAP) to celebrate its 50th anniversary. Its primary purpose was to: measure the relationships among program features (i.e., cultural excursions and on-site support) language instruction, participation in internships, housing choices, and duration of study (Norris and Steinberg, 2008). This unique methodological design has been recognized by the education abroad academic community (Dwyer, 2004; Dwyer, 2004; Dwyer and Peters, 2004; Mohajeri Norris and Gillespie, 2009; Norris and Steinberg, 2008).

After the creation of the IES MAP, in 1999, IES created a pilot survey that was influenced by the Model Assessment Program (The IES MAP). The results from the IES MAP initiated a large-scale survey in 2002 of those who participated in study abroad programs between 1950-1999. IES used 1997 data to expand and refine retrospective questions (i.e., reflective questions on students' past study abroad experience) for the 2002 longitudinal study (Dwyer, 2004). In 2002, the three categories in this survey

¹ IES Abroad was founded in 1950 as the Institute for European Studies. During this time, IES Abroad extended to different countries and students. IES provided, "opportunities for over 60,000 U.S college students to participate in 62 study abroad programs at 30 sites in 16 countries," (Norris and Steinberg, 2008).

included the “impact of key study abroad elements, impact of study abroad on select behaviors, attitudes and specific achievement” (Dwyer, 2004, p. 154). The 2002 longitudinal study had an overall 25% response rate (3,723 of the 14,800 alumni), allowing a high level of statistical confidence in the generalizability of the sample to the larger population (Norris and Steinberg, 2008). This 50-year alumni survey is the largest quantitative survey that explores the long-term impact of study abroad on participants’ career, education, and worldviews. This survey is highly regarded by the education abroad academic community (Norris and Steinberg, 2008). For instance, researchers value this longitudinal study because of the “number of years of data, the number of different locations, the variety of academic models and housing arrangements uses, and the size of the alumni pool” (Dwyer, 2004, p. 153).

Proponents of IES have also suggested that the length of study abroad programs affected students learning environment (Dwyer, 2004). Longer programs had a “significant impact on students in the area of continued language use, academic measures, intercultural and personal development, and career choice” (Dwyer, 2004, p. 161). Research by Mohajeri Norris and Gillespie (2009) research revealed that study abroad helped develop careers with global aspects and affected future career development. An additional study explored language instruction from L2 programs (classes taught in host language), L1/L2 (programs that has both classes in English and in their host language), and L1 (programs in English in the host country). Findings revealed that L2 programs had the greatest impact on students. They influenced participants’ academic majors and commitment to foreign language study (Norris and Steinberg, 2008). This study also revealed that participants in L1 programs left the programs more

engaged in increasing their foreign language ability and influenced subsequent academic or career decisions (Norris and Steinberg, 2008).

The Four Types of Development (Psychosocial Developments)

The IES study inspired my conceptual framework in this thesis. The 2002 alumni survey results highlighted four different types of development that are associated with study abroad: personal development, intercultural development, intellectual or cognitive development, and professional or educational development. In the IES study, the correlations between study abroad and the four types of development are statistically significant. All four (developments) are beneficial psychosocial outcomes of study abroad on participants. Figure 4-1 below illustrates this study's conceptual framework. I have selected these four types of development to investigate in my study.

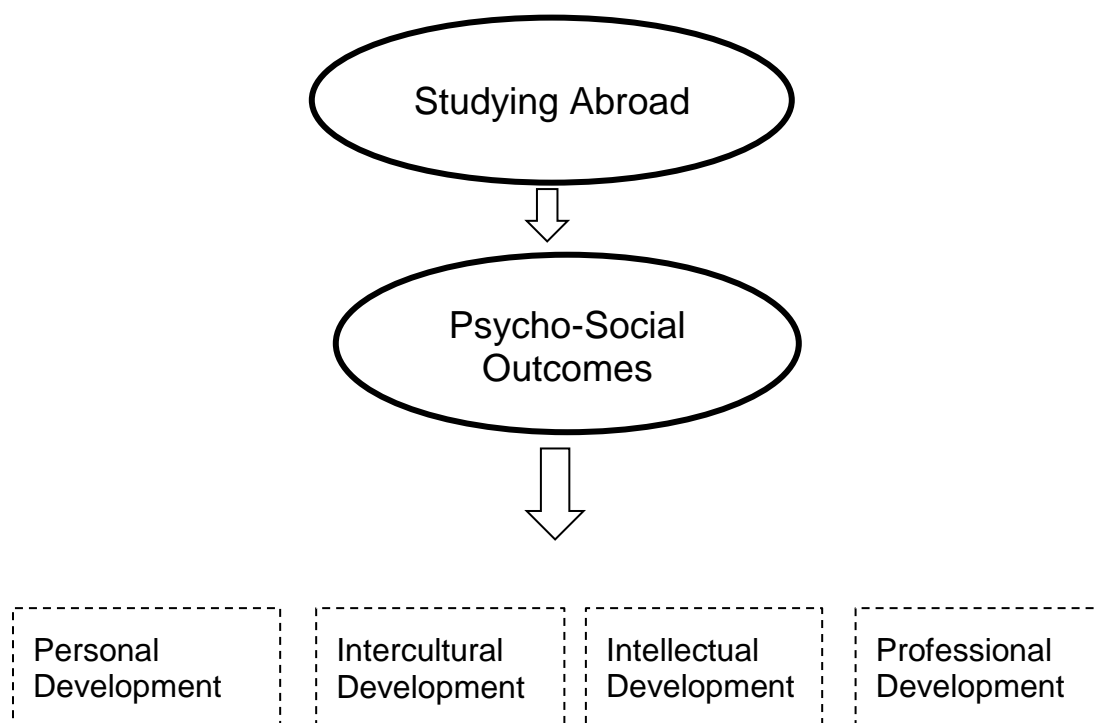


Figure 4-1: Gilman Study Conceptual Framework

Personal development is the most widely stated consequence of study abroad. Ninety-seven percent of respondents stated that their experience abroad was a catalyst to increased maturity and 96% had an increase in their self-confidence (IES Alumni Survey Results, n.d.). Maturity and self-confidence are essential qualities to have because they will contribute to other parts of participants' lives. An example is to confidently take on challenges and possess a spirit of humility for others. The second outcome identified is intellectual or cognitive development. The results in the IES study found that 87% of respondents agreed that study abroad influenced subsequent educational experiences (IES Alumni Survey Results, n.d.). Eighty percent of respondents had an enhanced interest in their academic studies after their study abroad experience (IES Alumni Survey Results, n.d.). This is not surprising given findings that there was an "increased interest in

academic, lifelong, and subsequent learning, including graduate school” (Norris and Steinberg, 2008, p. 122).

The last two outcomes are intercultural and professional development. According to the IES alumni survey, 98% of participants better understand their own cultural values (IES Alumni Survey Results, n.d.). Also 94% of respondents confirmed that their study abroad experience still continues to influence their interactions with people from different cultures (IES Alumni Survey Results, n.d.). These numbers are also not surprising given that initial objective of Title VI of the NDEA was to train specialists and global leaders. Therefore, an ability of a global leader is interacting with people from different backgrounds. Equally as important, the study revealed that 76% of respondents’ skills sets were acquired while studying abroad and influenced their career path, and 62% of respondents had a clear career direction after their study abroad experience (IES Alumni Survey Results, n.d.).

The education abroad community valued and explored the findings from the IES longitudinal study. But, what has not yet been studied is how study abroad affects minority groups and those from lower-income families. My thesis therefore investigates the four types of outcomes among recipients of the Gilman Scholarship.

Gilman Scholarship Evaluation Report

Along with the IES longitudinal study, the Gilman Scholarship Evaluation Report formed the basis of my conceptual framework. In 2013, the Bureau of Educational and Cultural Affairs decided to investigate the Gilman Scholarship. This mixed-method study

explored the medium- to long-term outcomes of Gilman recipients between the years of 2003 and 2010. This mixed-method was conducted to “attempt statistical generalization” but more importantly to “identify the most potentially information-rich cases” (The Benjamin A. Gilman International Scholarship Program Evaluation Report, 2016, p. 44). There were three data collection methods that were administered to collect data that will be valid and reliable. This included online surveys, telephone interviews, and focus groups. The online survey was conducted to reach a large number of Gilman alumni. But the telephone survey was administered to Gilman alumni in rural areas of Wyoming, Alaska, Montana and Idaho. The focus groups were based in metropolitan areas (i.e., Washington, D.C, Chicago, and New York) to draw on respondents’ experience and reactions when there are groups of Gilman Scholars reflecting on their study abroad experience.

The Gilman Evaluation Report shows how the program has achieved some of the core missions of Title VI of the NDEA. For instance, the core missions are to train specialists for national needs, minority recruitment, and internationalizing undergraduate curriculum. From the 1,441 out of 6,177 survey respondents from the Benjamin A. Gilman Evaluation Report, there are two interesting findings that support my framework and contribute to the core missions of the Title VI of the NDEA. These two findings are described below.

Not the “Typical” Study Abroad Student

The Gilman Scholarship seeks individuals who are *not typical study abroad students*. The Gilman Evaluation Report stated that one of the goals of the Gilman Scholarship is to “support students who have been traditionally under-represented in academic study abroad program” (The Benjamin A. Gilman International Scholarship Program Evaluation Report, 2016, p. 4). This includes students from lower socioeconomic status, ethnic minorities, first generation students, students with disabilities, and students from small towns. Figure 3-1 illustrates how diverse the population of Gilman recipients is. In addition, the Gilman Evaluation Report revealed that 44% of survey respondents were the first in their families to attend college (p. 14). This reaffirms how the Gilman Scholarship provides opportunities to traditionally underrepresented groups in education abroad.

One of the missions of Title VI of the NDEA is to recruit minorities, and the Gilman Scholarship does just that. In 2015-2016, 87% of Gilman Scholars were the first in their family to study abroad (The Benjamin A. Gilman International Scholarship Program Fast Facts, n.d.). In addition, 11% of respondents from the Gilman Evaluation Report attended a minority-serving institution (p. 12). These numbers indicate that the Gilman Program provides opportunities for underrepresented groups of students in the education abroad field.

The Gilman Program’s support of underrepresented students in education abroad contributes to why I selected Gilman alumni to interview. My interviews with Gilman alumni illuminated their unique perspectives on how study abroad impacts their lives.

Expanded Professional Careers and Effects on Higher Education

The Gilman Evaluation Report also shows how study abroad influenced recipients' professional careers. For instance, 48% of survey respondents stated that their study abroad experience on the Gilman Scholarship affected their professional development (The Benjamin A. Gilman International Scholarship Program Evaluation Report, 2016, p. 22). Additionally, some Gilman recipients developed an international career. For example, Gilman Scholars pursued teaching English as a second language after graduation or working closely with international groups. These examples show how study abroad can influence students' future decisions.

Expanding professional careers contributes to the core missions of the Title VI of the NDEA by increasing specialists in many areas. Gilman alumni contribute to this mission by helping other alumni to become global specialists in a foreign language but in addition to a specific educational and professional area. Additionally, Gilman alumni are learning high-priority languages. Some of these languages are Arabic, Mandarin, and Russian. Fifty percent of Gilman recipients in 2015-2016 studied critical need languages and 74% of recipients studied in non-traditional locations (Benjamin A. Gilman International Scholarship Program Fast Facts, n.d.). These numbers demonstrate how the Gilman recipients are challenging themselves and pursuing non-traditional education abroad paths.

Gilman Evaluation Report Supports the Conceptual Framework

It is important to note, however, that the four types of development in my conceptual framework (personal, intercultural, professional, and cognitive developments) are supported by findings from the Gilman Scholarship Program Evaluation Report.

Firstly, the Gilman Evaluation Report reinforces my study's focus on personal development. For example, sojourners are constantly challenged in an unfamiliar environment. The qualities and characteristics, such as leadership and diligence, emerge from these challenges which contribute to sojourners' personal development. The second development, intercultural development, is also reinforced by this evaluation report. For instance, Gilman alumni continuously immerse themselves in global communities, and therefore this immersion strengthens intercultural development. For example, some students decide to research international related topics or to work abroad.

Responses from the Gilman Evaluation Report show how study abroad impacts professional environments and educational decisions. The findings reinforce professional development in my conceptual framework. For example, as previously mentioned, 48% of respondents revealed that their study abroad experience changed their professional direction (Benjamin A. Gilman International Scholarship Program Evaluation Report, 2016, p. 22). This statistic demonstrates the influence of how study abroad can impact students' professional development.

Lastly, cognitive or intellectual development strengthens my conceptual framework because a significant finding in the Gilman Evaluation Report shows how many recipients study not only a foreign language but also study a high priority language.

This explains how learning a foreign language builds cognitive development and other beneficial qualities. In the findings section, I will assess how Gilman alumni whom I interviewed are influenced by study abroad. But first, I will explore the four types of development from my study's conceptual framework.

Chapter 5

Literature Review

Research on the impact of study abroad has increased since the launch of Sputnik. After the implementation of Title VI of the National Defense Education Act, U.S sponsored study abroad programs sought to increase international experts. The literature on the impact of study abroad is diverse. Past studies affirm an increase in student development. Study abroad contributes to student development in a number of ways. In this review, I will discuss personal development, intercultural development, intellectual development, and professional development. Then I will highlight what is missing: research on the impact of study abroad for poorer students and for underrepresented minorities.

Psychosocial Outcomes

Psychosocial outcomes are developed from Erikson's psychosocial theory (Hamachek, 1988). Psychosocial theory, according to Hamachek (1988), is the "change in both the expression and capacity for physical, social, emotional, and intellectual functioning along a continuum of behavioral possibilities" (p. 1). Erikson built the theory upon the idea that there is self-development when there is emotional and social growth (Hamachek, 1988). A study abroad experience inspires and encourages change. Physical, social, emotional, and intellectual development will evolve when studying abroad. There is a growing body of literature on the impact of study abroad on psychosocial outcomes

(Coelho, 1962; DeGraaf et al., 2013; Herman, 1996; Lathrop, 1999; Wortman, 2002; Wilson, 2014).

Examples of past literature on the influence of study abroad on psychosocial outcomes are diverse (Coelho, 1962). There are studies that explore personal development in self-confidence and self-reflection (Lathrop, 1999; Herman, 1996). Some examine cognitive and learning development or intercultural development (Wilson, 2014; Wortman, 2002). Other literatures explore “self-efficacy, cognitive flexibility, social ability, interethnic tolerance, and world mindedness” (Sutton and Rubin, 2004; p. 68).

In this study, the influence of study abroad on psychosocial outcomes is based on IES (International Education of Students) longitudinal study. Therefore, this study will explore and examine how Gilman Program participants’ personal development, intercultural development, intellectual or cognitive development, and educational or professional development were influenced by study abroad (Dwyer, 2004; Dwyer et al., 2004).

Personal Development

The first psychosocial outcome is personal development. Personal growth or personal development involves the growth and improvement on awareness and identity. Also, it encompasses the development of skills and confidence. Further, personal development enhances the quality of life through motivation and inspiration. Personal development occurs during unexpected and unfamiliar experiences. Likewise, study abroad transitions a student from a familiar environment to an unfamiliar one. The

challenges students face in study abroad are language barriers, homesickness, and adjusting to different food and customs. These are the everyday struggles to surviving in an unfamiliar environment. But the challenges are worth the struggle. Through study abroad, one becomes confident to travel independently, willing and eager to meet new people, and inspired to achieve goals. The most common components of personal development are independence, self-confidence, and self-efficacy (Coelho, 1962; DeGraaf et al, 2013; Dwyer, 2004; Duke et al., 1994; Hadis, 2005; Milstein, 2005; Sutton and Rubin, 2004).

Research by Dukes et al. (1994) showed there was personal growth after study abroad. Dukes et al. state that, “growth is the result of the discovery of meaningful connections with others” (p. 489). That is, through study abroad the friendships and acquaintances that are met through one’s sojourn will expand students’ global community. This global community enables sojourners to be humble, understanding, and patient to others with different backgrounds. The objective from this longitudinal study was to explore how a semester abroad after ten years promoted the development of a world perspective and personal growth. The findings showed that participants “maintained a global perspective, and personal growth continued beyond the end of the voyage” (Dukes et al., 1994, p. 489). The results also suggest that a semester abroad program plays an essential role in contributing to overall personal growth. Many participants within the study commented on how their experience helped them in realizing their potential. Dukes et al. (1994) and other studies reinforce how study abroad advances personal development.

Independence

Independence is the first component of personal development. Transitioning to foreign settings during study abroad compels individuals to take independent roles and thus helps to develop independence (DeGraaf et al., 2013; Hadis, 2005). Independent roles include making decisions by planning for excursions and taking responsibility rather than relying on others. Hadis (2005) discussed how participants in study abroad programs develop personally, grow intellectually, and are global-minded.

Literature on the effects of study abroad on independence is abundant. Independence develops during study abroad through being “away from direct family contact- despite the ease of telephone and email communication” (Hadis, 2005, p. 62), and “shopping locally and using public transportation” (DeGraaf et al., 2013, p. 47). Characteristics obtained from study abroad will carry to other areas in sojourners’ lives. These skills are commitment and a motivated attitude toward their goal.

Confidence, perseverance, self-efficacy, adaptability, and flexibility are additional essential characteristics that are gained from study abroad (Coelho, 1962; Milstein, 2005; Sutton and Rubin, 2004). These characteristics from the study abroad experience extend beyond the sojourn. Dukes et al. (1994) discussed how participants, “continued to capitalize on the experience long after it is over” (p. 495).

Self-Confidence

Self-confidence is another component of personal development that's developed from study abroad. Coelho (1962) explored valued outcomes from a cross-cultural

educational experience (study abroad). He found “the enhancement of confidence in one’s ideas and potentialities from problem-solving and broadening the basis of self-esteem...” (Coelho, 1962, p. 60). By having to take charge of difficult circumstances, sojourners will have more confidence and self-esteem.

Sutton and Rubin (2004) explored examples of how daily routines from study abroad instill confidence. The researchers investigated skills such as “how to make a phone call abroad, how to locate a safe night spot or how to pacify an angry merchant” (Coelho, 1962, p 77). At the same time, using local transportations requires confidence in oneself to optimistically go beyond and explore parts of the host country. While traveling, one would encounter more situations that are unfamiliar that requires confidence, ambition, and a problem-solver. Self-confidence inspires personal development when transitioning and learning new skills in a foreign environment.

Self-efficacy

The last component of personal development is self-efficacy. Milstein (2005) defines self-efficacy as, “not referring to one’s actual capabilities, but to one’s belief in one’s capabilities.... self-efficacy helps explain why people’s behavior may differ widely even when they possess similar knowledge and skills” (p. 222). In study abroad, communicating in a foreign language will enhance not only one’s self-confidence but also enhance belief in one’s capabilities (i.e., to make a phone call and ask for directions when lost). Past studies discussed how navigating daily routines abroad inspires self-efficacy and how knowledge and skills are obtained from study abroad.

For instance, Sutton and Rubin (2004) “reported a higher level of functional knowledge than did their peers [students who did not study abroad] who lacked this horizon broadening experience” (p. 77). For example, while living in a foreign environment, a sojourner makes decisions without supervision. Having the autonomy to make decisions initiates personal growth. Self-efficacy emerges through being in control and independently making plans and decisions.

There are several bodies of literature exploring the different types of self-efficacy that’s developed through functional knowledge. For example, Milstein (2005) examined self-efficacy, in the domain of communication, as a possible transformation of a sojourn. Communication self-efficacy is defined as “how a person chooses to communicate and whether a person chooses to communicate at all” (Milstein, 2005, p. 224). Through communication self-efficacy, participants gain beneficial characteristics such as being “more adaptable, flexible, and insightful” (Milstein, 2005, p. 218). This study's findings “appear to reveal that sojourners perceive an increase in their level of communications self-efficacy in relation to their sojourns” (Milstein, 2005, p. 228). Communication self-efficacy shows how frequent communication in a foreign language increases personal development (i.e., confidence).

In short, there are several bodies of literature investigating the different forms of self-efficacy in study abroad. For example, Cubillos and Illvento (2012) explored self-efficacy perception among foreign language sub-skills such as reading, writing, listening, and speaking. An additional study by Sutton and Rubin (2004) assessed self-efficacy and learning outcomes in language proficiency. Also, Zimmerman and Kitsantas (1997) examined cross-cultural skills and how these skills improve students’ self-efficacy

beliefs. All in all, self-efficacy increases personal development by inspiring sojourners to believe in their own capabilities.

Intercultural Development

The second type of development from study abroad is intercultural development. Intercultural development is the ability to communicate effectively and appropriately with people of different cultures and values. This work is also supported by the work of Salisbury et al. (2009). These researchers explored and examined the factors that influence students' decisions to study abroad. In this study's findings, openness to diversity and interaction with a diverse community explained participants' intent to study abroad (Salisbury et al., 2009). In past literature, the three most common components of intercultural development are: global-mindedness, cross-cultural competence, and cultural engagement (Anderson and Lawton, 2011; Chieffo and Griffiths, 2004; DeGraaf et al., 2013; Duke et al., 1994; Dwyer, 2004; Hadis, 2005; Kitsantas, 2004; Sutton and Rubin, 2004; Van Hoof and Verbeeten, 2005).

These three factors are indispensable characteristics and skills that are uniquely developed through experiences abroad. Additionally, Hadis (2005) discussed how study abroad participants were more interested in international affairs, reading more newspapers, and increasing their language fluency. After study abroad, there was active participation in seeking and exploring global knowledge, as well as acquiring "a more solid knowledge about their host countries' societies and cultural manifestations" (DeGraaf et al., 2013, p. 43).

Global-mindedness

Global-mindedness is a component of intercultural development. Global-mindedness is a characteristic that defines individuals who explore new ideas and perspectives. Specifically, humility and willingness to work with different cultures around the globe. Students who are global-minded, expand their cultural knowledge by exposing themselves to different cultures and values. In particular, Hadis (2005) stated that, “students should be exposed to their host-country counterparts...this exposure to host-society students and other international students will also have the desired effect in enhancing open-mindedness” (p. 68). There are studies on global-mindedness and understanding different cultures from study abroad.

Furthermore, Van Hoof and Verbeeten (2005) explored students’ opinion about international education programs. It revealed students “felt that an international education first and foremost benefited them personally and that it helped them in becoming more mature and worldly adults, compassionate in the face of cultural differences, and able to live and work in environments that are dissimilar...” (Van Hoof and Verbeeten, 2005, p. 56). In brief, study abroad develops individual interests in global topics and participants recognize the indispensable worth of a culture and gratitude of one's own culture.

In addition, study abroad develops cross-cultural sensitivity. In an example, Anderson and Lawton (2011) assessed and measured intercultural competence after study abroad. Evidence shows a significant impact on intercultural development and the development on students’ cross-cultural sensitivity. In other words, global-mindedness

develops cultural competence through cultural understanding and awareness, which strengthens intercultural development.

Cross-cultural Competence

Another component of intercultural development is cross-cultural competence. Cross-cultural competency refers to the knowledge, skills, and motivation that enables participants who study abroad to adapt in their host country (Chieffo and Griffiths, 2004; Duke et al., 1994; Kitansas, 2004; Van Hoof and Verbeteen, 2005). Examples of cross-cultural competency are: patience towards those who don't speak English well, reading articles and watching TV shows about how Americans are viewed, watching foreign shows, thinking about current issues in other countries, and why other countries have different perspectives than the U.S (Chieffo and Griffiths, 2004). In the Duke et al. (1994) study, participants most commonly agreed that they had a deeper understanding of the world and its people. As a result, study abroad increases global awareness, which motivates students to strengthen and acquire the knowledge to become a global citizen. There are additional bodies of literature that also explore awareness and understanding of other cultures.

Kitansas (2004) explored how cross-cultural competence is strengthened and is statistically significant after a study abroad experience. It revealed that study abroad programs enhance students' cross-cultural skills and understanding. Significant cross-cultural competence factors stated in this study are the desire to make acquaintances and enhance cultural understanding. Also, participants desired to interact with local people,

learn more about the customs and traditions, and gain new insight into the culture. Their eagerness prompted and motivated them to develop the knowledge and skills to adapt.

Cultural Engagement

The last component of intercultural development is cultural engagement. Cultural engagement is an ability to participate, interact, or to understand people from different cultures. For instance, Chieffo and Griffiths (2004) stated that students who participated in study abroad were confident in interacting with others from different backgrounds. Participants also engaged in more internationally activities (i.e., international programs on campus or community) and their knowledge is much broader and non-academic compared to their peers. All in all, after their sojourn, participants are eager to still learn, maintain their skills and increase their knowledge on different cultures.

Equally important, DeGraaf et al. (2013) explored the long-term personal and professional impacts after participating in a study abroad program. Results indicated that students were more engaged in cultural activities compared to respondents who did not study abroad. Indicators of cultural engagement include: reading, listening, and watching international news, attending events of a different culture, and spending free time with people from different cultures. Interestingly, each of these studies (Chieffo and Griffiths, 2004; DeGraaf et al., 2013) found commonalities demonstrating how students who studied abroad actively read and watch international shows after they return. Altogether, cultural engagement develops and contributes to intercultural development by expanding students' global competence beyond the study abroad experience.

Intellectual or Cognitive Development

The third type of development from study abroad is intellectual or cognitive development. (Chieffo and Griffiths, 2004; Cubillos and Ilvento, 2012; DeGraaf et al., 2013; Hadis, 2005; Peal and Lambert, 1962). Intellectual and cognitive development is the change that occurs, as a result of growth and experience. This development also includes a person's capacity for thinking, reasoning, relating, and conceptualizing. The Lambert Study was one of the first studies to confirm the correlation between bilinguals and academic achievement (Peal and Lambert, 1962). Literature on the impact of intellectual or cognitive development also revealed an increase in intellectual curiosity, language skills, knowledge related to major or discipline (DeGraaf et al., 2013). In addition, research discovered an increase in verbal acumen and knowledge of world geography (Sutton and Rubin, 2004), reinforced commitment to foreign language competency and influenced decisions to expand or change academic majors (Mohajeri Norris and Gillespie, 2009). The two most prevalent components that are covered in past literature are academic focused and the development of functional knowledge (Hadis, 2005; Sutton and Rubin, 2004; Chieffo and Griffiths, 2004; Cubillos and Illvento, 2012).

Academic Focus

The first component of cognitive development is academic focus. Hadis (2005) interpreted academic focus as "setting a high priority on learning for the sake of expanding knowledge and cognitive skills" after participants' study abroad experience (p. 61). For instance, Cubillos and Illvento (2012) explored foreign language learning

outcomes to explain cognitive development. Findings revealed that foreign language sub-skills (i.e., reading, writing, listening, and speaking) are significantly impacted. Additional studies also show that study abroad has an impact on cognitive development (i.e., language proficiency and academic attainment) (DeGraaf et al., 2013; Dwyer, 2004; Hadis, 2005; Sutton and Rubin, 2004).

Past literature interpreted academic focused characteristics such as independence and global-mindedness. For example, Hadis (2005) states, “the higher the independence to make one’s own decisions a result of having studied abroad, the higher one’s academic focusing. The higher the independence, the higher one’s global mindedness and; the higher the global mindedness, the higher the academic focusing will be” (p. 67). Signifying how characteristics such as independence and being globally-minded results in academic focus. For instance, understanding traditions and customs, will influence an individual’s global perspective.

Functional Knowledge

Lastly, functional knowledge is the second component in intellectual or cognitive development. Functional knowledge is acquired knowledge from navigating daily routines within a new environment (Sutton and Rubin, 2004). For example, confidently making a phone call will in return increase confidence in one’s abilities to communicate with others in host country’s native language. Additional examples are pacifying an angry merchant or navigating to purchase merchandise. This not only requires language proficiency, but also knowledge of customs.

Finally, Chieffo and Griffith (2004) findings affirm how functional knowledge plays an essential role in cognitive development. These indispensable cognitive skills, obtained through functional knowledge, prepare many students who study abroad applicable and competitive for careers (Sutton and Rubin, 2004; Franklin, 2010). Altogether, functional knowledge reinforces the importance of cognitive development from study abroad.

Educational or Professional Development

The last type of development from study abroad is educational or professional development. Educational and professional development involves the increase and enhancement of knowledge and competence. After study abroad, students are more inclined to change or expand their college majors, and acquire graduate degrees (Dwyer, 2004). Also, the characteristics or skills that are developed through study abroad could affect a student's change of career or major (Coelho, 1962; Dwyer, 2004). For instance, interests in global topics may result in a career interacting with international groups. From past literature, career competitiveness is the most frequent component in educational and professional development after a study abroad experience.

There are several bodies of literature on how a study abroad experience influenced educational and professional development (DeGraaf et al., 2013; Mohajeri Norris and Gillespie, 2009). For example, studies have confirmed a strong correlation between future working in the international field and study abroad (Mohajeri Norris and Gillespie, 2009). Correspondingly, studies have revealed that employers seek employees

who studied abroad (Norris and Gillespie, 2009; DeGraaf et al.; 2013; Franklin, 2010). As a result of a study abroad experience, the experiential knowledge, foreign language skills, and functional knowledge that are developed are aspects of intangible assets that employers value. Educational and professional development is a crucial component that contributes to understanding the impact of study abroad.

Career Competitiveness

Career competitiveness is an outcome of educational and professional development. Sutton and Rubin (2004) revealed that "...higher education stakeholders are no longer satisfied that an official seal on a diploma signifies an adequate level of learning among graduates...constituents seek hard evidence that their investments have yielded real dividends in terms of...knowledge and skill between admission and graduation" (p. 66). Study abroad has become another form of human capital. Human capital includes the skills that are acquired through training and experience. Gaining a post-secondary degree is an example of human capital. However, previously studying computer science will offer the skills and knowledge to be applicable for a career position. But in addition, many employers seek applicants who explore beyond the classroom. As a result, taking computer science courses in a foreign country could give a student a different perspective in the field. This knowledge would contribute to the employers' company. Therefore, sojourners are more applicable and competitive in the job market (DeGraaf et al., 2013; Dwyer, 2004; Mohajeri Norris and Gillespie, 2009; Sutton and Rubin, 2004). Furthermore, they showed that a significant number of

respondents agreed that their study abroad experience makes them more competitive in the job market.

By contrast, study abroad increases career competitiveness by influencing professional development. DeGraaf et al. (2013) revealed that there was an increase in employment opportunities, career choice, and a resume builder if a student studied abroad (DeGraaf et al., 2013). Other studies also revealed that study abroad enhanced students' opportunities in internship experience and skills that influenced their career path (Mohajeri Norris and Gillespie, 2009). Undoubtedly, professional development and opportunities from study abroad impact career decisions and unforeseen paths. A sojourn experience paves the way to new opportunities and possibilities.

Underrepresented Students Studying Abroad

Researchers found that the unequal participation of underrepresented students reflects social and economic disparities (Penn and Tanner, 2009; Simon and Ainsworth; 2012; Sweeny, 2013). "There is much discussion on the number of students of color who study abroad and potential barriers that prevent students from accessing these experiences, but there is little research specifically addressing success in study abroad by students of color" (Sweeny, 2013, p. 4). According to the Institute of International Education (2016/17), White students are overrepresented in study abroad participation, constituting 71.6% (2016/17) compared to Black or African American students (5.9%). In the past decade, there have been only small changes in the proportion of students of color who participate in study abroad. Past studies have explored the absence of students of

color and examined race and class in participation in study abroad. But no literature addresses the influence of study abroad for the poorer and underrepresented students.

Penn and Tanner (2009) explored the lack of Black student participation in international education or study abroad experience. Their findings showed that Black students desired to study abroad regardless of their social economic background. The biggest challenge is to foster this desire into an actualized international experience (Penn and Tanner, 2009). Students of color aspire to study abroad. But the lack of participation and representatives from a community that students could relate to decreases the chance in underrepresented students' participation. The absence of student of color could increase if there are more students of color who study abroad.

Simon and Ainsworth (2012) examined how race and socioeconomic status contributed to disparities in participation in study abroad programs. This study also confirmed how willing and eager underrepresented students desired to participate in study abroad. But findings show how cultural capital, social capital, and parent socioeconomic status influence a students' decision to study abroad. The results "suggest that race and class significantly shape the process leading to study abroad participation" (Simon and Ainsworth, 2012, p. 16). Although there are countless benefits from study abroad, many underrepresented students who desire to study abroad are unable to due to social and financial disparities (Penn and Tanner, 2009; Simon and Ainsworth, 2012; Sweeny, 2013; Salisbury et al., 2009).

There is still a lack of research on the success in studying abroad by underrepresented students and students with struggling backgrounds. This study will be an exploration in how study abroad impacts this particular population of students.

Literature has addressed that study abroad participation has influenced personal development, intercultural development, intellectual development, and professional development. However, there have been few studies to cover the achievements of subgroups within a population. The Gilman Scholarship represents a population of not only underrepresented students but students with diverse backgrounds. I will explore the impact of study abroad on the lived experience on Gilman alumni. This study will contribute to the literature showing how study abroad increases development. In addition, this study will show how underrepresented students' participation is a catalyst for others to participate.

Chapter 6

Methodology

The research process entailed a long-term investigation of the impact of study abroad on underrepresented students. This section will explain the decisions and procedures I used to capture the lived experience of study abroad participants. My study of the Gilman Scholars and their lived experience of study abroad had three stages: investigation, data collection, and coding of the patterns and relationships between themes.

To ensure the study met all standards of research, the Institutional Review Board (IRB) approved this study. The interview protocol, description of the study, and additional required documents were submitted to the IRB board. The IRB authorized that this study was conducted in an ethical manner.

Investigation

The first stage in exploring the lived experience of Gilman Scholars from study abroad was to investigate the themes on the impact of study abroad. I began investigating the themes by inquiring into the thoughts, motives, and questions of the influence of study abroad on sojourners. Through this investigation, I was able to develop my conceptual framework.

The Gilman Evaluation Report influenced and reinforced the themes used in my conceptual framework. The evaluation report gathered data through online surveys, telephone interviews, and focus groups. To demonstrate the rich information that was collected, the evaluation report contained reflections from past Gilman Scholars. Gathering the documented thoughts of past sojourners gave my study a foundational perspective on the influence of study abroad. My initial assessment of the evaluation report led me to construct potential themes for my investigation of study abroad.

Based on the evaluation report, I began to inquire about the students' intentions and motivations for study abroad. To understand the impact of study abroad, one has to recognize the motives to education abroad. These motives could influence the kinds of development that students experience and their decisions after returning. The collected and explored literature and the IES longitudinal study provided the bases for constructing the themes for the conceptual framework.

After investigating the thoughts and motives of study abroad, I refined the themes by inquiring further about additional motives or influences of study abroad on Gilman Scholars. To investigate additional motives and influences of underrepresented groups in education abroad, I contacted the Gilman Scholarship Program. After staying in close contact with a representative from the Gilman Scholarship Program, my mentor, David Post, and I were invited to the Bureau of Educational and Cultural Affairs to discuss the Gilman Program and its influence on past scholars with staff of the Bureau. Through my visit with the Bureau of Educational and Cultural Affairs and my meeting with an administrator of the Gilman Program, I was able to get a copy of the survey that was given to Gilman Scholars and an opportunity to interview Gilman alumni.

Researcher Identity

This section explains my identity as a recipient of the Gilman Scholarship and how my study abroad experience sparked my research interests. In 2012, I studied in China for a semester. Through this experience, I networked and found a job opportunity as a study abroad counselor for two years. From my experience as an international student and as a counselor, my interests in study abroad developed. Also, I observed that as a Black American woman, my experience and story were a rarity. As a result, I decided to pursue research about increasing representation in study abroad.

Data Collection

The main sources of data collection in this qualitative study are interviews and the Gilman Program Evaluation Report. I believe both data sources are more detailed than quantitative data and thus more valuable for the purposes of this study. In this section, I will discuss the process of gathering interview data from Gilman alumni.

Sending out an invitation to be interviewed was the first step in collecting data. Through an administrator of the Gilman Scholarship Program, my invitation to participate (see Appendix A) was sent to several Gilman alumni social platforms. The Gilman alumni who were interested sent an email to an email address that I established to collect data. There were 99 Gilman alumni who responded to my invitation. From this larger group, I selected 11 Gilman alumni and ultimately used 10 of these for the purposes of this research. All interviews were conducted through live video interviews

(i.e., Skype and Facetime) to allow flexibility in scheduling interviews and in selecting participants.

I based my participant selection on whether students came from underrepresented groups. The selection process was not random. In this study, I sought to understand the experience of Gilman participants from non-traditional backgrounds. These backgrounds include minority backgrounds (i.e., Black and Hispanic ethnicities), geographic region as defined as either rural or urban, and family dynamic. Further participant selection was based on individuals who would have been abroad for longer periods of time. This was essential to the selection process, because Gilman Scholars who studied abroad longer had a richer experience. The individuals I interviewed had studied abroad between the years of 2008 and 2012. In the five to ten years since participation, enough time has passed to be able to assess the rich experience benefited from the Gilman Program.

Interview questions for the 10 interviewees explored the impact of study abroad. The interview questions asked about study abroad in terms of: the year (i.e., 2009) studied abroad, college major, prior career aspiration, current career, and whether their career has an international component. Demographic information collected from the participants included: gender, race/ ethnicity, and study abroad location. Refer to Appendix B for the table outlining the participants' characteristics and background.

The interview protocol explored the psychosocial outcomes from the conceptual framework: personal development, intercultural development, cognitive development, and professional development.

Credibility/Trustworthiness

This section explains how I ascertained the creditability and trustworthiness of the data that I collected. I ensured that the data collection was reliable by triangulating data according to three techniques: document analysis, literature review, and transcribing interviews. The document analysis of the Gilman Program Evaluation Report reinforced the data from the interview to increase reliability in this study. The literature review of the four types of development from my conceptual framework also strengthened the consistency of the information that I compiled by confirming the association between the conceptual framework and my findings. Lastly, the transcription and coding of the interviews further increased reliability by validating the consistency of my data.

Coding Data

The data collected from the interviews were coded in three steps. The first step is inductive analysis that contributes to the conceptual framework and answers the research questions. The second step entailed devising dimensions from the literature and conceptual framework. The last step was to apply those dimensions to the data. The three-step analysis from the collected data helped shed light on the research questions and the influence of study abroad.

The first step, inductive analysis, included transcribing the 30 to 45-minute recorded interviews and writing of annotations of thoughts from initial readings of transcribed interviews. This step assisted in organizing and coding illustrative pieces that support my conceptual framework and research questions. Annotating my initial thoughts

on the original reading of each transcription gave me a glimpse of the potential findings for this study. For example, while reading transcriptions I wrote “shows empathy” and, “discovering identity.” These initial thoughts formed the foundation of my findings.

The second coding process entailed applying the four types of development as a blueprint to organize my findings. During this process, the four types of development were categorized from the transcribed interviews. Also, the components (i.e., independence, cross-cultural, and functional knowledge) from the four types of development within the literature review narrowed the parameters for my findings. For example, when a participant remarked on his/ her increase of confidence after the study abroad experience, I categorized this characteristic as personal development. This step helped me to decide what to capture in this study and what was the criteria for the study’s framework, based on the interviews.

The last step applied the conceptual framework to my findings, based on the collected data. The four types of development and its components contributed to the creation of the conceptual diagram. Through this diagram, I identified and consolidated repeated themes between transcribed interviews. For example, one theme that I identified was that the participants frequently discussed how study abroad influenced their career choices.

The consolidated themes were then illustrated through a diagram to assist in visualizing the relationship among the group the themes. The conceptual diagrams ² have

² The conceptual diagrams were created on a software called Mindmup.

hierarchical levels. Each hierarchical level represents the connection between ideas and illustrates the complexity in each of the four types of development. The first level depicts one of the four types of development from my conceptual framework. The second level includes the themes participants discussed frequently. The third level includes the sub-themes pinpointing the patterns. The last level includes specific cases from interviewees illustrating the sub-themes. The hierarchical diagrams in the following chapter represent the relationships between the four types of development and the levels of all of the themes and sub-themes in the organizational structure.

Chapter 7

Results and Findings

The thematic results from the 10 interviews with Gilman alumni are summarized below. Three consistent themes emerged from the interviews: (1) self-awareness, (2) sharing knowledge and contributing to increasing cultural understanding, and (3) becoming a global citizen. These three themes are patterns discovered across the dataset (all 10 interviews). The subsequent section presents this thematic analysis.

Self-awareness

The first common theme from the interviews was the recognition of one's individuality as well as one's identity. For example, participants discussed how their study abroad experience gave them a stronger sense of identity as a woman or through their heritage from their home country. Also, participants related their identity and individualism on a global scale. They did this by associating themselves as an American rather than as another nationalities or being non-religious in a highly religious community. The following are two examples of participants recognizing their own individuality.

In example 1, Participant 8 had a transformative moment of 'Black pride' by speaking with a Kurdish tour guide. During her experience in Turkey, she encountered a Kurdish tour guide and discussed how the Kurds' struggle, related to the struggle as a Black woman from the U.S.

After this experience, she felt more connected to Black people not just in the United States but also internationally. She realized there are commonalities in the struggles for all Black people.

... this Kurdish dude was talking to everyone and he stopped and looked at me like in a face like 'me and you we're Black' and he was like 'and I know where you're coming from and it was such... a beautiful moment... he knew the struggles of like the African diaspora or like Black folks in America and he could relate it to his own and it was just a powerful moment that no one else [in her study abroad group] could connect to. (Participant 8)

In example 2, Participant 3 recognized the privilege in being a White woman and an American woman because of her study abroad experience in a highly patriarchal country. She reflected on how in the United States she was underprivileged in many ways but after travelling abroad her concept of what is privilege shifted.

... I came from a family without financial means. And then I realized in Morocco... that I had *all* the privilege. And I have all the power, which is new, and I didn't think I fully realized till later because I never felt that way in general in my life... I was realizing at every turn, even though I am a woman, being a woman in Morocco is different for me, because I am a White woman and American woman... I came back [to the U.S.] and realized that it was never gonna be the same. (Participant 3)

Sharing Knowledge and Contributing in Their Own Way to Increasing Cultural Understanding

The second common theme from the interviews was the participants' eagerness to share and contribute in their own way to increasing cultural understanding. Once participants returned from their study abroad experience many discussed how they shared or contributed to their local community or did so in a professional capacity. For instance, they shared knowledge about different cultures with family and peers or contributed by

supporting International Education Week, an initiative to recognize the importance of cultural understanding at work. The following are two examples of participants describing how they shared and contributed to increasing cultural understanding.

After Participant 9's study abroad experience in Japan, he was confident and knowledgeable on where to go in Tokyo. As a result, he became a tour guide, by guiding his colleagues off the Air Force base and around Japan. Participant 9 was able to take his colleagues to locations that few tourists got to explore. He shared his knowledge of Japan with his colleague. But most importantly, he gave his airmen an experience that they typically didn't get exposed to.

In another example, Participant 1 realized the importance of gaining international exposure and how his profession as a global entrepreneur would contribute to a bigger goal. The goal for him was to increase global competence. For him, collectively each individual should have some kind of international exposure to understand how we are a global village. He contributed toward his goal by working in an international business company.

I think not too many people realize that everything is international until you understand and get out of your environment...now that I am aware of it [the influence of international exposure] and going abroad and coming back, now I wanna be a part of it. And what does that mean? I want to be an entrepreneur. I wanna have [international] products. I want to have services that work with people internationally, and I want to know that with all of this knowledge and shared experience we collectively grow.
(Participant 1)

Global citizen

Another common theme from the interviews was how frequently participants referred to themselves as “global citizens” or used similar terms. Many participants discussed the importance of cultural understanding, empathy, acceptance of differences, and not reacting with hostility to others who are different. Below are two examples of how participants were empathetic and non-judgmental toward others.

Participant 6 practices family law and works closely with immigrant families. After his experience abroad in Japan, he has a greater cultural understanding toward people with different backgrounds. This contributed to his line of work, enabling him to go beyond initial impressions of people and consider their situations more fully. The following excerpt shows how Participant 6 didn’t base his assumptions on first impressions: “...when I meet people I won’t be really judging or anything. Because I was meeting people from all over the world... [I learned] not to judge people based on first impression, which is to understand where they are coming from...” (Participant 6).

In another example, Participant 4 explained how her experience in Spain made her appreciate and gain global competence. She reflected on how she is more curious and inquisitive of other cultures. As a result, she volunteered in the Peace Corps and now studies global nutrition. Participant 4 increased her global competence by immersing and studying other cultures.

...the more you learn, the more you learn what you don’t know about certain things...[after studying abroad] I [was] aware of all the different [international] students I interacted with, but I never thought more extensively about their backgrounds. [For example], you have a friend in college and they are Korean and you’re like, ‘that’s cool you’re Korean.’ But after studying abroad it made me sit back and be like, ‘oh, I should be

asking all these different questions because now that I experienced [study abroad]...and being a stranger in a different culture... [I understand] other people in that role. So that was an eye opener. (Participant 4)

Intercultural Development

This section will discuss the findings pertaining to intercultural development. To reiterate, the most common components of intercultural development are: *global-mindedness*, *cross-cultural competence*, and *cultural engagement*. These three components emerged from the interviews, but the most common themes in this data are the following: cultural engagement, sharing cultural experience, and appreciation of different cultures (see Figure 8-1 below).

Cultural engagement is highlighted in both past research as well as in this study. Cultural engagement refers to the ability to participate, interact, or to understand people from different cultures. *Sharing cultural experience* is also a constant theme in the interviews. Once participants returned, many shared their knowledge or skills with others. The last theme is *appreciation of different cultures*. This theme includes the two components, global-mindedness and cross-cultural competitiveness. See Figure 8-2 for more details.

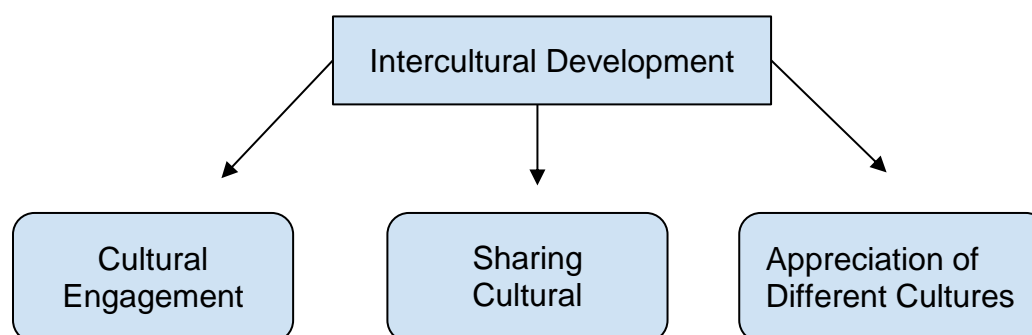


Figure 8-1: Intercultural Development Common Themes.

Cultural Engagement

The first theme is cultural engagement. There were three sub-themes that were identified in cultural engagement: working in a cultural center, continuing to stay in contact with international friends and peers, and continuing to travel. Examples of cultural engagement that were discussed between participants were being an ambassador for an international association and traveling for work and pleasure. After participants study abroad experience, there was still a desire to remain involved in international communities and travel.

Examples of cultural engagement come from participants who stay in contact with international friends and peers after their study abroad experience. Prior to study abroad, Participant 9 did not communicate with anyone outside his community. Now, he consistently communicates with his international friends within his education abroad program. Even after his sojourn ended, he was still invited to his colleague's wedding and attended the wedding via Facetime.

Cultural engagement comes in many forms. It could be small, like continuing to stay in contact with friends and peers through international chat platforms or big, such as planning for international trips. All in all, participants continued to engage with the international community so they wouldn't lose the skills and characteristics they acquired abroad. Also, they continued to participate in cultural settings to still stay close to the people and community that transformed their way of thinking and life.

Sharing Cultural Experience

The second theme within intercultural development is sharing cultural experience. The three sub-themes are family interest in traveling abroad, bringing global awareness, and explaining cultural differences. Family interest in travel abroad includes parents' desire to also travel abroad and to understand the importance of study abroad. Bringing global awareness includes study abroad participants contributing their knowledge from their experience abroad. Lastly, explaining cultural differences shows the cultural understanding that was gained from study abroad. This sub-themes are illustrated below (Figure 8-2).

Many participants' families were interested in traveling abroad. For example, Participant 5 noted that many people who live in a small town remain close to home. After Participant 5 introduced Mexican cuisine to her mother, her mother decided that she too wanted to travel abroad to learn more about Latin American culture. Although the mother lived in a small town, receiving a taste of another culture initiated her desire to travel abroad.

Sharing cultural knowledge and experience was something valued by all participants. They were tour guides for their colleagues who rarely traveled. Their experience influenced parents desire to travel and persuade other families to have their own children study abroad. Also, through explaining cultural differences to individuals who did not have any international exposure, they deflated contentious situations. For example, explaining a certain Muslim holiday that requires certain attendance to a mosque, which diminishes parking availability and traffic for others in the area. Each

participant recognized that sharing his or her own cultural experience would contribute toward understanding people from different backgrounds.

Appreciation of Different Cultures

The last emerged theme is appreciation of different cultures. This is constantly seen through research in this field (Anderson and Lawton, 2011; Chieffo and Griffiths, 2004; DeGraaf et al., 2013; Duke et al., 1994; Dwyer, 2004; Hadis, 2005; Kitsantas, 2004; Sutton and Rubin, 2004; Van Hoof and Verbeeten, 2005). The three consistent sub-themes from collected data are the following: looking beyond stereotypes, seeing the world from multiple perspectives, and understanding and appreciating different religions and art. After participants study abroad experience, many discuss how prior preconceptions on other cultures shifted. They also discussed how their language classes and listening to people in their host country impelled participants to gain and look through multiple perspectives. Specifically, many of the participants studied countries where they were exposed to non-Western religions and art. Participants refer back to these cultural differences to explain how that contributed to their appreciation for different cultures.

The following is an example of looking beyond stereotypes. Participant 3 explains how she was exposed to small-town preconceptions of other cultural groups. It was a culture shock when her experience abroad didn't fit the prior stereotypical preconceptions. Her study abroad experience expanded her perceptions on the world. She learned how people from different backgrounds perceive themselves and their culture.

Through her experience, Participant 3 was able to gain multiple perspectives from her study abroad experience, which help led to her work with immigrants.

...expanding my perception in the world and just kind of other people and how they perceive themselves in the world...[coming] from living in a small town and like certain culture stereotypes that certain [people] in my hometown would attach to certain religious groups. And then to live in a country, and it didn't occur to me before I moved [to Morocco]. I was like 'oh wow this is so different from what I anticipated.' So also, being able to kind of see that the stereotypes that grew up with like, doesn't fit the mold everywhere. Which was a great lesson to me. (Participant 3)

All participants discussed their appreciation for different cultures after their study abroad experience. This included learning about Buddhism after studying in Japan or finding commonalities between each country and culture. Through participants' cultural curiosity, their cultural appreciation was ignited and influenced their subsequent life decisions.

Do interviewees report greater intercultural development following their sojourn experience? Yes, because cultural engagement, sharing cultural experience, appreciation of different cultures is reported subsequent to their sojourn experience (see Figure 8-2). Figure 8-2 is a conceptual diagram; it illustrates how participants continued to engage and participate in cultural experiences by traveling or maintaining relationships with others who have an international background. Also Figure 8-2 emphasizes that study abroad promotes appreciation of different cultures.

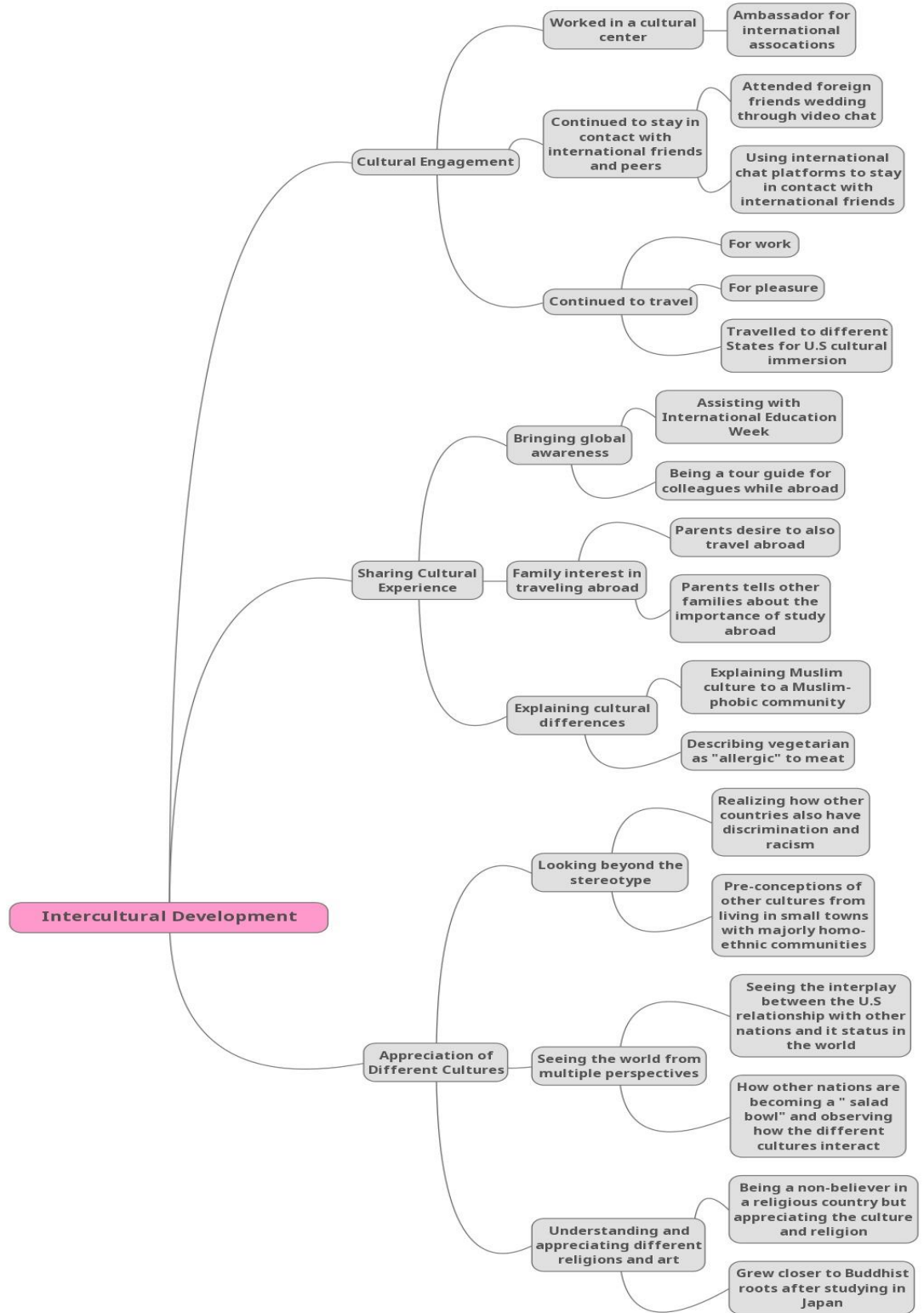


Figure 8-2: Intercultural Development Hierarchical Diagram.

Cognitive Development

The findings of cognitive and intellectual development from the interviews will be explored in this section. As discussed, the two components from cognitive and intellectual development from past research are *academic focused* and the development of *functional knowledge*. While both components were explored in the interviews, the most common themes from the collected transcribed interviews include: continued cultural exploration, language and communication development, and learning through a different lens (see below Figure 8-3).

The three most frequent discussed themes are based on the participants' responses from the interviews. The first common theme, continued *cultural exploration*, is similar to academic focused. Both require curiosity as the drive to explore and expand one's knowledge. But in cultural exploration, participants are culturally curious. The second theme, language and *communication development* is similar to the development of functional knowledge. Through navigating the daily routines in a foreign environment, participants must communicate with natives and comprehend cultural situations that are different from their own. The third theme, *learning through different lens*, was frequently discussed during interviews. Having different perspectives increase not only knowledge off certain cultures but also participants have a stronger sense of self and who they are

individually and in a global sense. See Figure 8-4 for more detail on the impact of cognitive development from study abroad.

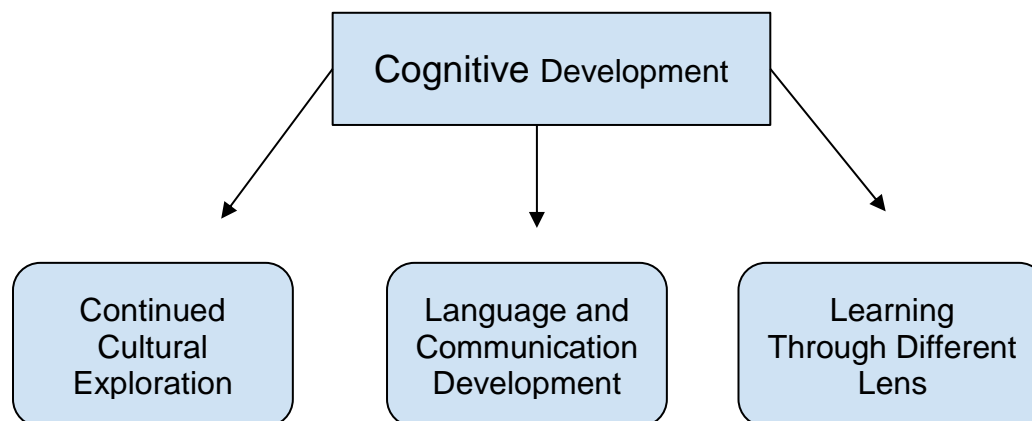


Figure 8-3: Cognitive Development Common Themes.

Continued Cultural Exploration

Interestingly, all participants continued their cultural exploration in some fashion. The three common sub-themes that were elaborated on during the interviews were the following: conversations about global topics, continuing to travel, and exposure to international media and events. An example of the first sub-theme, initiating conversations about global topics, can be seen in a participant who introduced Middle Eastern art and culture to a young group of students. Students made handicrafts and hummus. In the second sub-theme, the majority of participants elaborated on their eagerness and desire to continue traveling around the world. The last sub-theme, exposure to international media and events, was a recurring highlight during the interviews. Once returning back from their study abroad experience, there was a hunger to learn more about different cultures. Also there was devotion to maintain the knowledge

and skills that were acquired abroad. The following example focuses on the third sub-theme, exposure to different cultures.

Participants continue their cultural curiosity by watching and listening to international media and news. For example, Participant 1 discussed his cultural sensitivity and curiosity once returning back from Brazil. He expanded what he listens to and what news he watches. Through participants study abroad experience, they were introduced to many different perspectives. These different perspectives initiated a desire to seek other perspectives and continue their exploration of other cultures. Through the accessibility of international media through many international platforms (i.e., Spotify, Pandora, BBC news), it is easier to maintain and expand cultural competency.

During the interviews, participants explained the importance to continuing their own cultural exploration. This importance took many forms, including discussing global topics with family and peers or being aware of international current events by listening to international news platforms. Also, participants were more eager to travel. One participant discussed how, after her study abroad experience, she realized the importance in understanding one's nationality. She not only travels abroad but also travels around the U.S. These examples of cultural curiosity after study abroad contribute to cognitive development. Learning and expanding knowledge of different cultures promotes cognitive or intellectual development.

Language and Communication Development

The second theme of cognitive development is language and communication development. The two sub-themes that were frequently discussed during the interviews were participants' ability to communicate with others and their persistence in speaking their native language while in their host country. The first sub-theme, conscious communication, is the ability to communicate with others from different backgrounds by being culturally sensitive and aware. The second sub-theme was a common pattern amongst participants. They continued to stay in contact with friends and peers from their study abroad programs and practice their language ability with their international friends. To illustrate conscious communication, Participant 8, describes a situation from her study abroad program in Turkey:

I was like the first black person they ever saw so like they were kind of fearful and I also had to deal with a neo-Nazi situation...so communication was a little hard and also especially those folks you kind of feel [their fear] ...You know when you see a western [TV show] like somebody is like new to town, and then like people are at the saloon kind of like, 'I will give you this drink but if something goes down don't look for help. (Participant 8)

As a Black woman, Participant 8 was constantly in tense situations. Through these situations she learned to choose her words carefully and be mindful of cultural differences. She describes these circumstances as a strained situation from western movies. Participant 8, learned from such apprehensive environments to communicate cautiously to avoid offending others or exacerbating an already tense situation.

The majority of participants concluded that not only was there an increase in language and communication development, but this development carried onto their future professional careers and personal lives. An interesting finding is that many participants'

spouses had an international background. This could contribute to participants' persistence in their cultural curiosity and foreign language abilities. Communication development and related cognitive development among participants was fostered by participants' ongoing continuing practice of their foreign language skills. This contributed to participants' awareness of cultural differences and having a spouse with an international background to promote cultural curiosity.

Learning Through Different Lenses

The third theme, learning through different lenses, was also discussed in all interviews. The three sub-themes are the following: stronger sense of identity, how learning about other cultures defines participants' success, and how foreign classes taught participants how immense and diverse the world is. The first sub-theme, stronger sense of identity, caused participants to see their own identity on an individual and global scale. Learning about other cultures is the second sub-theme. Through participants' study abroad experiences, they learned similar concepts through a different lens. This resulted in viewing differently, the struggles and issues that arose during their sojourn. These issues initiated their passion to explore more on these topics. The third sub-theme, participants' learning that the world is much bigger than they initially thought, was also frequently discussed. For instance, in their foreign classes, they read and listened to others views on certain topics and came to a realization that there are different views and perspectives on the same topic.

Specifically, Participant 2 gained a stronger foundation about her Hispanic heritage after witnessing and touching Christopher Columbus' possessions. After learning about how Mexico was colonized and living in the land of her ancestors, she felt a greater connection toward her ancestors. After her sojourn, she had a stronger sense of heritage, one that hadn't been discussed by her family. Through her study abroad, part of her identity was illuminated and became a catalyst for her research, in which she explores immigration topics.

Learning through different lenses contributes to cognitive development through cultural curiosity and awareness that arise from study abroad. For example, through different cultural lenses, participants discovered the global health and nutrition issues. As a result, these issues became a catalyst to delve into these topics. Participants were exposed to different lenses while abroad and while learning through those lenses they developed intellectually.

Has cognitive and intellectual development had an impact on study abroad participants beyond their sojourn experience? Yes, because this study has found that cultural exploration, communication development, and learning through different lenses continue beyond the participants' sojourn experience. Figure 8-4, Hierarchical Conceptual Diagram, illustrates how participants continued to be more active in listening and reading international related media after the study abroad experience. Also, participants discussed how learning through different lenses initiated their cultural curiosity. In short, the ongoing passion and desire to investigate different cultures mostly originated from participants' study abroad experience.

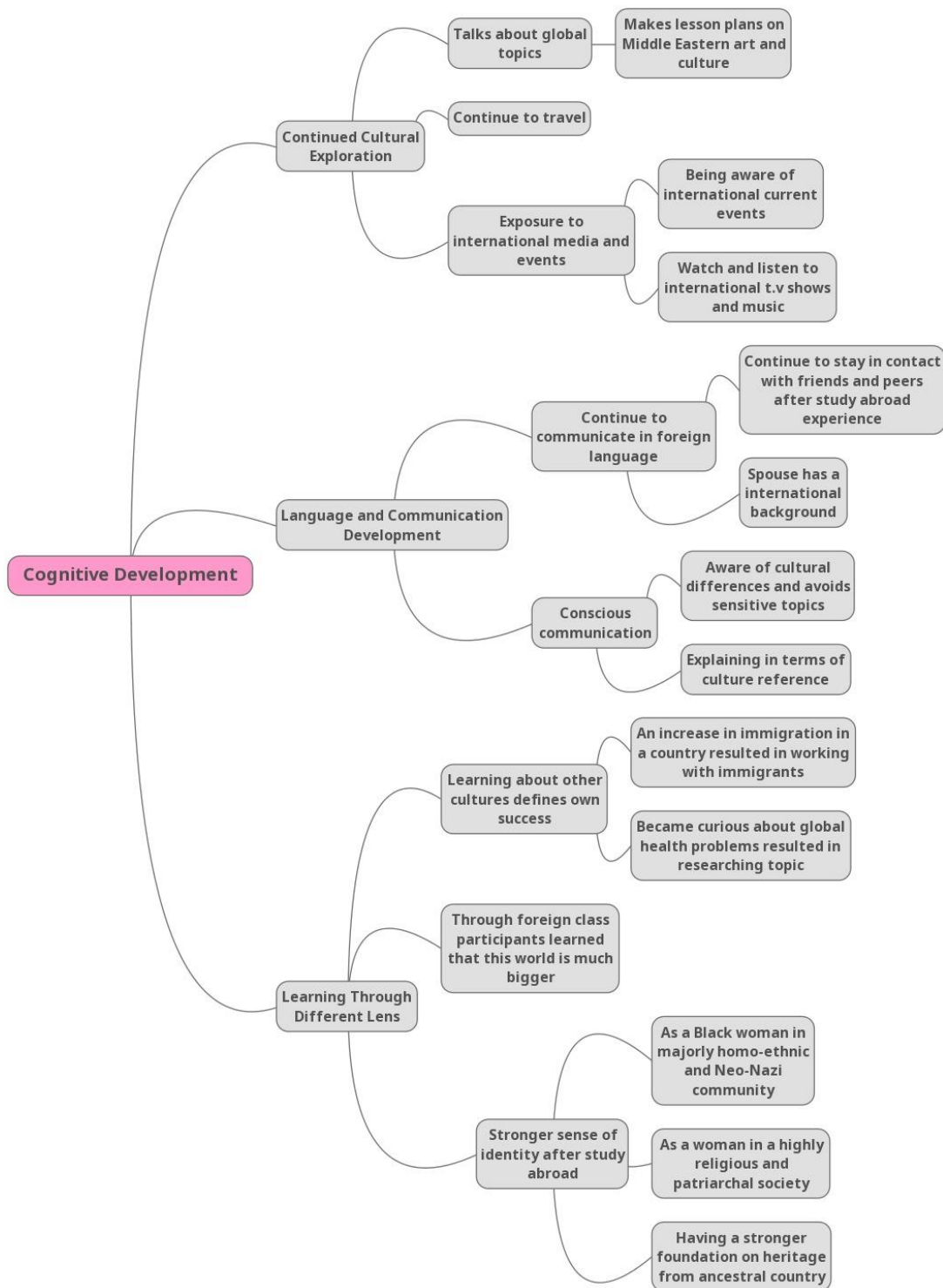


Figure 8-4: Cognitive Development Hierarchal Diagram.

Professional Development

This section will explore the findings about educational and professional development after study abroad. Professional development, through past literature on study abroad, revealed *career competitiveness* as the most frequent component. The three themes that were the most common in the interviews amongst participants are: sense of direction, opened up possibilities, and plays a pivotal role in professional choices. See below Figure 8-5.

Participants mentioned these three themes to explain how their study abroad experience influenced their professional development. To many participants, study abroad gave them a *sense of direction* in what they should pursue in the future. The second theme, explored how their study abroad experience *opened up possibilities*, such as internships. These internships gave them experience and skills that would later play a role in their professional career. The third theme, explains how study abroad *plays a pivotal role* in their career, such as directing research interests. See Figure 8-6 for more details.

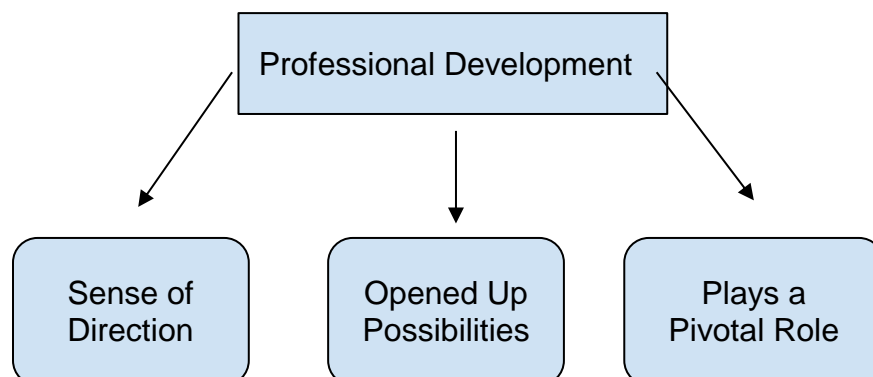


Figure 8-5: Professional Development Common Themes.

Sense of Direction

All participants in the interviews discussed the first theme, sense of direction. Participants changed their career paths and explained how their experience abroad helped them discover their passion for international work. The first sub-theme, explains how the participants' majors or career choices changed once they returned from study abroad. The second sub-theme describes how, through discovering their sense of identity, they also identified what professional track they should take. The last sub-theme, discovering participants' passion for work, shows how participants' study abroad experience increased their passion for international work and how they could incorporate it into their work.

Study abroad shifts or changes a student's decision about what career or professional track to take. For example, Participant 2 initially decided to be a nutritionist or nurse. But, after her study abroad experience in Spain, she decided to work in the international field. Now, she is an advisor for international students. Through her study abroad experience she recognized her passion for culture and the prospective opportunities working in the international field.

Participants explained how study abroad gave them a sense of direction toward their professional development. Like Participant 2, another interviewee (Participant 7) also shifted her career choice. She was initially in health education and discovered her passion for art history by learning about Middle Eastern art. Now she is an art museum

coordinator. Others discussed how their study abroad experience reinforced their passion to pursue international work, such as working with immigrants or in a global manufacturing company. Interviewees explained that their experience abroad gave them a sense of direction, which contributed to their professional development.

Opened Up Possibilities

Opened up possibilities is the second theme that was commonly discussed in the interviews. The three sub-themes are: the drive to pursue opportunities, teaching English abroad, and works with immigrants. The first sub-theme, the drive to pursue opportunities, explains how participants desired to obtain more educational or professional opportunities. Many participants decided to teach English abroad after their study abroad experience. Also, it was interesting to discover how many of the interviewees worked with immigrants in some capacity.

After study abroad, sojourners have a greater drive to pursue more opportunities. For example, Participant 6 explained how his internship in an Austrian consultant agency contributed to his decision to start his own company. Through this internship, he glimpsed what is required in the professional world. His experience abroad also provided him with qualities and skills that assisted him in developing and maintaining his company.

The influence of study abroad contributed to participants' professional and career choices because it opened up possibilities that would probably not been discovered otherwise. Through study abroad, participants were gained new perspectives and new

ideas. These new ideas could shift career choices. For example interviewees, taught English abroad to immerse themselves in a different culture. Also, participants took their passion for international work and implemented it into their career choices. For example, they worked with immigrants as a consultant or as a lawyer practicing family law that had immigrant clients. After study abroad, the prospective professional choices expanded and enriched participants' future professional development.

Plays a Pivotal Role

The third most common theme discussed in the interviews is how participants' study abroad played a pivotal role in their professional development. The two sub-themes are how the sojourn directed research interests and influenced decisions. The first sub-theme, directed research interests, shows that study abroad experience influenced the topics interviewees wanted to investigate in graduate school. The second sub-theme explores how the decisions right after their study abroad experience influenced their professional and career choices.

The following example illustrates how the study abroad experience of Participant 5 influenced her research interests. Participant 5, observed infectious diseases in Ghana. Although there was medicine for malaria, there was still a pandemic.

...even people [in the dorms in Ghana] with medicine had malaria, so everyone was getting malaria. And like the local are just like "oh don't worry it's just normal." So everyone was getting malaria, and it was like even though you take medicine for malaria you're not curing the malaria. You just reduced the effects of some of the symptoms of the malaria... I

am [now] more interested in tropical medicine and some of the infectious diseases. (Participant 5)

This experience piqued Participant 5's interests in learning more about tropical medicine and diseases. Her study abroad experience in Ghana influenced her research topic and contributed to her professional development. Another example is Participant 4's decision to join the Peace Corps after her study abroad experience, which in turn, became a catalyst in her decision to pursue her research in nutrition. Study abroad plays a pivotal role in participants' professional development and decisions about how to pursue that development.

How has educational and professional development affected study abroad participants beyond their sojourn experience? As seen in Figure 8-6, participants discussed how their experience abroad completely changed their career choice and gave them an opportunity or insight to teach abroad. Many of the participants' careers have an international element and several work directly with immigrants. Figure 8-6 illustrates how study abroad has a long-term impact on participants.

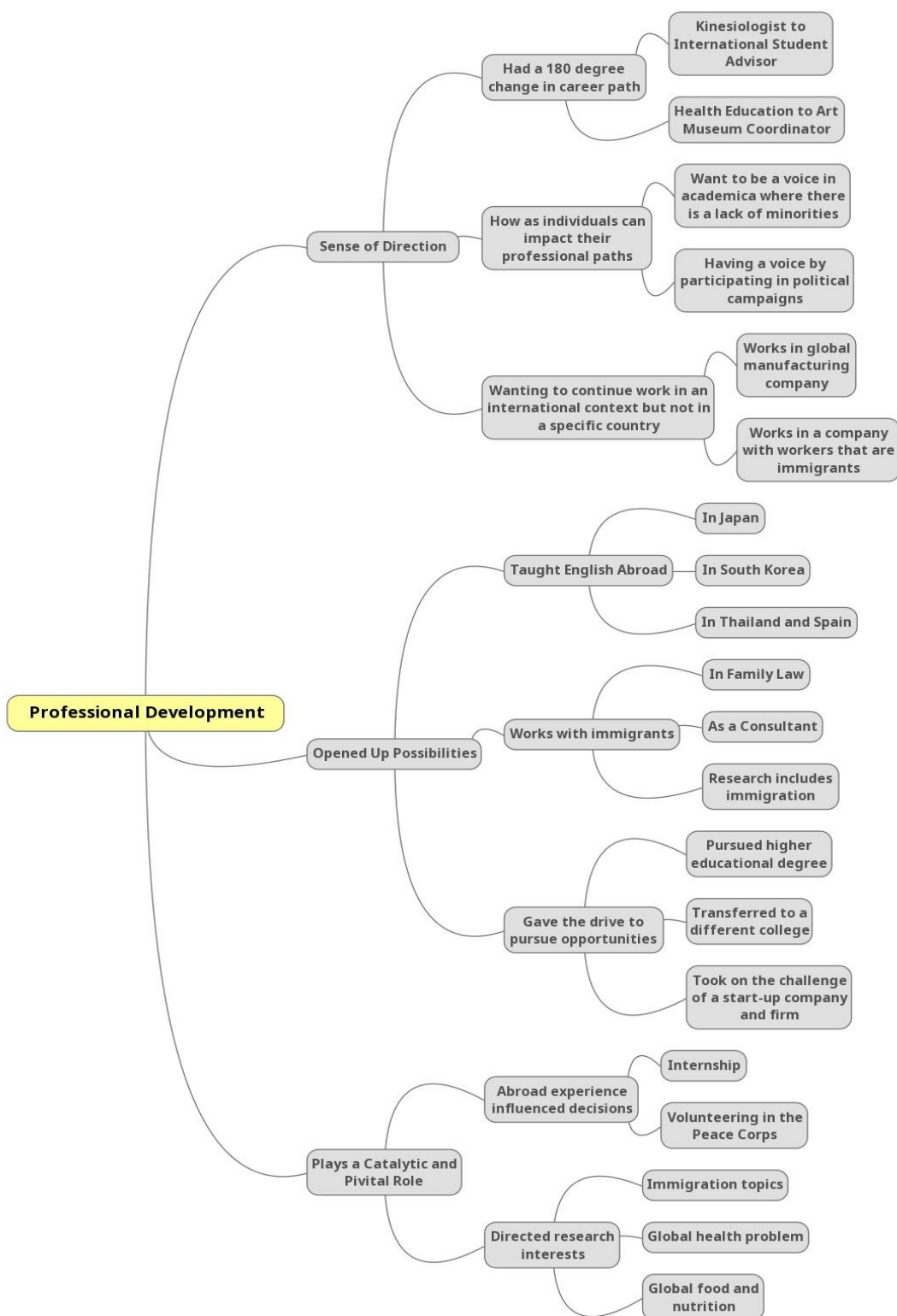


Figure 8-6: Professional Development Hierarchical Diagram.

Personal Development

Personal development is a category that includes the development of skills, abilities, increased awareness, and self-identity. Personal development in study abroad is reflected by a sojourner who learns from the challenges that were faced in an unfamiliar environment. After participants return, they improve lives by applying the skills and attributes that were gained abroad. Based on past literature, the most common components of personal development are *independence, self-confidence, and self-efficacy*. Based on the interviews, there are four consistent themes that were discussed: confidence and empowered to take on challenges, stronger sense of self-identity and self-worth, establish a higher level of maturity and independence, and relationships build on empathy and humility.

Consistent with past literature, participants repeatedly explained how they developed more *confidence* in themselves and are eager to take on more challenges. Participants also discussed *a stronger sense of identity*. The third common theme in the interviews was how interviewees gained independence along with *maturity* after their sojourn. Lastly, participants were more empathetic and showed *more humility* toward others from different backgrounds. All four themes of personal development were integral to study abroad for the interviewees.

One important finding from the interviews was that intercultural, professional, and cognitive development are associated with personal development. See Figure 8-7, below. For example, through intercultural development, participants gained appreciation of other cultures. Appreciation for different cultures develops into respect and empathy

for others of different backgrounds. All four types of development are connected and are influenced by one another. In this section, I will illustrate how intercultural, cognitive, and professional development influence sojourners personal development.

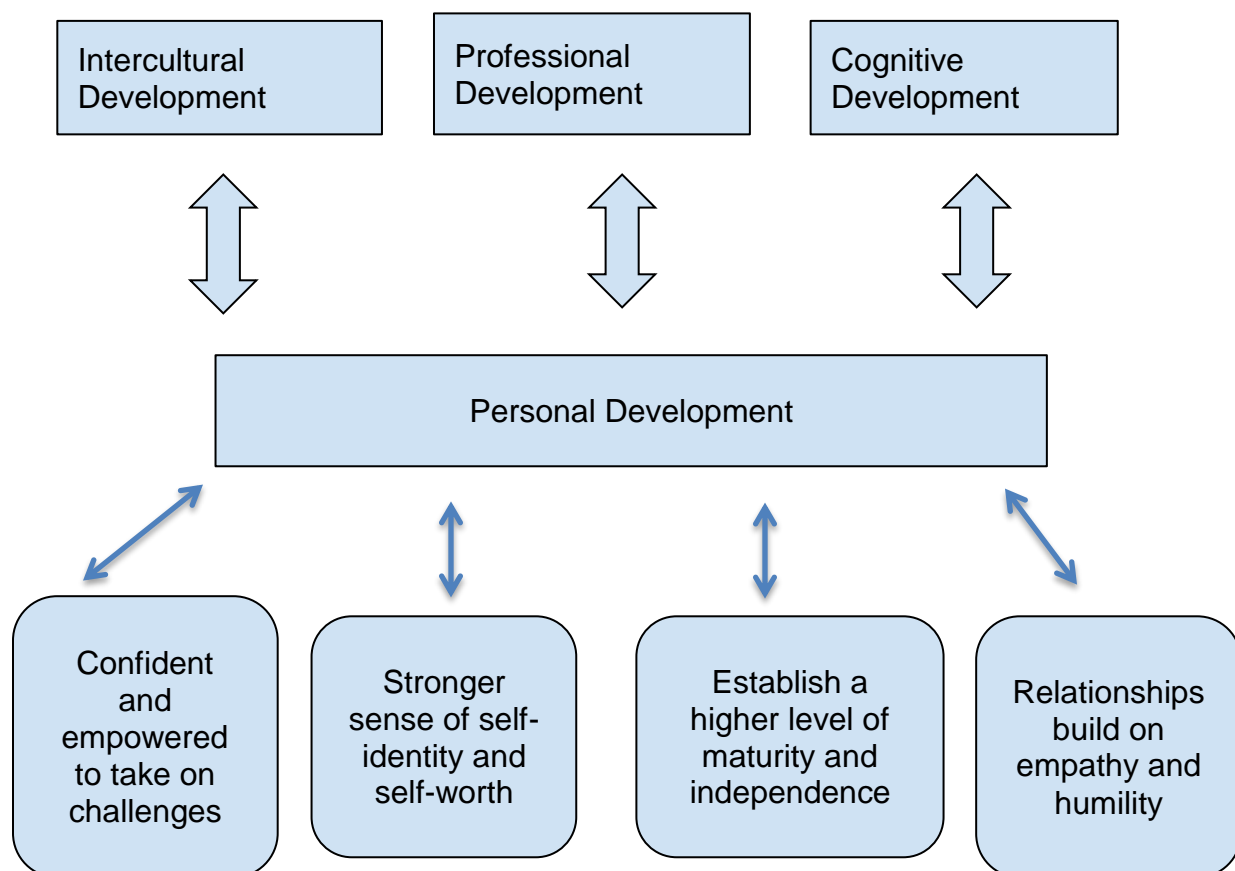


Figure 8-7: Personal Development Common Themes.

Personal Development Associates with Intercultural Development

Intercultural development is associated and with personal development. Cultural engagement, cultural curiosity, and appreciation of different cultures are maintained after participants study abroad experience. Through these characteristics, confidence, self-identity, independence, and empathy were developed. For example, Participant 7 was

empowered to take on more challenges, such as travelling to other countries after studying in a country where she didn't speak the native language. In another example, Participant 3 illustrated how after her experience in Morocco she developed a sense of liberating independency and self-identity. By learning about other religions and cultures, she decided what her views were on certain cultures. Below are examples of how the experiences abroad impacted participants' personal growth.

Confident and empowered to take on challenges:

“...if I never studied abroad, I never would realize what I could be capable of. I wouldn't know how big the world is, and I wouldn't know that there are some things I can do.” (Participant 5)

“...I think just being abroad also pushed me to travel to other countries where I didn't speak the language, and I knew nothing about the culture.” (Participant 7)

Stronger sense of self-identity and self-worth:

I think the most powerful thing that came out of my study abroad experience is foundational understanding even what the term identity means...I think my understanding of identity was passed in economic lens, because for the most part my community looked the same. They spoke the same language, similar faith, practices. But the economic lens was the only one that I had to really differentiate myself from others...Morocco opened up a whole new realm of like lens, identity lenses to look through. (Participant 3)

Established a higher level of maturity and independence:

I think that [the religion in Morocco] was actually really one of the most beautiful things that made me feel independent like seeing an entire culture based in other specific religion and how beautiful that element of that culture is. For me it felt liberating as someone that doesn't have a specific faith. It was like wow this is like an entire place in the world that are born of a faith and it was really powerful to see how that plays out in real life not just the version you get in the United States sometimes. (Participant 3)

Built relationships on empathy and humility:

So, if you are in AP classes, you kind of embody a certain identity. Like 'oh, I guess I am like more intelligent than the average bear, because that was what my teachers are telling me'...Then, studying abroad and really being in the hostels and everything, you meet people, and they are so nice and friendly, and are like. "Oh yeah, I speak 7 languages fluently, it's no big deal." I am like, wow I thought I was accomplished, but you're half my age and speak twice the amount of language that I do. (Participant 4)

Personal Development Associates with Professional Development

Professional development is also associated with personal development. Through their sojourns, participants gained a sense of direction about their professional path. The study abroad experience opened up possibilities that lead to their professional choices, and also it played a pivotal in their future professions. The personal characteristics that were gained and that influence professional development are the confidence to seek out more opportunities and challenges. For example, realizing their self-worth to confidently pursue their career and showing indispensable characteristics gained from study abroad, such as maturity and humility of others, are also valued in the job market.

Participant 2 explained how confidence and a stronger sense of self-identity influenced her professional decisions. After her experience abroad, she decided to transfer to a college in New York, which was further from home. Although she lost her support group, she gained the confidence to take on the challenge. Additionally, Participant 2 gained her sense of identity through her studies about her ancestors abroad. This resulted in her understanding the importance of her voice. She now is pursuing her Ph.D. to contribute her Hispanic American voice to the academic field. The sentiments expressed in excerpts below illustrate how professional development and personal development are intertwined.

Confident and empowered to take on challenges:

I was in Spain actually, [when] I applied to one college to transfer to...so I went on my own and to New York across the country, and it definitely gave me more confidence, like I already have enough but...to leave my family. It's a different type of confidence, you know like bravery...
(Participant 2)

Stronger sense of self-identity and self-worth:

...studying abroad gave me that extra boost in confidence...You know the reason why I am studying this Ph.D. is because I didn't see enough people of color leading research on populations that I was interested in, so I think that's part of my identity: knowing that I do have an important voice and that it needs to be heard and people who are interested in hearing it...
(Participant 2)

Established a higher level of maturity and independence:

“...I can do anything and everything I set my mind to...I graduated college [and] I went to go to teach English in South Korea.” (Participant 7)

Built relationships on empathy and humility:

And the work I do now is with an entirely indigent population, with people at poverty level or below, and a lot of clientele are immigrants...It is not necessarily to assume that someone is doing something wrong, but try to figure out how they are looking at it from a cultural perspective. (Participant 9)

Personal Development Associates with Cognitive Development

Finally, cognitive development has a significant impact on personal development and growth. Through cognitive development, participants continued their cultural exploration, communication development, and learning through multiple perspectives. From these, participants develop personal growth. The functional knowledge that was gained through their daily routines, like finding a location without a smartphone, instilled confidence in other areas of their lives. Also through their foreign classes, they studied different cultures from multiple perspectives (i.e., their foreign classmates, natives, and teachers). They gained not only empathy and appreciation for cultures but a stronger sense of self (i.e., as an American, as a woman, as non-religious). Participants absorbed what they learned and observed from their experiences abroad. As a result, the acquired information influenced participants’ personal growth. For example, some felt more confident and empowered to take on challenges.

So that experience [study abroad] was kind of cool. It taught me to be independent and just be able to do things out for myself and to just, you know: if the challenges comes at you, you have to figure it out...I have to figure this out. I have never done this before and keep in mind this was the time before smartphones were really readily available. I think I had a flip phone at that time. So, that was fun. (Participant 6)

Some also felt a stronger sense of self-identity and self-worth:

[Being] the only American student in the class...was definitely a humbling experience... And then when I came back [from study abroad] ...awareness in the fact that academic acceleration isn't the only thing, isn't the only measure of success. That everybody has their own definition of success, and maybe that's not academic and that's okay. (Participant 4)

Some established a higher level of maturity and independence:

...when I came back, I had the skills and experience very few people had to offer...I had a broader mind to have friends from Nigeria, joining in African Student Association, I had broader experience to be an entrepreneur, so I started up business psychology organization out of our psychology department that merged business and psychology together. (Participant 1)

Some built relationships build on empathy and humility:

I mean it was both a learning curve there, it was learning how to figure out how to communication with people...and coming back.... just made me understanding or be empathetic of folks that were learning another language... (Participant 8)

To summarize my findings from the interviews, each type of development had a long-term impact on participants. Participants displayed cultural engagement, a sharing of cultural experience, and an appreciation of different cultures, which impacted their intercultural development. Similarly, participants exhibited continued cultural exploration, communication development, and learning through different lenses, demonstrating a long-term influence on cognitive development. Also, interviewees revealed professional development by demonstrating how their study abroad experience influenced their sense of direction, opened up possibilities, and playing a pivotal role in their professional or academic choices. But, personal development had the greatest influence. Participants frequently related having confidence, having a stronger sense of self-identity, feeling independent, and building relationships with empathy and humility (personal development components) to their own intercultural, cognitive, and professional development. In short, all four types of development were connected and influenced one another.

Chapter 8

Discussion and Conclusion

The Gilman Scholarship Program gave underrepresented students, those who historically had little opportunity to study abroad, the chance to immerse themselves in an unfamiliar environment. The Gilman alumni, who represent students from different backgrounds, were greatly influenced by their study abroad experience. As shown from the findings, participants developed intercultural, cognitive, and professional skills that had a long-term impact on their lives. Ultimately, participants' personal development had the greatest impact. Participants returned from their study abroad experience with a greater appreciation of different cultures. Additionally, participants returned with a greater understanding of their role in a global village and how they can contribute to increasing cultural understanding in their community. This study illustrated how study abroad impacts underrepresented students. But, also this study illustrated the importance of representation.

The Gilman alumni gave other disadvantaged groups who believe they were unable to have the chance to go abroad, the voice, visibility, and validation to go on their own sojourn. Through study abroad, many participants discovered their identity and the importance of their voice. Students from underrepresented backgrounds applied the skills, confidence, and voice discovered from study abroad into increased representation within their fields and community. The Gilman Scholarship Program also increased the visibility of underrepresented students. Many of the participants' commented on the lack of representation when investigating education abroad programs. Lastly, participants

validate not only the importance of study abroad, but also the influential impact of study abroad on underrepresented students. The lived experiences from the 10 Gilman alumni gave a voice, visibility, and validation for future students who believe study abroad isn't for them.

The approaches the participants took to increase their voice, visibility, and validation for future sojourners included their family and community. Family members desired to learn more about different cultures and encouraged others to study abroad. The stories and different perspectives that were introduced in the participants' community also increased those community members' global competency and a desire to learn more about other cultures. This was observed by almost all of the interviewed participants and documents. All interviewed participants discussed contributing the knowledge and different perspectives that they gained from study abroad. The Gilman alumni became a model for, and representation of, non-traditional study abroad students who individually made their own mark in the world.

However, it is important to note the limitations of my methodological approach. To improve the methodological approach of this study, there could be an increase of participants and a control group to compare (i.e., traditional study abroad students and other education abroad scholarships). A comparison could reveal whether the impact of Gilman differs from other program. The findings and methodological approach from this study is supported by the literature review and conceptual framework. The findings illustrate the importance of representation in study abroad and how study abroad has a long-term impact long after students' study abroad experience. On a final note, the stories and contributions from the Gilman alumni have ignited a chain reaction in a desire and

appreciation for other cultures in the participants' familial and personal networks. This chain reaction may help to knock down cultural barriers and improve cultural knowledge on a national and global level. The Gilman alumni, like myself, will contribute to slowly shifting our community and world to a global village.

Appendix A

Gilman Study Invitation

Dear Fellow Gilman Alumni:

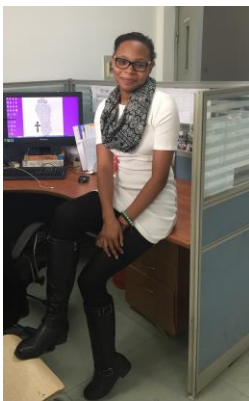
As you know, the Gilman International Scholarship Program is highly competitive. Being selected as a Gilman Scholar from this competitive scholarship gave us the opportunity to study abroad and returned transformed with experiences and skills that influenced our life choices. As Gilman Alumni, we are a unique and diverse community. My experiences in China three years ago as a Gilman recipient ignited my passion for study abroad and helped map my course into graduate school.

I am writing my master's thesis at Penn State University about the impact of study abroad and the channels of that impact. I want to hear your stories. How did studying abroad as a Gilman Scholar impact your life?

This is an invitation for a phone or face to face interview. Please contact me through my email gilmanstudy@gmail.com and we can begin setting up a meeting.

I look forward to hearing from you!

Ana E. Garner



Appendix B

Gilman Study Participants' Demographics

Name	Sex	Race	Year Studied Abroad	Country	College Major	Prior Career Aspiration	Current Career	Career or field has global affiliation
Participant 1	Male	Black	2008	Brazil	Psychology	Psychologist	IT Project Manager	Yes
Participant 2	Female	Hispanic	2006	Spain	Urban Studies	Real Estate Developer	Senior Research Associate; pursuing PhD	Yes
Participant 3	Female	White	2010	Morocco	International Affairs and Urban Studies	International Related	Consultant for a predominantly immigrant workforce	Yes
Participant 4	Female	White (half Portuguese)	2011	Spain	Anthropology	Travel Writer	Graduate Student studying food policy and applied nutrition	Yes
Participant 5	Female	African American	2012	Ghana	Chemistry	Chemist	PhD Student in Biochemistry	Yes
Participant 6	Male	White	2009	Germany and Austria	German and Political Science	International Related	Start-up company in marketing and technology	No
Participant 7	Female	African American	2011	Art History and Psychology	Turkey	Museum Coordinator	Museum Teen Programs Coordinator	Yes
Participant 8	Female	Hispanic	2011	Kinesiology	Spain	Kinesiology	Academic Coordinator for International Programs	Yes-

Participant 9	Male	White	2005	International Business	Japan	Attorney	Attorney	Yes
Participant 10	Male	White	2004	Cultural Anthropology	Belize	n/a	Founder and Director of Marine Conservation Company	Yes

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