



NAFSA RESEARCH SYMPOSIUM

A Critical Discussion of
Theories, Methodologies,
and Practices in
International Education

Agenda for November 22, 2019

9:00 a.m. - 10:00 a.m.	Open Registration and Networking
10:00 a.m. - 10:05 a.m.	Welcome <ul style="list-style-type: none"> ○ Ravi Shankar (University of Rochester & NAFSA: Association of International Educators) ○ Carol J. Erting, PhD (Gallaudet University)
10:05 a.m. - 10:45 a.m.	Opening Remarks <ul style="list-style-type: none"> ○ Julie Ficarra, PhD (SUNY Cortland & 2019 TLS KC award recipient) <i>Using Critical Discourse Analysis to Locate Hidden Curriculum in Study Abroad</i>
10:45 a.m. - 12:30 p.m.	First Panel <ul style="list-style-type: none"> ○ Taiwo Soetan, PhD (Red River College) <i>Impact of Support Areas on the Academic Success of International Students in Community Colleges in Canada</i> ○ Jianyang Mei, PhD (Michigan State University) <i>Lost or Found: Experiences of First-Year Academic Probationary Chinese International Students</i> ○ Fernanda Leal (Boston College) <i>The Epistemological Bases of Internationalization at a Brazilian Public University</i> ○ Xin Chen (Indiana University) <i>From International Students to International Scholars: Improving International Graduate Students' Academic Literacy</i> ○ Emma Grace, PhD (The Chicago School of Professional Psychology) <i>Inclusivity in International Psychology Graduate Research: Best Practices and Challenges</i>
12:30 p.m. - 1:30 p.m.	Lunch (provided for pre-registered attendees)
1:30 p.m. - 3:15 p.m.	Second Panel <ul style="list-style-type: none"> ○ Dawn Wood (Kirkwood Community College) and Melissa Whatley, PhD (North Carolina State University) <i>Community College Study Abroad: Institutional Context, Geography, and Field of Study</i> ○ Lauren Nehlsen, PhD (Elgin Community College) <i>Perceptions of Community College Educator Participants in a Short-Term International Exchange Program</i> ○ Valerie Slate (University of North Carolina – Chapel Hill) and Ravi Raj (Authentica) <i>Analyzing Students' Voices: What Experiences Really Make an Impact in Study Abroad Programs?</i> ○ Ann Hubbard (AIFS Study Abroad) <i>Study Abroad & Employability: The Impact of Reflection on Students' Ability to Articulate Transferable Skills</i>
3:15 p.m. - 3:45 p.m.	Open Discussion – Connecting Theory to Practice <ul style="list-style-type: none"> ○ Small breakout group discussions
3:45 p.m. - 4:00 p.m.	Closing <ul style="list-style-type: none"> ○ Shanna Saubert, PhD (NAFSA: Association of International Educators)

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Welcome & Opening Remarks ~ 10:00 a.m. – 10:45 a.m.

Julie Ficarra, PhD (*SUNY Cortland & 2019 Recipient of the NAFSA TLS Innovative Research in International Education Award*)

Using Critical Discourse Analysis to Locate Hidden Curriculum in Study Abroad

Dr. Julie Ficarra is currently the Associate Director for Study Abroad at SUNY Cortland where she oversees the administration of over forty study abroad programs and partnerships. She has previously worked in education abroad at the University at Buffalo, Harvard University, and the University of South Florida.

In addition to her work in education abroad, Dr. Ficarra was an Una Chapman Cox Fellow at the US Department of State from 2010 - 2011 and held assignments in the Bureau of Education and Cultural Affairs (Washington D.C) as well as in the Public Diplomacy Section of the U.S. Embassy in Mbabane, Eswatini. She has also served as a Program Coordinator for International Collaborations at the SUNY Center for Collaborative Online International Learning in Manhattan, where she managed an international partnership network aimed at developing faculty-to-faculty partnerships for curricular internationalization.

Her current research interest is in decolonizing study abroad and applying critical approaches to understanding the study abroad experience. She received the 2019 NAFSA Teaching, Learning, and Scholarship (TLS) *Innovation in International Education Research Award* for her article “Curating Cartographies of Knowledge: Reading Institutional Study abroad Portfolios as Text”, and has recently published a chapter entitled “Local Partners as Teachers and Learners in Education Abroad” in Brewer and Ogden’s (2019) *Education Abroad and the Undergraduate Experience*.

She holds a PhD in Cultural Foundations of Education from Syracuse University, a Masters in International Education Policy from Harvard, and a Bachelors in International Studies and Cultural Anthropology from the University at Buffalo.

First Panel ~ 10:45 a.m. – 12:30 p.m.

Taiwo Soetan, PhD (*Red River College*)

Impact of Support Areas on the Academic Success of International Students in Community Colleges in Canada

The Canadian Bureau of International Education (CBIE 2016) revealed that internationalization has become a central pillar of Canadian education. An advisory panel on Canada’s international education (2013) defined ‘internationalization’ as the process of bringing an international dimension into the teaching, research, and service activities of Canadian higher education institutions. A major priority of the advisory panel involved increasing the number of international students in Canada to partly address challenges related to the aging population and decreased workforce. The purpose of this study was to examine the impact of the various support areas on international students’ perceived academic success. This study sought to determine: 1) If there is a relationship between the support areas at the micro, meso, and macro levels and international students’ perceived academic success, and 2) Which support area(s) are strongly related to international students’ perceived academic success.

This study was based on a theory of human development as developed by Bronfenbrenner (1979), which avers that an individual’s level of development is influenced by the individual’s micro, meso, and macro levels. These levels involve: an international student’s relationships and/or interpersonal interactions with family members, faculty/staff, and course mates at the micro-level; extracurricular and other activities that take place in their academic

institution (such as academic advising, counselling, and networking events) at the meso-level; and societal attitudes, beliefs, government policies, programs, and rhetoric at the macro-level.

This quantitative study took place during the winter term in a large community college in Canada. A sample size of 399 international students was recruited to participate in the study based on the total population of international students in the community college (about 1,500). Although Bartlett et al. (2001) argued that the sample size for a population of about 1,500 should be 306, a higher number (399) of students were recruited. Participants responded to a three-part survey that was administered during class meetings. Part A was made up of nine questions on student demographics and seven questions on perceived academic success. In part B, participants were asked to provide responses to 33 questions regarding their awareness, use of, and future (intended) use of supports at the micro, meso, and macro levels. In part C, participants were asked to rate their responses to statements provided in a 5-point Likert scale (1=Strongly Disagree, 5= Strongly Agree). All scales were tested for validity. Linear regression analyses yielded statistically significant results on the outcome variable of perceived academic success.

The results of this quantitative study show statistically significant relationships between the perceived academic success and support areas at the micro, meso, and macro levels. Further analysis found that the support areas at the macro level [4.732, $p = .000$] and micro level [3.623, $p = .000$] were predictors of perceived academic success. The adjusted R square confirmed that the variation in perceived success was explained by the variation at the micro-level. Interesting finding was that the institutional levels of support at the meso-level had no statistically significant predictive power on international students' perceived academic success in this sample. Current literature shows there is scant work on the impact of support areas on international students' perceived academic success in community colleges in Canada (Zhang 2016; Beckert 2011; Guo and Chase 2011; Xu 2016). Therefore, highlighting the impact of support areas at the micro, meso, and macro levels on these students' perceived academic success can help community college leaders and government officials in their strategic plans and initiatives regarding recruiting, retaining, and engaging these students in their campuses.

Jiayang Mei, PhD (*Michigan State University*)

Lost or Found: Experiences of First-Year Academic Probationary Chinese International Students

In the 21st century, the enrollment of international students in U.S. higher education has increased sharply. Fass-Holmes and Vaughn (2014, 2015) argued that the increase in international students has been accompanied by a campus-wide generalization that these students are struggling academically and are increasingly at risk of academic probation. Although related research and media reports have documented that Chinese international students are now facing a variety of difficulties in their education in the United States (FlorCruz 2013; Liu, Brancato, and Da 2014; Luo 2013), the academic research about Chinese international undergraduate students who are on academic probation is very rare. This mixed-method study used a Research I university as the research site to explore why those first-year Chinese international students ended up on academic probation after their first semester.

The conceptual framework is the Neighborhood Student Success Collaborative (NSSC) Student Success Model. This holistic model has three independent variables that contribute to student success: academic proficiency, institutional navigation, and socio-emotional engagement (Royal, Noto, High McCord, and Pitcher 2015). This research focused on which variable/s play the most important role in student success for those Chinese international students. The four research questions are: 1) Are there trends among these students? 2) Are there correlations between their academic performance and their English proficiency (TOEFL scores) and pre-

college knowledge (SAT/ACT scores)? 3) How did they do academically in their first semester (i.e., grades in each course)? 4) How do they perceive and make sense of being on academic probation after their first semester?

In data collection, the author requested educational records for 1,130 students in cohorts from fall 2006 to fall 2017 who were on academic probation after their first semester at the research site, and designed survey questions and interview protocol to collect data from students in cohorts from fall 2016 and fall 2017. 46 students completed the survey and 20 of them participated in interviews. In data analysis, students' educational records clearly showed three trends: students' academic probation rates increased when the enrollment number of first-year Chinese international students were growing, students' academic performance was worse by year, and students more likely graduated from the international high school system in China. The statistic results demonstrated students' mean of total TOEFL scores, total SAT scores, and total ACT scores are inversely correlated with their first semester GPAs. Students who earned the lowest semester GPA (0.0) had the highest mean of total scores in TOEFL, SAT, and ACT. Meanwhile, students had poor GPAs in STEM courses and courses that need high commitment and devotion to course load. The survey and interview data showed students' pre-college academic achievement and preparedness were not good enough to be competent to the academic requirements of the research site. The Top 2 reasons for being on academic probation are not studying (hard) and having a poor learning attitude. Different from much existing literature, the main reason for being on academic probation regarding academic proficiency is poor academic preparation in K-12 education, not English skills, as shown in survey and interview data.

This study strongly demonstrates institutional navigation and socio-emotional engagement play much more important roles in participants' academic performance than academic proficiency. The main finding is participants' main goal was to get an admission letter from a U.S. university, so they only prepared the study abroad tests, but didn't prepare for studying abroad. Participants lacked the essential knowledge, skills, and abilities to be successful in their college learning. Therefore, the related supportive programs need to focus on equipping academic probationary Chinese international students with knowledge, skills, and abilities, rather than only addressing English-language skills, to improve their academic performance.

Fernanda Leal (*Boston College*)

The Epistemological Bases of Internationalization at a Brazilian Public University

As higher education values and ethos are reconfigured, efforts toward what has been named 'internationalization' intensify and manifest in discourses as imperative for national systems, institutions, and individuals to respond to the challenges posed by the 'global knowledge-based economy'. This research is a fragment of a doctoral dissertation in progress and aims at understanding the epistemological bases of the dominant conception of internationalization at a Brazilian public university. In regard to epistemological orientation, the study has a critical approach based on the idea of Modernity/(De)Coloniality (Walsh and Mignolo 2018), as it assumes that critical efforts to address international relations in higher education are enriched when positioned within the colonial history. In terms of theoretical background, we use postcolonial and decolonial theories, with a focus on the contributions of the Latin American research program Modernidad/Colonialidad – which emphasizes the hidden and darker side of western modality (Dussel 1993; Escobar 2003; Quijano 2005; Mignolo 2003, 2017, 2018; Walsh 2018) – as well as on studies that address internationalization of higher education from critical and contextualized lenses (Lima and Contel 2011; Leite and Genro 2012; Maringe and de Wit 2016; Shahjahan 2016; Stein and Andreotti 2016; Stein 2017; Mwangi et al. 2018; Leal, Moraes, and Oregioni 2018; Buckner and Stein 2019). Methodologically, the

research has a qualitative and interpretative nature and covers a field study at the Universidade Federal de Santa Catarina (UFSC), with primary data collected from interviews with three university administrators directly involved in the institutionalization of the process and direct observation of internationalization events, as well as secondary data collected from approximately 150 institutional documents, news, reports, and internal communications released from 2012 to 2019. Based on the literature review and on convergences found in the narratives, data were organized in five categories and analyzed through critical discourse analysis (Fairclough 2003, 2012), with the assistance of analytical software for qualitative data (Atlas.TI 8). The categories for data included: 1) ‘Internationalization’ as an imperative and unconditional good; 2) ‘Internationalization’ as an object of external determinations; 3) “In English, of course”; 4) ‘Internationalization’ as means to generalized competition; and 5) ‘Internationalization as a means for the diffusion of colonial rhetoric. Findings signal that, from the university management perspective, UFSC comprises internationalization in terms of ‘global English’, international publications, curricular change, and means to achieving higher levels of international reputation through partnerships with ‘world-class universities’. The more institutionalized the process is, the more reductionist and hegemonic it becomes. Under institutional abstract speeches that emphasize the need for a cultural change, faculty, administrative staff, and students are not understood as partners who can construct a meaningful project for that contextual reality, but as obstacles. Instead, they are viewed as instruments that need to allow a specific perspective of internationalization to take place.

Based on the research findings, we suggest the following: (1) In that context, internationalization discourses and strategies neglect unequally international relations constituted throughout history and do not cover the comprehensiveness, diversity, or complexity of a Latin American public university. Instead, they are highly functional to the current stage of ongoing global capitalism, reflecting a project that is designed to transform the university institution into an organization exclusively dictated by the economic rationality; and (2) The dominant conception of internationalization of higher education at UFSC is immersed in the cultural matrix of colonial power; it operates under the foundation of a hierarchical global imaginary that tends to reinforce unequal geographies of power, knowledge, and being.

We conclude by arguing that: 1) Enabling the conception of other ways of doing, living, and being in higher education international relations implies distancing from mainstream discourses that have been uncritically adopted and reproduced; 2) In the context of interest, the decolonial epistemology, the legacy of the Cordoba Movement, the struggles for democratizing the public university, and the experiences lived by UFSC subjects in projects by the Asociación de Universidades Grupo Montevideo (AUGM) provide clues to conceive other forms of internationalizing higher education. By illustrating how internationalization manifests as it becomes institutionalized at a Brazilian public university, the research contributes to deconstructing the discourse that places this process as an ‘unconditional good’, shedding light on its complexity and attachment to political and ethical issues that are contestable and contradictory. More generally, it contributes to the development of an emerging field of critical internationalization studies (Stein 2017), which problematizes the overwhelmingly positive and often depoliticized nature of conventional approaches.

Xin Chen (*Indiana University*)

From International Students to International Scholars: Improving International Graduate Students’ Academic Literacy

Teaching English academic writing to first-year international graduate students (whose first language is not English) entails multifaceted considerations, given the linguistic and

sociocultural differences. The process of those students' development of academic literacy also involves attitude and identity change as they become second language (L2) writers and international scholars. Braine (2002) proposed that advanced academic literacy for graduate students includes developing effective research writing, as well as social skills, to be integrated into the academic community, which poses more challenges for international students due to language and cultural barriers. Studies of non-native English-speaking students' academic literacy have mostly looked into undergraduate-level academic tasks while rarely addressing the unique needs of international graduate students to understand and satisfy expectations from their disciplines and future professions. Drawing upon the acculturation model of second language acquisition (Schumann 1990) and the theory of community of practice (Lave and Wenger 1991), this research investigates how three international graduate students improved English academic literacy in their program at a research university in the United States. By looking at their specific needs and experiences in learning English academic writing, this study also aims to explore some of the ways to effectively support international graduate students in developing their academic literacy and preparing them for a scholastic profession in transnational contexts.

The questions driving this research are: What are international students' challenges and strategies of improving their English academic literacy in the graduate programs at a U.S. research university? How can we make graduate-level writing courses more effective to help international students develop English academic literacy and help them become international scholars? Adopting case study as the primary research method, this two-year qualitative study focuses on three international graduate students from China and Korea. They were enrolled in a graduate program in social science at a large research university in the Midwest of the United States. In addition, all of them took a graduate-level academic writing course in which the researcher of this study served as a teaching assistant. The researcher was not involved in grading the students in the course; recruitment of participants was conducted after the course was completed with participation being voluntary. Individual and focus group interviews were conducted with participants during the years they were pursuing their degrees. To triangulate the findings from the interviews, some papers that the participants wrote at different stages of their graduate programs (including in the writing course) were collected and analyzed using textual analysis to examine the progress that participants had achieved in their academic writing throughout the program.

The results of this study generated threefold implications for graduate programs as well as faculties in English for Academic Purposes (EAP) on how to support international graduate students in improving English academic literacy as they become international scholars. First, based on classroom observation of the writing course and informed by Blaz's (2013) differentiating instruction, this study provides pedagogical suggestions for teaching English academic writing to international graduate students (in terms of the content, process, and products of the course). [A handout will be provided with practical strategies for designing and teaching a graduate-level academic writing course.] Secondly, findings revealed sociocultural factors which were salient in the process of international graduate students' development of academic literacy because of their multiple linguistic and cultural identities. Casanave and Li (2008) argue that graduate students need to acquire advanced language skills and new cultural practices to socialize themselves into their discipline and become professional members of the discourse community. As international graduate students must also adapt to these new roles in a foreign environment, it is crucial for graduate programs to provide adequate support (e.g., writing workshops and research seminars facilitated by faculty or advanced students) to prepare students for a scholastic profession in transnational contexts. Finally, the research found

international students often have their own strategies to survive in their graduate program and improve their academic literacy. Nevertheless, it is critical for EAP teachers to pay attention to the roles that those students' first language plays in their learning of the second language. Jiang and Kuehn's (2001) study proves the positive transfer of prior linguistic and cognitive skills from one language to another. EAP teachers of international graduate students should be aware of the students' repertoire of linguistic and cognitive skills, and help students realize the resources they can draw upon in learning languages.

Emma Grace, PhD (*The Chicago School of Professional Psychology*)

Inclusivity in International Psychology Graduate Research: Best Practices and Challenges

Psychology has been criticized as reductionistic, decontextualized, and hegemonic for the claims of objectivity and universality of its theories (Stevens 2007). Psychological research has been mostly conducted with participants living in “Western, Educated, Industrialized, Rich, and Democratic (WEIRD)” societies (Heine 2012, p.20); thus, limiting empirical findings to a small part of the world (Berry et al. 2011, 2013). Psychology has largely ignored the differences in human behavior in the majority world (Berry et al. 2011, 2013), as 95% of the world's population has never been studied in psychology (Arnett 2008) and about 70% of all psychological research participants were undergraduate students (Heine 2012). Therefore, there is a need to internationalize psychology and make it more inclusive of and applicable to the majority world (Van de Vijver 2013). One of the ways to achieve internationalization of psychology would be conducting research across nations to include underrepresented populations.

The purpose of this study is to identify and analyze the factors of inclusivity in the dissertations completed in fulfillment of the degree requirement for PhD in International Psychology (IP). Utilizing an estimation testing approach, this study aims to answer three research questions: (1) To what extent do IP students include foreign participants in their research? (2) To what extent does the IP students' linguistic competency influence the sampling of participants in foreign countries? (3) To what extent does collecting data in-person or distantly influence the inclusion of foreign participants in IP research?

This research is based on the concept of internationalization of psychology defined by Van de Vijver (2013) as synthesizing psychological theories, methods, procedures, or data across cultures to make psychology a more inclusive and globally applicable science. From the perspective of international higher education, internationalization of psychology would require ensuring that graduate students are equipped with and utilizing international research competencies. A meta-analysis was conducted on 72 PhD in IP dissertations published on ProQuest Dissertations and Theses in 2012-2019. Data on 23 variables were entered in SPSS. The number of countries included in the research, the number of IP students, and the participant sample sizes were coded as continuous variables. The languages spoken by the IP students and their research participants, the data collection modality, and other variables were coded as categorical. Data analysis included frequencies, means, CIs, and ANOVA.

A total sample of 4661 participants, $M = 63$, 95% CI [40, 85], from 38 countries was included in the 74 dissertations. Data were collected in foreign countries in 43 (58.1%) and cross-nationally in 15 (20.3%) dissertations. The cross-national studies included more participants in the total, $M = 124$, 95% CI [60, 187], and the quantitative study samples, than foreign-only or U.S.-only studies. The qualitative study samples included more foreign participants than cross-national and U.S.-only samples. In 37 dissertations (50%), data were collected in one or more foreign languages. However, only 14 students (18.9%) spoke the

participants' languages, while 23 students (31%) used linguists and 37 (50%) collected data in English. Bilingual students included more participants in their samples, both in-person and online.

Based on the results of this study, students' immersion in international context and collection of data in-person and in participants' native language appear to be the best practices of inclusivity in IP research; whereas, students' lack of linguistic competency and collecting data distantly are the challenges, particularly, for qualitative studies. The findings of this study support the concept of internationalization of psychology by adding new data on underrepresented populations. This study is a first of its kind to synthesize IP PhD dissertations and to identify the effects of students' linguistic competency and international immersion on the inclusivity in IP research. The implications of this study for international higher education are: (1) psychology programs in international higher education need to overcome the English-language hegemony and foster bilingual and multilingual competencies in graduate students that would allow greater inclusivity of underrepresented populations; (2) graduate research training in international higher education needs to favor in-person international immersion that cannot be substituted with online data collection, as data interpretation requires understanding the international contexts in which underrepresented populations live.

Second Panel ~ 1:30 p.m. – 3:15 p.m.

Dawn Wood (*Kirkwood Community College*) and Melissa Whatley, PhD (North Carolina State University)

Community College Study Abroad: Institutional Context, Geography, and Field of Study

Although community college students make up nearly 40% of total enrollment in the United States, they represent only 2% of students studying abroad (IIE 2017). Recent international education literature has addressed concerns of postcolonialism and a reassessment of the ethics of internationalization in terms of access, equity, and impact (Altbach and Knight 2007; Knight 2015; Stein 2016). Research addressing these concerns is needed across higher education sectors, particularly at community colleges, where the student population is markedly diverse. As community colleges globalize and create strategies to increase participation in study abroad, a closer look at which students choose to study abroad and why is essential. In this study, we analyze data from one community college with a high rate of study abroad participation, Kirkwood Community College (KCC), a public, two-year institution in Iowa. Our research focused on two distinct areas: students' degree objective (career and technical versus arts, sciences, and humanities) and geographic origin. Based on theoretical frameworks that center geographical inequality in access to educational opportunities (e.g., Lobao, Hooks, and Tickamyer 2007) and prior study abroad research that examines differences in participation by field of study (e.g., Niehaus and Inkelas 2016), we asked the following: *What is the overall profile of KCC students participating in study abroad, especially regarding geographic origin and field of study?*

Our dataset included information from approximately 54,000 students who began studying at KCC between 2010 and 2018. We were especially interested in whether a student studied abroad, where a student's high school was located (taken as a proxy for geographic origin), and a student's field of study. We limited the dataset to students with complete information on all variables, resulting in a sample of 38,717. Of these students, over 1% studied abroad, while 71%, 21%, and 7% attended high schools in metro, metro-adjacent, and non-metro locations, respectively. Approximately 27% studied career and technical education (CTE) and 73% studied arts, sciences, or humanities (ASH). We analyzed our data using logistic regression

to estimate the relationship between geographic origin and field of study on the one hand and study abroad on the other. We estimated models six times, entering variables gradually.

Results of our logistic regression models will be presented. Across Models 1 through 5, results indicated that studying CTE significantly increased a student's likelihood of studying abroad by around 1%. While studying at a metro-adjacent or non-metro high school significantly increased the likelihood of study abroad in Models 1 through 3, this association disappeared when academic variables were included. Model 6, which included interactions among field of study and geographic origin, confirmed these results, indicating that regardless of geographic origin, students studying CTE were more likely to study abroad.

Our finding that CTE students were more likely to study abroad than ASH students at KCC is surprising but might be attributed to KCC's institutional context and unique global vision. KCC places a strong emphasis on customized education abroad programs tailored to technical degree programs such as Nursing, Interior Design, and Construction Management. Care is taken in the development of these CTE-focused mobility programs to create experiences that are career-focused and academically relevant. For example, in KCC's Interior Design abroad program, visits to high-end interior design firms are integral to the experience. Our work suggests that developing study abroad opportunities that are directly related to technical program curricula is a successful strategy in providing study abroad opportunities to all students.

Lauren Nehlsen, PhD (*Elgin Community College*)

Perceptions of Community College Educator Participants in a Short-Term International Exchange Program

As the world becomes more interconnected, the need for a globally-aware and engaged populace has necessitated that higher education produce global citizens, an emphasis that has reshaped the focus and mission of many colleges and universities. Despite expanding commentary and research, there remains little research and exploration into how community colleges are creating and developing global citizens through campus internationalization efforts. The purpose of this study was to investigate how community college educators who participated in a short-term international exchange program described their motivations for participation, their experiences during the program, and what they learned through their participation. The study's qualitative research design incorporated a total of 28 semi-structured interviews with 14 American community college faculty and administrator participants who participated in the Midwest Consortium for International Programs' (MCIP) Two-Week International Professional Exchange Program within the last three years. Additionally, documents from the MCIP related to the exchange program's goals, history, and mission were analyzed to allow for member checking in regards to the themes that emerged from the semi-structured interviews.

This study's conceptual framework was grounded in Jack Mezirow's transformative learning theory, defined as "the process of effecting change in a frame of reference" (Mezirow 1997, 5). In addition, the study used the operational definition of global citizenship as noted in the Global Citizenship Scale (Morais and Ogden 2011) as a theoretical framework to explore how participants' perceptions of what they experienced and learned aligned with the construct of global citizenship. Findings from the study indicate that community college educators were motivated to participate in a short-term international exchange program due to (a) an interest in international travel, (b) a desire to grow professionally and increase understanding in their respective professional area of expertise, and (c) an interest in learning about and experiencing a foreign culture. Additionally, findings suggest three prevalent themes in regards to how participants described their experiences and learning in the program: (a) increased knowledge and understanding of a foreign educational system, with particular emphasis on the systems and

structure, faculty work, and insights into the student experience, (b) realizing and experiencing daily life in and gaining insights into a foreign culture, and (c) the participant's relationship with their exchange partner. Furthermore, participant perceptions suggest that their experiences were magnified by a multiplier effect on the diversity and variety of experiences and interactions within the program. In isolated situations, deep and personal transformative learning occurred in some participants. Data from the study also suggest that participants' perceptions often aligned with two of the three dimensions of Morais and Ogden's (2011) operational definition of global citizenship.

International educators can use this study's findings to better understand what motivates faculty and administrators to participate in short-term international exchange programs. Furthermore, this study suggests that the operational definition of global citizenship (Morais and Ogden 2011) may be applicable to international education programs outside of undergraduate study abroad, although further exploration is needed to critically examine the theory's applicability to new spaces and cultural contexts. Recommendations for further research are suggested to fill the gaps in knowledge addressed in the study. The study advocates for future researchers to conduct interdisciplinary and meticulous research to further exploration of internationalization efforts at U.S. higher education institutions.

Valerie Slate (*University of North Carolina – Chapel Hill*) and Ravi Raj (*Authentica*)
Analyzing Students' Voices: What Experiences Really Make an Impact in Study Abroad Programs?

The positive impact of study abroad on student skills, career outcomes, and broadened world views has been documented in a number of studies (Potts 2015; Miller-Perrin and Thompson 2014; Dwyer 2004). This study focuses on comparing the impact of study abroad in different contexts in order to draw out the *specific experiences and interactions* that are observed as leading to greater growth. These experiences are correlated with development across competencies identified within the Global Education Model (GEM) for student participants. Utilizing quantitative and qualitative data based on student responses of study abroad experiences in multicountry settings, this study aims to outline the impact of study abroad programs on students' perceived competency growth.

Research questions for this study include: What experiences or company/organization interactions stimulate greater perceived learning and growth for students? How can we evaluate the impact of study abroad on students' competencies? What lessons can we draw for study abroad program design based on a study of student experiences?

The study utilizes Astin's (1985) involvement theory of student learning which essentially states that "students learn by becoming involved". The theory emphasizes the importance of quantity and quality of student participation in academics and in extracurricular activities. We utilize the theory to build on the assertion that active learning and participation in particular activities in a study abroad context has the greatest impact on student growth, perceptions, and career outcomes.

The data for this study is based on: 1) a comprehensive outcome survey of 92 student responses from University of North Carolina's Kenan-Flager's Global Immersion Elective in South-east Asia, Bolivia, Ecuador, Southern Africa, China, and Japan; and 2) video testimonials of 48 student participants in Authentica's study abroad programs in India, Nepal, China, and Japan. The methodology utilizes descriptive and inferential statistics as well as provisional coding of qualitative data to understand the impact of study abroad on global competencies and

to identify the experiences that students perceive as leading to greater growth. Nine skill and attitude competencies have been defined under a unique Global Education Model that was developed by the Kenan-Flagler Business School at UNC Chapel Hill through an extensive collaboration between faculty, staff, alumni, recruiters, and executives. These nine competencies, focused on the skills and attitudes recruiters and executives look for when hiring, are: reflection, collaboration, adaptability, empathy, openness, respectfulness, resilience, introspection, and flexibility. The data has been analyzed to understand students' perceived growth in these competencies, and to point out the particular experiences that made the strongest impact on students' growth.

Ann Hubbard (*AIFS Study Abroad*)

Study Abroad & Employability: The Impact of Reflection on Students' Ability to Articulate Transferable Skills

Research examined the impact of a training session designed for study abroad students to reflect on their development of transferable career skills resulting from their time abroad. The topic of study abroad enhancing students' employability has been the focus of research in both the U.S. and Europe for the past decade (Center for International Mobility 2017; European Commission 2014; Farrugia and Sanger 2017; Jones 2013; Van de Berg, Rayman, and Trooboff 2007).

The experiment group (n = 192) participated in a one-hour intervention session conducted by a trained facilitator at 15 universities across the United States and Europe. Session participants completed a pre- and post-session survey on their perceived abilities to reflect and identify skills, and their perceived levels of preparedness and confidence to discuss these skills – composing the Assessment Measure in this study. Students also provided a written 'story' or example of their skill development abroad in the pre- and post-session surveys. A control group of both U.S. and European students (n = 98) responded to emails asking them to complete each survey (but they did not participate nor know about the intervention session). Participation by both groups was voluntary.

Research questions for this study were: (1) Does a one-hour reflection session conducted post-return from studying abroad positively impact students' perceived ability to reflect upon and identify skills, and increase their levels of preparedness and confidence in anticipation of job interviews? (2) Does the quality of the session participants' stories (examples of skill development) increase over that of the control group from pre- to post-session?

A repeated-measure General Linear Model was used for data analysis of the students' Assessment Measure responses (scored on a 7-point Likert Scale) as well as the raters' scores of each story using a 5-level rubric. Demographic information on the students was also gathered. Students indicated their top motivations for studying abroad and the degree to which they believed they had developed transferable skills. This information provides a basis for examining students' reporting of skill development abroad. Results of the analysis indicated: (a) The one-hour training session had a significant effect on the Assessment Measure. The experiment group saw a significant increase in the mean score post-intervention compared to the control group ($p = .002$); and (b) The experiment group had a significant increase in their post-intervention story rating compared to the control group ($p < .001$).

This study offers a model for and an assessment of the programming that has been conducted by study abroad and career services offices on U.S. campuses for about two decades,

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while also informing the field about the particular skills that students report developing abroad. This research identifies the need for the collaboration of study abroad and career services professionals in developing campus programming. Overall, this study contributes to the topic of study abroad as a way to support higher education's objective of professional development and employability of graduates, and assesses the effectiveness of programming aimed at helping study abroad students recognize and provide examples of their skills.

Open Discussion – Connecting Theory to Practice ~ 3:15 p.m. – 3:45 p.m.

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Closing ~ 3:45 p.m. – 4:00 p.m.

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