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Loving Neighbor as Self: Translating the Study Abroad Experience into Cross-Cultural Friendships on the Home Campus

Kelly A. Pengelly
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LOVING NEIGHBOR AS SELF: TRANSLATING THE STUDY ABROAD

EXPERIENCE INTO CROSS-CULTURAL FRIENDSHIPS

ON THE HOME CAMPUS

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A thesis

Presented to

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In Partial Fulfillment

Of the Requirements for the Degree

Masters of Arts in Higher Education and Student Development

_____

by

Kelly A. Pengelly

May 2014

CERTIFICATE OF APPROVAL
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MASTER'S THESIS
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This is to certify that the Thesis of

Kelly A. Pengelly

entitled

Loving Neighbor as Self: Translating the Study Abroad Experience into Cross-Cultural
Friendships on the Home Campus

has been approved by the Examining Committee for the thesis requirement for the

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May 2010

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Christopher J. Viers, Ph.D. Date   Scott Gaier, Ph.D.   Date
Thesis Supervisor   Member, Thesis Hearing Committee

                 _____
                 Scott L. Moeschberger, Ph.D.   Date
                 Member, Thesis Hearing Committee

                 _____
                 Tim Herrmann, Ph.D.   Date
                 Director, M.A. in Higher Education and Student Development

Abstract

Higher education focuses significant attention on internationalization in an effort to prepare graduates for the global marketplace. As a result, institutions engage more students in study abroad programs and expand international student enrollment. However, scholarship has yet to consider the essential role returned study abroad students may play in meeting the friendship needs of international students. The present research aimed to determine if study abroad experiences have any impact on friendships between study abroad participants and international students who study on the domestic campus. The study maintained the goal of identifying key factors that either enhance or constrain intercultural relationships between study abroad participants and international students. The study also uncovered experiences that facilitate authentic friendships between domestic and international students at a medium-sized, faith-based, college in the U.S. Midwest. The researcher interviewed returned study abroad student focus groups, international student focus groups, and key administrators using a qualitative phenomenological approach. Focus group participants also responded to a brief survey. Four basic themes emerged: exercising intercultural competencies; empathy toward internationals; friendships between study abroad students and international student; and institutional contributions. A key finding of the study also revealed that institutions do not teach study abroad students to utilize their study abroad experience in fostering empathetic friendships with international students upon returning to campus. Instead,

study abroad debriefing sessions typically focus on helping domestic students "get back to normal" or dealing with reverse culture shock. International students reported that study abroad participants demonstrated growth in intercultural competencies but still struggled to move beyond shallow friendships with internationals on campus. Findings suggest the need to incorporate notions of how the experience can more effectively contribute to building friendships with international students.

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Chapter 1

Introduction

The Role of Internationalization in Higher Education

College and university students become exposed to unprecedented

internationalization as institutions increasingly understand the saliency of preparing

graduates for the global workforce. The Institute of International Education (IIE) opened

their 2007 White Paper Report by stating, "To succeed and prosper in a global economy

and interconnected world, U.S. students need international knowledge, intercultural

communication skills, and global perspectives" (Obst, Bhandari & Witherell, 2007, p. 5).

Higher education always has held the general reputation of serving the "public good"

(Kezar, Chambers, & Burkhardt, 2005; Rudolph, 1990). Today, however, public

boundaries stretch beyond local, state, and national territories. Institutions at which young

minds gather for education have a broader responsibility to serve the global good.

Such responsibility includes helping students understand the complexity involved

in connectedness, which Rath (2012) described as humanity linked across "time, distance,

race, ethnicity, religion, economic levels, languages or cultures" (p. 3). The current

popular solution for helping students find a link between themselves and humanity comes

through the proactive implementation of comprehensive internationalization on college

campuses. The American Council on Education (2012) defined this approach as "a

strategic, coordinated process that seeks to align and integrate international policies,

programs and initiatives, and positions colleges and universities as more globally oriented and internationally connected" (p. 3).

Two desired outcomes for internationalization in higher education include intercultural competency and intercultural sensitivity, which allow students to build relationships in both global and domestic contexts. Intercultural competency refers to "the ability to think and act in interculturally appropriate ways" (Hammer, Bennett, & Wiseman, 2003, p. 422) through "a set of cognitive, affective, and behavioral skills and characteristics" (Bennett, 2007, p. 1). Intercultural sensitivity refers to "the ability to discriminate and experience relevant cultural differences" (Hammer et al., 2003, p. 422). These two central values reflect in an articulated commitment to global education; administrative structure and hiring; curriculum and co-curriculum; learning outcomes; faculty policies and practices; student mobility and finally; collaboration and partnerships (ACE, 2012).

Cross-cultural experiences prove crucial in developing intercultural competencies. As a result, schools embrace international student enrollment and the expansion of study abroad opportunities (ACE, 2012). Students returning from study abroad trips have unique opportunities to exercise newly developed cross-cultural skills and sensitivities. Now that they know how it feels to study within another culture, their personal context allows them to empathize with the international students. They can also understand how crucial friendships with nationals become to flourishing socially and academically. Study abroad programs promise to accomplish the development of this type of "sensitivity" (ACE, 2012; Altbach, Reisberg, & Rumbley, 2009; Anderson, Lawton, Rexeisen, & Hubbard, 2006; Van de Berg, Connor-Linton, & Paige, 2009).

However, many scholars have expressed concern regarding the cultural divide that exists on college and university campuses (Fischer, 2012; Gareis, 2012; Gudykunst, 1985; Memaj, 2012; Spring, 2003). Others question whether internationalization efforts make a significant impact on the improvement of intercultural sensitivity (Altbach et al., 2009). For instance, the director of international students and scholars at Michigan State University said that, despite efforts made, "there [was] still a lot of separateness" (Fischer, 2012, para. 23). Troubling reports indicated that some international students may never set foot in an American home: "There is just this ghetto effect," Jacobson said (as cited by Fischer, 2011, para. 22). The ghetto effect exists on campuses on which international communities become isolated or segregated from the rest of the community. According to Fischer (2012), more than one in three international students say they have no close U.S. friends despite an expressed desire for more.

Friendship building seems difficult when international students face challenges in assimilation. A study by Gareis (2012) on intercultural friendships confirmed international student isolation. Cultural similarities, intercultural competence, personality, and identity all influence how well international students connect with U.S. students (Gareis, 2012). Student-led organizations create opportunities for integration but need more work. Professionals agree on the intention of international students' presence on U.S. campuses and domestic students' participation in study abroad programs to promote international friendships, encourage diplomacy, and foster global good will. Yet international students still struggle with academic adjustment, international transition issues, and loneliness (Fischer, 2008; Gudykunst, 1985; Gareis, 2012; Liao, 2006; Muthuswamy, Levine & Gazel, 2006).

Research supports the need for more collaboration between international student programs and study abroad programs. However, little if any scholarship exists on how study abroad participants relate to international students upon their return. Related areas of research include general student learning issues, college adaptation to study abroad programs, transformative learning, investigation of factors that influence participation in study abroad, reentry issues, and diversity in study abroad programs (Morgan & Smedley, 2010; Obst et al., 2007; Redden, 2013; Twombly, Salisbury, Tumanut, & Klute, 2012; Van de Berg et al., 2009). Many studies also addressed general intercultural issues in higher education such as identity development, social phobia, cross-cultural training, and strategies to advance internationalization (ACE, 2012; Altbach et al., 2009; Chuang, 2012; Hudzik, 2011). Still, the lack of scholarship concerning friendships between international and returned study abroad students necessitates further study.

Purpose of the Study

The present research aimed to determine if study abroad experiences have any impact on friendships between study abroad participants and international students who study on the domestic campus. The study sought to identify key factors that enhance or constrain study abroad and international students' development in this area and to uncover methods and factors that contribute to the formation of understanding, empathy development, and the creation of authentic friendships between domestic and international students.

Definition of Key Terms

Internationalization. On a technical level, internationalization remains "characterized by the student consumption of international education products made

available to them by the institution" (Mazon, 2010, p. 205). From a more relational perspective, internationalization stands as a complex process that suffuses global views into curricular and co-curricular activities and desired learning outcomes on campus. It equips students with intercultural competencies and intercultural sensitivities by engaging them in collaborative efforts, activities, and programs (Green & Olson, 2003).

Study abroad. Engle (2011) defined study abroad based on a self-proposed six level developmental classification of program types. These types ranged from an "educational tour" to "cultural integration." Some studies indicated that longer study abroad programs (semester-and-year-long) provide a better opportunity than do shorter programs for students to experience cultural integration (Dwyer, 2004; Dwyer & Peters, 2004; Neppel, 2005). To focus on the participants of these programs becomes advantageous to evaluate the impact such programs have on internationalization efforts. (For the present study, the term "study abroad participant" referred to those who have participated in semester-long study abroad programs).

International student. A second component to internationalization within higher education comes with the growing trend of international student enrollment. The term "international student" can have several interpretations. For the purposes of the current study, "international student(s)" referred to non-immigrant college students (excluding students with Canadian citizenship).

Friendship. Also within the bounds of the study, the phrases "friendship" and "meaningful friendships" referred to intimacy that develops as an outgrowth of regular social contact. Many scholars considered the unique benefits and challenges that occur relationally within diverse populations. According to Gudykunst (1985), "friendships are

sources of social contact and intimacy, two integral elements in human survival" (p. 271).

Kurth makes a distinction between "friendly relations which are an outgrowth of a role

relationship (and possibly a preliminary stage to friendship) and friendship, an intimate

relationship involving the two people as individuals" (Kurth, 1970, p. 136). These types

of friendships move beyond friendly, polite, or shallow interactions.

Perspective and Need for the Study

The current study has several key audiences in mind: senior administrators;

student development professionals; international student and study abroad program

directors; and other professionals in the field of international education and exchange.

First, senior administrators set the tone for internationalization on their campuses by

analyzing the state of global perspectives on campus and helping the faculty and staff to

recognize the importance of international collaboration. Administrators must help create

strategies on campus, ensure accountability, and find ways to measure outcomes (Mazon,

2010), while international student and study abroad directors implement key programs

and initiatives. Without clear leadership in these arenas, internationalization becomes in

danger of a passive existence on campus.

Second, student development professionals can help bridge the gaps that exist too

often among campus departments and that fragment internationalization initiatives. They

can establish a culture of global curiosity to ensure that students have opportunities to

grow in empathy and increase their cultural knowledge. By celebrating cultural

differences through hospitality, student development professionals help both the domestic

and international students feel at home on campus and with each other. In this way,

student development professionals can promote the presence of international students on

campus "so that meaningful and numerous interactions occur between domestic and international students" (Mazon, 2010, p. 208). The student development leaders with greater intercultural competencies and intercultural sensitivity has a stronger influence on the programs and policies that promote the ethos of internationalization.

Finally, professionals who work directly in international education and exchange or those responsible for study abroad programs perhaps hold the most influence on the interaction of these two student populations. Therefore, those in such positions need to not only collaborate but also understand the perceptions that study abroad participants and international students have towards friendships with each other. These professionals have the best opportunity to mentor students in intercultural competencies, advocate for their students and programs, and raise awareness of these student populations' needs.

Research Questions

The present study sought to answer the following key question: Does the study abroad experience equip participants with intercultural competencies that translate into meaningful friendships with international students on their home campus after the study abroad participants' return? The research also considered the following related questions:

- Does a semester-long study abroad experience result in improved intercultural competency and sensitivity as self-reported by the study abroad participants and as perceived by international students?

- Does a semester-long cross-cultural experience result in increased levels of empathy among participants for the experience of international students on their home campus as self-reported by study abroad participants and as perceived by international students?

- Are study abroad participants using intercultural competencies to develop more meaningful friendships with international students on their home campuses?

- Is the institution contributing to the development of intercultural friendships between the study abroad participants and international students?

Chapter 2

Literature Review

Internationalization

Researchers have attempted to define the internationalization phenomenon on college and university campuses (ACE, 2000; Bennett, 2007; Deardorff, 2008; Kim, 2009; Spitzberg & Changnon, 2009) believing the process responds to the important realities of an increasingly interconnected world. Hudzik (2011) defined the key concepts of comprehensive internationalization in an executive summary prepared for NAFSA: Association of International Educators as follows:

Comprehensive internationalization is a commitment, confirmed through action to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students and all academic services and support units. It is an institutional imperative, not just a desirable possibility. (p. 1)

Internationalization efforts among higher education institutions continue to improve (Altbach et al., 2009; Hudzik, 2011). Still, an urgency remains for schools to articulate education toward global citizenship in their mission statement due to a heightened sense of interconnectedness (Altbach et al., 2009). Approximately 52% of

collegiate institutions report the infusion of international perspectives into globally

mindful outcomes as one of the "top five priorities in their strategic plan" (ACE, 2000, p.

7).

Initiatives to promote internationalization on college campuses can prove both

risky and challenging (Altbach et al., 2009). Much of today's literature suggests that

effective internationalization needs comprehensive buy-in by all facets of the institution

if they plan on delivering the promised, quality global education that prepares today's

college students to engage in the world beyond the college experience (Altbach et al.,

2009; Hudzik, 2011; Obst et al., 2007). Such a task requires collaboration through faculty

and curriculum development; student and faculty diversity; research and scholarship;

student and academic support services; resource development; financial and risk

management; institutional competitiveness and positioning; and civic engagement

(Hudzik, 2011, p. 2).

Trends and developments impact the global culture of today's college campuses.

According to Altbach et al. (2009), "the number of students studying outside their home

countries has increased exponentially" (p. 24-25). A prominent rise has begun in

multicultural collaborative research, including studies done abroad. Due to changing

student populations, schools assess and alter their curriculum, teaching, and learning

methods (Altbach et al., 2009). Shifts exist among many universities that at one time

marginalized internationalization. Schools have become more intentional, mindful, and

have begun to make internationalization a greater focal point of strategic planning. This

emphasis leads to clear institutional action that attracts both the national and international

students, benefitting enrollment (Altbach et al., 2009; Hudzik, 2011; Obst et al., 2007).

Organizations like NAFSA believe internationalization endeavors "advance learning and scholarship, builds understanding and respect among different peoples, and enhances constructive leadership in the global community" (NAFSA, 2013). The organization even acknowledges institutions' exemplary efforts to promote this philosophical approach in a comprehensive way on their campuses by issuing the annual "Simon Award for Comprehensive Internationalization." Internationalization ethos filters into every aspect of the organization, starting with the practices and values of top leadership to support units. The Simon Award acknowledges practices based on evidence that NAFSA considers "notable, exceptional, innovative and/or exemplary" (NAFSA, 2013, para. 2) in four areas: depth and breadth of institutional commitment; faculty engagement; institutionalization in student services and (international) enrollment; and outreach within their local community. By issuing this award, NAFSA encourages other institutions to adopt these practices, but institutions can struggle to do so with a generation of college students who come from a predominantly individualistic culture and with research that suggests a decline in empathy (Anderson & Konrath, 2011).

Individualistic Verses Collectivist Cultures

Spring (2003) revealed the impact that cultures have on a student's education. Spring categorized cultures as either individualist or collectivist. Individualists include persons who prefer to work alone; goof off in groups; care primarily for their own feelings; seem less prone to modesty and embarrassment; and think in categories. In contrast, people from a collectivist society work well in groups; attend to the needs and emotions of others; feel concerned with group success; are shy; and seem less outspoken in class. Collectivists appear more likely to think about how things relate as opposed to

what categories they fit in. The difference between these two cultural categories proves important since U.S. culture remains clearly individualistic and has not always done well in relationship to other cultures (2003).

Empathy and the Bennett Model for Intercultural Sensitivity

In addition to the roadblock caused by the dissonance between individualistic and collective cultures, research suggests a decline in student empathy among college students. According to Bennett (1986), empathy involves a temporary shift in frame of reference such that one construes events "as if one were the other person" (p. 185). Two core habits associated with empathy include "imaginatively taking on another person's thoughts and identifying with their emotions" (Anderson & Konrath, 2011, para. 6). Konrath, O'Brien, & Hsing (2011) showed that college students' standardized scores on an empathy test in the area of "perspective taking" dropped 34% since 1980. Perspective taking requires one to "imagine others' point of view" (p. 181). The study also indicated a 48% drop in empathetic concern, or the ability feel and respond to others' feelings (Konrath et al., 2011).

Some experts suggested the narcissistic nature of this generation compounds the lack of empathy (Alsop, 2008; Konrath et al., 2011; Twenge, 2006). Rather than having a reputation as empathetic, today's college student has become characterized as "The Entitlement Generation" (Irvine, 2005). Although evidence supports the fact that certain cultural circumstances have led to the decline of empathy, researchers agree that ways must exist to impact it positively (Konrath et al., 2011). This goal can manifest in the context of internationalization but not without tenacious commitment and leadership from key administrators (Altbach et al., 2009; Hudzik, 2011; Mazon, 2010).

Student development professionals, faculty and international education administrators need to participate in conversations regarding internationalization as committees determine direction for generating "intercultural sensitivity" (Hammer et al., 2003, p. 422) and interest among living and learning communities. Intercultural sensitivity manifests as the "ability to discriminate and experience relevant cultural differences" (p. 422). This sensitivity alone does not suffice. Students must develop what Hammer et al. (2003) called "intercultural competency," or "the ability to think and act in interculturally appropriate ways" (p. 422). Academic and student affairs faculty collaboration proves essential to developing students who make connections from the academic environment of the classroom to the co-curricular environment in places such as the residence hall, cafeteria, in athletics, and with other campus groups (Mazon, 2010).

Bennett's (1986, 1993) development model of intercultural sensitivity has served as a framework for understanding the stages from ethnocentrism to ethnorelativism. Bennett's first three ethnocentric stages occur when one's culture operates as central to reality. In contrast, the last three stages of ethnorelativity occur when one's "culture is experienced in the context of other cultures" (Hammer et al., 2003 p. 421). The first stage, "denial," seems characterized by a belief that one's culture as the only real culture. One maintains psychological and physical distance and appears disinterested in other cultures unless he or she feels threatened. In the next stage in Bennett's model, "defense," one maintains his or her own culture as the only good and superior culture. One sees an "us" verses "them" mentality. People in this stage remain highly critical of others even as "hosts, guests or cultural new comers" (p. 424). In the "Minimization" stage, one believes

in a universal cultural perspective and denies differences. A person in this stage may correct differences in others to match their expectations.

As a person moves toward the ethnorelative category of Bennett's model, one understands that his or her own culture functions as as one of many complex and equal worldviews; he or she thus has achieved the fourth stage known as "acceptance." This stage does not mean that a person agrees with everything that another culture does, but judgments made may not be ethnocentric in nature. In the "adaptation" stage, people adapt their behavior to what that culture considers appropriate (p. 425). One has an expanded worldview that enables him or her to communicate more effectively in cross-cultural settings. According to Hammer et al. (2003), in the ultimate stage of "integration," (p. 425), person can move fluidly in and out of other cultures. As institutions desire to help students progress to the highest level possible in their quest for personal intercultural development, study abroad programs and the presence of international students provide opportunities in which students can exercise these intercultural sensitivities and competencies.

Study Abroad

The November 2012 Open Doors Report showed a 1.3% increase in students studying abroad for academic credit during the 2011/12 school year, with a total of 273,996 student participants. The report also indicated that this area of study has more than tripled over the past twenty years (Institute of International Education, 2012a, p. 2). Several factors have contributed to these growing participation rates. Campuses offer a broader range of study abroad opportunities that appeal to a variety of study interests, and the duration of these trips range from two to three weeks to an entire semester.

Institutions have also diversified the destination options. With trips no longer purely curricular, students can choose from international internships or even service learning alternatives. Agencies like the Fulbright U.S. Student Program, the Gilman Scholarship, and the National Language Initiative provide funding that allows access to study abroad programs for a broader population. As a result, students increasingly take advantage of global opportunities. However, the increased presence of study abroad programs and participation does not automatically indicate effectiveness (Obst et al., 2007).

Van de Berg et al. (2009) found that a significant number of study abroad students had not developed interculturally simply through exposure to an intercultural environment. The students who seemed to grow the most had significant interaction with the nationals, took the most opportunities to learn the national language, and had cultural mentors. The experiences of study abroad participants appeared heightened by a challenge/support method developed by Sanford (1966), who argued that student growth takes place when they receive some level of support but also feel challenged to step outside their comfort zones. Sanford (1966) pointed out that students get bored when they receive too much support and withdraw in circumstances that overwhelm them. The importance of a cultural mentor and other proactive learning interventions remains unparalleled (Engle, 2013; Montgomery & Docter, 2010; Twombly et al., 2012; Van de Berg et al., 2009).

One criticism states that study abroad programs focus more on what Engle (2013) called "consumer values" (p. 9). In other words, educators cater to the participants' desires at the risk of compromising the articulated, desired learning outcomes for study abroad experiences. Engle argued that "our aspirations are weighed down by deeply

rooted consumer values, tacit agreements, let's call them, which are abundantly visible throughout the wider American educational system, but which arguably do not serve desirable learning outcomes in study abroad" (p. 9).

As one piece of evidence that supports this argument, the data from the Forum on Education Abroad showed that 58% of institutions and program providers fail to assess student learning (Forum on Education Abroad, 2013, p. 16). Schools must make sure language acquisition takes place since so much time, money and effort pours into study abroad programs. Engle recommended institutions consider why they do what they do.

Several ways exist to promote intentionality in a study abroad program. Focused efforts should address the structure of study abroad programs to guarantee their ability to cultivate desired outcomes. Students need to learn "'how to learn, live, and communicate cross-culturally" and "to build relationships of mutual respect across cultural boundaries" (Montgomery & Docter, 2010, p. 118-119). Study abroad programs should produce discernment, openness, and understanding rather than prejudice, fear, and ignorance. Institutions should encourage the practices of "suspending informed judgment" (p. 120), seeking understanding, and embracing empathy in order to gain intercultural sensitivity and competency. Redden (2013) suggested that some study abroad "students are unlikely to make gains in intercultural competence, and in some cases will even regress" (para. 5).

Intentionally and realistically designed outcomes prove the hallmark of a meaningful study abroad experience (Engle, 2013). The experience should not remain isolated to the duration of the study abroad program. Without a mentor or someone encouraging and supporting these students to accept challenges, there exists risk that the newly gained competencies will disappear. Study abroad participants need to learn to

initiate independent intentionality after returning home. For instance, study abroad

participants can exercise their new abilities to bridge rapport and understanding across

cultures by developing meaningful friendships with internationals on their home campus.

Friendships with Internationals

While U.S. schools recognize the significance of study abroad trips, they also give

increased attention to the development of programs that attract international students.

According to Open Doors 2012, the number of international students studying in the U.

S. for the first time has increased by 6.5% in 2011/12 (Institute of International

Education, 2012a, p. 1). The number of Chinese students alone has increased 500% this

last decade (Institute of International Education, 2008). International students enrolled in

U.S. colleges this year represented the following top five countries: China, India, South

Korea, South Arabia, and Canada (Institute of International Education, 2012b).

One must anticipate complex issues regarding internationalizing a campus.

Consider that the average international student coming to the U.S. has grown up in a

collectivist culture and now daily interfaces with a predominantly individualistic host

culture. Schools must remain mindful of the stages students might go through as they

engage in cross-cultural encounters and help teach students from different perspectives

how to relate to one another.

By studying best practices for study abroad experiences, institutions identify

meaningful interaction with nationals as key to the student's acclimation and overall

intercultural development (Douglas & Jones-Rikkers, 2001; Morgan & Smedley, 2010;

Rohrlich & Martin, 1991; Williams, 2005). Thus, educational leaders on U.S. campuses

should prioritize the development of similar interactions between international students

and U.S. students. International educators remains concerned that institutions do not maximize the presence of the diversity of cultures on their campuses. As a result, students suffer. Memaj (2012) noted, "40 percent of the international students said they have no close American friends" (para. 1). One of the study's participant from Honduras said,

> Americans think we're from another country so they can't understand our cultures and they don't like us and they try to avoid us. It's a cultural thing. Everyone gets scared they won't get the culture. I am closer to international students in the same classes. American students are not close and not friendly. (para. 5)

The benefits of addressing such perceptions could strongly impact the campus as well as the lives of international students. International students come expecting to feel embraced by North American students, to learn the English language, and become immersed in the culture. According to Gareis (2012), "the United States is a top destination for international students and international education exchange is one of the most effective methods of establishing goodwill" (p. 12). International student presence on the campus provides opportunities for North American students to develop sophisticated diplomatic abilities if they take advantage of reaching out to students of other nations and cultures. Gareis also pointed out that, through meaningful friendships with North American students, internationals can acquire better language skills, which leads to academic success and less anxiety. Sometimes these students struggle to get beyond the differences, though, in order to bridge the gap and build the relationship.

Implications for English as Second Language Learners

The international student also studying English as a Second Language (ESL) may exhibit shyness and experience anxiety in social situations (Liao, 2006). The student may

have negative thoughts about him or herself; low self-esteem; and less confidence especially in social circumstances, potentially leading to social phobia. ESL students may seem willing to participate in conversation due to fear of humiliation or a need for more time to process and think (Liao, 2006).

Crozier (2001) highlighted a social process that ESL students experience as they progress from appraisal, to mobilizing for action, to selection of action, to the implementation of action. This research revealed that students interpret ambiguous information as a threat and can experience somatic symptoms such as sweating, skin pallor, trembling, shaking nervous hand movements, increased pulse rate, pounding heart, blushing, and stammering. Their perception no longer impacts them cognitively, but its affective impact reflects in the physical response. Left unchecked, the ESL student may adopt a behavioral response known as safety behaviors, such as avoiding socializing and eating in public so as to self-protect. These safety behaviors exacerbate the situation by discouraging the student from participating freely in the community or from asking questions that would help them, and also lead to withdrawal, which then causes interpersonal problems (Crozier, 2001; Liao, 2006).

Studies by Henderson and Zimbardo (1998) showed that countries such as Japan, Taiwan, Germany, Mexico, and India highlight elements of shyness. Their North American peers may interpret this shyness as anti-social behavior. Students from some cultures may feel additional pressures to do well academically. In Japan for instance, if a student succeeds, the parents, grandparents, and teacher get the credit, while the child alone takes the blame for failure. The student may focus more on studies than on socializing because of family expectations (Liao, 2006).

According to Brown (2004), Trait Social Anxiety (TSA) appears often in self-focused people who have unrealistic self-expectations but feel afraid of making negative impressions. This fear may present itself in students who refrain from conversation and forfeit opportunities for human connections because they do not want to sound flawed.

Collective cultures experience heightened anxiety in unstructured, novel, and/or ambiguous situations involving strangers. In another study, Izuka (2010) found that the anxiety could appear socially based on linguistic, content or cultural aspects. This result demonstrated the importance of helping domestic students make international connections on their home campus. Friendships with nationals would help change the international student's perceptions and need for self-protective behaviors that undermine their interpersonal relationships both in and outside the classroom.

Ultimately, internationalization should not strive just to give students knowledge but to inspire a culture of curiosity that lasts a lifetime. That is, colleges and universities

. . . should think carefully about how students' education abroad experiences are incorporated into the curriculum; about whether there are appropriate support structures in place to help international students transition to and succeed on U.S. campuses; and about the types of opportunities the institution offers for domestic and international students to interact in meaningful ways. (ACE, 2000, p. 19)

The study abroad experience should not remain an isolated experience but with intercultural knowledge comes "responsibility for one's own neighborhood" (Postman, 1995, p. 100). Institutions demonstrate sincerity in their commitment to ongoing intercultural growth for students after cross-cultural experiences by providing opportunities to care for internationals students within the campus "neighborhood."

Chapter 3

Methods

The present research sought to determine if study abroad experiences have any impact on friendships between study abroad participants and international students who study on the domestic campus. Since little research proved available on the relationship between these two campus populations, the researcher instrumented the current study's approach, context, and design specifically to fill the gap in the scholarly literature.

The General Approach

The present qualitative phenomenological case study utilized focus groups and individual interviews from a variety of populations. The qualitative approach proved an effective way to understand the phenomenon of friendship development between returned study abroad participants and international students on their home campus. Through observation, listening, and inquiring, the researcher studied these relationships by giving both the study abroad participants and international students an opportunity to share their views while in the context of their own campus environment (Creswell, 2008).

The empirical phenomenological design provided observable evidence of the phenomena through what Van Kaam (1966) described as the intended transaction between researcher and participant. The researcher created an atmosphere in which the participant could perceive

signs of understanding from a person; perceiving that a person co-experiences

what things mean to [the] subject; perceiving that the person accepts the subject;

feeling satisfaction; feeling initially relief from experiential loneliness; feeling

safe in the relationship with the person understanding; feeling safe experiential

communion with the person understanding; feeling safe experiential communion

with that which the person understanding is perceived to represent. (p. 325)

Through phenomenological design, the researcher "co-experience[d]" (p. 325) the

perceptions, attitudes, and feelings of the participants in order to better understand their

view of reality and to give a better analysis of the data collected. Interviews explored the

relational aspects through which study abroad participants and international students

connected in friendship and understood each other despite cultural differences.

To refine the interview protocol, the researcher conducted a pilot study at a small,

Midwestern, faith-based, liberal arts institution. Although the pilot school proved smaller

than the school the actual research site, the institutions remained similar in values and

ethos; also, the pilot school's location seemed convenient for the researcher's preliminary

study. The pilot study school had evaluated and restructured internationalization efforts

and therefore welcomed research in this field. By conducting sample interviews with both

study abroad participants and international students, the researcher obtained valuable

feedback. This process indicated possible responses and themes by which the researcher

could effectively modify the query (Creswell, 2008).

The researcher conducted inquiry through interviews with a variety of individual

administrators and student focus groups. The focus group approach allowed for "dynamic

group discussion" (Harrell & Bradley, 2009, p. 6) and for the researcher to hear multiple

perspectives. Focus groups also responded to a brief survey. These multiple sources of insight provided evidence to explore, describe, and explain the sociological implications regarding friendships between these two groups (Yin, 1989).

The Context

The study took place at Fenley College (pseudonym), a mid-sized, Midwestern, private, faith-based, liberal arts college. According to the college website, approximately 4,000 students are enrolled, and 10% identify as international students. In 2011, Fenley ranked second nationally among baccalaureate institutions for the total number of students who engaged in study abroad programs ("Institutions by Total Number of Study Abroad Students, 2011/2012," 2012). It also ranked fifth highest among baccalaureate institutions for the total number of international students studying on the campus that same year (Institute for International Education, 2012). The college also received NAFSA's Simon Award in 2007 for exemplary work in the area of internationalization. Since Fenley College demonstrated intentionality and progress in the area of internationalization, study abroad program development, and international student enrollment, it served as an ideal location to conduct the research.

Individual, Administrative, and Focus Group Interview Participants

First, the researcher conducted one-on-one interviews with key administrators in summer 2013. Those interviewed included the Assistant Dean of International Student Development, the Director of Off-campus Programs, the Dean of Student Development, and the Provost. The interviews aimed to get a comprehensive perspective of the institution's process in developing a culture of international curiosity on the campus. Following administrator interviews, the researcher interviewed two separate groups of

five to seven students (recruited by the professor and director of off campus programs) who spent at least a semester abroad. Both study abroad focus groups had had cross-cultural experiences prior to studying abroad. During the same campus visit, the researcher met with two separate groups of five to six international students recruited by the international dean of student development. Both groups had some previous cross-cultural experiences before coming to Fenley.

Among the focus groups, afew student participants represented countries of shared cultures. In other words, some study abroad participants as visited countries home to international students on the campus. Likewise, in the international student focus groups, some representatives identified as from the same countries that study abroad participants had experienced. The researcher selected study abroad participants from semester-long programs, some of which included a service-learning component.

Procedure

Appendices A, B, & C outline the Research Protocol for the present study. All research participants received explanation of the study and had the opportunity to ask questions and sign a consent form before the research began (Appendix D, E, & F). During the 30-45 minute recorded interviews, the researcher asked key administrators to share their perspectives regarding the strengths, weaknesses, opportunities, and threats of the internationalization process on their campus, along with a few other standardized questions (Appendix A).

The researcher employed a semi-structured focus group method in order to create an informal ambiance in which study abroad participants and international student focus group participants felt comfortable to share in a discussion. The researcher selected a

casual setting for the focus group meetings and greeted the groups with refreshments to make them more at ease. The researcher explained the research project and gave the participants time to review, to ask questions, and to sign a consent form (Appendix E and F). The study abroad participants and international student focus groups first took a brief written questionnaire designed for the specific student populations of the research (Appendix G and H). The researcher then asked them to respond to discussion interview questions. The semi-structured interviews followed a standardized protocol (Appendix B and C), and the researcher used the focus group interview questions and probes in order to cover all areas of interest. As with the administrator interviews, the researcher recorded the focus group interviews, which lasted 60–90 minutes.

Data Collection

The researcher digitally recorded the individual and focus group interviews and had them transcribed. Next, the researcher read through the interview transcripts, surveys, and any related documents collected, making note of initial impressions before organizing and coding the documents. The researcher reread and analyzed data for significant statements and emerging themes. The researcher compared perceptions shared by the different groups of interviewees and compiled all the major viewpoints and perspectives. The researcher organized a table of significant statements to display the theme categories that arose, using the tables to create a general qualitative description. After these initial analytical steps, the researcher interpreted the information for meaning and validated it for accuracy (Creswell, 2008).

Chapter 4

Results

The researcher conducted qualitative interviews at Fenley College to determine if study abroad experiences have any impact on friendships between study abroad participants; international students who study on the domestic campus proved enlightening. In addition, the researcher asked administrators to reflect on strengths, weaknesses, opportunities, and threats encountered by study abroad and international student programs. Four administrators, two study abroad focus groups, and two international student focus groups shared their perspectives at this small, Midwestern, faith-based, liberal arts school. The study abroad focus group participants visited destinations such as England, Hungary, Spain, Ghana, Honduras, and Peru. The international student focus group participants came from places like Honduras, China, Indonesia, Ghana, Paraguay, and Nigeria. As a result of the interviews, plus responses from focus group surveys, four major themes emerged: isolated intercultural competencies; differences in empathy experiences; friendships between study abroad participants and international students; and institutional contributions. The themes revealed untapped potential for intercultural friendship development that leads to enhanced intercultural competencies on college campuses.

Institutional Analysis

In order to comprehend the state of internationalization in the context of student mobility, the researcher asked four Fenley College administrators to reflect on strengths, weaknesses, opportunities, and threats encountered by study abroad and international student programs. This school of approximately 4,000 students has a significant commitment to global education. Twenty percent of the Fenley students engaged in study abroad programs, and 10% have enrolled as international students. The school sponsors internationalization conferences and also rotates faculty serving as study abroad leaders. Of the study abroad programs, students can choose from 12 semester-long programs or 25-30 three-week programs. This school has clearly articulated and applied global values, yet there remains work to help faculty learn how to meet financial and human resource challenges, to foster these values in the classroom, and to help domestic and internationals connect on an authentic human level.

Despite financial challenges, Fenley College "demonstrated their support for international student programs in the midst of financial crisis," said one administrator. They hired additional part-time staff support despite losing 22 employees to cutbacks and retirement. Campus-wide global initiatives include required cultural experiences, a residence floor focused on multicultural issues, and international students paired with nationals in an orientation class called "American Ways". The director of study abroad programs said, "Health services, counseling services, student academic services, and financial services all partner with me to run our program."

Partnerships to promote intercultural competencies extend beyond student development offices into the classroom, which also need much work. A Fenley

administrator indicated that some faculty lack intercultural competencies. One even

pointed out that some international students experience a certain level of social anxiety

when interacting in the classroom:

> We have this idea of international students coming into the class and sharing the
>
> values of the class. The professor may not understand where they are coming
>
> from. It can be difficult. . . One student from Ghana was in a classroom and the
>
> professor kept on talking about Ghana and it was wrong. . . [but] she just couldn't
>
> say anything to him.

When such incidents happen, the classroom becomes an uncomfortable place to learn.

In addition to classroom challenges, the impact of international enrollment and

demands for more study abroad experiences make it difficult for departments to take full

advantage of opportunities like promoting stronger ties with international alumni. Study

abroad trips offer opportunities for students to develop stronger intercultural

competencies, but one administrator commented that students often look for the "exotic"

adventure. Learning outcomes become threatened when students approach study abroad

trips as tourists rather than as "pilgrims." Also a difficulty, study abroad participants and

international students self-segregate and struggle to break out of their cultural friendship

group. Finances and risk management demand so much attention; they threaten desired

initiatives to enhance intercultural competencies through international friendships at

Fenley.

Isolated Growth in Intercultural Competencies

The findings of the present study revealed that semester-long study abroad

experiences resulted in improved intercultural competency and sensitivity as self-reported

by the study abroad participants and as perceived by international students. However, the improvement appeared isolated to the study abroad experience. Threats to learning outcomes cause a disconnect between how study abroad students experienced intercultural competencies abroad and how they applied what they experienced back home when interacting with internationals on campus. To understand this phenomenon, one must look at how study abroad participants perceived what they learned about making connections as they transitioned from abroad back to the Fenley campus.

Neither study abroad focus groups could cite examples of campus staff or study abroad faculty communicating how students could build on their intercultural competencies by developing friendships with international students on campus. Study abroad focus groups explained that most study abroad debriefing time addressed "getting back to normal" and not bridging the gap between study abroad participants and international students. One study abroad focus group participant summarized this insight:

> I feel like most of the debriefing we received related more on how we could use it to relate to the students who hadn't left or how we would use it in our own culture or relate it back to our own culture, not necessarily how we would use it to relate to international students. I think at [Fenley] too, we do talk about diversity. We talk about it [and] we recognize that it is here but there are not a whole lot of opportunities to merge those unless you make that commitment to make friends with internationals.

Another student shared:

> It is really interesting . . . because I have never really thought along those lines before. When administration or group leaders talked about taking our experience

back to the states it was always, "Let's see, how can we help you get back to normal, how can we make this easier for you?" Now that I am thinking about it, I don't think that's right. I think it should be, how can you live differently now, how has this changed you? It's really just occurring to me now. We had two special sessions before we came back where we discussed our feeling and reverse culture shock and how we can fit in better here.

The study abroad focus groups agreed it felt easier communicating with internationals who came from the countries they visited, and international students indicated a deeper expression of intercultural competencies exhibited by students who visited their home countries. A study abroad participant who visited Ghana stated, "I don't know that I have gotten close to any African students but it definitely made it easier to relate to them and find common ground to get along." A Ghanaian student confirmed this finding through a comment on connecting more easily to students who went to Ghana because they appeared interested and wanted to get involved in the African Association. She felt uncertain whether this connection resulted from the study abroad participant now understanding the African culture. She commented, "It was nice having conversations and for once not trying to educate people on your culture. One of them graduated and we still talk."

Similarly, an Indonesian student mentioned a friend she made who went to Indonesia. She said, "When she came back we talked about Indonesia. . .[W]e talked about the cities she visited because I had been there. It was just nice because I knew what she was talking about."

However, a potential shortcoming surfaced as study abroad participants and international students shared how the school sent students primarily to destinations not represented by the international student population. Study abroad participants do not seem to understand that the intercultural competencies they develop can translate into any culture if exercised properly, respectfully, and humbly. However, both study abroad focus groups found it challenging to connect with internationals not from cultures they visited. One student mentioned:

> I haven't had the drive or urge to seek out those relationships because it doesn't make direct sense. If there were more English students or if I had gone to Ghana then it would have made more sense to seek them out to make friendships.

Additionally, study abroad focus group participants did not know quite how to ask questions to build friendships with international students because they felt afraid of asking too many questions or the wrong types of questions. Others expressed feeling inadequate in relating because the international students live in the U.S. for four years compared to study abroad participants' semester long trips. One student declared, "I would feel foolish saying or implying that [my study abroad tip] was a way that I could relate to them." Another participant said she appreciated it when nationals in the study abroad host culture asked questions but expressed anxiety about talking to the international students on campus; she did not want to come across as someone who focuses too much on the fact that they come from a different country.

Differences in Empathy Experiences

The disconnect between the intercultural knowledge gained on the study abroad trip and application of intercultural competencies became evident as the investigation

explored how study abroad participants exercised empathy toward international students. The semester-long cross-cultural experience did not seem to indicate increased levels of empathy among participants for the experience of international students on their home campus. Although study abroad focus groups seemed to understand the impact of the relationships with host nationals when on their own study abroad experience, their interactions with international students at home did not seem to provide the same level of relationship. Study abroad focus groups generally felt more at ease interacting with host nationals; however, they could not identify significant stories that indicated a desire to provide the same familial experience of the U.S. culture through meaningful friendships with international students at Fenley College.

Additional obstacles include the lack of training for study abroad participants in how to relate to internationals using new intercultural competencies; fewer opportunities for interaction due to off campus housing opportunities; and the uncertainty in how to even ask internationals questions cause barriers. Impeded communication makes it difficult for study abroad participants to fully understand the international students' experience and encounter empathy towards them. Yet, study abroad focus groups repeatedly said that building relationships with host nationals provided some of the most meaningful experiences in engaging culture. Nationals welcomed the study abroad participants into their homes, helped them identify cultural nuances, celebrated birthdays, visited places only locals go, and laughed with them. One study abroad participant said, "I received this unreserved love from someone [I] never met. They talked to us as though they knew us." Repeatedly study abroad focus group participants described how the

nationals made them feel at home. Another study abroad participant shared how her

Honduran family treated her like family:

> We would talk about everything under the sun. My host mom would try to find
>
> me a man. . . While I was there I spoke with my host uncle about Hugo Chaves,
>
> politics, and the history of Honduras. They had a genuine care for me. I ended up
>
> calling her mom and she called me daughter.

> Despite strong connections made with host nationals in the study abroad

destinations, students found it difficult to cultivate similar relationships with

internationals on the campus at home. One study abroad participant explained how he

already had a group of friends to return to. Another said, "There is still a bit of a barrier."

> The reality of these barriers began to surface as Fenley's international student

focus group participants described highly dissimilar experiences regarding their

interactions with domestic students. The majority of international student focus group

participants recalled friendly encounters explaining how domestic students allowed them

to join their group in the cafeteria, studied together, and met during floor meetings. They

mentioned that any time they get off campus came from the help of domestic students.

When asked the question, "What is the most meaningful interaction that you have had

with a domestic student that has met a personal need?" one student talked about how

domestic students had allowed him to use their car for a driver's test. Another student

shared:

> I met an American from my business class. . . She would ask me to eat lunch or
>
> dinner and we would just talk about our differences in our cultures or classes or

anything. She went to a beauty school so she knows how to cut hair. She said she

would cut my hair for free.

When the researcher asked both international student focus group participants if they ever

visited a domestic student's home, one responded but only to share that he visited the

home of someone from outside the Fenley community.

Also, the researcher asked study abroad focus group participants to share ways in

which they experienced and practiced empathy towards international students on the

campus after they returned. One student shared:

I remember being in the library last fall and there was a group that was speaking

in Korean before too long, and I thought to myself, "Why can't you just talk

English?" Then it was like a week after we got to Spain and I started speaking

English. I thought to myself, "I am so sorry Korean-speaking students."

Other examples included stories of how study abroad participants felt more comfortable

talking to internationals or how they appreciated their former international roommates

more because they now understood their cross-cultural academic experience.

When asked how they received empathy from domestic students, international

student focus group participants shared the following examples: when someone offered

them a place to stay during Christmas; when they received help with pronunciation; when

they agreed with complaints about the weather or food in the cafeteria; and when a floor

mate shared leftovers. Another participant said that she received empathy from her

resident advisor; however, she questioned if the resident advisor only expressed empathy

as part of her job.

An international student focus group participant described what started out as a domestic student's attempt to communicate empathy. She shared how she learned just that day that her uncle in South Korea passed away. Her North American friend tried to cheer her up with food instead of trying to talk to her. The international student shared, "I was not sure to be very sad about it. . . I wasn't sure how to feel [or] how to respond."

Miscommunicated empathy proves common. One administrator explained that international students struggle to interpret cultural cues including well-meaning gestures of empathy. All the administrators believed international students on campus may suffer from a general lack of empathy even from students who had studied abroad.

> . . .I think generally this is a welcoming place where people are interested in others and tell me your story. "The reason I say a slight no is there can be a sense that the reason I am interested in you is because you are exotic. I never met anyone from Madagascar. What is it like. . ?" So there is a curiosity that may not be really driven by "I want to really get to know you, and really know all about you" verses "I am just interested because you're really cool but then I will go and hang out with all my buddies."

Despite dissonance between the groups, both study abroad and international student focus groups notably observed that study abroad participants who engaged in service-learning while overseas returned more empathetic and able to develop relationships with international students. Some suggested that service-learning trips promoted stronger intercultural competencies than other overseas trips that seemed to attract students who "only wanted to have fun."

Friendships between Study Abroad Participants and International Students

While the findings of the current study suggest that international students suffer from a lack of empathy from their peers, results also suggest that such empathy plays an important role in friendship development. Apparently, study abroad participants did not use intercultural competencies to develop more meaningful friendships with international students on their home campuses. Administrators believed that international students defined friendship differently than did study abroad participants due to differing worldviews. This finding proved particularly true as study abroad focus groups described elements of meaningful friendships: shared interests, trust, genuine interaction, reliability, compassion, and support. They identified a "friend" as "someone you can let your guard down with," "someone who listens," "who will not judge you," and "who makes you feel genuinely wanted." International students agreed that trust and openness feel important, adding that friendships do not remain "superficial," that a friend knows you and "cares for you even when you are far away." Several international students also identified the ability to share as crucial.

When asked to describe relationships with domestic students, international student focus group participants communicated genuine care and appreciation for others, especially those who demonstrated empathy toward them. Classes like "American Ways" seem to provide an avenue by which domestic students seek mutual understanding. However, as they struggled to cite meaningful examples of empathy, they clearly considered themselves outsiders on the campus. One student said:

At first I felt homesick. . . I never thought that making friends would be a problem

but when I came here it's actually not as easy as I thought it would be. . . Cultural

differences make it hard to connect with Americans. . . I don't get the jokes. . .

[or] things people say.

In fact, international students found it unusual when domestic students honored their word regarding friendships. One international student shared how she opened up and shared her feelings of loneliness with a domestic student who then told her that she wanted to be her friend. The international student commented, "She proved true to that all last year. She was great."

The majority of the international students on the campus come from collective cultures, a distinction that requires an adjustment when they come, like walking faster and expressing fewer personal greetings. One participant said, "Sometimes you meet a friend in class and the conversation is like hi, hi, bye, bye. . .when you thought you made a friend." They complained that no one stays to find out the answer to the question, "How are you?" In general, international students come from more relational cultures with less time-oriented lives.

Several agreed when one international student said that encounters with domestic students do not seem productive. "You cannot build on it." One student observed:

If an international and I are friends, we meet for the first time and then we go on from there and pick up where we left off. Americans are not like that. It is as if you have to establish trust and so the relationship drags on. It is like you start from the beginning once, twice, three times but it seems like a waste of time and you never make headway.

Another agreed:

You have a partner for a lab. You have a great discussion and you see them again and you think. . . you pick up where you left off and they just walk by. . . You think "What just happened? I thought we were friends." Back home, if you have a deep discussion you would be friends, and it's just frustrating because you thought you had a friendship.

International students said they felt the campus proved extremely welcoming, but they struggled to move beyond what they considered shallow friendships. One administrator shared their perspective:

I think it is a sin of our culture or maybe a negative thing about our culture. We are so busy and so task-oriented and time-oriented that we don't let people get close to us. . . I think it is a nice thing that internationals can teach us. The Koreans, they go to the bathroom together then they study and they go back together. They watch TV. For an American that would be too much togetherness. They are a little more independent.

As another hindrance to the post-study abroad interactions between study abroad participants and international students, study abroad trips traditionally happen in the junior year of college, and study abroad participants reconnect with pre-established friendship groups. Furthermore, they typically live off of campus after their return, according to one administrator.

International students attempt to fit into a new culture by becoming a different person. International students who consider themselves talkative said they felt ignorant, those who like to joke around became cautious, and those who felt free said they felt restricted on campus. Others who once felt cautious at home felt more independent but

also distant. One international student's reflection captured this concept that all seemed to identify with:

> It is really interesting. Back home. . . you have an identity and you feel safe in that. Then you come to college. . . College is a big transition. . . and people don't even know you. You could make up your past and they wouldn't know. People are not really used to the way you interact with people at home so you have to "tweak" your personality so you can relate to them. This is for the benefit of everyone. Then when I go home I am my usual self, joking. When I came back the second year it was easier to be my American self.

Institutional Contributions

Administrators feel unsure how to navigate the related complexities of intercultural competencies, empathy, and friendships between study abroad participants and international students. Speaking with four student focus groups and administrators evidenced that, while the institution makes exceptional contributions, there clearly remains a great need to further develop intercultural competencies and friendships between study abroad participants and international students. Administrators agree that study abroad programs and international enrollment serve multiple purposes on campus. Through the study abroad programs, students can enjoy food, dance, music, and other external aspects of another culture. Through interactions with international students, domestic students learn to appreciate difference, to recognize their culture as not the norm, and to accept that all have "cultural ways." All administrators agreed on empathy as a desired outcome of the cultural exchange process. One administrator noted:

[Study abroad participants] come back and enrich the campus. Their world is bigger. It is not like they are back in the residence halls. They have bigger dreams for their vocation, for their calling but I don't know that we tap into their leadership potential or their help in tapping into our interaction with international students as much as we could.

Administrators acknowledged that the institution could do more to reach its full potential, and they confess that not much attention goes to the concept of developing intercultural competencies specifically by strategically bridging friendships between international students and study abroad participants.

Study abroad students expressed interest and concern for international students, as well as a desire to continue cultivating intercultural competencies acquired during their study abroad experience. The international students strongly desired to form friendships and feel at home on campus. Administrators want to deliver the promise of preparing students for the world's global marketplace and to help students develop an authentic love for humanity. However, one administrator articulated, "It takes a person. . .Yes, it takes time and space and a person."

Chapter 5

Discussion

The current research determined that study abroad experiences have minimal impact on friendships between study abroad participants and international students who study on the domestic campus. The study identified key factors that enhance or constrain study abroad and international students' development in this area, as well as methods and factors that contribute to the formation of understanding, empathy development, and the creation of authentic friendships between domestic and international students at Fenley College. Based upon results from interviews and surveys, the following discussion addresses implications, limitations, future research, and suggestions for higher education practitioners, especially those responsible for student mobility.

Implications

Intercultural disconnect. Heightened intercultural competencies experienced in the study abroad destinations only translated into "shallow" friendships with international students on the home campus. Though study abroad participants exercise certain levels of sensitivity toward international students on campus, responses revealed international student relationships with study abroad participants as unsatisfactory from the international student's perspective.

Surveys and responses from focus groups and administrators indicated that a semester-long study abroad experience does improve study abroad participants'

sensitivities and intercultural competencies. However, development in these areas seems generally isolated to the study abroad experience and not exercised as much when study abroad participants relate to international students on their own campus. Narratives shared during interviews evidenced rich interactions study abroad participants had with host nationals in the study abroad destinations. This finding indicated a heightened awareness of intercultural competencies when away from campus that does not translate in their interactions with international neighbors on campus.

In some ways, study abroad participants achieve what Bennett (1986, 1993) referred to as ethnorelativity while abroad but slip back into ethnocentricity when they return. Study abroad participants appear to have a complete disconnect between skills they learn and experience while on their study abroad trip and external outcomes when they return. Study abroad participants either fail to understand how intercultural competencies can apply in building relationships on the home campus or they simply choose to not use them.

Better guests than hosts. Neighborly hospitality would provide a strong foundation for a structure designed to support intercultural friendships through the study abroad experience. However, if what Twenge (2006) wrote proves true about today's generation, this intercultural competency disconnect could result from the fact that some students who tend toward egocentrism enjoy receiving hospitality but do not necessarily think about how they might reciprocate. They maybe enjoy the "receiving" end of the intercultural exchange in a foreign land, but, due to their independent culture, they simply lack interest when presented opportunities to become the "giver" in the exchange on the home campus. Personal cultural influences likely blind study abroad participants to the

possibilities of exercising intercultural competencies with international students. Apparently, institutions do not equip study abroad participants to serve as well as hosts as they do guests.

Empathy does not seem to flourish naturally in the campus cultural environment in the absence of such training, dialogue, and mentoring as self-reported by study abroad participants and as perceived by international students. Study abroad participants may "understand what [international students] have gone through" at some level. They appear grateful for experiencing the receiving end of empathy when on foreign soil where they feel outside their comfort zone. The study abroad experience does seem to impact attitudes, and study abroad participants seem to gain knowledge of how to navigate the channels of intercultural competencies. Campuses should provide venues for study abroad participants to continue to develop intercultural attitudes and build on intercultural knowledge that leads to friendships.

However, without empathy, students struggle to build friendships. A few of the stories that international students shared show that some study abroad participants use intercultural competencies to develop more meaningful friendships with international students on the home campus; however, these stories seem too infrequent. The study abroad experience provides opportunity to grow in cultural knowledge. With knowledge comes responsibility, but no one seems to hold study abroad participants accountable for caring for their foreign "neighbors" on campus. When they return, they should understand the concept of the global community and the benefit to the entire community if international students feel at home.

Initiatives to provide this hospitality to international students should not become restricted to co-curricular spaces but should extend also to the classroom. Though many professors at Fenley College seem culturally sensitive, some administrators agree there remains a need to educate professors as well as international students how to appropriately address cultural misunderstandings. Those teaching must adapt to an inevitable growth in international student enrollment and prepare to partner with student development professionals so students can achieve academic success in a comfortable classroom environment. Faculty can model this desired hospitality toward internationals as they themselves grow in intercultural competencies.

Perceived institutional values. Colleges and universities unknowingly send confusing messages when they promote the value of global engagement. This ethos of intercultural and global perspectives manifests in the mission statements of many colleges and universities, but the value rarely reflects in international-domestic student relationships on campus. One has to wonder what international students struggling to find domestic friends think when college websites highlight domestic students enjoying study abroad experiences or applaud them for building relationships with strangers in faraway places during service-learning trips overseas.

The study abroad experience aims to help ensure that students grow in intercultural competencies and become more competitive in the global marketplace; however, students returning unchanged defeats the original purpose. Schools should consider initiatives to change the direction of this phenomenon that, in turn, impacts students' worldview of the experience.

Getting back to normal. The students travel, engage the culture, but come back home the way they left. They return to the same friendships and unpack the experience with family. They also cease to exercise the newly developed intercultural competencies and sensitivities. As muscles atrophy without exercise, the same proves true with intercultural competencies. To better understand this phenomenon necessitates further study.

Limitations

As one of the major limitations of the current research, the study abroad focus groups lacked representation from students who had never spent time abroad before the Fenley College study abroad experience. Several study abroad participants had previous experience on short-term trips, and some even lived long term overseas at some point in their lives. A few international students had studied in the States prior to beginning college. Responses may differ if participants representing both groups reflected upon first time cross-cultural experiences.

Many study abroad participants had returned from their study abroad experience less than a year before the present study. A longer duration of return time would give more weight to the responses and ensure that study abroad participants have sufficient time to reach out to international students and exercise their intercultural competencies. A larger sample size from multiple campuses also would add more depth of understanding to this phenomenon. An understanding of the international student's growth in intercultural competencies had not received direct attention and would enhance future study. Additionally, time did not allow for a pre- and post-test study to determine the

actual growth of intercultural competencies among study abroad participants; therefore, the researcher based the study on self-reported perspectives.

International and domestic students likely had different motives for studying abroad. Perhaps study abroad students connected well in their destinations because people they met had no other means of encountering U.S. culture; as such, hosts may have greeted students with greater enthusiasm and curiosity. The study did not explore how international students connected with people in their own country. These unexamined factors may have influenced the study.

Future Research

The lack of study on this topic invites future studies on intercultural competencies, study abroad experiences, and relationships with international students on the home campus. A pre- and post-test would strengthen similar studies to determine the strength of intercultural competencies, which would better inform the research. Studying the impact of this phenomenon in public and private schools in various regions may contribute to knowledge of correlations between intercultural competencies, study abroad programs, and international students.

Additional research could also explore how significant service-learning influences intercultural competencies among study abroad participants, especially if similar intercultural outcomes prove possible without significant expense. Furthermore, institutions should analyze first-year study abroad programs to determine if greater impact appears by observing how freshmen relate to the international students when they arrive or return to the campus.

Study abroad programs that send students to the home countries of their international classmates merit further investigation. Similar comparative studies could explore similarities and differences of this phenomenon on campuses located in countries around the world. Research could explore the "American Me" trend in which international students adjust their personality to fit the host culture and how that impacts their experience on campus. Colleges could benefit from understanding if faith-based study abroad programs have greater influence on student intercultural competencies and how they affect domestic-international student friendships. Some domestic students have never traveled abroad yet have a seemingly innate ability to relate to internationals. Research might reveal characteristics these students model. Finally, exploring how independent or collective cultural approaches influences relate to internationalization initiatives on campus could provide beneficial insight for practitioners.

Suggestions for Practice

Results of the current study draw many helpful suggestions for practice that require commitment from interdepartmental partnerships as well as those who work directly with study abroad participants and international students (Table 1). The study indicated a need to restructure the delivery of intercultural competencies through study abroad programs so gains produce sustainable growth. The survival of humanity amid the global issues it faces crucially needs both intercultural competence and 21st century skills (Deardorff, n.d.). Sustainable implementation also depends on campus culture, stakeholder support, and finances. To eliminate the "isolated experience" of the study abroad trip, an institutional culture needs to prepare students before they go abroad, giving them a context for building on friendships when they return to campus

Table 1

Suggestions for Practice

Focus Point	Suggestions
Timing of Study Abroad Programs	• Promote freshman and sophomore year study abroad programs. • Build on early study abroad experiences by encouraging returning study abroad students to live in on-campus housing among international students
Making Int'l Students Feel At Home	• Teach domestic students diplomacy and hospitality as host culture. • Develop social programing that promotes interaction between study abroad participants and international students.
First Year Experience and Beyond	• Advocate for first year experience faculty and residence life professionals to instruct students in intercultural competencies. • Provide an overview of the class's international students' cultures. • Include intercultural competencies in learning objectives all 4 years. • Create an intercultural competency certification program that students could earn over the four years and list on resume.
Intercultural Competency Curriculum & Training for Faculty & Staff	• Equip international students to lead a seminar teaching faculty and staff about the different cultures on campus. • Ensure faculty and staff have intercultural competency training. • Train faculty and staff to model hospitality toward international students and to serve as cultural mentors who promote domestic and international student friendships especially those leading trips.
Strategic Collaboration among Study Abroad, International Student, and Admissions Departments	• Build collaborative partnerships between directors of study abroad programs, international student programs, and international admissions. • Make intentional programmatic relationships with institutions abroad. • Promote study abroad programs in which domestic students can travel to destinations that represent international students' home cultures. • Identify locations with strong study abroad programs and expand international student recruitment from those destinations. • Pair study abroad participants and international students before, during, and after trips to foster understanding of shared experiences and to develop empathy.

Assessment	• Schedule a period of hiatus from study abroad trips to assess the quality of international student programs and all study abroad programs.
	• Administer evaluations of students' intercultural friendships on campus before and after study abroad trips and upon graduation.
	• Mentor students in connecting their experiences abroad with their intercultural competencies, empathy, and friendships with international students on campus.
Other Ideas	• Provide more study abroad trips with service learning components that promote intercultural competencies, intercultural sensitivity, and empathy.
	• Develop U.S. service learning trips that focus on intercultural competencies.
	• Require references from international and ethnic students for campus leadership positions and study abroad applications.
	• Invest in additional human resources or limit international student enrollment and study abroad programs if unable to deliver institutional promises of effective internationalization.

Timing of study abroad programs. Most likely, Fenley College does not stand alone in sending the majority of their students abroad during their junior year. Study abroad participants expressed concerns regarding the timing of their return and housing related interactions. Based on this finding, institutions may consider the benefits of sending students earlier they return to on-campus residential living with more time to exercise their intercultural competencies with international students who live primarily on campus. This practice allows more time for mentoring students to build upon their experience in a living-learning community.

Making international students feel at home. Recognizing the opportunity to help domestic students develop diplomacy and hospitality, schools could help prepare students for encountering other cultures through residence life and other departments. Student development departments can collaborate in social activities to bridge domestic-

international student relations. These departments can recruit returned study abroad students to make these events happen.

First year experience and beyond. In order to create a campus culture that fosters intercultural friendships, institutions can require all new students to study intercultural competencies during orientation and throughout their first year. Facilitators could mentor students to use intercultural competencies to value intercultural friendships. Creative opportunities built into curriculum or residential programs can teach domestic and international students about the diverse cultures represented in their freshman class.

Intercultural competency curriculum and training for faculty and staff. In order to further advance a culture of curiosity, schools need to engage students early on in practicing the versatility of intercultural competencies equips them with skills not meant to exist within a solitary experience such as study abroad trips. Institutions could create an intercultural competencies certification program that students could earn through a series of workshops and activities. Consequently, students could list the intercultural competencies certification on their resumes especially for vocations that might hold these credentials in high demand.

Faculty and staff should receive training in intercultural competencies as well. They need to set an example for the student population and model collegial friendships with ethnic and international coworkers. They could receive instruction on how to incorporate intercultural competencies into their curriculum while emphasizing interactions between domestic and international students in the classroom. Special consideration should address the selection and training of faculty and staff who lead these

trips. They should demonstrate gifts in mentoring and using their influence to inspire friendships among internationals.

Strategic collaboration among study abroad, international student, and admissions departments. Strong evidence indicates relational benefits to sending study abroad participants to places that international students call home. Colleges and universities could strengthen these ties by partnering the directors of study abroad programs, international student programs, and admissions to develop a strategic plan for fostering sensitivity and intercultural competencies on campus. Study abroad directors could focus on developing programs that send students to locations represented by the international student population. If there exist strong programs in destinations not represented by international students on campus, admissions directors should consider strategies to engage prospective students from those locations. To this end, study abroad faculty, staff, and students could serve as ambassadors to prospective students while abroad. Concerted effort could lead to deeper relationships and partnerships both on campus and abroad.

The program directors of international students and study abroad programs could pair up students before study abroad participants leave and the international students could share their experience in transitioning between cultures and study abroad participants could ask questions in an informal setting. While study abroad participants participate in the study abroad trip, the paired students could respond to teacher-led reflections that allow them to compare shared experiences. Upon the return of study abroad participants, the international students could take part in some of the debriefing and welcome the study abroad participants back to campus. They will likely discover

they have a lot in common, and students can encourage each other through the reentry process. This intentional interaction would provide an opportunity for students to see intercultural competency connections more easily. Finally, the departments should provide ongoing social opportunities for these populations to intermingle.

      Assessment. Reflection and debriefing prove crucial to study abroad experiences. Institutions need to ensure that current existing study abroad programs implement adequate time for contemplation. Some of Fenley's programs falsely advertised that study abroad participants will have national roommates. Some study abroad participants believed they would have classes with nationals, but this arrangement never came to pass. Such opportunities enrich the study abroad experience and give opportunities to exercise intercultural competencies on a deeper level, but some study abroad programs seemingly do not live up to standards. Schools should not tolerate such practices, especially when considering the investment made by the school and the students as well as the danger to desired outcomes.

      As an exemplary movement of self-assessment, Starbucks did something radical on February 26, 2008—they closed over 7,100 of their coffee shops for 3 hours in an effort to ensure baristas knew how to make a perfect, hand-crafted beverage for their valued customers. The company forfeited profit in an effort "reinvent and reinvest" (as cited by Allison, 2008). In the same way, colleges and universities may want to consider pausing for a time of assessment. They need to evaluate the merit of every study abroad program and strategize for establishing stronger relationships and expectations. Institutions may decide to discontinue some programs that simply do not meet institutional goals. Consequently, this elimination will raise the level of expectations

among study abroad providers and improve outcomes for student learning. Institutions should utilize pre- and post-test measurements of study abroad participants' growth in intercultural competencies. Institutional and program assessment surveys should incorporate questions associated with domestic-international student friendships prior to and following study abroad experiences in order to track the impact of any new initiatives. The learning outcome should never pursue "getting back to normal" but rather, at least in part, should address how domestic students can give their international neighbors the benefit of the education and hospitality they received abroad.

Other ideas. Additionally, schools could provide more study abroad or in-country service learning trips that promote intercultural competencies, intercultural sensitivity, and empathy. As a simple way to demonstrate their commitment to intercultural competencies, institutions of higher education could require student leaders and study abroad participants to submit a simple reference from international students or ethnic students who can vouch for their ability to relate to and empathize with people from various racial and cultural backgrounds.

Those responsible for study abroad debriefing need to simply point to the connections among students' growing intercultural competencies and encourage them to build relationships with international students upon returning. Finally, because "it takes a person," schools may need to prioritize finances to ensure adequate care of these important programs.

Conclusion

Schools like Fenley model great strides in the internationalization process. Still, evidence shows the need for greater collaboration to identify issues related to

intercultural friendships on campuses. New structures need to bridge intercultural competency development both before and after study abroad experiences. By observing what happens between domestic and international students, universities can demonstrate they value these interactions. By creating new initiatives that span four-year degree programs, schools demonstrate their seriousness in helping students incorporate intercultural competencies into everyday life, a habit that should extend beyond the college years. Institutions currently unsure how to make such development happen should take the time and resources to ensure sustainable results in order to deliver what they promise.

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Appendix A

Research Protocol Questions for Administrators

To be conducted during the summer of 2013
Duration: 45 minutes

A. One on One Interviews with Administrators
   a. Please describe your role in the internationalization process at your institution
   b. Please describe the strengths, weaknesses, opportunities and threats of your school's state of internationalization.
   c. How would you describe the interaction between your international and domestic students at your campus?
   d. What role do you want the international students playing on the campus?
   e. Do you feel that the purpose is being served? Why or why not?
   f. What purpose should a study abroad program serve on your campus?
   g. Do you feel that the purpose is being served? Why or why not?
   h. Do you feel that your domestic students demonstrate empathy toward the international students on this campus and in what ways?
   i. Are there any ways that you think there could be more intentional friendship development between your study abroad participants and your international students
   j. Collect any relevant documentation and contact information.

Appendix B

Research Protocol for Study Abroad Focus Groups for the Pilot Study

To be conducted during the fall of 2013
Total Duration: 1.5 Hours

A. Warm Up Questions (15 minutes)
   a. Fill out questionnaire and read Cultural Sensitivity and Key Terms on back.
   b. Can you tell me about your study abroad experience?
B. Interview Discussion Questions (1 hour and 15 minutes)
   a. What was the most meaningful interaction that you had with a national during your study abroad trip that met a personal need?
   b. How would you define a meaningful friendship?
   c. Can you describe your friendships with the international students on the campus before you went on your trip?
   d. Can you describe any friendships with international students on the campus that have deepened since your trip?
   e. Can you describe times you have experienced empathy for international students since your trip and how did you respond?
   f. Describe any suggestions you received about how to intentionally build relationships with internationals on your campus when you returned?
   g. Is there anything you think you or the school can do to bridge meaningful friendships between study abroad participants and international students?

Appendix C

Research Protocol for International Student Focus Groups for the Pilot Study

To be conducted during the fall of 2013
Total Duration: 1.5 Hours

A. Warm Up Questions (15 minutes)
    a. Fill out questionnaire and read Cultural Sensitivity and Key Terms on back.
    b. Can you tell me about your adjustment to your college experience?
B. Interview Questions (1 hour and 15 minutes)
    a. What has been the most meaningful interaction you have had with the nationals on the campus that has met a personal need?
    b. How would you define a meaningful friendship?
    c. Can you describe your friendships with the domestic students on the campus?
    d. Can you describe any friendships that have deepened after someone returned from a study abroad experience?
    e. How do you spend time with domestic students on your campus?
    f. Can you describe any times when you have received empathy from students from the United States and how did you respond?
    g. Describe any suggestions you received about how to intentionally build relationships with students from the United States on your campus?
    h. Is there anything you think you or the school can do to bridge meaningful friendships between study abroad participants and international students?

Appendix D

Research Consent form for Administrators

Study Abroad: Creating a Culture of Curiosity on the Home Campus by Translating Meaningful Experiences into Cross-Cultural Friendships

You are invited to participate in a research study of the impact of study abroad experiences on cross-cultural friendships. You were selected as a possible participant because you are an administrator who is involved in the internationalization process on your campus. I ask that you read this form and ask any questions you may have before agreeing to be in the study.

STUDY PURPOSE:

The study is being conducted by Kelly A. Pengelly and Taylor University/Masters in Higher Education and Student Development Department. The purpose of this study is to understand if the study abroad experience equip participants with intercultural competencies that translate into meaningful friendships with non-immigrant international students on their home campus after they return.

NUMBER OF PARTICIPANTS:

If you agree to participate, you will be one of 2-6 administrators who will participate in this study along with 12 study abroad participants and 12 international students from your school.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will take part in a one on one interview that will last approximately 45 minutes. The recorded data will be transcribed and analyzed for major themes. All data will be maintained as confidential. Only your title will be used for any direct quotes used in the presentation of this study. Data will be stored in a locked filing cabinet in the researcher's home. Aside from the researcher, no one will have access to raw data. The researcher alone will have access to identifying information. All audio files will be erased upon completion of the study. The researcher will send you a copy of your interview so that you may edit, clarify or share any additional comments before it is used to summarize results of the study. Your responses to the transcription will be voluntary.

RISKS:

There are no foreseeable risks or ill effects from participating in this study.

BENEFITS:
One benefit you may gain from participation in this study could include an opportunity for you to share your expertise, insight, and to contribute as a fellow researcher.

CONTACT FOR QUESTIONS OR PROBLEMS:

For questions or comments about this study, contact the researcher, Kelly A. Pengelly, at 803-727-5002, Taylor University, 236 W. Reade Avenue, Upland, IN, 46989, or at kelly_pengelly@taylor.edu.

VOLUNTARY NATURE OF THE STUDY:

 Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Your decision whether or not to participate in this study will not affect your current or future relationship with anyone at your school.

PARTICIPANTS'S CONSENT:

In consideration of all of the above, I give my consent to participate in this research study.

I will be given a copy of this informed consent document to keep for my records. I agree to take part in this study.

Participant's Printed Name:_____
Date:_____

Participant's Signature: _____

Appendix E

Informed Consent for Study Abroad Participants

Study Abroad: Creating a Culture of Curiosity on the Home Campus by Translating Meaningful Experiences into Cross-Cultural Friendships

You are invited to participate in a research study of the impact of study abroad experiences on cross-cultural friendships. You were selected as a possible participant because you participated in a study abroad experience and have spent some time living among international students on your home campus since your study abroad trip. I ask that you read this form and ask any questions you may have before agreeing to be in the study.

STUDY PURPOSE:

The study is being conducted by Kelly A. Pengelly and Taylor University/Masters in Higher Education and Student Development Department. The purpose of this study is to understand if the study abroad experience equip participants with intercultural competencies that translate into meaningful friendships with non-immigrant international students on their home campus after they return.

NUMBER OF PARTICIPANTS:

If you agree to participate, you will be one of 12 study abroad participants who will participated in this study along with 12 international students and 2-6 administrators from your school.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will take part in a short survey that will last approximately 15 minutes and a focus group discussion that will last approximately 1 hour and 15 minutes. The recorded data will be transcribed and analyzed for major themes. All data will be maintained as confidential. Pseudonyms will be used rather than your real names for any direct quotes used in the presentation. Data will be stored in a locked filing cabinet in the researcher's home. Aside from the researcher, no one will have access to raw data. Only the researcher will have access to identifying information. All audio files will be erased upon completion of the study. The researcher will send you a copy of your transcribed interview so that you may edit, clarify or share any additional

comments before it is used to summarize results of the study. Your responses to the transcription will be voluntary.

RISKS:

There are no foreseeable risks or ill effects from participating in this study.

BENEFITS:

One benefit you may gain from participation in this study could include an opportunity for you to share your experience and insight. You also have the opportunity to fellowship with others and hear the stories of those who have had similar experiences.

CONTACT FOR QUESTIONS OR PROBLEMS:

For questions or comments about this study, contact the researcher, Kelly A. Pengelly, at 803-727-5002, Taylor University, 236 W. Reade Avenue, Upland, IN, 46989, or at kelly_pengelly@taylor.edu.

VOLUNTARY NATURE OF THE STUDY:

 Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Your decision whether or not to participate in this study will not affect your current or future relationship with anyone at this college.

PARTICIPANTS' CONSENT:

In consideration of all of the above, I give my consent to participate in this research study.

I will be given a copy of this informed consent document to keep for my records. I agree to take part in this study.

Participant's Printed Name:_____
Date:_____

Participant's Signature: _____

Appendix F

Informed Consent for International Students

Study Abroad: Creating a Culture of Curiosity on the Home Campus by Translating Meaningful Experiences into Cross-Cultural Friendships

You are invited to participate in a research study of the impact of study abroad experiences on cross-cultural friendships. You were selected as a possible participant because you are a non-immigrant international student. I ask that you read this form and ask any questions you may have before agreeing to be in the study.

STUDY PURPOSE:

The study is being conducted by Kelly A. Pengelly and Taylor University/Masters in Higher Education and Student Development Department. The purpose of this study is to understand if the study abroad experience equip participants with intercultural competencies that translate into meaningful friendships with non-immigrant international students on their home campus after they return.

NUMBER OF PARTICIPANTS:

If you agree to participate, you will be one of 12 international students who will participated in this study along with 12 study abroad participants and 2-6 administrators from your school.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will take part in a short survey that will last approximately 15 minutes and a focus group discussion that will last approximately 1 hour and 15 minutes. The recorded data will be transcribed and analyzed for major themes. All data will be maintained as confidential. Pseudonyms will be used rather than your real names for any direct quotes used in the presentation of this study. Data will be stored in a locked filing cabinet in the researcher's home. Aside from the researcher, no one will have access to raw data. Only the researcher will have access to identifying information. All audio files will be erased upon completion of the study. The researcher will send you a copy of your interview so that you may edit, clarify or share any additional comments before it is used to summarize results of the study. Your responses to the transcription will be voluntary.

RISKS:

There are no foreseeable risks or ill effects from participating in this study.

BENEFITS:
One benefit you may gain from participation in this study could include an opportunity for you to share your experience and insight. You also have the opportunity to fellowship with others and hear the stories of those who have had similar experiences.

CONTACT FOR QUESTIONS OR PROBLEMS:

For questions or comments about this study, contact the researcher, Kelly A. Pengelly, at 803-727-5002, Taylor University, 236 W. Reade Avenue, Upland, IN, 46989, or at kelly_pengelly@taylor.edu.

VOLUNTARY NATURE OF THE STUDY:

 Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Your decision whether or not to participate in this study will not affect your current or future relationship with anyone at Calvin College.

PARTICIPANTS'S CONSENT:

In consideration of all of the above, I give my consent to participate in this research study.

I will be given a copy of this informed consent document to keep for my records. I agree to take part in this study.

Participant's Printed Name:_____
Date:_____

Participant's Signature: _____

Appendix G

Survey for Study Abroad Participants

Name_____ E-mail Address_____

Preferred Pseudonym_____

Location of Study Abroad Trip:_____

Duration of Study Abroad Trip (Dates you participated):_____

1. Have you had any cross-cultural experiences prior to your study abroad trip? What and when?

2. Please read through the description of Intercultural Sensitivities and Key Terms (See page 3).

   a. Please name any opportunities you had at this college to grow in these areas prior to this trip.

   b. Please name any opportunities you have had at this college to grow in these areas since you returned from this trip and in what ways are you applying them.

   c. Where would you say the majority of national students at your school fall on the Continuum of Intercultural Sensitivity (See page 3)?

   d. Where would you say the majority of international students at your school fall on the Continuum of Intercultural Sensitivity (See page 3)?
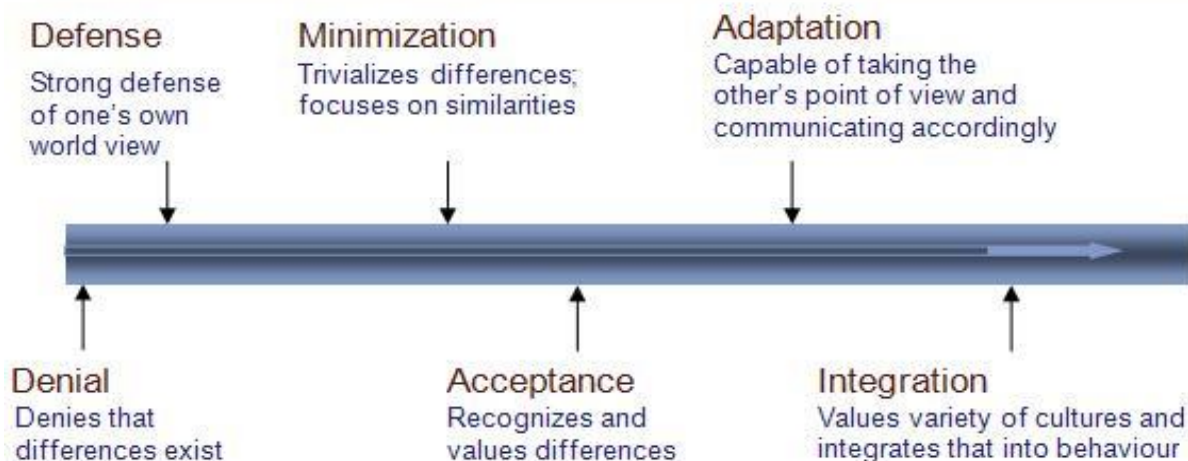
   e. Where would you say the majority of study abroad participants at your school fall on the Continuum of Intercultural Sensitivity (See page 3)?

3. How did your study abroad experience impact you the most in the area of intercultural competencies?

Comments:

Bennett, M. J.(1993): Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity. Aus: Paige, RM, 21-71.

_____

_____

Other Key Terms for this Discussion

Intercultural Sensitivity: Intercultural sensitivity is the "ability to discriminate and experience relevant cultural differences" (Hammer, Bennett, & Wiseman, R., 2003, p. 422).

Intercultural Competency: intercultural competency", or "the ability to think and act in interculturally appropriate ways" (p. 422)

Empathy: "imaginatively taking on another person's thoughts and identifying with their

emotions" (Anderson & Konrath, 2011, para. 6).

Appendix H

Survey for International Students

Name_____   E-mail
Address_____

Preferred Pseudonym_____

Nationality_____

Primary Language_____

When did you come to study in the United States?_____

1. Have you had any cross-cultural experiences prior to your study in the United States? What and when?

2. Please view the Continuum of Intercultural Sensitivity on Page 3 and answer the following:
   a. Where would you say the majority of national students at your school fall on the Continuum of Intercultural Sensitivity?

   b. Where would you say the majority of international students at your school fall on the Continuum of Intercultural Sensitivity?

   c. Where would you say the majority of study abroad participants at your school fall on the Continuum of Intercultural Sensitivity (See page 3)?
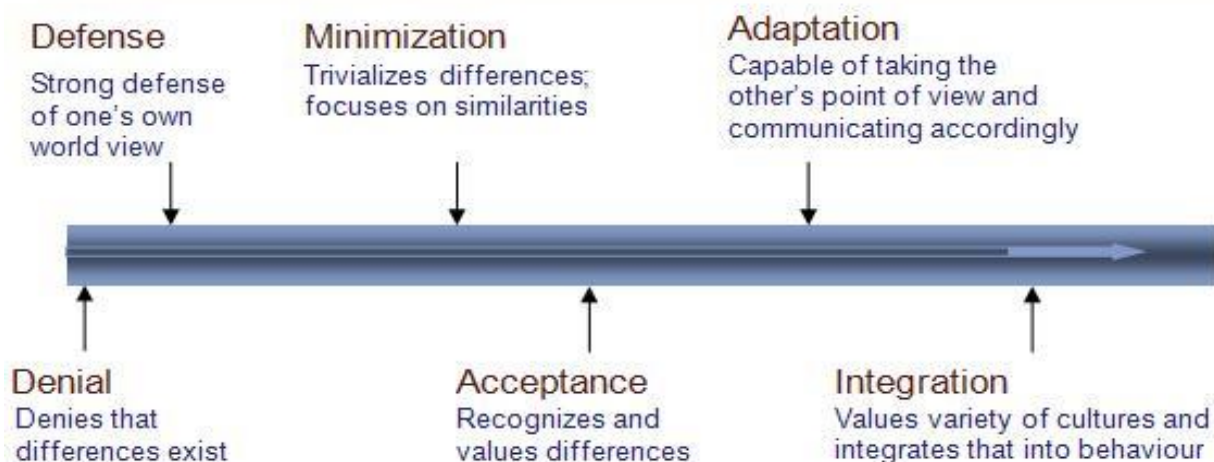

3. Please name any opportunities students have at this college to grow in these areas.

3. How did your study abroad experience impact you the most in the area of intercultural competencies?

Comments:

Continuum of Intercultural Sensitivity
Milton Bennett - Developmental Model of Intercultural Sensitivity, 1993

Defense
Strong defense of one's own world view

Minimization
Trivializes differences; focuses on similarities

Adaptation
Capable of taking the other's point of view and communicating accordingly

Denial
Denies that differences exist

Acceptance
Recognizes and values differences

Integration
Values variety of cultures and integrates that into behaviour

Bennett, M. J.(1993): Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity. Aus: Paige, RM, 21-71.

Other Key Terms for this Discussion

Intercultural Sensitivity: Intercultural sensitivity is the "ability to discriminate and experience relevant cultural differences" (Hammer, Bennett, & Wiseman, R., 2003, p. 422).

Intercultural Competency: intercultural competency", or "the ability to think and act in interculturally appropriate ways" (p. 422)

Empathy: "imaginatively taking on another person's thoughts and identifying with their emotions" (Anderson & Konrath, 2011, para. 6).