

## **Glossary:**

### Underrepresented Students

This term includes students from groups who have been traditionally underrepresented in education abroad, such as racial/ethnic minorities, first-generation college students, students with disabilities, students from lower socio-economic households, students in underrepresented majors, community college students, student athletes, and males.

### Students of Color

Any students who self-identify as being non-Caucasian/White.

### African American Students vs. Black Students

The term black widely encompasses any students who self-identify as being "of African descent," no matter their nationality, religion, or native language. The term African-American is a niche term that typically defines students of African descent/mixed heritage whose families' presence in the U.S. date back pre-Emancipation, or whose families do not claim national origins from any other country.

### Hispanic Students vs. Latino Students

The term Hispanic typically refers to students who self-identify as having familial heritage from any Spanish-speaking country, while Latino is a more niche term that typically refers to students whose heritage is from Latin American countries where Spanish and Portuguese are spoken (Central and South America, and the Caribbean).

### First-Generation College Students

Students whose parents, nor members of previous generations in their families, never attended an undergraduate institution, which differs from students who will be first in their families to graduate from college.

### Multicultural vs. Intercultural

Multicultural refers to more than one culture while intercultural refers to anything between/among multiple cultures.

### Microaggressions

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. ([Psychology Today article](#), November 17, 2010)

## **Gender-Neutral Glossary ([from the New York Times, February 3, 2015](#))**

### Sex

Classification as male or female or, rarely, intersex (not exclusively male or female). Sex is usually assigned based on external anatomy but is determined by characteristics like chromosomes, hormones and reproductive organs.

### Gender

Roles, behaviors and activities that a given society considers appropriate for males or females. "Sex" and "gender" are often mistakenly used interchangeably.

## Gender Identity

Internal, deeply held sense of one's gender.

## Gender nonconforming

Expressing gender outside of conventions (clothes, behavior) typically associated with masculinity or femininity. Not all nonconformists are transgender.

## Transgender

Umbrella term for any gender identity that differs from the one associated with the sex assigned at birth.

## Trans\*

Short for transgender, with the asterisk meant to indicate the wide range of identities beyond the norm.

## Genderqueer

A gender identity that falls outside of the male/female binary. A third gender.

## Pangender

Having a fluid identity. Might be expressed as both male and female, or shift from one gender to the other. Under the umbrella term genderqueer.

## Cisgender

Possessing the gender identity commonly associated with one's biological sex. "Cis-" is a Latin prefix meaning "on the same side as."

## Transexual

Out-of-favor term for those who alter their bodies hormonally or surgically to align with their internal gender identity.

## Sexual Orientation

Romantic, physical attraction, be it homosexual, heterosexual, bisexual, asexual, polysexual, pansexual.

## Scholarly articles:

### [Encountering an American Self: Study Abroad and National Identity](#)

Nadine Dolby

*Comparative Education Review*, Vol. 48, No. 2 (May 2004), pp. 150-173

Published by: [The University of Chicago Press](#) on behalf of the [Comparative and International Education Society](#)

Article DOI: 10.1086/382620

Article Stable URL: <http://www.jstor.org/stable/10.1086/382620>

### [Undoing the Knots: Identity transformations in a study abroad programme](#)

Constance Ellwood

*Educational Philosophy and Theory*

Vol. 43, Iss. 9, 2011

Gender Observations and Study Abroad: How Students Reconcile Cross-Cultural Differences Related to Gender  
Jessup-Anger, Jody E.

*Journal of College Student Development*, v49 n4 p360-373 Jul 2008

### [American Identity in Study Abroad Students: Contrasts, Changes, Correlates](#)

Victor Savicki, Eric Cooley

*Journal of College Student Development*, Volume 52, Number 3, May-June 2011, pp. 339-349 (Article)

Published by The Johns Hopkins University Press

DOI: 10.1353/csd.2011.0035

### [Race and Socioeconomic Status Differences in Study Abroad Participation: The Role of Habitus, Social Networks, and Cultural Capital](#)

Jennifer Simon, James W. Ainsworth

ISRN Education Volume 2012 (2012), Article ID 413896, 21 pages

<http://dx.doi.org/10.5402/2012/413896>

### [Using e-Journals to Assess Students' Language Awareness and Social Identity During Study Abroad](#)

Julia Aguilar Stewart

*Foreign Language Annals* (2010),, 43: 138–159

doi: 10.1111/j.1944-9720.2010.01064.x

### [What's the Subject of Study Abroad?: Race, Gender, and "Living Culture"](#)

Susan Talburt and Melissa A. Stewart

*The Modern Language Journal*, 83: 163–175

doi: 10.1111/0026-7902.00013

### ["We Just Don't Have the Possibility Yet": U.S. Latina/o Narratives on Study Abroad](#)

McClure, Kevin R.; Szelenyi, Katalin; Niehaus, Elizabeth; Anderson, Aerial A.; Reed, Jeffrey

*Journal of Student Affairs Research and Practice*, v47 n3 p367-386 2010

### [Going Global: Understanding the Choice Process of the Intent to Study Abroad](#)

Salisbury, Mark H.; Umbach, Paul D.; Paulsen, Michael B.; Pascarella, Ernest T.

*Research in Higher Education*, v50 n2 p119-143 Mar 2009

### [The Development of Vocational Calling, Identity, and Faith in College Students: A Preliminary Study of the Impact of Study Abroad](#)

Miller-Perrin, Cindy; Thompson, Don

*Frontiers: The Interdisciplinary Journal of Study Abroad*, v19 p87-103 Fall-Win 2010

[Development of Visitor Identity through Study Abroad in Ghana](#)

*Tourism Geographies: An International Journal of Tourism Space, Place and Environment*

Kofi Boone, Carol Kline, Laura Johnson, Lee-Anne Milburn & Kathleen Rieder

Volume 15, Issue 3, 2013 pages 470-493

DOI: 10.1080/14616688.2012.680979

[The Impact of Short-Term Study Abroad on the Identity Development of College Students with Learning Disabilities and/or AD/HD](#)

Shames, Wendy; Alden, Peg

*Frontiers: The Interdisciplinary Journal of Study Abroad*, v11 p1-31 Aug 2005

[Identity Matters in a Short-Term, International Service-Learning Program](#)

Mather, Peter C.; Karbley, Megan; Yamamoto, Makiko

*Journal of College and Character*, v13 n1 Feb 2012

[Negotiating border crossing: Influences of social identity on service-learning outcomes.](#)

Jones, S.R., Robbins, C.K., & LePeau, L.A. (2011).

*Michigan Journal of Community Service Learning*, 17(2). 27-42.

[Images of the Other Selling Study Abroad in a Postcolonial World](#)

Kellee Caton and Carla Almeida Santos

*Journal of Travel Research* November 2009 vol. 48 no. 2 191-204

[Globalization and study abroad: An illusion of paradox](#)

Richard Falk and Nancy A. Kanach

*Frontiers: The Interdisciplinary Journal of Study Abroad* Volume 4 pp. 155 – 168, 2000

[Running head: Minority Student Intent to Study Abroad](#)

Mark H. Salisbury, Michael B. Paulsen and Ernest T. Pascarella

Research paper supported by a grant from the Center of Inquiry in the Liberal Arts at Wabash College to the Center for Research on Undergraduate Education at The University of Iowa, 2010

["Piropos" and Friendships: Gender and Culture Clash in Study Abroad](#)

Twombly, Susan B.

*Frontiers: The Interdisciplinary Journal of Study Abroad*, v1 p1-27 Fall 1995

[On the Nature of Immersion During Study Abroad: Some Participant Perspectives](#)

Wilkinson, Sharon

*Frontiers: The Interdisciplinary Journal of Study Abroad*, v4 n2 p121-38 Fall 1998

**Dissertations:**

[Gender Observations and Study Abroad: How Students Reconcile Cross-Cultural Differences Related to Gender](#)

Jessup-Anger, Jody E.

*Journal of College Student Development*, v49 n4 p360-373 Jul 2008

[Outside looking in: case studies of the effects of study abroad on female African American university students' identities](#)

Sol, Nicole

URI: <http://www.repository.cam.ac.uk/handle/1810/245237>

Date: 2014-03-04

[Dude, where's my passport?: An exploration of masculine identity of college men who study abroad](#)

Julie Blaser Yankey, *Iowa State University*

Date of Award 2014

The study abroad experiences of heritage language learners : discourses of identity

Moreno, Kirstin Heather

URI: <http://hdl.handle.net/2152/9744>

Date: 2009-05

"Study Abroad and Identity: The African American Experience"

Ranney, Alicia, (2013). Capstone Collection. Paper 2602.

<http://digitalcollections.sit.edu/capstones/2602>

[Defining self : negotiating cultural, gender, and ethnic identity in a short-term study abroad program in Russia](#)

Segura, Tatiana Borisovna

URI: <http://hdl.handle.net/2152/18286>

Date: 2008-12

#### **Magazine or Newspaper Articles:**

Why are all the kids on my study abroad trip white?

<http://college.usatoday.com/2015/03/11/why-are-all-of-the-kids-on-my-study-abroad-trip-white/>

Traveling While Black

[http://www.nytimes.com/2014/01/05/travel/traveling-while-black.html?\\_r=0](http://www.nytimes.com/2014/01/05/travel/traveling-while-black.html?_r=0)

#### **Other Resources:**

- [IES Abroad Country-specific Diversity Resources](#)
- [DiversityAbroad.com](#)
- Seattle University [Diversity webpage](#)
- Brown University [Diversity Abroad](#) webpage
- NAFSA [Resources for Supporting Diversity in Education Abroad](#)
- The Transportation and Security Administration (TSA) has [tips for transgendered travelers](#).
- The [National Center for Transgender Equality](#) offers advice for trans travelers and advocacy resources.
- [Travel Concerns for Transsexual and Transgender People](#), by Calpernia Addams
- [The Plato Project](#) - The PLATO Project, an "integrated study abroad training, certification, and diversity outreach program" was designed to provide support to students studying abroad from underrepresented backgrounds.
- [AllAbroad.us](#)
- [Top 6 Tips for Advising LGBTQ Students About Study Abroad](#)
- [Melibee Global](#) online resources for diversity training of professional staff
- [Intercultural Training and Assessment Tools](#) list from the Intercultural Communications Institute

## Intercultural Training and Assessment Tools<sup>1</sup>

### Cross-Cultural Adaptability Inventory (CCAI)

Colleen Kelley & Judith Meyers

The CCAI is a self-assessment tool used extensively in training, consulting, and program evaluation that is designed to address a person's ability to adapt to any culture. The CCAI is designed to respond to several needs or practical concerns that are expressed both by culturally diverse and cross-culturally oriented populations and by the trainers and professionals who work with them. The CCAI is available from: Vangent, 1 North Dearborn Street, Suite 1600, Chicago, IL 60602. Phone: (800) 922-7343. Fax: (312) 242-4400. E-mail: [HCM\\_info@vangent.com](mailto:HCM_info@vangent.com) Note: Previously available from NCS Pearson.

### Diagnosing Organizational Culture

Roger Harrison & Herb Stokes

This supports organizations in investigating their own cultural climates and determining how they can be structured for future success. The package contains overhead masters, discussion questions, and a workshop design to help participants:

- Identify their organization's cultural orientation.
- Discover their own preferences for cultural orientations.
- Understand the various cultural orientations and the advantages and disadvantages of each.
- Learn how they can influence the culture in their organization.

Available from: Pfeiffer, 989 Market Street, San Francisco, CA 94103-1741. Phone: (415) 433-1740. Fax: (415) 433-0499. E-mail: [customer@pfeiffer.com](mailto:customer@pfeiffer.com), Web: [www.pfeiffer.com](http://www.pfeiffer.com). Note: Pfeiffer is now part of John Wiley & Sons, Inc.

### Discovering Diversity Profile

The Discovering Diversity Profile helps employees explore their level of comfort in the following Diversity Dimensions:

- *Knowledge*. Both stereotypes and information are measured here.
- *Understanding*. Awareness and empathy scales measure these abilities.
- *Acceptance*. Tolerance and respect are key aspects measured in this dimension.
- *Behavior*. Self-awareness and interpersonal skills measurements are used to provide answers.

Corexcel, 201 Webster Building, 3411 Silverside Road, Wilmington, DE 19810. Phone: (888) 658-6641 or (302) 477-9730. Fax: (302) 477-9744. Web: [www.corexcel.com](http://www.corexcel.com) Note: No longer available directly from Inscape Publishing.

### Diversity Awareness Profile (DAP)

Karen Stinson

This 40-item instrument helps training participants become aware of their actions, both obvious and subtle, and how they affect people of different cultural, gender, or ethnic backgrounds. It motivates individuals to become more aware and then modify their behavior to be more empowering and respectful to all people. Two pages of Trainer's Notes are included. Pfeiffer, 989 Market Street, San Francisco, CA 94103-1741. Phone: (415) 433-1740. Fax: (415) 433-0499. E-mail: [customer@pfeiffer.com](mailto:customer@pfeiffer.com), Web: [www.pfeiffer.com](http://www.pfeiffer.com) Note: Pfeiffer is now part of John Wiley & Sons, Inc.

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<sup>1</sup> With thanks to Dr. Victor Savicki, Professor of Psychology, Emeritus at Western Oregon University who assembled this list of resources.

## **The Global Competencies Inventory**

The Kozai Group

The Global Competencies Inventory (GCI) is designed to assess personal qualities associated with effectiveness in environments where there are cultural norms and behaviors different from our own. The inventory measures three aspects of intercultural adaptability, including perception management, relationship management, and self-management. Based on the Big Five Personality factors, this instrument can be used as part of an assessment process for succession planning, selection, career planning, team building, coaching, or professional development. Available from The Kozai Group, Inc., 16414 Sundance Creek Court, Wildwood, MO 63005. Phone (314) 960-1641. Fax: (636) 527-0093.

E-mail: [bird@kozaigroup.com](mailto:bird@kozaigroup.com). Web: [www.kozaigroup.com](http://www.kozaigroup.com)

## **Intercultural Conflict Style Inventory (ICS)**

Mitch Hammer

The Intercultural Conflict Style Inventory (ICS) measures how people respond to conflict in terms of two core aspects of conflict style: directness versus indirectness and emotional expressiveness versus emotional restraint. The ICS consists of 18 paired statements that represent alternative responses to conflict. The ICS can be self administered and self scored. The ICS and accompanying *Interpretive Guide* and *Facilitator's Manual* are available from: Hammer Consulting LLC, PO Box 1388, Ocean Pines, MD 21811. Phone: (800) 960-7708 or (410) 641-6227. Fax: (866) 708-8831. E-mail: [ICS@hammerconsulting.org](mailto:ICS@hammerconsulting.org). Web: [www.hammerconsulting.org](http://www.hammerconsulting.org)

## **Intercultural Development Inventory (IDI)**

Mitch R. Hammer, IDI LLC.

The IDI is a 50-item psychometric instrument based on the Developmental Model of Intercultural Sensitivity (DMIS). The IDI is proving to be a multipurpose instrument useful for personal development and self-awareness, audience analysis, examining topics salient to the training program, organizational assessment and development, and data-based intercultural training. Easy to complete, the IDI can generate a graphic profile of an individual's or group's predominant stage of development. It can be scored by the trainer or by the Intercultural Communication Institute, but it is not a self-scoring instrument. The IDI is also available online. A three-day qualifying seminar is required for persons who want to use the IDI. The IDI inventory is available in Bahasa Indonesia/Malay, Chinese, English, French, German, Italian, Japanese, Korean, Norwegian, Russian, Portuguese, and Spanish. The IDI is also available online. Information is available from: IDI LLC, PO Box 1388, Ocean Pines, MD 21811. Phone: (410) 641-6227. Fax: (866) 708-8831. E-mail: [debra@idiinventory.com](mailto:debra@idiinventory.com). Web: [www.idiinventory.org](http://www.idiinventory.org)

## **International Mobility Assessment (IMA)**

Tucker International

The IMA is a self-assessment process for international assignment candidates and their families. It is intended to be used early in the process of international assignment decisions so candidates can decide for themselves if they are ready to take on the challenges of living and working in another country. There are two interactive "booklets" available online, one for families and one for singles. It helps candidates honestly assess their current situation to determine if they are ready to take on the challenge of adapting successfully to a different culture, and make sure that their expectations are realistic about an international assignment, a new job, and especially a new environment. Available from Tucker International LLC, The Lake Shore Building, 5777 Central Avenue, Suite 230, Boulder, CO 80301. Phone: (303) 786-7753. Fax: (303) 786-7801. E-mail: [contactus@tuckerintl.com](mailto:contactus@tuckerintl.com). Web: [www.tuckerintl.com](http://www.tuckerintl.com)

## **The Intercultural Readiness Check (IRC)**

Intercultural Business Improvement (IBI)

The Intercultural Readiness Check (IRC) is a valid and reliable questionnaire measuring four vital intercultural competences. More than 5,500 respondents have filled in the IRC so far, making its database one of the largest information sources on intercultural competence in the world. The IRC is available in English, German, French, Dutch, and Japanese, with norm scores for a wide range of countries and industries. Respondents can access the IRC online and receive practical and in-depth feedback, providing input for detailed action plans and follow-up learning. Available from Intercultural Business Improvement, Eemnesserweg 11-01, 1251 NA Laren, The Netherlands. Phone: +31 (0) 35 629 42 69. Fax: +31 (0) 35 629 49 19. Email: [info@ibinet.nl](mailto:info@ibinet.nl). Web: [www.ibinet.nl](http://www.ibinet.nl)

### **Intercultural Sensitivity Inventory (ICSI)**

D. P. S. Bhawuk & R. W. Brislin

The ICSI is a 46-item self-report instrument that measures the cultural constructs of individualism, collectivism, flexibility, and open-mindedness. The ICSI is useful for exploring cultural identity, through the examination of one's cultural value orientations and flexibility in adapting to new cultures and persons. The ICSI can be self scored and no special training is required to use it. It is available from Dr. Richard Brislin, Shidler College of Business, University of Hawaii at Manoa, 2404 Malie Way, Honolulu, HI 96822. Phone: (808) 956-8720. E-mail: [rbrislin@hawaii.edu](mailto:rbrislin@hawaii.edu)

### **Learning Styles Inventory (LSI)**

David Kolb

The LSI is a 12-item self-report instrument intended to measure four types of learning that, taken together, constitute a person's preferred learning style. The four primary styles of learning measured by the LSI are *abstract conceptualization* (AC), *concrete experience* (CE), *reflective observation* (RO), and *active experimentation* (AE). The LSI is based on experiential learning theory. It is one of the most commonly used instruments in intercultural training. The LSI is particularly useful in demonstrating forms of human diversity that are not exclusively linked to race, ethnicity, gender, or nationality. It is a non-threatening way to explore diversity. The LSI is a self-scored inventory that does not require certification to use. The inventory also includes interpretive materials and in that regard is a very user-friendly instrument. The LSI is available from Hay Group Transforming Learning, 116 Huntington Avenue, Boston, MA 02116. Phone: (800) 729-8074 or (617) 927-5026. Fax: (617) 927-5008. E-mail: [TL\\_Inquiry@haygroup.com](mailto:TL_Inquiry@haygroup.com). Web: [www.haygroup.com/tl](http://www.haygroup.com/tl)

### **Overseas Assignment Inventory (OAI) and International Candidate Evaluation (ICE)**

Dr. Michael F. Tucker

One of the most thoroughly researched cross-cultural self-assessment instruments, the OAI measures 14 attributes associated with cross-cultural adaptability. Many consulting firms commonly use the OAI in corporate international training. The accompanying assessment tool, ICE, is available for supervisory levels. Trainers must attend a two-day workshop in order to be certified to use the OAI. Scoring is done by Tucker International, which prepares an *Assessment and Development Guide* for each respondent. For more information contact: Tucker International LLC, The Lake Shore Building, 5777 Central Avenue, Suite 230, Boulder, CO 80301. Phone: (303) 786-7753. Fax: (303) 786-7801. E-mail: [contactus@tuckerintl.com](mailto:contactus@tuckerintl.com). Web: [www.tuckerintl.com](http://www.tuckerintl.com)

In addition to this list of selected intercultural training and assessment tools, an extensive list of these resources can be found in Michael Paige, "Instrumentation in Intercultural Training" in D. Landis, J.M. Bennett, and M. J. Bennett, eds. *Handbook of Intercultural Training*, 3<sup>rd</sup> ed. Thousand Oaks, CA: Sage Publications, 2004.