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Creating Global Citizens Through Returnee Programming

Kristen Foos

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CREATING GLOBAL CITIZENS THROUGH RETURNEE PROGRAMMING

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A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in
Intercultural, Service, Leadership, & Management at SIT Graduate Institute in Brattleboro,

Vermont, USA

August 13th, 2019

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Abstract

The purpose of study abroad is to facilitate students' journey to global citizenship and a large part in doing this is having effective returnee programming. This research focused on what type of program models best facilitate this goal and are of interest to students at Washington State University (WSU). To answer this question, 12 WSU peer advisors, 4 global learning advisors at WSU, and 5 global learning advisors at other institutions were all interviewed. Along with that, a survey was sent out to all WSU student who had studied abroad within the past year. The results demonstrated that when WSU students return from their experiences abroad they are more motivated to become global citizens. The types of returnee programming that have the most interest to WSU students are program models that incorporate both incentives to students, while at the same time providing community. This study demonstrates the need for investment in returnee programming at WSU and the program models that can most effectively benefit students' path to global citizenship.

Introduction

Studying abroad has a unique opportunity to create human connections on a global scale by sending students internationally to experience new cultures and befriend other international students. These connections and experiences have the potential to forever impact a student's career path, perspective of the world, and even a student's own identity. However, is it enough to just send students abroad? Or does there need to be something in place when they return to unpack and reflect upon these experiences. When I returned from Peace Corps, I found it incredibly difficult to integrate back into American culture and reflect upon my experience in a healthy way. Going abroad has the potential to be a transformative experience, but if steps are not taken for student's to reflect on these experiences it also has the potential to become just a "fun trip" they took during their undergraduate education. It seems that it is the reason that returnee programs were created. Having something in place for when students get back provides a space and structure for them to reflect on their time abroad and continue to grow that learning. These programs are a necessary step to allow students to reflect on their time abroad and learn how to become global citizens even after their study abroad. In my current position at Washington State University as a study abroad advisor, I am in charge of running this returnee program. However, I am curious what is the most effective format for a Returnee program? How best can you facilitate returnee students in getting the most they can out of their global experiences and in turn help them in becoming true global citizens? This research seems incredibly necessary as many institutions seem to constantly have difficulties in attendance at their returnee events and making them really effective for their students. This seems like we are failing our students and falling short when we are unable to provide this final necessary step in facilitating student's growth into global citizens. This research will focus on the returnee

program and explore the question: What are the different aspects of a returnee program that are the most successful in engaging university students in their journey to becoming global citizens? Hopefully, by exploring this question it will provide information on what types of returnee programming students at Washington State University are interested in. This information will be crucial in developing an effective returnee program in the Global Learning office that will help our students truly achieve a global education.

Literature Review

The term “culture shock” is something widely understood that describes the experience people face when they encounter unfamiliar surroundings. This term was coined by Kalervo Oberg when he described it as a sort of ailment where it has its own symptoms, causes, and cures (Oberg, 1960). Universities work to prepare students going abroad to face this shock and give them tools and suggestions to overcome it. Sverre Lysgaard expanded upon this and presented a theory about culture shock as a U-curve of adjustment and describes the stages people go through when going to a foreign setting. These stages include a honeymoon period when you first arrive, followed by culture shock where you may feel depressed or frustrated, then adjustment, and finally mastery (Droster, Eisenhut, Manginelli, & Roller, 2015). Yet, these theories didn’t account for anything people go through when returning from these foreign settings. Returning to your own culture can give students quite a shock as well with its own set of challenges to overcome. The U-Curve theory is expanded upon to account for this through the W-Curve theory (Gullahorn & Gullahorn, 1963). This new theory takes into account the fact that when people return to their own cultures, they go through a re-entry shock and recovery period until they finally readjust to being home. This idea was defined by Asako Uehara as reverse culture shock (Uehara, 1986).

What is even more important is the idea that people's values have the potential to change during this readjustment period. That during this time individuals can grow in positive way (Uehara, 1986). In many ways, this period of returning home has the potential to be the stage of most importance for an international experience (Young, 2014). It is the time we can facilitate this growth for students and have them make the most of their international experience. It seems that the most important reason we are sending students abroad is to expand their perspectives and have them grow in positive ways so that when they return, they are changed. If when they return our returnee programming is designed to help them adjust to life as it was before, then aren't we missing the point? (Slimbach, 2012). Returnee programming should be designed to help students reflect and engage with the changes they undergo while abroad.

When students take part in global learning, they are opening themselves up to new ideas, values, and ways of living. They encounter issues and problems in the world that they might never have known of otherwise and for the first time they might have to question their own identities and privileges. Global Learning has the opportunity to transform students' lives and create thoughtful, global citizens. Returnee programs offer students the opportunity to reflect, articulate, and integrate their international experiences (Droster, 2015). Reentry programming keeps students connected to the experiences they had abroad and encourages reflection so students can begin to unpack these experiences (Leonato, 2009). It is so easy for students to return from a study abroad experience with amazing memories and beautiful pictures, but without taking the steps to analyze the shifts in the way they now view the world, this could be all they take away from the experience (Slimbach, 2012). When students return from an international experience there are three ways to categorize students reentry styles: reverting returnees, alienated returnees, and integrative returnees (Theoret, Adler, & Hawes, 1979).

Reverting returnees refers to students who while abroad faced moments where they had to question perceptions and norms, but on returning home they quickly forget these new insights. They resume life exactly as before and can even distance themselves from their international experiences (Slimbach, 2012). Then there are the alienated returnees who deny their home culture and have unrealistic expectations of how they are going to change it. These students can find it hard to relate to others and might feel isolated when they return home. Lastly, there are integrative returnees. These students are able to articulate new understandings and self-discoveries about how their international experiences influenced their identities. These students are able to question their perceptions and acknowledge the changes they experienced as a result of their time abroad (Slimbach, 2012). It should be goal of educational institutions in setting up programming models that allow students to become integrative returnees. This programming should support students with the emotional aspects of reentry, help students reflect on their academic and professional goals, and give the tools for students to become more civically and socially engaged in their communities (“After Study Abroad: A toolkit for Returning Students,” n.d.).

There are many different ways returnee programming can be modeled at institutions. One very common way is through orientations and meetings. Before going abroad students will go through a pre-departure orientation and it is typical to see reentry materials provided at this orientation. These materials can encourage students to reflect on their experience while abroad and think about how this will influence their reentry (Droster, 2015). When students return to campus they might be required to attend a returnee meeting in order to provide resources and opportunities to partake in on campus (Droster, 2015).

Another model available to students all over America is to attend a Returnee Conference. These conferences allow for students to meet peers with similar experiences abroad and reflect together about returnee issues (“After Study Abroad: A toolkit for Returning Students,” n.d.). This offers the opportunity for students to network with peers and professionals and build a community. These conferences will typically have sessions that cover professional development opportunities, personal development opportunities, and ways to think about going abroad again (Droster, 2015). A typical returnee conference is Lessons From Abroad who hosts conferences in cities all over America or some institutions will organize their own conferences (“After Study Abroad: A toolkit for Returning Students,” n.d.).

Another program model that some institutions have is re-entry programming through public expression. This gives students the chance to process their global experience in a thoughtful and creative way. This could be through art, photos, poetry, or storytelling (Droster, 2015). One example of this could be holding a photo contest or open mic night for returnee students.

Some universities have created peer mentor and/or ambassador programs as a model for returnee programming. This model provides returnees the chance to interact with peers at the same time provides them with a professional development opportunity. Peer Advisors/Ambassadors can promote global learning through creating and leading outreach events and educate their fellow volunteers on the benefits of global learning. It also allows them the chance to interact with the global learning office and network professionally (Droster, 2015).

The final model for returnee programming is through offering students some sort of academic incentive. This can be through a returnee course or certificate that gives the students academic credit for completing it. A returnee course provides the student with structure to

unpack their experiences and self-reflect. It can give them practical skills in articulating their international experience, internationalizing their resume, learning more about cultural intelligence, and planning future goals (Droster, 2015) It can even provide them with tools to further internationalize their campuses by thinking about ways to integrate their abroad experiences into their other classwork, extracurricular activities, and culture on campus. These courses can also provide students with a variety of resources on campus such as the international center, career services, and mental health services.

All of these different program models come with a lot of benefits to students, but they also come with a lot of challenges to successfully carry them out at universities. These challenges are important to look at when considering effective returnee programming. One large challenge universities are running into is getting students to attend and participate in the returnee programs. Students are just not attending certain events and this could be indicative that certain models of returnee programming are just not effective for students (Kindred, Manginelli, Laux, & Eisenhut, 2017). Reasons for this lack of interest is that students might be at different stages in the process of returning. While some may still be in the honeymoon stage of returning home others could be feelings isolated which can make it hard to find the necessary support. In fact, some students might believe they don't even need the help. This can be a huge challenge to create programming that is relevant to a diverse group of students with a diverse set of needs (Kindred et al., 2017).

Another challenge institutions are facing are having the necessary resources to create returnee programming. If these events are not an institutional priority then there might not be money in the budget for any necessary supplies, food, guest speakers, or anything else that is needed (Kindred et al., 2017). Furthermore, money is not the only resource that can be hard to

come by. Sometimes these returnee events are held on the weekends and evenings to be more convenient to students, but then universities will have to find staffing outside of normal office hours (Kindred et al., 2017). Besides staff's schedules being a challenge, student's schedules present another challenge. Many student's schedules are already overloaded with obligations so finding time in that schedule for another commitment can be difficult.

All of these things can present large challenges to universities finding the most effective returnee programming. Universities are beginning to think about this and consider innovative ways to reach students with the program model they are considering. One thing universities are thinking about are the allies that they have on campus in other student groups or various offices that they might be able to collaborate with. These programs and other offices might already have existing student interest and word of mouth. It can also combine two issues, and this can help students lessen their obligations and better fit these commitments into their schedules (Kindred et al., 2017). Another innovation is thinking about the way returnee programs are formatted and reaching students. It might expand student engagement to have part of the programming through multiple, different formats. These formats can include the more traditional face to face model but could also include electronic interactions. This could be through videos, audio files, quizzes online, or games online (Kindred et al., 2017). This online content can also be created with the assistance of students to better create a returnee culture on campus with all students. Having peers interact with other peers going through similar experiences can better help them engage with their understanding and changes from abroad (Slimbach, 2012).

In the end, returnee programming needs to be designed with student's in mind and how to best facilitate their journey to becoming conscious global citizens. Global citizenship is the concept that the world is a complex, interdependent place and that we are a part of that world.

Our actions can have consequences on a local, national, and international scale (“IDEAS for Global Citizenship - What is Global Citizenship?,” n.d.). This concept encourages students to think critically about social justice issues and seek ways to positively impact the world. Global citizenship requires students to be aware of global issues and their positionality in those issues. It encourages respect and values diversity. This concept supports policy advocacy actions and participating in local and global communities to make the world a more equitable and sustainable (“IDEAS for Global Citizenship - What is Global Citizenship?,” n.d.). International experiences have the ability to open students minds up to these issues and think critically about their place in the world. Returnee programming has the ability to expand upon this and support students in becoming true global citizens. A returnee program should be a process and these concepts of global citizenships should be integrated throughout the entire study abroad experience. Ideally the returnee program would be integrated into before, during, and after students go abroad (Kindred et al., 2017). How it is integrated and what that programming looks like should be intentional in supporting students on their efforts towards global citizenship.

Research Design and Methodology

For my research I used a mixed methods approach but mostly was focused on qualitative data. It is mixed methods because I was collecting people’s personal experiences and insights into returnee programming through in-depth interviews (Rossman & Rallis, 2016). I interviewed 12 WSU peer advisors in the Washington State University’s (WSU) Global Learning Office, 4 Global Learning advisors at WSU, various staff members at WSU, and 5 global learning advisors at other institutions. I conducted interviews with the peer advisors in my office because these

students are all returnees from a study abroad program and represent a diverse set of students at Washington State University. The advisors and staff members at WSU were able to offer insights into the returnee programming from a different perspective than the student's. Then interviewing advisors from other institutions allowed me to compare how universities are implementing their returnee programming and how this compared and contrasted with WSU. I also be sent out surveys that had a mix of qualitative and quantitative questions for students to answer. It was sent out electronically through a website called Qualtrics and it consisted of statements that students rated on the Likert scale and various short answer questions (Rossman & Rallis, 2016). I sent this to all students at WSU who have taken part in a global experience within the last year. This survey was optional and anonymous and gave me a broader view of student's thoughts in regard to my research at Washington State University. So, although my data was heavily qualitative, I still included some quantitative data, making my methodology mixed methods (Rossman & Rallis, 2016).

In order to get a broader view of returnee programs outside of Washington State University, I compared returnee programs at other universities. I chose to do this to hear from other advisors at this universities some of the challenges they faced with returnee students as well as some of the program models they chose to implement. I interviewed 3 other global learning advisors at these institutions to get their insights on the returnee program and see what is being done in the field currently and what they believe to be most effective.

A limit to my research is that I did not compare returnee programs at all institutions around the world. I am focused my research on American institutions and even then only 3 others. This decision was made because of my positionality as a Global Learning Advisor at Washington State University. Another limitation to my research is that the percentages of

students studying abroad are a majority white and female. This means that my participant sample for the surveys potentially was not extremely diverse. This is a large reason why I chose to do interviews with a diverse set of students. This way student's voices who might have been lost in a survey had a chance to share their insights in a more in-depth way.

In order to remain ethical in my research I made all interviews and surveys optional and completely anonymous (Rossman & Rallis, 2016). Every participant signed a consent form that outlined the research and their rights to participate.

Findings

Interview Findings

The Journey Home.

All of the interviews began with the participants in the study sharing their stories of coming home from their study abroad. One student worker, Gabriella, spoke about how painful it was to leave her host family knowing she might never see them again. She explained how when she got home to her family in Seattle it was hard to explain the pain of missing her host parents to her parents, who were so excited to see her and had been counting down the days till she got home, when she had been dreading coming home. This disconnect made it really hard to speak about her experiences and reconnect with her family back home. Another student worker, Annika, spoke about how hard it was to reconnect with her old friends. Suddenly things Annika had been interested in before no longer seemed so interesting. She found that her experience abroad had changed her and it was hard to figure out how these changes were going to be integrated into her life back home. Another student, Alice, had a completely different experience

and spoke about how easy it was to reconnect with her friends back home. Alice spoke about how she had missed them and was very conscious about not speaking about her experiences abroad too much. Yet, she still had a need to speak about these experiences and this is what drove her to connect more with the Global Learning Office. Volunteering in the Global Learning Office allowed her to speak about her experience with prospective students and this was something she needed when she came home. All of the challenges these students spoke about during these interviews were both very similar and some varied. Yet, the fact remains that students coming back from a study abroad will face challenges. If nothing else, a returnee program is crucial to provide support and resources for students during these challenges. The challenges mentioned throughout the interviews were reconnecting with friends and family, articulating their experiences, missing their host countries, difficulties finding ways to go abroad again, having course work that lacked a global component, and not having enough spaces to discuss and unpack their experiences. During the interviews with the advisors from both WSU and other institutions these were some of the challenges they mentioned they knew students were going through as well. These challenges make it clear that returnee programming is absolutely necessary to be a part of any global learning office.

Community.

Throughout all the interviews with the various advisors, student workers, and staff members there was one idea that was mentioned in every single interview; community. It was mentioned in every interview as a clear reason why returnee programming is crucial for universities to provide for their students coming back from an experience abroad. It seems clear to every person spoken to that the purpose of returnee programming should be to create a community of students back on their home campus. The reasoning for this varied from interview

to interview. Anna, a WSU Global Learning Advisor, mentioned how hard it can be when coming home from a study abroad. She spoke about how you almost feel as though you are going through an identity crisis. That you had an identity of yourself when you left and a different, new identity when you were abroad. When you return home you are no longer sure which identity you are supposed to be. Do you revert back to your old self? Is it possible to be the same person you were while abroad? It is a process you have to go through to bring these two identities together and rediscover yourself. By having other students going through the same experience to discuss these things with can be extremely beneficial in this process. It provides you with a group of people with similar experiences who can support you through these different challenges. This idea of the community providing a support system was mentioned by seven other people during the interviews. Brent, a student worker, stated that the most beneficial part of having a community of fellow returnees was that they were able to offer him support through various challenges. This community helped him better articulate his experience abroad, learn about other international opportunities, and connected him more to the Global Learning Office. Annika, another student worker, expressed that it was because of this community of returnees that she learned about the opportunity to receive a Global Competencies Certificate through the Honors College. It seems clear from these stories that it is important to create this Returnee Community for various reasons. It gives students a support system through which to process reverse culture shock. Furthermore, it provides them with a connection to the Global Learning Office, provides them with information for other international opportunities, and encourages them to look into on-campus opportunities to further their global education. When I spoke to an advisor at another institution, he mentioned that he had created a returnee club on this campus for this very reason. He heard from students again and again that coming back it was hard to

reconnect with their old friends and articulate their experiences abroad. He found that when he brought students together from different study abroad experiences that they were able to feel seen and heard. Something about this shared experience helped them to bond quickly and build this community. A few of the student workers at WSU, mentioned that they were not interested in returnee events unless they felt they were getting something out of it. When they explained more about what that something they wanted, this community was mentioned. When returnee programs are being created it is so important to keep this idea of community in mind. Are the events being planned going to bring students together? Is it going to be of benefit to them? These are all concerns students at WSU spoke about during their interviews and is absolutely crucial to create effective programming.

International Experiences at Home.

Almost all the interviewees spoke about how they tried to bring parts of their host country back with them or how they wished they had more international connections back on their home campus. Gabriella, the student worker, spoke about how she decided to take a French language course to continue the language skills she had gained in France. Another student worker, Sean, mentioned how he joined a German Culture Club on campus because he missed all things German. He also mentioned how he wished he had the ability to meet German international students to maintain a connection to his host country. This idea of finding international students to connect with was mentioned in at least three other interviews. It makes sense that students go abroad, fall in love with their host country, and when they come home they are looking for some connection to it. When creating a returnee program this idea of connecting students back to their host country is crucial. It allows them to further explore their

experience and have the sense that it isn't over. That they can bring parts of a different culture to their own. If the goal of returnee programming is create global citizenship, this is a very effective way to achieve this.

Advocacy and Service.

One story that really stands out from the interviews came from one of the student workers, Sean. He spoke about how his perspective on so many things changed during his time in Germany in regards to the environment. He was a business major so these things were not something he had anticipated learning about when he choose to study abroad. However, during this time in Germany he saw the way everyone in his town recycled and was so conscious of the environment. He mentioned how everyone used reusable bags at almost every store and this was something he had never done back at WSU. Although he hadn't been very aware of his practices towards the environment before going abroad, during his time abroad he learned so much about it and began to grow more passionate about it. When he returned to WSU he made the choice to continue exploring that passion and keep the green practices he had turned into habit during his time abroad. He spoke about how he wanted to become more active in his community in regards to these practices, but had been finding it challenging. He didn't know resources for green organizations nor did he understand how to encourage others to join with him in his new habits. This idea of newfound passion in advocacy and service was something underlying many of the interviews. One student spoke about how her study abroad inspired her to want to apply for Peace Corps. Another said she wanted to volunteer at the International Center to make sure our international students felt as welcomed as she did during her time abroad. All of these stories made it clear that studying abroad had shifted many of our student's perspectives towards

wanting to engage more with advocacy and service, yet a lot of the times they hadn't acted on it yet. Returnee programs should facilitate that next step between wanting to act and actually acting. Advocacy and service are direct outputs of being a global citizen and if returnee programming is set up to facilitate that then it can facilitate our students creating change. With the programming that is created it needs to go beyond the obvious of career help/readiness and really explore the different needs and growth of our students.

Model of Returnee Programming.

The advisors at other universities all identified different programming they had found effective and others that they faced challenges with. One advisor expressed difficulties with ever getting students to show up to presentations and workshops. They would prepare these events hoping to get around twenty students and at most only five would attend. It didn't really matter who was presenting or what the workshop was on, without fail they struggled to fill the room. An advisor, Jessy, here at WSU expressed the same challenge in regards to workshops. The office put on an "Internationalizing your Resume" workshop and only two students attended. One of the student workers, Brent, spoke about a guest speaker he brought to campus and how difficult it was to get students to attend. Something that advisors at WSU and other universities all mentioned was working well was their peer advisor programs. Students were always interested in these positions were they work in the office helping with advising, outreach, and special projects. When I interviewed the WSU peer advisors they all said they were interested in this program because it allowed them the chance to speak about their international experience, meet other students who studied abroad, and gain professional development.

Another model that was mentioned by a student worker as being effective was the Global Leadership Certificate at WSU. This is a certificate program that can be earned in 15 credits of global course work. The student worker, Megan, said it allowed her to integrate her experience abroad into the classes she was taking. She found it was extremely satisfying to bring her international perspectives to group discussions and it really shaped the way she digested new material in all her courses. On the flip side another student worker, John, spoke about how he missed being in classes that lacked a global component. He didn't do the certificate program because he didn't have enough time to fit 15 credits into his schedule, but he really would have appreciated a 1 credit course where he could have unpacked and expanded on his experiences. One of the WSU advisors, Jessy, also suggested this idea of a one credit course stating that you could really build a community with those group of students and teach the concepts of global citizenship each week. This idea was echoed by another advisor, Anna, who voiced the idea that a course would make the most ideal model for a returnee program as the credit being earned incentivizes students to participate and you can really create a community of students who have international experience. She also spoke in her interview about interweaving concepts such as policy advocacy, service, career readiness, intercultural competencies, and identity.

Another model that was mentioned by multiple of WSU's student workers were more social events. One of the student workers, Emma, mentioned that she would have enjoyed the chance to meet up with other students who went abroad and to do something social with them. She mentioned ideas like a game night, potluck, or bowling. Another student worker, Nam, said he thought that doing something fun like this during the beginning of the semester would help to build connections with students right away, so they might be more likely to engage with events through our office later. When you refer back to the idea that returnee programming should be

creating a community of students this idea plays right into that. It gives students the chance to interact, but through a facilitated activity.

What Does Success Look Like.

Throughout all of the interviews, the idea of what a successful student would look like after participating in returnee programming. It was never the same answer, but each response centered around the concepts of global citizenship. One WSU advisor, Anna, said that a student would be successful when they were able to look beyond just their own hometown, culture, and career field and realize that there is more. Another advisor Jessy said students would be successful when they could appreciate the “other”. That idea was furthered by one of the student workers, Brent, who said a student would be successful when they were able to open minded with the unfamiliar. Some student workers gave more tangible answers and said success would be seeking out more chances to interact with others from different cultures, going abroad again, or doing something in their life that is of benefit to the world. When you think about global citizenship all of these ideas and actions would be in line with this concept.

Survey Findings

Model of Returnee Programming.

From my survey results it was clear that some of the ideas that came forth from the interviews are strengthened by the results of the survey. Students reported which type of model of programming they would be most interested in and the models that students were most interested in had some concepts of community built in, while also offering some sort of incentive. One type of modeling that offers both a community and incentive for professional

development for students is becoming a peer advisor. It is an opportunity to learn more about the field of international education, something they can place on their resume, and gives them the chance to interact with other students in the office who have also studied abroad, as well as students who are interested in going abroad again.

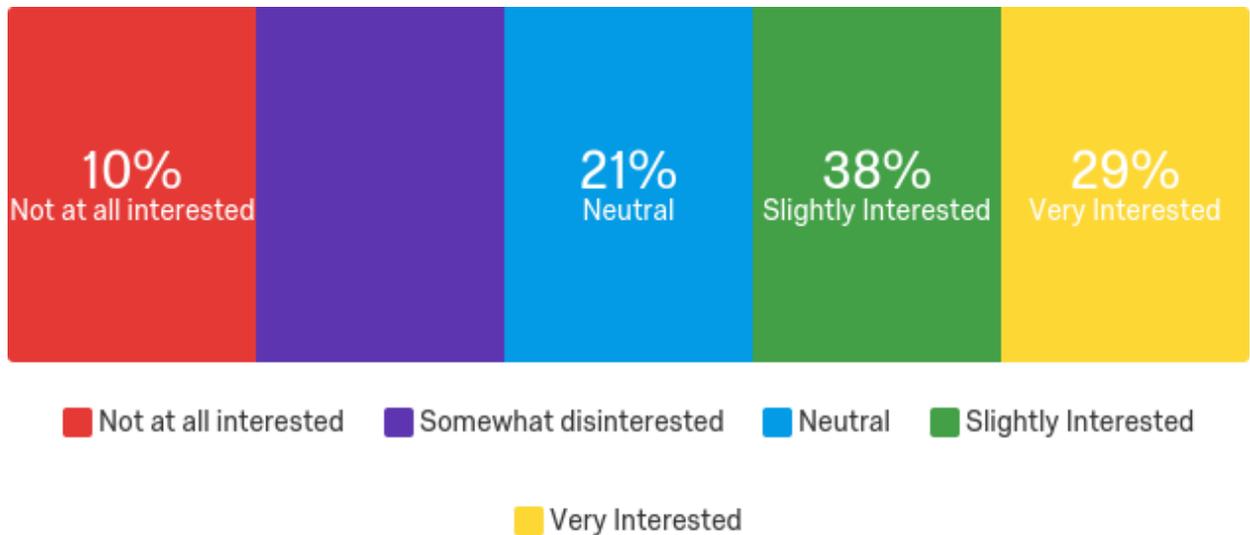


Figure 1 . Number of Students Interested in Becoming Peer Advisors.

As you can see from Figure 1, 67% of respondents reported they would slightly interest or very interested in becoming a peer advisor. Only 10% reported they would be not interested at all. These number show that this an opportunity and model of programming that more than half of students returning from a study abroad are interested in at WSU.

Other types of returnee models that offer both incentives and community had similar results and can be seen in the figures below.

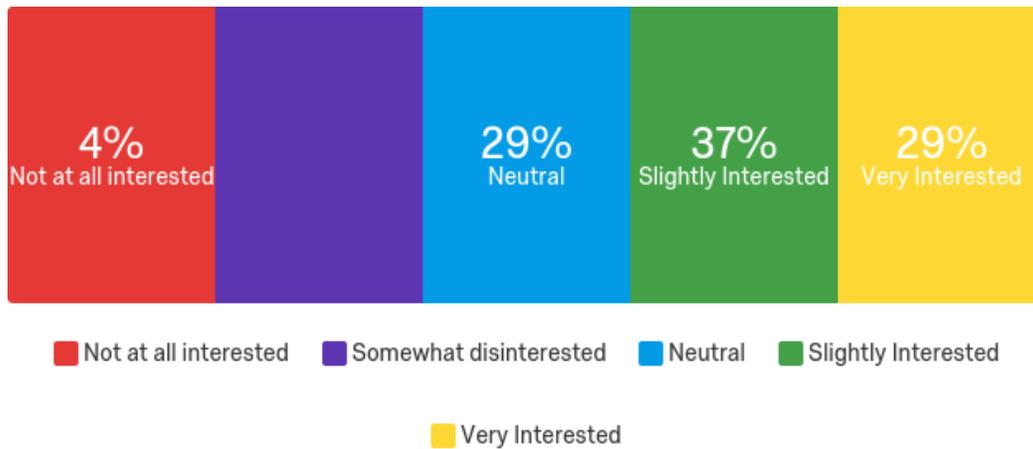


Figure 2. Number of Students Interested in an Social Event to Showcase Art, Photos, & Stories.

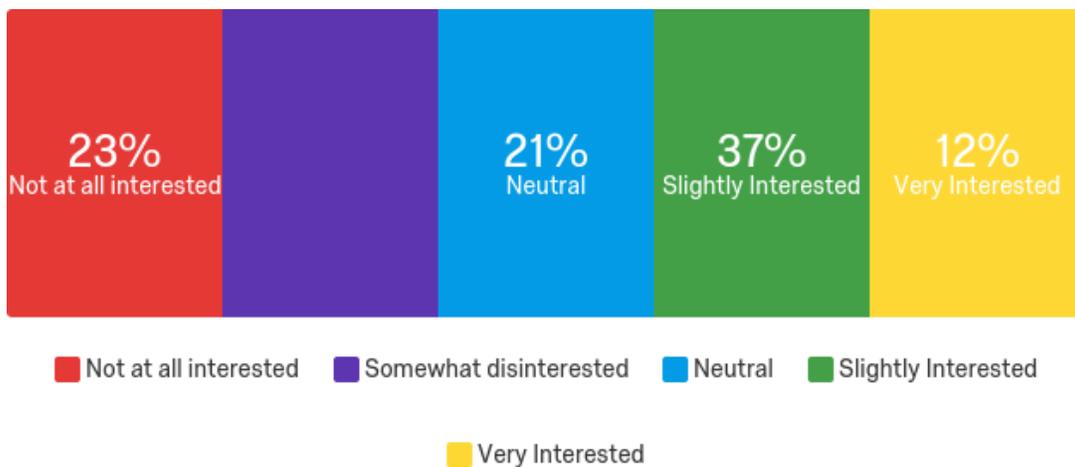


Figure 3. Number of Students Interested in a Returnee Conference.

Both of these types of model offer both a chance for community, while also offering some sort of incentive. Social events to highlight art, photos, and stories offers students the chance to come together and meet other people at the event. It also offers them to the chance to highlight their own work and art. Something that was also repeated as a struggle to coming back from an abroad experience was not having an outlet to talk about their time abroad. These types of events offer students a platform to share their stories to an interested audience. Something like

a Returnee Conference, offers students a professional development opportunity. It is something they can place on their resumes as taking part in and also gives them the chance to learn more about how their time abroad can benefit them even after the experience. These conferences also allow the chance for a community of students to come together with shared experiences and share with each other. It is interesting that the idea of a Returnee Orientation, did not get them same response from students.

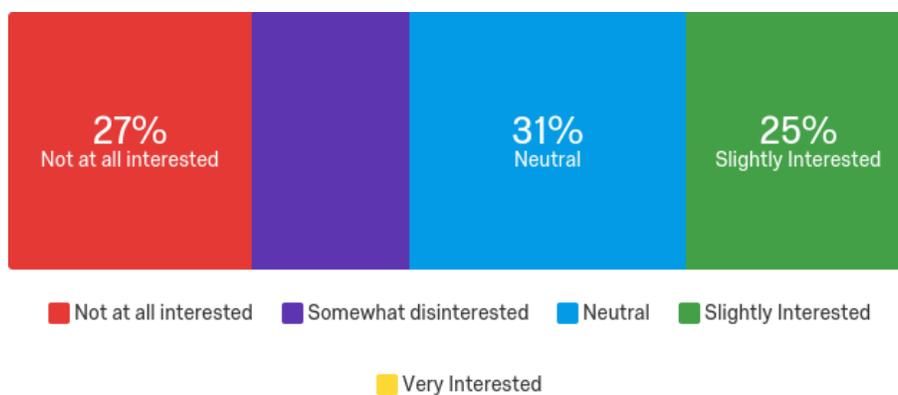


Figure 4. Number of Students Interested in a Returnee Orientation.

Although, 25% of students would be slight interested no students are very interested and more than half are no interested or neutral. This orientation does offer the same chance for students with similar experiences to come together, yet students seems less interested. This might be due to the fact that students don't see any incentives for an orientation. Students at universities are usually required to attend orientations when they first come to the university and also before they go abroad. These events are usually mandatory and go over a lot of information. Perhaps, students don't see this as something they can grow from professionally, but rather as a mandatory step in a process. So, although the community factor may be there, the chance to gain anything from the event, besides more information, isn't there.

Another type of model that students strongly reported they were uninterested in were online modules. In a time where technology is so prevalent, it might be easy to assume that doing things online would interest students at WSU, but this data shows otherwise.

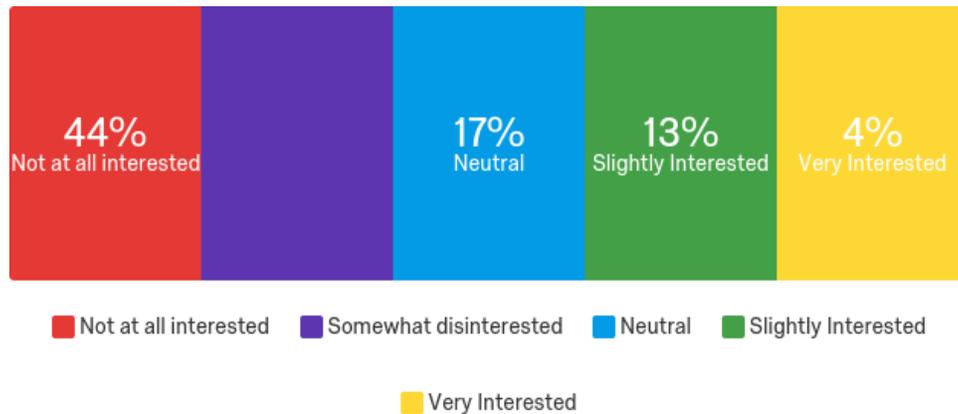


Figure 5. Number of Students Interested in Online Modules and Videos.

As you can see from Figure 5, over half of respondents reported they were neutral or not interested at all to online module and videos. When you think about community and incentives this sort of model offers neither of those. Students don't get to meet other students or share their stories. Participation in this model offers them nothing can put on a resume, but again only will offer them information. It is clear that students are looking for a returnee program that provides more than information, even if the information is useful.

The model that received the most positive response to students was the one credit returnee course as part of earning an academic certificate.

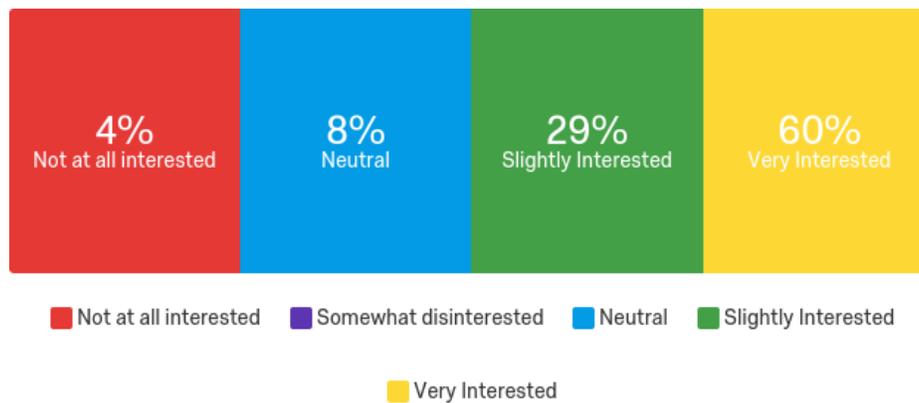


Figure 6. Number of Students Interested in a 1 Credit Course as Part of an Academic Certificate.

As Figure 6 demonstrates, more than half of students are very interested in a model like this for returnee programming. This is double compared to any other type of model within the survey. This demonstrates that this type of model is of the most interest for students. When thinking of community and incentives, this model has both of these components. It offers students the chance to receive an actual certificate at graduation that they can point to on their resume to future employers. It also gives them the chance to be in the classroom regularly with other students all who share shared experiences. The course itself offers them credit that might need towards graduation and can include all of the information that they would have received in an orientation or online, but in a format that is of more interest to students. The course can include topics that were mentioned in the interviews that are of interest to students including both service and advocacy. It can also teach the topics of Global Citizenship, all the while students can be reflecting and unpacking their experiences abroad. A course can also engage students with things going on through the Global Learning Office. Students each week can hear about other events and even be offered extra credit in the course for attending, which is just one more incentive to increase participation in the returnee program.

Global Citizenship.

Students going abroad are hopefully gaining a new world perspective that will benefit them, their communities, and the world at large as they move through their life. However, going abroad for short-term or even a yearlong program is only the start. It is the responsibility of

returnee programming to take that motivation and expand on it. To facilitate our student's growth and movement towards this goal because students do have the motivation. After being given a definition of Global Citizenship students were asked how motivated they were to be a global citizen before and after going abroad. The results are below.

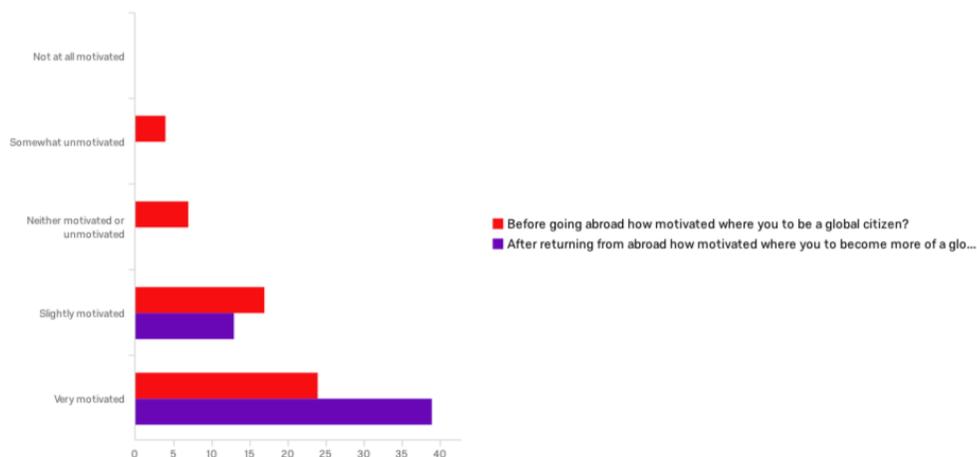


Figure 10. Number of Students Motivated to Becoming Global Citizens Before and After Going Abroad.

As you can see from Figure 10, when students are asked if they were motivated to become Global Citizens before they went abroad the results were spread from somewhat unmotivated to very motivated with most at least slightly interested or very interested. However, after going abroad the number of students who were very motivated doubled, and every student was at least slightly motivated. Interestingly, a few survey respondents who reported being somewhat unmotivated before they went abroad changed their response to very motivated after they came back from being abroad. This demonstrates how much a study abroad can truly change a student and how they want to interact with the world. This motivation is there in students and WSU and to not have a returnee program to tap into that motivation would be short sighted.

Conclusion

The goal of sending our students abroad and providing them with a global education should be in the hopes of turning them into global citizens. Global citizenship is the concept that the world is a complex, interdependent place and that we are a part of that world. Our actions can have consequences on a local, national, and international scale (“IDEAS for Global Citizenship - What is Global Citizenship?,” n.d.). Our students have a motivation to becoming global citizens after their study abroad experience. They also have challenges and difficulties with coming back to their home countries ranging from reconnecting with friends to missing their host countries. They have a desire to be connected with students going through this shared experience and reflect on their international experience. They need an outlet to share their stories and to expand on their experiences through activities like service and advocacy. All of these needs make it abundantly clear that Returnee Programming is extremely valuable to have in a Global Learning Office as it can facilitate and provide all these things to students. It can teach them concepts of global citizenship, connect them with other study abroad and international students, assist with their reintegration, provide a space for them to share their experiences, and provide opportunities for service and advocacy resources.

This research is crucial to study abroad offices when they are deciding whether to invest in a returnee program and what type of programming, they should invest in. When returnee programming has had such low attendance in the past, it can create the illusion that this type of programming isn't useful to students. However, this research has shown returnee programming is crucial to students who are coming out of their international experiences with a real motivate to

become global citizens. The key take away from this research for universities is considering what type of programming is the most effective.

With the programming model that is chosen it needs to include two crucial pieces; community and incentives. Students have a strong desire to create a community with other students who have international experience. They want to be connected with other students who have these share experiences so that they feel seen and heard. In any model that is used it needs to have to aspect so something like online videos and modules are not useful. The other aspect that is extremely important to students is some sort of incentive. This incentive could range from academic credit to professional development. This is why something like a one credit course as part of academic certificate program would be the optimal program model. It provides students with both the opportunity to create a community with other students in the class, but also a large incentive of credit towards their degree and potentially an academic certificate at graduation.

Topics included in the course can span all of the challenges and growth that students need to succeed coming back. It can provide a space for students to discuss the different challenges they've had and learn about the concept of reverse culture shock. It can allow them a space to share stories with fellow students about their time abroad and begin to reflect and unpack on those experiences. There can be a whole class devoted to a service day in the community or have a guest speaker come and speak about advocacy. It can allow students to think about how to better articulate their experiences and how this can be useful in job interviews. This research has shown that a one credit returnee course is something that can be extremely useful to students.

From this research, I have developed such a course spanning the different topics mentioned above. A great next step would be to research the students taking this course and look

at how effective the course truly is in helping students get closer to global citizenship. Another next step in this research would be to look at more students outside of WSU. Does this data hold up at other universities or is unique to just WSU students? This was a limitation of this research and something that could be investigated in further research.

Studying abroad has the opportunity to connect our students globally to experience new cultures and meet people from different nations. These connections and experiences have the potential to forever impact a student's perspective of the world. When they come back from these experiences this new perspective should be investigated and developed into something more. The goal of sending our students abroad should be to bring an understanding that their actions will impact their communities and the world we live in. That if they can recognize these different actions and their impacts, that they can influence this world for good. This research shows the importance of returnee programming and identifies the most effective models for conducting this programming. It is the hope that this can be used to benefit students and facilitate effectively their journey to global citizenship.

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Appendix

Appendix A. Consent Form for Surveys

Creating Global Citizens through Returnee Programming

Researcher: Kristen Foos

My name is Kristen Foos and I am a student with the SIT Intercultural Service, Learning, and Management program.

I would like to invite you to participate in a study I am conducting for partial fulfillment of my MA in Intercultural Service, Learning, and Management. Your participation is voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. If you decide to participate, you will be asked to sign this form and you will be given a copy of this form.

Purpose of the Study

This study is looking at the effectiveness of returnee programming in assisting students in becoming a global citizen.

Study Procedures

Participants in this study will take part in a 10 minute survey online.

Potential Risks and Discomforts

There are no foreseeable risks to participating in this study and no penalties should you choose not to participate; participation is voluntary. During the survey you have the right not to answer any questions or to discontinue participation at any time.

Potential Benefits to Participants and/or Society

This study will benefit the Global Learning Office at Washington State University by having the returnee program improve in effectiveness based upon the findings of the research.

Confidentiality

Participant's confidentiality is a top priority of this research. All survey results will be kept in password protected files. Only myself and my SIT advisor, Karen Blanchard, will have access to these files. These files will be kept for the duration of the research and then deleted six months after the end of the research. When the results of the research are published, or discussed in conferences, no identifiable information will be used. All names of participants will be changed in the final capstone paper and presentation.

Participation and Withdrawal

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

"I have read the above and I understand its contents and I agree to participate in the study. I acknowledge that I am 18 years of age or older."

Participant's signature: _____ Date: _____

Researcher's signature: _____ Date: _____

Researcher's Contact Information

If you have any questions or want to get more information about this study, please contact me at Kristen.foos@mail.sit.edu or my advisor at karen.blanchard@sit.edu.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

In an endeavor to uphold the ethical standards of all SIT proposals, this study has been reviewed and approved by an SIT Institutional Review Board. If you have questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the researcher please contact the Institutional Review Board at:

School for International Training Institutional Review Board
1 Kipling Road, PO Box 676
Brattleboro, VT

05302-0676 USA
irb@sit.edu
802-258-3132

Appendix B. Consent Form for Interviews

Creating Global Citizens through Returnee Programming

Researcher: Kristen Foos

My name is Kristen Foos and I am a student with the SIT Intercultural Service, Learning, and Management program.

I would like to invite you to participate in a study I am conducting for partial fulfillment of my MA in Intercultural Service, Learning, and Management. Your participation is voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. If you decide to participate, you will be asked to sign this form and you will be given a copy of this form.

Purpose of the Study

This study is looking at the effectiveness of returnee programming in assisting students in becoming a global citizen.

Study Procedures

Participants in this study will take part in a 30-minute interview in a place of their choosing. These interviews will be audio recorded and transcribed. If a participant is uncomfortable being recorded notes will be taken.

Potential Risks and Discomforts

There are no foreseeable risks to participating in this study and no penalties should you choose not to participate; participation is voluntary. During the interview you have the right not to answer any questions or to discontinue participation at any time.

Potential Benefits to Participants and/or Society

This study will benefit the Global Learning Office at Washington State University by having the returnee program improve in effectiveness based upon the findings of the research.

Confidentiality

Participant's confidentiality is a top priority of this research. All audio recordings and transcriptions will be kept in password protected files. Only myself and my SIT advisor, Karen Blanchard, will have access to these files. These files will be kept for the duration of the research and then deleted six months after the end of the research. When the results of the research are published, or discussed in conferences, no identifiable information will be used. All names of participants will be changed in the final capstone paper and presentation.

Participation and Withdrawal

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

"I have read the above and I understand its contents and I agree to participate in the study. I acknowledge that I am 18 years of age or older."

Participant's signature: _____ Date: _____

Researcher's signature: _____ Date: _____

Consent to Quote from Interview

I may wish to quote from the interview either in the presentations or articles resulting from this work. Initial one of the following to indicate your choice:

_____ (initial) I agree to have my interview quoted in presentations and articles resulting from this work.

_____ (initial) I do not agree to have my interview quoted in presentations and articles resulting from this work.

Consent to Audio-Record Interview

Initial one of the following to indicate your choice:

_____ (initial) I agree to be audio recorded during the interview

_____ (initial) I do not agree to be audio recorded during the interview

Consent to have recordings played in public (if relevant):

“I give my consent to be recorded and to allow that the recording be used in a capstone presentation.” Initial one of the following to indicate your choice:

_____ (initial) I agree to have a recording on my voice be played in a final capstone presentation

_____ (initial) I do not agree to have a recording on my voice be played in a final capstone presentation

Researcher’s Contact Information

If you have any questions or want to get more information about this study, please contact me at Kristen.foos@mail.sit.edu or my advisor at karen.blanchard@sit.edu.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

In an endeavor to uphold the ethical standards of all SIT proposals, this study has been reviewed and approved by an SIT Institutional Review Board. If you have questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the researcher please contact the Institutional Review Board at:

School for International Training Institutional Review Board
1 Kipling Road, PO Box 676
Brattleboro, VT
05302-0676 USA
irb@sit.edu
802-258-3132

Appendix C. Survey Questions

Survey Questions

These will be sent electronically to all students via Qualtrics who have taken part in global experiences at WSU within the past year.

Background Information

1. Please select one:
 - Male
 - Female
 - Other
 - Do not wish to identify
2. What year in school did you take part in a global experience?
3. What term did you go abroad?
4. What type of program did you take part in?
5. When returning to WSU how difficult did you find it reintegrating to WSU culture? (scale of 1-5)
6. Please describe what you had difficulties with when returning to WSU.

Returnee Programming

1. Did you take part in any returnee programming when you returned to WSU?
 - a. If yes, what aspects of this programming did you enjoy?
2. The following are types of returnee programming. Please select which you would be interested in (scale of 1-5 for each program model).
 - a. Returnee orientation
 - b. Returnee meetings
 - c. Online modules
 - d. Taking part in a returnee conference
 - e. Returnee packet with resources
 - f. A 1 credit course offering
 - g. An academic certificate
 - h. A peer advisor position in the Global Learning Office

- i. A peer ambassador program
- j. An event to showcase photos, art, and stories from abroad
3. What would you have liked in a returnee program that have not been listed?

Global Citizenship (I will provide a definition)

1. After returning to abroad how motivated were you to become more of a global citizen (scale of 1-5).
2. How could the Global Learning Office assist you better in your journey to global citizenship after returning from abroad.?

Appendix D. Interview Questions

Interview Questions

I will be interviewing 12 WSU peer advisors in the WSU Global Learning Office, Global Learning advisors at WSU, various staff members at WSU, and 5 global learning advisors at WSU's peer institutions.

Questions for Peer Advisors:

1. Can you please describe your experience returning to WSU after taking part in a global experience? Did you encounter any difficulties?
2. What returnee programming did you take part in after returning to WSU. How did these experiences benefit you or not benefit you?
3. What returnee programming would have been helpful to you?
4. Do you feel like you felt empowered to become a global citizen when you returned to WSU?
5. What does a student who studied abroad successfully look like to you when they return?

Questions for WSU Global Learning Staff:

1. What program models do you think are beneficial to students at WSU?
2. What would you like to see in returnee programming?
3. What do you think should be the purpose of returnee programming?

Questions for Staff at WSU:

1. What program models do you think are beneficial to students at WSU?
2. What would you like to see in returnee programming?
3. What do you think should be the purpose of returnee programming?

Questions for Global Learning Advisors at other institutions:

1. What do you think should be the purpose of returnee programming?
2. What returnee programming do you have at your university?
3. What returnee programming have you found to be the most effective?
4. How would you like to see returnee programming improved?

5. Do you have any ideas on how to use returnee programming to support students in becoming global citizens?

