



Frontiers: The Interdisciplinary Journal of Study Abroad
Call for Articles: Special Issue Diversity, Inclusion, and Equity in Education Abroad

Guest Editors:

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Frontiers invites articles for a special issue on diversity, inclusion, and equity in education abroad. To prepare *Frontiers'* readership for this special issue we have published a [virtual issue](#) that highlights key articles on these topics that appeared previously. The virtual issue shows that there has been a growing interest in these topics in the past 20 years. With few notable exceptions, this small, but growing, body of work has focused mainly on identifying barriers to access, analyzing recruitment strategies, and documenting participation rates of students from different backgrounds who study abroad. There has been far less published in *Frontiers* about how inclusion and equity affect the learning experiences and identity formation for education abroad students from underrepresented groups (López-McGee, Comp, and Contreras, 2018).

To enlarge and refocus the research in this area, we invite scholars, practitioners, and scholar-practitioners to interrogate matters of diversity, inclusion, and equity in education abroad by considering the following parameters.

- **How might the field benefit from applying theoretical frameworks such as critical race theory, student development theory, feminism, intersectionality, etc., to an understanding of underrepresented student experiences abroad?** For the purposes of this issue, we ask contributors to focus on the following aspects of identity: race, ethnicity, sexual orientation, gender identity, ability, religion/spirituality, nationality, and socioeconomic status in all their myriad intersectional forms (including first-generation students and other underserved/marginalized populations), but not on realms of disciplinary inquiry (e.g., STEM). This could include pre-departure, on-site, and post-program initiatives including faculty and staff support or training.
- **What are the differences, if any, in learning outcomes based on different aspects of student identity, or between on and off campus experiences?** Are there distinct learning outcomes for students from different backgrounds or based on their learning experiences at home or abroad? In what ways can education abroad practitioners create programs that are attuned to the needs of a wide array of students?
- **What role do power, privilege, and status play in participation and in determining the level of inclusion and equity in education abroad?**

This special issue aims to advance the field's understanding of diversity, inclusion, and equity by publishing articles that stimulate critical and constructive conversations that draw upon three primary types of submissions.

- *Research-based inquiry*: Submissions that employ a systematic investigation of a topic grounded in theory, existing literature, original and ethical data collection, thoughtful analysis, stimulating conclusions and calls for new research.
- *Case-based exemplars*: Articles that consider best practices and implications for advancing diversity, inclusion, and equity in education abroad that are based on diligent preparation, rigorous design, demonstrable results, and replicable models.
- *Critical essays*: Essays that challenge underlying assumptions in this field and stimulate critical research, writing, and practice to advance our collective understanding of diversity, inclusion, and equity.

Submitting a proposal:

- The editorial team encourages authors to send abstracts well before the final submission deadline for feedback and guidance (500-word limit exclusive of references). We will gladly review these abstracts to determine whether they are likely to contribute to *Frontiers'* goals for this special issue.
 - Abstracts for submission may be sent to: frontiersjournal@forumea.org
- Articles should be submitted before September 15, 2019 using [this online form](#).
- Accepted papers will be expected to comply with *Frontiers'* [Submission Guidelines](#):
 - 5,000 – 10,000 words
 - conforming with either MLA or APA style
 - accompanied by a title page indicating the name and contact information of the author(s), a 150-word abstract and a short (75-word limit) biographical sketch of each author
- Any inquiries regarding this call for proposals can be directed to the Editors at frontiersjournal@forumea.org

Timeline to Publication:

Articles due: September 15, 2019

Decisions sent: October 15, 2019

Revisions due: November 15, 2020

Publication date: Late January 2020