

Inclusive Practices in Education Abroad

University System of Georgia
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A LITTLE BIT ABOUT ME

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- ❖ Guatemala American
- ❖ Washington State/VA
- ❖ Notable travels: Central America, Western Europe, Taiwan
- ❖ 14+ years in international education
- ❖ MA thesis on community organizing in international development and PhD dissertation on goals and self-efficacy in study abroad



Diversity Abroad: Purpose & Mission

Our Purpose: Diversity Abroad aims to improve the academic success, interpersonal growth, and career readiness of students by ensuring equitable access to the benefits of global education.

Our Mission: To create equitable access to the benefits of global education by empowering educators, engaging stakeholders, and connecting diverse students to resources and opportunity



diversityabroad

*Where Diversity, Inclusion, and
Global Education Intersect*

Terms We Use:

Diversity: describes individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, socioeconomic status, gender expression, sexual orientation, ability and religious affiliations).

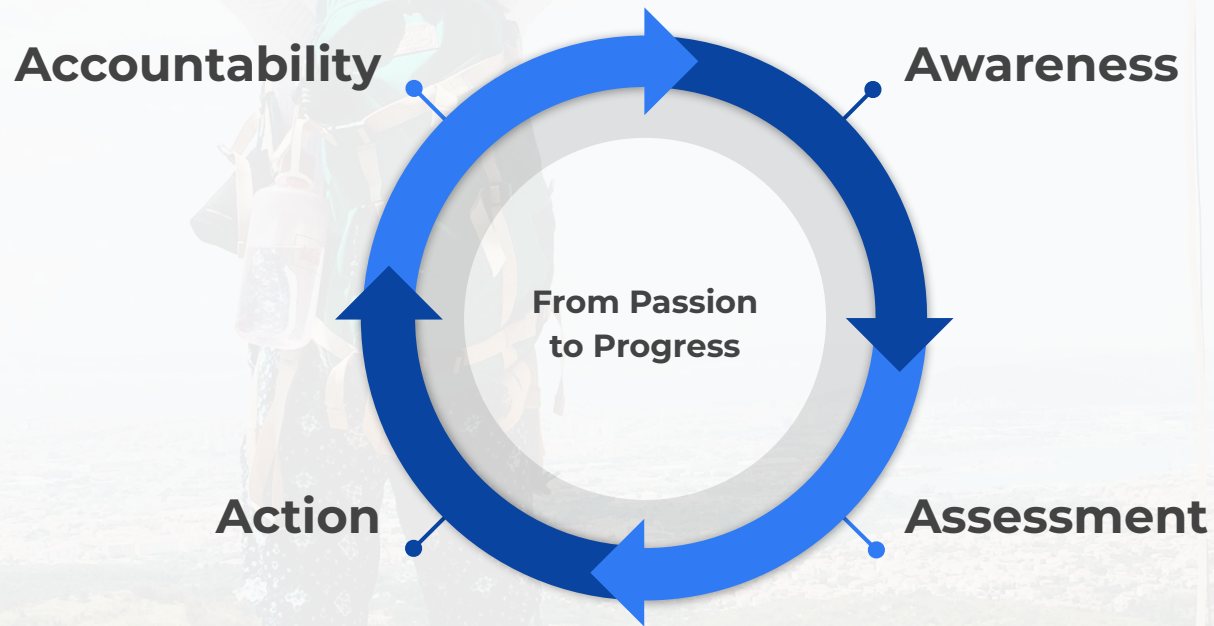
Inclusion: The term inclusion is used to describe the active, intentional, and ongoing engagement with diversity in ways that increase awareness, content knowledge, and understanding of the complex ways individuals interact within systems and institutions.

Equity: refers to fairness and impartiality in how individuals are treated. Equity centers on whether or not the quality of the experience is fair for all participants.

Anti-Racism: is a process of actively identifying and opposing racism. The goal of anti-racism is to challenge racism and actively change the policies, behaviors, and beliefs that perpetuate racist ideas and actions.

Systemic Racism: is a form of racism that is embedded as normal practice within society or an organization. It can lead to such issues as discrimination in criminal justice, employment, housing, health care, political power, and education, among other issues.

Diversity Abroad: Our Approach

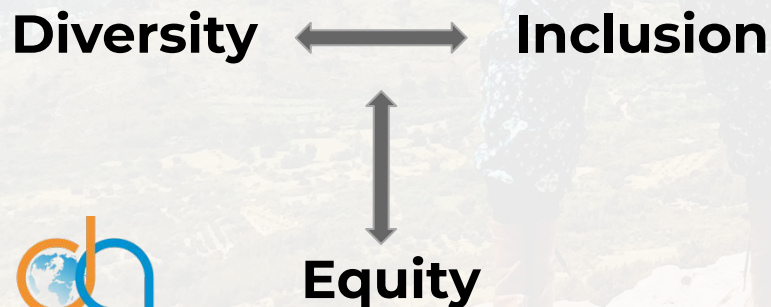


Disclaimers

- Today's conversation will not be all encompassing.
- Our language and our perspectives will be biased.
- We hope to crowdsource the knowledge of those connected to the conversation!
- All perspectives are welcome when shared respectfully.

Diversity & Inclusion in Global Education

- History of Education Abroad
- Identity Groups
 - Ethnically/Racially Diverse
 - High Financial Need
 - Students with Disabilities
 - First Generation College
 - LGBTQ+
 - Faith/Religion
- High-impact practice



Challenges to Effective Diversity & Inclusion Implementation

- Diversity is often one person's job
- Focused solely on compositional diversity, not inclusion
- Difficult to identify operational strengths & weakness
- DEI approached as an initiative, not a strategic imperative
- Lack of assessment & accountability





Let's Talk About Students

Let's Talk About Gen Z

- Most racially diverse generation in U.S. history
- Globally interconnected, globally aspirational, draw inspiration from around the world
- Comfortable with issues and topics of difference and identity
- Used to consuming short-form information, thus, catchy, compelling themes need to speak to their interests
- They are an “activist” generation, expecting to make change
- They tend to be attracted to storytelling (consider related program themes, curriculum design)



Source: [Finding Wakanda: Deploying Innovative Themes to Attract Diverse Students Abroad](#)

Considerations for students from diverse backgrounds abroad

- Intersectional
- Fluid
- Developmental

Goals: Sense of Belonging, Academic Success, Health & Safety



Factors that Influence Inclusion and Equity

Student Factors

- ❖ Tapping into students' goals for attending university
- ❖ Consider social capital they already have (Yosso, 2005)

Operational Factors

- ❖ Enlisting key partners
- ❖ Reducing friction
- ❖ Making the (right) case
- ❖ Transparency
- ❖ Staff awareness and training

Institutional Factors

- ❖ Culture of international engagement
- ❖ Curriculum integration
- ❖ Faculty and staffing representation



International Education Educators Should Aim to Practice...

Self-awareness

Conscious knowledge of one's own character, feelings, motives, and desires.

Cultural humility

A lifelong process of self-reflection and self-critique whereby the individual not only learns about another's culture, but one starts with an examination of her/his own beliefs and cultural identities

Strength-based approach

A strengths-based approach assess the talents and personal assets that students bring into the college environment and work with them to develop those competencies into strengths through gained knowledge and skills

Considerations

DO:

- Benchmark your activities
- Build in time and integrate it into daily activities
- Understand yourself
- Be honest and transparent
- Recognize your team members for their efforts





Discussion/Questions

Action Planning

- What are your next steps?
- With whom can you partner? Or...
- What do topics and themes can you explore in more depth?
- Write down 2-3 immediate tasks that you can complete to move more of your advising practice to more inclusive advising?

Resources & Events

Professional Resources:

- [Diversity Abroad Network](#)
- [Diversity Abroad Member Resource Center](#)
- [Global Equity & Inclusion Guidelines](#)
- [International Education Diversity & Inclusion Certificate Program](#)
- [Inclusive Advising for Education Abroad Professionals](#)
- [Inclusive Advising for International Student & Exchange Professionals](#)

Upcoming Events:

- [Think Forward Summit](#) | January 2023
- [Inclusive Learning Institute](#) | Virtual | April 2023
- [2023 Global Inclusion](#) | Chicago, IL | October 31-November 3, 2023

Thank you!

Connect with us:



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