

A Strategic Approach to Diversity & Inclusive Excellence in Global Education & Cultural Exchange

2017 AIEC

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Diversity Abroad



diversityabroad



#DiversityAbroad

Who We Are

Founded in 2006, Diversity Abroad is an international organization dedicated to preparing diverse student populations for life and career success through equitable access to global education and cultural exchanges.

Our Vision - That the next generation of young people from diverse and underrepresented backgrounds are equipped with the skills, knowledge and experience to to be successful in the 21st century global marketplace.

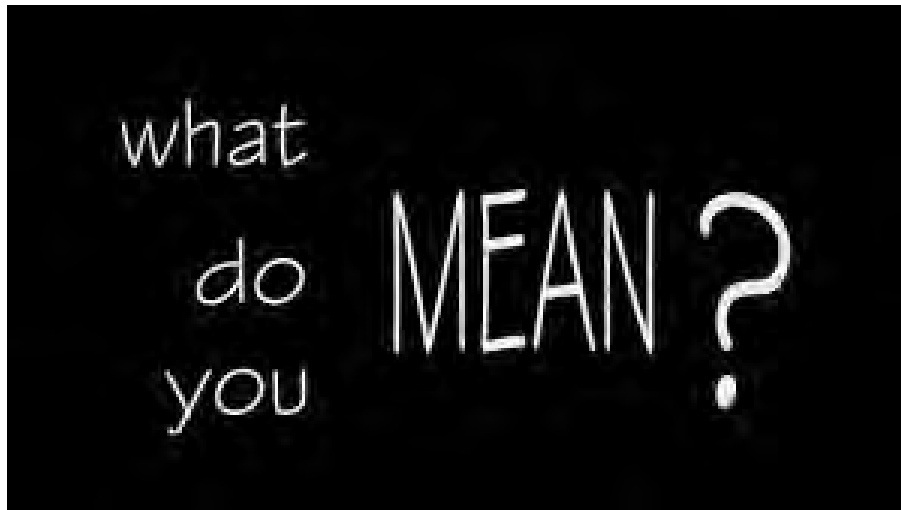
Diversity Abroad Network - The leading professional consortium of 230 educational institutions, government agencies, for-profit and non-profit organizations who share Diversity Abroad's vision. Together, members of the consortium work to advance policies and practices that advance access, diversity, equity and inclusion in global education and cultural exchanges.



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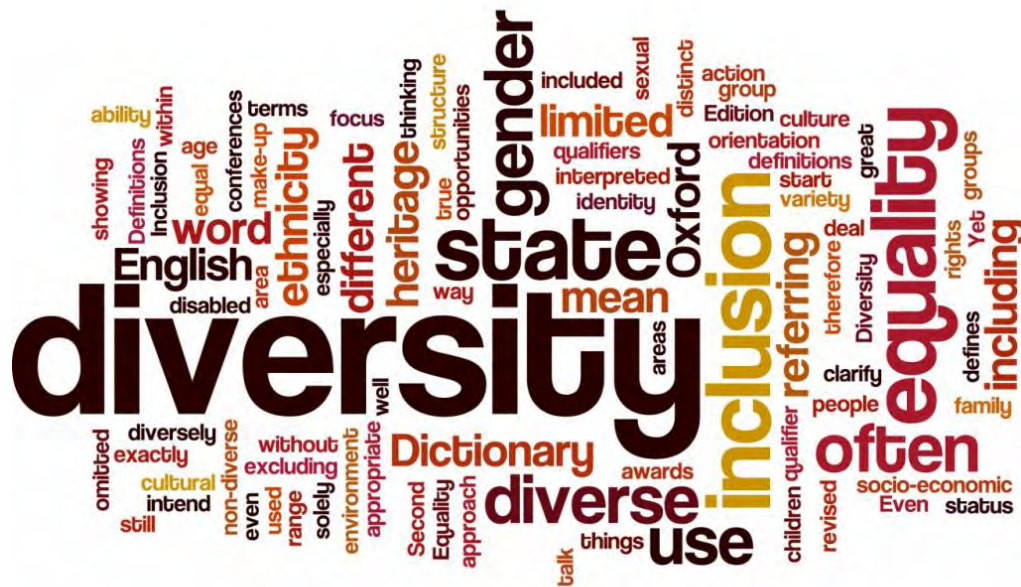


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Diversity

Inclusion



Diverse Definition of Diversity

- In the US, diversity means different things to different people
- Outside the US the meaning changes as well...



*Diversity is being invited to the party;
inclusion is being asked to dance."*

Verna Myers

What happens when you have diversity but no inclusion?





“Numerous studies show that diversity alone doesn’t drive inclusion. In fact, without inclusion there’s often a diversity backlash.”

Harvard Business Review 2/2017



Reality vs. Utopia

'We treat all students
the same!'

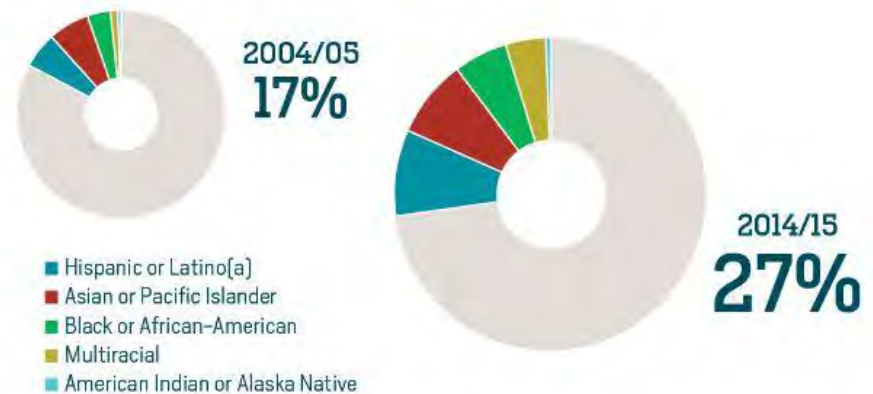
vs.

Recognize the unique
experience of students
from different
backgrounds

Changing Landscape

- US Higher Education Becoming More Diverse. Ethnic minority students represent 42.5% of students enrolled in HEI.
- Increasing Ethnic and Racial Diversity on Study Abroad

RACE/ETHNICITY OF U.S. STUDENTS ABROAD



The proportion of U.S. minority students studying abroad has increased modestly over the past ten years.

Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Online at: www.iie.org/opendoors

opendoors®

Image courtesy of IIE



**KEEP
CALM
AND
OPERATIONALIZE
ON**



Holistic Approach to Diversity & Inclusion

Assessment → Data Driven Decisions

Diversity Initiative → Diversity & Inclusion Strategy

Integrate Diversity & Inclusive Practices Into Each Stage of Education Abroad Process

Increased Ownership of Diversity & Inclusion Efforts and Collaboration



Access, Inclusion, Diversity & Equity Roadmap

- Both a set of guidelines and an intensive self-assessment designed for education abroad offices centered 11 areas of the education abroad process
- Voluntary, self-reporting tool intended to recognize and gauge relative progress toward diversity and inclusion for international education.
- Emphasis on the following student populations:
Ethnically/Racially Diverse, High Financial Need, Students with Disabilities, First Generation College, LGBTQ, and Students of Faith



AIDE Roadmap Guidelines

- Guideline #1 | Institutional Profile & Data Collection
- Guideline #2 | Diversity and Inclusion Strategy
- Guideline #3 | Campus Collaboration
- Guideline #4 | Professional Development and Staffing
- Guideline #5 | Outreach, Marketing, and Recruitment
- Guideline #6 | Inclusive Student Advising
- Guideline #7 | Financial Aid
- Guideline #8 | Inclusive Programming
- Guideline #9 | Health & Safety
- Guideline #10 | In-Country
- Guideline #11 | Re-Entry

Question to ask of your office...

- How do we define diversity and inclusion?
 - How do our partners overseas define diversity and inclusion?
 - Does our marketing reflect our commitment to diversity and inclusion?
 - Do our partnerships reflect our commitment to diversity and inclusion?
 - Are we really prepared to receive and support any type of student?
- 
- A photograph of four young women of diverse ethnicities standing together outdoors. From left to right: a woman with long dark hair wearing a green and blue striped traditional garment; a woman wearing a purple and blue headscarf and a purple traditional garment; a woman with blonde hair wearing a yellow and blue striped traditional garment; and a woman with dark curly hair wearing a white traditional garment with gold embroidery. They are all smiling and looking towards the camera. The background shows a building with wooden shutters and a window with a metal frame.



Connect with us:

DiversityNetwork.org / DiversityAbroad.com

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Andrew Gordon

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A COMMITMENT TO
DIVERSITY AND
INCLUSION IN
EDUCATION ABROAD

LEARNING ABROAD CENTER

UNIVERSITY OF MINNESOTA

A History Of Commitment

- MSAG
- Staff research
- Access Abroad
- Pilot campus for AID Roadmap
- Diversity Committee
 - Heidi Soneson
 - Thuy Doan
 - Kim Hindbjorgen
 - Vanessa Walton
 - Whitney Westley
 - Sarah Tschida
 - Martha Johnson
 - Lindsey Lahr
- Director of Diversity and Inclusion
- Co-hosted Diversity Abroad Conference 2017



Additional Diversity Considerations For the U of M

- Somali American
- Hmong American
- Native American
- Student Groups on campus
 - 250 student groups focused on Cultural and Diversity



Program/Course Development

Semester examples

- Queen Mary University
- Yonsei and Korea Universities
- Study Abroad in Istanbul
- MSID Thailand
- MSID Kenya & Senegal

New Development

- Diversity focused course
- South Africa



Trainings/Resources for LAC Staff

- Dialogues on Diversity
- Student profile
- GPS inSIDE (In Service to Inclusion, Diversity and Equity)
- University of Minnesota Career Development Network Diversity & Inclusion Program
- Trainings during All Staff meetings
- Translated Brochures
- Co-hosted Diversity Abroad Conference



Minnesota staff training

- Every two-three years
- Overview of U.S. Diversity
- Black Lives Matter
- Islamaphobia
- Campus Climate



Surveys

- Staff focused Survey
- Student focused Survey
- 6 centers have taken part in the staff focused survey
- All staff can use these surveys



Training

Short presentation:

- Powerpoint and script
- Hour long training in country
- For any student facing staff (professional, housing coordinators, student services)
- General background of U.S. history
- 6 Centers covered so far
- All staff can lead this trainings

Workshop:

- New endeavor
- Piloted with one of our affiliate partners
- Half day or full day workshop
- 1st workshop will happen next year (European location)



Campus and Abroad statistics

	On campus	Abroad
Native American/American Indian	1.4%	.2%
Asian American	12.4%	8.7%
African American	5.7%	3.0%
Hispanic/Latino	3.7%	1.0%
Multi-racial	0%	6.3%

More Numbers

33% students study abroad

37.5% study abroad for a semester or more

19.2% of students studying abroad are students of
color

62.4% are female, **37.6%** male

28% first generation college students*

***self reported**

LAC Diversity Statement


The Learning Abroad Center creates a learning climate that respects and celebrates diversity. We are committed to and accountable for strategically addressing barriers affecting marginalized groups by providing inclusive advising, program and curriculum design, global faculty and staff recruitment and training, and campus stakeholder engagement.

The Future


- African American Experience Abroad
- Asian American Experience Abroad
- Online Moodle module
- Expanded staffing



**Explore the world
from different
perspectives.**



**ACU inspires
the next generation
to engage
with empathy.
Not ego.**



**See life
through
the eyes
of others.**

Mapping a new path: strategies for building **diversity and **inclusion** in outbound mobility**

Kirk Doyle

**Associate Director, International
Relations and Partnerships. ACU
International**

AIEC, Hobart - October 2017

About ACU

- **Public, government-funded** Catholic university, created through a **merger** of independent Catholic colleges
- Precursor colleges established between **1850s** and **1960s**
- **34,000 students** (*up from 18,000 in 2011*)
 - High proportion of first-in-family
 - **75% female, 11% international**
- **6 campuses** – urban, suburban, regional
- **Nursing** and **Education** were foundation disciplines. Arts, Business, Law and Social Sciences from 1990s



Learning Abroad in 2011

- **No centralised management, objectives, targets or marketing strategy** for learning abroad
- **Lack of experience** and initiative
- **Lack of awareness** of opportunities
- Limited options for students - **Semester Exchange** only.
- **“too hard”, “nice to have”**, but not overly important
- Funding available... **but only for some**
- **Low overall participation** in Learning Abroad (1.3% of local undergraduates)



Who went abroad?

- **197 students** out of 18,000
- **Semester exchange** only
- **US, UK, Canada, Japan** only
- Dominated by **Arts and Business** students
- Uptake restricted to Melbourne and Sydney campuses
- Mostly **self-funding**
 - **No Government Grants** (Endeavour etc)
 - **Very few OS-HELP** loans
- **Credit recognition very difficult**
- **Pro-active students** only

...and who didn't?

- **Nursing, Education** students (70% of enrolments collectively)
- **Students with limited finances**
- **Time-poor** students: anyone with **commitments** that made long-term travel difficult
- **Regional** students (eg. Ballarat)
- and, **First-in-family** students



Setting the Objectives

- Raise **awareness**
- Increase **participation**
- Activate existing **partnerships**
- **Community engagement**
- Improve range of **options**
- Diversify **disciplines**
- Broaden **destinations**
- Internationalisation-**at-home**
- **Ambassadorship**



The Plans

- Focus on new **short-term** learning abroad options for **all disciplines**
 - **cross-disciplinary**
 - **Low cost** with access **New Colombo Plan** funding
 - non-study periods
 - ACU Faculty-led, supported by **groups**
 - **For credit** or embedded in an academic unit (course)
 - ACU's **Rome Campus**

Case Study: Beijing Core

- Students complete **one ACU unit** (subject) - core component of almost all ACU undergraduate degrees
- **3 weeks** intensive mode – **July vacation**
- Based at **The Beijing Centre**, UIBE
- Taught by **ACU academics**
- Program Fee: **AUD\$3500** covers *accommodation, excursions, local transport, most meals, community engagement*
- **Travel Grants up to AUD\$2500** available
- **New Colombo Plan mobility grants** (AUD\$3,000 per student)



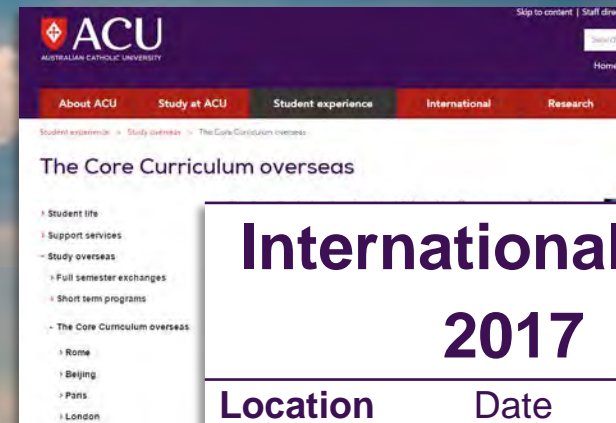
Case Study: Beijing Core

Who joined the program?

- **29 students**
- **60%** from **Health Sciences**
- **4 campuses**, **5** from **Ballarat** campus
- Over half **first-time overseas travelers**
- **20%** **over 30 years old**
- **12** received **New Colombo Plan** grants
- **80%** **employed**
- **1:3** with **carer** commitments, **2 parents**
- **70%** in **final year** of degree, and over half with “*no other learning abroad options*”

Case Study: International Core

- International Core established in **2012**.
- Programs now active in **4 locations**.
- **130 students** enrolled in 2017
- **New York** program launch in 2018



International Core 2017

Location	Date	Students
Rome	January	28
London	January	26
Rome	July	29
Paris	July	25
Beijing	July	22
Total		130

Case Study: International Core

15% of the ACU students learning abroad in 2017 are participating in **International Core** programs

Participants by faculty

61% - Health Sciences
26% - Education and Arts
13% - Law and Business



Participants by campus

Ballarat	4%
Brisbane	12%
Canberra	5%
Melbourne	55%
Sydney	24%

Case Study: Taipei Clinical

- **Clinical Observations**
- **2 weeks** intensive mode
- **Fu Jen Catholic University & Hospital**
- Open to **Bachelor of Nursing**
- Led by ACU academics with Fu Jen academics and hospital staff
- Program Fee: **AUD\$2500** covers *accommodation, excursions, local transport, most meals*
- ACU grants up to **AUD\$500** available
- **New Colombo Plan mobility grants** (AUD\$3,000 per student)



Case Study: Taipei Clinical

Who joined the program?

- **12 students annually**
- **Nursing** and **Midwifery degrees**
- **80% First-in-family** students
- **3 campuses**
- **60% first-time overseas travelers**
- **50% over 25 years old**
- **10** received **New Colombo Plan** grants
- **1:3** with **carer** commitments
- **Most** in **final year** of degree, and over half with “*no other learning abroad options*”



Case Study: Cambodia Community Engagement

- Community Engagement Program
- Partnership with **Challenges Abroad** including active **promotional campaign**
- **2 weeks – January or July vacation**
- **ACU academic observers (not coordinators)**
- Open to students fulfilling ACU requirement and others taking without requirement
- Program Fee: **AUD\$1000-1800** covers accommodation, excursions, local transport, most meals,
- **Travel Grants up to AUD\$500** available
- **OS-HEI P** available



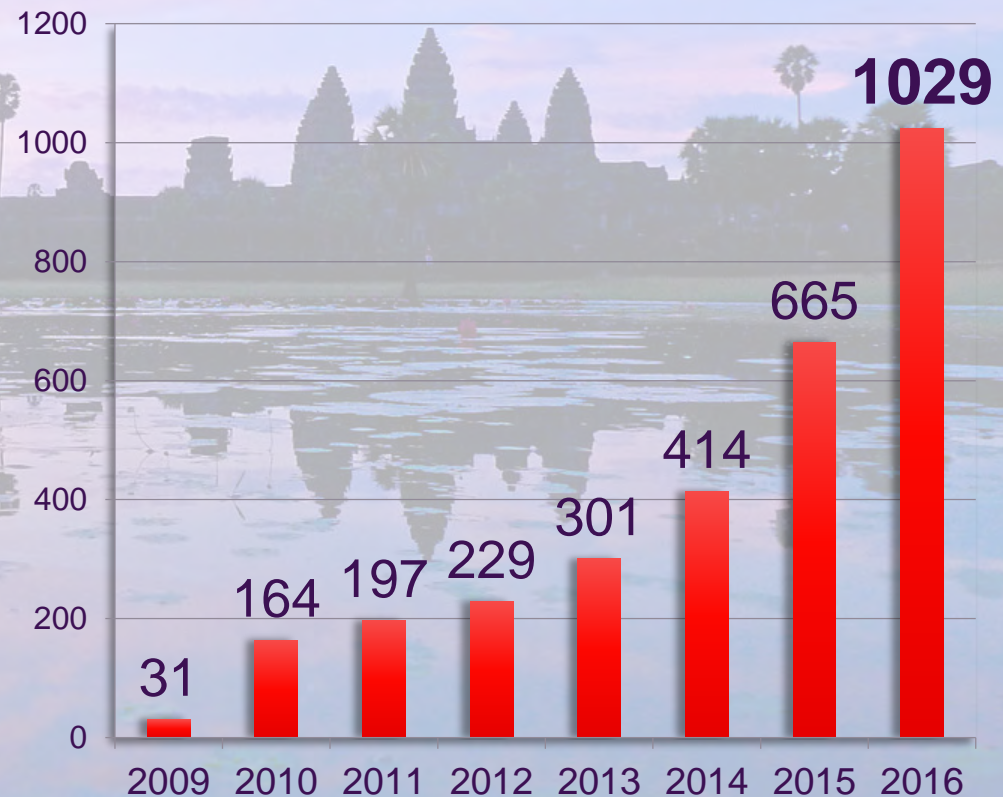
Who joined the program?

- **135 students** in 2016
- **40 students** from **Ballarat**
- 6 ACU academic and professional staff
- Over half **first-time overseas travelers**
- 5% **over 30 years old**
- **76% employed**
- **6 parents**
- **68%** fulfilling ACU **community engagement requirements**

More inclusion means more participation

- In 2016, **1029** ACU students completed international experiences.
- **Over 25%** of ACU domestic undergraduate students now study abroad during their degree.

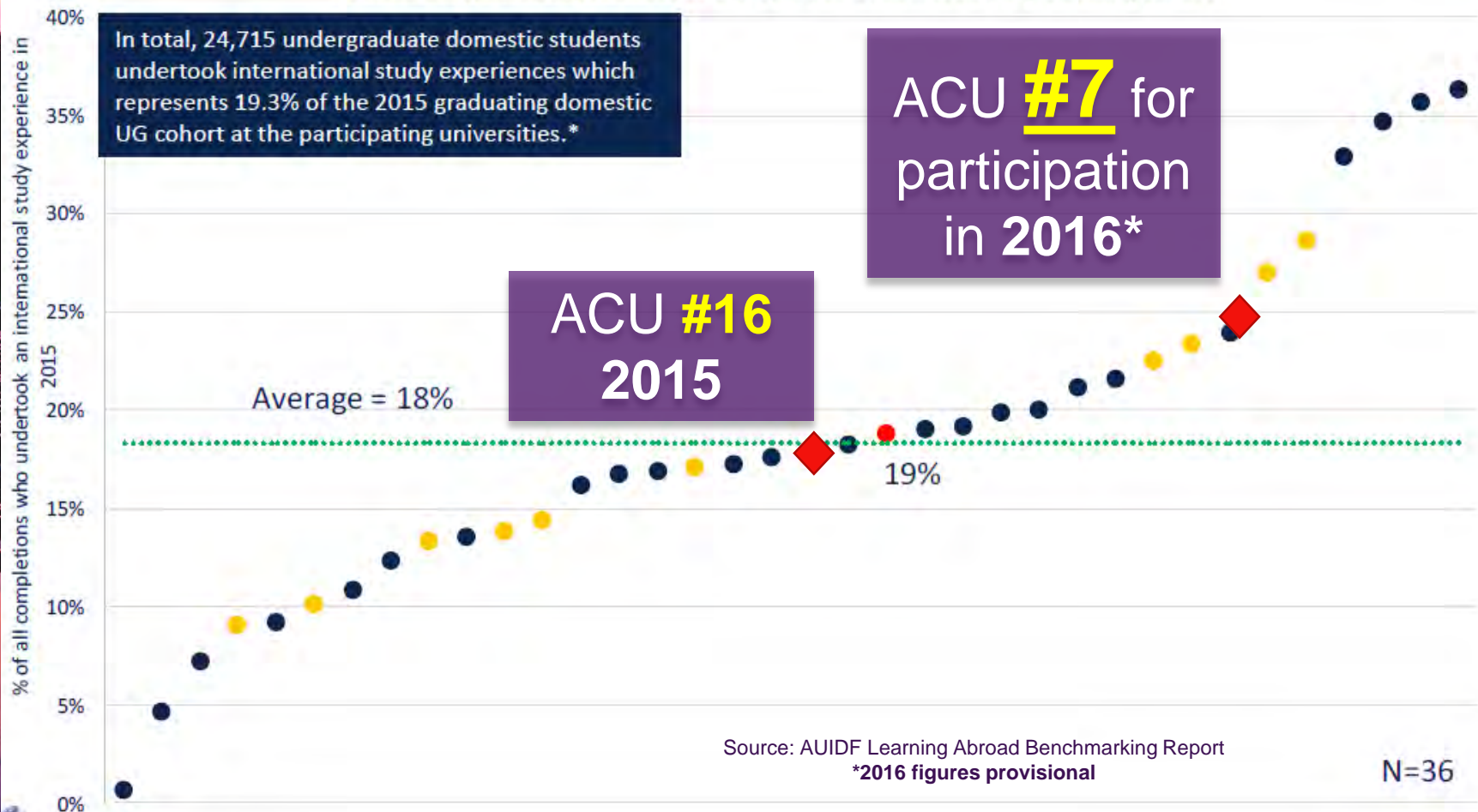
ACU Learning Abroad



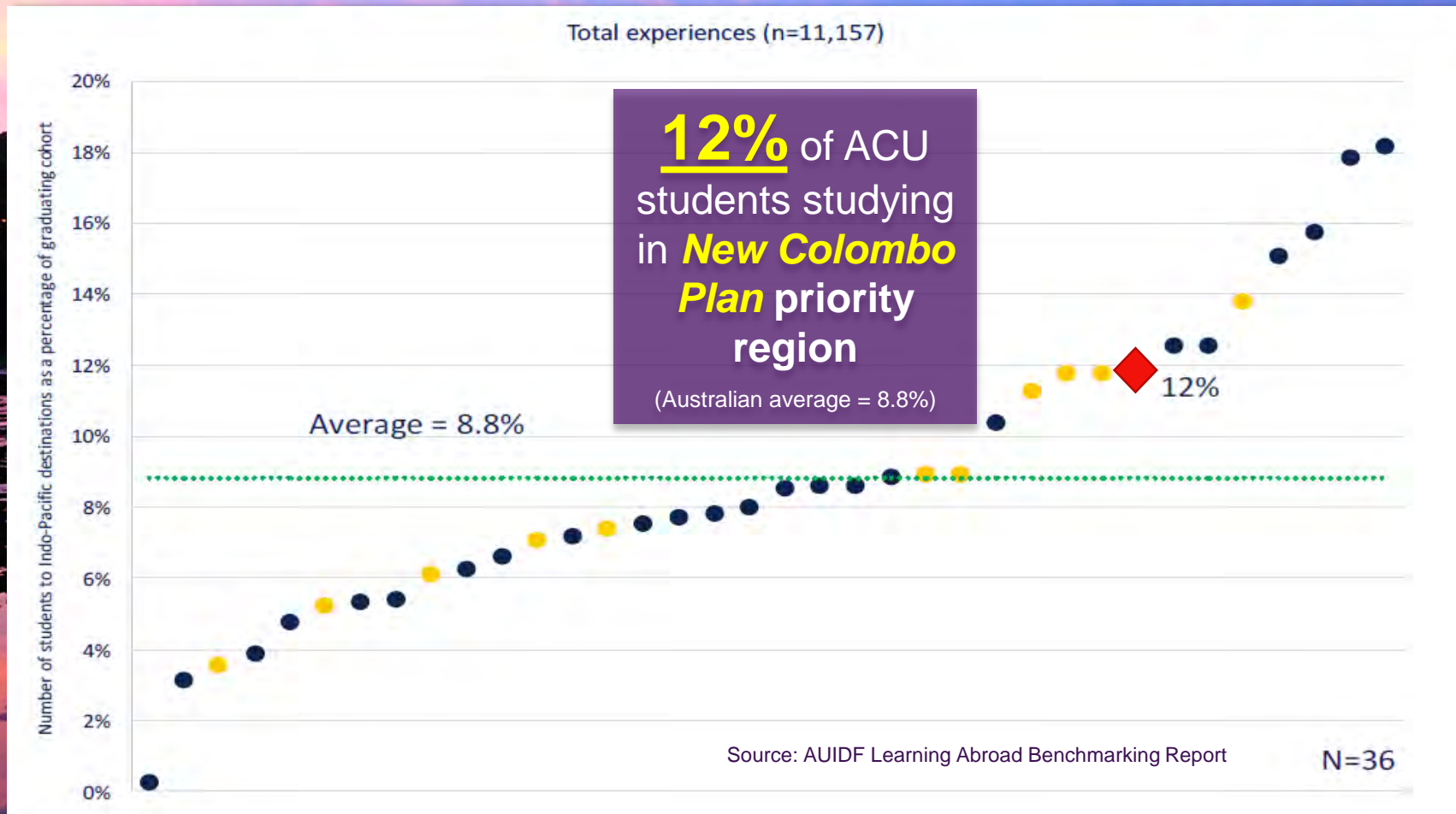
The Results

More inclusion raises ACU profile

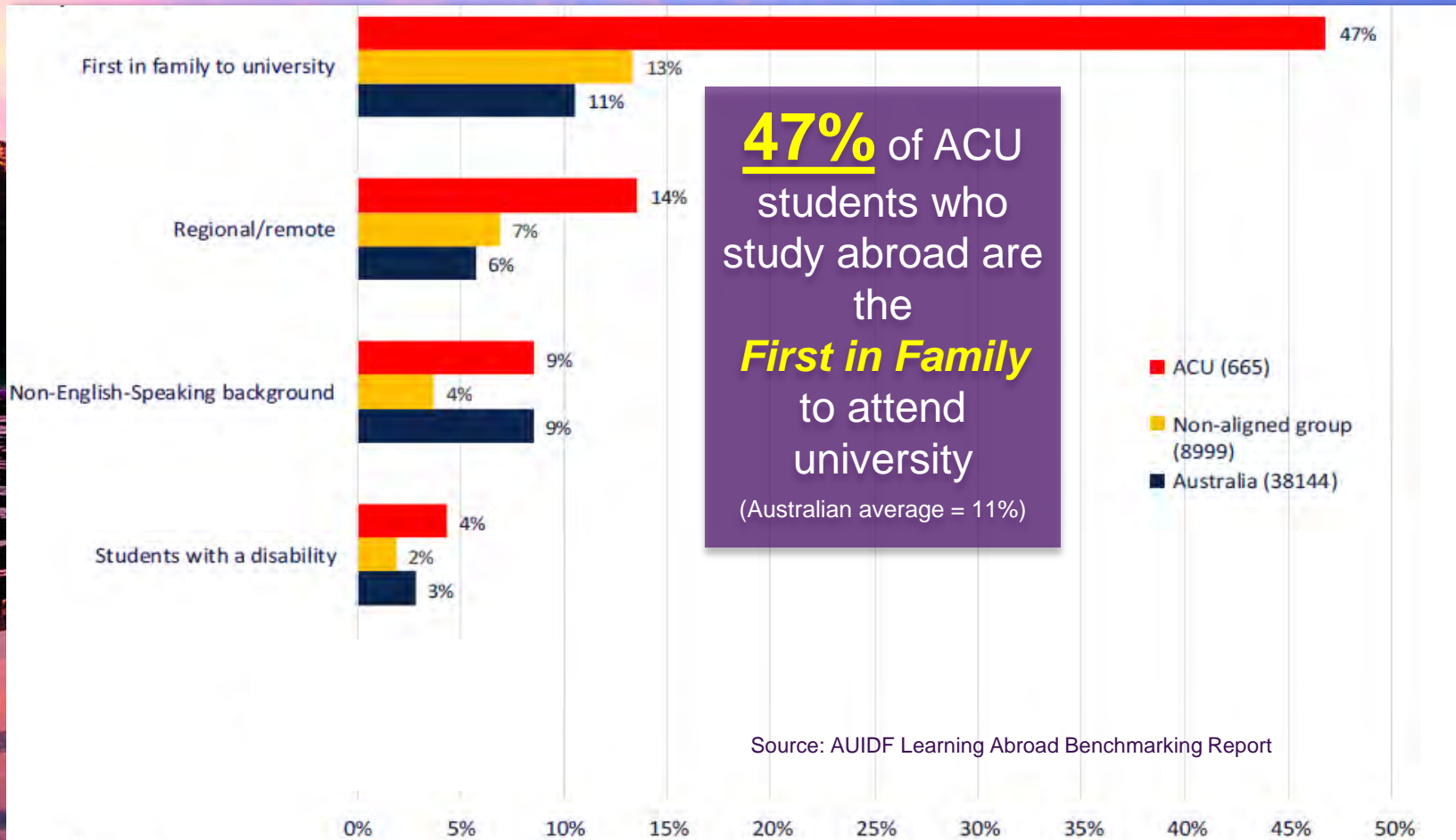
Number of reported experiences as a proportion of domestic UG graduating cohort



New Colombo Plan objectives

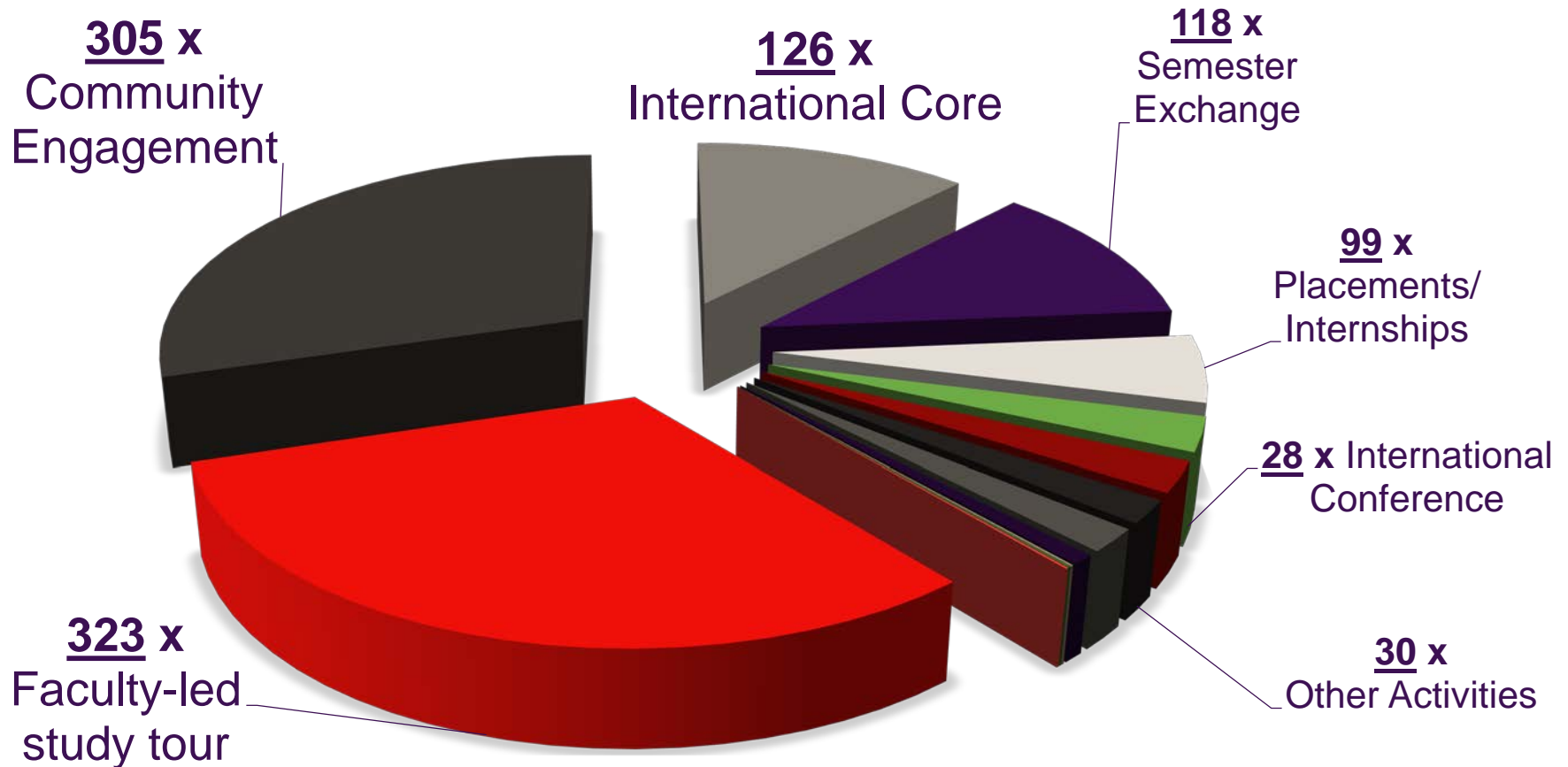


Leading participation for first-in-family



Learning Abroad in 2016

Diversity of experiences



Learning Abroad in 2016

Diversity of locations

Country	Students
1. Italy	206
2. Cambodia	146
3. Thailand	84
4. Vanuatu	81
5. USA	71
6. China	52
7. Timor Leste	44
8. Uganda	36

Country	Students
9. France	35
10. Multi-location	31
11. UK	28
12. Solomon Islands	20
13. Myanmar	20
14. Vietnam	18
Others	157
Grand Total	1029

Growth in Italy (ACU Campus) and Asia (New Colombo Plan funding)

New Colombo Plan Success



New Colombo Plan Funding by University (2016 - 2017)							
Rank (2016)	Rank (2017)	Change in rank	University	No. Student Grants (2016)	No. Student Grants (2017)	Percentage Increase	No. Student Grants (2016+2017)
3	1	2	University of New South Wales	207	388	87%	595
14	2	12	The University of Queensland	131	330	152%	461
7	3	4	James Cook University	190	259	36%	449
4	4	0	Western Sydney University	202	244	21%	244
25	5	20	Griffith University	109	242	122%	351
26	6	20	Australian Catholic University	109	235	116%	344
9	7	2	University of Technology Sydney	176	231	31%	407
6	8	-2	Monash University	193	231	20%	424
5	9	-4	The University of Sydney	202	214	6%	416
23	10	13	The University of Adelaide	112	201	79%	313
1	11	-10	Deakin University	342	193	-44%	535

ACU ranked **6th** for NCP grants in 2017 (up 20 place since 2016)

What we achieved

- Overall rates of learning abroad participation
- New partnership and program opportunities
- Alignment with regional objectives and government policy
- Staff and campus community engagement
- A new reason to choose ACU
- Fulfilling the university mission – *“Impact through Empathy”*

