Diversity, Access & Inclusion

Moving the Dial on Education Abroad

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Andrew Gordon, Diversity Abroad
Anthony C. Ogden, University of Kentucky
Diversity, Access & Inclusion: Moving the Dial on Education Abroad

- Introductions
- Terminology, enrollment data & the research
- Challenges, previous approaches & consequences
- Leveraging the SIO role
- Best practices, new strategies & bold innovations
- Discussion

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Diversity, Access & Inclusion: Terminology, Data & Research

- Diversity
- Underrepresentation
- Inclusion
- Infiltration
- Equality
- Equity
To what extent is the typical education abroad student representative of the college age population?
Diversity, Access & Inclusion: Terminology, Data & Research

- Members of a Racial/Ethnic Minority
- Low Socioeconomic Status
- First Generation College Students
- Learning or Physically Disabled
- Males
- Non-traditional Disciplines (i.e., STEM)
- Community College Students
- Other: Graduate, Non-Traditional students, etc.
Diversity, Access & Inclusion: Terminology, Data & Research

Open Doors, 2015
Diversity, Access & Inclusion: Terminology, Data & Research

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Abroad Participation Rates</td>
<td>34.7%</td>
<td>43.2%</td>
</tr>
<tr>
<td>Enrollment at Degree Granting Institutions</td>
<td>65.3%</td>
<td>56.8%</td>
</tr>
</tbody>
</table>

Open Doors, 2015; NCES, 2012
Diversity, Access & Inclusion: Terminology, Data & Research

Open Doors, 2015
Diversity, Access & Inclusion: Terminology, Data & Research

Education Abroad Participation Rates
- Asian: 7.7%
- Hispanic/Latino: 8.3%
- Black/African American: 15.0%
- American Indian/Alaska Native: 0.5%

Enrollment at Degree Granting Institutions
- Asian: 6.3%
- Hispanic/Latino: 5.6%
- Black/African American: 14.9%
- American Indian/Alaska Native: 0.9%

Open Doors, 2015; NCES, 2012
Open Doors, 2015 (of the institutions reporting disability status)
Diversity, Access & Inclusion: Terminology, Data & Research

Open Doors, 2003/4 vs. 2013/14
## Diversity, Access & Inclusion: Terminology, Data & Research

<table>
<thead>
<tr>
<th>Fields of Study (n=5,770)</th>
<th>Semester</th>
<th>Summer</th>
<th>Embedded</th>
<th>AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>17.0</td>
<td>8.6</td>
<td>73.6</td>
<td>0.8</td>
</tr>
<tr>
<td>Architecture</td>
<td>66.1</td>
<td>3.0</td>
<td>30.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Business</td>
<td><strong>46.8</strong></td>
<td>26.0</td>
<td>26.8</td>
<td>0.4</td>
</tr>
<tr>
<td>Communications</td>
<td>58.7</td>
<td>21.9</td>
<td>19.0</td>
<td>0.5</td>
</tr>
<tr>
<td>Education</td>
<td>61.3</td>
<td>12.8</td>
<td>23.2</td>
<td>2.7</td>
</tr>
<tr>
<td>Engineering</td>
<td>21.8</td>
<td>11.7</td>
<td><strong>65.3</strong></td>
<td>1.3</td>
</tr>
<tr>
<td>Foreign Language and Lit.</td>
<td>46.8</td>
<td>40.9</td>
<td>5.7</td>
<td><strong>6.7</strong></td>
</tr>
<tr>
<td>Life Sciences</td>
<td>40.5</td>
<td>21.6</td>
<td>35.5</td>
<td>2.4</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>27.6</td>
<td>23.2</td>
<td><strong>45.8</strong></td>
<td>3.4</td>
</tr>
<tr>
<td>Social Science &amp; History</td>
<td><strong>48.6</strong></td>
<td>27.7</td>
<td>20.3</td>
<td>3.4</td>
</tr>
</tbody>
</table>

Ogden, 2010
Diversity, Access & Inclusion: Terminology, Data & Research

<table>
<thead>
<tr>
<th>Need Index (n=8,415)</th>
<th>Frequency</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>No FAFSA</td>
<td>2,351</td>
<td>27.9%</td>
</tr>
<tr>
<td>0</td>
<td>1,714</td>
<td>20.4%</td>
</tr>
<tr>
<td>1-49</td>
<td>1,508</td>
<td>17.9%</td>
</tr>
<tr>
<td>50-99</td>
<td>2,238</td>
<td>26.6%</td>
</tr>
<tr>
<td>100</td>
<td>604</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

“Students who receive federal financial aid are 11 percentage points less likely to intend to study abroad than are those not getting federal aid.”

“Insufficient financial capital significantly inhibits the likelihood of participation in study abroad even in the earliest stages when the beginnings of predisposition, plans or intentions to study abroad are first being formed.”

- Salisbury, Umbach, Paulsen, Pascarella, 2009
First generation students are less likely than their peers whose parents went to college to participate in high impact experiences, such as study abroad.

- National Survey of Student Engagement, 2007

For each one-unit increase in parents’ education, the odds of intending to study abroad increases approximately 5% (19% for white students).

- Salisbury, Paulsen, Umbach & Pascarella, 2011

Barriers that inhibit first generation students include: cost, lack of information about study abroad, family constraints, institutional barriers, and individual limitations.

### Diversity, Access & Inclusion: 
**Terminology, Data & Research**

| 2005/06 – 2008/09 | Semester  
\(n=3,580\) | Summer  
\(n=1,910\) | Embedded  
\(n=2,814\) | AY  
\(n=111\) |
<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Race/Ethnicity:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>44.0</td>
<td>22.8</td>
<td>32.0</td>
<td>1.2</td>
</tr>
<tr>
<td>Minority</td>
<td>38.8</td>
<td>21.8</td>
<td>37.4</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Gender:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>39.5</td>
<td>20.6</td>
<td>38.4</td>
<td>1.5</td>
</tr>
<tr>
<td>Female</td>
<td>44.7</td>
<td>24.2</td>
<td>30.0</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>First Generation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>33.4</td>
<td>20.8</td>
<td>44.3</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Non-Traditional (26+)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.4</td>
<td>10.1</td>
<td>84.2</td>
<td>0.3</td>
</tr>
<tr>
<td><strong>Freshmen &amp; Sophomores</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.6</td>
<td>24.2</td>
<td>70.4</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>Financial Need (50-100) (w/i group)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27.9</td>
<td>28.7</td>
<td>44.1</td>
<td>47.6</td>
</tr>
</tbody>
</table>

Ogden, 2010
Logistic regression results predicting the likelihood of intent to study abroad across four racial groups (Odds Ratios) (White, n=5,321; African American, n=546; Asian American, n=426; Hispanic, n=333)

<table>
<thead>
<tr>
<th>Variables</th>
<th>White</th>
<th>African-American</th>
<th>Asian-American</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Grant</td>
<td>0.782</td>
<td>0.520</td>
<td>0.837</td>
<td>2.940</td>
</tr>
<tr>
<td>Institutional Grant</td>
<td>0.936</td>
<td><strong>1.124</strong></td>
<td><strong>2.172</strong></td>
<td><strong>1.242</strong></td>
</tr>
<tr>
<td>Loan</td>
<td>1.020</td>
<td>0.724</td>
<td>0.986</td>
<td>0.471</td>
</tr>
</tbody>
</table>

Salisbury, Paulsen & Pascarella, 2011
Diversity, Access & Inclusion: Challenges, Approaches & Consequences

**CHOICE TO STUDY ABROAD**
- Socioeconomic status
- Lack of information & role models
- Previous travel abroad
- Perceived importance of education abroad
- Language proficiency
- Home and school contexts
- Etc.

**BARRIERS TO STUDY ABROAD**
- Institutional barriers
- Major and program fit
- Family support
- Fear of discrimination
- Program portfolio offerings
- Cost
- Etc.

It is the SIO’s role to find additional ways to increase awareness, interest and participation.
Diversity, Access & Inclusion: Challenges, Approaches & Consequences

- New mandates to increase participation
- Population of ethnic/racial, first generation, high need students is growing
- Family and institutional financial constraints
Diversity, Access & Inclusion: Challenges, Approaches & Consequences

- Deficit model thinking
- Initiatives and programs to diversify are often isolated activities vs. part of reaching a strategic goal
- Focus is on numbers, not support or quality of experience
- Decisions are not data-driven
Diversity, Access & Inclusion: Challenges, Approaches & Consequences

If we are not successful...

- Outbound aspect of internationalization benefits a few
- Education abroad is not in line with campus strategic goals
- Education abroad becomes marginalized
Why the Senior International Officer plays a different role:

- Decision maker
- Proximity to leadership
- Big-picture view
- Not immersed in day-to-day program administration
Diversity, Access & Inclusion:
Leveraging the Senior International Officer

Setting the narrative:

- Advocating for a campus internationalization strategy
- Honing your elevator pitch
Diversity, Access & Inclusion: 
Leveraging the Senior International Officer

Make education abroad and diversifying education abroad part of broader campus strategy:

- Demonstrate how education abroad can help fulfill the agenda of the president and provost.
- Make use of data and metrics to show the outcomes and outputs of education abroad.
- Learn to think like your boss – and your boss’ boss.
- Become part of the reaccreditation process.
- Address structural hurdles.
Diversity, Access & Inclusion: Leveraging the Senior International Officer

Enlist strategic allies:

- Chief diversity officer
- Financial aid office
- Institutional research
- The faculty
Diversity, Access & Inclusion: Leveraging the Senior International Officer

Be one of the faculty:

- Remind faculty members of the academic value of education abroad.
- Eliminate roadblocks.
- Enlist faculty members as mentors and program leaders.
- Embed education abroad in key departments and in the curriculum.
Diversity, Access & Inclusion: 

*Leveraging the Senior International Officer*

Link education abroad to the broader debate on campus diversity:

- Greater attention to issues of inclusion.
- Make the international office as a whole part of the discussion about campus climate.
- Cast education abroad as part of the solution.
Diversity, Access & Inclusion: *Best Practices, Strategies, & Innovations*

*At Home in the World*
- American Council on Education
Diversity Abroad's AID Roadmap is both a set of diversity and inclusive good practice guidelines as well as an intensive self-assessment tool that is designed to help education abroad offices document and assess their diversity and inclusion practices, and serve as a guide for implementing policies and practices that will help offices achieve their diversity and inclusion goals.
Diversity, Access & Inclusion: Best Practices, Strategies, & Innovations

- Guideline One | Institutional Profile & Data Collection
- Guideline Two | Diversity and Inclusion Strategy
- Guideline Three | Campus Collaboration
- Guideline Four | Professional Development and Staffing
- Guideline Five | Outreach, Marketing, and Recruitment
- Guideline Six | Student Advising
- Guideline Seven | Financial Aid
- Guideline Eight | Programming Offerings
- Guideline Nine | Health and Safety
- Guideline Ten | In-Country
- Guideline Eleven | Re-Entry
Diversity, Access & Inclusion: Best Practices, Strategies, & Innovations

• Generate new ideas
• Create a baseline for improvement
• Inform Strategic Planning
• Make real progress toward diversity & inclusion
• Gain recognition for your institution’s diversity & inclusive progress
Diversity, Access & Inclusion: 
Best Practices, Strategies, & Innovations

Alan Bartlett, ‘15 
Engineering 
Univ. of Kentucky
Diversity, Access & Inclusion: Best Practices, Strategies, & Innovations

Media Arts and Studies Student Awarded $5,000 ISA Diversity Scholarship

“Diversity is about being yourself. Everyone has his or her own experiences, it’s not necessarily a race thing. Your experiences are what make you different.”

The University of Kentucky Education Abroad (UK EA) Diversity Scholarship Committee awarded Elies Conwell its $5,000 Diversity Scholarship for the fall 2015. UK EA and partner organization International Studies Abroad (ISA) collaborate to award this scholarship to UK students each semester.

“Diversity scholarship reaches out to a population which is traditionally underrepresented in education abroad,” said Yiyi Tang, UK EA financial manager.

Conwell, a media arts and studies UK student, plans to study international management, business and economics in spring 2016. His program will take place in Beppu, Japan at Ritsumeikan Asia Pacific University (APU), where he will explore the business aspects of multimedia and production.

The Diversity Scholarship is awarded to students who identify themselves as diverse, and diversity is manifested itself in many different ways. “Diversity is about being yourself,” Conwell said. “Everyone has his or her own experiences, it’s not necessarily a race thing. Your experiences are what make you different.”

Students awarded the Diversity Scholarship have up to two calendar years to use the amount toward an ISA program. The deadlines are March 1 for the spring and October 1 for the fall. To apply or learn more about this scholarship visit uky.edu/international/diversity scholarships.

TAGS: Cultural Diversity, Education Abroad News, Front Page
Diversity, Access & Inclusion: Best Practices, Strategies, & Innovations

INDIVIDUALS WITH DISABILITIES AND EDUCATION ABROAD

FIRST GENERATION STUDENTS AND EDUCATION ABROAD

GENDER ISSUES AND EDUCATION ABROAD

RELIGION AND EDUCATION ABROAD

SEXUAL ORIENTATION AND EDUCATION ABROAD

RACE, ETHNICITY AND EDUCATION ABROAD

UNIVERSITY OF KENTUCKY DIVERSITY SERIES
Diversity, Access & Inclusion: Supporting References

Diversity, Access & Inclusion: 
Supporting References

Diversity, Access & Inclusion
Moving the Dial on Education Abroad

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