



**2016**

**Association of International  
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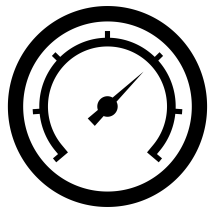
# **Diversity, Access & Inclusion**

## ***Moving the Dial on Education Abroad***

Karin Fischer, Chronicle of Higher Education [Chair]

Andrew Gordon, Diversity Abroad

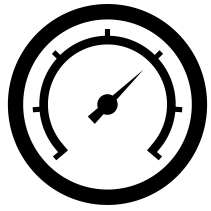
Anthony C. Ogden, University of Kentucky



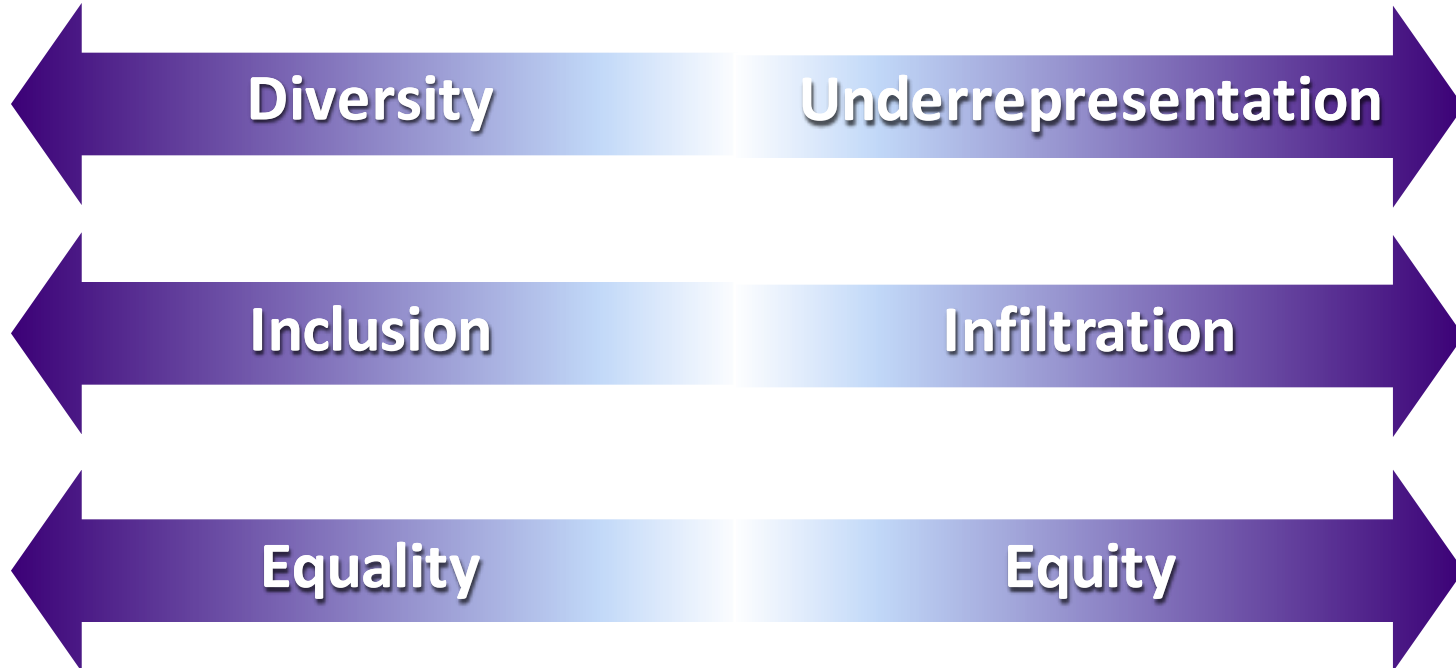
# Diversity, Access & Inclusion: *Moving the Dial on Education Abroad*

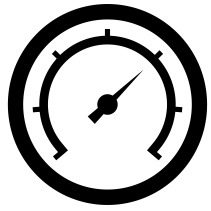
- Introductions
- Terminology, enrollment data & the research
- Challenges, previous approaches & consequences
- Leveraging the SIO role
- Best practices, new strategies & bold innovations
- Discussion





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



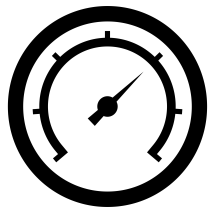


# Diversity, Access & Inclusion: *Terminology, Data & Research*



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

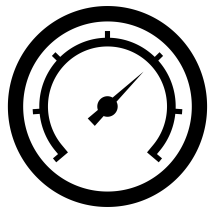
Learning or Physically Disabled

Males

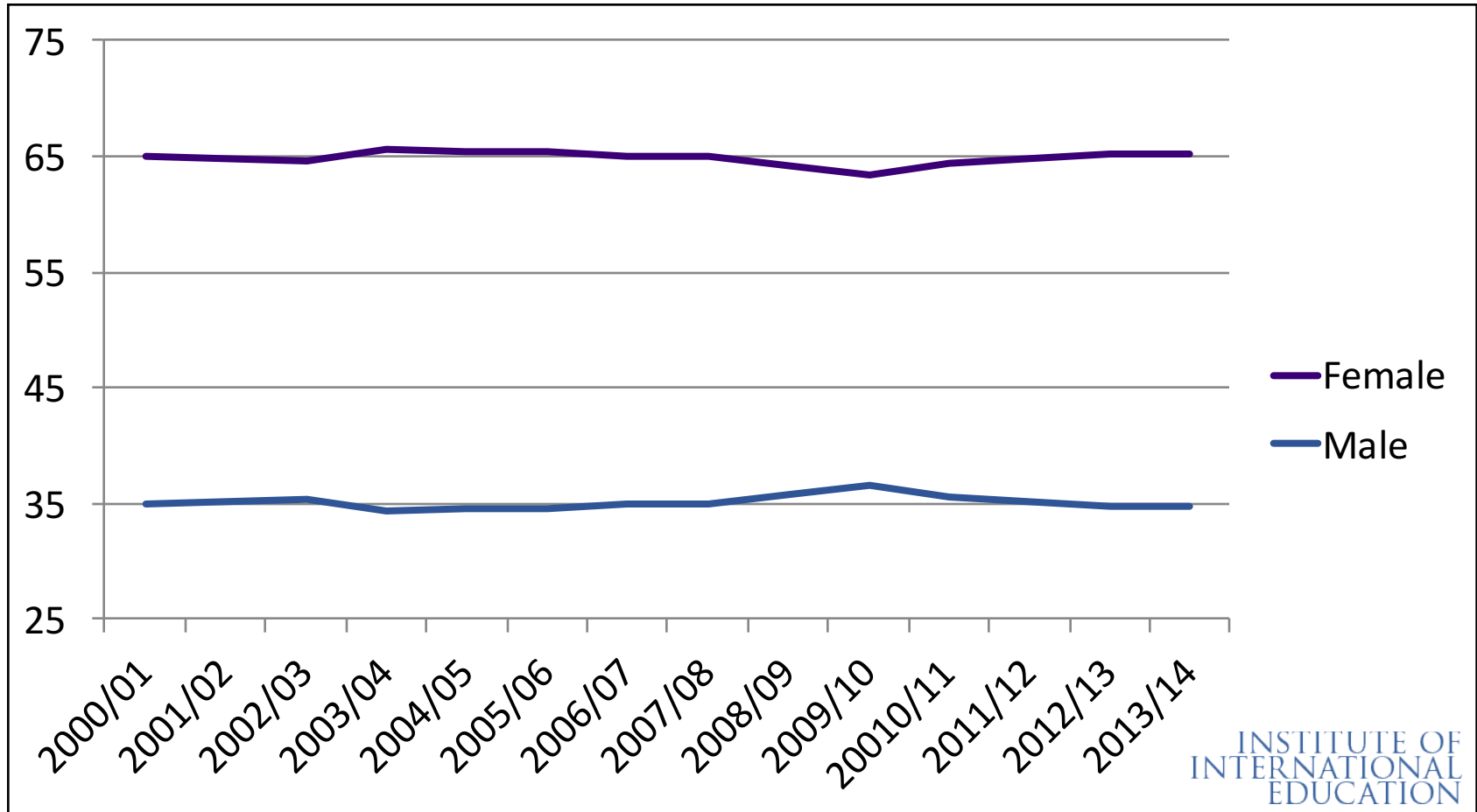
Non-traditional Disciplines (i.e., STEM)

Community College Students

Other: Graduate, Non-Traditional students, etc.

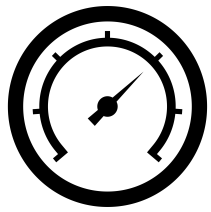


# Diversity, Access & Inclusion: *Terminology, Data & Research*

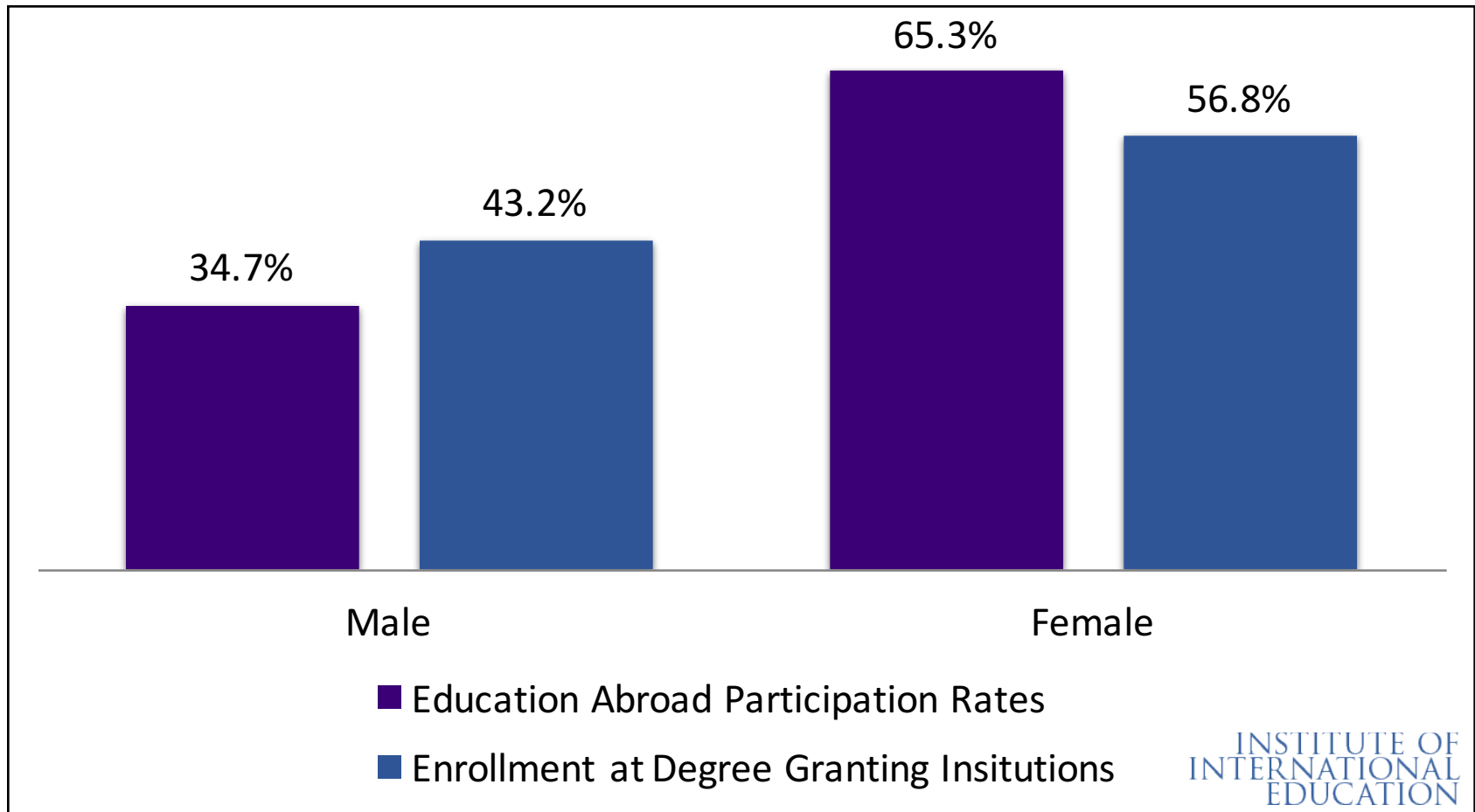


Open Doors, 2015





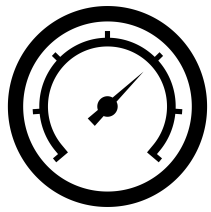
# Diversity, Access & Inclusion: *Terminology, Data & Research*



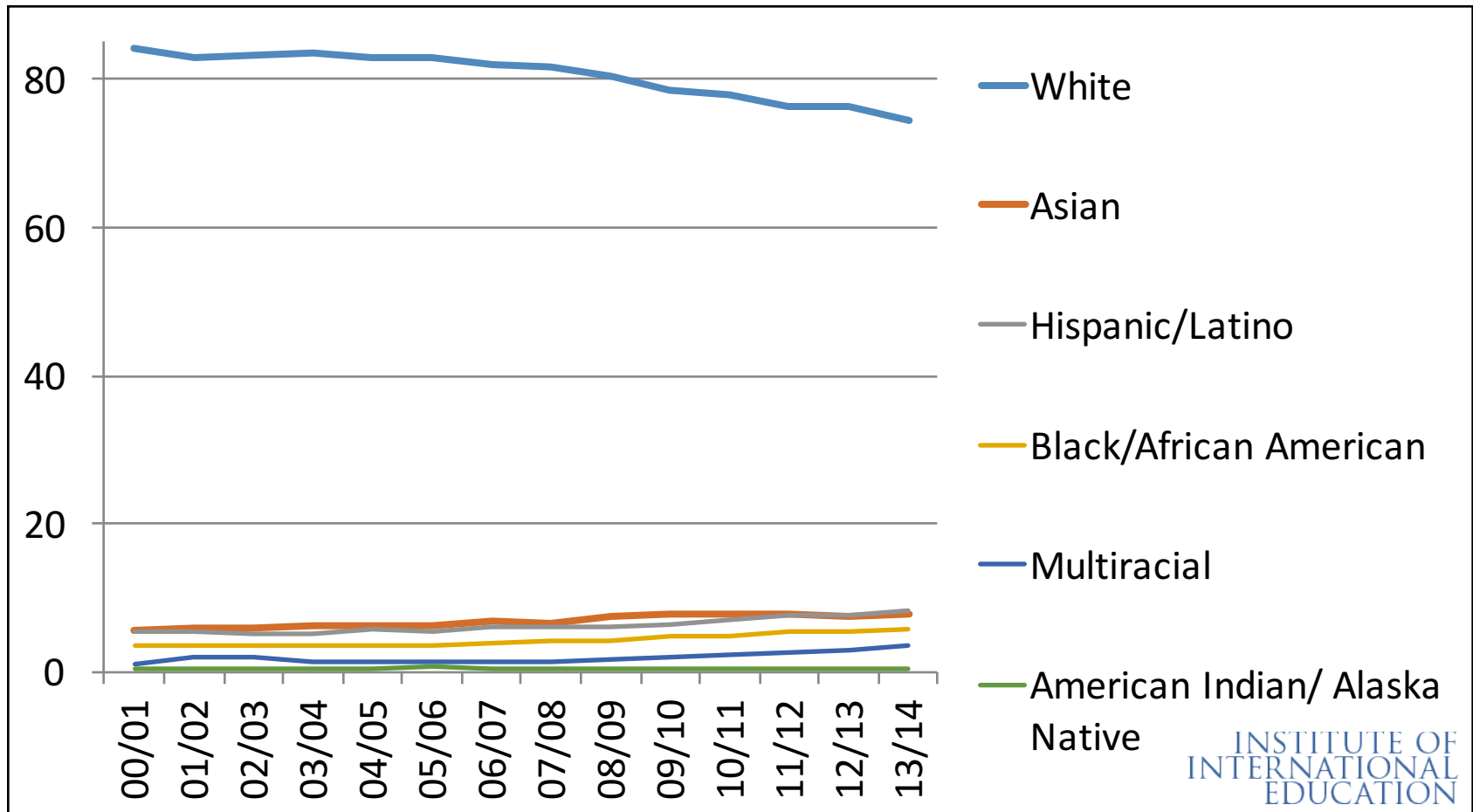
Open Doors, 2015; NCES, 2012

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

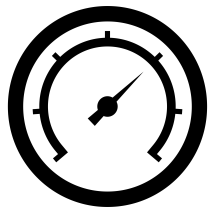


Open Doors, 2015

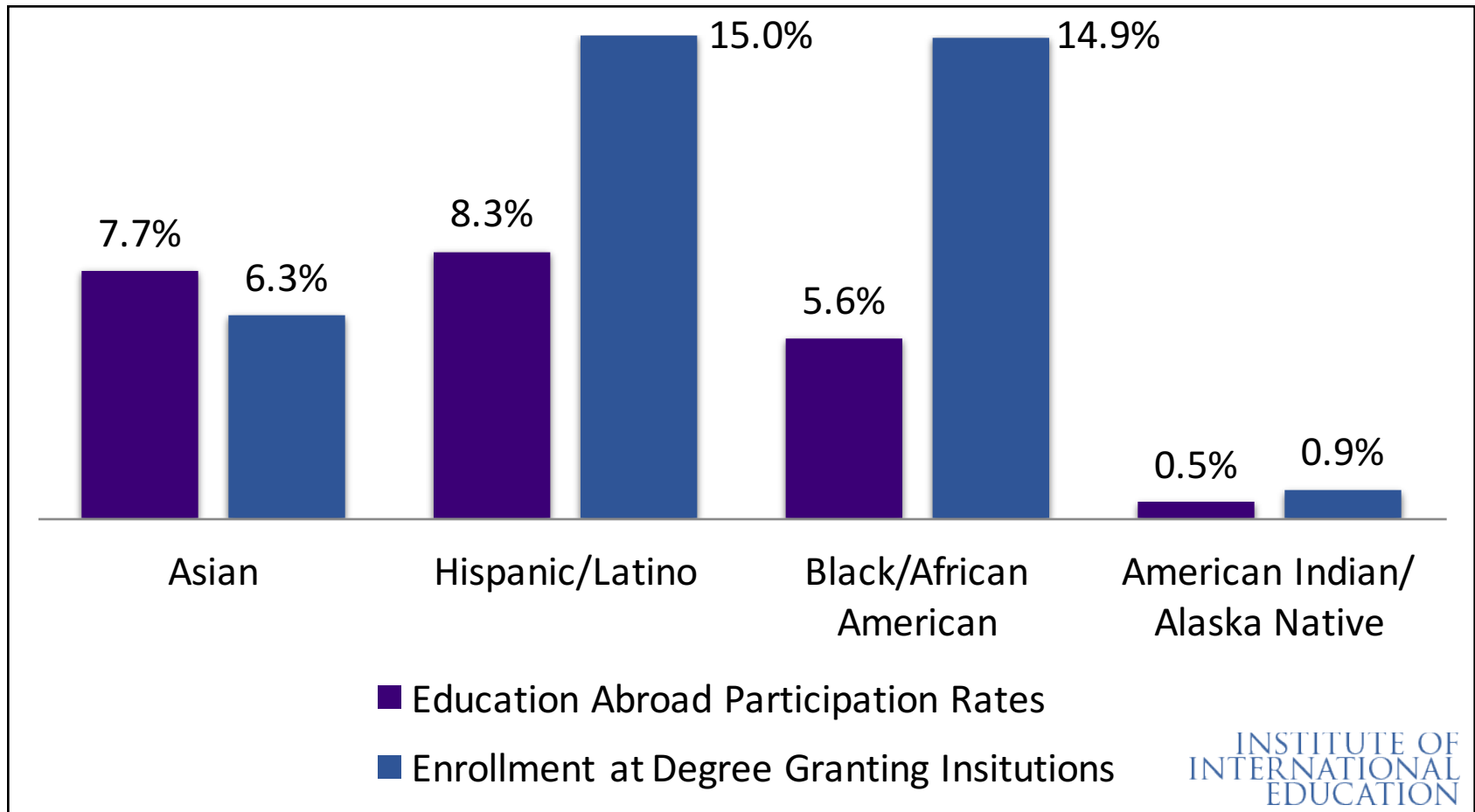
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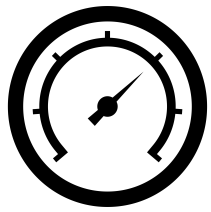


# Diversity, Access & Inclusion: *Terminology, Data & Research*

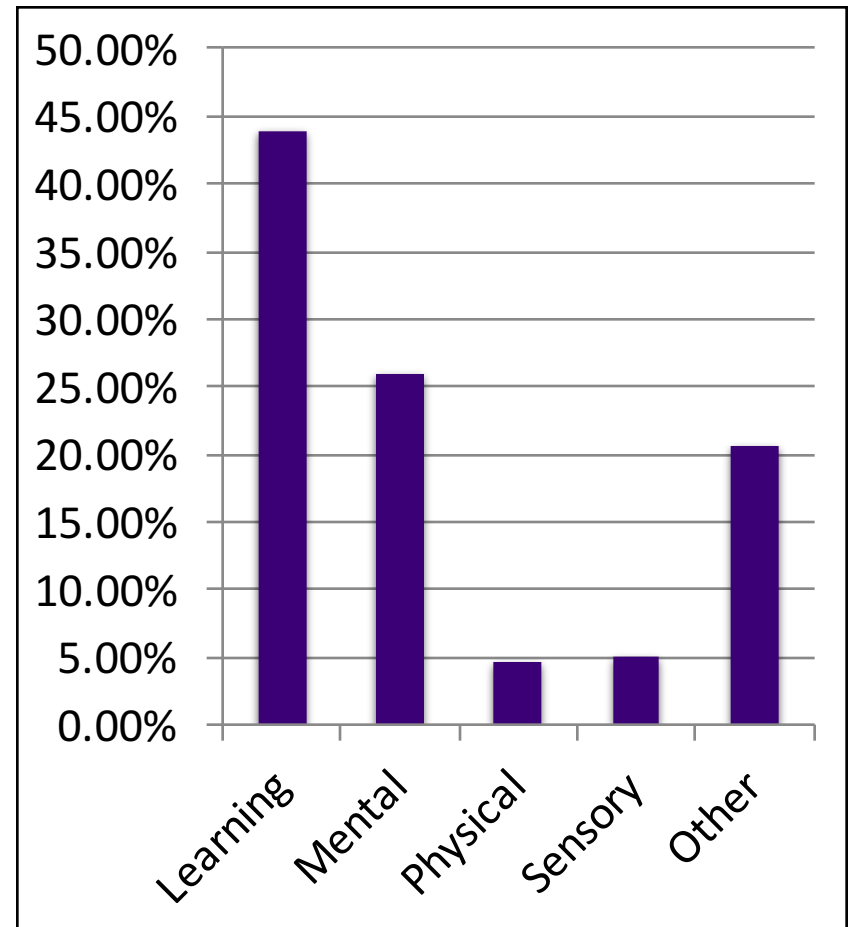
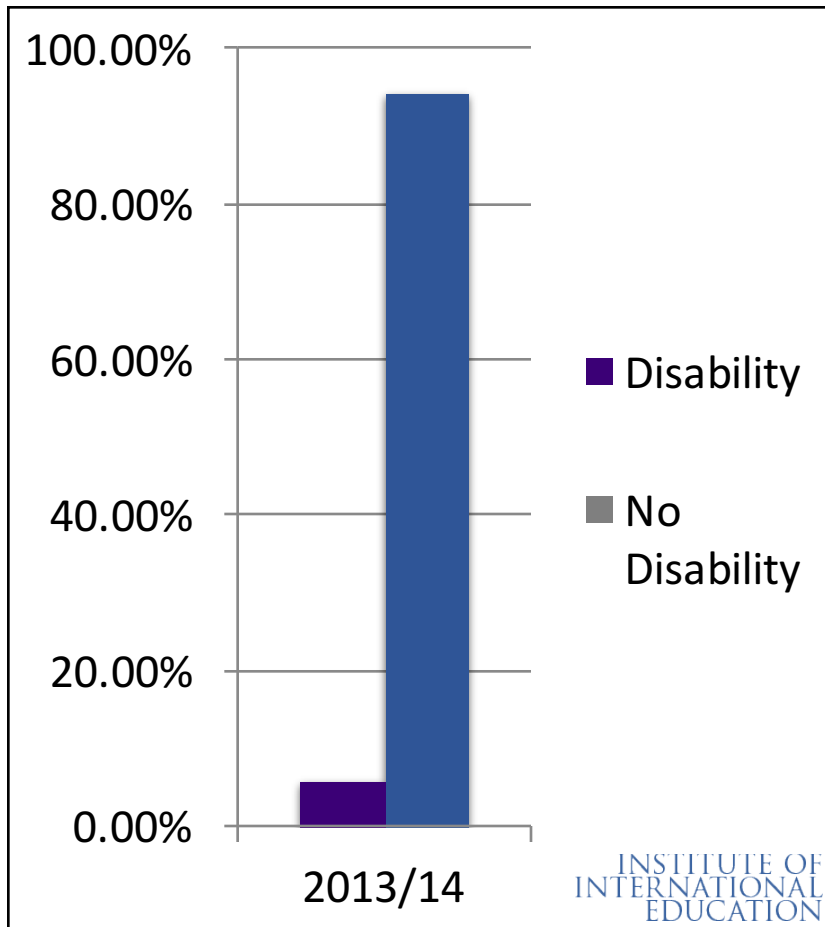


Open Doors, 2015; NCES, 2012



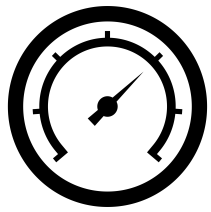


# Diversity, Access & Inclusion: *Terminology, Data & Research*

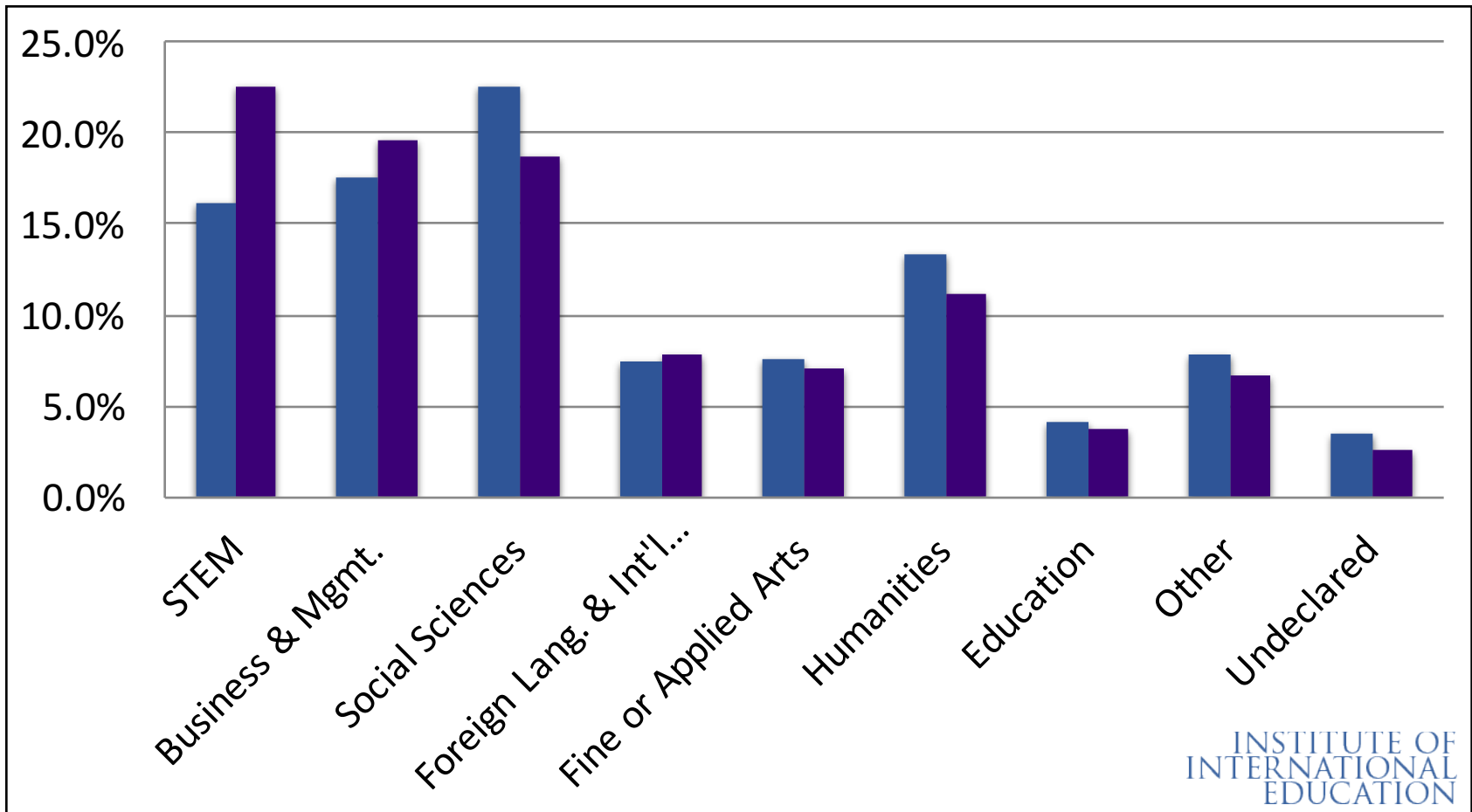


Open Doors, 2015 (of the institutions reporting disability status)





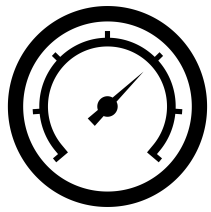
# Diversity, Access & Inclusion: *Terminology, Data & Research*



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Open Doors, 2003/4 vs. 2013/14



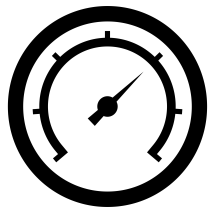


# Diversity, Access & Inclusion: *Terminology, Data & Research*

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

Ogden, 2010





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

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

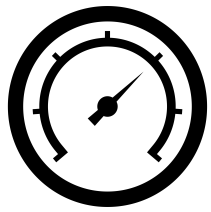
Ogden, 2010

“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.”

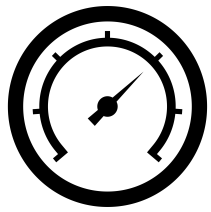
- Salisbury, Umbach, Paulsen, Pascarella, 2009





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

- ✓ 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.
  - Council for Opportunity in Education, 2003

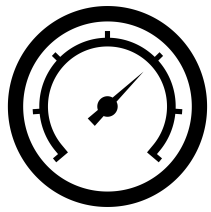


# Diversity, Access & Inclusion: *Terminology, Data & Research*

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

Ogden, 2010





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

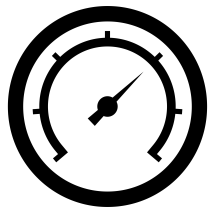
**Logistic regression results predicting the likelihood of intent to study abroad across four racial groups (Odds Ratios)**

(White, n=5,321; African Amrcn., n=546; Asian Amrcn., n=426; Hispanic, n=333)

Variables	White	African-American	Asian-American	Hispanic
Federal Grant	0.782	0.520	0.837	<b>2.940</b>
Institutional Grant	0.936	<b>1.124</b>	<b>2.172</b>	<b>1.242</b>
Loan	1.020	0.724	0.986	0.471

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



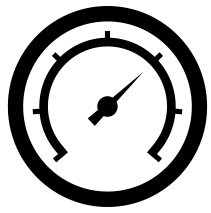
# Diversity, Access & Inclusion: *Challenges, Approaches & Consequences*

## 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



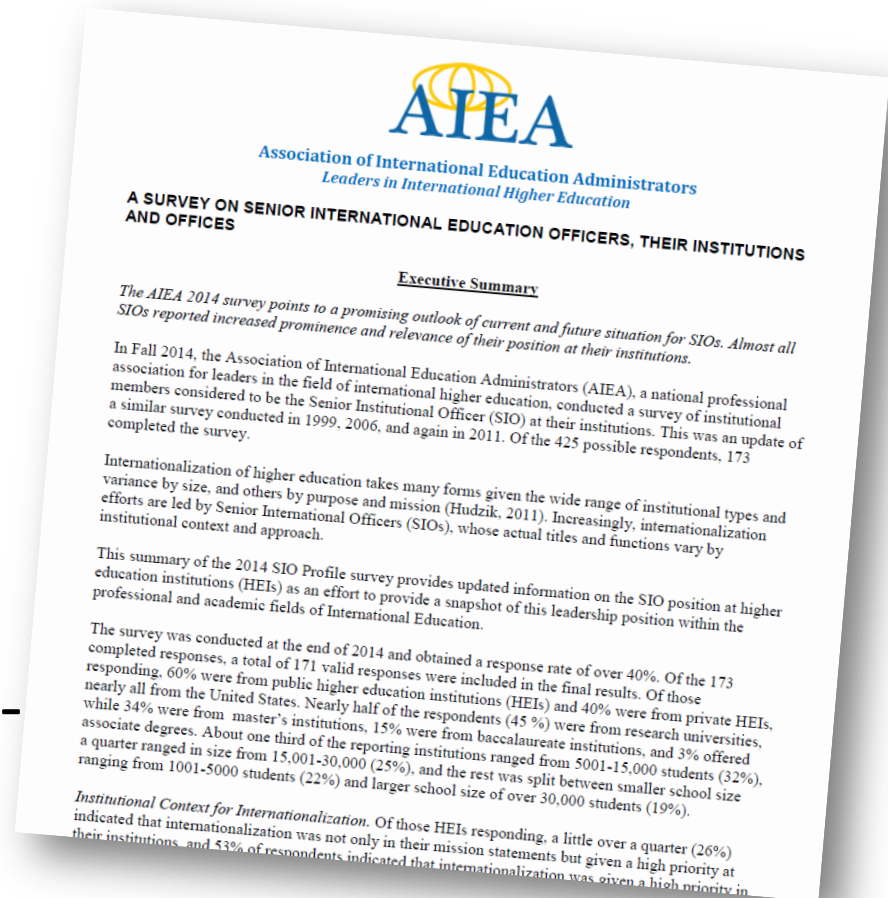


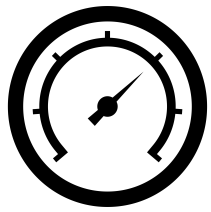


# Diversity, Access & Inclusion: *Leveraging the Senior International Officer*

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



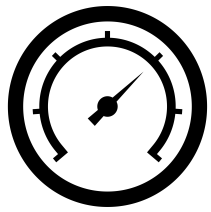


# Diversity, Access & Inclusion: *Leveraging the Senior International Officer*

## Setting the narrative:

- Advocating for a campus internationalization strategy
- Honing your elevator pitch



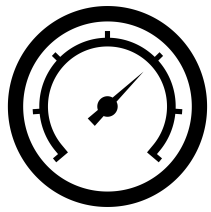


## Diversity, Access & Inclusion: *Leveraging the Senior International Officer*

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.



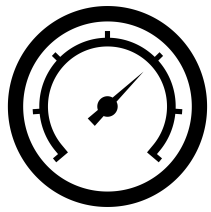


# Diversity, Access & Inclusion: *Leveraging the Senior International Officer*

Enlist strategic allies:

- Chief diversity officer
- Financial aid office
- Institutional research
- The faculty





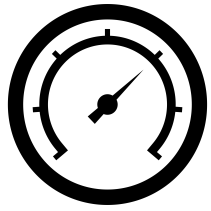
# Diversity, Access & Inclusion: *Leveraging the Senior International Officer*



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.





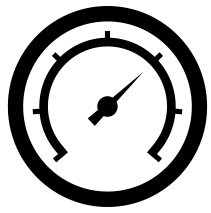
## Diversity, Access & Inclusion: *Leveraging the Senior International Officer*

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, Access & Inclusion: *Best Practices, Strategies, & Innovations*

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

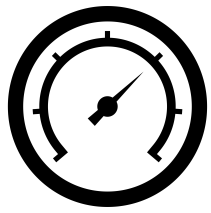




# Diversity, Access & Inclusion: *Best Practices, Strategies, & Innovations*

- 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*



HOME

ENGINEERING STUDENTS

PARENTS

ENGINEERING PROFESSORS

EDUCATION ABROAD OFFICES

BLOG

CONTACT

EDUCATION ABROAD

*Engineers should be fighting for the chance to participate in education abroad*

*Personal growth, professional development, educational advancement, social adaptability, and cultural exposure are all integrated within education abroad programs unlike any other opportunity*

FEATURED PROGRAM



Visit local renewable energy installations

Study Renewable Energy Technologies in Pamplona, Spain with the University of Kentucky! Click the picture above to learn more.

ENGINEERING STUDENTS

Read an open letter to engineering students about study abroad, learn the answers to Frequently Asked Questions, and everything you need to know before, during and after your study abroad program

Read More

PARENTS

As a parent, having a child that wants to study abroad can be a confusing time, read the parent section of EngineersAbroad for everything you need to know

Read More

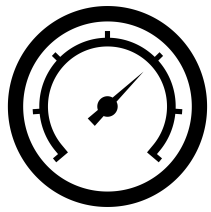
ENGINEERING PROFESSORS

Engineering professors can read more about ABET accreditation equivalencies, The Washington Accord, and how study abroad can result in well-rounded engineering student graduates

Read More

Alan Bartlett, '15  
Engineering  
Univ. of Kentucky





# Diversity, Access & Inclusion: *Best Practices, Strategies, & Innovations*

## UK EDUCATION ABROAD DIVERSITY SCHOLARSHIP

UK Education Abroad encourages all qualified UK students participating in an approved education abroad program offered by Academic Programs International (API) or International Studies Abroad (ISA) to apply for the UK Education Abroad Diversity Scholarship. Scholarships are available to students who contribute to the university's compelling interest in the educational benefit of diversity within the UK student body.

[Learn about the Spring 2015 recipients here.](#)  
[Learn about the Fall 2015 recipients here.](#)

Please note that this scholarship is a voucher and is NOT tied to a specific term. Scholarship recipients will have to two calendar years to apply the scholarship toward an API or ISA education abroad program.

**This scholarship offers two award cycles and is not tied to a specific term. Deadlines to apply are March 1st and October 1st.**

Two scholarships of \$5,000 will be awarded for the Fall 2016 application cycle (with a deadline of March 1st) provided by API and the other provided by ISA. The student who receives the API scholarship will have two calendar years to apply it to an API education abroad program. The student who receives the ISA scholarship has two calendar years to apply it to an ISA education abroad program.

Scholarships are available to students who contribute to the university's compelling interest in the educational benefit of diversity within the UK student body. This includes but is not limited to race or ethnic origin, sex, religion, creed, sexual orientation, gender identity, gender expression, disability, and other characteristics. It includes first generation students, students who have never traveled abroad, students from low income communities, students from rural Appalachian communities, and students with a history of overcoming adversity.

Consideration shall be given to all full-time, undergraduate UK students enrolled or planning to enroll in an approved API or ISA education abroad program (Summer, Fall, Spring). **UK sponsored programs at API or ISA are not considered to be approved API or ISA programs.** A minimum cumulative GPA of 4.0 is required at the time of application for this scholarship. Due to GPA requirements, freshmen and students are unable to apply during their first semester at UK. Award recipients must be in good academic standing at the time of award and during the semester prior to their intended term abroad.

## 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 Elias 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.

"This 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 can manifest 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/diversityscholarship](http://uky.edu/international/diversityscholarship).

TAGS:

Cultural Diversity Education Abroad News Front Page





UK EDUCATION ABROAD DIVERSITY SERIES

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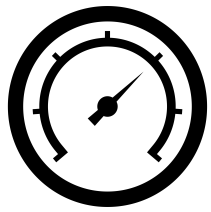
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**RACE, ETHNICITY**  
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# UNIVERSITY OF KENTUCKY DIVERSITY SERIES



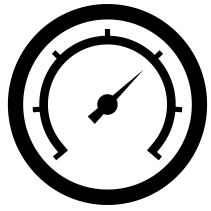
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# **Diversity, Access & Inclusion**

*Moving the Dial on Education Abroad*

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