INTERSECTIONALITY IN MARKETING AND RECRUITING:
DEFINING “UNDERREPRESENTED” IN STUDY ABROAD

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SESSION AGENDA

1. Setting The Context
2. Our Communities
3. Multi-Media & Intersectionality of Identities
4. Representative Voices
5. Partnerships & Allies
6. Activity
7. Debrief
SETTING THE CONTEXT

When thinking about defining underrepresented groups from an institutional context:

- Why do we need to define them?
- Why is it important to our office/organizations and what we do?

What happens when we define these groups of students?

- How do these definitions impact the goals to improve diversity and inclusion in education abroad?
- Do our definitions include and/or exclude anyone? If so, who and why?

How has the process of defining these groups impacted resource allocation at your institution?

- How has it impacted program design at your institution?

What data do you, and your institution gather regarding student identities?

- How is this reflected in your office’s (and institution’s) mission statement and values?
DIVERSITY IN ED ABROAD

“One of the insidious features of discrimination in study abroad, as in other parts of society, is that it feeds on itself.

So long as programs are perceived to be designed and reserved for the unusually talented, wealthy, young and white these are the participants who will tend to apply.”

- CIEE publication and Opening Address of 43rd International Conference on Educational Exchange (1991)
- Conversation regarding who is participating and who is not has been occurring for some time
- Clearly the field has made strides toward diversifying study abroad BUT are we being one dimensional in our efforts?
- Are we being mindful about intersectionality and the complex identities of our students?

(Goodwin and Nacht 1988)
OUR COMMUNITIES
“(Community College study abroad offices)... do not purposefully target any particular student group because their intent is to serve all students, and because their student population is already diverse, those who choose to study abroad mirror that diversity.”

(Promoting Inclusion in Education Abroad, Raby and Rhodes 2018)
Comparison: Academic College enrollment as % of Institutional Enrollment to % of LA Enrollment

- Engineering
- Science
- Health
- Undergraduate Studies
- Cont Ed & Community Engagement
- Nursing
- Education
- Architecture & Planning
- Law
- University Non-Matriculating
- Social Work
- Dentistry
- Graduate School
- Cultural & Social Transformation
- Mines & Earth Sciences
- Social & Behavioral Science
- Medicine
- Pharmacy
- Fine Arts
- Humanities
- Business

- % of LA Enrollment
- % of Institutional Enrollment
GLOBAL EDUCATION AT CAPA

At CAPA, Diversity is an Educational Principle and an Ethical Imperative

Identity, Diversity, and Inclusion
CAPA's commitment to diversity is academic, experiential, and personal. CAPA students are welcomed into an inclusive environment and given the tools to analyze, explore, and embrace differences within the global city where they are studying.
MULTI-MEDIA & INTERSECTIONALITY OF IDENTITIES
DIVERSITY & IDENTITY GUIDES

LGBTQ+ COMMUNITY CAPA COUNTRY HIGHLIGHTS

United States of America
- 1974: Society for Human Rights established as first documented LGBT rights organization
- 1959: Stonewall Riots in NYC, lesbian trans women of color
- 1979: First Gay Pride Parade in NYC
- 1977: State Senate passes the first LGBT+ civil rights bill in New York City
- 1995: First same-sex marriages in the USA
- 2015: Same-sex marriage in the USA

Argentina
- 1997: Homosexuality became legal in Argentina
- 1992: First Gay Pride Parade in Buenos Aires
- 2012: Same-sex marriages in Argentina
- 2012: First female mayor elected in Argentina
- 2018: First female governor elected in Argentina

Ireland
- 1975: Campaign for Homosexual Law Reform
- 2015: Civil Partnership Act passed
- 2015: Same-sex marriage legal in Ireland

Resources
- Student Voices
- Diversity & Identity
- First-Generation College Students Abroad
- LGBTQ+ Students Abroad
- Non-Traditional Students Abroad
- Non-Traditionally Aged Students Abroad
- STEM Students Abroad
- Student Veterans Abroad
- Students of Color Abroad
- Students of Faith Communities Abroad
- Students Who Experience Disability Abroad
- Students with DACA Abroad
- Students with Families
- Women Abroad
- Parents & Families
- Peer Mentor Program

Many student-athletes assume that learning abroad isn’t a possibility for them due to their busy training, practice and competition schedules. Thankfully, there are many opportunities for student-athletes to learn abroad while maintaining their athletic standing. As a student athlete, you will find that with a little extra planning, going abroad on an academic program is well within your reach. For learning abroad, here are a few reflection questions and tips to help you successfully navigate the process:

Reflection Questions
- What learning abroad programs fit your athletic schedule and commitments?
SOCIAL MEDIA

Learning Abroad
Social Media Influencer Program Training

Story Content

1. Before the Program
   - Expectations or goals, how you chose your program, etc.

2. Everyday Advice
   - Researching your destination, buying tickets, public transportation apps, etc.

3. Impact
   - Focus on one or more of the factors and discuss the impact the program had on you. Is there a story of what those areas led to in terms of personal growth?

4. Memory/Story
   - Share a story about a challenge, funny situation, etc.

5. After the Program
   - Reflection back on “Before” themed post

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Lilled by John Joseph, Anthony and 41 others

capstudentabroad This is @saltwater. Abba is an international student from the United Arab Emirates, studied abroad in the UK last Semester, and is now studying at SIMAUS Shanghai this semester.

Lilled by John Joseph, Anthony and 47 others

capstudentabroad This is one of our Diversity Advocates, Eileen. Eileen Wahman Madsen was born in China and adopted by an American family. She just wrote a blog about her experience as an American Raised Chinese (a term she coined) studying abroad in Shanghai. Check it out at the link below.
REPRESENTATIVE VOICES
STUDENT STAFF

Meet your 2018-19 peer mentors!

Rico Ruff
McKenna Erickson
Callyn Higgins
Hannah Hess

Rico Ruff (Japan 2013)

みんなこんにちは！Hello everyone, my name is Rico. I was a part of Learning Abroad in Japan in 2013, as part of the world's biggest cities. It was a great experience in the field of cultural awareness. I addition, I also attended the School for Cultural Awareness, which opened a new world of opportunities for me. As you explore whether or not you want to take a step into a wider world yourself, I am available to offer you. I am always happy to help share what I know with you, and look forward to helping you on your own journey through NCC.

Student Staff Employment Opportunities

There are many exciting opportunities to work as a student employee in the Learning Abroad office. As a Peer Advisor, Outreach Assistant, or Outreach Intern, you can gain valuable experience and develop important skills. Our student employment plays an important role in making sure that all U of U students know about the awesome opportunities available to them. Check out our student staff employment opportunities below!

Learning Abroad Student Staff Positions

Peer Advisor
Are you enthusiastic about learning abroad and interested in gaining experience in the field of international experience? Are you a leader in your community? Join our team as a Peer Advisor!

Outreach Assistant (Work-Study)
Are you detail-oriented, do you have excellent time management skills, and are you knowledgeable about the student community? Join our team as an Outreach Assistant!

Outreach Intern
Do you jump at the opportunity to talk about your Learning Abroad program? Do you want to encourage others to learn abroad? If so, Outreach Intern could be the job for you!
AMPLIFYING DIVERSITY
PARTNERSHIPS & ALLIES
DIVERSITY STRATEGIC PLAN

Check out our new $3500 Financial Need Scholarship!

Secure a job faster after graduation; earn a higher starting salary; and develop interpersonal skills that prepare you for career progression and professional success.

Only 1 in 10 students learns abroad. Are you the 1 in 10?

STAND OUT

Garrett Flint, Class of 2014
BS, Economics - University of Grenoble Alps, Exchange Alumni


"Besides making life-long friends and solidifying my French during my semester abroad, I gained an appreciation for diversity, and a hunger to better understand other cultures. I was hooked."
The Diversity Advocates Program seeks dedicated, motivated students who have demonstrated a commitment to identity, diversity, social justice, equity and inclusion and would like to continue/build upon this focus during their time abroad.

Participants can continue their commitment to these topics and expand their understanding of them through the context of their experience abroad. Recipients will receive a grant of up to $1,000 to support their field work and project.
ACTIVITY

• What questions or discussion areas resonated with you from the presentation that you can discuss in your office?
• What is the benefit in bringing these topics up for discussion?
• What are the previous ways in which you’ve focused on addressing some of the challenges presented?
• Who are the other stakeholders that can impact the conversation in a positive way?
• What resources will you need to access to move your next steps forward?
DEBRIEF

WHAT
WHY
CHALLENGES
IMPLEMENTATION
QUESTIONS
THANK YOU

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