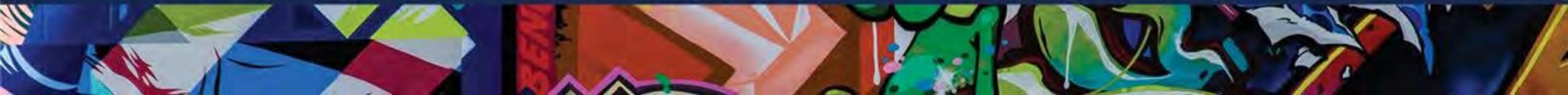


Identity in Focus: Shifting advising practices towards a more diverse and inclusive student experience

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STUDY ABROAD 2019 | OPENING DOORS TO INCREASE DIVERSITY IN STUDY ABROAD





Session Overview

- Defining Terms
- The Changing Field
- Student-Focused Advising
- Advising Approaches
- Activity
- Q & A



Learning Objectives

- Understand current field and what role you play in it
- Interpret tenets of student-focused advising and how they're implemented with your students
- Adapt new inclusive advising strategies to improve access for diverse student populations

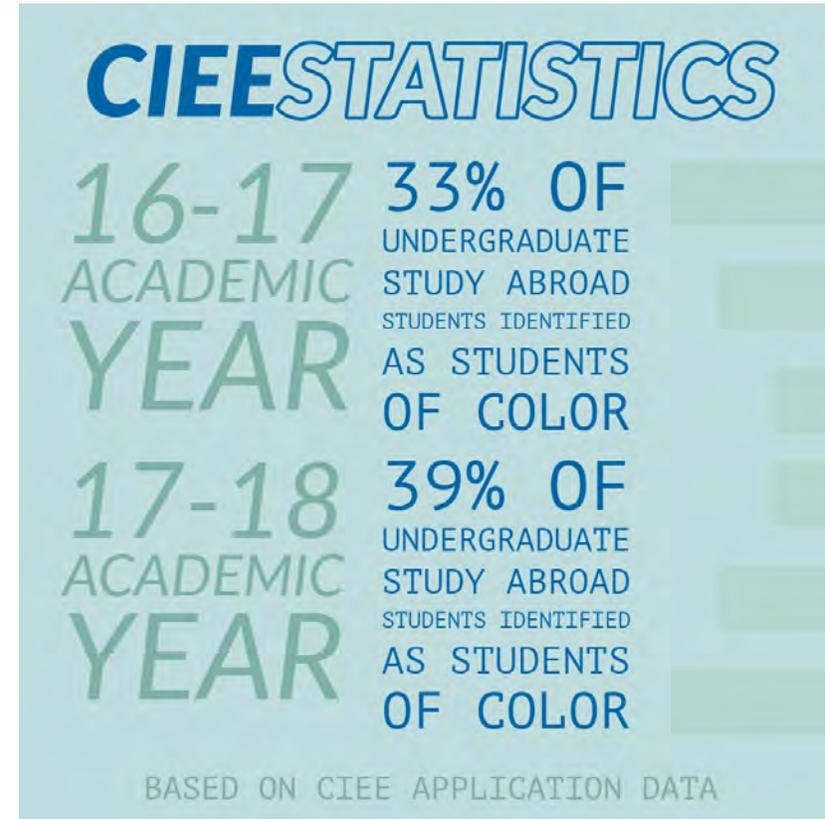
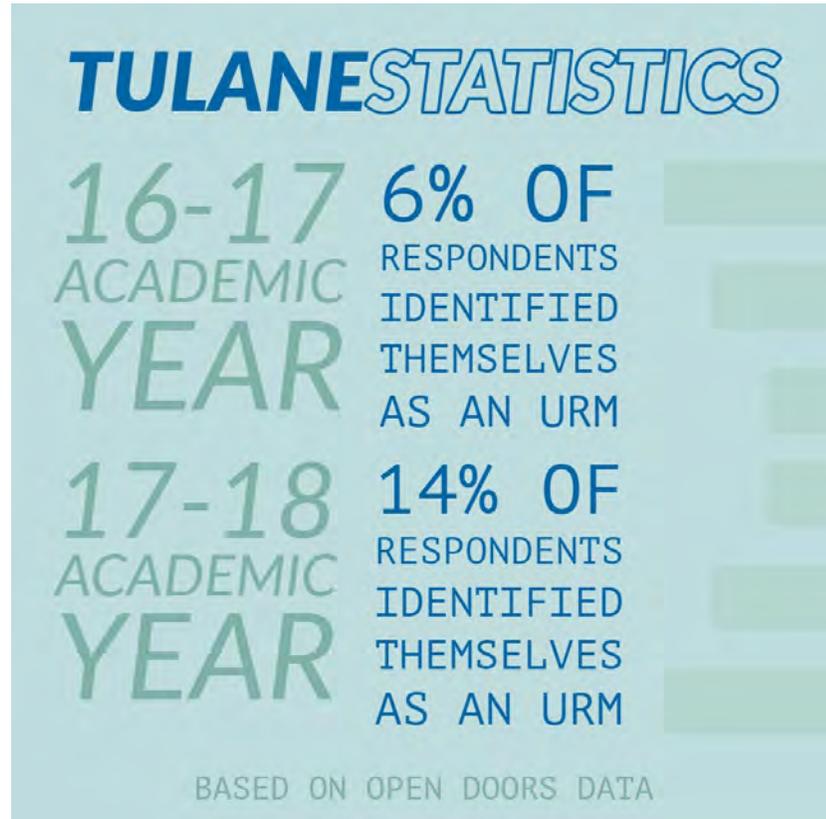
Defining Terms

Diversity: “the practice of affording equal treatment, justice, and opportunity to every group in society, no matter what their differences, in addition to providing these groups with equal representation and opportunities” (Embrick)

Identity: the distinguishing character or personality of an individual (Merriam-Webster)

Intersectionality: “A lens through which you can see where power comes and collides, where it interlocks and intersects,” especially in the experiences of marginalized individuals or groups (Crenshaw)

The Changing Field



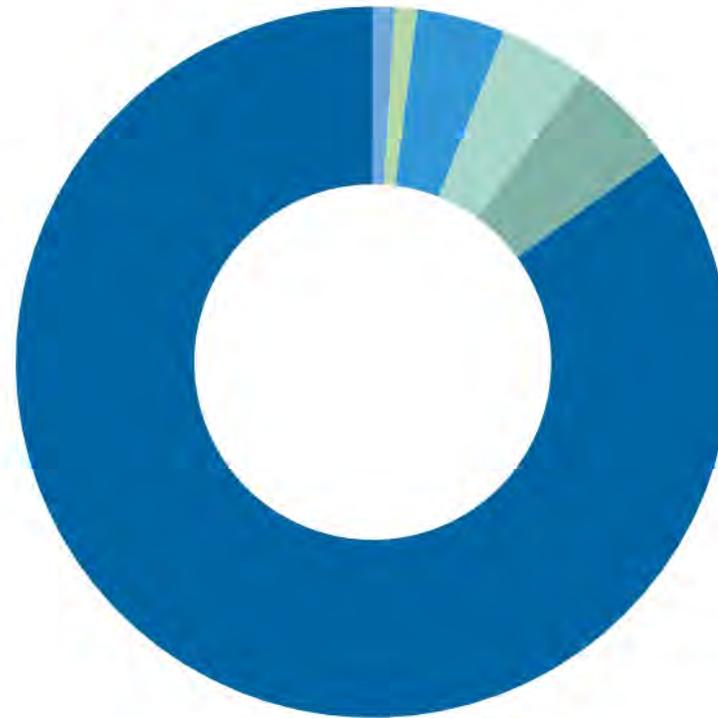
Given diversity in student experience and identity, how do we prepare students as individuals for their study abroad experience?

Advising from a Position of Privilege

Sexual Orientation/Identity

via Diversity Abroad

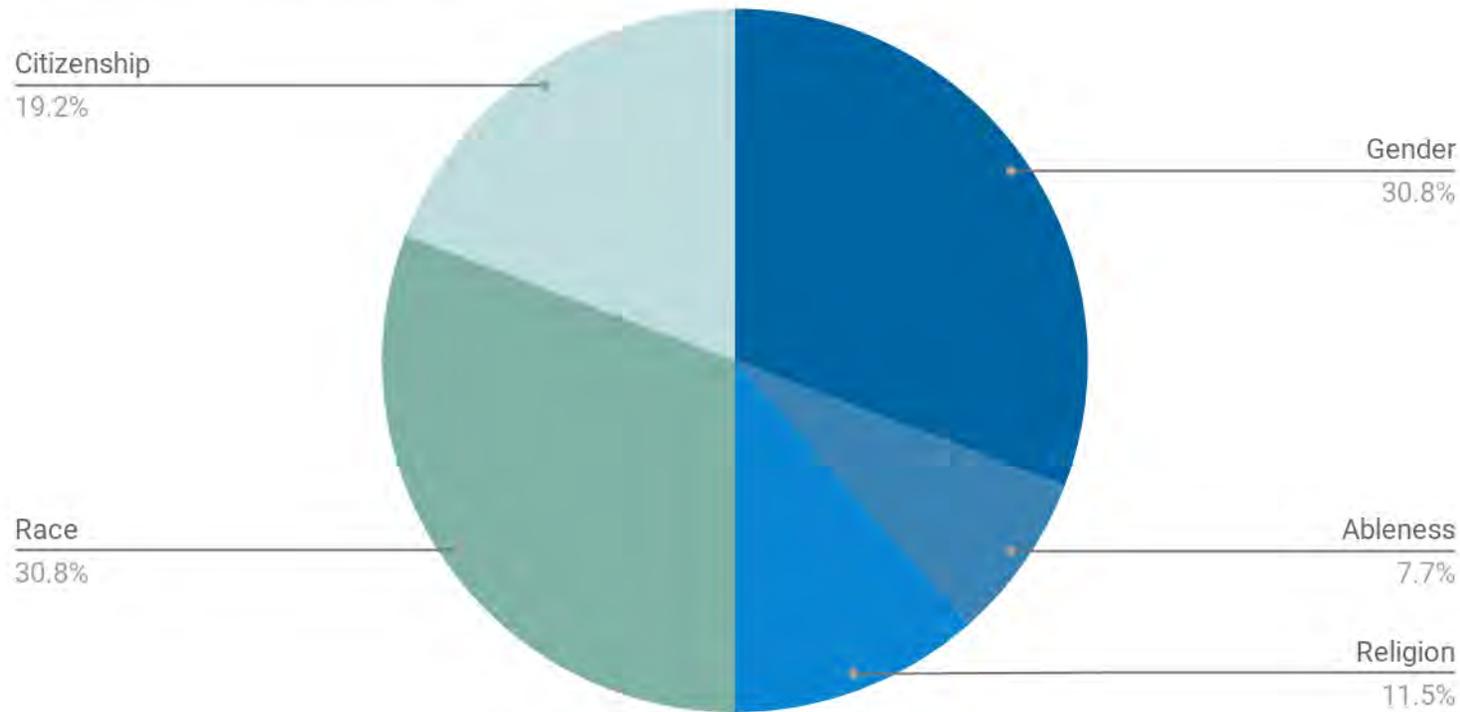
- No response
- Lesbian
- Other
- Bisexual
- Gay
- Heterosexual or straight



Framing Activity

Social Identity Wheel

via Tulane's "Power and Privilege"

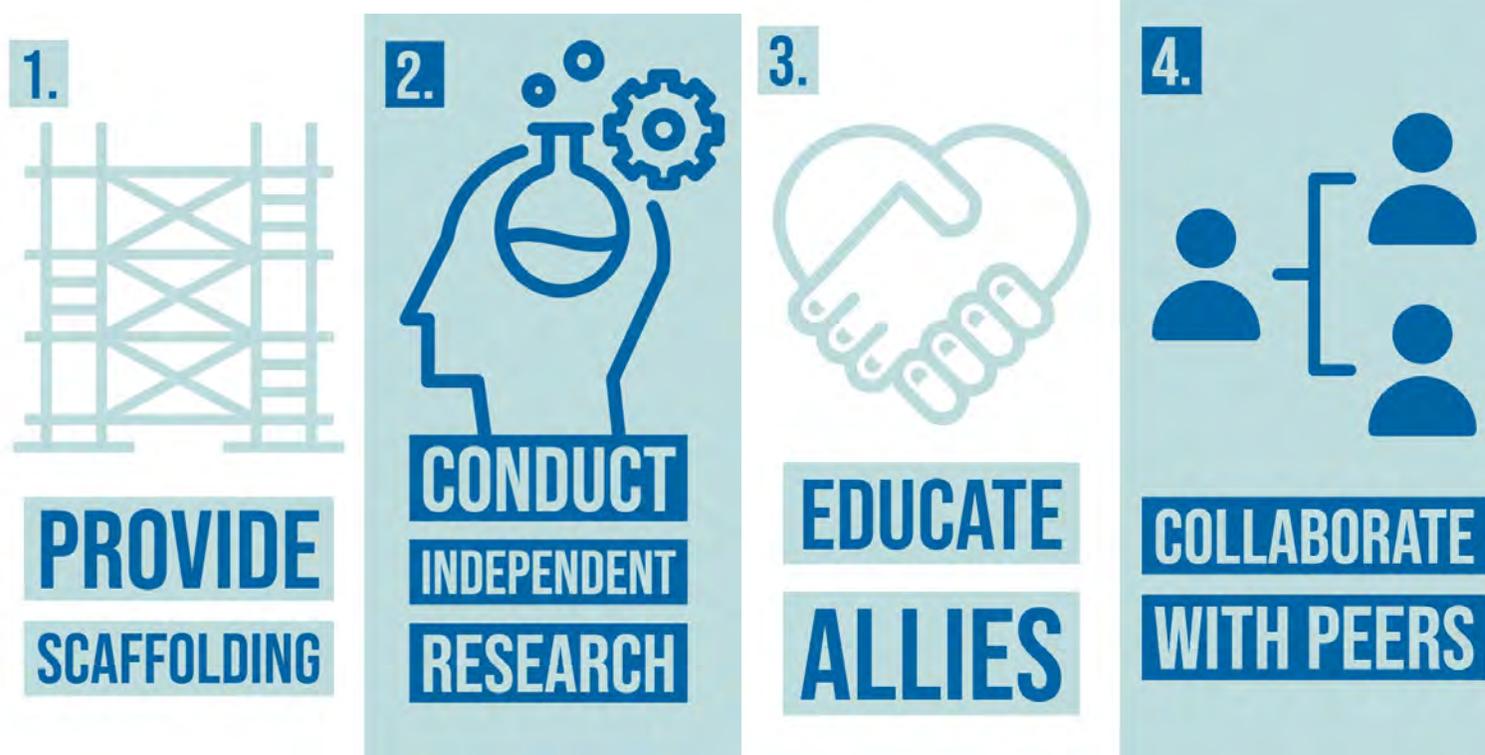




STUDENT FOCUSED ADVISING

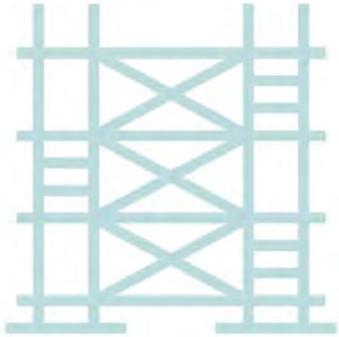
Tenets of Student Focused Advising

Tenets of student focused advising emphasize inclusive practices and provide individualized information.



Provide Scaffolding

1.



PROVIDE

SCAFFOLDING

- Become a mentor and facilitator rather than the dominant content expert
- Encourage students to take an active role in their learning
- How is this done during Study Abroad pre-departure?
 - Critical Thinking Questions
 - Reputable resources
 - Provide opportunities for self-reflection

Conduct Independent Research



- Encourage students to go out and research on their own
- Discuss findings, fill in gaps
- Help student put information into the Study Abroad perspective

Educate Allies

3.



EDUCATE

ALLIES

- Awareness
- Knowledge/Education
- Skills
- Action

*Adapted from Dr. Red Tremmel's "Trans 101" Workshop

Connect with Peers



- Break out activities in groups that emphasize how identity alters experience and perception
- Peer-directed discussion of identity markers



ADVISING APPROACHES: TULANE & CIEE

Provide Scaffolding

In-Person Approach

- Pre-Advising Form
- Sample questions:
 - Are there certain identity markers you hold that you fear would create barriers to an experience studying abroad?
 - If you answered yes to the above question, would you like discuss these topics with a Study Abroad Advisor or Peer Advisor?

Virtual Approach

- Critical Thinking Questions
- Site-specific information on aspects of identity
- 1:1 student communication

Conduct Independent Research

In-Person Approach

- Provide guiding questions and viable resources for research
- Provider partners, on-campus resources, returned students, etc.

Virtual Approach

- Build off of Critical Thinking Questions
- Resource sharing Staff → Student
- CIEE Student Blogs

Educate Allies

In-Person Approach

- Students evaluate privileges inherent to their and their peers' identity markers
 - Ex: Universal FAQs versus LGBTQ+ FAQs

Virtual Approach

- Lunch and Learn Series for CIEE Study Abroad Staff
- CIEE Student Blogs
- Pronouns

Connect with Peers

In-Person Approach

- Partner and group activities such as:
 - “Social Identity Wheel”
 - “LGBTQ Case Studies”
 - “Human Barometer”
- Moderated group discussions which encourage students to begin considering the interaction between their identity and their host culture

Virtual Approach

- Social Media groups
- Contact an Alum program



TURN AND SHARE:

What strategies are you already implementing on your campus?

Where do you see room for expansion?

Tulane University - Long-Term Approach

Providing Scaffolding: The Pre-Departure Conference Model

- Introduced at Tulane in Fall 2018.
- Requires students to attend a general, logistical pre-departure orientation, or “Keynote” session, followed by two self-selected identity-based PDOs.
- These self-selected PDOs address more individual concerns students might have, such as the confluence of their identity markers and how location may influence their experience in a foreign country.

Tulane's Identity Based Pre-Departure Sessions:

Exploring your Identity Abroad: The Intersection of Who You Are and Where You Are

What If? Health Safety and Security Abroad

Living Like a Local: Maximizing Immersion and Integration

LGBTQ & Allies Abroad: Navigating Identity and Expression in a Global Context

Culture and Conflict: Understanding and Managing Conflict Situations Abroad

Language Hacks

That's Weird! Language, Stereotypes and Social Media in International Experiences

Tulane University - Long-Term Approach

Conducting Independent Research: Identity Based Sessions

- Begin with framing exercise: ILGA map discussion
- Ex: LGBTQ+ and Allies Abroad PDO session guiding questions:
 - What local laws or pending legislation regarding LGBTQ rights should I be aware of?
 - What public attitudes or perceptions exist or operate outside of local laws? Do public attitudes reflect the law or subvert it?
- Use case studies as a method of reinforcing why prior research is needed

“A student who identifies as transgender has been assigned to live with a host family. They are nervous about how their new host family will react to their gender identity and the student is not sure if they want to disclose this information to the family or not. How might the student handle this situation?”

- Tulane's *LGBTQ+ and Allies Abroad* Session

CIEE - Long-Term Approach

Provide Scaffolding: Site-Specific Information on Identity

- Continue to develop site-specific information produced by CIEE Center Staff
- Accessibility of information
- Next steps

“While Chinese public opinion on the LGBTQ+ community is becoming increasingly open, the government’s opinion on LGBTQ rights and freedom of expression remains a grey area. The government has cracked down on events, social gatherings, and media at times. The younger generations are more open about LGBTQ+, but the older generations of Chinese can be more hesitant to accept it as an identity or right. CIEE’s Beijing staff are always happy to support LGBTQ+ students to adjust and grow.”

-CIEE Beijing

“Students may find their height and weight to be a subject of great interest to Spaniards... Female students may frequently find themselves being referred to as “gordita” (chubby one). While this may seem insulting if not rude, students should recognize that this term is often used as an expression of tenderness and/or affection with no negative messages concerning body weight attached.”

-CIEE Barcelona

“The Ghanaian people may not necessarily perceive their world along racial lines as is usually the case for Africans in the diaspora whose collective consciousness have been shaped by the institutions of slavery, race and discrimination. These and other experiences could serve as frustration points for heritage seekers and Pan-Africanists.”

-CIEE Legon

CIEE - Long-Term Approach



Provide Scaffolding: Site-Specific Information on Identity

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Connect with Peers: Improve *Know Before You Go* Discussion Boards

- Consider students' pre-work
- Framing and scaffolding

How might your identity(ies) be impacted, challenged, and strengthened when studying abroad?

“My main concerns regard my gender identity and sexuality. I know that Tokyo is more progressive than other areas of Japan, but I still worry about how to present myself in a way that can be understood that I don’t identify as a woman.”

-Summer 2019 Student



“Two things that I’m going to focus on is that
1) I am clearly a blonde “gringa”
and
2) I am going to be balling on a budget for this semester.”

-Spring 2019 Student

CIEE - Long-Term Approach



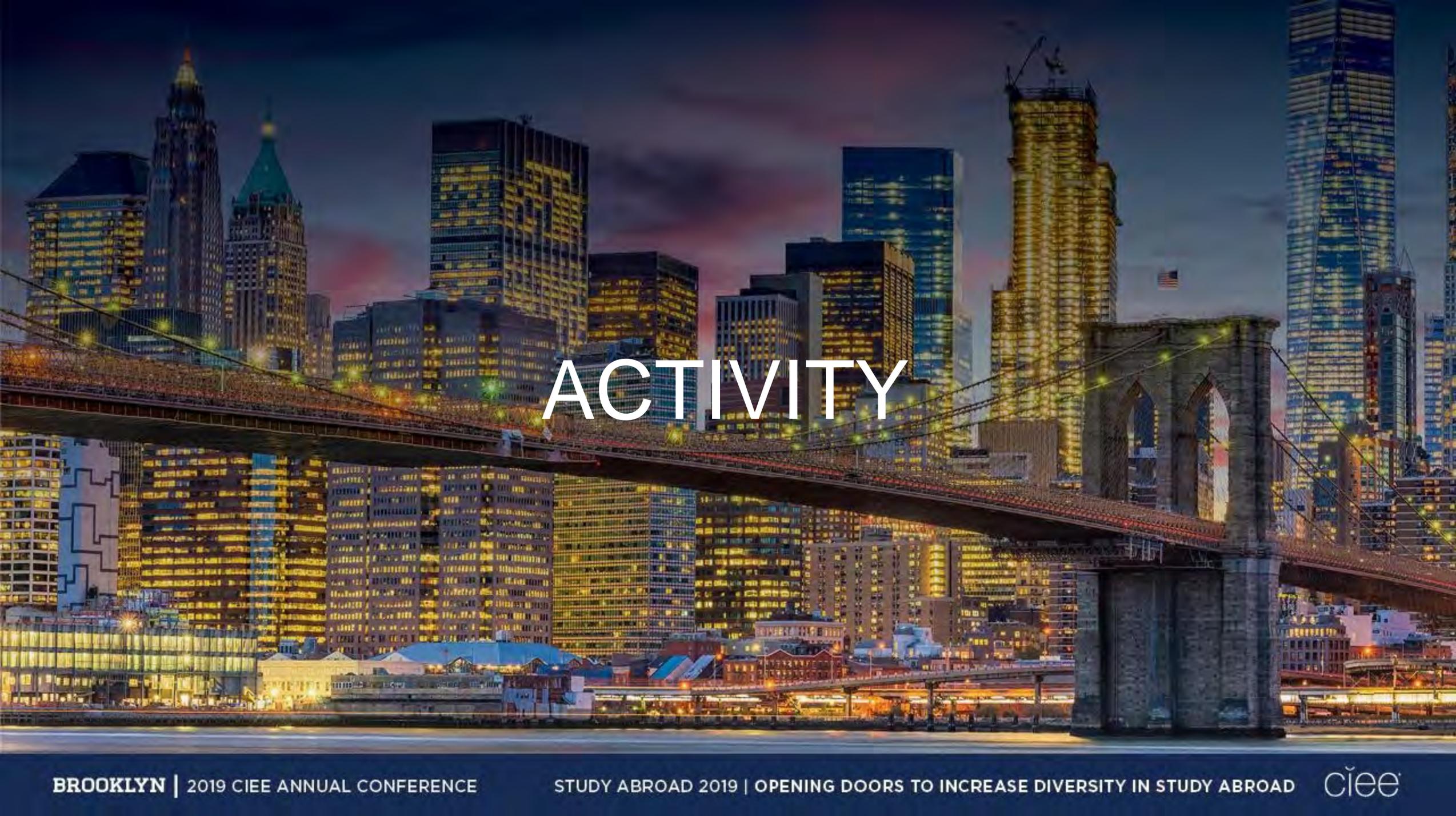
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Connect with Peers: Improve *Know Before You Go* Discussion Boards

- Consider students' pre-work
- Framing and scaffolding



ACTIVITY

Activity

Difficult Situations: Transphobia in Russia

These are student-facing questions that we ask them to consider as they watch:

1. What were some of the root causes of this intercultural conflict?
2. What might Peppermint have done to mitigate this situation or to protect herself in an unfamiliar environment?
3. What are some key takeaways from Sasha's experience living as a queer individual in Russia?

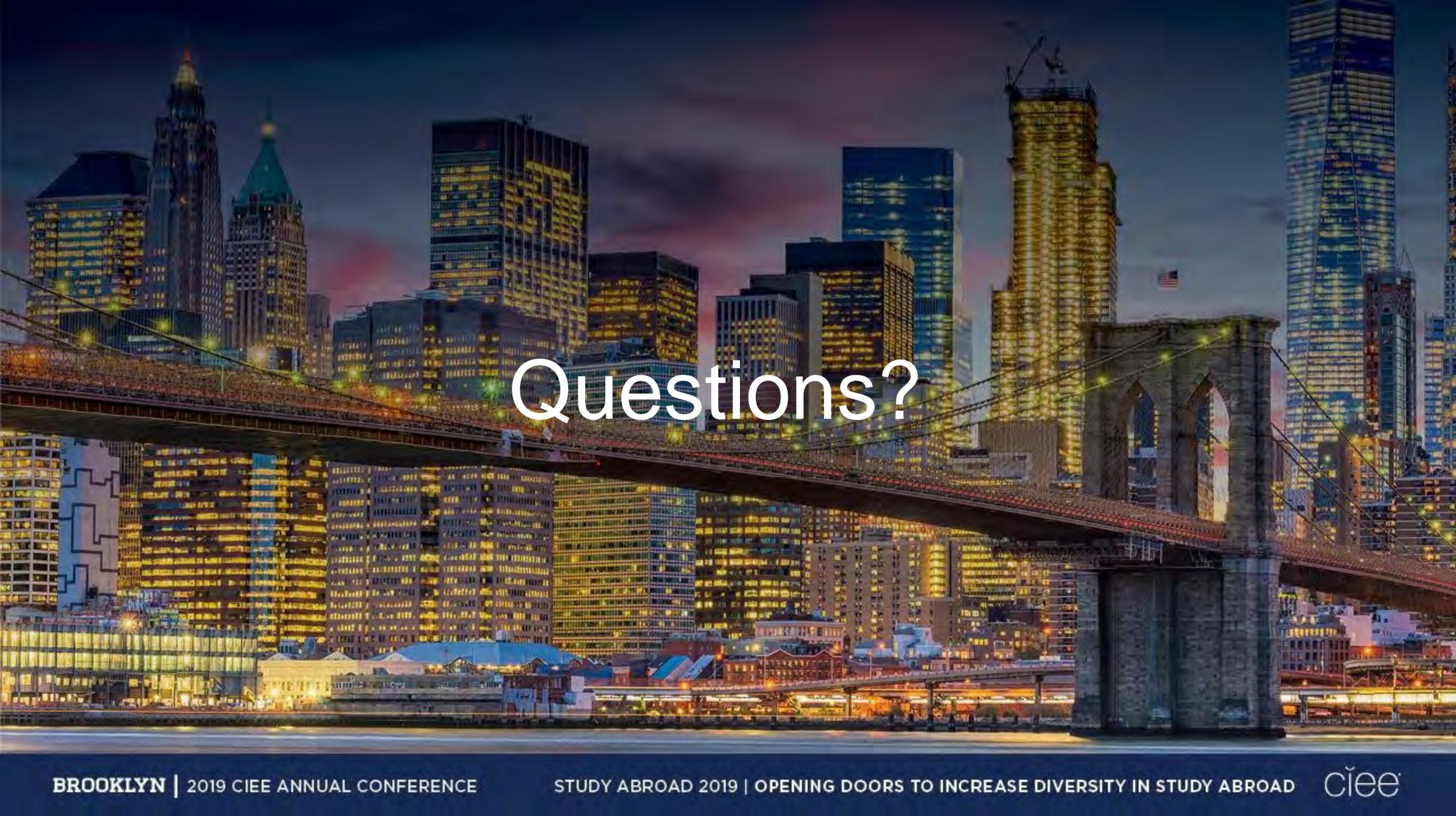
Activity





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A nighttime photograph of the Brooklyn Bridge and the Lower Manhattan skyline. The bridge's stone towers and suspension cables are illuminated, and the city buildings in the background are lit up with warm yellow and blue lights. The sky is a deep twilight blue.

Questions?



THANK YOU

BROOKLYN | 2019 CIEE ANNUAL CONFERENCE

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Appendix

CIEE Critical Thinking Questions:

- How is body shape and size perceived? How are physical traits and features positively or negatively understood and discussed?
- How accessible and inclusive is the host country for students within the disability community?
- Reflect on your personal and familial financial situation. Will lack of employment in your new host country affect your budget? What tactics/resources can you utilize now, in order to prepare for a successful semester?
- How will being a first-generation college student impact your experience both in-country and back home, before, during, and after you time abroad?
- Think critically about how the host culture deals with gender issues. What are the dominant attitudes and sociocultural norms surrounding gender? In what ways will you prepare yourself to navigate these differing norms?
- If you are a heritage seeker, who do you identify with and what should you expect of host nationals?
- How do you prepare yourself on attitudes related to race and ethnicity in the host country, which may differ from your own?
- In relation to religious norms, what dominant religion is practiced in the host country and how are different religions perceived? If you practice a religion, is it legal and/or culturally accepted to do so?
- What perceptions are associated with sexual orientations and gender identities/expressions? Are there laws in the host country governing such identities? If so, how will you navigate a space with different sociocultural norms than you may be accustomed to?

Pre-Advising Form (Accessible via the following link on Google Drive): https://drive.google.com/file/d/16q38_z7lyHTVtyTydHtp3rDleLU2k3Cx/view?usp=sharing

Activity - Social Identity Wheel (accessible via the following link on Google Drive): <https://drive.google.com/file/d/1uYLPkwT9U2iQMGerungk9g06fVHrf-T9/view?usp=sharing>

ILGA Mapping: <https://ilga.org/maps-sexual-orientation-laws>

Video Activity: <https://www.youtube.com/watch?v=6lQnKs7uges>