



Promoting Reflection in Education Abroad to Enhance Diversity & Inclusion Efforts

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Today

- Overview & Definitions
- Reflection in Action: Examples
- Questions to Consider & Future Steps

Key Questions

- How can we use reflection activities and methods to help all students gain more from education abroad, and particularly those who have been historically underrepresented?
- What have we learned in this area from working with individual students, programs, and collaborations more broadly in the field of EA?

Definitions: Diversity & Inclusion

- Diversity: *Individual differences* (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.
- Inclusion: The *active, intentional, and ongoing engagement with diversity*—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within [and change] systems and institutions.

Clayton-Pedersen, O’Neill, & Musil, 2010

Definitions: Inclusive Excellence

As defined by the AAC& U, 4 primary elements:

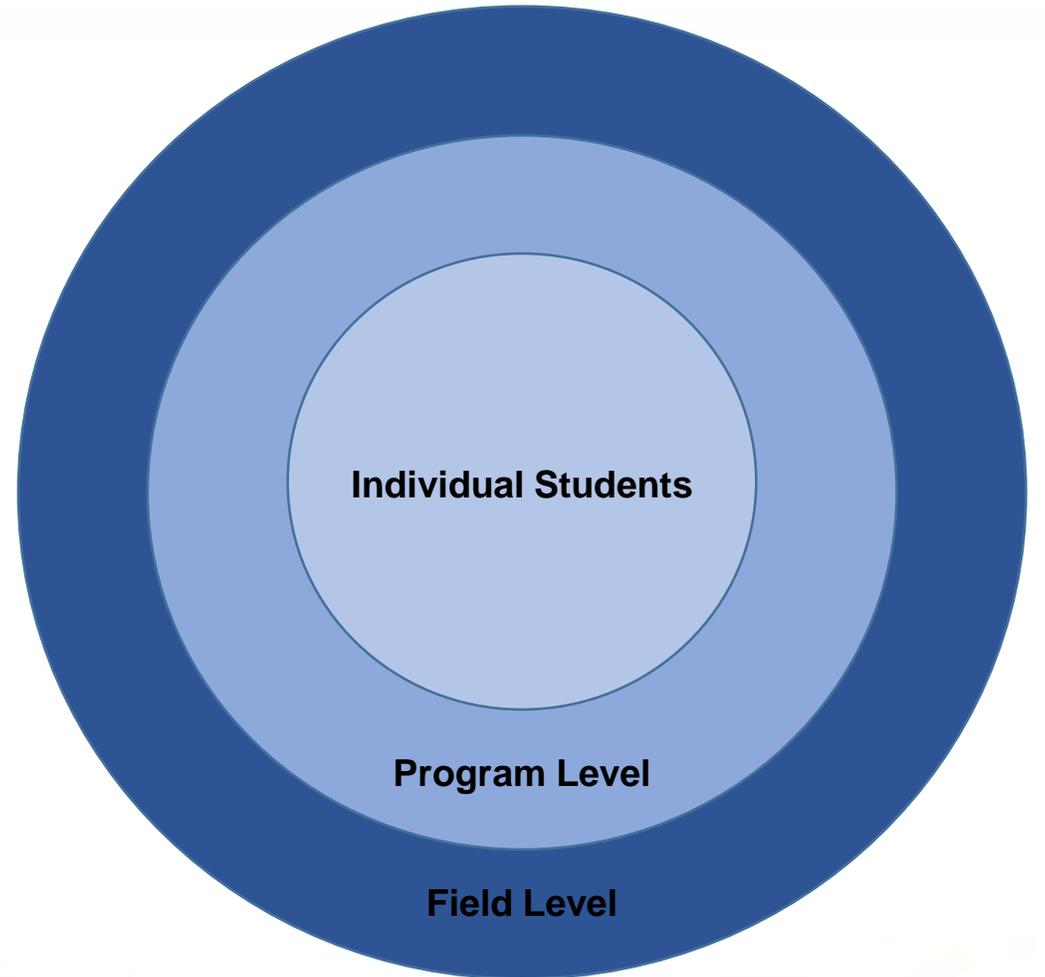
- *A focus on student intellectual and social development.*
Academically, this means offering the best possible course of study for the context in which the education is offered.
- *A purposeful development and utilization of organizational resources to enhance student learning.* Organizationally, it means establishing an environment that challenges each student to achieve academically at high levels and each member of the campus to contribute to learning and knowledge development.
- *Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise.*
- *A welcoming community that engages all of its diversity in the service of student and organizational learning.*



Williams, Berger, & McClendon, 2005

What have we learned?

What else do we need to know?



Everything you need to know about FDGF

General Information

- ✓ Partnership between CIEE and the Rutgers Center for Minority Serving Institutions, to make study abroad more accessible to students from MSIs
- ✓ **100% of a recipients' program fees and travel costs are covered** for an intensive 4-week 3 credit summer study abroad program.
- ✓ The summer 2020 program based in **Cape Town, South Africa**, is designed to enhance leadership and intercultural skills.
- ✓ **Ten scholarships** will be awarded based on a combination of financial need, academic achievement, and nominations.

Eligibility Requirements

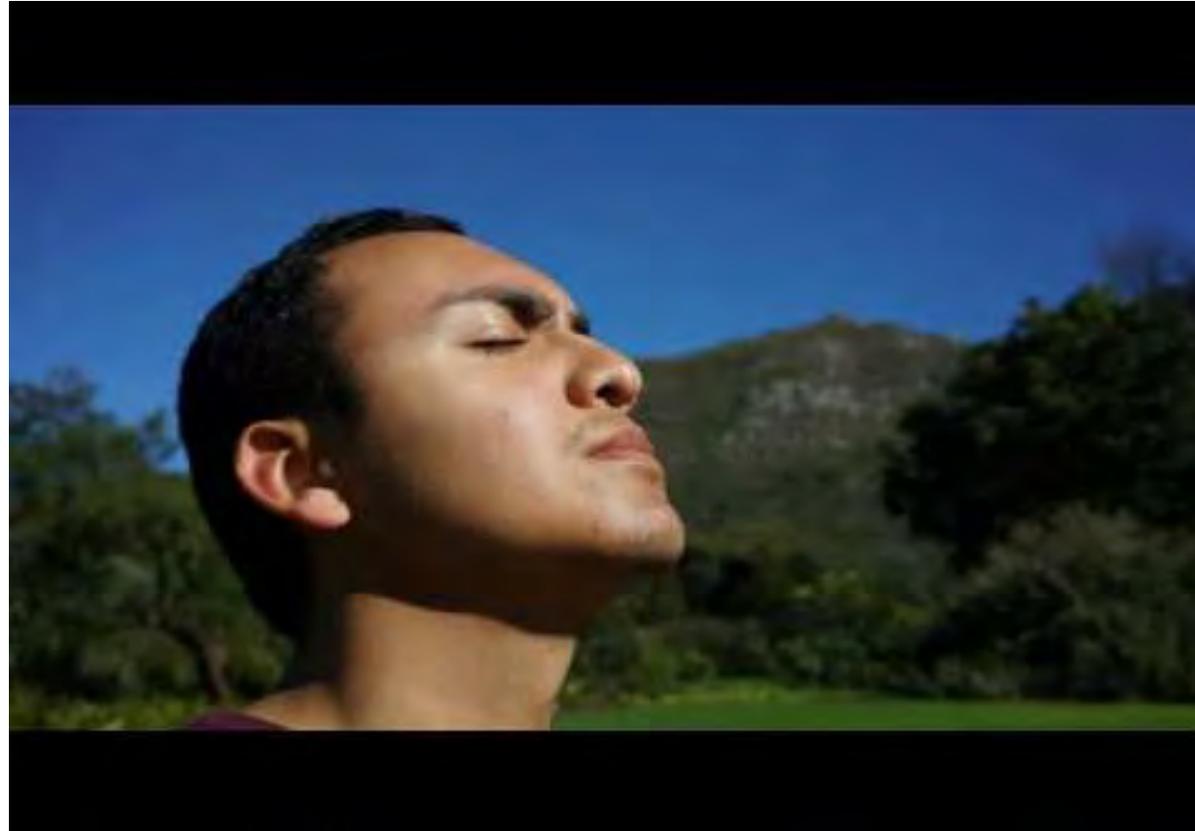
- ✓ Be a current undergraduate freshman or sophomore attending a Minority Serving Institution
- ✓ Be Federal Pell Grant eligible
- ✓ Have a minimum GPA of 3.0
- ✓ Reside in the US with student status or be a U.S. citizen, U.S. national or permanent resident
- ✓ Submit a complete application

Application

- ✓ **Letter of Recommendation** from faculty of your institution (preferably senior leadership)
- ✓ **Copy of transcript**
- ✓ **Proof of Pell Grant Eligibility**
- ✓ **Personal Video** (short 2 minutes) should give detailed explanation of your objectives to study abroad
- ✓ **Personal Essay** - Discuss why you believe study abroad is important for students from MSIs and how you plan to share your study abroad experience with others upon returning (800 words)
- ✓ **DEADLINE: February 14, 2020**



“Under the Sun” Frederick Douglass Fellow Digital Story



Reflective Exercise

“The past is prologue...”

What do we bring to this experience? What are you bringing with you that others may not know or see? What is the central thing that you are carrying emotionally or intellectually that will inform this day/ this experience.



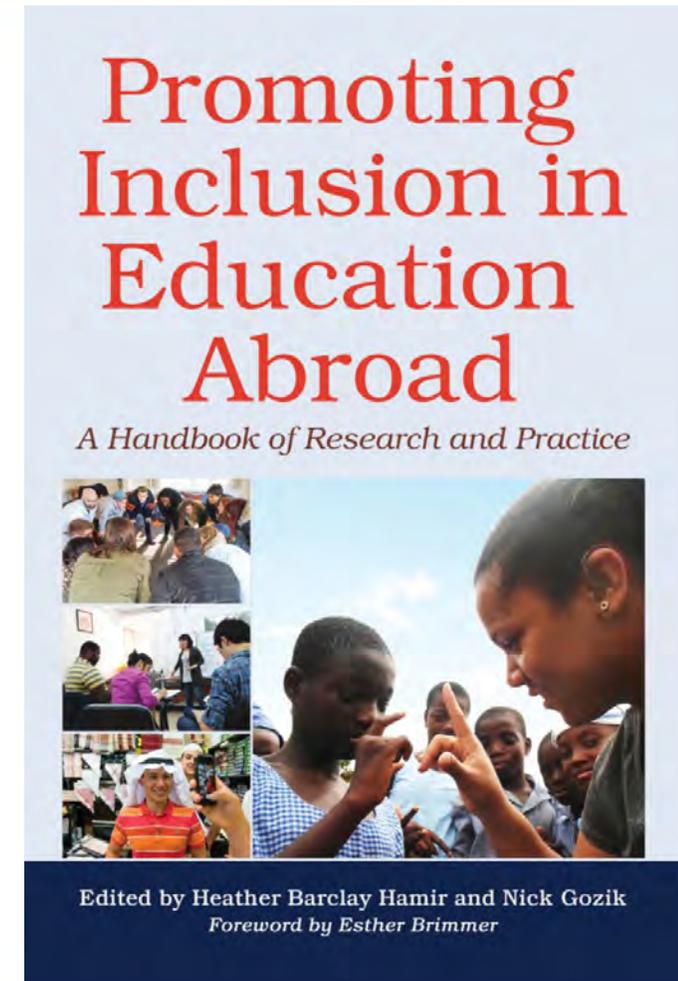


Office of International Programs & the McGillycuddy-Logue Center for Undergraduate Global Studies

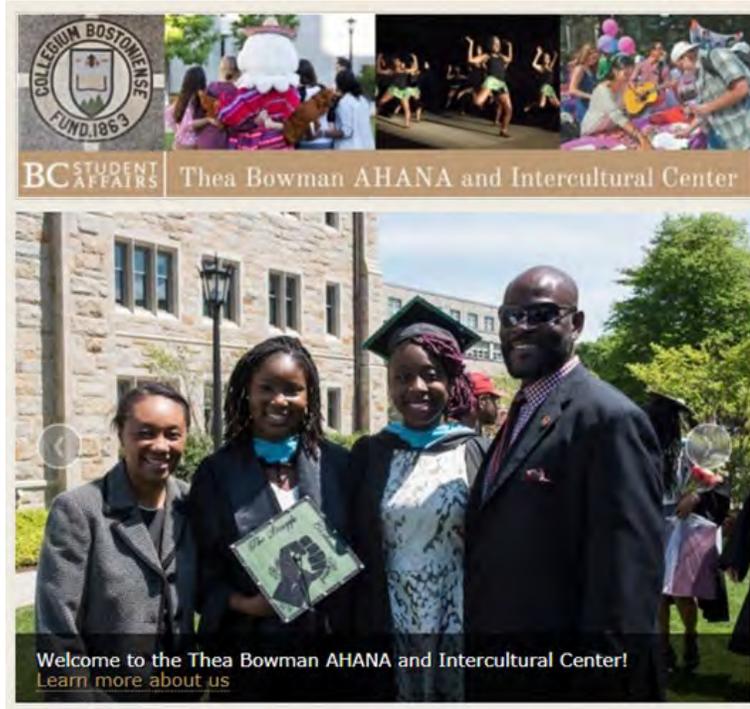
Boston College

Book Project

- Case studies examining groups that have been historically underrepresented in education abroad, including
- Connecting research & practice: Recognize that data and scholarship are necessary for diagnosis and sustainable change



Research Project



- Collaboration between the Office of International Programs (OIP) and the Thea Bowman AHANA & Intercultural Center (BAIC)
- Hiring of GA for outreach, with support for project
- IRB approval
- Multiyear Project
 - Campus review, including focus groups, analysis of existing data/observations, and survey (2016-17)
 - Intervention Strategies (2017-18)
 - Analysis (Summer 2018)

Findings from Phase I

Focus groups with AHANA students:

- Perception that study abroad is not affordable & need for more details about financial aid
- Importance of friends, family, & faculty in making decisions. Little about OIP advisors, confirming research by Stroud (2010).
- Faculty mentors were not always able to articulate the value of EA for AHANA
- Some mentioned being the only student of color on their program abroad, and feeling like a “token” representative



China Studies Program, Beijing

McGillycuddy-Logue Fellows Program



- 12-15 students
- 2-year program w/3 primary components: academics, experiential learning, and individual and community development.
- Coursework: “Global Ethics and Pragmatic Solidarity: Taking Action towards Transformative Change” & Senior Seminar w/Research
- Retreats, for community bonding & reflection

Reflections on *Being* Abroad Course

- 2-credit course, while students are overseas
- 8 weeks journaling, plus assignments and a final project
- Zoom meeting with each student

Other Spaces for Reflection

- Advising intake forms
- Pre- and post-program evaluations
- Overseas retreats, e.g. “Outpost”
- Mid-semester check-ins with resident staff and OIP advisors
- Information sessions including returning students
- Work with on-campus mentors

Tip: Use what you have. It's not always necessary to add new components or requirements.



Center for Undergraduate Global Engagement

Columbia University

Key Learnings

- Use of arts in programming
- Blend of students helps the conversation
- Cross-campus partnerships help support the conversation
- Silence is okay!

Competency-focused Sessions

- Provides a shared language for all
- Cross-college sub-committees created to consider how students are supported before, during & after a global experience
- Pre-departure & re-entry sessions focused on competency development



Key Learnings

- Each individual is unique
- Shared language to support reflection, learning & development

Giving participants more time to reflect on the experience abroad may even allow for a greater increase and understanding of themselves and the overall impact of the experience (Kauffman & Kuh, 1984, pg. 17).

Student Stories

- Student Stories provide a space for students to reflect publicly
- Brainstorm various prompts that may be of interest to students on campus



Confronting Fear, Finding Resilience

To combat the general discomfort I felt, I created and surrounded myself in physical and mental environments that I wanted to be and thrive in. Immersing my mind in positive thinking and poetry helped to greatly enhance my time abroad.



How Study Abroad Opened My Eyes to My Identity, Career, and Academics

"Coming from a minority perspective forced me to see things in a different light and take a critical look at my own assumptions, thought processes and fundamental beliefs."



My CC Journey: Exploring My Identity While in Australia

"Going abroad helped me understand new environments, interact with local communities, and be comfortable stepping outside of my comfort zone it was my first step in setting my newfound path into motion."

Key Learnings

- Various reflection outlets are valuable
- Providing prompts goes a long way



CIEE

CIEE Example: Frederick Douglass Global Fellows and Summer Scholars

- This program is an example of our best practices at work. As such, we are implementing lessons and practices from this program into our overall programming including:
 - Including relevant curriculum that's customized to the location and the group
 - Strong emphasis on experiential learning pedagogy throughout program delivery
 - Establishing brave space from the beginning of the program and facilitating meaning-making through debriefing
 - Alumni and new participants mentor component – closing the intercultural learning loop
 - Community engagement
 - IDI debriefs – course co-taught by IDI QA

FDGF Testimonial



"Through study abroad, I began to identify and refine skills that will empower me to network anywhere in the world. My quest to expand beyond the lessons of the classroom were encouraged by my wonderful professors at CIEE, who purposefully created an atmosphere of curiosity and empathy during our time abroad."

Signature Sowersby

FDGF 2017

CIEE Examples of student centered initiatives

- **CIEE Conference** - Proceeds from the conference go to sponsoring the Frederick Douglass Global Scholars Program - reflective engagement throughout sessions and pre-conference workshops
 - Annual free pre-conference workshop with reflection exercises throughout
 - Toolkit for participants
- In addition to the 10 fellow the FDGF program supports, additional \$1500 grants given to eligible students who apply (42 college presidents have matched this initiative)
 - Each of the locations where the course is offered now has the Embedded ICL experience so that all students are taught the reflection process
 - Course description...
- Coaching for the Breakfast session

CIEE Staff Trainings and Support

- Creation of the Diversity and Inclusion Team
- Staff trainings
 - Bridge online LMS
 - Worldwide Meetings
 - In person workshops
 - The Frederick Douglass effect
- Inclusive Excellence Task Force
- Participation in all things study - ripple effect throughout the organization

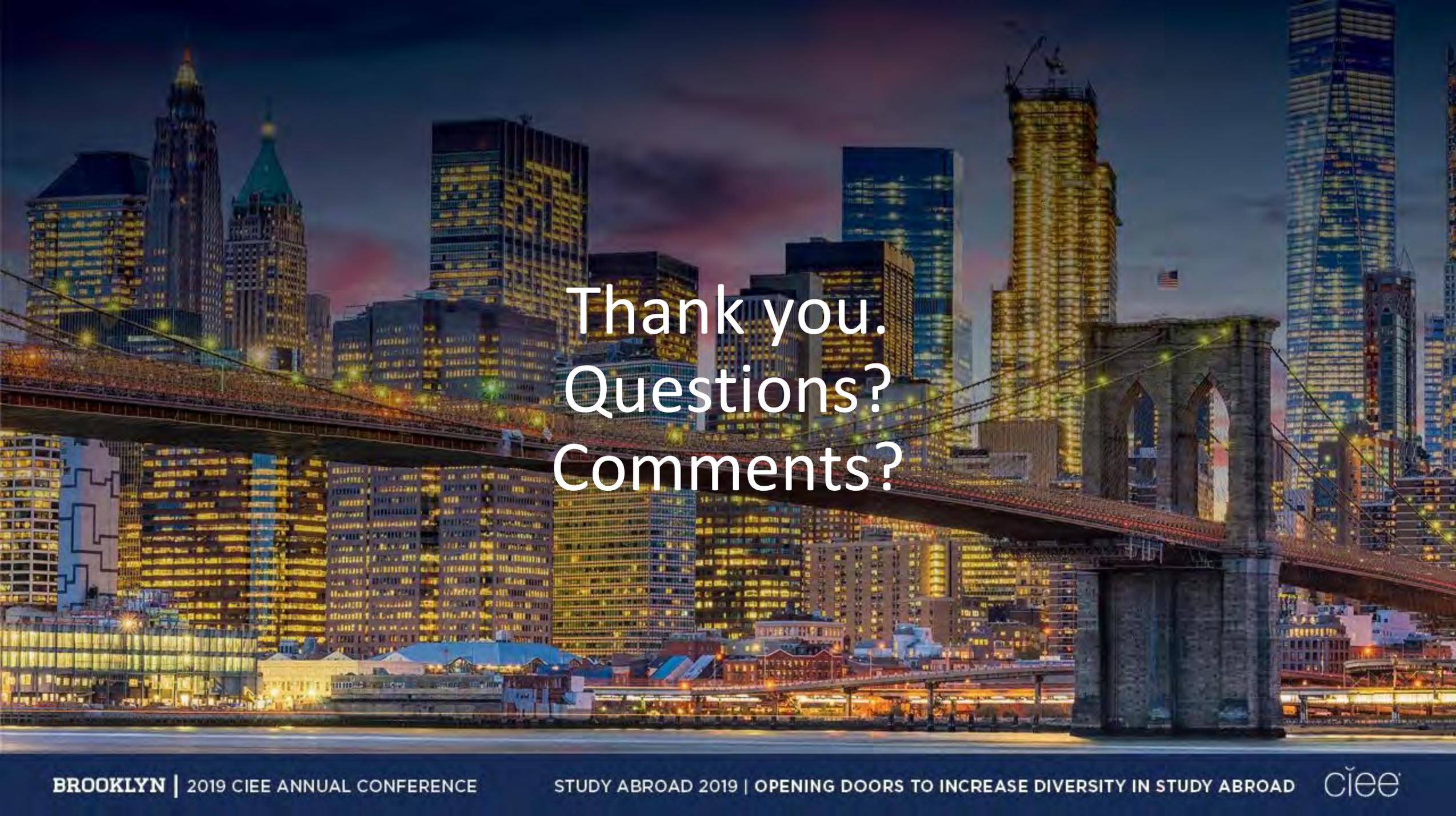


Questions to Consider

- Scalability
- Initiatives only for one group of students or all
- Customized, but able to have experiences that “speak” to a diverse range of perspectives
- Considering ways to get beyond #'s and photos of our students, focus on the key learning of the overall experiences

Table Reflection & Discussion

- What are our gaps of understanding of how the three areas we have explored today (diversity & inclusion, international education & reflection) interact with one another?
- Who can help us strengthen our understanding of these three areas of focus?
- What is one next step you may be able to take in order to enhance your work in this area?

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.

Thank you.
Questions?
Comments?