International Education & Exchange 2021 Summit

Dr. James P. Pellow
President and CEO
THE RESILIENCY, INNOVATION, AND CREATIVITY OF INTERNATIONAL EXCHANGE
College Students

Natalie Ma
Senior, Cal State Fullerton

Double major:
International Business and Business Administration

Concentration:
Operations and Supply Chain Management

Virtual Global Internship
@ Variantz
Singapore
High School Students
From across the USA
Taking online HS classes
While exploring in-person Climate change and Environmental science
Monteverde
Costa Rica
International Students
BridgeUSA (J1 program)

From: Dominican Republic
Jamaica
Romania

Meeting Americans helping American businesses

Santa Cruz, CA
Amusement Park
International High School Students with host families in Michigan and Florida
Teach Abroad
Teaching English
In Spain

ciee
CIEE’s Commitment to Diversity and Inclusion

CIEE was founded in 1997 to help people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world. We advance that mission by bringing the world together through meaningful exchange programs that build bridges of mutual understanding between people from different cultures. Embracing differences and celebrating diversity is at the heart of all we do.

CIEE is committed to creating an inclusive environment in which our participants and staff represent the full spectrum of backgrounds and experiences, and where every individual is welcomed, supported, and empowered to share their unique perspective.

CIEE demonstrates that all people, of all backgrounds and identities, belong at CIEE by constantly striving to:

- Nurture an inclusive company culture with a staff that reflects and values diversity
- Increase access, support, and inclusive programming across all our international education and exchange offerings

For details of our strategy and efforts, read CIEE’s statement of commitment to diversity and inclusion.

ciee.org/diversity
SUMMARY OF KEY FINDINGS FROM SPRING 2018 WHAT IF THIS IS DOUBLE

THE FREDERICK DOUGLASS GLOBAL FELLOWSHIP
The Frederick Douglass Global Fellowship

Explores how effective leaders impact social justice movements and critical peace and conflict resolution efforts around the world.
APPLICATIONS OPEN TODAY!
SUMMER 2022
FREDERICK DOUGLASS GLOBAL FELLOWSHIP
ciee.org/fdgf
THIS WEEK’S SESSIONS

• The Changing Face Of Education
• Government And Legislative Update
• High School Spotlight “Night Class”
• Innovations In Inclusion And Access For Latinx Students In Study Abroad
• Managing Covid-19 In The Study Abroad Universe: What Works, How To Plan For It
• Custom Semester Programs For Successful Transition To College
• Mind The Gap: Bridging Student Development With Education Abroad
• Frederick Douglass Global Fellowship – Best Practices For A Cross-cultural Leadership Experience
• International Exchanges Unbound: Creating Cultural And Social Virtual Exchange Experiences
• Roundtable – Access To Education Abroad For All: Serving Students With Anxiety, Autism And More
THE CHANGING FACE OF EDUCATION

A CASE STUDY IN TRAINING AND DEVELOPMENT FOR INCLUSIVE LEARNING
PANEL PRESENTERS

Quinton Redcliffe
• Director for Diversity, Equity, and Inclusion at CIEE

Ray Casserly
• Academic Director for Teaching and Learning at CIEE

Alejandra Herrera
• Center Director at CIEE Santiago

Madiha Chafik
• Center Director at CIEE Rabat
CIEE CORE VALUES

We believe in excellence and integrity. We provide the highest-quality programs and services, lead by example, and go the extra mile to serve our students and partners.

We believe in respect. We embrace and celebrate diversity. We practice open and honest communication.

We believe in access. We strive to open doors for people from all backgrounds to CIEE programs and to CIEE.

Finally, at CIEE we believe in problem-solving. We develop innovative and practical solutions to help expand access to international exchange opportunities.
PLEDGE

• Increase access
• Expand programming
• Educate ourselves on Diversity, Equity and Inclusion
• Increase hiring of diverse staff
• Use our voice
The Diversity and Inclusion (D&I) department was established to provide the tools and resources to staff to more effectively and confidently support student success in this changing environment. The team supports CIEE’s efforts to increase access with the goal of generating long lasting impact on the quality of the student experience. In collaboration with teams across the organization, DEI works ultimately to create an environment where all students on CIEE programs feel they belong. The work is anchored in the mitigation of student risk due to the very real challenges of bias and discrimination and to expand the way we see places and spaces with a lens that is inclusive of diversity.
DEI GOALS

• Foster a CIEE worldwide community that successfully supports diversity and inclusion through targeted communication and initiatives internally and externally.

• Create, promote, and encourage a supportive and friendly staff and student environment that is welcoming to people of all races, ethnicity, nationalities, religions, gender, sexual orientation, and those with disabilities across all departments horizontally and vertically.

• Identify the most prevalent identity-related issues facing students and staff around the world. Then use that information to design and deliver strategies for transformational change within CIEE that support study abroad success for all students on all programs.

• With the use of gathered data, regularly monitor and assess CIEE’s effectiveness at supporting diversity onsite, with the goal of continual improvement.

• Support staff in training, managing cases of student allegations of bias and/or discrimination.

• Other initiatives as needed to ensure the success of all students on study abroad programs.
IETF Priorities for 2020-21

1. Curriculum review and enhancement
   a. In collaboration with the Academic Affairs Team, through the lens of diversity, equity and inclusion, review existing course catalog and programs
   b. Assess program/course development opportunities to study social justice and equity/comparative policing/related areas
   c. Assess appropriateness of pedagogy and opportunities to provide instructor training

2. Staff training plan and delivery
   a. Based on modules developed, in appendix B
   b. Provide input and support for developing and delivering training series
   c. Identify appropriate resources and reference materials

3. Student community
   a. Define opportunities to engage students to participate in the values of the community
   b. Support staff to design opportunities for students to learn about and engage with marginalized communities in their host environment
   c. Design appropriate briefing and debriefing conversations related to understanding the community
DEI TRAINING GOALS

**Awareness and Understanding**
Identify the most prevalent identity-related issues facing students and staff around the world. Then use that information to design and deliver strategies for transformational change within CIEE that support study abroad success for all students on all programs.

**Inclusive Environment**
Create, promote, and encourage a supportive and friendly staff and student environment that is welcoming to people of all races, ethnicity, nationalities, religions, gender, sexual orientation, and those with disabilities across all departments horizontally and vertically. Foster a sense of belonging.

**Create a Toolkit**
Providing resources, training and communication tools for compassionate conversations, new learning styles and the embedded component in order to create an inclusive environment that will shape the study abroad experience of our students.

**Adjust our Policies**
Use training and meeting outcomes to create actionable items that will impact the delivery of our study abroad programs, student facing communication and teaching and learning strategies.

**Mitigation Strategies**
Develop best practice strategies from the field of Diversity, Equity and Inclusion to mitigate incidences against discrimination and bias.

**Report on Incidences**
With the use of gathered data, regularly monitor and assess CIEE’s effectiveness at supporting diversity onsite, with the goal of continual improvement.
TRAINING SESSIONS

• Confronting Racism
• Understanding our Biases and Managing Microaggressions
• Brave Classrooms and Spaces
• Inclusive Student Life Activities
• How to Conduct Challenging Conversations and Fostering Civil Discourse
• Inclusive Orientation and Onsite Activities
What does Inclusion mean to you? Give one word
### FACULTY TRAINING MAP

<table>
<thead>
<tr>
<th>Course</th>
<th>Topics</th>
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| **TEACHING AND LEARNING 101** | • CANVAS BASICS  
• PEDAGOGY BASICS  
• AUGMENTED & ONLINE LEARNING |
| **TEACHING AND LEARNING 102** | • US EDUCATION ABROAD  
• PEDAGOGY ADVANCED  
• INCLUSIVE LEARNING |
| **TEACHING ICL 103** | • ICL THEORY: BASICS & ADVANCED  
• ICL PEDAGOGY  
• ICL TEACHING RESOURCES |
BLENDED LEARNING MODULE RESOURCES

Modules in-person training
• Active Learning
• Co-curriculars
• Lesson Planning
• Grading and Feedback
• Inclusive Curriculum Design
• Online and Inclusive Pedagogy
TEACHING & LEARNING ESSENTIAL QUESTIONS

What challenges face instructors when teaching new students?

How to facilitate responsive teaching to diverse student cohorts?

Impact of instructor cultural background?
TEACHING AND LEARNING WITH CANVAS 101

Course designed to support instructors and staff of all levels of teaching and facilitation experience for the delivery of flipped, blended, and fully online courses.

Modules:
- Canvas basics for teaching and learning
- Theories of learning
- Diversity and inclusion foundational training
- Facilitation of inclusive learning
TEACHING & LEARNING WITH CANVAS 101

Diversity and inclusion foundational training

• CIEE Code of Conduct
• Understand Racism in the US
• Identify microaggressions and learn how to mitigate against incidences.

Facilitation of inclusive learning

• Safe and brave spaces in a learning community
• Learning contracts
• Identify "hot moments" in the facilitation of learning
TEACHING AND LEARNING 102

• Advancing development of T&L: expanding knowledge of CIEE’s teaching and learning context

• Module Themes:
  • CIEE in Context
  • Intercultural Learning
  • Engagement with Faculty

• Learning Objectives:
  • Understand CIEE’s history and mission
  • Connect with global community of educators around the world
  • Describe norms in US Academic Culture
  • Describe Cultural Dimensions in relation to US Academic and host culture
  • Integrate diversity and inclusion mindset in the classroom
TEACHING AND LEARNING 102

• Key Observations
  • Engagement
    • Storytelling, brave spaces
    • Support from colleagues via different platforms
    • Bringing together a global community
  • Relevance
    • US student demographics
    • Diversity and inclusion
    • Microaggressions in the classroom
    • Facilitating difficult conversations

WHAT WOULD YOU DO?

Imagine a scenario where during a class discussion a student states your classroom management technique represses their voice and identity. How would you respond?
TEACHING AND LEARNING TRAINING RESPONSES

"After going through the theories I have checked the assignments of my course to offer varied assessment approaches to the students. Furthermore, I will make sure that I cover all learning styles within each session."

"...I strongly believe that as a teacher I should try to incorporate the presented theories as much as possible in my classes, syllabus, course structure, etc." 

"I will be taking great care to ensure that the curriculum reflects the diversity of the students. I often ask myself what will appeal to students with a particular interest in "x, y, or z" in order to ensure an inclusive curriculum."

"The biggest takeaway from this course is that especially now (during the pandemic), it is essential to offer different learning and teaching methods and understand how my online & offline students learn most effectively..."
TEACHING AND LEARNING TRAINING RECOMMENDATIONS

Overall NPS = 35 / Instructor NPS = 19
10-9 = Recommend/Promotor, 8-7 = Passive, 6-0 = Detractor
“The fifth module especially was a highlight for me, and I'll be referring back to the entire course regularly in the future...

“It provided hands on tools and resources for using canvas as a teacher/instructor [sic] as well as introduce important insights as to how to create an inclusive and safe learning environment for all students...
“There are a lot of useful resources and theories to apply for classes....

“Very thorough. Great information presented in a way that is easy to follow...

“There were good strategies about dealing with difficult conversations. It takes skill to deal with hot moments or difficult conversations...
“The course is an excellent review of various approaches, and it's packed with tips on using Canvas to its full potential. I would say it's an outstanding introduction overall. Nevertheless, for those who have already worked with Canvas, the course may include redundant areas...

“Generally good but so detailed that it becomes tedious quickly. The most critical point for me: It is utterly US-centric (how ironic in online training for diversity!) because every aspect it reflects is based exclusively on the American experience (i.e. culture, language, society, political system, etc.)...
TEACHING & LEARNING ESSENTIAL QUESTIONS

What challenges face instructors when teaching new students?

How to facilitate responsive teaching to diverse student cohorts?

Impact of instructor cultural background?
PROMOTING AWARENESS OF DIVERSITY & INCLUSION IN THE CURRICULUM

Global Civil Rights

Theories and Realities of Race and Ethnicity

Transformational Leadership Across Cultures

Intercultural Communication & Leadership
Teaching and Learning 103: ICL

The training mirrors the content of the ICL course provides best practices for effective facilitating.

"I AM" ACTIVITY AND DISCUSSION

WHY DO WE DO THE "I AM" ACTIVITY IN ICL?

- In the ICL course, one of our learning outcomes for students is to increase their self-awareness, and in particular, their cultural self-awareness.
- We do this by helping become more aware of their own cultural perspectives and their assumptions and frames of reference.
- But, before we can facilitate these learning experiences for students, we must focus on our own cultural self-awareness.
- To do so effectively, it is very important that we as educators and facilitators also focus on our own self-awareness. This is another activity you will facilitate early on in the ICL.
Embedded Intercultural Component

Core Assumption: How each of us *frames* an event, behavior, concept or institution determines what it means. We begin to learn interculturally as we become aware of how we and others frame experience.

“People don’t learn from experience; they learn through *reflecting* on experience.”
– J. Dewey

“We don’t see things as they are, we see things as we are.”
– Anais Nin
Embedded Intercultural Component

• 5 Stages of Students’ Study Abroad Experience
• EIC Learning Goals/Phases of Study Abroad Experience
  • Self-Awareness
  • Cultural Literacy
  • Cultural Bridging
• Innovations
  • Sessions embody themes of power, privilege, salient identities, justice and equality
  • The three phases take place concurrently with each activity that is facilitated in the 5 linear stages of the study abroad journey
  • when students are given tools to help them navigate cultural differences, they are more positive about their experiences abroad
SESSION SUMMARY

Students in IE – notably study abroad – spend significant time of facilitated learning abroad with faculty

• However, staff are a significant contact and informal facilitated learning support

The COVID-19 Pandemic, coupled with Black Lives Matter, established a clear requirement for IE to respond to diverse student cohort learning needs

• Training and development for staff and faculty needs to be centered in intercultural, inclusive, active, and learner-centered practices

Training faculty whilst concurrently training staff widens support base for onsite intercultural support

• Assumptions of cultural knowledge of non-US instructors more likely to leave instructors underprepared and inadequately supported
QUESTIONS?

• Why is faculty preparation important in international education?
• How can we support faculty to respond to student needs?
• How do we shape our teaching as responsive to needs of a diverse student cohort?