MAKING A "DIFFERENCE": Preparing Us to Prepare Our Students for Matters of Diversity Abroad

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SESSION INTRO

• Why offer diversity training for Education Abroad Staff?
• Collaboration with other campus offices
• How can we become better advisors?
The State of Student Diversity Abroad

WHAT WE MEAN WHEN WE SAY...

Underrepresented Students

From students who will be first in their families to graduate from college.

Students whose parents, nor members of previous generations in their families, never attended an undergraduate institution, which differs

First-Generation College Students

Students of Color

underrepresented majors, community college students, student athletes, and males.

This term includes students from groups who have been traditionally underrepresented in education abroad, such as racial/ethnic

African American Students vs. Black Students

Any students who self-identify as being non-Caucasian/White.

The term Black widely encompasses any students who self-identify as belonging to African descent, no matter their national identity, religion, or

Hispanic Students vs. Latino Students

The term Hispanic typically refers to students whose heritages are from Spanish-speaking countries, while Latino is

the term Hispanic-American is a niche term that typically defines students of African descent/mixed heritage whose

The term Latino emphasizes any students who self-identify as being of African descent, no matter their national identity, religion, or

Multicultural vs. Intercultural

Multicultural refers to more than one culture while Intercultural refers to anything between/among multiple cultures.
WHAT WE MEAN WHEN WE SAY...

**Sex**
Classification as male or female or, rarely, intersex (not exclusively male or female). Sex is usually assigned based on external anatomy and is determined by chromosomal, hormonal, reproductive organs.

**Gender**
Roles, behaviors and attributes that a given society considers appropriate for males or females. "Sex and gender are often mistaken by used interchangeably.

**Gender Identity**
Internal, deeply held sense of one's gender.

**Gender Nonconforming**
Expressing gender outside of conventional norms (clothes, behavior) that are associated with masculinity or femininity.

**Genderqueer**
A gender identity that falls outside of the male/female binary. A third gender.

**Panssexual**
Expression of sexual attraction to both male and female or someone of an unspecified gender.

**Pansexual**
A gender identity that falls outside of the male/female binary. A third gender.

**Transgender**
Umbrella term for any gender identity that differs from the one associated with the sex assigned at birth.

**Trans**
Umbrella term for any gender identity that differs from the one associated with the sex assigned at birth.

**Cisgender**
Possessing the gender identity commonly associated with one's biological sex. "Cis-" is a Latin prefix meaning "on the same side as.

**Gender Fluid**
Having a fluid gender identity. Likely be expressed as both male and female, or shifting from one gender to the other under the umbrella term genderqueer.

**Genderqueer**
A gender identity that falls outside of the male/female binary. A third gender.

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EXAMPLES IN PRACTICE:

large, public

The University of Texas at Austin

• Students, students with disabilities, male students, students with mental health issues, etc.

• African American students, Hispanic/Latino/a students, Asian/Asian-American students, LGBTQ

Focus on increasing capacity to work with specific groups (first generation in college students,

aggressions, feelings heard, learning edges, constructive vs. destructive conflict)

workplace, cycles of socialization, levels and types of oppression, risks of dialogue, micro-

workplace, application to student advising, dialogue vs. debate, spheres of influence, bias in the

various diversity topics (increase awareness of self and others, identities, privilege, application to

• 2-3 hour sessions

• Monthly or bi-monthly

• Implemented in 2011

• Staff Development

• Division of Diversity and Community Engagement, Faculty Leaders, etc.

• Campus Resources (Gender and Sexuality Center, Services for Students with Disabilities,

• Diversity Trainer

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EXAMPLES IN PRACTICE:

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Symposium: Creating Access for Global Education (CAGE)

• Offered 2011, 2013, and planned for 2015

• Invite academic advisors, study abroad advisors, education abroad colleagues in the region and nationally (providers, colleges, universities, etc.)

• Topics: Rethinking our efforts to diversify study abroad, Engaging First Generation in College Students, Seven Ways to Diversify Study Abroad Programs, Men and Study Abroad, Best Practices in Advising, etc.
Engaging First-Generation College Students in Study Abroad
EXAMPLES IN PRACTICE: small, liberal arts

Our approach - assessing the landscape

- Resources available at the College
- Community and outside resources
- Student focus groups

How do we learn about the experiences of students from different backgrounds?

- Speaking from the "I" and self-reflection
- Qualitative data adds depth to the numbers
- Quantitative data
- Who's going abroad?

Resources available at the College
Community and outside resources
Student focus groups
EXAMPLES IN PRACTICE:

Small, liberal arts programs (e.g., local anti-racism groups)

Focus on Students/Student Focus Groups

• Student focus groups by affiliation and identity, but also by major and interest in study abroad

• Professional and student staff training with culture center staff (Queer Resource Center, Multicultural Resource Center, Women's and Gender Center)

Program evaluation questions - publication on diversity in study abroad

Proctoring and organization of study abroad

Focus on Students/Student Focus Groups

Resources

• Human Resources Workshops at Amherst and within the Five College Consortium

• College-wide conversations: Ask Big Questions, Day of Dialogue, Life Stories series

• Outside resources: Community Partners (e.g., local anti-racism groups), IES Diversity Director Campus Visit, providers (e.g., local anti-racism groups)

Providers (e.g., IES Diversity Director Campus Visit)

Human Resources Workshops at Amherst and within the Five College Consortium

Outside resources

College-wide conversations: Ask Big Questions, Day of Dialogue, Life Stories series

Resources
Encourage staff to view IDEA blogs, "What It Means to Be Abroad" video
Student alumni presentations at IES annual All-Hands staff meeting
Employ Diversity Abroad's pre-departure module for underrepresented students
as a tool in training staff
for all IES staff abroad
Collaboratively developed "Understanding Student Diversity" PowerPoint tool

Tools
Collaborate across functional IES departments, on nuanced pre-departure matters
Outreach & Advising for underrepresented students
Annual Diversity Abroad 3-hour pre-conference workshop for practitioners on
mandatory diversity segment of onsite student orientation
Host bi-annual training workshops for IES staff abroad as Guidance for Hosting
IES-hosted diversity training workshops for consortium school staff

Training/Approaches
IES Abroad

EXAMPLES IN PRACTICE: the provider
What's Our Template for Success?
Session Goals:

• To increase awareness of one’s own identities
• To increase awareness about systems of privilege and oppression
• To increase awareness about applying one’s own learning to one’s work supporting students
• To increase awareness of campus resources
• To increase awareness of perspectives and worldviews different from one’s own

Length: 90 minutes
Learning objectives:

- Participants will develop an understanding of how their own social identities are activated by their work experiences and influence their interactions with colleagues, students, etc.
- Participants will develop an understanding of elements of effective dialogue around difference.
- Participants will develop an understanding of how their own social identities are activated by their work experiences and influence their interactions with colleagues, students, etc.

Presenters:

- Director/Dean, Diversity or Multicultural Affairs Office
- Study Abroad Director
- Study Abroad Director, Diversity or Multicultural Affairs Office

Template for Diversity Training for Staff
Template for Diversity Training for Staff

Agenda

10 min - Welcome, Study Abroad Director

• Introduction to session, objectives, agenda

60 min - Experiential Activity, Diversity Trainer (offered by Diversity or Multicultural Affairs Office)

• Introductory level activity to increase awareness of systems of privilege and oppression and our own identities

• Opportunity to listen and engage with student study abroad alums

10 min - Welcome, Study Abroad Director
Template for Diversity Training for Staff

20 min - Familiarization with campus resources

• Invite 3-4 staff from key, relevant offices to introduce themselves (5 minutes each) and their services for inter-group dialogue. Suggested offices include, but are not limited to:
  - Diversity Office
  - Gender and Sexuality (LGBT) Center
  - Mental Health Center
  - Women’s Center
  - Office of Multicultural Affairs
  - Men’s Center
  - Cultural Centers -- Black Cultural Center, Hispanic Cultural Center, Asian Cultural Center, Native American Cultural Center

2 min - Thank you and wrap up, Study Abroad Director
Handouts:

Template for Diversity Training for Staff

- Offer the services the office provides, and options for workshops they offer.
- Compiled list of all known campus resources (offices, websites, etc.).
WHAT THEY HAVE TO SAY

LISTENING TO OUR STUDENTS

https://www.youtube.com/watch?v=1JxBeersFEU
A sustainable staff training model is essential to measurably changing how we prepare our students relative to matters of diversity abroad. A template is always a work in progress, adaptable for evolving time and resource availability. Maintenance of strategic campus relationships is necessary to sustain effective staff training on topics of diversity. We need our experts! Don’t be afraid to pulse your students on how well you are serving their needs.

Conclusions

• A sustainable staff training model is essential to measurably changing how we prepare our students relative to matters of diversity abroad.
• A template is always a work in progress, adaptable for evolving time and resource availability.
• Maintenance of strategic campus relationships is necessary to sustain effective staff training on topics of diversity.
• We need our experts!
• Don’t be afraid to pulse your students on how well you are serving their needs.