

Preparing International Partners for the Diversity of U.S. Students

| Resources | Interventions | Goals |
|--|--|--|
| <p>Where are you drawing your assumptions from? What resources can you draw on to inform future progress?</p> <ul style="list-style-type: none"> • Input from alumni of the program • Reports from previous years (critical incident database) • Institution and department mission statements and goals • Organizational know-how and staff expertise • Experience and expertise of international partners | <p>What can your organization provide or develop to bridge the gap between your inputs and desired outputs?</p> <ul style="list-style-type: none"> • Trainings and materials • Translations of policy documents • Contracts that clearly articulate goals (affiliation agreements, student conduct agreements) • Articulation of mission as it relates to diversity • Evaluations that elicit reflection on how identity has shaped student experiences | <p>What are your desired outcomes? What does your program look like in the future?</p> <ul style="list-style-type: none"> • Increased familiarity with obstacles • Increased comfort level speaking about challenges • Fewer incidents of misunderstanding • Understanding of diversity goals • Increased mutual understanding in the learning community • Open dialogue on understanding diversity in the host country • Reduced obstacles for students considering applying or participating in the program in the future |
| | <p>Stakeholders</p> <p>How do the interventions look different for different levels of individuals involved in the program?</p> <ul style="list-style-type: none"> • Administrative staff • Teachers • Host family members / roommates • Students and others in the host community • Program participants | |

Preparing International Partners for the Diversity of U.S. Students: A Checklist

When designing structures to increase the capacity of international partners to support a diverse group of U.S. students, has your institution, organization, or program:

- Provided sufficient access to resources and trainings about U.S. diversity broadly?
 - (Example from CLS/Department of State will be provided for context in final handout)
- Reviewed different types of U.S. diversity using real examples from your participant population?
 - (Example from CLS/Department of State will be provided for context in final handout)
- Explained how diversity shapes and impacts your mission statement(s)?
 - (Example from CLS/Department of State will be provided for context in final handout)
- Provided statistical information on the diversity of your participants?
 - (Example from CLS/Department of State will be provided for context in final handout)
- Included a diversity clause in your affiliation agreements with international partners?
 - (Example from CLS/Department of State will be provided for context in final handout)
- Added reflection questions related to diversity and identity abroad to your post-program participant surveys? Has this information been shared with international partners?
 - (Examples from CLS/Department of State will be provided for context in final handout)
- Solicited alumni perspectives on challenges related to diversity broadly (outside of surveys) to share with international partners?
 - (Examples from CLS/Department of State will be provided for context in final handout)