"Inclusive Excellence reframes how we think about diversity in study abroad. Many of our conversations and efforts focus on access, which is indeed important. We cannot, however, solely focus on participation rates and then expect (or hope?) underserved students will thrive in our existing systems. The IE framework insists that we are deliberate in our efforts to recognize, support, and engage the cultural capital and strengths of marginalized populations to improve the quality of learning and development for all students."

- Dr. Karyn Sweeney, October 2015 Volume 2 Issue 1 edition of The Forum Focus
Session Goals

- Explore and understand our own identities
- Have a greater understanding of identity construction
- Discuss inclusion of onsite staff in inclusive excellence
- Review the importance of clear communication between home campus and abroad team regarding US based events
- Identify areas for immediate improvement on home campus
Identify the five sections of the *three outside circles* that have the most impact on your feelings, thinking and behavior on a daily basis.

Share your selections with others at your table, looking for similarities and differences.

Discuss how these similarities and differences might impact you if you were studying abroad.

Be prepared to share one implication from your discussion with the entire room.
FOUR CIRCLES OF DIVERSITY

*Internal Dimensions and External Dimensions are adapted from Marilyn Loden and Judy Rosener, *Workforce America!* (Business One Irwin, 1991)

Awareness Matters

The more that we understand who we are and what aspects of our identity impact us... the more likely we are to understand and build connections with others, even those who are different from us.
Other Perspectives

- What salient identities do you hear?
- What similarities and differences did you discover?
- Why does identity matter in the context of study abroad?
Wake Forest Demographic Profile

- Winston-Salem, North Carolina
- Total undergraduate enrollment: 4,955 (2016-2017)
- Total University enrollment: 7,968 (2016-2017)
- Applicants for first-year admission: 14,006
- Undergraduate Tuition: $51,400 | Room/Board: $13,926 (2017-2018)
- Faculty-to-Student Ratio: 1:10
- Ethnic Diversity (students): 28%
- Student Clubs and Organizations: 194
- Annually send around 850 students abroad for credit, mainly on semester programs
Center for Global Programs & Studies

- **Staff**
  - Assistant Dean for Global Away
  - Director for Global Abroad
  - 2 Assistant Directors, 5 Study Abroad Advisors

- Faculty appointed study abroad committee, advisory boards for internal programs and Global Service

- Student-focused office with support for faculty and staff

- 14 semester programs and 10-20 summer programs run by Wake Forest University
  - 14 onsite staff administrators responsible
  - 6 Resident Professor positions leading semester abroad programs
Global Abroad @ WFU 2016-2017 Data

- First Gen College: (WFU): 9% (abroad): 11%
- Ethnicity breakdown:
  - Asian: (WFU): 11% (abroad): 20%
  - African American/Black: (WFU): 7% (abroad): 5%
  - Latinx/Hispanic: (WFU): 7% (abroad): 8%
- STEM majors: (WFU): 33% (abroad): 23%
- 2016-2017 Abroad 908 individual students
  - Year: 6  Semester: 557  Summer: 326  Short Term: 31
- Focus on inclusive excellence with programming and support
Onsite Staff Administrator Workshop

- Two day workshop for European staff administrators held in Barcelona, Spain. Summer 2017
- Team from Center for Global Programs and Studies and Director of Diversity Education
- Sessions on typically abroad areas (orientation, excursions, handbooks, etc.)
- Participants completed IDI prior to arrival
- Special workshop focused on identity and cross-cultural communication from Shayla
Onsite Staff Administrator Workshop con.

- Basic adjustments
  - Handbooks
  - Walking tours of the city (neighborhoods visited, etc.)
  - Inclusive lists in each city
- Activities for onsite team’s professional development
- Listening to the onsite team’s concerns
- Honest conversations between onsite team and advisors
  - Some locations may require outward identity modifications for safety of students
- Clearer communication between students, onsite team and home campus
What did we learn?

- Improvement in interpersonal communication and greater understanding of power dynamics
- Empowerment to have frank and uncomfortable conversations
- Updating of material from handbooks to orientation walking tours to formal check-ins related to I.E. issues
- Awareness of U.S. and local issues that could impact different students
- Honoring the experience of minority students
As administrators, we may

Monocultural Mindset

Denial

Polarization

Minimization

Acceptance

Adaptation

Intercultural Mindset

Deeply Comprehend Difference

De-emphasize Difference

Miss Difference

Judge Difference

Bridge across Difference

OUR BEHAVIORS

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Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1986
The Complexity of Identity Abroad

- Will I be in the majority or minority in my host culture? How will that impact my experience?
- How is my identity group perceived in my host culture? How might that impact my sense of security and/or belonging?
- What forms of privilege or discrimination might I experience?
- What aspects of this culture might I find offensive? Who will help me work through them?
- What assumptions might I make about people in my host culture?
- What needs may I have that are not normative or easily met within my host culture?
Discussion Questions

- What are basic changes that need to be made to pre-departure and orientation activities to be more inclusive of all students?
- How do different identity groups encounter abroad experiences and are they considered during program development and planning?
- What resources do you currently have available to support the professional development of your onsite staff regarding inclusive excellence?
Final Comments and Questions

- It is always a work in progress
- Onsite staff are typically open and interested in professional development opportunities
- Listen to their feedback and expertise
- Learn to live uncomfortably
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