Broadening the Circle: Access and the Aftermath

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Presenters

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Session Objectives

Identify common barriers (real and perceived) that prevent underrepresented students from participating in education abroad

Recognize industry-wide and local (campus or organization) efforts to improve access

Articulate opportunities and challenges with moving from access to support for underrepresented students (the aftermath)

Establish a game plan to identify and strengthen campus collaborators and advocates to continue to broaden the circle and strengthen it: supported access
Access in Education Abroad

Underrepresented populations and data
Racially and Ethnically Diverse Populations, High Need, First Gen, Students with Disabilities, LGBTQI+ Students, Religious Identity, Men, DACA, International Students, Athletes, STEM students, VA benefited

Disability Stats (Open Doors)

<table>
<thead>
<tr>
<th></th>
<th>06/07</th>
<th>11/12</th>
<th>16/17</th>
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<tbody>
<tr>
<td></td>
<td>2.6%</td>
<td>5.0%</td>
<td>8.5%</td>
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*2011-12: About 11% of students nationally are presenting through formal accommodations with their Disability Services office. (NCES)*

Ethnicity Data (Open Doors)

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<thead>
<tr>
<th></th>
<th>05/06</th>
<th>16/17</th>
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</thead>
<tbody>
<tr>
<td>White</td>
<td>83%</td>
<td>70.8%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1.2%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>3.5%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Asian, Native Hawaiian, Pacific Islanders</td>
<td>6.3%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>5.4%</td>
<td>10.2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>.6%</td>
<td>.4%</td>
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What are the barriers?

- The “F’s”: Family, Finances, Faculty, Fear, Friends and/or Familiarity

- Other barriers – legal status/governmental restrictions (i.e. Muslim ban, removal of DACA status, VA benefit regulations)
Access in Education Abroad: DU & OSU institutional analyses

- Relationships/Partnerships
- Policies & Practices (backed by data)
- Resources (human, fiscal)
An examination of Ohio State's journey to access

- Not as data-driven; more self-analysis and inventorying the obvious
- Importance of access was implicit, but efforts were not as explicit as they could be
- Actions taken to improve access: strengthen partnerships, recruitment materials, outreach, and dual appointment between Office of Diversity and Inclusion and Office of International Affairs
- Strategic Outreach Committee
- Modest success: knew where we were, where we wanted to go, BUT did we know what to do when we got there?
An examination of DU's journey to access

*Our relationship building is strong----wonderful allies across campus, but relationships don't always translate into actionable pathways.

*Policies/Practices - These are still emerging.
- No current policy for ESA's, but it is being developed.
- No central funding/policy for students with accommodations through DSP to go abroad. Which office pays what? Currently ad hoc.
- I-SOS is the source as the emergency funds for students in need while abroad – however not a gift.

*Resources – Human and Fiscal
- In the OIE, strategy for inclusion and access is written into a job description of a staff member, but it is one hat of many of that particular advisor.
- Both DSP and OIE have proposals for more staff to handle the greater student demand; create/monitor strategy.
- Our data collection efforts are fairly strong.
# An examination of DU’s data collection: Successes and Gaps

<table>
<thead>
<tr>
<th>Data Rich</th>
<th>Data Poor</th>
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<tbody>
<tr>
<td>Pell receiving &amp; study abroad</td>
<td>Athletes &amp; study abroad (gap)</td>
</tr>
<tr>
<td>Ethnicity &amp; study abroad</td>
<td>1st Generation &amp; study abroad (gap)</td>
</tr>
<tr>
<td>Disability &amp; study abroad</td>
<td>LGBTQI &amp; study abroad (sensitive data)</td>
</tr>
<tr>
<td>International students &amp; study abroad</td>
<td>DACA &amp; study abroad (sensitive data)</td>
</tr>
<tr>
<td>Men &amp; study abroad</td>
<td>Religious affiliation &amp; study abroad (sensitive data)</td>
</tr>
<tr>
<td>STEM &amp; study abroad</td>
<td></td>
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<tr>
<td>VA benefited &amp; study abroad</td>
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Transitioning from Access to Support: the Aftermath...and the Challenges

The Circle(s) broadened, the messaging and outreach worked! ... Now what?

◦ Is your circle breaking, bending, stretching, snapping?
◦ Is your institution prepared to support the variety of unique needs of underrepresented education abroad students after broadening the circle?
Transitioning from Access to Support: the Aftermath...and the Challenges

The need to align:

• Relationships
• Practices/Polices
• Resources
Transitioning from Access to Support: the Aftermath...and the Challenges

Aligning relationships, practices/policies and resources

✓ Has the same amount of attention toward support been placed throughout the study abroad lifecycle, not just getting students in the door?

✓ Do your campus partnerships “hold up” when there is a challenge?

✓ Is there a thorough top-down understanding of human and financial resources?

✓ How do IE staff biases and assumptions inform policy/practice?
  ◦ Assumptions about passport process, navigating airports, back up plans and family support
Transitioning from Access to Support: the Aftermath...and the Challenges

Aligning relationships, practices/policies and resources

Practices/Policies Examples: Is your organization.....

- Prepared to cover cost of accommodations for a student with a visual impairment?
- Prepared for students in dire financial situations with no back-up?
- Prepared to handle complex visa situations for international students to study abroad in a 3rd country?
- Knowledgeable of VA benefits and study abroad and how to pivot to more resources as needed?
- Able to accommodate a DACA student to study away domestically? What are the emotional and logistical elements that need to be addressed?
- Prepared to provide practice time for student –athletes?
Transitioning from Access to Support: the Aftermath... **Self-Assessment**

Activity 1:

- When thinking about underrepresented students and education at your institution, who is in the circle? Who is out?

- Where do you have data? Where are data gaps?
Getting a pulse on your own circles

Activity 2:

Relationships/Partnerships
Which campus partners are fully in throughout all parts of the study abroad life cycle?
Who gives lip service?
Other partnerships outside of campus?

Policies & Practices
Are policies/materials geared for the majority student?
What messages are they sending (i.e. applications, cancellations fees)?

Resources
Is access + inclusion written into the job description?
Are there fiscal resources clearly line itemed? (i.e. disability support?)
Are there honest conversations about staff’s limitations, assumptions, and blind spots?
Final Wrap up: Your plan

Look at your circles
- What is one area (start small!) you can address in the near future when you return to your office?
  - Examples: strategic outreach to a particular population or a campus office

- What is one area that will take more time, but is a priority?
  - Examples: analysis of resources, speaking to upper administration, plan for greater data collection

- Advice from campus experts
Resources to Explore

Disability Abroad & ADA

Legal cases:  http://counsel.cua.edu/fedlaw/nacuanotesdisabilityabroad.cfm
Mobility International:  https://www.miusa.org/
Access Abroad:  https://umabroad.umn.edu/professionals/accessabroad/resources

DACA:

www.nafsa.org/Resource_Library_Assets/Regulatory_Information/DACA_Resource_Page__For_International_Student_Advisers_and_Education_Abroad_Advisers/

General resources:

Diversity Abroad – Institutional membership  https://www.diversitynetwork.org/
  *AIDE Roadmap – framework to review how to assess practices, policies and resources
Q & A

Thank you for attending!