No one belongs here more than *all of you*

*Using a cohort model and collaborative partners to create new pathways for students to study abroad*
Introductions

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Director, ALLIES in STEM
Behavioral Economics
Choice Architecture
Game Theory

Philosophical

Engaging Groups to Improve Diversity

Does it work... in theory?
Philosophical

Perfect Economics

Supply + Demand = Market Equilibrium
Homo Economics
Maximum Social Utility
All Problems Solved
Philosophical

Market Failure

Supply > Demand = Lack of Diversity
Solution: Consumer Subsidy (Scholarship)
Once again, Maximum Social Utility
Philosophical

Market Failure, Causes

Behavioral Economics
Choice Architecture
Game Theory
Philosophical Behavioral Economics

Risk Aversion
Preference for a sure outcome over a chance with higher expected value

The Risk Averse Utility Function

- $U'(W) > 0$
- $U''(W) < 0$
- Let $U(W) = \ln(W)$
- $U'(W) = 1/w$
- $U''(W) = -1/W^2$
- MU positive
  But diminishing
Philosophical Choice Architecture
How the design of choices impacts decision-making

Individual Appeals (Personalized Outreach)
Individual Incentives (Scholarships)
Individual Rewards (Resume Building)
Philosophical Choice Architecture

How the design of choices impacts decision-making

“Because I don’t want to be the only one.”

- Individual Appeals (Personalized Outreach)
- Individual Incentives (Scholarships)
- Individual Rewards (Resume Building)
Philosophical

Game Theory

Mathematical models of strategic interaction between rational decision-makers.

**THE PRISONER’S DILEMMA**

<table>
<thead>
<tr>
<th>A stays silent (cooperates)</th>
<th>B stays silent (cooperates)</th>
<th>B betrays A (defects)</th>
<th>Both serve 2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both serve 1 year</td>
<td>A goes free, B serves 3 years</td>
<td>A serves 3 years, B goes free</td>
<td>Both serve 2 years</td>
</tr>
</tbody>
</table>

The Feeling of Tokenism

Philosophical

No one belongs here more than all of you

- Heightened visibility creates performance pressure
- Isolated by the majority, the minority feel pushed into roles, denying their individualism
- The token has to pass a loyalty test, becoming psychological hostages of the majority group
- They feel required to sell out their own group

Rosabeth Kanter

Some Effects of Proportions on Group Life
A New Way: Engaging the Group
California Lutheran University

ALLIES in STEM

Succeed on your path in the sciences, build community, and experience enriching professional & STEM opportunities

- **Support Services**
  1. Advising
  2. Academic Resources
  3. Community Building & Peer Mentorship

- **Tutoring & Supplemental Instruction**
  ALLIES' Peer Tutors & SI Leaders will assist you in performing well in your STEM courses.

- **Experiential Opportunities**
  Fellowships are offered for STEM Scholars to participate in research, internships, study abroad, and conferences. **Priority is given to students who participated in the STEM Academy and/or meet our demographics: Hispanic/Latinx and/or Low-Income.**

- **Professional Development**
  Have access to networking, leadership development, peer academic leader positions, cultural proficiency, and other trainings to prepare you for a successful STEM path.

- **ALLIES/SSS Center**
  On-campus (3215 Pioneer Ave) center for academic & advising resources, access to study spaces, technology, kitchen, and lounging areas.

- **How do I participate?**
  **STEM Scholars:** CLU STEM majors that participated in the STEM Academy. These students receive priority to opportunities, positions & resources provided by ALLIES.
  **Peer Academic Leaders:** STEM majors that have attained ALLIES in STEM student employee positions.
  **STEM Xplorers:** all other STEM majors on campus who are seeking help on their STEM path.

Visit us at CallLutheran.edu/allies or on Instagram: clu_alliesinSTEM
## ALLIES in STEM: Scholar demographics

<table>
<thead>
<tr>
<th>1st Generation?</th>
<th>Residential Status</th>
<th>Low-Income?</th>
<th>Student Type</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes: 60%</td>
<td>Commuter: 40%</td>
<td>Yes: 70%</td>
<td>Freshmen: 86%</td>
<td>Female: 68%</td>
</tr>
<tr>
<td>No: 40%</td>
<td>Residential: 60%</td>
<td>No: 30%</td>
<td>Transfer: 14%</td>
<td>Male: 32%</td>
</tr>
</tbody>
</table>

![Race/Ethnicity Pie Chart]

- Multi-Ethnic: 17.5%
- White: 7.0%
- Asian: 5.3%
- African American: 5.3%
- Hispanic/Latinx: 64.9%
Cohort 1

- Participants
- Locations
- Programs

Interested in Research Abroad?

ALLIES IN STEM PRESENTS:
THE SCHOOL FOR FIELD STUDIES FELLOWSHIP

Program Selections:
1. Summer I: June 3 - July 3, 2019
2. Summer II: July 8 - August 7, 2019

- Australia/ New Zealand Summer I & II
- Costa Rica Summer I & II
- Turks & Caicos Summer I & II
- Kenya Summer I
- Panama Summer I
- Cambodia Summer II

Application Extension: March 15th, 2019

For more information Contact:
Jaynessa Lopez-jaynessa@callutheran.edu
or Visit the ALLIES in STEM Center

California Lutheran University
ALLIES in STEM
Reflections

Did the ALLIES students consider studying abroad before the partnership?

What are the reasons your ALLIES students cite for not following through, even with access to this opportunity?
I felt my confidence in research increase.
“ I thought medicine was the only thing to do with a Biology degree, and I began to worry that I was losing interest in becoming a doctor.

My research abroad with SFS allowed me to see the animal behavior side of biology, and it sparked a passion.”
Identifying possible collaborations

Unintended consequences and successes

Lessons learned

Student support
Identifying possible collaborations

- cohorts
- student groups
- grant-funded programs
- ____________________

What opportunities exist for your campus or organization?
Identifying possible collaborations

-> potential study abroad program partners
-> program features that address student needs
-> academics that fulfill cohort requirements
-> ____________________

How can you leverage your education abroad network and link potential partners for collaboration?
Unintended consequences and successes

Opportunities to highlight study abroad in a new way

New campus partners can encourage more students to study abroad

Greater familiarity with study abroad office and its available support

More students studying abroad increases retention for the institution
Unintended consequences and successes

Unexpected professional development for campus partners: site visit to program location, gain advising expertise in a new area

Involvement from other academic departments

Address myths for campus colleagues and students who think they can’t study abroad ($$$, no time in the major, will delay graduation, lack of programs, etc).

Framework for partnerships = more awareness and more support for students
Considerations for student success: avoiding pitfalls

Anticipate ways to provide extra support

- Carefully consider program fit
- Articulate the benefits of study abroad
  - Guide during the application process
  - Customize pre-departure information
- Normalize the FAQ’s
- Account for family involvement
- Intentionally connect students with past participants
  - Consider possible on-site needs

Students return to campus empowered

- Provide outlets and re-entry support
Implications for your campus or organization:

- Cohorts to consider
- Ideas for future programming
- Feedback / Suggestions
Session presenters

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