

Community Discussion

Building Support Structures for Diverse Student Experiences:

Strategies for Inclusive Student Support



diversityabroad

International
Education DEI
Professionals
COMMUNITY OF
PRACTICE
2023-24

#DiversityAbroad

Sponsored By

The Global Education Diversity & Inclusion Certificate



Global Education Diversity & Inclusion Certificate

Agenda



- ❖ Community Pact
- ❖ Land Acknowledgement
- ❖ Topic Overview
- ❖ Learning Objectives
- ❖ Presenter Introductions
- ❖ Pulse Check (menti)
- ❖ Panel Engagement
- ❖ What's Next
- ❖ Thanks and Acknowledgements

Community Pact

- Listen to understand
- Leave titles at the door
- Calling In, not Calling Out
- Create a brave learning environment
- Take lessons, leave stories
- Reflect on your emotions and reactions

Land Acknowledgment



For details on the indigenous land you are currently located in, go to: <https://native-land.ca>

We take this moment to recognize native lands and express gratitude, humility, and appreciation to those whose territory we exist on. We honor Indigenous peoples of the world who have lived and worked the land from time immemorial, and recognize the importance of understanding the long history that brought us to these lands and our place within them.

We acknowledge the genocides and wrongs of the past and confront colonialism as an ongoing process that requires active mindfulness of our participation.

Acknowledgement of the land is Indigenous protocol.

Topic Overview

Current Events

With increasing anti-DEI legislation being passed across the country, finding ways to ensure international education professionals can still provide critical information and support to students has become an ongoing conversation.

Updated February 16, 2024.

We are tracking 73 bills in 26 states and the U.S. Congress. Since 2023,

73

have been
introduced.

8

have final
legislative approval.

8

have become
law.

25

have been tabled,
failed to pass, or vetoed.

Where Anti-DEI Legislation Has Been Proposed

A pattern indicates active bills in different statuses.

■ No bill ■ Introduced ■ Final legislative approval ■ Signed into law ■ Tabled, failed to pass, or vetoed

Definitions & Context

- Anti-DEI
 - Initiatives that restrict, limit, or ban DEI-based support for diverse students
- Diverse
 - Traditionally underrepresented in education abroad
 - Includes multiple identities, not just those based on race and ethnicity



Why This is Pertinent

While you may not be directly affected by this within your state or local context, many are being actively affected. We ask that you consider your role as an ally/accomplice and how your students may be feeling about increasing legislation and their fear as it spreads out.

Learning Objectives

- Understand current challenges in supporting diverse students
- Gather how to collaborate on effective strategies with key stakeholders to support students with inclusion and belonging at the center
- Learn tips and resources on expanding knowledge of diverse student support

Presenters

MODERATOR



Karen Olivas

Student Services
Coordinator
**CET Academic
Programs**



Daniella Lubey

Senior Program
Coordinator
**Northwestern
University Medill
School of
Journalism**



Tony Nelson

Senior Institutional
Relations Manager
**CET Academic
Programs**



**Christina "Chris"
Thompson**

Founder and
Managing Director
**COMPEAR Global
Education Network**



Join at menti.com
with code: 9519 0564

Participant Pulse Check

Where are you from?

What is your role?

What are you most interested
in hearing about today?



What are some persistent or perhaps recent challenges you've observed that make it more complex or difficult to provide support to diverse students seeking to study abroad? How have you dealt with these challenges?



What innovative methods or approaches have you seen institutions utilize to navigate and uphold inclusive student support systems while respecting local regulations or cultural norms, given recent legislation in your region?

What types of training or professional development have proven effective in equipping faculty, advisors, and program personnel with the skills needed to support students from diverse backgrounds in international educational settings?





What metrics or indicators can institutions use to measure the success of their efforts in implementing and maintaining inclusive student support systems abroad?

How can educational institutions effectively communicate standards to students intending to study abroad, ensuring they understand the expectations and feel supported before embarking on their educational journey?

In what ways do you see global education more actively taking up issues related to diversity, accessibility, equity, etc.? Which practices or conceptual shifts are making those changes possible?



QUESTIONS



What's Next?



- **Full Recording of Community Discussion**
 - Added to D&I Resource Center for Members
- **PowerPoint Presentation & Resource Sheet**
 - Sent to All Participants

Contact Our Panelists



diversityabroad

Diversity Abroad

www.diversityabroad.org

members@diversityabroad.org

Daniella Lubey

Senior Program Coordinator, Northwestern
University Medill School of Journalism

Daniella.Lubey@northwestern.edu

Tony Nelson

Senior Institutional Relations Manager, CET
Academic Programs

tnelson@cetacademicprograms.com

Chris Thompson (she/her)

Founder & Managing Director,
Compear Global Education Network

christina.thompson@compear.org

Thank you, CoP!



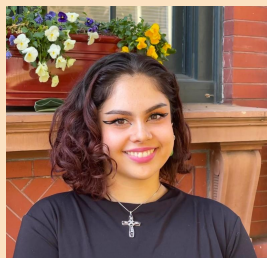
**Machada
Smith-McGovern**
(she/her)

Staff Engagement &
DEI Manager
InterExchange



Tuesda Roberts
(she/her)

Director for
Faculty
Development and
Diversity
Emerson College



Karen Olivas
(she/her)

Student Services & JEDI
Coordinator
**CET Academic
Programs & Academic
Travel Abroad**



**Amaris "Ami"
Vargas-Mohan**
(they/she; elle/ella)

Program Coordinator,
Faculty-led Programs
**Texas A&M
University**

Special
thanks to
Lily Lopez
McGee!

Let us know what you think!

Scan the QR code to fill out
our short survey.



[qr.link/iD5g3v](https://u.tamu.edu/6PvtYCWd)

<https://forms.gle/3EnoYZJT3PxCNWAw5>