

# Community Discussion Series

Critical Reflection: How to Support  
Students Historically Excluded from  
Study Abroad Post Pandemic?



Ed Abroad:  
Fundamentals of DEI  
Task Force 2020-2021

 #DiversityAbroad

# Sponsored By

## Diversity Abroad's Inclusive Advising for Education Abroad Professionals eLearning Course



INCLUSIVE ADVISING FOR EDUCATION  
ABROAD PROFESSIONALS

# Disclaimers

**Today's conversation will  
not be all encompassing.**

**Our language and our  
perspectives will be biased.**

**We hope to crowdsource the  
knowledge of those connected  
to the conversation!**

# Presenters



**Shawn Dillard** (she/her)

Assistant Director, Office of  
International Education  
University of South Alabama

**Kelly Andrade** (She/her)

Registration & Financial  
Coordinator, Rutgers  
University



**Maura McCarthy** (she/her)

International Programs  
Coordinator, North Carolina  
State University



# Session Overview



- Share why we are focusing on support for historically underrepresented students during the pandemic
- Results of the survey
- Group Discussion
- Explore opportunities, challenges and next steps post-pandemic

# Survey Methods-Dissemination



- Dissemination of survey (how collected)
- April 6 Posted on Secuss-L and Diversity Abroad Listserv
- Posted on Personal Social Media e.g. LinkedIn and Facebook
- April 26 Second Posting on Secuss-L; after rules changed that allowed links for survey instruments to be included in the posts.
- Diversity-Abroad platforms



# Survey Methods-Limitations

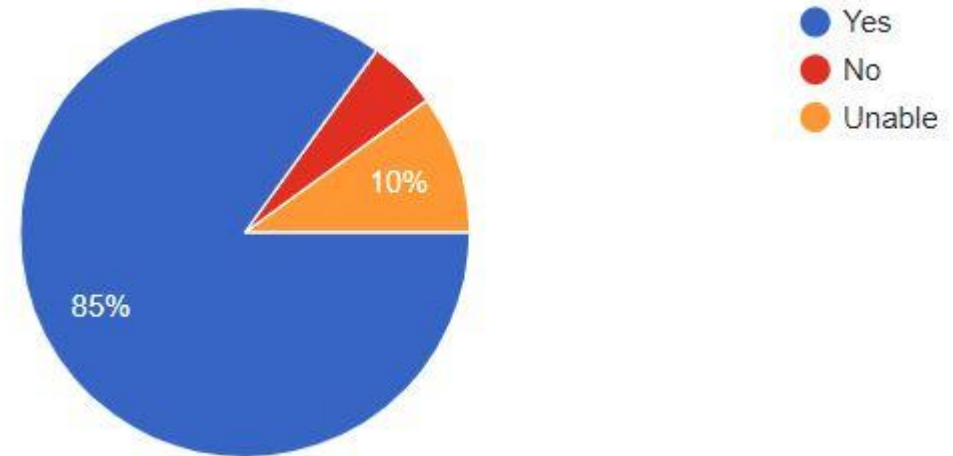


- Limitations of the Survey (how analyzed)
- Limited number of respondents, unable to draw conclusions and analysis of results.
- Shifted focus analysis to a dialogue using the survey to guide this discussion.
- May 06 included survey link as part of Diversity Abroad registration; closed 5/21.

# Demographic Data

“Apart from basic information for visa purposes any information we collect is not mandatory. Also our system currently doesn’t allow for identity based student data collection beyond passport and visa information.”

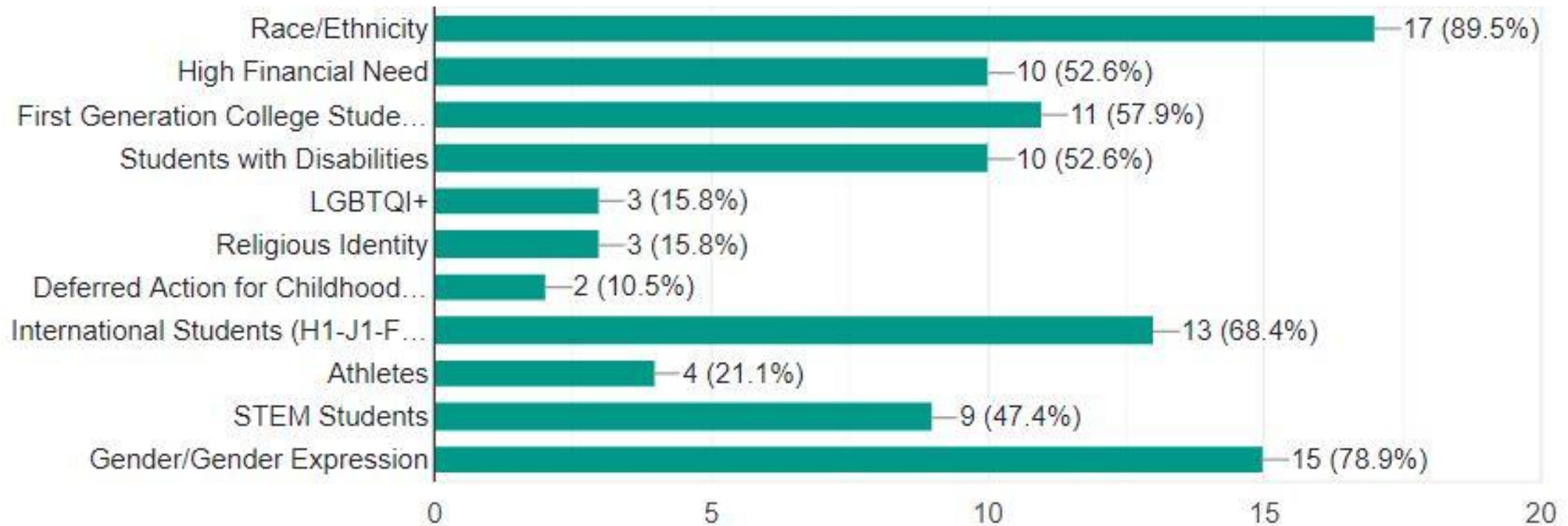
In response to our question: “Do you collect Demographic data on students historically underrepresented in study abroad”





# Demographic Data

In response to our question: “What type of Demographic Data Do you collect?”

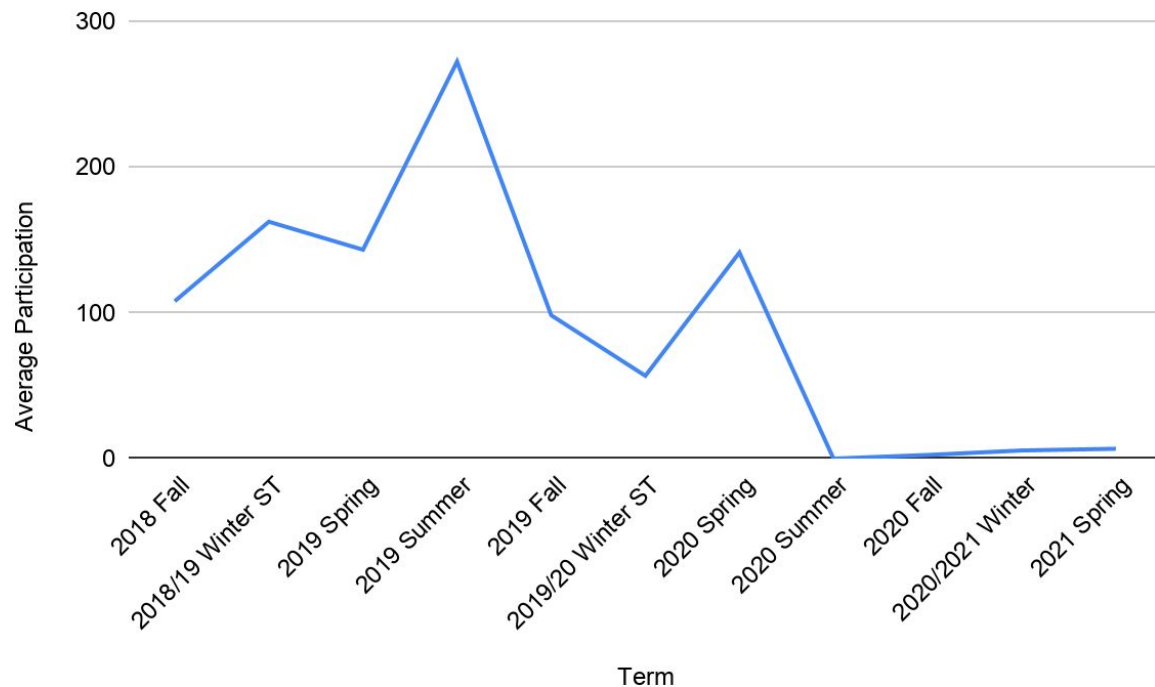


# Dialogue

Let's  
chat:

- Does this represent what's happening in your institution?
- How would collecting this data support underrepresented students?
- What barriers are there for collecting this type of data?

# Participation Trends



- Reminder of Limitations
  - Sample size, survey participation
  - Graph combines virtual & traditional programs
- General observation of trends from start of pandemic
  - 2020 Spring
    - Mid-term cancellations not reflected
  - 2020 Fall and 2021 Spring
    - Some participation, though on a very small scale.
    - Increase (or creation) of virtual programming
    - F-1 Students
  - Summer/Fall 2021
    - Expected rise in participation
    - Uncertainty regarding the new DOS advisory levels



# Alternative Programming

We added virtual opportunities for students, a robust study abroad at home program, as well as language exchanges.

- Virtual exchange
- Virtual Global Internship
- Collaborative Online International Learning (COIL)
- Hybrid Models
- F-1 students “Study Abroad” in home country
- Non-credit bearing experiences

Has your institution implemented alternative programming since the start of COVID-19?



# Initiatives



Partnership with Title IX, Student Disability Services, & Counseling Services

Develop cost-effective programs

Funding & financial planning support

Create hybrid & virtual engagements

Applying for additional grant funding

Interviewing students for faculty-led programs

Targeted outreach such as the *Black & Abroad* virtual series

# Questions & Discussion

1

Please share 1 or 2 DEI initiative(s) that your institution has in place or hopes to be in place for underrepresented students?

2

What are some additional challenges that you may anticipate your students may be facing that will hinder their participation to study abroad in-person or virtually?

3

Are there any initiatives that has been shared that you envision can be applied to your institution?



# What's Next?



- Summary of Conversation
  - [Contact Sheet](#)
- 
- Full Recording of Community Discussion
    - Added to D&I Resource Center for Members
  - PowerPoint Presentation

# Resources

## [Inclusive Advising for Education Abroad Professionals eLearning Course](#) - Diversity Abroad



- A foundational understanding of diversity, equity, and inclusion in global education;
- An understanding of how inclusive best practices in advising can be integrated throughout the spectrum of the education abroad process from outreach, marketing, & recruitment, pre-departure, in-country, and upon return.
- An increased awareness of biases that may influence interactions with different student populations.

### Additional Resources

- [Publications](#)
- [Pre-Departure Module on Identity](#)
- [Identity Specific Advisor Guides](#)
- [Global Equity & Inclusion Guidelines](#)

### Registration is Open for Summer Dates

- July 6 - August 2 | Deadline to register July 2
- August 16 - September 13 | Deadline to register August 13

# Contact Us



Diversity Abroad

**[www.diversitynetwork.org](http://www.diversitynetwork.org)**

**[members@diversityabroad.org](mailto:members@diversityabroad.org)**

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