

Strategies to Create Access: International Internships and Underrepresented Student Groups



DIVERSITY ABROAD NETWORK CONFERENCE
MARCH 24, 2015
NEW ORLEANS, LA

Presenters



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Objectives

- Present & discuss data and emerging trends for underrepresented students in international internships
- Explore strategies for institutions aiming to increase access
- How can institutions and program providers collaborate to ensure that student interest in programs is translated into student participation?

Identifying Underrepresented Students



- First generation college students
- Ethnic minority students
- Male students
- Students in the STEM fields

Internship Trends Gilman Data



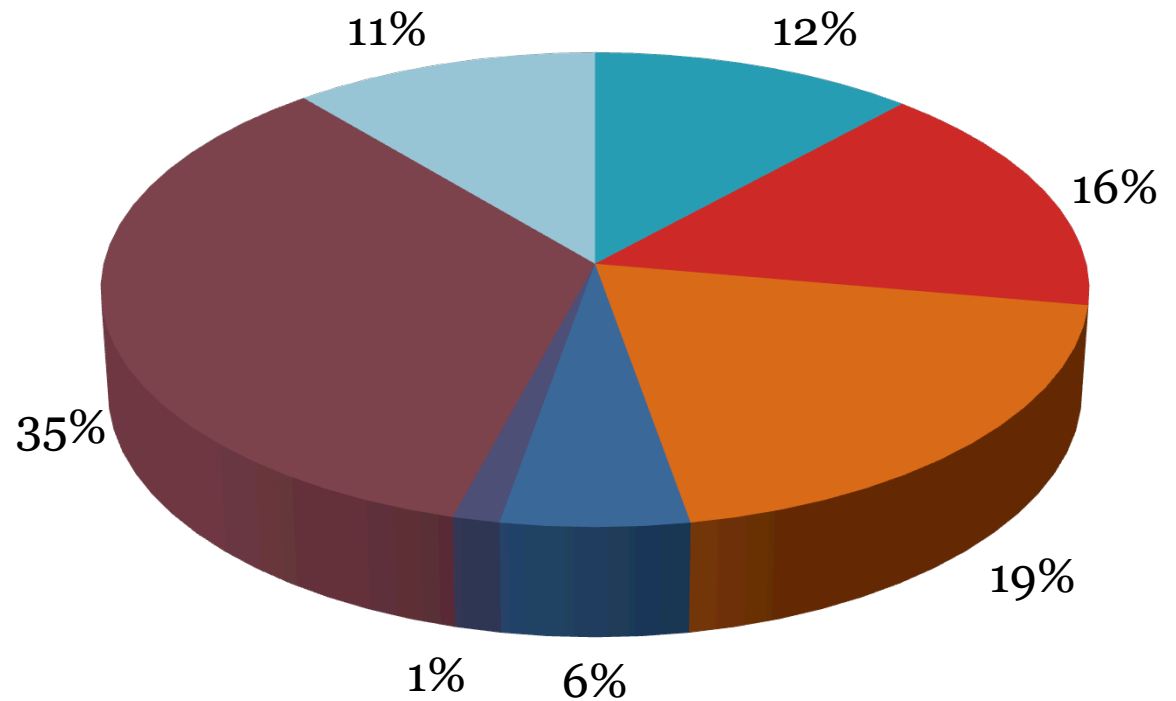
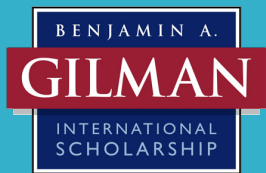
INTERNATIONAL INTERNSHIP SURVEY

- Sent to all AY 2013-14 recipients
- 144 responses from Gilman scholars participated in internship abroad
- Student demographic analysis
- Respondents interned in 47 countries.
 - Top countries: China (12), Japan (10), UK (9)



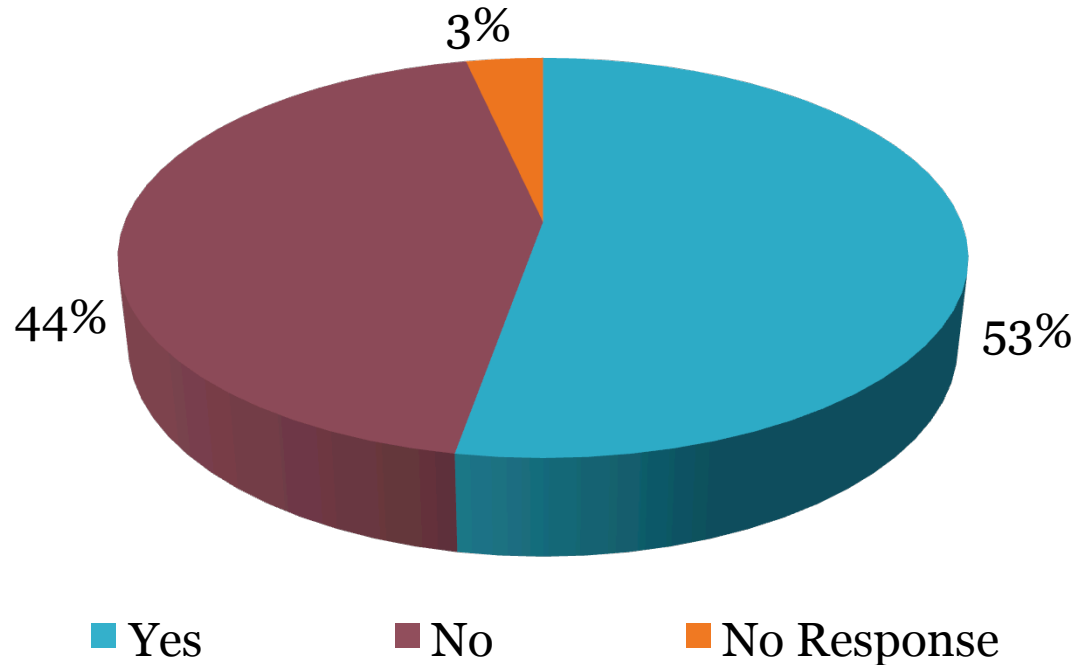
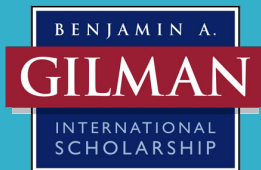
Ethnicity

54% ethnic minority



- Asian or Pacific Islander
- Black/Non-Hispanic
- Hispanic
- Multiracial
- Native American
- White/Non-Hispanic
- No Response

53% First Generation College Student

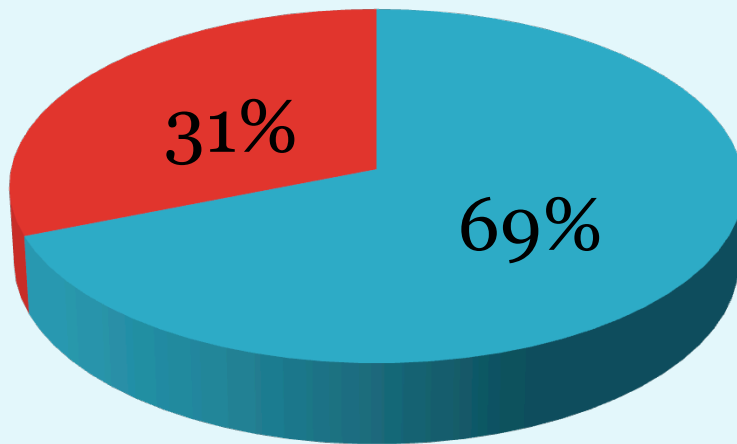


“As a first generation study abroad student, I really wasn't sure how to prepare for studying abroad. I really depended on my online study abroad advisor who truly went above and beyond helping me get ready for my internship.”

Gender - STEM

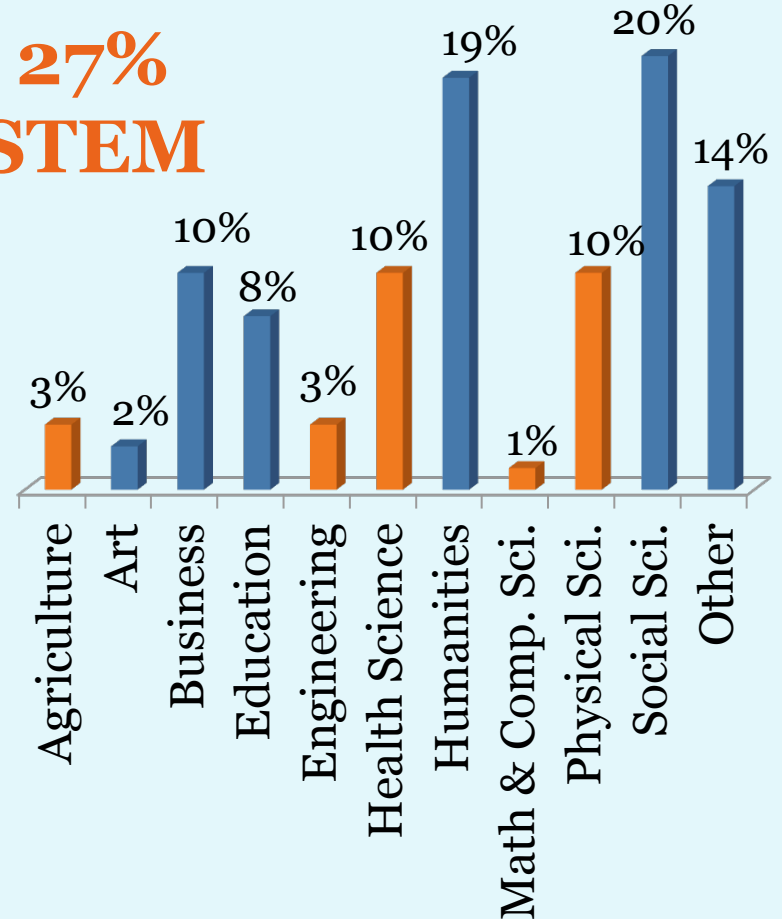
Gender

■ Female ■ Male

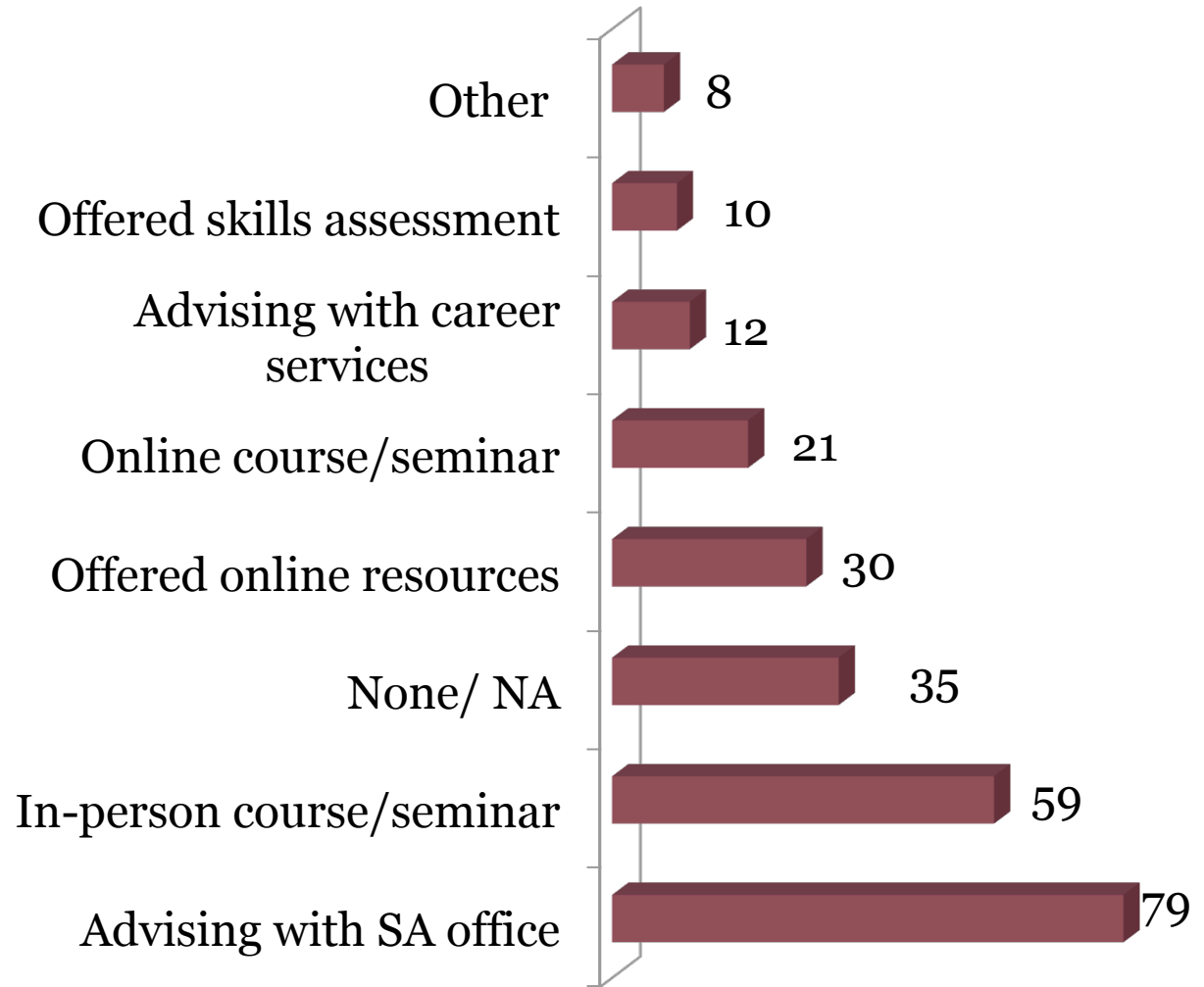


Field of Study

27%
STEM



In what ways did your home institution help prepare you for your internship abroad?



Student Assessed Values



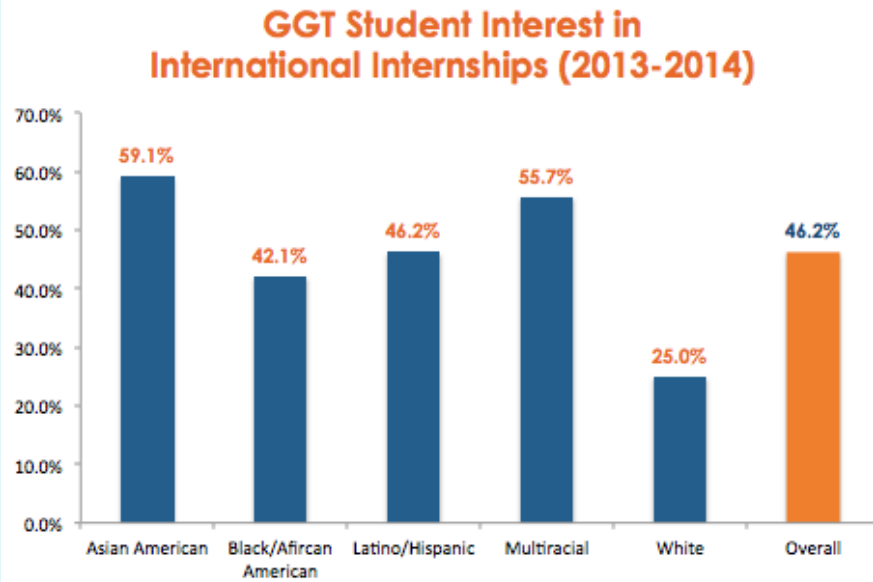
Reasons to participate (most popular responses)

- Gaining experiences
- Cultural learning
- Fulfilling a requirement

Most important thing learned (some responses)

- Be proactive
- How to take initiative in a new environment to creatively solve problems...
- ...cultural and linguistic sensitivity...
- ...kind of work environment suits me best, in part by experiencing circumstances and situations that I'd rather not repeat...

Go Global Campus Tour Student Interest Data



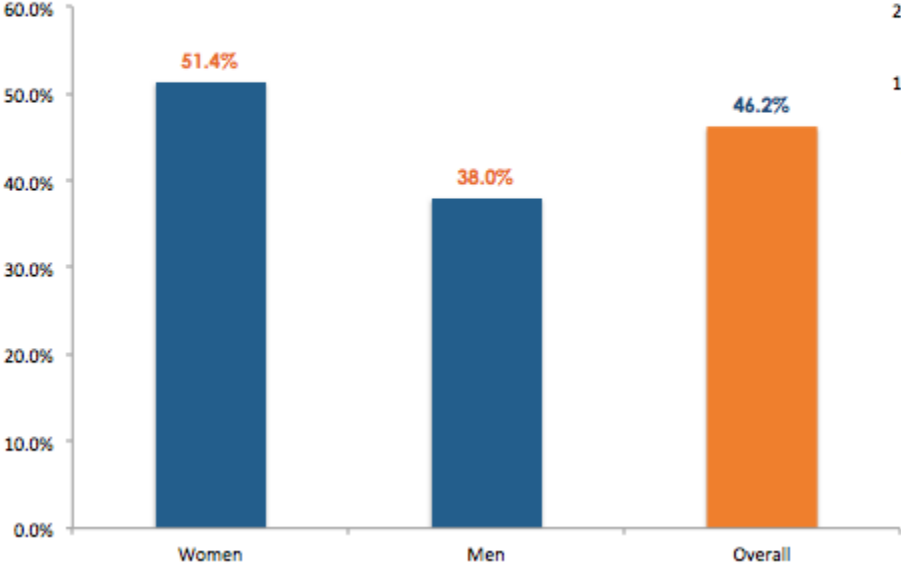
Go Global Campus Tour (GGT)

- National, talks to students generally about international opportunities.
- Students voluntarily complete interest form, includes general demographic info:
 - Ethnicity, major, income, countries of interest, regions of interest, first-generation college student status, program types, semester when they would like to go abroad.
- Data represents 35 campuses visited fall 2013 to spring 2014.

Go Global Campus Tour Student Interest Data



GGT Student Interest in International Internships (2013-2014)



GGT Student Interest in International Internships (2013-2014)



Identifying Students



Quality data helps

- Develop a profile of who education abroad students are.
- Inform policies, programming, and resource allocation.
- Provide a bench marker for changes in student demographics and participation.

Identifying Students: Challenges



- Data sources
 - Example: Pulling demographic data from students' applications to the institution.
- Worry of intrusive questioning
 - Example: “We don't want to make students uncomfortable by asking their ethnicity/race *again*.”
- Lack of response from students
 - Example: GGT N/A information!

Identifying Students: Good Practices



- Data collection
 - Who: Everyone
 - When: Before, during, and after
 - How: Intake forms, application materials, coordinated efforts with institutional research, surveys, focus groups. Others?
- Data analysis
 - Frequently: At least once a year, after each semester is ideal
 - Goals: Set, monitor, and evaluate

Models of Support



**THE UNIVERSITY OF TEXAS AT
AUSTIN**

CET ACADEMIC PROGRAMS

UT Demographics and Mobility



Population	On-campus UG Population (fall 2011)	Proportion studying abroad
Undergraduates	39,955	18.1%
First-generation college students	Approx. 20%	9%*
Male students	48.5%	34.8%
Racial/ethnic minority students	48.7%	43%**
Science Majors	25.6%	9.1%

* Data on first-generation college students based on participation among 2002 entering FTIC cohort.

** Omits 8% of students who selected “not given”



UT Austin

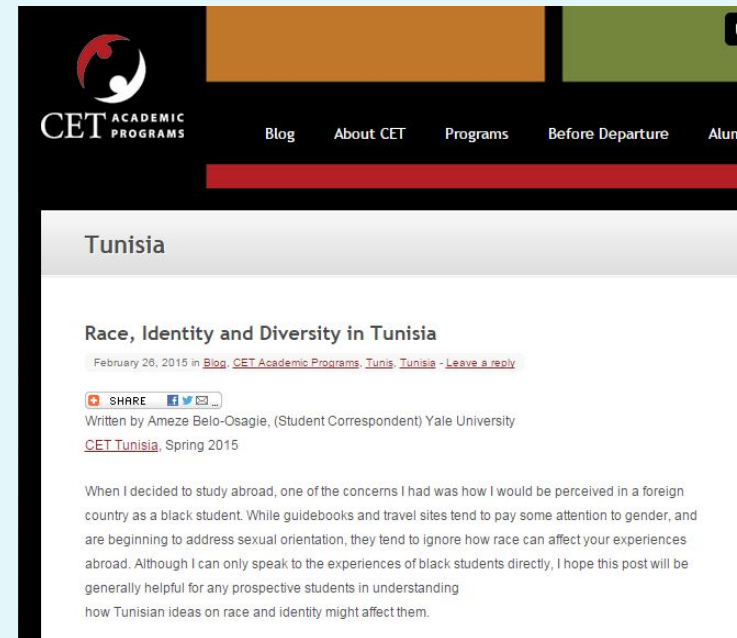
Asia Internship Initiative

- Develop/expand program models to target specific student groups/majors
- Funding support for students with high financial need and specific majors

Outreach and Collaboration

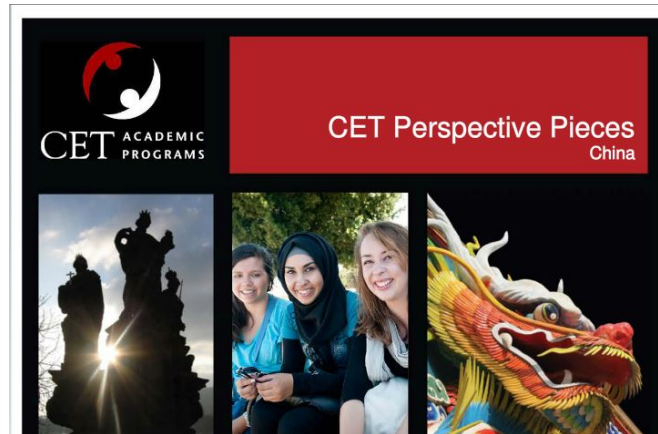


- University outreach and provider outreach
 - Partnerships with academic and career services units
 - Info sessions
 - Marketing materials
 - Diverse student ambassadors
- Collaboration
 - Addressing diversity issues



Advising

- Advising partnership on campus
- Language of advising
- Individual attention
- Flexible contacts
- Orientation and support materials
- Résumé and cover letter support



Onsite and Beyond



- Staff and Faculty Connections
- Orientations and events
- Alumni connections



Annual Internship Participation in Asia 2012-2014



Program Type	2012	2013	2014
Affiliated credit-bearing internship	8	10	14
Exchange plus internship	5	9	1
Faculty led plus internship	-	-	12
Customized non-credit bearing internship	-	29	36
Self-arranged internship	*	9	7
Total	13	55	70

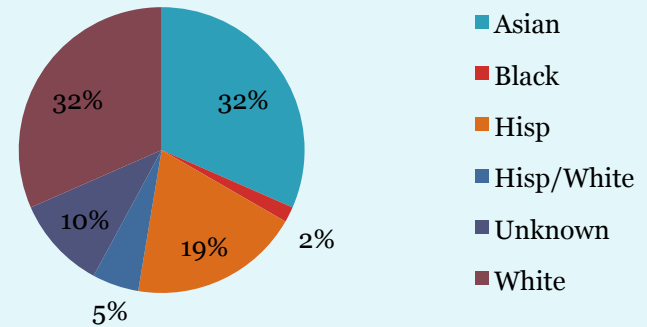
*Self-arranged internship data not available for 2012

Participant Demographic Info

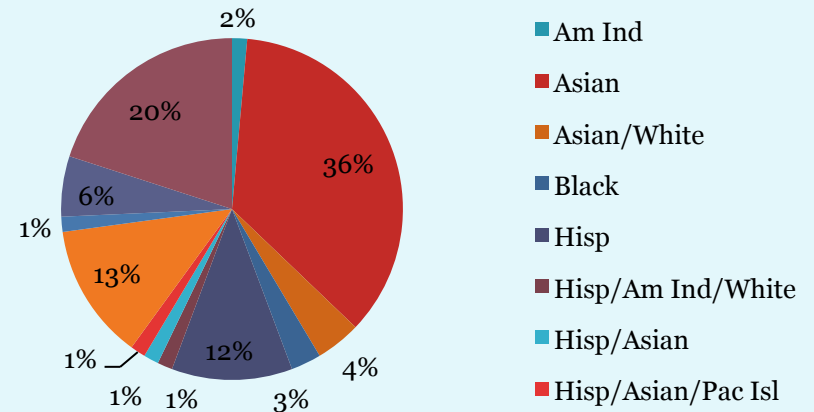
Population	2013	2014
Racial/ethnic/multi ethnic minority students	58%*	73%*
Male	46%	37%
First generation in college	25%**	23%**
STEM majors	30%	39%

* Omits students who selected “not given”
 ** Omits students for whom generational status data is not available

2013 Participants: Race/Ethnicity



2014 Participants: Race/Ethnicity



Challenges – A Discussion



PROGRAM MODELS & COSTS
SUSTAINABILITY
DATA COLLECTION
RESOURCES – ON CAMPUS & ONSITE

Questions & Contact



- Lindsay Calvert, Gilman International Scholarship Program Director, IIE Houston, lcalvert@iie.org
- Katherine Davis, West Campus Relations Manager, CET Academic Programs, kdavis@academic-travel.com
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- Mona Syed, Program Coordinator, The University of Texas at Austin, msyed@austin.utexas.edu