

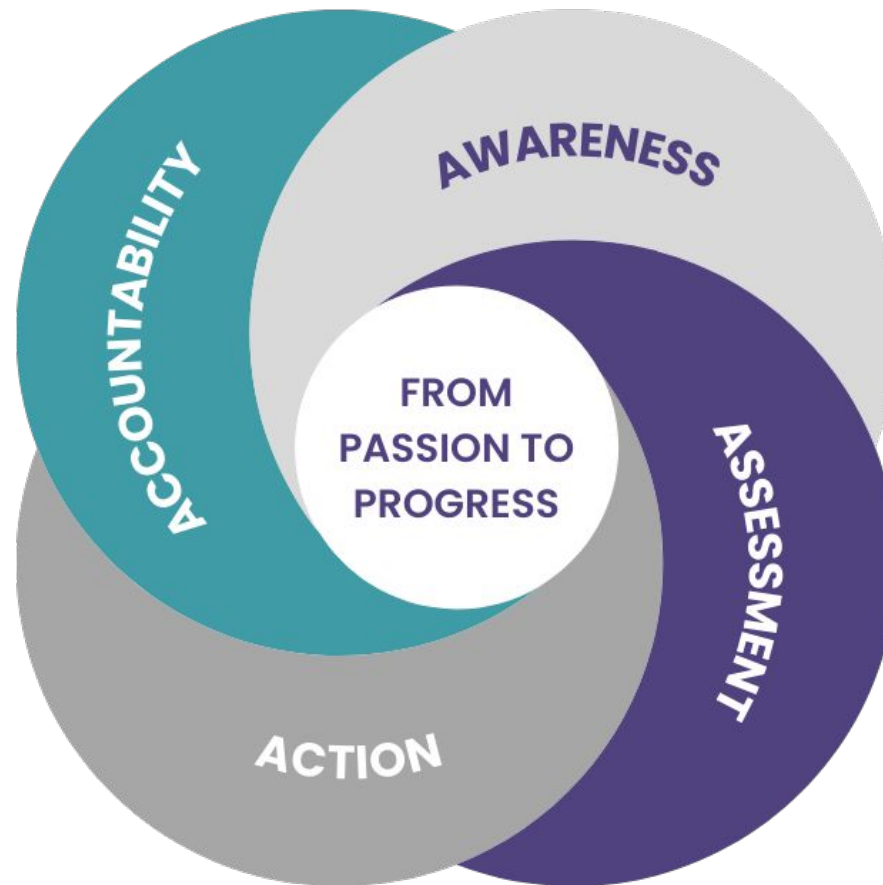
# DEIBA in Global Education: An Action Oriented Model for Transformation

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# Diversity Abroad: Our Approach

## 4 A'S OF DEI IN GLOBAL EDUCATION



# Terms We Use

**Diversity:** describes individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, socioeconomic status, gender expression, sexual orientation, ability and religious affiliations).

**Inclusion:** The term inclusion is used to describe the active, intentional, and ongoing engagement with diversity in ways that increase awareness, content knowledge, and understanding of the complex ways individuals interact within systems and institutions.

**Equity:** refers to fairness and impartiality in how individuals are treated. Equity centers on whether or not the quality of the experience is fair for all participants.

**Belonging:** security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group.

**Anti-Racism:** is a process of actively identifying and opposing racism. The goal of anti-racism is to challenge racism and actively change the policies, behaviors, and beliefs that perpetuate racist ideas and actions.

# Diversity & Inclusion in Global Education

- History of Education Abroad
- Identity Groups
  - Ethnically/Racially Diverse
  - High Financial Need
  - Students with Disabilities
  - First Generation College
  - LGBTQ+
  - Faith/Religion
- High-impact practice

**Diversity** ↔ **Inclusion**



**Equity**



# Challenges to Effective Diversity & Inclusion Implementation

- Diversity is often one person's job
- Focused solely on compositional diversity, not inclusion
- Difficult to identify operational strengths & weakness
- DEI approached as an initiative, not a strategic imperative
- Lack of assessment & accountability



# San Diego State University: Focus on Access

*Cristina Alfaro, Ph.D.*

*Associate Vice President of International Affairs*

# SDSU: Understanding Student Engagement in Global Programming

## Focus Areas:

- **Awareness:** Identify reasons for low engagement, lack of awareness about opportunities.
- **Assessment:** Evaluate current engagement levels through surveys, interviews, and feedback mechanisms.
- **Action:** Develop strategies to address identified barriers and enhance engagement.

## Institutional Context:

- Hispanic-Serving Institution (HSI) near the border.
- **Bilingual students:** Leverage language skills and cultural competencies. University Seal of Biliteracy and Cultural Competence (USBCC).
- **Programs:** Offer opportunities to enhance language and cultural skills.
- **Recognition:** LinkedIn badges for students meeting language and culture skill criteria.
- **Seal of Excelencia Example**



# International Student Engagement

- International Student Support:
  - Communication
  - Leadership Involvement
- Challenges and Considerations:
  - Campus Strikes
  - Online Courses
- Engagement Strategies for International Scholars:
- **Overall Goal:** From international student enrolling to international student serving institution



# University of South Alabama

*Dr. Bri Ard*

*Executive Director, Global Engagement*

# South Alabama: Student Centered Initiatives

- Understanding Student Needs:
  - Proactive approach
  - Partnership with Students
  - Gilman Scholarship - University incentive
  - IDEAS Grant
- Enhancing International Student Support:
  - Integration into Campus Community
  - Retention Focus
  - First-Year Success Course
- **Unique Engagement Opportunity:** International Student Night

# Impact on Institutional Culture & Diversity

**Measuring Success:** Evaluate impact on institutional culture, student experiences, and DEIB outcomes.

- **Metrics:** Utilize data to assess the effectiveness of initiatives on student engagement and satisfaction.

## **Institutional Culture:**

- Address the impact of initiatives on the overall culture of the institution.
- Consider how a student-centric approach influences the larger institutional ethos.

**Student Experiences:** Explore how these initiatives shape the experiences of international and domestic students alike.

**DEIB Outcomes:** Discuss how these efforts contribute to diversity, equity, inclusion, and belonging goals.

# Factors that Influence Inclusion & Equity

## Student Factors

- ❖ Tapping into students' goals for attending university
- ❖ Consider social capital they already have (Yosso, 2005)

## Operational Factors

- ❖ Enlisting key partners
- ❖ Reducing friction
- ❖ Making the (right) case
- ❖ Transparency
- ❖ Staff awareness and training

## Institutional Factors

- ❖ Culture of international engagement
- ❖ Curriculum integration
- ❖ Faculty and staffing representation



# Considerations

## DO:

- Benchmark your activities
- Build in time and integrate it into daily activities
- Understand yourself
- Be honest and transparent
- Recognize your team members for their efforts



# Discussion & Questions

# Action Planning

- What are your next steps?
- With whom can you partner? Or...
- What do topics and themes can you explore in more depth?
- Write down 2-3 immediate tasks that you can complete to move more of your advising practice to more inclusive advising?



# Resources & Events

## Professional Resources:

- [Diversity Abroad Membership](#)
- [Diversity Abroad Member Resource Center](#)
- [Global Equity & Inclusion Guidelines](#)
- [Global Education Diversity & Inclusion Certificate Program](#)
- [Inclusive Advising for Education Abroad Professionals](#)
- [Inclusive Advising for International Student & Exchange Professionals](#)

## Upcoming Events:

- [Global Inclusion Regional Summit](#) | London, UK | March 13–15, 2024
- [2024 Global Inclusion](#) | Washington, DC | October 29–November 1, 2024

# Thank you!

Connect with us:



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