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Collaboration to Advance Racial Equity Through Education Abroad

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COLLABORATION TO ADVANCE RACIAL EQUITY THROUGH EDUCATION ABROAD



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ABOUT

WHO WE ARE

Diversity Abroad is the leading organization that inspires and supports educators, policy makers, industry professionals and other stakeholders in leveraging inclusive global education to advance academic success, interpersonal development and career readiness of students from diverse and historically marginalized backgrounds. Together, Diversity Abroad and its global member community lead the field of global education and cultural exchange in advancing diversity, equity, inclusion, and justice in and through its work.

OUR MISSION

To create equitable access to the benefits of global education by empowering educators, engaging stakeholders, and connecting diverse students to resources and opportunity.

ABOUT THE STRATEGIC LEADERSHIP FORUM

Diversity Abroad's Strategic Leadership Forum presents a unique opportunity for Chief Diversity Officers, Senior International Officers, and other education administrators to explore strategic collaboration on campus internationalization and diversity and inclusion goals. Such collaboration is especially critical given the current demands for universities to address and make visible policy changes in the area of racial justice, educational equity, and social mobility.

FOREWORD

This paper's publication was originally intended to coincide with the March 14-15, 2020 Strategic Leadership Forum set to take place in New Orleans, LA. Due to the COVID-19 outbreak this event was rescheduled for later in fall 2020. Given the impact of COVID-19 and burgeoning focus on diversity, inclusion, and racial equity in education abroad the authors revised portions of this publication.

As with most sectors, 2020 was a year of disruption and uncertainty for the field of global education and cultural exchange. For international educators the onset of COVID-19 meant securing the safety of all education abroad program participants who were at all corners of the planet studying, interning, conducting research, and otherwise engaging in learning opportunities abroad. It also meant supporting international students as they navigated a global health pandemic, the ensuing racism and xenophobia that accompanied the new virus, and the difficult decisions around returning home to loved ones or remaining on campus. All this was done while international educators were simultaneously focused on ensuring uninterrupted learning through virtual platforms and supporting their family, friends, and colleagues who were managing layoffs, furloughs, and personal crises.

As the Spring 2020 semester came to a highly anticipated end, a spate of killings of African Americans, including Ahmaud Arbery, Breonna Taylor, and George Floyd, and the subsequent protests demanding racial justice dominated nearly every aspect of life in the United States and many countries throughout the world. The urgency of the protest and demands for justice were a catalyst for many higher education institutions and organizations to fully examine how racial inequity and injustice can be adequately addressed in and through their work. As higher education heads into the second half of the 2020/21 academic year, the critical need of university staff and faculty to understand and be comfortable addressing the racial and educational inequities that exist in

the programming they oversee remains. This publication seeks to capture opportunities for international education leaders to collaborate with their counterparts in diversity, equity, and inclusion units to advance racial equity through education abroad and leverage this high-impact practice to advance student persistence, academic achievement, and post-degree success. While this publication focuses on collaboration between the Chief Diversity Officer (CDO) and the Senior International Officer (SIO) roles, the principles highlighted herein are applicable to other professionals who work in the international education and diversity and inclusion spaces or who support programming from these units.

INTRODUCTION

Higher education is at an unprecedented time in our nation's history. The tumultuous events of 2020 directly and significantly impact the future and priorities of tertiary education in the United States. At this critical juncture institutional leaders are faced with the simultaneity of mounting calls for back-to-campus plans ensuring the health and safety of students, faculty, and staff; greater accountability; reduced funding; increased expectations to prepare students for the workplace; and more scrutiny over the value of higher education. This reality is further complicated by shifting demographics at the national level and also in terms of who currently enrolls in higher education. The current generation entering adulthood in the US is the most racially and ethnically diverse, and this population is entering college at a higher rate than the prior generation (Fry & Parker, 2018).

Over the past twenty years, the U.S. population has become more educated, with almost 45% of the total population ages 25 and over holding at least an associate degree (Espinosa, Turk, Taylor, & Chessman, 2019). Yet even with these advances in education, we see significant disparities across racial and ethnic groups in where students go to college, fields of degree completion, financial borrowing, completion rates, and post-degree income and employment rates. The American Council on Education's (ACE) report *Race and Ethnicity in Higher Education* (Espinosa et al., 2019) says that:

- Black undergraduates were more likely than others to receive federal grants and loans, and graduated with the greatest student loan debt of any other group. At the same time, and even with a bachelor's degree, African Americans ages 25 to 34 earned 15% less and had higher unemployment rates than their peers.
- The median annual earnings of 25- to 34-year-olds who hold a bachelor's degree was \$41,316 for American Indian or Alaska Native adults and \$44,607 for Hispanic adults, in comparison to their White peers with the same credential, who earned \$53,670.

This research suggests that a college degree alone may not have the leveling effect that many have historically viewed higher education as bringing to the lives of students of color and their families. It suggests that structural, systemic, and economic barriers remain which students of color face; those barriers inhibit the “greater” opportunities a degree may afford their White peers.



...the current and future health of our nation—economic and otherwise—requires that the whole of our population have equitable access to sources of opportunity.

—Espinosa, Turk, Taylor, & Chessman, 2019

Although there is evidence to support that obtaining a degree creates significant advantages for students of color, the data also clearly shows that other types of opportunities must align to give these students access to the types of capital necessary to reap the full benefit of higher education. That is, we must

engage in high-impact practices proven to enhance students' chances at achieving greater economic security, having more equitable employment and labor market outcomes, and ultimately becoming contributing members of our society. One such high-impact practice is increased global learning, particularly in the form of increased opportunities for students of color to engage in education abroad experiences.

According to the Association of American Colleges & Universities' VALUES rubric (2010):

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Global learning can take place in numerous ways within higher education, but data suggests that education abroad provides unique benefits to students, such as enhanced career opportunities, expanded perspectives and critical thinking skills, greater self- and other-awareness, strengthened communication skills, higher adaptability, and more openness to new and different ideas (Institute for International Education, n.d.). IES Abroad, a provider of education abroad programs for students, reported that 90% of their alumni found a job within six months of college graduation, as

compared to 49% of general college graduates reporting finding a job within a year of degree completion, and that alumni who studied abroad earned on average \$7,000 more in starting salaries than the general population (Preston, 2012). Students who participate in education abroad have the potential to gain greater intercultural competencies, be better equipped to navigate complex systems and problems, and develop enhanced critical thinking skills, all of which are highly desirable skills in the 21st century workforce (Farrugia & Sanger, 2017). Education abroad, when properly administered, positions students to be more competitive in the global economy and affords them access to increased social and cultural capital to draw on as they graduate.

If this holds true for students in general, it can be assumed that education abroad can be even more beneficial for students of color as it provides them with a competitive advantage over others in the labor market. Yet we know that participation rates of students of color in education abroad programs are quite low in comparison to those of their White peers. Although 11% of students participate in credit-bearing education abroad during their degree program, only 31% of those who participate identify as students of color (Institute of International Education, 2020). Conversely, students of color represent 45.2% of the overall higher education student population (Espinosa et al., 2019). Given what we know about the benefits of education abroad, along with the data on how students of color fare after degree completion, it is essential that we seek out ways to expose more students from underrepresented backgrounds in higher education to high-impact practices proven to create more equitable outcomes for them, such as education abroad opportunities.

There exists a fundamental need to prepare students—all students—to effectively engage with and actively contribute to our global society, both as a social and an economic imperative. The rich mix of students from diverse backgrounds entering higher education calls for the development of new frameworks for how to best prepare them to engage with this increasingly diverse and global society and labor market. Even more complex is how this transpires in the post-COVID world.

The challenge to campus leaders is to employ more comprehensive, collaborative, and adaptive methods in transforming institutional approaches to educating students and preparing them as global citizens who can meaningfully address the challenges of our times and engage with others while positioning them for success in life beyond college. Such an approach can be found as we consider the synergistic nature of the work between the CDO and SIO in bringing more students of color to recognize the accessibility and academic, interpersonal, and career benefits of education abroad opportunities.

ACE's *At Home in the World* initiative, which launched in 2006, identified the need for CDOs and SIOs to collaborate in support of shared learning outcomes for students. ACE's 2019 *Race and Ethnicity in Higher Education* study, however, presents an even greater need for these leaders to collaborate in order to address racial disparities in post-completion outcomes for students of color and in response to the disproportionate economic and labor market realities faced by these students upon obtaining a degree. Diversity Abroad has responded to this reality by furthering the call for CDOs and SIOs to work together in support

of underrepresented students through a unique program offering: the Diversity Abroad Strategic Leadership Forum.

The Strategic Leadership Forum provides leaders with an opportunity to articulate a shared objective of educating students to be meaningful and active contributors in our global society while also positioning more underrepresented students for post-completion success in the workforce. The 2019 Forum called leaders to deeply examine the ways that systemic and structural barriers deny equitable access to the benefits of education abroad for those who may, according to the data, need those benefits the most. Such collaborative attention to elevating student success for all, and not just the privileged few, is necessary if we are to advance racial equity through higher education which supports greater economic and social advances for students from diverse and historically marginalized populations.

Campuses often look to the CDO as the individual most suited to articulate a plan to address success barriers and respond to the needs of students of color; but the work of diversity, equity, and inclusion has to be broadened to include others with a shared goal of educating and preparing students to interface with the diverse world around them. If our intent in higher education is indeed to prepare students as global citizens who can meaningfully address the challenges of our times, engage with others with respect and civility, and contribute effectively to the global society and economy, then we must acknowledge the necessity of working together across whatever historical boundaries that may exist. If indeed our aim is to afford more diverse and historically marginalized students

the full benefit of higher education and all of the opportunities that accompany it (thus positioning them for academic, social, and economic success), then we must continue to engage as partners in providing them access to all opportunities within higher education—including global education. The work of the CDO and that of the SIO are fundamentally intertwined in addressing this imperative and advancing a new narrative that articulates our shared hope for future generations of

global leaders and the economic and social sustainability of our world. To that end, this publication highlights the following areas for strategic collaboration between CDOs and SIOs:

- Strategic Planning for Inclusive Education Abroad
- Inclusive Education Abroad Programming
- Curricular Integration
- Faculty and Staff Professional Development

Diversity Abroad's Strategic Leadership Forum presents a unique opportunity for CDOs, SIOs, and other education administrators to explore how they can strategically collaborate on campus internationalization and diversity and inclusion goals. This strategic collaboration is especially critical given the current demands for universities to address and make visible policy changes in the area of racial justice, diversity, equity, and inclusion.

STRATEGIC PLANNING FOR INCLUSIVE EDUCATION ABROAD

Most successful initiatives in higher education are driven by careful and deliberate strategic planning. Building sustainable and inclusive education abroad programs requires strategic alignment with the university's mission and vision, and the institutionalization of education abroad policy, priorities, and practice must be a collaborative effort on many fronts (Davis, 2013). Despite frequent campus rhetoric about commitments to diversity, equity, and inclusion, the development of strategic policy often neglects to integrate policies that would connect key campus stakeholders, such as diversity and inclusion and international offices.

The CDO and SIO bring different and valuable capital to the institutional strategic planning process. There is much to be gained from this partnership that can improve equitable access to the benefits of education abroad programming, which in turn can advance racial equity in educational attainment and post-degree success. Strategic partnerships between the CDO and SIO can be maximized to address three critical areas of strategic planning: 1) Recognizing inclusive education abroad as part of the university's strategic plan, 2) operationalizing and resourcing priorities that advance equitable access to the benefits of education abroad, and 3) developing accountability metrics for inclusive education abroad.

The following are recommendations for strategic planning collaboration between CDOs and SIOs:

INCLUDING EDUCATION ABROAD AS PART OF THE UNIVERSITY'S STRATEGIC PLAN

- Determine how education abroad and diversity and inclusion goals are currently positioned in strategic planning documents
- Ensure consistent articulation of the connection between inclusive education abroad and educational equity
- Evaluate the campus landscape together to identify challenges to collaboration
- Build a diverse and representative coalition/committee to define shared goals that align with campus equity and inclusion priorities
- Propose policy changes that promote equitable access to and advance racial equity through education abroad programming

OPERATIONALIZING AND RESOURCING THE PRIORITIES

- Determine the desired outcomes for inclusive education abroad
- Consider the resources, financial and otherwise, needed to advance inclusive education abroad priorities
- Examine overlapping and/or shared opportunities for serving the campus community through inclusive education abroad programming
- Expand the stakeholder base to generate and increase revenue streams such as advancement, alumni, student services, and academic affairs

Diversity Abroad's Global Equity & Inclusion Scorecard is a comprehensive and proprietary assessment that leverages the Global Equity & Inclusion Guidelines (*formerly AIDE Roadmap Guidelines*) to assist higher education leaders in measuring, mapping, and improving the effectiveness of their education abroad practices and policies through a diversity, equity, and inclusion lens. Learn more: DiversityNetwork.org/Scorecard

ACCOUNTABILITY: WHAT'S COUNTED, COUNTS

- Connect with institutional research to identify existing data points and develop metrics for increasing access to and advancing racial equity through education abroad programming
- Analyze and regularly report to the campus community data related to the connection between education abroad and diversity, equity, and inclusion goals
- Develop measurable diversity, equity, and inclusion goals for education abroad programming

INCLUSIVE EDUCATION ABROAD PROGRAM DESIGN

Program design greatly impacts the level of accessibility and diversity of educational programming. To promote access and racial equity through educational programming, the design of such programs must be done through a diversity, equity, and inclusion lens. Therefore, in order to increase access to and advance racial equity through education abroad programming—in-person or virtual—program design must intentionally address potential areas of inequity including model, length, cost, location, learning outcomes, faculty involvement, onsite support, re-entry, funding, and program promotion. Understanding the existing barriers facing students accessing—or not accessing—education abroad serve to illuminate potential program design flaws and positions educators to develop more inclusive education abroad programs.

Collaboration between the CDO and SIO can be particularly impactful and can yield important outcomes by addressing common concerns, assumptions, and misconceptions held by key-stakeholder groups such as faculty, students, staff, and family members. For example, data shows that consistent barriers to education abroad include perceived program cost, financial aid restraints, concerns about graduation, lack of awareness, and family/community influence (Engel, 2017). With some student populations, such as African American students, family resistance to education abroad can be driven by acute safety concerns that their students may face because of their race (Jackson, 2006). SIOs

can partner with CDOs and other diversity and inclusion leaders to gather data and ascertain the unique concerns that could contribute to underrepresented student participation in education abroad. Collaborating to gather this actionable data positions international education leaders to craft more inclusive programming.

Campus data should be collected and compiled into reports that highlight the participation gaps among specific student groups in categories that include race and ethnicity, in addition to other often marginalized groups such as those differently abled, students from lower socioeconomic backgrounds, and first-generation students. With the goal of involving more faculty and staff in supporting the development of inclusive education abroad program models, the CDO and SIO can work together to articulate shared goals and outcomes of inclusive education abroad to the campus community. In communicating with stakeholders it is critical that the CDO and SIO highlight the demonstrated advantages for all students participating in education abroad but particularly the benefits for students from diverse and historically marginalized backgrounds, such as students of color.

In addition to supporting the development of new and innovative program models the CDO and SIO can collaborate to ensure existing program models are inclusive. This includes partnering to create professional development and training opportunities that support the acquisition of diversity and inclusion skills,

knowledge, and competencies for faculty and staff involved in education abroad programs. Despite barriers, the percentage of students of color participating in education abroad is increasing. However, access in and of itself is not sufficient. For education abroad to be a high-impact practice students must be adequately

supported. The better positioned faculty and staff are to provide inclusive support at each phase of the education abroad process, the more likely all students—particularly those historically marginalized in higher education—are to gain equitable access to the benefits afforded through this high-impact practice.

The following are the key recommendations for collaboration on inclusive education abroad program design:

LEVERAGE DATA TO ADDRESS EDUCATION ABROAD CONCERNS AND ASSUMPTIONS OF KEY-STAKEHOLDER GROUPS

- Define underrepresented and historically marginalized student groups in education abroad at your specific campus
- Use existing campus data points to highlight any participation gaps with specific student groups
- Identify common barriers to education abroad
- Examine unique barriers for students from the campus population

ARTICULATE THE GOALS, OBJECTIVES AND SUCCESSES OF INCLUSIVE EDUCATION ABROAD

- Promote the advantages of education abroad participation for all students
- Highlight the academic benefits education abroad has on diverse and historically marginalized student groups
- Map education abroad goals to existing academic outcomes such as institutional, program, and student learning outcomes (ILOs/PLOs/SLOs)
- Highlight education abroad participation among students from historically marginalized backgrounds in campus media

DEVELOP INNOVATIVE PROGRAMMING AND IMPROVE EXISTING PROGRAM MODELS

- Analyze existing inclusive education abroad models from other campuses
- Partner with stakeholders to develop new and innovative inclusive education abroad program models
- Develop training in inclusive education abroad for faculty and staff
- Include faculty in the review and recommendation of new education abroad program proposals

CURRICULAR INTEGRATION

The curriculum surrounding diversity and inclusion education and internationalization are two different areas of study; however, they share common themes that, when woven together, become stronger. Themes within the diversity and inclusion curriculum highlight the opportunities and challenges of diversity on the higher education campus within hiring practices, student life, and student identity development. It also prepares and informs students about their lives in a multicultural and multiracial society that is grounded in historic, systemic racism and works to equip students with the skills for success and in supporting the “other.” According to a Pew Research Center analysis, Generation Z brings greater racial diversity than previous generations as they enter higher education. This “post-Millennial” generation is already the most racially and ethnically diverse (Fry & Parker, 2018), underscoring the importance of diversity and inclusion education. However, despite recent initiatives to diversify the curriculum, outside of specific fields of study, diversity and inclusion education has not historically been integrated in the established curriculum and instead considered an add-on.

Much of the focus around internationalization of the curriculum includes integrating global educational themes into an established curriculum. International themes may include content that focuses on global exchange, international student experiences, intercultural awareness and understanding, and the contributions of individuals and cultures from other countries to a particular field

of study. Assessment practices regarding internationalization are nascent, and institutions must navigate the importance of internationalization to the overall mission and strategy of the institution. ACE has led the path forward with the Mapping Internationalization tool (Brajkovic & Helms, 2018) for higher education institutions. This includes workshops and training for faculty to gain skills in looking through their curriculum and classroom setting through an international lens.

When woven together, goals to expand international and diversity and inclusion education into the curriculum have areas of overlap and can complement each other. For example, through intentional development of education abroad programming, faculty and program leaders can ensure that learning opportunities abroad, both those that occur in the classroom and those which are more experiential, examine facets of race, diversity, equity, and inclusion in the local context. As discussed in the Inclusive Education Abroad Program Design section of this publication, CDOs and SIOs are well positioned to encourage and incentivize the development of new and the improvement of existing program models. In articulating a shared expectation that diversity and inclusion education is a component of any successful education abroad program, CDOs and SIOs foster an environment where the following three goals can be achieved: 1) Students from diverse and historically marginalized background see education abroad programming as being more relevant to their lived experience, 2) students are positioned to examine persistent themes

of race, power, and privilege that exist across societies, 3) in order to educate students through a comparative lens, faculty and professionals who lead programs will develop a deeper understanding of race, diversity, equity, and inclusion at home. With the explosion of virtual education abroad programming these opportunities will only increase. The CDO and SIO play a critical role in setting the expectation that diversity and inclusion education be included in education abroad programming regardless of the modality of delivery.

Likewise, fields of study that are related to diversity and inclusion education, such as ethnic or gender studies, provide an opportunity for CDOs and SIOs to collaborate to encourage the exploration of international themes within the curriculum. As was evident during the racial

justice protest during the summer of 2020, the fight against systemic oppression is global and therefore requires a global lens when studied. Faculty in fields of study that center historically marginalized communities—fields that often attract students and faculty of color—not only have the opportunity to integrate international themes into the curriculum at home but also to develop education abroad programs, virtual or in-person, which naturally can center race, equity, and inclusion.

Through strategic collaboration the CDO and SIO can effectively advocate for integrating diversity and inclusion and global education into the curriculum. This paves the way for more inclusive education abroad programming that better positions students to thrive in a multicultural and multiracial society.

Recommendations for collaboration between the CDO and SIO for integrating education abroad further into the curriculum include:

REFRAME EDUCATION ABROAD PERCEPTIONS

- Develop an outreach strategy to institutional leadership that highlight the connection between diversity and inclusion education and international education
- Create a platform for education abroad returnees to discuss with students, faculty, and staff the unique ways that they engaged with diversity and inclusion themes while abroad

ESTABLISH A HOLISTIC APPROACH TO INTEGRATING DIVERSITY AND INCLUSION LEARNING INTO EDUCATION ABROAD PROGRAMMING

- Collaborate with multiple campus stakeholders to promote curriculum internationalization
- Highlight and promote the value of faculty-directed education abroad programming in fields of study that center historically marginalized populations
- Establish framework for integrating diversity and inclusion education in faculty-directed education abroad programming
- Evaluate partner institutions and education abroad organizations in part based on their ability to deliver diversity and inclusion education through virtual or in-person programming

FACULTY & STAFF

PROFESSIONAL DEVELOPMENT

In order to increase access to and advance racial equity through education abroad the faculty and staff who play a role in programming must be equipped with the requisite skills, knowledge, and diversity and inclusion competencies. While SIOs may be responsible for the training of staff in the international unit, given that education abroad programming involves faculty and staff across campus as well as off-campus partners, the CDO is an important partner in establishing a sustainable approach to professional development that positions staff, faculty, and the students they serve for success. Three areas for consideration for staff and faculty professional development are: 1) Education abroad staff, 2) faculty and non-education abroad staff who have a role in education abroad programming, and 3) partner institutions and education abroad organizations.

Both general diversity, equity, and inclusion training as well as development opportunities that focus on education abroad programming are essential for professionals to develop the skills, knowledge, and competencies needed to support the design and delivery of inclusive education abroad programming. Whereas SIOs are likely familiar with training programs or professional events that specialize in topics of race, diversity, equity, and inclusion for education abroad professionals, they may not be as familiar with similar opportunities for more general development around these topics. Collaborating with the CDO to assess the most effective training programs available

on campus or from outside entities helps ensure the international unit on campus is staffed with professionals who are positioned to advance diversity, inclusion, and racial equity through their work, in line with the goals of CDOs and SIOs.

Likewise, professional development programs aimed at education abroad professionals that center diversity, equity, and inclusion are beneficial for faculty and professionals who support education abroad programming. In particular, professional development opportunities for faculty that focus on providing inclusive student support at the pre-departure, on-site, and re-entry phases of education abroad are of critical importance. For staff from campus units whose mandate is to support diverse and historically marginalized students, training programs that highlight the unique challenges and opportunities the students they support face during education abroad can be beneficial. In both cases the CDO and SIO can collaborate to elevate the importance of diversity, equity, and inclusion training and development programs for non-education abroad colleagues who support education abroad programming. Additionally, the CDO and SIO can combine forces to advocate for resources and articulate the links between these targeted professional development opportunities and the broader campus goals pertaining to equity and inclusion, academic achievement, and student success pre- and post-degree.

Finally, while neither the CDO or SIO can require specific training for institutional or education abroad provider partners, they can collaborate to establish criteria for the institutions and organizations they decide to partner with to deliver such programs. Criteria can include the expectation that faculty and staff who engage with the institution's students take part in ongoing training and professional development programs that position them to deliver inclusive education abroad experiences.

Care should be taken to ensure that a U.S.-centric diversity and inclusion approach isn't being positioned as the right or only approach, but instead highlights the importance of being able to support students who come to an education abroad program with a U.S. lens on race, diversity, equity, and inclusion. Partnering to establish this type of criteria is a learning opportunity for the CDO and SIO and also fosters deeper collaboration between the units these leaders oversee.

Key recommendation for collaboration pertaining to professional development include:

DEVELOP A STRATEGIC APPROACH TO PROFESSIONAL DEVELOPMENT

- Ensure resources are available for ongoing training and development of staff and faculty engaged in education abroad
- Identify general training and professional development programs that promote the acquisition of skills, knowledge, and competencies related to race, diversity, equity, and inclusion
- Encourage participation in internal or external professional development opportunities for faculty and non-education abroad professionals who support education abroad programming
- Establish criteria related to diversity and inclusion training that are considered when deciding which institutions or education abroad provider organizations to partner with to support education abroad programming

Diversity Abroad specializes in diversity & inclusion training and development for staff, faculty and administrators who support education abroad, international students and global learning. From its annual conference, *Global Inclusion*, to the *International Education Diversity & Inclusion Certificate*, thousands of professionals have turned to Diversity Abroad to develop the skills, competencies and confidence to effectively support today's students. Learn More: DiversityNetwork.org

CONCLUSION

Indeed, the COVID-19 health pandemic reminded us all of our own humanity, vulnerability and interconnectedness. The racial justice movement has again brought forward the need to address systemic racial inequity that is interwoven in our institutions of higher education and education abroad programming. In many ways the opportunity for CDOs and SIOs to collaborate to support inclusive education abroad has even greater relevance today.

The recommendations highlighted in this publication focus on key areas for collaboration between CDOs and SIOs with the goals of breaking down traditional campus silos and bridging gaps between faculty, staff, student affairs, and academic curricula. Through intentional partnership, CDOs and SIOs can promote faculty development, curriculum alignment, program design, and strategic planning initiatives that can work toward realizing education abroad programs that provide access to all students and advance racial equity with respect to academic achievement and post-degree success.

Yet this publication is not meant to present an exhaustive list of every potential area for collaboration between CDOs and SIOs. The world has yet to emerge into the new tomorrow of life, including coexisting with COVID-19, and our society and higher education for the foreseeable future will grapple with how to address the systemic racial inequities that exist. We see new innovative offerings for virtual education abroad and internships that present more accessible platforms of international engagement. However, we have yet to fully assess the impact of these opportunities. Perhaps they will serve to open pathways of access to global learning for students who had not considered the opportunity before. Alternatively, they could stand as another tool to perpetuate inequity, conferring in-person, immersive education abroad programming to students of means and relegating other students to virtual experiences that may be less transformative. What is clear is that achieving inclusive education abroad in a dynamic environment will require sustained collaboration between the SIO and CDO. In maintaining a commitment to collaboration, the CDO and SIO foster a climate that helps ensure education abroad programming is inclusive and advances racial equity through supporting student academic achievement and post-degree success.

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