diversityabroad

· **2ND EDITION** ·

GLOBAL EQUITY & INCLUSION GUIDELINES FOR EDUCATION ABROAD

For International Education Offices & Provider Organizations

ABOUT DIVERSITY ABROAD

OUR PURPOSE

Diversity Abroad aims to improve the academic success, interpersonal growth, and career readiness of students by ensuring equitable access to the benefits of global education.

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.

OUR VISION

That the next generation of young people from diverse and underrepresented backgrounds are equipped with the skills, knowledge, and global acumen to thrive in the 21st-century interconnected world and competitive workforce.

ACKNOWLEDGEMENTS

GLOBAL EQUITY & INCLUSION FOR EDUCATION ABROAD 2ND EDITION WORKING GROUP

PILOT PROGRAM PARTICIPANTS

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GLOBAL EQUITY & INCLUSION GUIDELINES & ASSESSMENT 2ND EDITION OVERVIEW

Education abroad, when adequately administered is a high impact practice that can positively support the academic development, interpersonal growth and career readiness of students. As such, ensuring equitable access to such benefits must be an essential aspect of the education abroad enterprise.

Over the past decade the field of education abroad has gone through a period of expansion with a record 332,000 students participating in education abroad programming during the 2016/17 academic year. While efforts to diversify education abroad have had a measure of success - 29% of students participating in education abroad in 2016/17 identify as students of color versus 18% in the 2006/07 year - students of color, those from lower socio-economic backgrounds, and who are first in their families to go to college remain underrepresented (Institute of International Education, 2018). For example, students of color represent 44% of students enrolled in colleges and universities (National Center for Education Statistics, 2017), which represents a 15% gap between students of color enrolled in higher education institutions and those who participate in education abroad. Educators and policymakers also increasingly understand that to ensure the safety and security of all students, particularly those from diverse and marginalized groups, and to support full participation and equitable access to the benefits of education abroad, students must be provided with inclusive support before, during, and after participation in such programs.

Additionally, it is incumbent upon institutions and organizations not only to address diversity, equity, and inclusion with respect to how the field of international education engages with students and families but also in how the profession itself operates. Professionals of color and those from other traditionally marginalized backgrounds remain underrepresented at all levels within the field. Efforts to diversify student participation and provide inclusive support in international education will be limited in effectiveness and will not be sustainable without addressing the lack of diversity in the ranks of international education professionals or the barriers for career advancement for such groups.

Operational effectiveness and excellence are essential to making sustainable progress in advancing diversity, equity, and inclusion in education abroad. In order to increase participation of traditionally underrepresented student groups in education abroad, provide inclusive support to positively impact the success of all students and promote inclusive hiring and retention practices within the field, each institution and organization must continually develop, improve, and evaluate their diversity, equity, and inclusion practices, policies and strategies.

To facilitate the monitoring of such practices and policies, Diversity Abroad, in collaboration with experts in the fields of international education, diversity and inclusion, and student affairs, has developed the second edition of the Global Equity & Inclusion for Education Abroad Guidelines, which is a set of diversity and inclusion good practice guidelines for education abroad. The Guidelines provide professionals with the competencies and guidance for implementing inclusive policies and practices that support increased and representative participation in education abroad. Additionally, adherence to the guidelines support international education offices and organizations as they develop or enhance inclusive policies and practices that support the success of students throughout the education abroad process.

The Guidelines cover the following areas within offices, departments, and organizations working in education abroad and international education.

STRATEGY AND COMMUNICATIONS

- Staffing, Hiring, and Retention
- Student Data and Profile
- Strategy and Leadership
- Communication and Partnerships

OPERATIONS

- Organizational Operations
- Professional Development
- Assessment and Evaluation

ACADEMICS AND STUDENT SUCCESS

- Curricular and Co-Curricular Activities
- Advising and Student Support

The Guidelines support institutions' and organizations' efforts toward developing and improving effective policies and procedures to increase access to, participation in, and inclusive support for diverse students in education abroad.

While all students stand to benefit from inclusive practices and policies, the Global Equity & Inclusion for Education Abroad Guidelines place specific emphasis on the following student populations:

Ethnically/Racially Diverse

First Generation College

High Financial Need

LGBTQI+

Religious Diversity

Students with Disabilities

These guidelines are derived from a comprehensive evaluation process developed by Diversity Abroad in 2011. Connected to the Global Equity & Inclusion Guidelines is the Global Equity & Inclusion Assessment, an intensive self-assessment designed for education abroad offices and international education organizations that examines the diversity, equity, and inclusive policies and practices within the education abroad unit or organization. Specifically the tool examines how the institution/organization conducts outreach, collaborates with different campus and organizational stakeholders, provides financial guidance to students, and much more. Completing the Global Equity & Inclusion Assessment will allow an institution or organization to identify and strengthen organizational policies and practices that may encourage or discourage diverse students to pursue education abroad opportunities.

The Global Equity & Inclusion Assessment is a voluntary, self-reporting framework for recognizing and gauging relative progress toward diversity, equity, and inclusive good practices for education abroad offices and international education organizations. It is designed to:

- ☑ Provide a framework for understanding diversity and inclusion in all areas of the education abroad process.
- ☑ Identify institutional/organizational practices that support the acquisition of diversity and inclusion competencies.
- ☑ Enable meaningful comparisons over time and across different institutions and organizations using a common set of measurements.
- ☑ Create incentives for continual improvement toward diversity and inclusion.
- ☑ Facilitate information sharing about higher education diversity and inclusion practices and performance.

The assessment process engages and recognizes the full spectrum of education abroad offices at colleges and universities in the United States as well as international education organizations. The assessment is applicable both to institutions and organizations that are just beginning efforts to implement diversity, equity, and inclusive good practices and policies as well as those that have a history of advancing diversity and inclusion in their operations.

CONCEPTUAL FRAMEWORK

The framework used in the Guidelines & Assessment was designed to help institutions and organizations effectively integrate diversity and inclusion good practices and policies into every aspect of the education abroad process. As a model, the Guidelines & Assessment integrate diversity, equity, and inclusion efforts into core infrastructure and programming to realize the educational benefits of diversity. Applying this framework leads toward the infusion of diversity, equity and inclusion into an institution's or organization's staffing and professional development; curriculum and co-curricular activities; and administrative structures and practices. These concepts signify that participating institutions and organizations have adopted means for the cohesive, coherent, and collaborative integration of diversity, equity, and inclusion into the pursuit of increased participation and equitable access to the benefits afforded through education abroad programming. This model reflects the understanding that diversity, equity, and inclusion, integral components of organizational and educational quality, are to be invited and integrated into every aspect of the office or institution's operations and are not isolated initiatives.

Of particular relevance to the framework designed for this and other Diversity Abroad endeavors is the model for achieving cultural competence used by the National Center for Cultural Competence (adapted from Cross et al., 1989). Cultural competence according to this standard requires that organizations and their personnel have the capacity to do five things:

- value diversity
- conduct self-assessment
- manage the dynamics of difference
- acquire and institutionalize cultural knowledge
- adapt to the diversity and cultural contexts of the individuals and communities served

In line with this theoretical framework, Diversity Abroad's Global Equity & Inclusion for Education Abroad Guidelines & Assessment provide institutions and organizations involved in international education the tools and support to conduct self-assessment of their unique context. Specifically, the Assessment provides the opportunity to self-examine institutional and organizational processes, procedures, services, and training mechanisms to identify persistent and pervasive issues that may or may not be supporting a wide range of students.

The Global Equity & Inclusion for Education Abroad Guidelines & Assessment structure considers the following areas to be the primary focus of this evaluation. The terms and definitions involved with diversity, equity, and inclusion can be complex. They may vary widely depending on whom and where a term is used. Diversity Abroad defines Access, Inclusion, Diversity, and Equity as follows:

ACCESS Access in this context entails the opportunity to benefit from an education abroad experience for any student who wishes to pursue this without regard to her/his identity. Access begins at the student's home institution and extends to education abroad provider organizations with the availability of information related to international opportunities, and communicating programming and resources offered to all stakeholders (e.g., students, faculty, organizational staff). This tool centers primarily on U.S. institutions of higher education and education abroad organizations working with U.S. undergraduate students.

INCLUSION The term inclusion is used to describe the active, intentional, and ongoing engagement with diversity (of people, curriculum, co-curricular activities, and communities with which individuals might identify) in ways that increase awareness, content knowledge, and understanding of the complex ways individuals interact within systems and institutions (definition adapted from www.aacu.org/inclusive_excellence/index.cfm).

DIVERSITY The term diversity is used to describe 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) that can be engaged in learning and working together (definitions adapted from www.aacu.org/inclusive_excellence/index.cfm).

EQUITY Equity refers to fairness and impartiality in how individuals are treated. In the context of education abroad, equity requires that students' identities are considered to be a central component to their international experience. Where diversity focuses on differences, inclusion focuses on climate, equity centers on whether or not the quality of the education abroad experience is fair for all students (e.g., they have access to similar quality programs, experiences result in learning outcomes proportional to the student's knowledge and competencies prior to going abroad).

GLOBAL EQUITY & INCLUSION FOR EDUCATION ABROAD
GUIDELINES

STRATEGY AND COMMUNICATIONS

STAFFING, HIRING, AND RETENTION The field of international education has professionalized extensively over the past 15 years with increasing attention on human resource related issues such as hiring, promotion, and retention. Where international educators previously entered the field as a result of having participated in an education abroad program rather than having a specific educational background or certification, more international education professionals are entering the field as a result of having studied or trained specifically for the industry. However, even as the field has advanced quickly in professionalizing its workforce, those who seek to enter the field still largely reflect the student demographics of education abroad (i.e., white, women). As a result, staffing, hiring, and retention, once a relatively niche discussion for operations teams, have become important functional areas of focus when discussing the future of the field.

Rationale and Criteria

Having a team of staff and faculty who represent the diverse range of backgrounds and experiences can support goals to increase the representation of student populations who engage in education abroad activities. Much like other industries, higher education and international education in particular, have found that having well managed diverse teams has the potential to tackle difficult challenges and respond more creatively when developing products and services. Having multiple viewpoints represented on a team has the potential not simply to help reach new and more diverse communities of students, it can also enhance existing program when engaged in an intentional manner.

Indicator Subcategories

» Diversity of Professional Staff

» Diversity of Student Staff

» Demographic Diversity of Faculty and Staff in Academic Programming

» Staff Responsibility for Diversity

» Diversity Hiring and Outreach Strategies

» Retention and Support for Diverse Employees/Staff

» Recruitment of Diverse Education Abroad Alumni for Student Worker Positions

STRATEGY AND COMMUNICATIONS

STUDENT DATA AND PROFILE Data collection on the number and personal and academic backgrounds of students participating in education abroad programming is important for any institution, office, or organization to engage in. Almost all institutions and organizations can quickly access information about how many students they send abroad or receive in a given period. However, institutions and organizations are inconsistent in their collection of demographic data on the students participating in education abroad programming.

Rationale and Criteria

Assessing the information from the previous three years of education abroad participation provides a snapshot of how education abroad has grown or changed over a period of time. It also offers an indication of whether or not education abroad participation has changed compared to overall enrollment numbers (for institutions).

Growth in overall education abroad participation rates generally denotes that students and other stakeholders are aware of international education opportunities and that messaging to increase interest and participation in international programming has been successful. Moreover, understanding the past and present demographic of students who are participating in education abroad informs staff about how the student profile may or may not be changing, and provides an initial benchmark with which institutions and organizations can compare future data.

As a field, education abroad programming is relatively new to collecting racial/ethnic, financial need, disability status, and first generation college student status. Student identity has the potential to inform the practices and policies of institutions and organizations engaged in sending students on education abroad programming including pre-departure orientation, on-site support, and advising. While these specific areas of practice are outlined in other sections of the AIDE Roadmap, this section assesses an institution's/organization's participation rates by race/ethnicity, financial need (Pell eligibility), disability status, and first generation college student status compared to that of national averages.

Indicator Subcategories

» Education Abroad Data Collection

» Student Participation by Pell Status

» Student Participation by Race/Ethnicity

» Student Participation by Disability

» Student Participation by First-Generation Status

STRATEGY AND COMMUNICATIONS

STRATEGY AND LEADERSHIP

It is essential for institutions and organizations to have a plan in place that:

- Outlines the strategic vision of education abroad initiatives and programs; defines specific goals and approaches to recruiting, supporting, and retaining students from all backgrounds in throughout the education abroad continuum;

- Details the institutional/organizational approach to access, inclusion, diversity, and equity in international education/education abroad;

- Offers guidance on strategic communication and collaborative efforts with key internal and external stakeholders; and,

- Connects these strategies to larger institutional objectives and initiatives.

This section identifies ways in which access, inclusion, diversity, and equity are integrated into institutional/organizational strategies to attract and support students participating in education abroad programming. It considers the institution's/organization's approach to mitigating, managing, and responding to health and safety concerns and issues that arise as a result of student identity. It also considers the leadership values and philosophy that inform such strategies.

Rationale and Criteria

Institutions and organizations work under a larger strategy of how to maintain or improve the standards of education abroad. While staff may not frequently reference a strategy planning document, having the strategy in written form is important to ensuring that key stakeholders know the mission, vision, and goals for the office, unit, or organization.

This document(s) often acts as a guide for prioritizing resources and staff efforts in any given area, and for this reason, the inclusion of specific strategies and goals for diversity is important. Strategies and goals provide context and a platform by which institutions can measure and benchmark progress in diversity and inclusion efforts. Clearly stated goals that are referenced in various planning and strategy documents provide consistency in office and organizational priorities for the staff and stakeholders who are involved in education abroad and international education efforts. Additionally, ensuring that relevant stakeholders throughout the institution or organization (e.g., specific units and departments, administrators) know about the strategy helps ensure that there is a consistent message about the importance of access, inclusion, diversity, and education abroad programming.

The office's or organization's leadership values have the potential to support or undermine efforts to develop and implement programming that is accessible and inclusive of a wide range of students, faculty, and other stakeholders. For this reason, this section also considers the leadership and actions of leaders in the office/organization.

Indicator Subcategories

» Strategy to Diversify Education Abroad	» Stakeholder Committee on Diversity in Education Abroad
» Goals to Diversify Education Abroad	» Faculty and Staff Outreach Strategy
» Education Abroad Diversity Strategy Institutional/Organizational Alignment	» Diverse education abroad Alumni Involvement

STRATEGY AND COMMUNICATIONS

COMMUNICATION AND PARTNERSHIPS

It is essential to have institutional and organizational support to implement successful diversity and inclusion strategies in education abroad. This section seeks to identify ways in which diversity and inclusion efforts in education abroad programming, and working with underserved and diverse students, are supported by administrators, faculty, and staff across campus.

Rationale and Criteria

Developing partnerships across campus units and organizational departments can provide important support to education abroad offices and organizations not only to increase outreach to diverse student populations, but also to better understand the unique challenges diverse students may encounter in accessing and participating in education abroad. Additionally, engaging administrators and faculty in conversations about diversifying education abroad participation can be a key component to developing campus-wide or organizational-wide buy-in for the importance of education abroad for all students.

In addition partnerships internal to the institution/organization, external stakeholders including international education organizations, parents, and community members are important partners in the education abroad experience. These stakeholders require nuanced engagement and communication based on where a student may be in the education abroad process (e.g., planning, pre-departure, on-site). Developing and nurturing such relationships can make a significant difference not only making education abroad more accessible, but also ensuring the experience is equitable (e.g., all students have information about how to go abroad).

As institutions/organizations cultivate partnerships with various stakeholders, the material and messaging used to communicate with those stakeholders becomes increasingly important. Developing resources for students, particularly students from diverse and underrepresented backgrounds, may include electronic and print material helps communicate to students and other stakeholders that an office or organization values diversity and inclusion. These resources can ensure students from diverse backgrounds see themselves in an education abroad setting and have access to information directed to their parents and communities.

This section is intended to cover a range of collaborative relationships that can help increase access to education abroad, the frequency with which such relationships are cultivated and maintained, and the level at which such relationships/partnerships are developed. Moreover, this section aims to assess the representation of diversity of students and education abroad experiences in material resources developed and utilized by institutions and organizations.

Indicator Subcategories

- » Senior Administrator Engagement
- » Diversity Strategy Awareness with Internal Stakeholders
- » Institutional/Organizational Collaboration and Partnerships
- » Interaction with Diverse Units/Departments
- » Diversity in Marketing and Outreach Strategy

- » Diverse Student Group Engagement
- » Campus/Organization-Wide Dissemination of Information Related to Education Abroad Funding
- » Strategy to Reach Families of Diverse Students
- » Off-Campus Outreach

OPERATIONS

Institutions and organizations can have a range of offices, departments, and stakeholders involved in the management and implementation of education abroad that function most effectively when clear and effective policies and processes are in place. From the point where students express interest in going abroad to the point when they are seeking post-abroad resources, students encounter a myriad of protocol and procedures that require much of their attention. This section considers a wide range of issues related to the development of policies, review of partner organization/institution commitment to diversity and inclusion, and the manner in which health and safety as it relates to student identity are incorporated into the operational structures of an institution/organization.

Rationale and Criteria

Ensuring an office's/organization's operations and procedures are clear, inclusive, and effectively communicated not only to the students but every stakeholder (e.g., providers, institutions, parents, faculty) is important. Administrative barriers may be difficult to detect and deeply ingrained, making them critical areas to consider when determining how to broaden accessibility to education abroad and ensure equitable access to the benefits afforded to students who participate. It is also important to consider issues of diversity and inclusion when developing health and safety policies, procedures, and advising strategies. When developing and administering education abroad programs and considering partnership and contract agreements with international education organizations or foreign institutions, it is important to consider how their operational structures respond to issues of inclusion and equity.

This section is a broad reaching because how an office, institution, or organization operates on a daily basis has direct implications for the experiences of the students participating in education abroad programming. For this reason this section centers on the factors that institutions or organizations considers when developing and administering education abroad programming; creating policies and procedures from recruitment to reentry; and determining institutional and organizational partnerships.

Indicator Subcategories

» Funding for Diversity in Education Abroad

» Application of Aid to Education Abroad

» Institutional/Organizational Awareness of External Awards for Diverse Students

» Homestay Considerations Related to Diversity

» Faculty-Led Accommodations for Physical and Learning Disabilities

» Third-Party Provider Accommodations for Physical and Learning Disabilities

» Exchange and University Partner Accommodations for Physical and Learning Disabilities

» Staying Up-to-Date on Issues of Diversity In-Country

» Written Procedures to Respond to Diversity Related Health and Safety Issues

» Provider and Exchange Partner Policies/Procedures to Respond to Diversity Related Health and Safety Issues

» Programming for Specific Student Populations

» Diversity in Program Offerings

» Assessing Outside Provider Programs Commitment to Diversity

» Alignment of Institution and Provider Commitment to Diversity

OPERATIONS

It is essential to have institutional/organizational support to implement successful diversity and inclusion strategies in international education. This section is aimed at providing specific questions related to how diversity and inclusion efforts in education abroad and working with diverse students are supported by campus or organizational administrators, and other professionals and departments. It also addresses questions related to diversity and inclusion within the international education profession by examining the education abroad office/organizational environment, hiring practices, and professional development for faculty and staff on issues related to diversity and inclusion in general and international education specifically.

Rationale and Criteria

While students from diverse backgrounds may require additional support and advising mechanisms for making education abroad - and the benefits it affords - accessible, the training and development that staff receive to support and advise students is equally important to diversifying the students going abroad. Training and resources that support staff development help ensure that diverse students receive culturally responsive messaging about the importance of education abroad and feel supported as they pursue such opportunities. Generally, this means providing professional development opportunities and implementing practices that prepare the staff, faculty, and professionals to work with diverse student populations.

Ongoing training and development of staff, faculty, and professionals is an essential component to ensuring inclusive support for diverse students in education abroad. Further, the extent to which an office/organization implements inclusive human resource policies and practices will also impact their ability to increase participation and ensure inclusive support for diverse students in education abroad.

Additionally, membership to organizations and associations have the potential to provide institutions and their staff/faculty with tools and resources that may not be accessible to the public. Holding membership to these kinds of entities may provide staff/faculty with the additional resources and training they need to support students from diverse backgrounds in education abroad.

Indicator Subcategories

» Staff Training and Development

» Faculty Diversity Training/Knowledge

» Staff Awareness of Health and Safety Risks of Diverse Students

» In-Country Staff Diversity Training/Knowledge

» Third-Party Provider Diversity Training

Tracking the progress of student participation in education abroad activities is an important component in identifying the areas of success and the areas where improvement may be necessary to increase inclusive practices in education abroad programming. It is therefore important to understand the institutional/organizational and student profiles to be able to develop strategic targets and goals for advancing diversity and inclusion efforts and initiatives in education abroad. Similarly, assessing student learning and experiences in an education abroad program are important to ensuring students are benefiting from education abroad in a way that is commensurate with their time abroad. Assessment and evaluation are imperative to the development and management of education abroad programs.

Rationale and Criteria

Assessment is a critical piece to developing, implementing, and tracking the success of education abroad programs. In order to determine if the "intervention" of an education abroad program is indeed unique in achieving the often-stated goals of developing more globally aware and competent student, ongoing assessment is necessary. This is particularly salient when considering whether or not education abroad improves students' diversity and inclusion competencies such as working in diverse groups and openness to perspectives different from their own.

Even as more tools to measure student learning in education abroad have become more readily available, there are many U.S. institutions and international education organizations that have not identified learning outcomes for their education abroad programs. Few institutions and international education organizations have an assessment plan in place to measure the extent the learning outcomes are achieved. Having stated learning outcomes, specifically regarding diversity and inclusion competencies, for education abroad programs is critical to assessing what students are learning as a result of their experience abroad.

The way in which an institution/office/organization collects, analyzes, and incorporates data into the implementation of education abroad programming is important to improving the quality of the experience for all students with regard to coursework and outside activities, identifying areas for improvement, and responding to incidents students experience while abroad. This section emphasizes a systematic approach to assessment and evaluation that looks at how frequently data is collected, how often data is analyzed, the manner in which data is collected (e.g., surveys, interviews, focus groups), how information is reported to external audiences, and the extent to which trends and patterns in the data are used to inform policy/strategy decisions. Because data (both quantitative and qualitative) have the potential to offer a bigger picture of the student experience and quality of the programming, assessment and evaluation are considered crucial components to the education abroad continuum.

This section also considers efforts to capture and measure student learning and evaluate program quality and effectiveness, especially as it relates to diversity and inclusion. These areas of assessment are critical to ensuring students are participating in programming that contributes to their learning and growth, and that the institution or organization is working to capture such learning in a systematic and rigorous manner.

Indicator Subcategories

» Education Abroad Data Analysis

» Learning Objectives Related to Diversity and Inclusion

» Systematic Assessment

» Student Assessment: Surveys

» Student Assessment: Focus Groups

» Student Reporting of Incidents Abroad

» Student Awareness of Reporting Incidents While Abroad

» Data Collection and Review of Marketing and Outreach Initiatives

ACADEMICS AND STUDENT SUCCESS

CURRICULAR AND CO-CURRICULAR ACTIVITIES The educational nature of an education abroad experience is imperative to the student experience and ultimate learning outcomes from participating in an internationally based program. From a curricular standpoint, the curriculum, coursework, and course materials in practically any discipline can add or detract from developing an inclusive learning environment. As such, this section considers the pedagogical and curricular diversity of the education abroad program.

Similarly, co-curricular programming in the context of education abroad can also add to or detract from the student's time abroad. Excursions, material and recommendations on how students might engage with the local community, and opportunities to engage with the diverse communities in the education abroad location can complement what students are gaining in the classroom.

Engagement with student learning extends to reentry opportunities as well. When students participate in education abroad programs, they have experiences and stories that can be life changing. At times students are faced with reverse cultural shock as they attempt to re-orient themselves into old networks and activities. It may be helpful for these students to meet with professionals and students who have had similar experiences to debrief, share, and exchange ideas on next steps. This section considers curricular and co-curricular opportunities and activities that help students leverage and reframe their experience abroad upon return to position themselves for post-graduate opportunities.

Rationale and Criteria

As education abroad programs continue to expand their reach, both in terms of the number of programs available as well as the number of students served, the student profile is likely to become more diverse. Just as U.S. institutions of higher education are coming under increasing pressure to develop more inclusive classroom environments and provide more diverse perspectives in course content, so too must education abroad offices and international education organizations engage in a critical review of curricular and pedagogical practices. Considering whose voices are or are not included in the case studies presented in the classroom, how material is provided and accessed, and accommodating students with a variety of learning abilities is critical to developing inclusive classrooms abroad.

Students are looking for ways to make study abroad applicable to their current academic, professional, and personal aspirations. Having a wide range of program options for students can open up opportunities for those who may not have considered study abroad before. This section also reviews the variety of education abroad programs that an institution/organization offers and considers the length, discipline, and focus (e.g., internship, study, service-learning) of programs offered to students. It also looks at the alignment of programming to institutional and office goals for diversifying study abroad.

Students who study abroad often report having few opportunities to engage with other returned study abroad students to discuss their experiences. While re-entry may appear to be of minor importance compared to other areas of study abroad planning and advising, students – especially diverse students – may find re-entry advising, support, and programming helpful in processing events that may have occurred while they were abroad. For students of diverse backgrounds, it may mean discussing socioeconomic status in the U.S. compared to abroad or disability accommodation standards in other countries.

Re-entry support not only helps students process their experiences, it also provides an opportunity for the study abroad office to engage diverse students who may be interested in supporting the diversity efforts of the office. This section covers these and other topics related to the support and advisement students receive once they return from studying abroad.

Indicator Subcategories

» Universal Instructional Design Organizations)

» Universal Design (Institutions)

» Diversity of Perspectives in Curriculum

» Accessibility of Curricular Programming

» Exploring Diversity in the Local Community

» Programming Commitment to Diversity

» International Student Programming

ACADEMICS AND STUDENT SUCCESS

Recognizing the importance of effective advising to the success of students before, during, and after their experience abroad, this section focuses on advising strategies and approaches. Students' experiences abroad can be transformative and exciting. Effective advising is essential to ensure students have equitable access to the academic, career, and interpersonal benefits afforded through participation in education abroad. In conjunction with the examination of advising practices is the considerations for how diversity and inclusion are integrated into overall health, safety, and security support mechanisms for students. These considerations, which may include mental health, racism/discrimination, sexual behavior, and the role that culture and identity play in diverse students' overall experience, have implications for supporting diverse students before and during their study abroad experience.

This section aims to identify policies and practices education abroad offices and international education organizations may or may not be engaged in to support students of diverse backgrounds before going abroad, while they are abroad, and when they return.

Rationale and Criteria

Student advising and support are critical components of a student's international experience. It can often be the case that students from diverse backgrounds have faced a different set of challenges in accessing education abroad; these students make up a population that may require different advising and support systems to make study abroad feasible. Ensuring that students have the information they need to prepare to go abroad, actively engage while they are traveling, and reflect on their experiences when they return is important not only for the student who will be traveling, but also for the education abroad professionals who will be supporting them in their endeavors.

Information and resources related to advising, and supporting diverse students in their international experience can be found in numerous ways. Having a wide range of resources that faculty, staff, and professionals can easily access is important to understand the various perspectives that exist when working with diverse student populations.

It is widely agreed upon that effective support for students is holistic and does not end when the student boards the plane for their education abroad program. On-site support for students is an essential component of a quality program. Students from diverse backgrounds may face unique concerns and challenges when they are in-country that other students may not. Ensuring that diverse students are aware of potential challenges and have the support they need on-site is important to facilitating a positive learning experience while abroad.

This section considers health and safety while abroad, reporting, and advising considerations from pre-departure to reentry that offices should have in place for all students, but particularly for students of diverse backgrounds. It also explores staff and faculty awareness of issues that may arise for a diverse student participating in a study abroad experience.

Indicator Subcategories

» Pre-Departure Discussion of Diversity	» Information for and Outreach to Parents
» Identifying the Needs of Diverse Students	» Re-Entry Advising for Students
» Diversity in Student Advising	» Education Abroad Alumni Support
» Financial Tools for Diverse Students	» Financial Planning and Budgeting Assistance

GLOBAL EQUITY & INCLUSION FOR EDUCATION ABROAD ASSESSMENT

Based on the Global Equity & Inclusion for Education Abroad Guidelines, the Global Equity & Inclusion for Education Abroad Assessment evaluates diversity, equity, and inclusion practices and policies within education abroad offices and provider organizations and is an essential tool in facilitating positive growth towards diversity and inclusion goals. The Global Equity & Inclusion Assessment provides a composite score across the 9 guideline areas and benchmarks results against institutions/organizations of similar size and type. Institutions and organizations may assess individual modules or choose to access the full Assessment.

GLOBAL EQUITY & INCLUSION ASSESSMENT DEVELOPMENT

The Global Equity & Inclusion Assessment was developed in large part by reviewing campus diversity assessments (Hurtado & Halualani, 2014) and information presented at national events and publications. The 2nd Edition of the Assessment has been revised to reflect feedback from the implementation of the first version of the Assessment, reviewed by a committee of leaders in the fields of education abroad and multicultural education, and piloted by a set of diverse institutions to improve the administration and process of completing the Assessment. In addition, the Assessment scoring was revised and considered two criteria.

First, in order to be included, each point-bearing indicator must lead to improved diversity outcomes in education abroad and inclusive practices. While the sphere of impact may change, each indicator indicates a movement toward diversity and inclusive good practices.

What does it take for a point-bearing indicator to be included in the Assessment? Each point is vetted using the following questions:

- Does the indicator speak to improved and equitable outcomes for all students and inclusive practices?
- Are the indicators relevant and meaningful for diverse institutions and organizations?
- Is the indicator measurable, objective, and actionable?

Second, to help ensure that the system works as intended, Diversity Abroad strives to ensure that each score is objective, measurable, and actionable. Points are allocated using the following considerations:

- To what extent does the indicator contribute to improved *diversity* of participants in education abroad?
- To what extent does the indicator contribute to improved *accessibility* in education abroad?
- To what extent does the indicator contribute to improved *inclusive and equitable practices* at the institution or organization?

As these questions indicate, the focus in allocating points is based on the impact, not the difficulty of implementing an indicator. Some initiatives may be very difficult to implement and yield few results in making education abroad more accessible. On the other hand, some generally easier projects have significant impacts.

The Assessment is designed to incorporate a spectrum of outcomes related to participation of students from diverse backgrounds and equitable student learning that represent ambitious, long-term goals. As a result, there are some points that few, if any, institutions would achieve currently, as they are the aspiration of what inclusive and equitable practices would entail.

SCORING & CRITERIA

Only positive ratings are available for Assessment participants. Participating in the Assessment process, which includes gathering extensive data, represents a commitment to diversity and inclusion in education abroad that should be applauded.

While Diversity Abroad has strived for a fair and consistent approach to allocating points and ratings, this is an inherently subjective process. The 2nd edition of the Assessment has included a robust point allocation methodology, including stronger ways to accommodate how variations and differences in institution and organization type influence each institution's/organization's diversity and inclusion efforts.

The descriptions for each section in the Assessment include the following information, which provide input on data gathered and the reporting processes.

- **Rationale and criteria:** provides background on the importance of the section in the context of diversity and inclusion in education abroad and areas of criteria considered for each section.
- **Reporting Information:** explains the information requested for each section.

GLOSSARY OF TERMS

Understanding that some of the terminology used in this assessment may have been used for different meanings, it is our sincere hope that with this appendix, we will provide you will further clarity.

Access – Access in this context entails the opportunity to benefit from an education abroad experience for any student who wishes to pursue this without regard to her/his identity.

Collaborates – works jointly on a regular basis.

Commitment – Expressed through actionable results (e.g., policies, programming, documentation), not just verbal communication.

Concrete goals – Measurable and attainable benchmarks that clearly reflect a five to 10 year strategy.

Diversity/Diverse – The term diversity is used to describe 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) that can be engaged in learning and working together, (definition adapted from www.aacu.org/inclusive_excellence/index.cfm).

Diversity or identity-based incidents/issues – topics/issues that are unique to diverse populations including bias, racism, or discrimination.

Diversity and inclusion competencies - these include learning outcomes and objectives that focus on preparing students to engage with individuals from diverse backgrounds, including those from diverse communities within the United States; engage with groups or teams comprised of individuals from a plethora of backgrounds; and contribute to the development of inclusive environments in their professional, academic, and personal lives.

Education abroad – study, volunteer, intern, teach, research, and degree programs that take place outside of the student's home country; these may be credit bearing or non-credit bearing.

Equity – Equity refers to fairness and impartiality in how individuals are treated. In the context of education abroad, equity requires that students' identities are considered to be a central component to their international experience. Where diversity focuses on differences, inclusion focuses on climate, equity centers on whether or not the quality of the education abroad experience is fair for all students (e.g., they have access to similar quality programs, experiences result in learning outcomes proportional to the student's knowledge and competencies prior to going abroad).

Inclusion – The term inclusion is used to describe the active, intentional, and ongoing engagement with diversity (of people, curriculum, co-curricular activities, and communities with which individuals might identify) in ways that increase awareness, content knowledge, and understanding of the complex ways individuals interact within systems and institutions.definition adapted from http://www.aacu.org/inclusive_excellence/index.cfm).

Inclusion – an environment where everyone has an opportunity to fully participate and where each person is valued for his or her distinctive skills, experiences, and perspectives.

Initiatives – see procedures.

New education abroad students – students who may not have traditionally made up a significant portion of your outgoing population.

Microagression - a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.

Procedures – Official action plans to quickly find/create solutions.

Resources – Financial, informational, psychological, and medical.

Senior administrator – Executive Directors, Directors, Deans.

Strategy – Plans or policies that have been created as a result of inter-office dialogue and debate.

Underrepresented/Underserved – identity groups that have historically been marginalized or limited in accessing higher education, which generally include racial and ethnic minority groups, women, LGBTQI, and students with disabilities.

Universal Instructional Design – University instructional design is a process that involves considering the potential needs of all learners when designing and delivering instruction. UID means identifying and eliminating unnecessary barriers to teaching and learning while maintaining academic rigor.

U.S. International student – A degree-seeking student studying at a U.S. institution, who is not a U.S. citizen or permanent resident.

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