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# THE GLOBAL IMPACT EXCHANGE

A Quarterly Publication of Diversity Abroad

WINTER 2019 EDITION

**BRIDGING THE GAP:  
CROSS-GENERATIONAL  
PERSPECTIVES ON DIVERSITY  
IN GLOBAL EDUCATION**



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# PUBLICATION INFORMATION



## The Global Impact Exchange

*A Quarterly Publication  
of Diversity Abroad*

The Global Impact Exchange quarterly publication serves to advance domestic and international conversations around diversity, inclusion, and equity in global education with respect to the thematic focus identified each quarter.

## Acknowledgments

A special thank-you to members of the Diversity Abroad consortium for supporting thought leadership at the intersection of global education and diversity, equity, and inclusion.

Winter 2019 Edition:

## **Bridging the Gap: Cross- generational Perspectives on Diversity in Global Education**

*Published March 2019*

From Baby Boomers to Generation Z—what perspectives do diverse generations bring to the academy? Research shows that demographic groups belonging to specific generations define, approach, and apply diversity and inclusion uniquely. As educators and administrators committed to supporting students, we must utilize various modes of knowledge and practice to enhance student experiences. How are methods, customary strategies, and research across generations being utilized to enhance student success? What are the global implications of cross-generational scholarly work and university initiatives? How can research on this topic inform future programs, policies, and the creation of resources?



# DIVERSITY ABROAD MEMBERSHIP

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Diversity Abroad's membership consortium is the leading professional network of educational institutions, government agencies, for-profit and non-profit organizations who share Diversity Abroad's 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 global workforce. Through the consortium, members have access to the good practice guidelines, professional development opportunities for faculty, practitioners, and administrators, and advising resources needed to ensure that all students have equitable access to benefits afforded through global education.

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# INTRODUCTION LETTER: GENERATION Z, WINTER GLOBAL IMPACT EXCHANGE



By **JOELLE TOLIFERO**

Associate Director of Student Services

Diversity Abroad

**I was raised by a Baby Boomer who worked for the state of New Jersey and told me for most of my life that I should, “Go to college, get a job with the state, retire, and get a pension.” To my mother’s dismay I did not follow this clear path and it has taken some time for my family to accept the journey of a millennial who attended college in the midst of a recession and graduated optimistic that my path was to make a difference and not acquire the social security of a pension.**

Now, being an educator, I have seen difference emerge between myself and the students I have worked with and I have yearned to guide them. Just as my family, mentors, and faculty once looked to guide me. But, I resist the urge. I resist providing the guidance of, “Go to college, get a job, retire... pension,” because I know that the students before me may work in a job or industry that does not even exist yet and desire to change the world with their smartphones. I also know, that they just might make that happen.

Here, at Diversity Abroad we are willing to, and see the importance of changing and growing with our students and work to support professionals in doing the same. Our commitment to young people is rooted in the work that we do to understand the identity of our students and the many intersections of who they are and who they hope to become.

*So who is Generation Z to Diversity Abroad?*

Generation Z are our Overseas Ambassadors who head out on global experiences each semester and share their stories on social media — a platform that has dominated their adolescence and where they feel most comfortable sharing who they are, what they are doing, and how they #unlocktheirpassport. They are our future Global Student Leadership Summit participants (GSLs is the premier leadership conference for students from diverse backgrounds who have participated in study abroad or other international programs) who desire to be actively involved, develop their networks, and leverage connections with professionals to jumpstart their entrepreneurial journey. This generation of students does not want to sit back and absorb information passively.

The students of Generation Z or iGen will interact with and be advised virtually through Diversity Abroad Digital Advising Modules. These tools were designed considering that Gen-Z students entering higher education often desire learning opportunities that use technology and visual media<sup>1</sup> and spend a significant amount of their leisure time on YouTube<sup>2</sup>.

In order to support the changing needs of our student population, Student Services at Diversity Abroad is advancing beyond a platform to connect diverse students to resources. With the new [DiversityAbroad.com](https://diversityabroad.com) we will cultivate a community in which diverse students can find support in every phase of their global experience, leverage those experiences for their career readiness, and be supported not only by their professional advisors, but by Diversity Abroad, any time, and any place.

The community we are building will be inclusive of the professionals of our member consortium and beyond. We will continue to harness the energy of this diverse student population (predicted to be the last generation in which the majority are caucasian at 55%<sup>3</sup>) so we can better understand their needs and ways of learning in order to equip advisors with the knowledge, confidence, and skills to successfully support them throughout their global education.

According to a study conducted in *Generation Z Goes to College*, this generation of students are open-minded and do not shy away from difference. In fact, it states that, “Instead of shying away or opposing what is different, Generation Z welcomes difference with an open mind and open arms believing more diversity in America is a good thing”<sup>4</sup>.

Let us learn from this group of students and make diversity, equity, and inclusion the lens in which we operate and open our arms to receiving students who will challenge us as practitioners to educate them in ways that are different, seek to understand their perspective, and integrate them into the process. As you take time to read the articles in this Winter addition of the Global Impact Exchange, remember who you are (perhaps a millennial raised by a Baby Boomer with a pension) and be willing to embrace who our students are in order to guide them towards becoming a future global leader.

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<sup>1</sup> Cook, V. (2015). Engaging Generation Z Students. Center for Online Learning Research and Service, University of Illinois Springfield. Retrieved from [https://sites.google.com/a/uis.edu/colrs\\_cook/home/engaging-generation-z-students](https://sites.google.com/a/uis.edu/colrs_cook/home/engaging-generation-z-students)

<sup>2</sup> Mohr, Kathleen A. J. and Mohr, Eric S. (2017) “Understanding Generation Z Students to Promote a Contemporary Learning Environment,” *Journal on Empowering Teaching Excellence*: Vol. 1 : Iss. 1 , Article 9. DOI: 10.15142/T3M05T, Page 88

<sup>3</sup> Seemiller, C., & Grace, M. (2016). *Generation Z Goes to College*. New York, NY: Jossey-Bass, p. 10

<sup>4</sup> Seemiller, C., & Grace, M. (2016). *Generation Z*, p. 10

# INTER-GENERATIONAL APPROACHES TO ENGAGING THE MOST DIVERSE GENERATION OF STUDENTS IN STUDY ABROAD: GEN Z

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**Tech-savvy, hopeful, open-minded, anxious, confident, independent. These are all words used by international educators to describe Generation Z. But perhaps the most distinguishing trait of the generation born from 1995-2012 is their diversity. This generation of young people will enter adulthood as the most racially and ethnically diverse generation in US history<sup>1</sup>. Inspired by this fact, we set out to examine how generational differences among international educators impact their views on diversity and on working with Generation Z.**

To gather insight and anecdotal evidence, we created a questionnaire, sent to a small sample size, which asked participants to define diversity, reflect upon diversity during their time in college vs. today, and share their experiences working with Generation Z. We collected and analyzed responses from 21 individuals working in the field of international education from 13 colleges, universities, and study abroad organizations. Respondents came from various generations including Baby Boomer, Generation X, Millennial, and Generation Z.<sup>2</sup>

Regardless of their generation, international educators share the same goal: increase diversity amongst their student bodies. This shared goal brings to light the importance for professionals of

all generations to reflect on their own experiences with diversity, their perceptions of Generation Z, and their best practices for engaging students from Generation Z.

## Diversity: Then & Now

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When asked about how diversity was defined during their time in college, respondents reported that diversity was limited to race and ethnicity. Similarly, a study by UCLA that looked at the past 50 years illustrates the ways in which the terminology and definition of diversity have expanded. Their study, focused on gathering demographic data on student diversity from college freshmen, initially listed only five options

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<sup>1</sup> Taylor, J. (2018, March 29). From Boomers to Gen Z: How Different Generations Adapt and React to New Trends and Technologies. Retrieved from <https://www.epsilon.com/ie/from-boomers-to-gen-z/>

<sup>2</sup> We allowed respondents to indicate if they were comfortable having their quotes shared, and whether they would like their quotes attributed to them.



for students to select their race/ethnicity. By 2015, that number had more than doubled, and questions were added to collect information about other aspects of diversity, such as sexual orientation and gender identity<sup>3</sup>.

Respondents to our questionnaire agreed that diversity amongst Generation Z college students has a broader and more inclusive definition. One Millennial survey recipient said, “I believe that there is a wider, more appropriate definition of diversity that is applied today. The definition has been extended to include a variety of ways to be in the minority, not just based on gender and race. This difference is for the better, in my opinion.”

“Now it feels more like leaders actually care about diversity within their student populations because there is a real interest in its value...this is in some ways from Gen X reaching leadership positions and Millennials challenging institutions to see and understand the value of diversity,” explained another Millennial respondent.

IES Abroad alumna and Gen Z student Emily Churchill shared, “I define diversity as not just the acceptance, but the celebration of multiple peoples, cultures, and perspectives. True diversity means going out of your way to make sure that everyone feels they are an included and appreciated member of the community.” Regardless of their own generational identity, respondents view this expanded definition of diversity positively as they find ways to engage with the most diverse generation yet.

## Perceptions of Generation Z

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In addition to asking respondents to reflect upon their own generational identities, we asked about their perceptions of Generation Z students. Respondents noted that students today desire specific attention. This type of direct, personalized interaction is something they have become familiar with through the prevalence of targeted, personalized marketing and customized experiences throughout their lifetimes<sup>4</sup>. Students want tailored, one-on-one interactions, which gives study abroad staff a unique opportunity to connect with and mentor students.

Another Millennial respondent noted that Generation Z students have a heightened desire for input from multiple stakeholders, stating that: “The reliance of some Generation Z students on their parents to make decisions for them is surprising... I don’t remember any of my friends’ parents being that involved with their college education.” Compared to past generations, Gen Z is much more likely to seek input on their decisions, due to increased connectivity<sup>5</sup>. This creates a tightrope for study abroad staff to walk in providing students with the information and support they need, while empowering the student to take ownership.

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<sup>3</sup> Eagan, K., Stolzenberg, E. B., Ramirez, J. J., Aragon, M. C., Suchard, M. R., & Rios-Aguilar, C. (2016). The American Freshman: Fifty-Year Trends 1966-2015. *Higher Education Research Institute*. Retrieved October 21, 2018, from <https://www.heri.ucla.edu/monographs/50YearTrendsMonograph2016.pdf>.

<sup>4</sup> Runge, Clint. “Who Is Generation Z?” IES Abroad Annual Conference, 12 Oct. 2018, Chicago.

<sup>5</sup> The Center for Generational Kinetics. (2018). The State of Gen Z. [GenHQ.com](http://GenHQ.com).

## Engaging Generation Z

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A recent study by Archrival, a creative agency focusing on youth culture, suggests that “A 16-year-old in Kansas city has more in common with a teen in Malawi than a Baby Boomer who lives next door.”<sup>6</sup> We aimed to find out if this is how professionals in the field of international education feel when it comes to working with Generation Z students.

When asked if their generational differences are a barrier to assisting Generation Z students, responses to our survey were mixed. Baby Boomers and Generation Xers mostly felt that changes in technology and ideology led to challenges in interacting with Generation Z, while Millennials felt that they had many shared experiences with Generation Z and could more easily relate. With professionals from multiple generations working together at colleges and study abroad organizations, these differences can lead to difficulties in understanding best ways to engage with Generation Z students. Below are suggestions and strategies that have worked for our respondents:

### Be Authentic

For this generation, representation matters. One respondent to our survey noted that “representation in marketing, using student voices, and leveraging a variety of technological and marketing platforms” was key to engaging Gen Z students. Generation Z students respond to others who look and sound like them. In fact, research by Archrival shows that Generation Z

students trust the opinion of ‘someone like them’ as much as they trust the opinion of an expert in the given field<sup>7</sup>. When asked about best practices for engaging Generation Z students, many of our respondents cited using returned students to assist with recruitment efforts, predeparture advising, and re-entry activities, in order to appeal to today’s students.

Another respondent, Raina Montgomery of Howard University, makes the following suggestions for engaging Generation Z students: “Speak their language...show that you care about them, see them as adding value and show that you are making an effort to be ‘woke.’” Making concerted efforts to be candid, aware, and curious allows for stronger inter-generational connections.

### Be Social

In order to best reach Generation Z students, current professionals in the field realize they need to adapt, and tap into the channels that these students are already using. April Stroud of Mount Holyoke College explains, “I have to be creative in outreach and terminology. I do not expect that what worked for or appealed to me will work for Gen Z.” Even more so than their Millennial predecessors, these students grew up entirely with the Internet, and most have had devices for as long as they can remember.

Research suggests that what *will* work for reaching Generation Z is social media. “Regardless of which platforms they choose, social media is the best way to reach, communicate with, and understand Gen Z. It’s also the most important medium if you want to influence them.”<sup>8</sup> The study also notes

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<sup>6</sup> Archrival. (n.d.). The Gen Z Athlete Creator. *Almanac*.

<sup>7</sup> Runge, Clint. “Who Is Generation Z?” IES Abroad Annual Conference, 12 Oct. 2018, Chicago.

<sup>8</sup> The Center for Generational Kinetics. (2018). The State of Gen Z. [GenHQ.com](http://GenHQ.com).

shifts in preferred usage of social media platforms between Millennials and Gen Z. This means that today's professionals must understand ever-changing social media preferences to best reach these students. However, this does not mean that professionals in the field from other generations must forgo their own methods or beliefs. In adapting to the changing needs of Generation Z students, Amy Weir of Wabash College explains, "I invite students to teach me about the technology they use, and what they no longer use... I can temper the Gen Z technology-dependent suggestions with my own Gen X suggestions."

### What's Next?

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In focusing on a small sample size, we were able to gather anecdotal evidence and understand examples from professionals in the field related to their own ideas about diversity, their observations of a changing definition of diversity, and their experiences working with Generation Z. With the shared goal of increasing diversity in international education, we must continue to assess the needs of Generation Z students and implement tools to help them succeed.



# KEEP 'EM TALKIN': INTERGENERATIONAL NECESSITY OF DISCOURSE FOR THE LGBTQ COMMUNITY IN INTERNATIONAL EDUCATION

MATTHEW CWIKLINSKI | Project Coordinator/Evaluator - Scholaro, Inc.

Imagine trying to find LGBTQ resources on a college campus as a closeted 60-year-old, when you don't speak the language fluently. Age, language, culture, and sexual orientation present barriers to a sense of belonging. For LGBTQ individuals, age is often particularly alienating. Understandably, many of the LGBTQ resources available on campuses are geared toward youth. Even within academic discipline, "queer theory is perceived as being dominated by younger LGBT academics who are more visible in terms of their sexual and gender identities than previous generations" (Brown, 2009). Through this unintentional generational exclusion, students beyond the typical age range at enrollment face isolating factors due to the traditional age demographics of any institution. For older LGBTQ individuals in international education, understanding and combating elements which contribute to isolation through community discourse and involvement can be critical to healthy academic outcomes.

Isolation can be devastating for educational success, and it is a major factor contributing to high attrition rates among doctoral students (Ali, 2006), as well as for teachers leaving the profession (Schlichte, 2005). One way to help impede isolation, particularly for marginalized communities, is by establishing and enabling relationships. Creating opportunities and platforms for intergenerational discourse among LGBTQ students and educators is necessary in order to facilitate continued development of the LGBTQ community within international education. By actively seeking to cross these generational lines, the community can be enriched by making "individuals visible to others, as well as to themselves" (Brown, 2009). Isolation can be mediated by facilitating and encouraging discourse. By fostering this exchange of identities

through discourse, we can help develop a sense of inclusion and community.

When we talk about the needs of older LGBTQ people in international education, we are talking about educators as well as students. The student is only part of the student outcomes picture. A teacher abroad may not feel comfortable or even know how to identify their needs. Consider that an individual's cultural experience, even their native language, provides a different social framework with which to self-identify. The LGBTQ community in many, if not most, cultures around the world is historically characterized by silence. It is impossible to address the needs of students and professionals in international education if we cannot identify the members of that community.

For example, an issue for the Korean LGBTQ community: Because sex was traditionally unmentionable in Korean social situations, referring to one's identity by its relation to sex was historically unacceptable discourse in public (Youn, 1996). Much of the native Korean language associated with the LGBTQ community has negative connotations (the imported foreign words acquired this negative sense as well), and so the language identifying the community can be itself alienating.

Beliefs about homosexuality in Korea are strongly influenced by the term *byuntae* (abnormal, anomalism, or deviant), a category that which embraces all forms of sexual behaviour and identity that do not conform to traditional heterosexuality. People not only use the word *byuntae* to describe both modern gay men and lesbians, but also use it to refer to any man who takes on the traditional feminine role in a homosexual relationship. To this day, the word 'gay' is not commonly used in Korea. Most Korean people are more familiar with the term *homo* to describe both male and female homosexuals. (Kim, 2006).

The Internet, and its ability to provide a safe community forum, demonstrates the powerful impact that the opportunity for discourse can have. In the past, the Korean gay community found itself mostly relegated to bars where discourse and interaction revolved around alcohol and temporary intimacy. Online, "Men who had been alone and agonizing over their sexual identity, and men, who had been getting wasted every weekend, were now able to meet in one spot." (Cho, 2010). The community forum, as presented through technology, enabled an otherwise untenable community to form.

If depression, anxiety, alcoholism, or isolation is detrimental to academic outcomes, we should be sensitive to the chance that those who may need support may not feel able to ask for it. This is especially true for older students and educators, who may not have had positive or welcoming past experiences when it comes to non-heteronormative identity. You don't have to look far to find an older LGBTQ person in any culture who was marginalized by attitudes toward sexual minorities in their lifetime.

Global attitudes toward the LGBTQ community are going through an enormous shift. These changes have had very positive impacts for youth as societies have embraced differences in sexual identity. In order to ensure that we do not omit older generations from these cultural shifts, we have to actively include them in the discourse. In order to ensure we are not excluding those who are uncertain about their identity, we need to ensure that we do not exclusively reach out to those people who identify as part of the LGBTQ community. Even those who do not identify as part of the community can include themselves in our native LGBTQ community as an ally, in order to be better prepared to provide resources for our students or colleagues.

We need to question our knowledge of our native cultures' communities and the ways in which we combat the isolating effects of marginalization. Where are the positive LGBTQ spaces in our own culture? Are these spaces for a person of any age, or do they cater explicitly to people between the ages of 18-25? To what extent do the unmet needs of LGBTQ students and professionals impact student and professional outcomes? How do we go about guiding students toward spaces where they can develop tools to explore identity from the perspective of growth?

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# MORE THAN MONEY: STUDENTS OF DIFFERENT GENERATIONS PROVIDE PERCEPTIONS OF STUDY ABROAD PROGRAMS

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**This article focuses on the views of study abroad programs held by students of various generations to examine barriers, beyond money, that may prevent them from participating in study abroad programs. This qualitative work provides insights into the perceptions of studying abroad held by those of various ages and provides information regarding strategies that could be used to make study abroad programs more accessible across the generations.**

## Background

Previous research has found that students who study abroad acquire an understanding of and reverence for global concerns (Carsello & Creaser, 1967; Carlson et al., 1990; Douglas & Jones-Rikkens, 2001). They also develop more positive attitudes toward other cultures (Carlson & Widaman, 1988; Kitsantas, 2004), greater intercultural communication competencies (Anderson et al., 2006; Williams 2005), enhanced self-image (Cushner & Mahon, 2002), improved foreign language abilities (Brecht et al., 1993; Freed, 1995), greater self-confidence, further capacity to manage ambiguity, awareness of their own values, and overall enhanced personal development (Carlson et al., 1990; Institute for the International Education of Students, 2004; Lindsey, 2005).

Despite all of the positive attributes assigned to studying abroad, some students are more likely than others to study abroad. For instance, female students at a college or university more than 100 miles from home with an interest in developing an understanding of other cultures and countries are more likely to study abroad (Stroud, 2010). Conversely, students planning to complete a master's degree or a higher degree, residing with family members while attending college, and studying in engineering or other professional areas, such as architecture and medicine, have a lower intent to study abroad (Stroud, 2010).

## Purpose

Several barriers to studying abroad have been identified which include cost, the fear of the

unknown, and other factors (Rochester Institute of Technology, 2018; St. Benedicts at St. Johns University, 2018). The impacts of some of the other factors are still not well known, such as that of the age of the student. Therefore, this study investigated the barriers to studying abroad, including the perceptions of these experiences held by students of different ages and of different generations.

## Methods

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Interviews were conducted because they allowed the investigators to get to the story behind a participant's experiences. The interviews permitted the investigators to pursue in-depth information around the topic.

## Results

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Eight interviews were conducted. Interviewees included five women, ages 21, 22, 38, 42, 44, and three men, ages 23, 28, and 46. Barriers beyond money included time away from family and friends, employment concerns, issues related to the perceived atmosphere of a study abroad experience, and other concerns.

Four interviewees indicated that they did not wish to leave their family members. A 38-year-old female student had similar concerns, noting, "I'd love to study abroad if I could take my 10-year-old with me."

On the contrary, three students who indicated an interest in studying abroad felt family was a potential barrier because of their family's lack of travel experience. One student (age 20) stated, "It's not realistic to them because no one in my family has really left the country." Students categorized as Gen Z also indicated familial concerns about safety

and how they might be received or treated abroad as a person of color.

Issues surrounding the ability to take time off from work were barriers for several older students interviewed (ages 28, 46, 38). Additionally, younger students mentioned that they wished that they could take internship or externship credits abroad (ages 22, 23).

The older students indicated that they were worried about the atmosphere of a program. For example, one older student (age 46) noted that, "I have had plenty of time to party in my life so my focus on a trip would be on learning and I'd be afraid that on a typical study abroad program that there would be too much partying." Two other older students shared similar views, but interestingly two younger students also shared concerns about a party atmosphere. One 22-year-old noted, "I enjoy socializing a lot, but I can do that here so I would not want to go on a study abroad that was all about partying." Another older student indicated that although she would like to study abroad, she would not like to "be on a trip with a bunch of spoiled rich kids."

Although barriers other than money are important, cost did come up for these students, including the idea of using payment plans for studying abroad. Along these lines, one female student (age 21) noted that people would benefit from additional knowledge of available funding sources. One student (age 46) said that he thought it would be "a good idea to offer service-learning trips abroad that used a monthly payment plan." Another student (age 20) recognized the importance of budgeting and getting things in order early so funding would not be a problem.



## Implications and Conclusions

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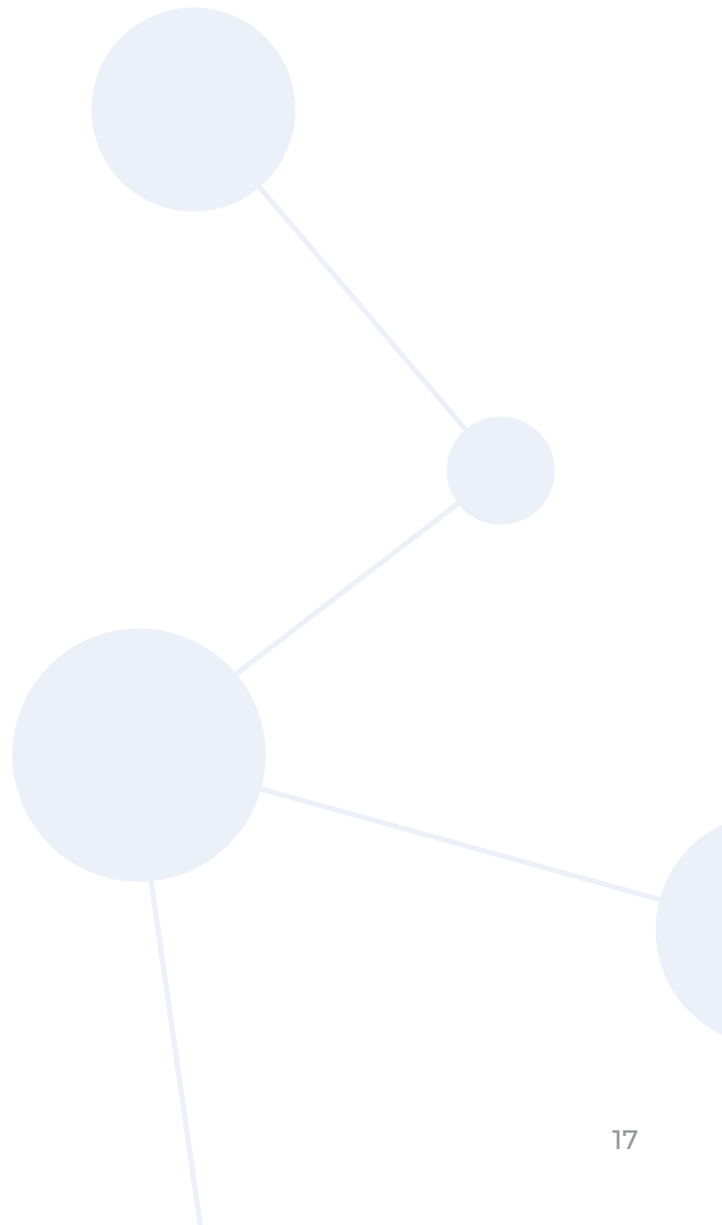
This study demonstrates that an interest in study abroad persists with students of different age groups. However, despite high levels of interest, a variety of barriers (other than money) including, but not limited to, family and friends, employment, time, and atmosphere of study abroad may prevent students from studying abroad. Each of these barriers yield implications for those engaged in international education; three of those areas are discussed below.

Regardless of the generational cohort, advising remains a critical aspect of the study abroad process. As the conduit between students and family, and sometimes faculty, advisors play a key role in closing the gap between interest and action. International educators must be able to meet students where they are and disseminate accurate information to students so they are aware of opportunities that are best suited for the individual student. Because family continues to play a large part in many of the decisions Gen Z participants make, advisors would benefit from guiding these students through the process of talking to their parents about studying abroad. Students must be able to speak knowledgably about their interest as it relates to their academic development, future employability, and overall personal development.

As social media continues to grow in its use by students and the universities they attend, it would behoove study abroad offices to ensure that their online brand reflects their values and ultimate desired message. It is easy to find captivating, picturesque images from frequently visited locations, but images of students actually engaged in the “study” portion of study abroad are often missing from international education marketing materials. Participants’ comments comparing participation to a vacation or the notion that

studying abroad is one continuous party may point to misinterpretations through marketing. Universities would benefit from conducting regular social media audits to determine if their marketing of study abroad programs reflects the office’s mission. Staff should consider creating a social media plan that highlights a variety of topics related to opportunities to study abroad.

In line with national trends, the students in this study would seem to benefit from an opportunity to participate in short-term study abroad programs. There are also opportunities for third-party providers to partner with faculty to create short-term programs at various points during the year.



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# EDITORIAL ADVISORY BOARD

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The main task of the Editorial Advisory Board is to review article submissions for the Diversity Abroad Quarterly publication. While not a peer-reviewed academic journal, the Diversity Abroad Quarterly publication compiles articles to advance domestic and international conversations around diversity, inclusion, and equity in global education with respect to the thematic focus identified each quarter.



David Comp, PhD - Columbia College Chicago

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Assistant Provost for Global Education



Kelly O'Sullivan Sommer - University of California, San Diego

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Director, Study Abroad



Nicole Webster, PhD - The Pennsylvania State University

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Associate Professor of Youth and International Development;  
Co-Director of the 2iE-Penn State Centre for Collaborative Engagement in Burkina Faso, West Africa



EXCELLENCE IN DIVERSITY &  
INCLUSION IN INTERNATIONAL  
EDUCATION AWARD

## Celebrate with Us As We Recognize Excellence

Diversity Abroad is excited to celebrate outstanding institutions, organizations, individuals, and students who embody the mission and vision of Diversity Abroad, and have made great contributions towards advancing diversity and inclusive excellence in international education. We are thrilled to recognize their excellence across eight categories. Please join us in congratulating our 2019 Diversity & Inclusion Award Recipients:

### 2019 Excellence in Diversity & Inclusion in International Education (EDIIE) Awards:

#### Institutional/Organizational Awards

Diversity & Inclusion Champion

**UC Davis Study Abroad in Partnership with  
Child Family Health International**

Organizational Excellence

**SUNY Oswego**

Student Engagement & Success

**Global Citizens Program,  
Democracy Prep Public Schools**

Outreach, Marketing, and Recruitment

**The University of Auckland**

## Individual Awards

Leadership (10+ years experience)

**Shigeru Nic Sakurai, University of Maryland, College Park**

Rising Star (2-10 years experience)

**Becca AbuRakia-Einhorn, Gallaudet University**



GLOBAL STUDENT  
LEADERSHIP AWARD

Graduate Student

**Katrina Joy Harrison, University of Pittsburgh**

Undergraduate Student

**Nam H. Nguyen, Washington State University**

Thank you to the Awards Review Committee:

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**Jorge Martinez-Santiago**, Director, Academic Talent Search - Fordham/COE

**Khalilah A. Shabazz**, Ph.D, Director of the Multicultural Center - IUPUI

**Robert Leis**, Assistant Director of Study Abroad - Baylor University

**Veelie Alba**, University Relations Regional Director - Midwest - CIS Abroad



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