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San Marcos Students Look Beyond the Stereotype

A poster campaign at California State University San Marcos (CSUSM) using images to speak out against racial and cultural appropriation sent a powerful message to the public and the campus community this spring on the harmful effects of stereotypes.

The campaign, titled Beyond the Stereotype, resulted from conversations about the university’s campus climate.

In 2013, members of a CSUSM sorority posted pictures of themselves, dressed as Latina gang members, to social media. A number of Hispanic students protested on campus, and the incident sparked conversations on microaggressions, a form of unintended discrimination, and cultural appropriation, the exploitative adoption of cultural elements of a minority group.

The poster campaign was organized, led, and fully funded by the Office of Diversity at CSUSM, with support from the American Indian Student Alliance and other campus entities. The California Indian Culture and Sovereignty Center at the university and Joey Proudfit, associate professor of sociology and Native studies at CSUSM, developed the poster design.

In eight scenarios, current CSUSM minority students are seen tearing up images commonly used to exploit their respective racial or ethnic group. For example, in one poster, a Vietnamese American woman tears up a photo of a blonde woman dressed in the Halloween costume of a geisha.

In addition to illustrating why stereotypes are harmful, the images aim to change perceptions and assumptions about minority groups by offering context in the form of historical minority figures appearing in the background of each image, along with biographical information.

Across the top of each poster reads, “There is more to me than what you see. Beyond the stereotype there is history.” The inclusion of profiles of historical figures celebrates the accomplishments of people of different racial and ethnic groups.

Behind the Asian American woman, for example, is the image of Ladda Tammy Duckworth, an Iraq War veteran, double-amputee, and the first Thai member of Congress. Other featured historical figures include Maya Angelou, Sitting Bull, Dolores Huerta, and Dr. Martin Luther King Jr.

The posters were on display in CSUSM’s Kellogg Library from February through May and included interactive displays for students to share instances of microaggressions and to sign a diversity and civility pledge.

CSUSM’s Office of Diversity has also begun offering presentations and workshops related to Beyond the Stereotype, as well as a number of curricular modules to facilitate classroom discussions on cultural appropriation and microaggressions. Plans for future poster campaigns will feature other marginalized groups, such as the LGBTQ community, people with disabilities, and people of different classes and religions.

Beyond the Stereotype resources can be found at: csusm.edu/equity/stereotypes/index.html

— Rebecca Prinster
A Look Back: Medgar Evers, 1963

The assassination of civil rights activist Medgar Evers on June 12, 1963, sparked widespread public outrage and increased support for President John F. Kennedy’s proposed civil rights legislation, the Civil Rights Act of 1964. As the NAACP’s first field secretary, Evers worked to overturn segregation, organizing protests and boycotts of businesses that supported the practice, as well as voter registration efforts.

— Alexandra Vollman

University of the Rockies is proud to announce The Ecology of Diversity by Vice Provost Amy Kahn. This diversity textbook provides students a framework for self-discovery. Congratulations, Dr. Kahn!

rockies.edu/diversity
INSIGHT [Partner Profile] Diversity Abroad Network

Diversity Abroad Network Creates a Roadmap for Schools and Students

The central mission of Diversity Abroad Network is its name — ensuring opportunities for diverse students to get an education abroad.

The “network” is made up of higher education institutions, government agencies, and for-profit and nonprofit organizations — all brought together by one common purpose: to advance diversity and equity in international education. As such, Diversity Abroad Network works with and for its partners to share best practices, resources, training, and other information in order to increase access to education abroad for students from diverse backgrounds and underrepresented groups.

One way Diversity Abroad Network is achieving this goal is through its Access, Inclusion, and Diversity (AID) International Education Roadmap. This roadmap is essentially a set of guidelines for implementing policies and practices to ensure diversity and inclusion in education abroad.

These guidelines are being developed using an evaluation, which consists of a series of questions aimed at assessing college and university study abroad offices' current capabilities as they relate to diversity and inclusion. Institutions fill out and submit the online questionnaire, after which they immediately receive an individualized report showing where they stand compared to other schools, as well as suggestions for improvement.

“What we're hoping this will do is really put some emphasis not only on how we recruit diverse students, but then also on how we serve them,” says Lily Lopez-McGee, manager for Diversity Abroad Network. “So, are we being inclusive in the application process? Are we being inclusive in our overall strategy for how we target students on campus?”

Questions focus on how the office conducts outreach, collaborates with other campus units, works with third-party organizations, and provides financial assistance to students from diverse and underrepresented groups. The ultimate purpose, Lopez-McGee says, is to determine and better address the needs of both study abroad offices and these students.

“Really, the goal of the AID Roadmap is to learn where the field is, because right now, we don't really have a benchmark or a clear idea of what institutions are doing related to diversity and inclusion,” she says. “So one, it will help us get a better picture of what's going on in the national context, and then two, it will help us provide more targeted resources and professional development opportunities based on where we see the largest need.”

While this version of the Roadmap is specific to study abroad offices, Diversity Abroad Network hopes to eventually launch another version focused on the larger campus.

Diversity Abroad Network is a new partner of INSIGHT Into Diversity. To learn more, visit diversitynetwork.org.

— Alexandra Vollman

Google Works with HBCUs to Boost Diversity in Tech Field

In an effort to increase diversity — specifically the number of African Americans — in the U.S. tech sector, Google Inc. has embedded software engineers at a handful of historically black colleges and universities (HBCUs).

While these schools produce 35 percent of all African Americans with computer science degrees, the numbers of those who make their way to Silicon Valley's top tech firms is miniscule; Google itself is lacking in diversity, with African Americans making up only 1 percent of its workforce.

These Google engineers teach, mentor, and advise students at these institutions, which currently include Howard University in Washington, D.C.; Hampton University in Hampton, Va.; Fisk University in Nashville, Tenn.; and Spelman College and Morehouse College in Atlanta, Ga. Beyond the classroom, they also coach students on how to apply and interview for jobs.

“They're not academics, but they have domain expertise that students could definitely learn a lot from,” Legrand Burge, chair of Howard University's computer science department, said in a statement. “The word got out, and it actually got a lot of students interested in computer science who didn't initially plan to study it.”

Since the introduction of these software engineers, class sizes for intro courses at Howard have doubled. And this summer, 30 of those students will get the chance to intern at Google.

— Alexandra Vollman
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INSIGHT Into Diversity honors individuals who have made significant past and present contributions to diversity in higher education with our Diversity Visionary Award. These honorees were nominated by colleagues and selected by INSIGHT staff. We profile award recipients with excerpts from their nomination letters in each issue of INSIGHT Into Diversity magazine.

Nominate a Visionary

If you would like to nominate someone for the INSIGHT Into Diversity Visionary Award, submit a nomination letter no more than two pages long detailing your visionary’s contributions.

Please include specifics on any accomplishments that went above and beyond the routine to make a real difference. Include your contact information, along with contact information and a mailing address for your nominee.

Email your letter of nomination to lpearlstein@insightintodiversity.com.
Miguel Martinez-Saenz, PhD

Provost and Vice President for Academic Affairs at Otterbein University

Although Dr. Miguel Martinez-Saenz has never served in a position with direct responsibility for fostering diversity on college campuses, in his various roles at multiple institutions, he has consistently sought out opportunities to advocate for diversity and create a culture of inclusiveness.

Martinez-Saenz understands that student learning happens inside and outside the classroom, and he has worked to integrate diversity and advocacy efforts into many academic programs and services in regards to student affairs and faculty development. These efforts include establishing an artist-in-residence program — which illustrates how bridging the divide between the arts, activism, and the academy can shift consciousness and catalyze social change — and leading a three-day teaching institute at Winston-Salem State University on high-impact activities in diversity.

Beyond the campus, Martinez-Saenz is very interested in hiring practices and the impact they have on creating a diverse workplace environment. Outside of his role and regular responsibilities, he has worked to support faculty recruitment and retention initiatives and has developed a staff recruitment training resource, titled Creating the Capacity to Aspire: Ethics, Leadership, and Community Action, for the Ohio Association of Community Action Agencies.

Martinez-Saenz not only talks the talk, but he walks the walk by giving back to the community in ways that foster inclusivity. His community activities are many: He is a founding board member of Think Tank, Inc. — an Ohio nonprofit that works with social service organizations to assess, develop, and implement creative strategies to strengthen their capacity to more effectively serve the community — as well as a board member for Del Pueblo, a nonprofit organization committed to empowering and informing the Latino community.

Martinez-Saenz is a wonderfully humble individual who has a personal and professional mission to make this world a more inclusive place.

Kenneth Coopwood, PhD

Vice President for Diversity and Inclusion at Missouri State University

During his tenure as vice president for diversity and inclusion at Missouri State University (MSU), Dr. Kenneth Coopwood's efforts have been nothing short of remarkable. He has faced tremendous internal pressures from those resistant to the message of change in the academic and administrative culture, and his award-winning programs and belief in the core values of diversity and inclusion have had a defining impact on the greater Springfield, Mo., community.

Coopwood's personal commitment and humility are hard to overlook, and he stands out in a crowd of academic leaders. He is clearly loved by MSU students, which is a terrific accomplishment considering the minimal interaction diversity leaders often have with students. It is obvious that students know he advocates for them.

As the first African American vice president for diversity and inclusion at MSU, Coopwood has faced challenges, but his work is evident everywhere on campus. His initiatives, programs, and active efforts to bring in thought leaders from outside the community impact the quality of education received by students — and have been successful. What Coopwood has done at MSU will have a long-lasting impact.

Coopwood is wholeheartedly committed to helping graduate the best quality students. While his expertise may be in diversity, he also is a diverse man with a serious commitment to life beyond himself. His integrity and professionalism are beyond reproach. Rarely does one have the opportunity to honor someone who defines, transforms, and heightens the criteria for diversity visionaries the way Coopwood does.
Jessica Planas, PhD, RN

Assistant Professor of Nursing at Fairfield University

At Fairfield University School of Nursing, Dr. Jessica Planas helped institute a diversity initiative called Zero Attrition Mission (ZAM). It is aimed at developing a culture of inclusivity in a traditionally homogeneous environment to improve attrition rates of underrepresented nursing student populations at the school. ZAM serves as a resource to these students via professional nursing mentorships, the improvement of academic supports, and the exploration of environmental factors that contribute to success.

Minority nurses are essential to help bridge the healthcare disparity gap and facilitate the dissemination of culturally competent care. Planas, along with Dr. Sandy Cayo, launched ZAM in response to the significant barriers preventing individuals from minority racial and ethnic backgrounds from pursuing a professional nursing education.

Future plans for ZAM include initiating interventions to further the culture of inclusivity, fostering professional conduct and behaviors, and reviewing assessment and other skills. Additional planned initiatives include how-to study sessions for freshmen, introductory nursing courses, and an intensive summer program for incoming freshmen, which would be open to nursing students who need additional experience to ensure their success in science, writing, and math courses.

ZAM is truly a grassroots effort that began, in part, as a result of Planas’ passion and scholarly efforts. The initiative not only launched a statewide dialogue in Connecticut about improving diversity, but has also become a statewide model for implementation at other nursing schools.

Keivan Stassun, PhD

Professor of Physics and Astronomy at Vanderbilt University

Dr. Keivan Stassun is a talented scientist, mentor, and teacher with an impeccable track record and an excellent work ethic and reputation. His leadership as an outstanding mentor is evidenced by the fact that, together with his students, he has made foundational discoveries in astronomy and astrophysics while ensuring broad participation of underrepresented minority students in those and other STEM disciplines. His efforts demonstrate that excellence and diversity go hand in hand.

The Fisk-Vanderbilt Masters-to-PhD Bridge Program that Stassun co-directs has achieved distinction as the nation’s top awardee of PhDs in astronomy, materials science, and physics to underrepresented minority students. This mentorship and research program serves as a vehicle for Fisk undergraduate and graduate students to transition into the doctoral program at Vanderbilt and other PhD-granting institutions.

Stassun considers the bridge program one of the most fulfilling aspects of his work, but he is not satisfied with making only local improvements. In the hope that the Fisk-Vanderbilt bridge program will serve as a national model for other schools, Stassun is working to disseminate Fisk’s and Vanderbilt’s experiences and practices to both predominantly white and minority-serving institutions. Under his leadership, the program is becoming the national model for schools like Massachusetts Institute of Technology, Columbia University, and the University of Michigan.

Stassun’s primary focus is mentoring individual students toward successful careers in STEM fields. He personally mentors every student in the Fisk-Vanderbilt program, which has been essential to its success and to the precepts that guide its development as a national model.
Christine Riordan, PhD, has been named the first female president of Adelphi University in Garden City. She previously served as provost of the University of Kentucky in Lexington.

OKLAHOMA
Jabar Shumate is now vice president for the university community at the University of Oklahoma in Norman. He was a former Democratic state legislator in Oklahoma.

PENNSYLVANIA
John Williams Jr., JD, has been appointed the first African American president of Muhlenberg College in Allentown. He was formerly a strategy consultant to nonprofit and higher education organizations and an expert-in-residence at the Harvard Innovation Lab.

TEXAS
DeBrenna LaFa Agbényiga, PhD, is now vice provost and dean of the Graduate School of the University of Texas at San Antonio. She had been serving as associate dean for graduate studies and inclusion in the College of Social Science at Michigan State University in East Lansing.

James Ward, PhD, has been elevated to provost and vice president for academic affairs and research at Texas Southern University in Houston. He had been serving in the position on an interim basis.

VIRGINIA
Ronald Crutcher, DM, has been named president of the University of Richmond. He was previously president of Wheaton College in Norton, Mass.

Has your campus recently hired a new diversity administrator? INSIGHT Into Diversity would like to publish your news. Please email: editor@insightintodiversity.com.
Most colleges today want to be recognized as LGBTQ-friendly. The question then becomes, what are they doing that makes them worthy of this recognition.

These days, on college campuses, the responsibility for creating a safe, welcoming learning environment for LGBTQ students often falls on the out LGBTQ students or faculty and staff. Many of them volunteer their time to improve the campus climate, offer ongoing programs, and promote inclusive campus efforts, such as awareness days, trainings, and policy recommendations.

When it comes to sports, colleges and universities would never think of having a football team and then not providing the players with a field, coach, helmets, and safety gear in order to win games. But on most campuses, LGBTQ students don’t even get a ball. Every day, college administrators ask LGBTQ students to come out and be visible on campus doing LGBTQ work without the necessary support services, programs, or policies to guarantee their safety, especially for transgender students. Campus Pride research shows that roughly a quarter of LGBT students, faculty, and staff face harassment on campus. For transgender populations and LGBTQ youth of color, that number is even higher.

Overall, higher education institutions continue to fall behind in proving that they are indeed LGBTQ-friendly. According to Campus Pride data, only 20 percent of campuses have sexual orientation in their nondiscrimination statements, and just 13 percent include gender identity and expression. Today, a mere dozen colleges have an ongoing mechanism for tracking retention of LGBTQ students and their graduation rates. The picture of LGBTQ progress is even more challenging on the campuses of rural southern colleges, two-year community colleges, and minority-serving institutions.

Campus Pride recommends the following six key actions for campuses to improve their institutional commitment and be responsible for LGBTQ academic success:

1. Invest in LGBTQ student leadership — Granted, not all LGBTQ students are going to be involved on campus, nor are they necessarily going to be out and visible in campus life. However, if you expect your out LGBTQ students, faculty, and staff to implement programs, recommend policy changes, and be involved in making the campus a safer, more welcoming place, you should invest in their leadership and growth as LGBTQ pioneers. Send these individuals to conferences or trainings — like Campus Pride’s Camp Pride and the LGBTQ Professional Academy for Advisors. Be sure they are well-equipped to lead your campus community, and in return,

[ moreINSIGHT ]

Summer Learning and Enrichment Opportunities

Camp Pride
Tuesday, July 14 through Sunday, July 19
Charlotte, N.C.

LGBTQ Professional Academy for Advisors
Tuesday, July 14 through Sunday, July 19
Charlotte, N.C.

For more information, visit campuspride.org/camppride. If you have questions, please email info@campuspride.org or call (704) 277-6710.
your actions will show support for their academic pursuits on campus.

2. Institutionalize the Ps – The Ps refer to campus policies, programs, and practices. It is important to think about how certain programs or practices would exist if LGBTQ students, faculty, and staff—or even allies—were not able to participate in them as volunteers. Campusprideindex.org can help if you want to improve your LGBTQ campus climate. It is free to join, and you can assess your Ps with a roadmap toward the future. Remember that students learn and achieve best when they feel safe and welcome inside and outside the classroom.

3. Don’t forget the B and focus on the T – What visibility does the B — which stands for bisexuality or other sexually fluid identities — have on your campus? Does your campus really know much about the T, the transgender community? As a campus, are you open to or aware of other queer, questioning, gender queer, asexual, and/or intersex identities? Campuses often conflate the LGBT or LGBTQ acronym, and even these do not cover the myriad of sexual and gender identities. Engage in active awareness, and do not use the LGBTQ acronym unless you mean each letter and are working to educate and create a safe and welcoming learning environment for all.

4. Take a team approach – Every part of the campus community plays a role in creating a welcoming, safe learning environment. Professors, coaches, financial aid office staff, Greek life advisers, and every office and department should understand and be willing to support LGBTQ students by using inclusive language and practices. While advocacy may begin with student life or in multicultural and diversity services, LGBTQ support is not limited to those areas. LGBTQ students will perceive the learning environment as truly inclusive if everyone is part of the team.

5. Recruit for the future – In your recruitment efforts, you should seek to create the type of inclusive campus you wish to have for the future. LGBTQ students represent a growing recruitment population that is now out and visible in high school, or even earlier. These LGBTQ students expect accountability and high standards for on-campus support. You have the opportunity to recruit LGBTQ youth and attract them to your campus with LGBTQ-positive efforts. Part of recruitment efforts should also include diversifying hiring practices of LGBTQ faculty and staff.

6. Track retention – Colleges and universities need to track retention of their out LGBTQ students to provide necessary services and/or maintain proper safety. Demographic questions that ask students about their sexual orientation and gender identity give administrators the data they need to properly implement LGBTQ-inclusive policies and practices. In order to best serve the needs of LGBTQ college students, it’s imperative that colleges and universities give these students the option to self-identify at the time of enrollment. That way, the campus can take responsibility for the LGBTQ student experience, as well as their academic retention, safety, and success. Remember, it costs more money to recruit a new student than it does to retain a current one.

Shane Windmeyer is the founder and executive director of Campus Pride, the leading national educational organization for LGBTQ and ally college students and campus groups. He is also a member of the INSIGHT Into Diversity Editorial Board.

To learn more, visit campuspride.org. Campus Pride is a partner of INSIGHT Into Diversity.
Advancing Diversity Through CDO and SIO Collaboration

By Marilyn S. Mobley, PhD, and David Fleshler, JD

One of the ways that colleges and universities demonstrate their commitment to diversity and inclusion is by incorporating that commitment into their institutional strategic plans and by providing leadership at the senior level of administration. On many campuses, a chief diversity officer (CDO) is appointed to provide strategic leadership for diversity and inclusion efforts. Likewise, when many campuses seek to demonstrate their commitment to internationalization, they appoint a senior international officer (SIO). At Case Western Reserve University (CWRU), both of these positions were called for in the university’s 2008 five-year strategic plan, titled “Forward Thinking,” and both inaugural appointments were made in 2009.

Now, several years later, under the auspices of the new strategic plan, “Think Beyond the Possible” (2013-2018), both diversity and internationalization are identified from the previous plan as signature priorities that remain critical components of the university’s vision and mission for the next five years. Moreover, the CDO and the SIO have developed strategic plans for their respective offices that iterate their interconnectedness in the university’s priorities and include partnering on various intellectual and programmatic initiatives, as well as developing new ways to collaborate.

Both the CDO and the SIO have sought intentional ways to be inclusive in shaping their agendas. Although the CDO was hired before the SIO, acknowledging that diversity must be viewed from both a local and global perspective has been essential to how the CDO thinks and publicly articulates the work of the Office for Inclusion, Diversity, and Equal Opportunity. Both domestic students of color and international students can feel underrepresented or marginalized on campus, and each group can feel resentful of the other. It is therefore vital to have a CDO and an SIO who are vocal about the wishes, desires, and goals of both groups and who help create opportunities for students of color and international students to express their ideas and interests in their own words.

At CWRU, we encourage all students, including students of color and international students, to seek opportunities to study abroad, as well as participate in curricular and co-curricular programs that enhance their knowledge and understanding of the United States and other nations around the world. An opportunity presented by the Congressional Black Caucus Foundation (CBCF) illustrates how we encourage study abroad for students of color.

Two weeks before the application deadline, the CWRU Office of Education Abroad received notice that the CBCF was providing two fully paid internships to qualified students to study in China for two weeks. Our study abroad advisers quickly got the word out, identified several qualified students, and worked with them to ensure their applications were completed and submitted on time. Both students ended up receiving the scholarship, and they described their time in China as “transformational.” Based on research on students who study abroad, these students’ time in China is likely to have a significant impact on their future, including their career opportunities.

We see the university’s global and cultural diversity requirement as just one of the ways to enhance students’ knowledge and understanding about the United States and other nations. Though faculty and students often challenge some of the course offerings included in this requirement, it represents one way the university has attempted to align the curriculum with its vision and values, especially at the undergraduate level. For example, while some students may fulfill the requirement by taking a course about a nation other than the U.S., others will fulfill it with a course that focuses on U.S. diversity.

Some members of the campus community believe the alignment of courses to be uneven because of the variations in how students fulfill the requirement. In addition, because the category represents a contested space in the undergraduate curriculum, the body of courses that make up such institutional requirements will undoubtedly benefit from review and assessment. Both the CDO and the SIO can contribute to such reviews by consulting with the faculty and institutional research professionals.
A fter the SIO was appointed in 2009, he formed a planning committee, on which he included the CDO. The CDO not only brought additional diversity to the committee, but in discussions about the direction the new office should take, she also provided insights from her work in international affairs. Likewise, the SIO serves on the Diversity Leadership Council. This kind of cross-fertilization is critical to learning how the work of the two offices is interconnected and to discovering new opportunities for sharing resources and collaborating. Given the tremendous amount of responsibility placed on both leaders, the only way such collaborations work is if both people are intentional, strategic, persistent, and innovative in their thinking.

Both leaders have taken turns developing ways to partner on intellectual and programmatic initiatives. They frequently exchange information of interest about relevant conferences both in the U.S. and overseas, include each other in lectures by guest scholars from other institutions, and invite their staff to meet with consultants on issues of interest to both offices. The CDO and the SIO have both expanded their programmatic initiatives to more intentionally include community members in the city of Cleveland, which is critical in two ways. First, it is important that students of color and international students think beyond the borders of the campus and build connections with members of their respective groups in the city and its surrounding communities. Second, connections such as those with the community, they not only encouraged faculty, students, and staff to “think beyond the possible” — the CWRU tagline — and to begin considering how their work is interconnected, but they also provided evidence on how such collaborations benefit the university. Building on their expertise and experiences, the CDO and a former NADOHE board member presented on the same topic at AIEA’s annual meeting. Nearly all of the attendees at this session believed both organizations need to continue to host discussions about structural and institutional barriers to greater collaborations.

Perhaps structural and institutional barriers present the greatest challenge on most campuses. CDOs and SIOs are similar to other campus administrators, such as vice presidents, deans, and even department chairs. It may be easier to remain in the silos of our particular identities, but breaking out of those has its benefits. For example, the Office for Inclusion, Diversity, and Equal Opportunity has begun incorporating a session on intercultural communication and cross-cultural competency into its award-winning Train the Champion full-day opening session. Including one of the professionals from the Center for International Affairs (CIA) created an excellent opportunity for participants to better understand how the CDO and the SIO collaborate on campus. It also allowed students to learn from CIA staff some of the overlapping concerns of U.S. students of color and international students around stereotyping, implicit and unconscious bias, and the need for greater cultural humility and empathy.

In light of how volatile the nation

Given the tremendous amount of responsibility placed on both leaders, the only way such collaborations work is if both people are intentional, strategic, persistent, and innovative in their thinking.

work is if both people are intentional, strategic, persistent, and innovative in their thinking.

Marilyn S. Mobley, PhD, is the vice president for inclusion, diversity, and equal opportunity and professor of English at Case Western Reserve University (CWRU). David Fleshler, JD, is the associate provost for international affairs at CWRU. CWRU is an INSIGHT Into Diversity HEED Award recipient.
What’s in a Name: Moraine Valley Community College Emphasizes Community

By Alexandra Vollman

The student body at Moraine Valley Community College in Palos Hills, Ill., is a reflection of the surrounding community.

Located in a southwest suburb of Chicago, the college serves 26 municipalities that include people from different races, ethnicities, socioeconomic classes, religions, and sexual orientations.

“I think just by the community that we serve, [the college] is diverse in and of itself,” says Charmaine Sevier, manager of diversity and employment at Moraine Valley Community College. “So we have strategic things that we have put in place to try to attract and retain that diversity.”

One of the ways the college fosters understanding and appreciation of diversity on campus and within the community at large is through its annual Diversity Dialogue event. Every fall, the school welcomes community members to campus to engage in discussion around a particular diversity-related topic, which changes each year.

“It’s really a way for people to come together and share best practices, learn from each other, and see what things may be working for other spaces, as we kind of all interact and work together,” Sevier says. “[We] invite our entire community — political leaders, religious leaders, law enforcement, our students, our faculty, and our staff — to have real conversations around diversity and what that means to our community and the benefits and the challenges that it may bring.”

A keynote speaker kicks off this half-day event by introducing and discussing its theme, after which attendees break out into round tables to discuss specific questions and then report their answers back to the larger group.

Now in its sixth year, Sevier hopes this event — which typically attracts upwards of 140 people — provides community members with a variety of perspectives and ways of leveraging diversity in various settings by learning what is working for others.

“It’s been our goal to expand upon and take people further along their diversity walk without losing any new participants who may have shown up for the first time,” Sevier says. “People are [working toward] the same goal. They just go about it differently.”

Beyond its community-wide efforts, Moraine Valley fosters diversity in more focused ways on campus. As one of the college’s core values, diversity is woven into the campus culture and curriculum, as well as new faculty and staff training. And, Sevier says, it aids the college as faculty and staff strive to educate “the whole person.”

“Diversity and inclusion are central to the way that we achieve the college’s overall mission, and that is to educate the whole person,” she says. “So we can’t leave out the diversity, the complexities, and all the things that make us great.”

The college also maintains several offices dedicated to the interests and needs of specific groups — including,
but not limited to, Arabs, Latinos, African Americans, and veterans — as well as a Celebrating Diversity Taskforce, which plans a variety of on-campus events.

And the college prides itself on having a broad definition of diversity that is well-represented across campus. “Our definition is all-encompassing,” Sevier says. “It’s not limited to age, race, religion, disability, and national origin. We also include learning styles, language, and cultural and political ideologies, values, and experiences. We are a wide mosaic of students here on this campus that blend together and work together.”

In addition to the diversity that comes naturally from Palos Hills and the surrounding communities, Moraine Valley continues to attract all types of students.

In the 2013-2014 academic year, 19.6 percent of students were Hispanic, 9.9 percent were African American, and 14.3 percent were either Asian, American Indian, foreign-born, more than one race, or unknown. Whereas white students still represented the majority at 56.3 percent, together, these groups made up just less than half of all enrolled students.

While faculty diversification is another important part of the college’s overall diversity, Sevier notes that there’s still room for improvement. As of fall 2014, 82.5 percent of the faculty were white and 17.5 percent were minority or unknown; 54 percent were female and 46 percent were male.

By taking time to reflect on areas for improvement, as well as strengths, Moraine Valley is constantly aware of where it is in its own “diversity walk.” And while the college may be walking toward an ever-moving destination, Sevier believes the pursuit is still worthwhile.

“There is an anonymous person who said, ‘Diversity is the one thing we all have in common. We should embrace it every day,’” she says.®

Alexandra Vollman is the editor of INSIGHT Into Diversity.
Preparation for and Supporting Muslim Students on Campus

By Brooke Barnett and Jan Fuller

Elon University takes pride in its origins in the traditions of the United Church of Christ. That heritage equips us to value civil and human rights, to take the spiritual life seriously, and to seek the education of the whole person for our students. That tradition also paves the way for our multi-faith efforts and our additional efforts to welcome Muslim students on our campus and ensure their success. The conversations surrounding Muslims in the state of North Carolina, as well as nationally and internationally, help provide context for why an emphasis on the Muslim experience on your own campus is crucial.

Two recent incidents in North Carolina offer an illustration. The first occurred at Duke University, a school formed in the Methodist tradition. The university announced that it would hold the Muslim call to prayer from its chapel tower on Friday afternoons. The call occurred once. Further occurrences were quashed by threats of violence and loud demands from some alumni and a few vocal Christian leaders to withhold funding. A student reporter called the Elon Office of Religious and Spiritual Life to inquire whether Elon might consider broadcasting the call to prayer on campus, and if so, what considerations would be necessary before making such a “bold move.”

This instance highlights the tensions around creating a place for Muslim students on historically, actively, and/or predominantly Christian campuses.

In the second incident, three young people in Chapel Hill were murdered execution style. They were students or alumni from the University of North Carolina at Chapel Hill and North Carolina State University. The police determined the murders to be a result of a dispute over parking, but in North Carolina and around the world, social media posts and mainstream media editorials claimed that their Muslim identities made them targets. The man charged with the murders was an atheist who had made disparaging comments about religion on social media.

This instance underscores a need to have systems in place to care for those who identify with communities often targeted by violence and provide opportunities to discuss various perspectives on international events, as well as perceived biases and inequities in the media’s coverage of crime.

In thinking about building a robust, religiously diverse community, you must consider the campus and the local, national, and international climate, as well as elements you must have in place to encourage an equally visible and happy community of Muslim students. This is of particular concern as the lack of understanding around Islam and media attention both appear to be growing. Here are some items to consider.

A Critical Mass

Perhaps you already have a strong Muslim population on your campus and are looking for ways to support them; if so, skip ahead to the next section. If not, pay attention to messages you send in recruiting students and colleagues, and ensure that you are providing information that helps Muslims see themselves on your campus. Broaden recruitment areas in order to achieve a more diverse pool of applicants. Pay attention to parts of the United States with growing Muslim populations, not just other countries.

A Convenient Place to Pray

Observant Muslims pray five times daily. They can download a schedule of prayers to designate the correct times; however, they can pray on their own schedule if they are in class or otherwise occupied during those times. They can pray wherever they find themselves — in their place of residence, in the park, or in a prayer space dedicated for their use. The direction of Mecca should be determined in that space.

If you offer a prayer space, there should be no “graven” images of created beings; Islamic art is almost completely calligraphic for this reason. Avoid landscapes, animals, and people. The space should preferably be carpeted; prayer rugs are easily obtainable and should be provided.

Observant Muslim men are expected to attend the Friday congregational prayers at the mosque or Islamic center. If there is not one on campus, the men can join a local community, if there is one within a reasonable distance. Women are neither required to nor restricted from
joining the Friday prayers, but if they join, they should pray behind the men or in an adjoining room.

A Place to Wash Before Prayer
Many American Muslims have, out of necessity, learned to wash their faces, hands, arms, mouths, and feet in bathroom sinks before prayer. This is, however, not dignified. One solution is to provide a basin with a faucet or showerhead low to the ground. You could also make several pairs of flip-flops available for travel from ablutions to prayer spaces.

A Prayer Leader
Any male can lead Friday prayers, or prayers can be recited without a designated leader. Some of your students may not be comfortable leading prayers. Most Friday gatherings also include a short sermon from the Quran. A faculty or staff member can usually supply this teaching if an imam, the traditional Muslim leader, is not available.

A Strategy to Help Students Eat and Pray During the Fast of Ramadan
This year, Ramadan falls during the summer. When it occurs during the school year, you need to allow students to carry out from the dining facilities food sufficient for a substantial pre-dawn meal and an evening meal to break the fast. Many dining facilities are reluctant to offer this kind of carryout and will need to be educated; containers for the food will need to be made available during the 30–day fast. However, do not assume that all Muslims on campus are fasting. It would be an act of hospitality if students from other faith traditions were willing to provide and take part in breaking the fast.

Dining Services That Clearly Mark Ingredients in Foods
Muslims, including the less observant ones, will avoid all pork products and products with any alcohol. Foods cooked in wine sauce or with vanilla extract need to be avoided or well-marked; they are forbidden even if the alcohol has been cooked off. The best solution is for the dining facility to clearly mark ingredients and have a conversation about what should be avoided. Avoiding pork, for example, covers other religious groups’ dietary restrictions as well.

Holiday Policies That Permit Students to Miss Class for Family-Oriented Feasts
Some students will not take an excused absence, but Muslim holidays, such as Eid al-Adha and Eid al-Fitr, are occasions for families to gather.

A Section of Your Website Specific to Muslim Life on Campus
Devoting a part of your website specifically to Muslim life makes potential students aware of the resources on campus and in the surrounding community; it can include programming that indicates the presence of Muslims on campus and a holiday calendar that notes Muslim celebrations. A social media presence, websites, and opportunities for discussion will also provide an informal space where people can learn about your institution and decide whether the campus climate is suited to them.

In addition to these considerations, be prepared to have important dialogues in respectful ways. Foster religious, cultural, and political discussions that acknowledge the complex and difficult issues of the Israeli-Palestinian conflict. Allow for community members to enter into this complex conversation in informed ways. Be aware of the potentially uneven numbers of religious adherents from different traditions, and ensure that dialogues do not become debates with only two sides — each closely associated with a particular group of religiously affiliated community members (i.e., 20 Jewish or Christian students debating against two Muslim students).

Be prepared to offer pastoral care and/or engage in dialogues swiftly and effectively when big events occur. Create a clear plan for how you might respond to an act of hate perpetuated on your campus or negative campus energy around a local, national, or international incident.

Initiate programming around Islam even before you have a critical mass. This programming could be a signal of basic understanding and respect on campus, as well as helpful training for students from other traditions.

It’s optimal for faculty and staff to have training on Islam and Muslim culture. Such training can be infused into existing diversity and inclusion efforts around inclusive classrooms and workplaces, as well as into university-wide programs such as new faculty and staff orientation. It can also be accomplished in small sessions specific to each department and position, such as admissions, senior leaders, and department chairs. A weekly lunch-and-learn session could also feature a different prominent religion per week, putting education about each one in context.

It is also good to connect with nearby Muslim communities. Existing relations — helpful for their own sake — are especially beneficial in times of crisis.

Islam is the fastest-growing religion in the United States. Colleges and universities should take advantage of this growing population and recruit Muslim students to enrich the diversity of their campus, and they must ensure they have structures in place so that Muslim students and colleagues flourish.

Brooke Barnett is the interim associate provost for inclusive community and professor of communications at Elon University. Jan Fuller is the university chaplain at Elon University. Brooke Barnett is a member of the INSIGHT Into Diversity Editorial Board.
Cal State East Bay Focuses on Inclusivity Here and Abroad

By Rebecca Prinster

A top-down and bottom-up commitment to diversity and inclusion has become a trademark of one of the most diverse universities in the U.S.

This team approach is what makes Dianne Rush Woods so proud of her school, California State University, East Bay (CSUEB).

“We have a very diverse campus, and the president wanted to focus on strategies and tactics to support that diversity and make sure it is inclusive,” says Woods, who is the first diversity officer at CSUEB. “I’m really very proud of the University Diversity Council [whose members help implement the university diversity plan] and the president and provost for their commitment to this work.”

Woods says that her 2013 appointment, and inclusion in President Leroy Morishita’s cabinet, indicate the university’s commitment to diversity. President Morishita came to CSUEB in 2011, and from the beginning, inclusive excellence has been at the forefront of his presidency.

In his diversity and inclusion commitment statement, Morishita said he is committed to “maintaining an institution known for its integrity, civility, equity, respect, and ethical behavior” and called for the continued dedication of every member of the university community.

“We are extremely pleased and honored to be selected as a 2014 recipient of the HEED Award,” Morishita said in an email. “This award recognizes the ongoing commitment of our students, faculty, and staff to ensure that all of our students achieve excellence and a quality university experience. … I am proud of the work our educational community is doing to eliminate barriers in making [CSUEB] a welcoming, inclusive, and supportive place to learn, live, and work.”

CSUEB mirrors the diversity of the Bay Area it calls home, with 52 percent of enrolled students identifying as either Latino or Asian/Pacific Islander. The university is also a federally designated Asian American and Native American Pacific Islander-Serving Institution, and last year, it attained Hispanic-Serving Institution status.

Serving the wide-ranging needs of the university’s diverse students requires organization and support, which Woods provides. She is modest about her role in facilitating diversity efforts, though, crediting instead the “foot soldiers committed to diversity” and the affinity groups for students from historically underrepresented groups.

Retention and Graduation

One exemplary initiative at CSUEB is the Gaining Access ’N Academic Success (GANAS) program, which helps retain and graduate community college transfer students by creating
commitment proposal for the initiative, hire more advisers.

the university recognized the need to increase the number of students of International Education (IIE)

Until the beginning of this year, Kelly Moran, director of CSUEB's Center for International Education (CIE), was the university’s sole study abroad adviser. But in partnering with the Institute of International Education (IIE) to increase the number of students studying abroad — as part of IIE’s Generation Study Abroad initiative — the university recognized the need to hire more advisers.

“We helped [Morishita] draft up our commitment proposal for the initiative, which is to triple the number of CSUEB students going abroad,” Moran says. “Because our numbers are so low, we think it’s doable.”

Despite enrolling about 1,000 international students last year, Moran says CSUEB sent only 30 students abroad. “Of those 30 students who studied abroad, only seven identified as white,” Moran says.

Moran theorizes that the university’s large population of first-generation students is one reason why study abroad participation rates at the school are so low.

“Our campus has traditionally been a commuter campus,” she says. “Students have job and family commitments, they still live at home with their parents, and many are first-generation college students. So finances and time are definitely factors.”

The Educational Opportunity Program at the university has worked with the CIE on outreach efforts to first-generation students. With additional staff members, Moran says she thinks they’re “moving in a positive direction” toward expanding the number and types of students studying abroad.

One new area Moran learned to navigate this year was disability accessibility abroad. Together with the Accessibility Services office, she helped send CSUEB student Brandon Biggs, who is blind, to Milan, Italy, for a year.

“This was our first opportunity to work with Accessibility Services, and after working together, we’ve sort of realized, hey, that wasn’t so bad,” Moran says. “So in the future, we may see more students with physical disabilities [becoming] interested in studying abroad.”

Katie Brown, director of accessibility services at CSUEB and a member of the University Diversity Council, says the process was a learning experience.

“We had never dealt with [sending a student with a physical disability abroad] before, and as far as I know, Brandon is the first blind [CSUEB] student to go abroad,” she says.

The accessibility office is responsible for translating and converting Biggs’ Italian textbooks into braille because the Italian university does not have the necessary technology. Corazon “Coco” Napolis, accessible media coordinator at CSUEB, says she has a 15-person team that works to produce texts and handouts in braille.

“The accessibility department is fantastic,” Biggs says. “And the international office at my university is super accommodating. They even have a person who goes with me to get my legal papers in order.”

Originally, Biggs had intended to study in Germany. That was until he received a letter from the institution there denying his admittance because of his physical disability.

“I was not quite sure what I wanted to do because this is so illegal in the U.S.,” Biggs says. “The disability department at CSUEB said they would help me in whatever I wanted to do.”

Biggs’ experience with the Accessibility Services office at CSUEB is just one example of the university’s commitment to serving all segments of its student body. And Brown attributes this deliberate commitment to support from all levels at the university.

“I think it’s great that we have the title, position, and leadership behind diversity on campus,” she says. “Usually, accessibility is an afterthought on campuses, but here, we’re always at the table. … The president and provost are super supportive.”

Rebecca Prinster is a senior staff writer for INSIGHT Into Diversity.
How can more students succeed in an increasingly global economy?

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Students going abroad face numerous culture shocks — unfamiliar languages, new currencies, and confounding social customs — but few are as fraught as habits around eating. Here’s a look at how people around the globe start their day.

**TURKEY**

In Turkey, breakfast features many fresh cheeses and vegetables, breads and spreads, dried fruit, and tea.

**COSTA RICA**

As is common in many Central American countries, breakfast in Costa Rica consists of gallo pinto (black beans and rice), fried plantains, scrambled eggs, and toast.

**FRANCE**

French breakfasts are light, usually just a croissant or baguette with butter and jam, along with a milky coffee.

**JAPAN**

In Japan, people prefer fish and rice for breakfast, often served with pickles, fermented soybeans, miso soup, and dried seaweed.
Jackson State University Offers Students a Passport to the World

How one historically black college is offering its students a once-in-a-lifetime international experience

By Alexandra Vollman
In 2012-2013, a mere 9 percent of U.S. undergraduates studied abroad, according to data from the Institute of International Education (IIE). About 76 percent of those students were white, while only 5.3 percent were African American.

“When I read the data, it was a revelation that very few [African Americans] travel abroad,” says Priscilla Slade, special assistant to the provost for international studies and community colleges at Jackson State University (JSU), a historically black college in Jackson, Miss.

For Slade, this was more than a number—it was a call to action. “That’s when we began to study our students to try to understand why,” she says. “Once we understood why, then we would develop a program that would systematically peel away the negative reasons.”

Some reasons proved more obvious, such as cost, length of time away, and concerns over graduating on time. Others, Slade says, were more deeply rooted. “The largest obstacle is the fear of the unknown, not being able to communicate with [foreigners] because they speak a different language,” she says. “How am I going to tell them if I’m hurt? How am I going to tell them if something is wrong?”

For Jessica Wilson, a junior marketing major at JSU, studying abroad always seemed out of reach. “I’m a single mom, so I didn’t know how it would work, how long I would be away,” Wilson says. “My obstacles were paying for it and graduating on time.”

With knowledge of the hurdles faced by students like Wilson, Slade began developing a program to directly address and overcome what are often referred to as the three Cs: cost, curriculum, and culture. Working together with the Council on International Educational Exchange (CIEE), JSU created its Passport to the World program, which launches this summer.

“I think what we’ve done with

This summer program allows students to participate in a condensed four-week, faculty-led international experience that includes organized cultural, research, and experiential learning activities. Students spend two weeks abroad, followed by two weeks on the JSU campus. Those receiving summer financial aid are able to use the funds to cover some of the costs of the six-credit-hour course.

“We developed a program that, number one, was not so long that it took students away … for an extended period of time,” Slade says. “We developed a program whereby they can travel with people they know, and we made it cost-effective in that it fits within the realm of their already established financial aid.”

With the implementation of this program, JSU joined CIEE and IIE in their goal to double the number of U.S. students studying abroad before the end of the decade, an initiative called Generation Study Abroad.

To achieve this feat, CIEE has pledged $20 million in scholarships and $20,000 in grants to colleges and universities to support innovation in faculty-led programs, as well as provide 10,000 free passports to students by 2020.

“It’s been identified in the field of study abroad that one of the hurdles students face is that they think getting a passport is going to be so complicated, so complex, and so overwhelming that they just don’t study abroad,” Fougere says, “so we launched, as part of our pledge, a passport initiative.”

CIEE kicked off its passport initiative at JSU with its first Passport Caravan event, during which the organization gave away 100 free passports to students, which JSU matched by giving away 100 additional passports.

“We facilitated all of the paperwork, and we brought some passport agents from the local passport office to sit on the campus with us,” says Fougere. “We took passport photos, and we did everything necessary to get those students a passport, whether or not
they intended to travel through the JSU program."

While the event marked the first of many passport events CIEE plans to host, the organization’s partnership with JSU is not entirely unique. Last year, CIEE worked with Spelman College, a historically black college in Atlanta, Ga., to develop a program similar to JSU’s Passport to the World. Fougere says the college is already seeing an increase in study abroad participation.

“The first year of the Spelman program, I believe [there were] about 125 students participating,” he says. “This year, that number has gone up to close to 200. So we would love to see similar growth at Jackson State from one year to the next, and we will continue this outreach so we can broaden this type of partnership to other institutions.”

CIEE also helped offset costs for JSU students traveling this summer by “front-loading” a grant awarded to JSU into the program’s pricing structure, “so students would see a cost that was more reasonable and be able to enroll,” Fougere says. But while the grant is providing much-needed financial assistance, affordability was still a concern for students not receiving summer financial aid.

To help solve this quandary, Slade came up with an innovative idea: a crowd-funding fundraiser. Through the platform CrowdRise, she created a site where anyone — not just JSU students, faculty, and staff — could donate money to fund students’ travel abroad.

According to Slade, more than 800 students applied to participate in the Passport to the World program this summer. Those students were then screened, and individuals not meeting certain criteria, including a minimum GPA and good standing requirement, were removed from the running. Of the 500 remaining, each college at JSU selected 20 to 25 of its students to go abroad.

All five colleges at JSU are participating in the program, and each one selected a destination from a list of six, including Madrid, Spain; Paris, France; Rio de Janeiro, Brazil; Salvador da Bahia, Brazil; Santo Domingo, Dominican Republic; and Shanghai, China. Students are encouraged to study at the location selected by their school.

Through this program, Wilson will finally realize her dream of studying abroad when she travels to Shanghai this summer with other business school students. There, she says, she’s excited to experience the culture and learn about Asian economics.

For this opportunity, Wilson has Slade to thank. But while the program was made possible by Slade’s hard work and dedication to increasing access to study abroad for all students, she’ll tell you it’s just part of the job. “We owe it to our students,” Slade says. “When we know that providing an opportunity to them, for them, will significantly enhance their future, that’s what we’re here to do.”

Alexandra Vollman is the editor of INSIGHT Into Diversity. For more information or to donate to the Passport to the World program, visit crowdrise.com/jsupassporttotheworld.
The University of Toledo (UT) is now accepting students for its 12-month online diversity certificate. Space is limited; only 15 seats available per section. Consisting of 12 credit hours taught over three semesters, the program features subject matter experts including Dr. Shanda Gore, Chief Diversity Officer at The University of Toledo and founder of the Culture Building Institute. **Participants can enroll to start any semester!**

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Navigating an International Education

How one organization is making a U.S. education a reality for more foreign students

By Nina Rao
If Gustavo Torres da Silva were to apply to college in his native Brazil, he would have to take a national exam and, based on his results, he would be placed at a university, where he would receive a complimentary education.

But Torres doesn’t want to study in Brazil. He wants to study in the United States, making the process far more complicated. As he began to consider this option, he found himself faced with so many unknowns: How does a foreign student apply to a university in the U.S.? How do universities choose candidates? What tests are required, and where do you take them? How do you write a college application essay?

How much does an education in the U.S. cost, and how do you pay for it?

To answer these questions, Torres turned to EducationUSA, a network of more than 400 international student advising centers located in more than 170 countries.

“It’s completely different in Brazil, so [their assistance] was really helpful,” Torres says.

Part of the U.S. Department of State’s Bureau of Educational and Cultural Affairs, EducationUSA helps foreign students navigate what can seem, at first, like an odd and disjointed system of higher education, with a decentralized system of accreditation, massive disparities in costs, and a dizzying array of institutions — public and private, secular and religious, regional and national. By making the process manageable, the program aims to encourage more international students to study in the U.S.

“International students enrich classrooms and communities,” says Meghann Curtis, deputy assistant secretary of state for academic programs at the U.S. Department of State’s Bureau of Educational and Cultural Affairs, who oversees all academic exchange programs for the State Department.

“Being able to work across cultures, languages, and borders is essential to leadership in the 21st century, where the greatest challenges we face are global in nature and thus need global solutions. ... International students make up less than 4 percent of all students studying in the United States, and thus there is still much room for expansion.”

There’s also an economic benefit to having international students on U.S. campuses. In the 2013-2014 academic year, the 886,000 international students who studied in the U.S. contributed more than $27 billion to the U.S. economy, according to NAFSA: Association of International Educators.

EducationUSA helps simplify the task of applying to study in the U.S. by outlining five basic steps on its website: 1) research options, 2) finance studies, 3) complete application, 4) apply for student visa, and 5) prepare for departure. Along with these, students will also find resources online for each step of the process. And advisers are available to reach out to students either in person or by virtual means.

Because of his location, Torres was able to use in-person advisers, who were an hour-and-a-half bus ride from his home in the Capão Redondo slum of São Paulo. They offered him help with studying for the SAT and the TOEFL, an English language test, and taught him how to write a college application essay. Torres even received a scholarship from the EducationUSA Opportunity Funds program, which helps those students who are likely to be offered full scholarships at U.S. institutions defray the cost of applying for college by covering exam and application fees.

Torres was fortunate in that an advising center was relatively close to his home, but for many students, virtual contact is their only way of communicating.

EducationUSA advising centers are generally located at U.S. embassies and consulates, universities, Fulbright commissions, or non-governmental organizations, but the number of centers and advisers varies widely by country.

Brazil has 30 advisers. China, however, has only nine, all of whom are concentrated in Beijing. Meanwhile, China sends more...
students to the U.S. than any other country, according to the Institute of International Education’s 2014 Open Doors Report, a study of international students and scholars that is funded by the U.S. Department of State. In 2013-2014, China sent 274,000 students to the U.S. — almost one-third of all international students that year, a number that’s difficult to manage with only nine advisers.

While EducationUSA plans to increase the number of advisers in China to 13 by the end of 2015, and spread out those additional four among the four U.S. consulates and embassies in the country, Curtis realizes there is still room for improvement.

“We recognize that it is impossible to meet the demand of international students with in-person services alone,” Curtis says. “By utilizing virtual platforms such as NewRow, Wechat, Weibo, our new EducationUSA website, and many others, we constantly strive to provide services to more prospective students online.”

In addition to launching a new website — which is embedded with Google Translate — EducationUSA recently launched its “Five Steps to U.S. Study” in Chinese on its mobile app, an effort the agency may replicate in other countries and other languages if proven successful. Also in China, EducationUSA recently presented a new kiosk that offers the “Five Steps” in a virtual and moveable platform.

These efforts appear to be having an effect. In 2014, EducationUSA reached more than 3.5 million people in-person and 9.4 million virtually, for a total of almost 13 million people worldwide.

One of those reached was Torres, who plans to study engineering beginning this fall at one of the schools where he has been accepted: MIT, Harvard, Columbia, Stanford, and Duke. For him, EducationUSA was essential in providing help with the logistics of studying in the U.S., but the emotional aspect of studying far from home is something he’ll have to navigate on his own.

As a 17-year-old only child, his decision to attend school in the U.S. has been bittersweet for his parents, even though they have always encouraged him to study hard and do well.

“My parents have never been abroad. They don’t speak English,” Torres says. “This is a lot of news for them, and they are kind of afraid, kind of sad, but I think their happiness outweighs it.”

Nina Rao is a contributing writer for INSIGHT Into Diversity. To learn more about EducationUSA, visit educationusa.state.gov.
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11 Steps to Diversifying Study Abroad

By Andrew Gordon

Meaningful study abroad is a high impact co-curricular activity that develops students academically, personally, and professionally and prepares them for leadership in an increasingly global 21st century economy.

Globally and culturally competent graduates are essential to U.S. economic and other national interests. With the impact study abroad can have on students, it is alarming that those from diverse backgrounds do not participate in more representative numbers. While there has been wide support for diversifying study abroad, there has not been a standard set of good practices for how to do this.

The Diversity Abroad Network — an organization dedicated to advancing diversity and equity in international education — has created a set of guidelines that directs international education offices toward the diversity and inclusive good practices needed to increase participation and support for diverse students in study abroad.

These guidelines include the following 11 steps.

1. The Current State of Diversity and Inclusion
   If you don’t know where you are, then you don’t know where you’re going. Tracking the progress of student participation in study abroad activities is an essential component in identifying areas of success, as well as areas that need development in order to increase accessibility for and more effectively support diverse students.

2. A Diversity and Inclusion Strategy
   While many institutions have a broad diversity and inclusion strategy, few have a specific strategy for study abroad. It is critical for individual study abroad offices, in collaboration with diversity offices, to have a plan in place that describes specific goals and approaches to recruiting, supporting, and retaining students throughout their experience with the study abroad office and in their programs.

3. Campus Collaboration
   Poet and peace advocate Mattie Stepanek, who died at the age of 13, once said, “Unity is strength … when there is teamwork and collaboration, wonderful things can be achieved.” It is important to have broad institutional support to implement successful diversity and inclusion initiatives in study abroad. Intercampus collaboration provides important support to study abroad offices not only to increase outreach to diverse student populations, but also to better understand the unique challenges diverse students encounter in accessing and participating in study abroad.

4. Professional Development and Staffing
   Staff members who are committed to diversifying study abroad but lack the training to do so will be limited in their effectiveness toward serving diverse student populations. The training and support that staff receive to advise these students is key to diversifying the students going abroad and in developing inclusive programming.

5. Outreach and Recruitment
   How the message of study abroad is received is just as important as the message itself. As is done in broader higher education outreach and recruitment, tailored messaging must be developed to reach diverse populations for this purpose. Outreach, marketing, and recruitment are three areas through which a study abroad office is able to tailor its message to make study abroad more attractive to diverse students.

6. Targeted Student Advising
   Student advising is essential to a student’s study abroad experience. Students from diverse backgrounds face a different set of challenges in accessing study abroad and may require different advising and support systems to make it feasible.

7. Funding for Study Abroad
   Funding is one of the key barriers to accessing study abroad. While additional scholarships that are targeted and effectively promoted can help overcome this obstacle, funding for students is not limited to scholarships. It can also include reviewing institutional systems that can be put into place to make study abroad more affordable.

8. Types of Programs
   Students are interested in making study abroad applicable to their
current academic, professional, and personal aspirations. To make it more accessible to diverse students, the duration, location, curriculum, and cost of study abroad programs should take into account the diversity of the student population.

9. Health and Safety Concerns
Diverse students face unique health and safety risks while studying abroad. While these risks should not prevent them from pursuing and benefiting from the experience, aspects such as mental health, racism and discrimination, and the role of culture in their overall experience must be considered in overall health and safety procedures.

10. In-Country Advising and Support
Support in study abroad does not end when the student leaves his or her home campus. Effective on-site support for students is a critical component of a quality program. Diverse students can face unique concerns when they are in-country that other students may not. While professionals cannot prevent events from happening, it is important to have an on-site professional who understands the unique concerns of diverse students and supports them.

11. Reverse Culture Shock
When students participate in study abroad programs, they often have life-changing experiences and stories. At times, these students are faced with reverse culture shock as they attempt to re-orient themselves into networks and activities upon their return home. It is helpful for diverse students who have studied abroad to meet with professionals and students who have had similar experiences to debrief, share, and exchange ideas on next steps. Hearing about the experiences of diverse students also gives professionals in study abroad and other campus units a better understanding of these students.

These recommendations are based on Diversity Abroad Network’s Access, Inclusion, and Diversity (AID) Roadmap assessment, the first tool of its kind developed to help guide colleges and universities in evaluating their diversity and inclusion efforts in education abroad.®

Andrew Gordon is the president of Diversity Abroad Network, the leading professional consortium of higher education institutions, government agencies, and for-profit and nonprofit organizations dedicated to advancing diversity and inclusive excellence in international education and exchange. Read the Partner Profile on page 8 or visit diversitynetwork.org/aid-roadmap to learn more.

At the UT Dallas Naveen Jindal School of Management, our students cite the diversity of our 7,500-member student body as a key reason why they choose us for their business education. They like that their experience comes with a global perspective. This confluence of backgrounds is further enhanced by our 200+ faculty members who come from around the world to teach our scholars and lead problem-solving, practical research. Learn more at jindal.utdallas.edu.
A Global Perspective on Higher Education

QS World University Rankings provides insight into where colleges and universities stand globally in higher education. With the goal of helping prospective students make more informed decisions, the rankings take into account both hard data and factors drawn from two large global surveys to rank schools around the world.

Students searching for the gold standard in education can look to this list, which compares the world's top 800 institutions across four areas: research, teaching, employability, and international outlook. The rankings are based on academic reputation (40 percent), faculty-student ratio (20 percent), citations per faculty (20 percent), employer reputation (10 percent), and the proportion of international students and international faculty (each 5 percent).


### 2014-2015 QS World University Rankings Top 50

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<td>XL</td>
<td>97.5/40</td>
<td>99.4/21</td>
<td>38.1/401+</td>
<td>73.8/133</td>
<td>100/27</td>
<td>93.6/71</td>
<td>81.2</td>
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<tr>
<td>49</td>
<td>50</td>
<td>Ruprecht-Karls-Universitat Heidelberg</td>
<td>XL</td>
<td>96.5/43</td>
<td>76.2/125</td>
<td>86.8/100</td>
<td>59.2/218</td>
<td>51.6/276</td>
<td>59.225</td>
<td>81.1</td>
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<tr>
<td>50</td>
<td>58</td>
<td>University of Amsterdam</td>
<td>L</td>
<td>95.5/46</td>
<td>85.1/95</td>
<td>48.7/340</td>
<td>93.8/61</td>
<td>69.2/202</td>
<td>33.3/401+</td>
<td>80.5</td>
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Source: QS World University Rankings
Virtual Study Abroad

Through a new online approach to learning, students at the University of Washington Bothell travel to classrooms across the world via the Internet

By Alexandra Vollman

As the first member of her Ukrainian immigrant family to attend college, Victoria Vedmed understands the importance of getting a global education. Yet, as a pre-med biology major, the most obvious path to getting this type of international learning experience — through study abroad — could actually lead her off course.

“I think that I’m going to put that on hold, and I’m going to try to finish [college] a little bit sooner to get into medical school,” says Vedmed, who is a freshman at the University of Washington (UW) Bothell.

One of three UW campuses in the Greater Seattle area, Bothell is using other means to help students get a global education. Through Collaborative Online International Learning (COIL), UW Bothell students in the U.S. connect with students in classrooms around the world via the Internet for a unique international learning experience.

Last quarter, Vedmed got her first taste of what is probably the closest thing to study abroad without traveling. Through a course called “Creating Social Change Using an International Lens,” she got to know and work with students in Tibet.

In this class, Vedmed and her classmates were grouped with Tibetan students abroad with whom they worked throughout a portion of the course. Using Skype video chat, the two classes introduced themselves, and then individual groups got acquainted via Facebook.

At UW Bothell, most COIL courses are set up like this.

“During the course of the quarter,
they have two large class Skype sessions, and then the rest of the collaboration [is] done in small groups,” says Natalia Dyba, director of global initiatives at UW Bothell. “Students are either paired up with students on the other side, or they have teams of maybe four people, and then they create their own Facebook group and work on their project.”

During the online, collaborative portion of COIL courses, which typically lasts between four and six weeks, partners or groups work together on a variety of assignments — sometimes synchronously, other times asynchronously. In addition to using Facebook and Skype, students also communicate and collaborate via email and other online programs.

“Every single week we would post articles [to Facebook], and we would comment back and forth to see each other’s perspectives, and then, once or twice a week, we would Skype,” Vedmed says.

Fortunately for UW Bothell, these international partnerships have come about naturally, often from professors who already have connections abroad they want to strengthen. The university currently has partnerships in five countries, but Dyba says they aim to increase that number and connect more faculty in the U.S. with professors abroad.

In 2014, the university came closer to realizing its goal when it received a grant from the Andrew W. Mellon Foundation, a portion of which went to supporting and further developing UW Bothell’s COIL program.

“The grant allowed us to hire a part-time international collaboration facilitator who developed a lot of the resources we use and the trainings we’ve done for faculty, [and it] has been really instrumental in building some of the infrastructure for supporting COIL,” says Dyba.

The grant also led to the creation of the COIL International Fellows Program at the university, which uses stipends to incentivize faculty to teach COIL courses. In order to be considered, professors must submit a proposal for the course they want to develop.

“If selected, they commit to working with the Global Initiatives Office over the course of the academic year to move that idea forward, to develop their syllabus and the partnership with their international counterpart,” Dyba says.

Once they complete this process and meet all requirements, these fellows put their training into practice in the classroom and online. The university’s first cohort of fellows consisted of eight professors across the three campuses, and Dyba expects even more in the next cohort.

A Lightbulb Moment

In 1999, upon returning from Belarus on a Fulbright fellowship, Jon Rubin landed on an idea that would change the way students learn about other cultures — and transform his teaching career.

Back in his classroom at the State University of New York (SUNY) at Purchase, Rubin found himself surprised, yet inspired, by students’ reactions to short videos made by the Belarusian students in the “Alternative Western Media” class he taught abroad.

“The questions and comments they made, even though these students probably knew nothing about this little country named Belarus, clearly showed that they were completely filled with stereotypes, and [they] were shocked that these students were intelligent and doing really interesting things and creating really interesting images,” Rubin says. “For me, that was a lightbulb moment.”

Rubin began exploring the idea of his students connecting with students in other countries using online tools, and ended up teaching his first collaborative course with a colleague at the European Humanities University, then in Belarus. Through this course, students were paired with an international peer with whom they worked on video-production projects.

Since then, Rubin’s idea has gained momentum, its own department, and a name. He now serves as director of The COIL Center at the SUNY Global Center, developing and implementing COIL courses and initiatives for all SUNY campuses. But another aspect of his job involves spreading the word and providing assistance to other schools wanting to establish similar programs, which is how Dyba was first introduced to the concept.

“I found the idea to be really compelling and a good match for our campus,” says Dyba, who heard Rubin speak at a conference, “because these types of courses could provide easily engaging international opportunities for our students who are place-bound, who aren’t likely to be able to travel abroad because they have family, or they work or have financial restrictions.”

The concept of COIL goes beyond just providing an alternative, or supplement, to study abroad, and the obvious professional development opportunities it affords students. It also offers students a new, cross-cultural perspective, helping break down baseless stereotypes.

“In this wild world we’re in, where there’s so much bad stuff going on, people form prejudices, and one way to start to dig out from those prejudices is to have experiences with people
different than yourself and realize that what you were thinking was maybe way off base,” Rubin says. “So I think that has its own benefits beyond a CV or a job outcome.”

As a relatively new concept, COIL also presents some challenges. While time differences, language barriers, and technological capabilities all come with their own set of problems, they are all manageable. The difficult part, Rubin says, is being sensitive to cultural tendencies and the misunderstandings that may arise when students of different cultures are forced to work together.

“Sometimes it requires thinking about the cultural sensitivities of the people you’re working with. You don’t want to make overly simple cultural generalizations, [but] some students are more likely, let’s say, to jump into a group project, and others are more likely to pull back,” Rubin says. “It’s the same issue that comes up in a diverse classroom, particularly an interculturally diverse classroom where you have students really bringing different attitudes to how they present themselves and perform. They don’t always mesh easily.”

Giving Diversity its Dues

Internationalization — a buzzword for the process of advancing cultural competence and global learning — may require a certain skill set, as well as cultural awareness, but the benefits it provides are immense. At UW Bothell, where the student body is made up of more nontraditional students, Dyba says COIL is leading the way for “deeper integration of diversity” in the classroom.

“We have a lot of students who come from multicultural backgrounds. ... These students are often somewhat marginalized because they may not feel confident that they belong in college or can even make it through,” she says. “In our COIL classes, these students have a voice. That’s something that I think doesn’t happen as much as we would like, and certainly on our campus, it has been a challenge to integrate the diverse student population that we have and take advantage of the diversity.”

And these COIL courses seem to already be having an impact on UW Bothell’s campus, where Dyba says more and more students — particularly those who are underrepresented — are getting critical firsthand experience with other cultures and are expressing an interest in study abroad.

“I think that COIL is kind of like a study abroad class. I went to Tibet without going to Tibet,” Vedmed says. “It kind of shows you what study abroad is without actually having to go there, having to move away, and so the classroom is like Tibet, and then you can walk out and go to your calculus class.”

Alexandra Vollman is the editor of INSIGHT Into Diversity.
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Changing Perceptions: Making Study Abroad an Accessible Dream for All Students

Nonprofit organizations are working together to make study abroad more accessible for underrepresented students and students with disabilities

By Rebecca Prinster

Photos courtesy of Mobility International USA
Roth-Vinson, chief operating officer at MIUSA. “Until you go, you don’t know what’s possible or what your limits are.”

Students with disabilities comprised only 5.1 percent of all students who went abroad during the 2012-2013 academic year, according to IIE's 2014 Open Doors Report. Roth-Vinson says this low percentage can partly be attributed to students’ worry over how they will be received in foreign countries.

“There is no [Americans with Disabilities Act (ADA)] abroad, but many countries and the European Union have ratified the United Nation’s Convention on the Rights of People with Disabilities, which is leapfrog legislation guaranteeing rights for people with disabilities,” she says. “I think globalization has helped put the focus on human rights issues and diversity as a shared goal, [in addition to] the tireless efforts of people advocating for their own rights.”

In her role at MIUSA, Roth-Vinson helps students thinking about going abroad realize that there are people with disabilities all over the world living perfectly normal lives. Therefore, she says, wondering what kind of accommodations will be available in a foreign country should not prevent someone from going abroad.

“You have to suspend your idea of perfect access,” she says. “In Mexico, accessibility might mean a group of strong men hoisting your wheelchair onto the top of a bus [while you sit inside]. Accessibility is going to look different in different places.”

As an international and nonprofit disabled-persons organization, MIUSA focuses on advancing the rights of people with disabilities globally. Founded in 1981 — nearly a decade before the passage of the ADA — the organization also provides free guidance to international offices on U.S. college campuses to prepare students with disabilities to study abroad.

MIUSA is one of many study abroad organizations that has partnered with IIE on its Generation Study Abroad initiative. Through this program, IIE and its partners are working to increase the number of U.S. students going abroad from 295,000 to 600,000 by 2019, as well as to increase the diversity of those students.

“If we're doubling the number of people going abroad, that number has to include people with disabilities,” says Roth-Vinson.

This year, to mark the 25th anniversary of the signing of the ADA, MIUSA and the Council on International Educational Exchange (CIEE) announced they will award 25 CIEE/MIUSA Access to the World Scholarships to college students with disabilities to help them finance study abroad.

**Generation Study Abroad: Year Two**

IIE’s goal to double and diversify students in international programs is an ambitious one, so — now in the initiative’s second year — the organization is trying different...
tactics and reaching out to new and younger audiences.

“Part of the problem is the way [study abroad] is marketed to students,” says Daniel Obst, deputy vice president of international partnerships at IIE. “We have to start adapting visuals to reflect the diversity of the audiences we want to reach.”

“We also launched our Generation Study Abroad Teachers Campaign to partner with high school and middle school teachers and secure 1,000 commitments from K-12 teachers to promote overseas study,” says Wagaye Johannes, project director of Generation Study Abroad.

The key goal of this initiative is to reach students earlier and “build an expectation in kids and parents that studying abroad is an integral part of the college experience,” Johannes says. Teachers can fulfill their commitments by hosting guest speakers in class or even leading student trips abroad.

When IIE launched Generation Study Abroad a year ago, it started with 150 partners. That number has since grown to more than 500 and includes colleges, universities, and domestic and international governments.

Each partner pledges to increase the number of students participating in international programs. According to IIE, more than half of all partners have committed to specific actions to increase participation of underrepresented students in study abroad, whether that be by providing special advising resources or scholarships for students with disabilities, minority students, or first-generation students.

IIE also contributes to the initiative’s goal through its Study Abroad Fund, which is supported by donations from private donors and sponsors. This year, $400,000 in IIE Generation Study Abroad Scholarships is being awarded to students from 26 partner schools. The Government of Ireland is funding awards for 10 schools for U.S. students intending to study in Ireland, while STA Travel and IIE are providing funding for the other 16 schools. One hundred and sixty students from a variety of backgrounds are each being awarded $2,500.

IIE’s Open Doors Report, which tracks data on the number and types of students studying abroad, is released a year after students have returned to their home institutions, so the results from Generation Study Abroad’s first year are not yet known. But Obst is optimistic that IIE’s work is already moving the needle.

“The message is really starting to resonate,” he says. “All these colleges, study abroad organizations, the State Department, and the media are really helping get the message out about the importance of study abroad.”

The U.S. Department of State recently made its own commitment to promoting study abroad by launching a study abroad branch within the department’s Bureau of Educational and Cultural Affairs, which oversees the Open Doors Report. The new branch will administer government-sponsored scholarships, such as the Benjamin A. Gilman International Scholarship Program — reserved for low-income and first-generation students — and advocate for greater racial and ethnic diversity of outbound students, as well as diversity in location.

“This new office aims to provide resources that can help interested U.S. students navigate what can be a complex process to study or intern abroad by offering scholarships, recommendations, and guidelines,” says Anthony Koliha, director of the Office of Global Educational Programs at the State Department.

As more organizations begin to offer financial support, making it possible for more underrepresented students and students with disabilities to go abroad, Roth-Vinson emphasizes how important it is to encourage the idea in the first place.

“Whether disabled or not, any one person can be a champion for diversity,” she says. “All it takes is saying to someone, ‘I think you would be great [at studying abroad].’ It only takes one person believing it’s possible.”

Rebecca Prinster is a senior staff writer for INSIGHT Into Diversity. To learn more about these organizations’ efforts, visit miusa.org and iie.org/programs/generation-study-abroad.
1. **Use promotional messages and welcoming language.** Catch their attention and shift their way of thinking away from “It’s not for me.” Include people with disabilities in recruitment materials, and promote institutional resources that are available to them.

2. **Broaden media resources.** Solicit stories from students and staff with disabilities involved in international programs, and include their stories on your website and in brochures, newsletters, social media, and other media. Include disability print and social media sites on distribution lists for program outreach and application deadlines.

3. **Network with local, regional, and national organizations.** Identifying contacts at organizations that work with and are led by people with disabilities is essential. Do personal outreach and in-person presentations and advising with potential applicants at these organizations.

4. **Provide scholarships.** Financial assistance is one of the best tools for encouraging the participation of underrepresented populations. Offer scholarships specifically for people with disabilities, and educate the scholarship review committee on expectations.

5. **Utilize peer and family connections.** Offer to put individuals with disabilities who are considering an international program in contact with program alumni with disabilities. Use these connections to educate parents of students with disabilities on the benefits this experience will provide for their son or daughter.

6. **Promote disability inclusion as an organizational value.** Convey the message that your institution values diversity and inclusion. Program administrators should foster a commitment to including people with disabilities at all levels of the institution, as well as work with overseas partners and affiliated organizations to provide accessible program design and develop policies that support inclusion.

7. **Budget for reasonable accommodations.** Many institutions are concerned about the cost of making programs accessible to people with disabilities, so incorporating a “disability accommodation” line item into every project and administrative budget is the best way to ensure that resources are there when needed (1 to 3 percent of program costs is usually adequate).

8. **Train staff and volunteers.** Ensure that disability-inclusive policies are communicated to all staff members and volunteers at your institution. Interaction with an unsupportive or uninformed staff member can negate otherwise positive recruitment efforts.

9. **Provide equal access to the screening and selection process.** International programs need to use sophisticated techniques for screening applicants for eligibility based on qualifications. Be careful — for legal and ethical reasons — not to screen out qualified applicants because of their disabilities and perceived limitations. The selection process must be accessible, and reasonable and appropriate accommodations must be provided to ensure that people with disabilities have fair and equal opportunities to demonstrate their qualifications.

10. **Diversify staff and volunteers.** Create a position within the institution that focuses on increasing the diversity of staff, administrators, volunteers, and program participants. Fill staff and volunteer positions with qualified individuals who add diversity.

*Information provided by Mobility International USA*
Institutions Go Beyond Recruitment to Support and Retain International Students

By Tannette Johnson-Elie

An international student at Northeastern Illinois University, where efforts are being made to retain international students.
International students are streaming onto American college campuses in unprecedented numbers. However, many of them face significant financial and academic hurdles as they advance in their studies, placing greater demands on schools to better serve these students’ needs and expectations.

Compared to a decade ago, 40 percent more foreign-born students now attend American colleges, according to the Institute of International Education (IIE). And each year, nearly 900,000 international college students matriculate into the United States, with the majority of them coming from China.

“A lot of young people from around the world are looking for quality education. It’s not available in their country, so they’re now looking at the U.S.,” says Peggy Blumenthal, senior counselor at IIE. “A lot of American colleges are happy to have them; however, they [make up] a small percentage of the student population, so there is a lot of room for growth.”

Behind the growing number of overseas students are successes like Priyanka Datta, a 22-year-old senior business and math major at The College of Wooster, a private liberal arts college in Wooster, Ohio. Datta has found a friendly environment on Wooster’s quaint, suburban campus, and she says she especially likes the opportunities for self-discovery that aren’t readily available at schools in her native country of India.

“I’ve had the opportunity to take classes outside of my major, like religion and theater, that give you a broader knowledge of the world,” says Datta. “The ability to explore and pursue your interests is not something you would as easily get back home as you do here.”

Last fall, Wooster began offering an eight-week, global engagement seminar to help international students adjust to living and studying in the United States.

“It gives students a chance to learn about American topics, from healthcare to politics, and how they affect them,” says Jill Munro, director of International Student and Scholar Services at Wooster. “The more we get to know international students as individuals, the better we can be at retaining them because we know their needs.”

Nevertheless, as the number of international students studying in the U.S. continues to rise, retention has become a growing concern. While research shows that more international students graduate from college than their domestic peers, the number of these students who leave American colleges before earning their degree is on the rise.

Thoughts on why these students withdraw without completing their education vary greatly. A recently released national survey on international student retention by NAFSA: Association of International Educators shows a gap between why international students say they leave college early and why educators think they do. The survey — conducted by World Education Services (WES), a private organization that studies trends in international education — includes data from IIE’s Open Doors Report on student mobility.

The survey shows that educators cite finances, academics, English language problems, and the desire to find a better fit as top reasons foreign-born students leave before graduating. Students, on the other hand, cite mainly financial factors, such as a lack of access to jobs or internships, affordability, and the availability of scholarships.

“Our goal is to debunk some of the myths people have in understanding international students,” says Rahul Choudaha, chief knowledge officer for WES and the survey’s lead researcher. “Our hope is that universities will embrace working on retention from a proactive standpoint.”

Many universities are beginning to make a special effort to better meet the unique needs of their international student communities. Some campuses are expanding services such as international advising, English instruction, and health and wellness.
Northeastern Illinois University (NEIU) in Chicago started offering an intensive English program several years ago as part of its retention efforts. So far, it’s paying off. The university saw a 107 percent increase in the number of incoming international students from spring 2013 to last fall.

“A lot of international students want to come to the U.S. for degrees in higher education, but they need English,” says Lawrence Berlin, director of NEIU’s Office of International Programs. “Our intensive English program opens up a nice avenue for international students to come to the university.”

At The University of Tulsa in Oklahoma, international students represent 25 percent of the overall student population. The university’s Office of International Student Services works with overseas students from recruitment through graduation and beyond, says Pamela Smith, dean of international services and programs at the university.

“The rigor of university life, coupled with the stress of being so very far away from home, requires awareness of the particular challenges faced by international students,” says Smith. “We are very committed to the success of our students — that means personal as well as academic success.”

Special services and programs like the ones at NEIU and The University of Tulsa help make a U.S. education possible for many international students, but they also benefit U.S. students.

“Barely 10 percent of American students ever study abroad. The way to expose them to international students is to get [international students] in your classrooms,” says Blumenthal. “For every international student who comes to the U.S., there’s going to be a roommate or lab partner who benefits.”

The universities themselves also benefit in a much different way. International students who succeed in higher education become excellent ambassadors, says Sheila Schulte, senior director of professional learning services for NAFSA.

“They go back to their home countries, or they go to their [American] workplaces, and talk about our universities,” Schulte says. “They become the recruitment arm for the university. That word-of-mouth is really powerful.”

Tannette Johnson-Elie is a contributing writer for INSIGHT Into Diversity.
Lecturer Position in Information Technology/Systems

School of Hotel Administration
Cornell University, Ithaca, New York

Cornell is a community of scholars, known for intellectual rigor and engaged in deep and broad research, teaching tomorrow’s thought leaders to think otherwise, care for others, and create and disseminate knowledge with a public purpose.

Responsibilities: Teach required and elective undergraduate courses, including but not limited to: Business Computing, an introductory IT course emphasizing basic computer concepts and software fluency; Advanced Business Modeling, an elective quantitative problem-solving course emphasizing advanced Microsoft Excel fluency; Fundamentals of Database Management, an elective focusing on relational database design and implementation, and Visual Basic for Applications: End-User Programming, an advance elective demonstrating the application of VBA in a business context.

Additional Requirements: Candidates should be comfortable delivering course material in both lab and lecture settings. Candidates should be fluent in all of the Microsoft Office 2013 Productivity Suite. It is expected that you will be able to develop and revise original course material. A knowledge of relational database management systems and SQL is required. Preferred candidates will have knowledge of and experience programming using VBA and a familiarity with hospitality information systems.

In addition to teaching, faculty members are expected to engage in curriculum- and course-development activities with IT/IS colleagues, as well as service to the school in the form of faculty committees, area tasks, and other projects as required. You will be expected to pursue professional development opportunities, including developing a sound understanding of the hospitality industry and the IT/IS challenges that hospitality professionals face. The School of Hotel Administration supports such activities with an individual professional-development fund. Faculty will engage in the advising and mentoring of students.

Excellent teaching support is provided, including administrative assistance, office space, computers, and other resources. Faculty have access to state-of-the-art teaching technology.

Rank and Salary: The lecturer position is a three-year, renewable appointment beginning in the Fall of 2015. Rank and salary will be determined based upon academic achievement and experience. Appointments are nine-month terms with attractive fringe benefits.

Institution: The School of Hotel Administration, one of seven undergraduate colleges at Cornell University, has approximately 800 undergraduates and 120 graduate students. Founded in 1922, the School is the oldest hospitality management program in the world, with a resident faculty of 65 and over 8,000 alumni worldwide. Important resources to faculty include extraordinary access to industry leaders, the Center for Hospitality Research (CHR), the Center for Real Estate and Finance (CREF), and the cultural and intellectual resources of the Cornell University community.

Major Qualifications: Master’s degree with Professional Certification or Ph.D. Demonstrated teaching ability within an institution of higher education and a service-oriented environment where student-faculty relations are highly valued. A minimum of 5 years experience and skill in the area of information technology and information systems, and willingness to teach both. Hospitality industry knowledge and experience is a major advantage.

Application: Consideration of candidates will begin immediately and continue until the position is filled. Please send letter of application and current CV to:

Steven A. Carvell, Ph.D.
Associate Dean for Academic Affairs
IT/IS Lecturer Search
Cornell University
146 Statler Hall
Ithaca, NY 14853
Sac20@cornell.edu

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Lecturer Position in Management Communication
School of Hotel Administration
Cornell University • Ithaca, NY 14853

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Responsibilities: The primary responsibility is teaching “Management Communication I,” a first-year, core course that emphasizes written communication in professional contexts and includes an introduction to presentational speaking in business. Opportunities may be available to teach “Management Communication II,” which focuses on persuasion, or other courses. Lecturers teach six classes each academic year and hold regular, individual conferences to discuss students’ papers and presentations. Being accessible to students is critical. Lecturers teach multi-section courses and collaborate extensively on curriculum development, student assignments, School projects, and, at times, research projects.

In addition to teaching responsibilities, lecturers have school service responsibilities and are expected to pursue professional development activities, such as presenting at business-communication discipline conferences and interacting with hospitality-industry managers. The School of Hotel Administration supports such activities with professional development funds.

Major Qualifications:
• Discipline-related Master’s degree or Ph.D., preferably from a professional communication or rhetoric program.
• Experience teaching in a four-year, accredited college or university, preferably teaching multi-section courses.
• Experience and skill in teaching writing in professional contexts and willingness to teach both written and oral communication.
• Demonstrated experience and interest in collaborating with colleagues.
• Direct engagement with the business communication discipline—through, for example, presenting at business, technical, or professional communication conferences—is an advantage, as is business knowledge and experience.

Conditions of Appointment: The position’s teaching responsibilities begin in the Fall 2015 semester, and appointment is for three years, renewable. A new hire will be considered for promotion from lecturer to senior lecturer after appropriate quality and length of service. Salary is commensurate with qualifications. Support is provided, including administrative assistance, office space, computers, and other resources.

Institution: The School of Hotel Administration (http://www.hotelschool.cornell.edu), one of Cornell’s ten colleges, has approximately 900 undergraduates and 60 graduate students. The School has over 55 resident faculty members (including five in communication). The School is located at the center of campus in Statler Hall and has an adjacent 150-room hotel and conference center that serves as a learning laboratory for students.

Application: Review of applications will begin immediately and continue until the position is filled. Please include a detailed cover letter, your curriculum vitae, an original course assignment, one writing sample, and the names and contact information for two references and should be submitted using Interfolio, and the following link: http://apply.interfolio.com/29364.

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