

# RACIAL CONSCIOUSNESS IN GLOBAL EDUCATION

## Exploring Race in Short-Term Study Abroad



WORKBOOK

## About this Workshop

Racial consciousness should be an intrinsic component of intercultural competency and global learning, yet the lack of racial diversity among student/faculty participants, study destinations, curriculum content and administrative/institutional leadership in the field remains disconcerting. Has the focus on the global become a way to skirt local, racial concerns and avoid significant exploration of how our racial identities inform our teaching and learning?

In this interactive session, participants will be asked to dissect the question of where and how race matters in global education.

Among the students who travel, the faculty who lead and the institutions that prioritize global agendas, study abroad remains a predominantly white, Eurocentric endeavor. When administrators and international educators discuss access, diversity and inclusion in global education, what does that mean in terms of race?

As a Black practitioner in the field, the under-representation in study abroad among students/faculty of color and the institutions that serve them remains a curiosity. In our attempt to enhance students' global learning and competencies, where and how does race fit into these agendas? Why are more faculty members of color not leading study abroad programs? Is global education a priority for Historically Black Colleges and Universities (HBCUs) in ways similar to Predominantly White Institutions (PWIs)? Why does study abroad remain a particularly white, Eurocentric enterprise?

Is study abroad better suited to produce the kinds of transformational learning and competencies among certain groups than others? Recruiting, marketing and preparing diverse students and faculty for study abroad using one-size-fits-all models will not produce the kinds of demographic heterogeneity possible in the field. Can culturally-responsive mentoring support and prepare students, faculty and their institutions for the transformational potential of studies abroad?

The success of this workshop depends on our willingness to explore and share openly and honestly with each other about this challenging topic. Allow everyone the opportunity to share and as personally meaningful as they can be, use shorter versions of relevant anecdotes only to make a point related to the current topic. I hope you're ready for a lively conversation, exchange, and interrogation of our practices.

Let's get started!



## About the Presenter

Prudence Layne, Ph.D. began her international education experiences as a year-long American Field Scholar in the Faroe Islands immediately after completing her Cambridge A-level exams in her island nation of Barbados. As an undergraduate at Howard University in Washington, DC, she embarked on a short-term study abroad to South Africa.

Examining the impact of these early experiences in shaping her personal and professional lives undergirds her work as an international educator. She examines the role of duration, Afrocentricism and educators in shaping student experiences.

She has more than a decade of experience developing and leading a highly successful short-term study abroad program, teaching in a variety of international contexts and locales, directing a semester program, and serving as a curriculum development administrator for credit-bearing, faculty-led, education abroad programs.

Prudence Layne is Associate Professor of English at Elon University, North Carolina.



### Contact Information

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South Africa Study Abroad Alums

## Workshop Format

As a whole group, the first 25-minutes of the workshop will be spent exploring some of the demographic findings related to racial diversity as presented in the 2016 Institute of International Education's *Open Door Report*.

- ❑ Who are the people engaged in studies abroad?
- ❑ Where are they going?
- ❑ What are they studying?
- ❑ How are they funding their experiences?
- ❑ What factors are prohibiting students from studying abroad?
- ❑ Why are more faculty members of color not leading study abroad programs?
- ❑ Is global education a priority for Historically Black Colleges and Universities (HBCUs) in ways similar to Predominantly White Institutions (PWIs)?
- ❑ Why does study abroad remain a particularly white, Eurocentric enterprise?

In the next 25-minutes of the workshop, we will divide into small groups (based on the number of workshop participants) to discuss and generate responses related to the manifestations and intersections of race in global education by examining some of the following questions related to your institutions/organizations. (Be prepared to report to the whole group following your discussion:

- ❑ How does race manifest itself in global education, particularly study abroad, in your institution/organization?
- ❑ Where do conversations about race take place in your institution/organization?
- ❑ Who leads discussions about race in your institution/organization?
- ❑ Does your institution/organization have deliberate, intended outcomes related specifically to race?

Finally, we will work towards the goal of strategizing on how the study and infusion of race into global education, particularly study abroad, when handled effectively, can raise the racial IQ and consciousness of faculty, staff, students, institutions/organizations. Among the questions we explore in this segment are:

- ❑ Is study abroad better suited to produce the kinds of transformational learning and competencies among certain groups than others?
- ❑ Can culturally-responsive mentoring support and prepare students, faculty and their institutions for the transformational potential of studies abroad?
- ❑ What are the goals and outcomes for measuring the success of diversity and inclusion strategies when it comes to race and global education?

## Workshop Goals

By the end of the workshop, participants should be able to:

1. examine some of the ways in which race and global education does or does not intersect in their institution/organization;
2. devise some techniques for raising their own, their students' and their institution's/organization's racial IQs and consciousness; and
3. suggest some goals and outcomes for measuring the success of diversity and inclusion strategies when it comes to race and global education.

All the workshop goals and objectives may not align with your own. Take a few minutes to jot down your priorities and goals for the workshop. For example, your one of your personal goals may be to network with other international education professionals interested in collaborating on a publication about this subject.

State your goals here. By the end of the workshop, I want to be able to . . .

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **Working Definitions**

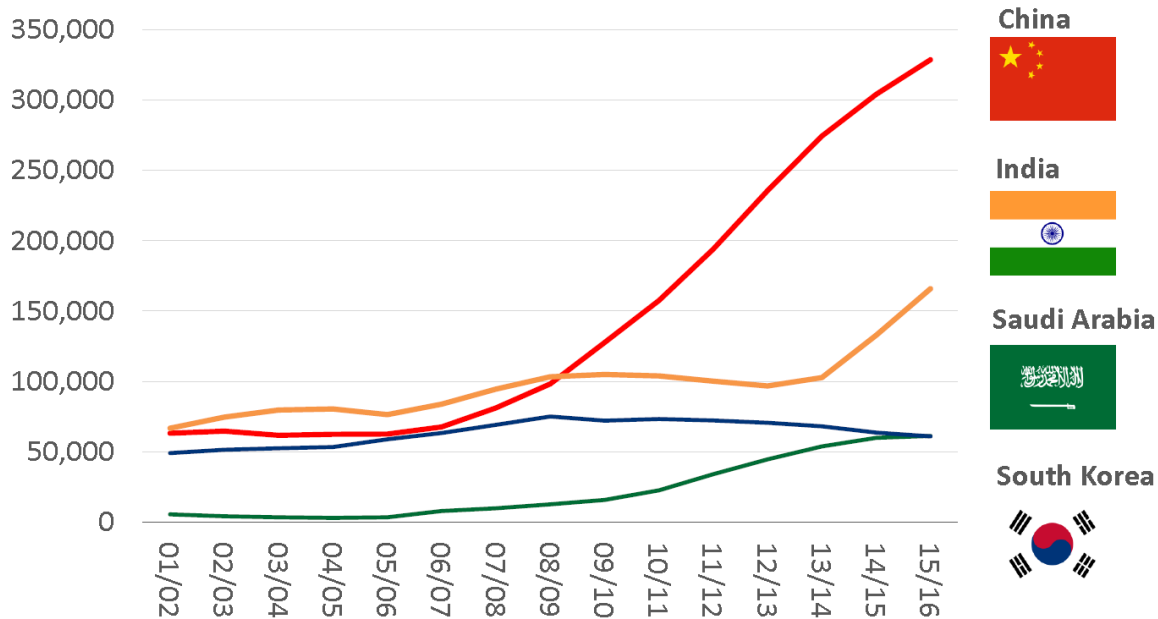
**Ethnic group** - An ethnic group is set apart from others primarily because of its national origin or distinctive cultural patterns

**Race** - The Human Genome Project discovered that 99.9% of our 30,000 genes are shared by all humans (Schaefer, 2005; Sternberg, Grigorenko & Kidd, 2005).

**Racial consciousness** - The supposed intuitive awareness of a common heritage shared by members of a race or culture; (emotional) awareness of one's own race as a distinct ethnic group. (Quoted from the *Oxford English Living Dictionary* - [https://en.oxforddictionaries.com/definition/race\\_consciousness](https://en.oxforddictionaries.com/definition/race_consciousness))

**Racial Group** - racial group describes a group that is set apart from others because of physical differences that have taken on social significance (Schaefer, 2012).

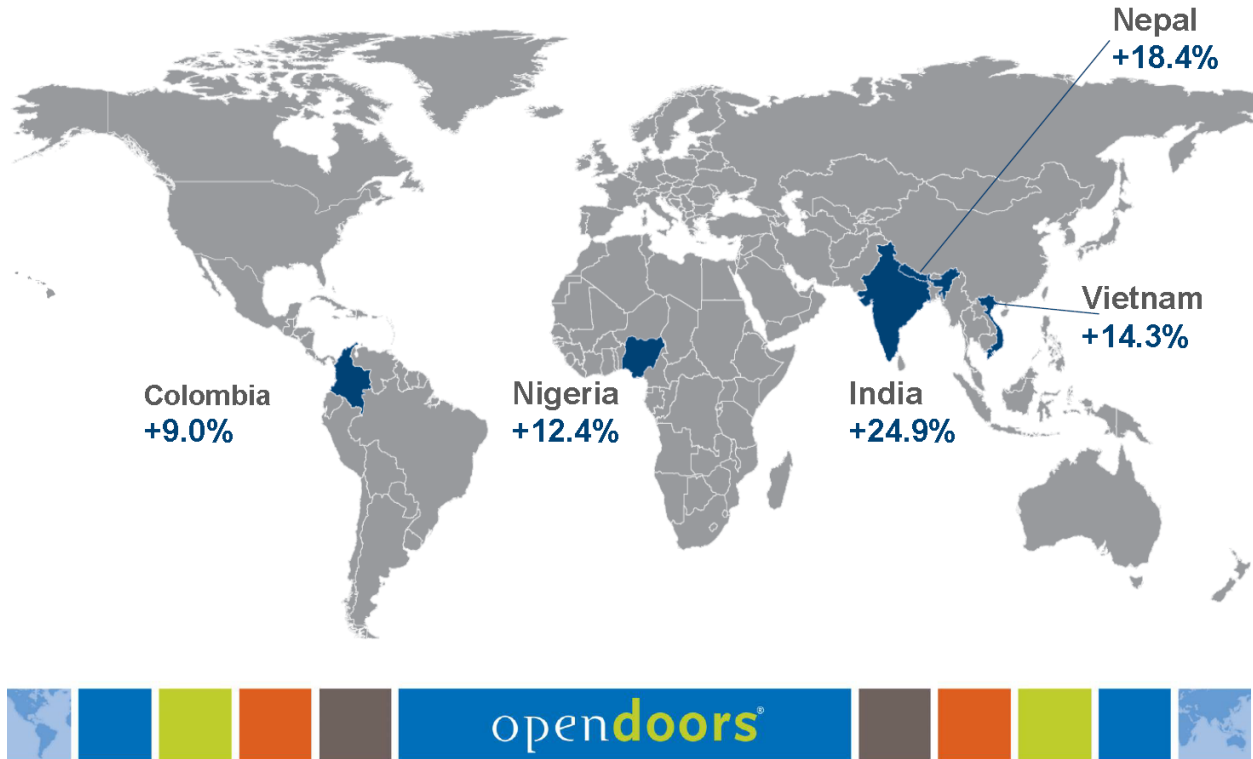
# Top 4 Places of Origin



## How Might the US Travel Ban Affect Global Education?

# Where is the fastest growth?

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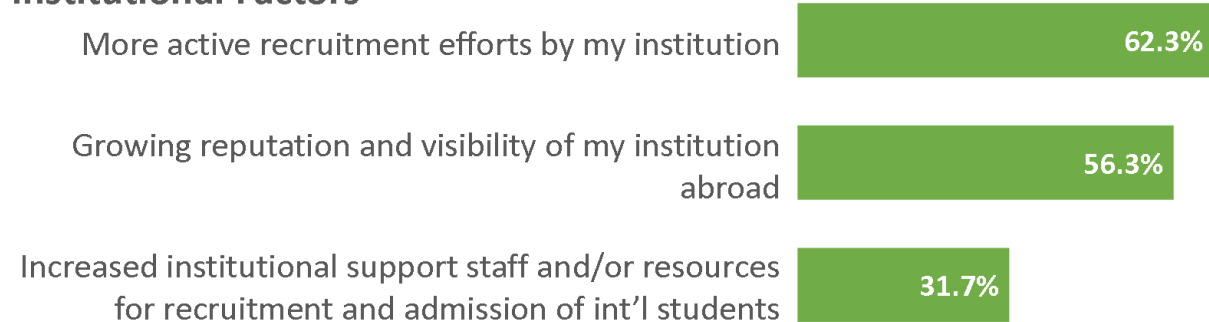




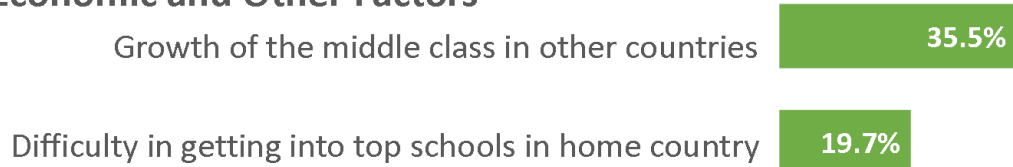
# Factors Driving Growth

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## Institutional Factors

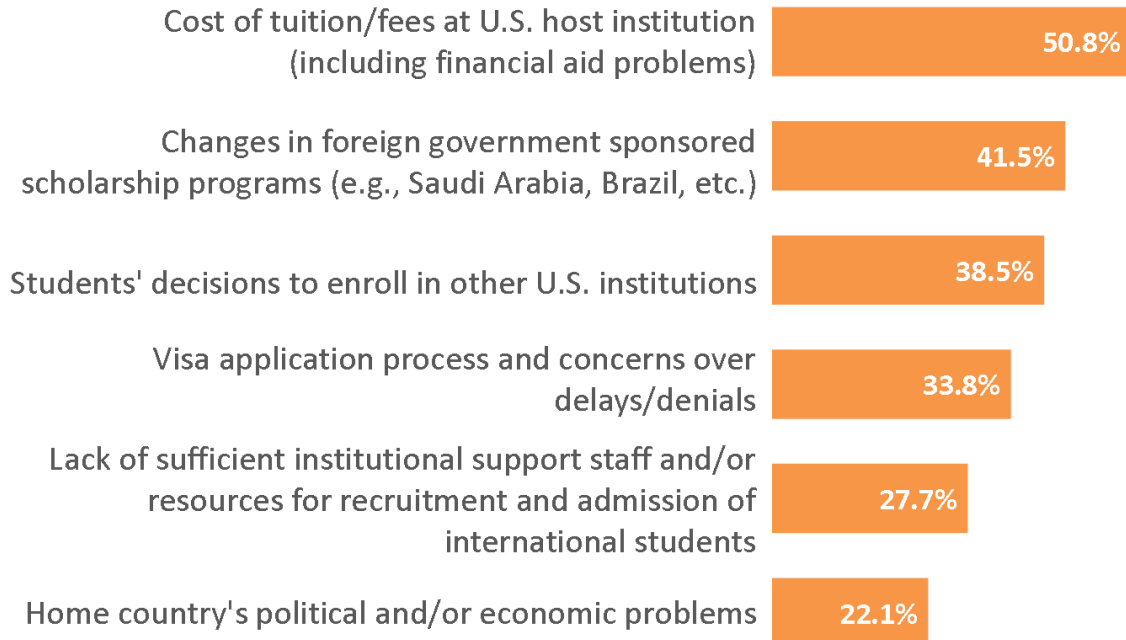


## Economic and Other Factors



## Factors Driving Potential Declines

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# Hot Topics on U.S. Campuses During Fall 2016

## Fluctuations in large scholarship programs

Decline for Brazil (75%)  
Decline for Saudi Arabia (57%)

## Students from conflict areas and their challenges

Institutions are able to provide strong academic support but limited financial support

## Brexit and U.S.-U.K. mobility

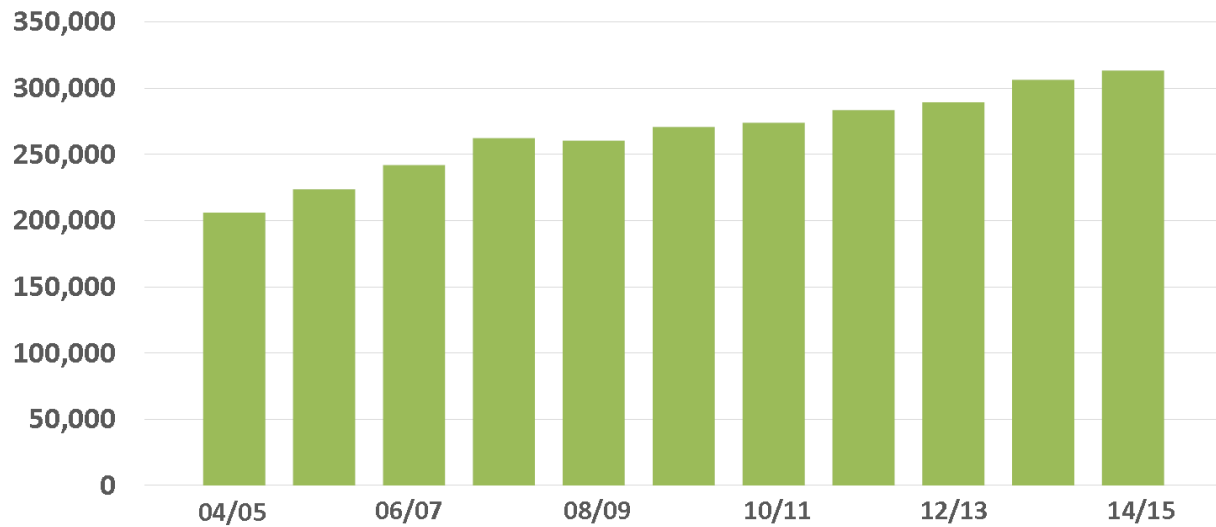
Too early to tell and direction of future impacts is unclear

## Current social and political climate

Too early to tell  
Negative perceptions by Int'l students (45%)  
Actual student reactions (9%)  
Fostering communication and dialogue (51%)



## Study Abroad Trends



**313,415**

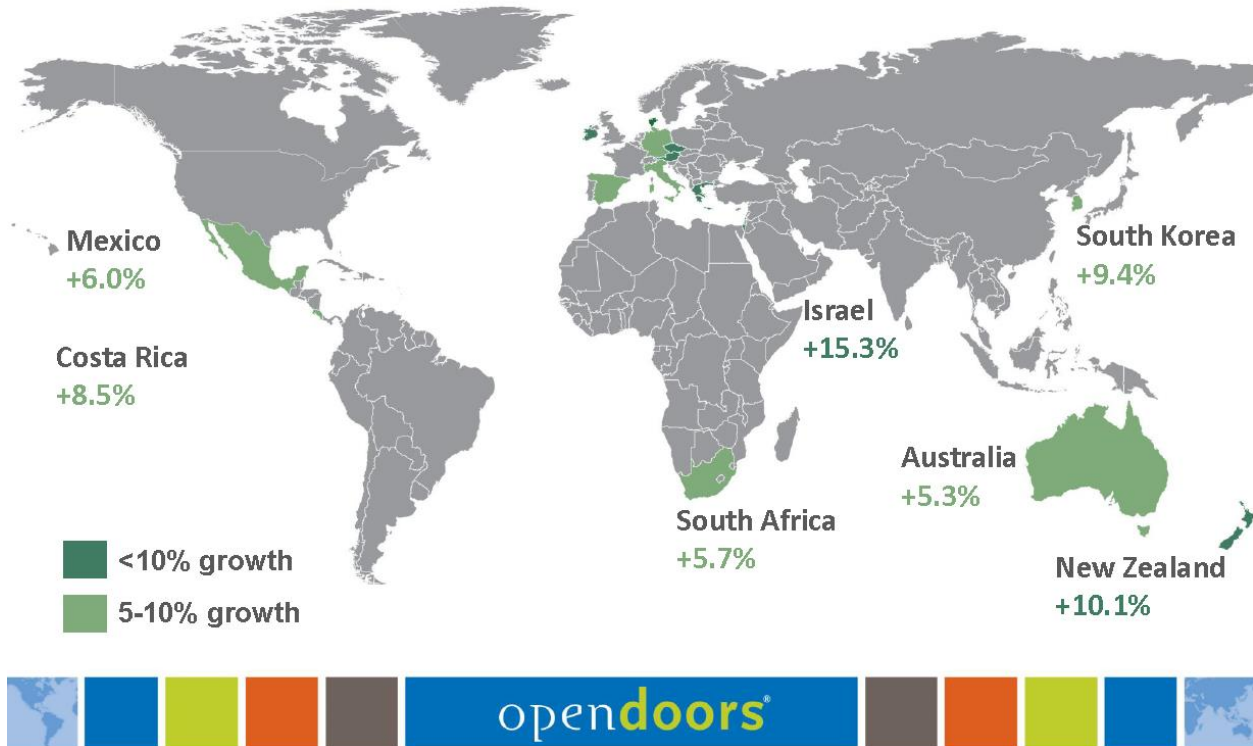
U.S. students received academic credit for Study Abroad in 2014/15

**2.9%**

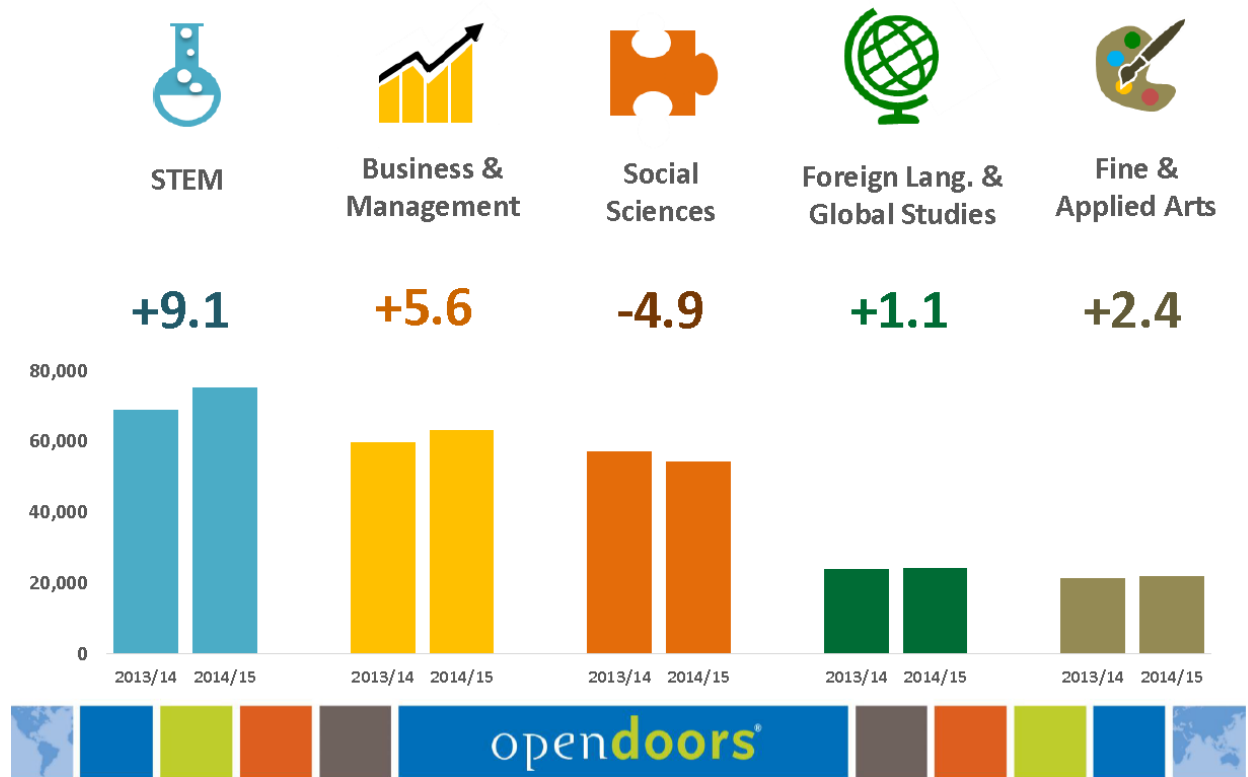
growth in U.S. Study Abroad



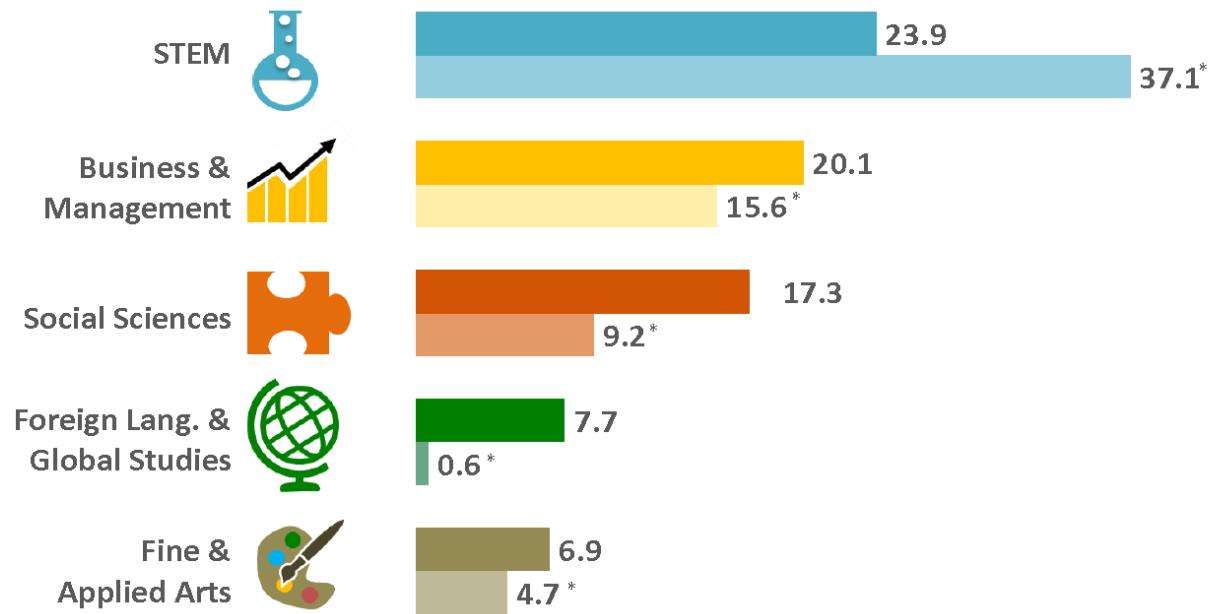
# Largest Growth Among Top Hosts



# Study Abroad Growth by Major Field

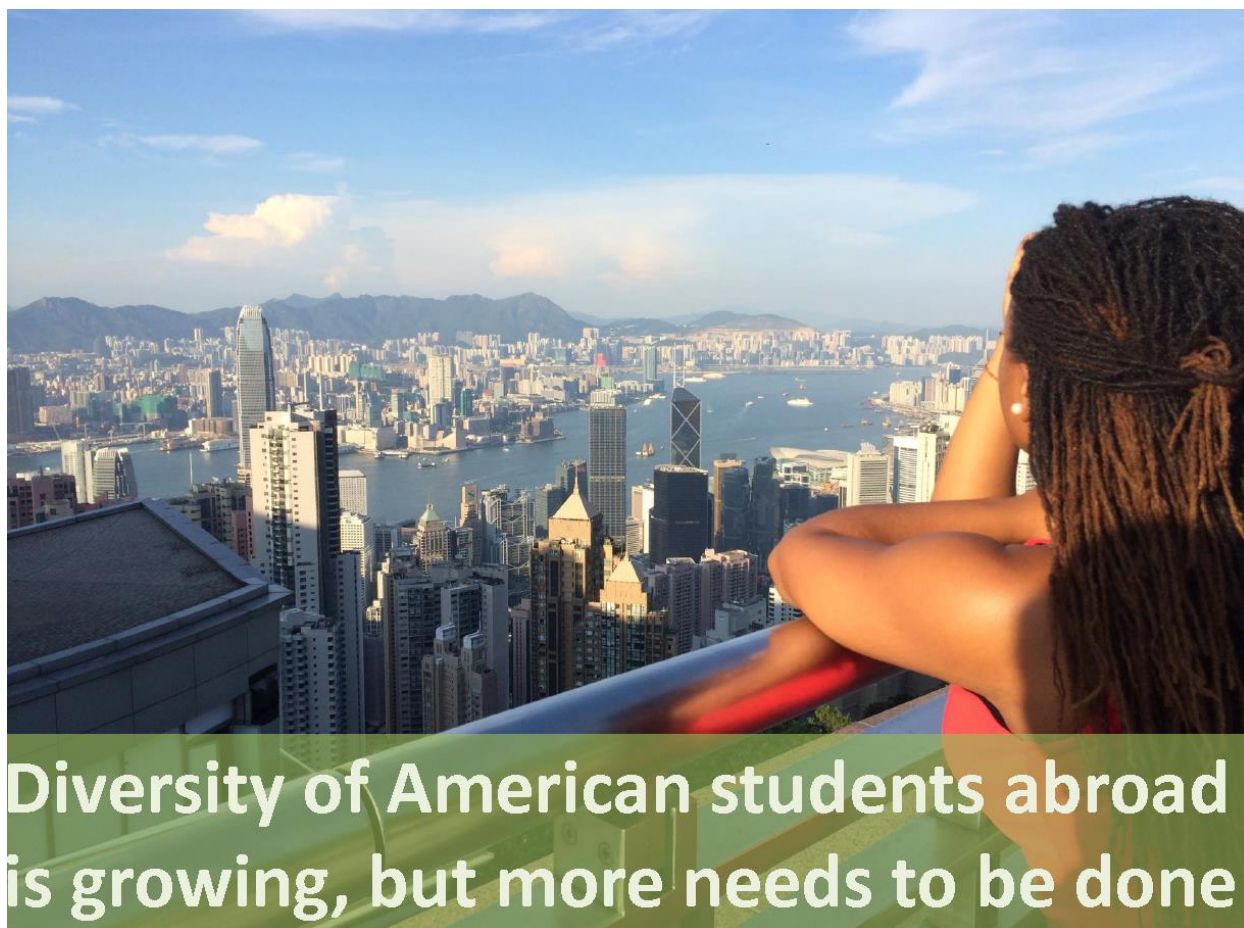


## Top 5 Major Fields of Study



\*2011/2012 U.S. Higher Education data from National Center for Education Statistics



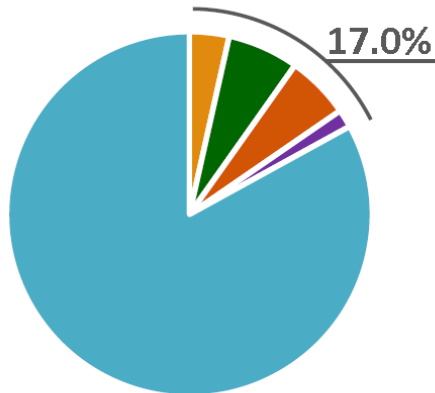


Diversity of American students abroad  
is growing, but more needs to be done

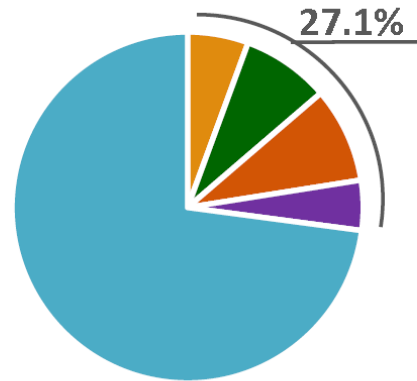


# Diversity & U.S. Study Abroad Trends

U.S. Study Abroad 2004/05



U.S. Study Abroad 2014/15

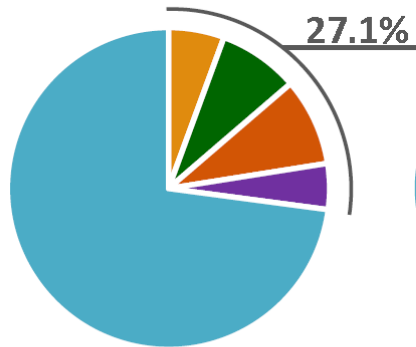


African American or Black   Asian or Pacific Islander   Hispanic or Latino(a)   Multiracial & Other   White

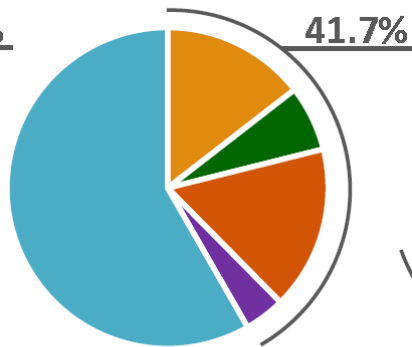


# Inclusion & U.S. Study Abroad Outreach

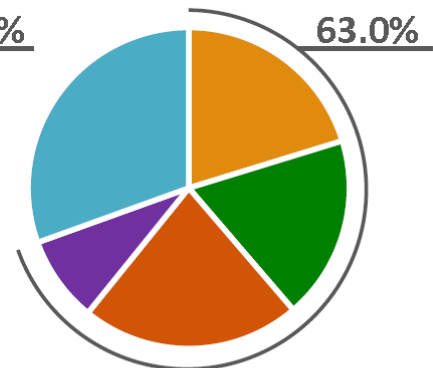
U.S. Study Abroad 2014/15



U.S. Higher Education\*



Gilman Program 2014/15



Targeted outreach, recruitment and funding can substantially increase minority participation in study abroad.

\*U.S. Department of Education, *Digest of Education Statistics*, 2014





Students are diversifying their experiences abroad

# Factors Affecting Academic Mobility

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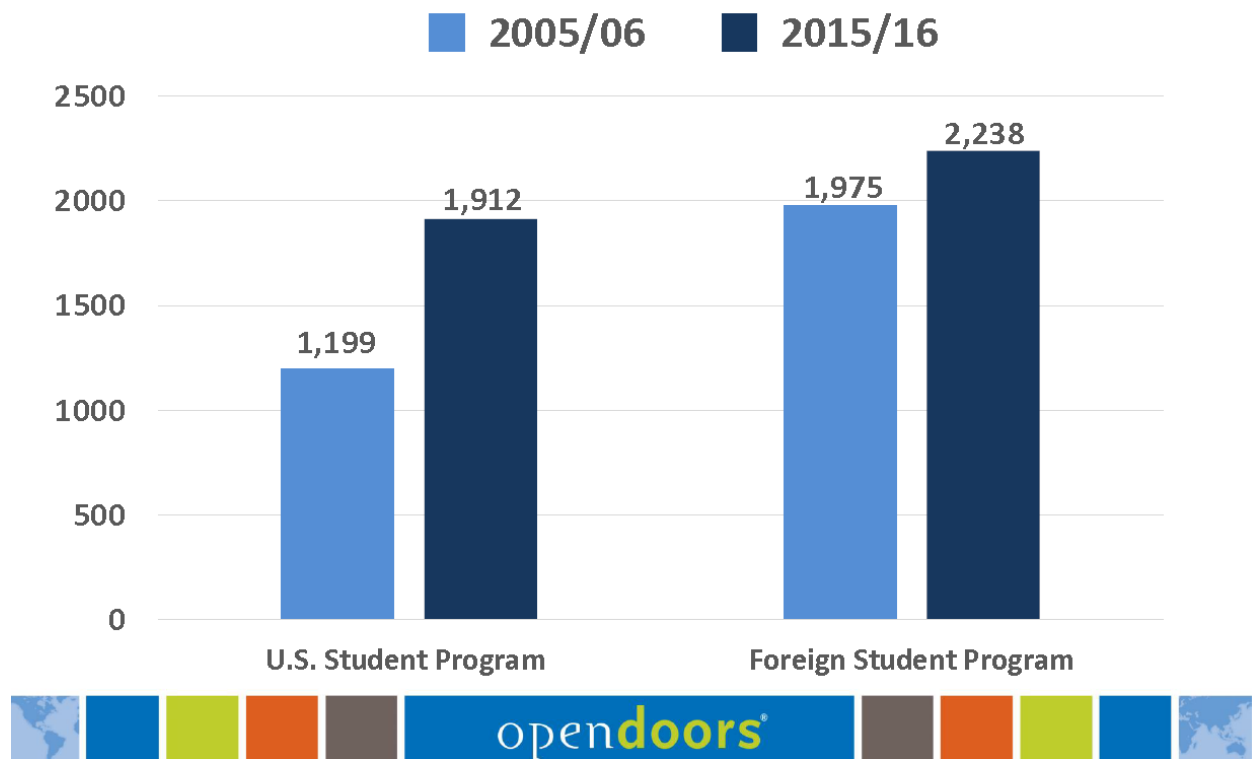
# Government Initiatives Promote Mobility



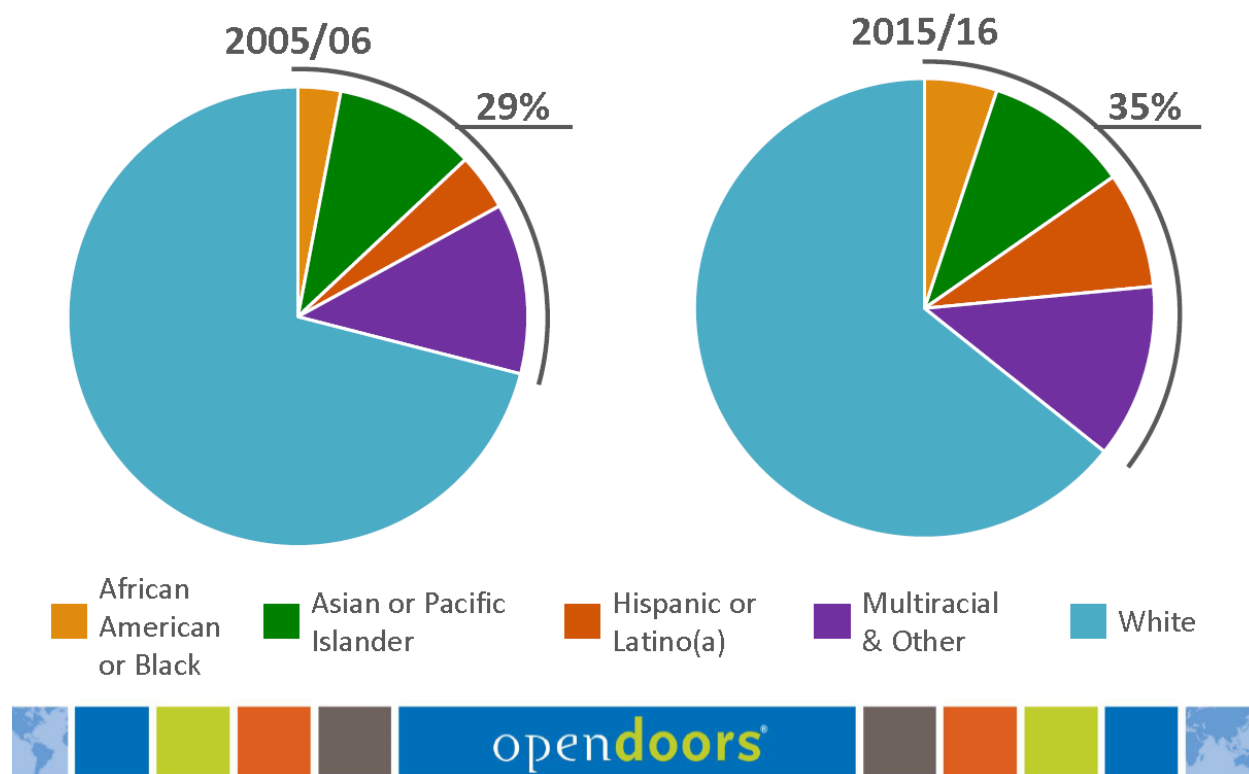
وزارة التعليم العالي بدولة الكويت  
MINISTRY OF HIGHER EDUCATION  
KUWAIT



# Scholarship Programs: The Fulbright Effect



# The Fulbright Effect: U.S. Student Diversity





## **International Education Organizations**

### **Alliance for International Educational and Cultural Exchange**

The Alliance is an association of nonprofit organizations comprising the international educational and cultural exchange community in the United States.

### **American Councils on International Education (ACTR/ACCELS)**

The American Councils is a not-for-profit education, training, and consulting organization, specializing in the countries of Eastern Europe, Russia, and Eurasia. American Councils programs include academic exchange, professional training, institution building, research, materials development, technical assistance, and consulting.

### **American Council on International Intercultural Education**

ACIIE is an organization for community colleges committed to fostering understanding of international and intercultural issues among their faculty, staff, and students.

### **The American Forum for Global Education**

TAF's mission is promoting the education of the nation's youth for responsible citizenship in an increasingly interconnected and rapidly changing world.

### **Association for the Advancement of International Education**

AAIE is an organization for K-12 educators working in international schools around the world. Its mission is to be a forum for the exchange of ideas promoting international and intercultural education.

### **Association for Studies in International Education**

ASIE is an inter-organizational body whose mission is to encourage serious research and publications dealing with international education and academic mobility, to stimulate interest in such work (both in the international education community and in academic circles in general), and to develop and promote ways to disseminate this work in cost-effective and accessible formats.

### **Association of International Education Administrators**

AIEA is composed of institutional leaders engaged in advancing the international dimensions of higher education.

### **Canadian Bureau for International Education**

CBIE's activities comprise advocacy, research and information services, training programs, scholarship management, professional development for international educators and a host of other services for member institutions and learners.

### **Council on International Educational Exchange**

One of the largest international education organizations in the world, Council aims to help people gain understanding, acquire knowledge and develop skills for living in a globally interdependent and culturally diverse world.



### **Education International**

Education International is a world-wide trade union organization of education personnel, whose 24 million members represent all sectors of education from pre-school to university 304 national trade unions and associations in 155 countries and territories.

### **Global Education Motivators**

GEM was one of the first educational organizations to focus on developing global education programs for both schools and the local community.

### **Institute of International Education**

IIE is committed to strengthening international understanding and cooperation by enabling men and women of talent and enterprise to study, conduct research, and receive practical training outside their own countries.

### **International Research & Exchanges Board (IREX)**

IREX is an international nonprofit organization dedicated to the advancement of knowledge. Central to its mission is the empowering of individuals and institutions to participate meaningfully in civil society. IREX administers programs between the United States and the countries of Eastern Europe, the New Independent States, Asia, and the Near East.

### **Mexican Association for International Education**

AMPEI is a non-profit organization whose mission is to contribute to strengthening the academic quality of Mexican higher educational institutions through international cooperation.

### **Netherlands Organization for International Cooperation in Higher Education**

Nuffic's main areas of activity are development cooperation, internationalization, the fostering of transparency and mutual recognition for purposes of international mobility, and the positioning of Dutch higher education on emerging markets.



### **Questions for Consideration (Small Group Activity)**

Following a few short introductions in your groups, please discuss the following questions and prepare to report a summary of your conversations to the large group.

1. How does race manifest itself in global education, particularly study abroad, in your institution/organization?
2. Where do conversations about race take place in your institution/organization?
3. Who leads discussions about race in your institution/organization?
4. Does your institution/organization have deliberate, intended outcomes related specifically to race?

## Challenging Dialogue

### ***A White, Eurocentric Enterprise . . .***

Is study abroad better suited to produce the kinds of transformational learning and competencies among certain groups than others?

## Reframing the Enterprise

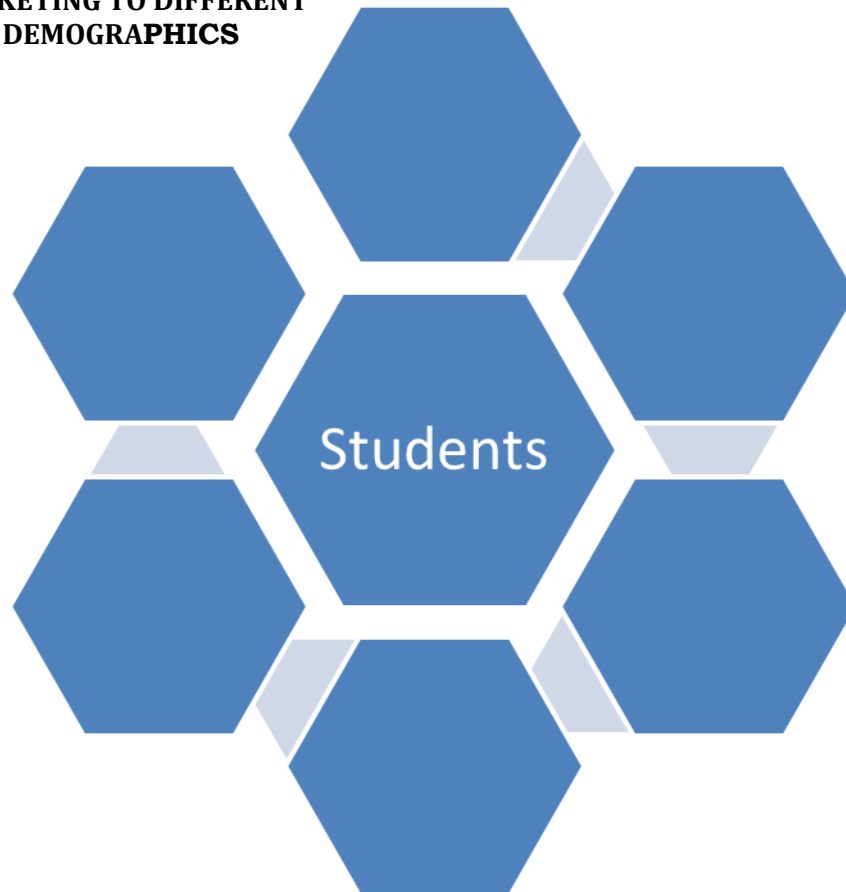
### ***Abandoning One-Size-Fits-All Models***

Can culturally-responsive mentoring support and prepare students, faculty and their institutions for the transformational potential of studies abroad?

#### *Recommendations*

- ❑ identify and develop recruitment strategies specific to the contexts, idiosyncrasies, and infrastructural capabilities of your institution/organization
- ❑ expand the demographics of your recruitment/marketing plan0.
- ❑ align your recruitment and marketing plan with your program's pre-departure, immersion, and re-entry goals.
- ❑
- ❑
- ❑
- ❑
- ❑
- ❑
- ❑

## MARKETING TO DIFFERENT DEMOGRAPHICS



- ☐ Where might you find diverse student and faculty groups to target for study abroad?
- ☐ How might you broaden and diversify study abroad goals?
- ☐ How might you market study abroad to attract diverse students and faculty?

## Measuring Success

What are the goals and outcomes for measuring the success of diversity and inclusion strategies when it comes to race and global education?

### *Recommendations*

- ❑ Continued gains and increases in the numbers of diverse ethnic groups participating in study abroad and or obtaining a global experience.
- ❑
- ❑
- ❑
- ❑
- ❑
- ❑
- ❑
- ❑
- ❑

## Racial Consciousness in Global Education Workshop Evaluation

Please respond to the following statements using the following scale

SA-Strongly Agree

A-Agree

D-Disagree

SD-Strongly Disagree

		SA	A	D	SD
1.	The workshop offered useful info & strategies				
2.	The workshop met my expectations				
3.	The goals of the workshop were clearly stated				
4.	The goals of the workshop were met				
5.	The presenter communicated effectively				
6.	The level of information was appropriate				
7.	The workshop stimulated my interest				
8.	My awareness of the topic has increased				
9.	I will be able to use the new information without additional help				
10	The workshop materials will be useful				
11	I would recommend this workshop to others				
12	I would attend a more advanced workshop on the same topic				
13	I would be interested in future research and publication collaborations on this subject				

Other comments or suggestions?

*Please return your completed evaluation of this particular workshop to the presenter at its conclusion. Your constructive feedback is greatly appreciated.*