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# Internationalization through Study Abroad at Miami University: A Look at Access, Inclusion and Quality

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RUNNING HEAD: A Look at Access, Inclusion, and Quality

Internationalization through Study Abroad at Miami University: A Look at Access, Inclusion and  
Quality

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PIM 77

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in  
International Education at SIT Graduate Institute in Brattleboro, V.T., U.S.A

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### **Abstract**

Miami University, a public doctoral university located in Oxford, Ohio, is well known for its Internationalization efforts. This past year, it was one of five schools in the United States awarded the Paul Simon Award for Campus Internationalization by NAFSA. Study abroad is an important vehicle for internationalization efforts at Miami and is an important institutional priority. Over 50 percent of undergraduates participate in hundreds of study abroad and away programs before graduation. Miami University in recent years has ranked within the top six nationally of public universities sending undergraduate students abroad and within the top 25 among all universities in the U.S. While these accolades are impressive, it is not an opportunity that is accessible for all students.

The purpose of this study was to assess the climate of diversity and inclusion in study abroad at Miami University. Research was conducted through interviews, data analysis, and programming reviews to uncover who is and is not studying abroad at Miami University, what opportunities and challenges are in making study abroad accessible and supportive of all students. A review of existing research from the field of international education including various interpretations of internationalization, study abroad rationales, and studies on diversity and inclusion in study abroad are used as a foundation for recommendations. This broad study meant to uncover topics for future, more in-depth research and provides the Education Abroad and Away office at Miami University with the tools and knowledge necessary to work towards making study abroad accessible and inclusive of all students.

## Introduction

Last August, I started my off-campus practicum position as a Study Abroad Assistant at Miami University in Oxford, Ohio (MU). In this position, I work in Education Abroad and Away, situated within Global Initiatives. Global Initiatives is a department at MU that houses globally focused offices including Education Abroad and Away, International Student and Scholar Services (ISSS), the Center for American and World Cultures (CAWC), the Confucius Institute, and Continuing Education. My position as a Study Abroad Assistant broadly focuses on advising students on study abroad and away programs, marketing and outreach, application management on Studio Abroad (Terra Dotta), and helping out with other tasks as needed.

As I began my work, I quickly learned that comprehensive internationalization was a significant priority at MU. Hudzik (2011) defines comprehensive internationalization as “a commitment, confirmed through action, to infuse international and comparative perspectives through the teaching, research, and service missions of higher education.” (p. 6) Education abroad and away opportunities, including study abroad, are a significant contributor to campus internationalization efforts at MU. In the most recent Open Doors Report, Miami ranked fourth in the nation among public, doctoral universities sending students abroad, and 27<sup>th</sup> among all universities (“Miami top five”, 2018). The university, from what I have observed, places great emphasis on this ranking and on the number of students who go abroad.

What drew me to Miami University was the opportunity to work at a university that prioritizes study abroad. From my own experience, I can say that studying abroad in Madrid, Spain was one of the most prolific, impactful, and transformative experiences of my life. By navigating life in a country that I had never been to before, in a language that is not my native language, I gained new ways of thinking, developed my cross-cultural communication skills, and

gained confidence navigating new systems. It is because of my own personal experience that I am passionate about working with students to have their own transformative and meaningful study abroad experiences. I believe that all students can benefit from studying abroad and should have access to the experience. However, I am well aware that many students face challenges before, during, and after studying abroad and that the opportunity is not accessible for all students.

University students often face cultural, institutional, academic, and financial barriers. Additionally, there are many perceived barriers that prevent students from taking advantage of the support and opportunities available for them on campus. Students may disregard study abroad thinking that the opportunity is not for them (Redden, 2015). While Miami University sends around 55.1% of their students on study abroad, study away, and non-credit study abroad programs (“Miami top five”, 2018), I believe it is essential for both myself as a professional and for Miami University to look at who is and is not represented in that number and why. If MU students face barriers to studying abroad and challenges while abroad, it is important to be aware of those issues and address them.

The goal of my internationalization analysis and the work that I am doing in my nine-month practicum position is to take a deeper look into the numbers and examine diversity and inclusion efforts in study abroad at Miami. Central questions I will explore in this capstone include:

1. What is Miami currently doing to address diversity and inclusion in study abroad and what have they done in the past?
2. Who is represented in study abroad at Miami? Who is not and why?

3. In what capacity is the Education Abroad and Away office able to support diversity and inclusion? What are strengths? What are challenges?
4. What can Miami University do moving forward to make study abroad accessible for and inclusive of all Miami students?

In order to address these questions, I will give background context about Miami University and its internationalization efforts, review literature pertinent to the central questions listed above, analyze the strengths and weaknesses of diversity and inclusion in study abroad at MU, and make recommendations for next steps.

Since internationalization is such an important priority for Miami University, and study abroad is a vehicle for this, it is important to ensure that study abroad is an opportunity that is accessible for and supportive of all Miami University students. This Internationalization capstone serves to fill in gaps of research at MU regarding study abroad and diversity and inclusion and raise important questions about accessibility, inclusion, and quality of programs.

## **Miami University Background**

### **Overview**

Miami University is a mid-sized, public university located in Oxford, Ohio. Founded in 1809, the university offers over 120 undergraduate and 60 graduate programs to over 24,000 undergraduate, graduate and Ph.D. students. In addition to its Oxford campus, Miami University offers degree programs and courses at their regional campuses in Middletown, West Chester, and Hamilton, Ohio as well at its Miami University Dolibois European Center (MUDEC) in Differdange, Luxembourg. The university is one of eight schools in the United States designated



as a *public ivy*, which according to Moll (1985), is “an ivy league collegiate experience at a public school price.”

### **Mission**

Created in 2008, the mission statement of the university reflects its commitment to a high quality, student-centered liberal arts education through a diverse and inclusive community and fostering globally engaged students, staff, and faculty (“Mission Statement”, 2008). See the full mission statement in Appendix A.

### **History**

Miami University is one of the oldest public universities in the United States of America. Its inception was made possible by an ordinance signed by President George Washington in 1795. The university was chartered in 1809 and first welcomed students in 1824. The name Miami comes from the Myaamia tribe of Oklahoma, who used to reside in the Ohio Valley.

### **Administration and Leadership**

President Gregory Crawford has been leading the university since 2016. He is Miami University’s 22<sup>nd</sup> president. There are 14 members of his executive cabinet who, in conjunction with President Crawford, oversee various branches on campus. These include Academic Affairs, Finance and Business Services, University Advancement, Enrollment Management and Student Success, Student Life, Institutional Diversity and Inclusion, Information Technology, Communications and Marketing, communications, Intercollegiate Athletics, Institutional Relations, and the General Counsel (“President’s Executive Cabinet”, 2019).

### **Student Demographics**

Although Miami University offers numerous graduate and Ph.D. programs, I will be focusing on the demographics of the undergraduate population at MU since it is the focus of my



Middletown	3	56	263	3	2,075	114	96	31	<b>2,641</b>
Hamilton	2	27	65	1	1,377	42	52	265	<b>1,831</b>
Oxford	27	384	593	10	12,294	821	641	2,557	<b>17,327</b>
<b>All</b>	<b>32</b>	<b>464</b>	<b>921</b>	<b>14</b>	<b>15,746</b>	<b>977</b>	<b>789</b>	<b>2,853</b>	<b>21,799</b>
	<b>(0.15%)</b>	<b>(2.1%)</b>	<b>(4.2%)</b>	<b>(.064%)</b>	<b>(72%)</b>	<b>(4.5%)</b>	<b>(3.6%)</b>	<b>(13%)</b>	<b>(100%)</b>

**Colleges and Schools.** Miami University has six academic divisions for undergraduate students. These include the College of Arts and Science (CAS), the Farmer School of Business (FSB), the College of Creative Arts (CCA), the College of Education, Health and Society (EHS), the College of Engineering and Computing (CEC), and the College of Liberal Arts and Applied Science (CLAAS). Below is an overview of each division:

- **College of Arts and Sciences (CAS)** – Includes areas of study such as the physical and Natural sciences, social sciences, humanities, and languages. It is Miami’s largest academic division.
- **Farmer School of Business** – Ranked one of the top undergraduate business programs in the nation, this division emphasizes experiential learning, international study, and leadership development.
- **College of Creative Arts (CAS)** – Professional artists, performers, scholars, and designers mentor students in the creative arts providing internship opportunities and study abroad programs.
- **College of Education, Health, and Society (EHS)** – Undergraduate majors that are offered include Teacher Education, Family Science, Social Work, Special Education, Athletic Training, Nutrition, Kinesiology, Public Health, and Sport

Leadership and Management. Undergraduates who participate in these programs do not need to complete a master's degree before earning licensure because they can earn it through their program.

- **College of Engineering and Computing (CEC)** – combines liberal education with engineering and computing technical concepts, modern technologies and scholarly research.
- **College of Liberal Arts and Applied Science (CLAAS)** – 16 bachelor degree options through Miami's regional campuses and online which provide pathways to over 100+ majors that can be completed at the Oxford campus. Programs are ideal for students at all stages of their lives and careers due to its small class sizes, on-site child care, and flexible scheduling (“Academics- Colleges and Schools”, 2019)

### **Internationalization at Miami University**

#### **Overview**

Internationalization is highly prioritized at Miami University and is something that the university has been recognized for. This past March, Miami University was one of eight universities in the United States awarded the 2019 Senator Paul Simon Award for Campus Internationalization, and one of five to win the Comprehensive Award category. According to NAFSA (2019), the award recognizes “overall excellence in internationalization efforts as evidenced in mission, strategies, programs, and results” (para. 2). In “Miami receives top award for campus internationalization effort” (2019), Assistant Provost Cheryl Young states that some of Miami's strongest internationalization assets are the Global Miami Plan, Miami University John E. Dolibois European Center (MUDEC), faculty-led study abroad, American Culture and

English (ACE) program, and international partnerships. This section will look deeper into these initiatives and others at the macro (at the university level), mezzo (at the departmental level), and micro (office level) levels of internationalization at Miami University.

### **Types of Internationalization at Miami University**

I will be using Six Pillars of Internationalization framework from the American Council on Education's (ACE) Center for Internationalization and Global Engagement (CIGE) to assess internationalization at Miami University. These pillars include:

1. an articulated institutional commitment
2. administrative structure and staffing
3. curriculum, co-curriculum, and learning outcomes
4. faculty policies and practices
5. student mobility
6. collaboration and partnerships

(Brajkovic et. Al, 2017, p. 1)

Although each of these pillars is present in Miami's internationalization efforts, I will not be assessing these initiatives pillar-by-pillar. I will be referencing these pillars as a framework to describe and analyze internationalization at Miami University in subsequent sections.

### **Internationalization at the Macro Level**

**Strategic Planning.** There is no formal, strategic plan specific to internationalization at Miami University. Internationalization is embedded into the mission statements and strategic plans of the overall university and in individual departments, but there is no dedicated report or document outlining the successes, activities, challenges, and goals of internationalization on campus. Miami 2020 is the closest document to a strategic internationalization plan on campus.

Miami 2020 was designed to create a unified voice and establish goals in a variety of different areas including for campus internationalization. The plan was led by then Dean Phyllis Callahan and former University Senate Executive Committee Chair Jim Kiper. Foundational Goal Two: Inclusive Culture and Global Engagement of the Miami 2020 Plan directly pertains to internationalization. For the university-level objectives and metrics, the second foundational goal is to “promote a diverse culture of inclusion, integrity, and collaboration that deepens understanding and embraces intercultural and global experiences” (“Miami 2020 Plan”, 2013, p.8). Objectives for this goal are:

- **Objective 1:** Attract and retain a diverse community of students, staff, and administrators
- **Objective 2:** Create an environment where our people live, learn, and work cooperatively with those of widely varied backgrounds, beliefs, abilities, and lifestyles, moving beyond boundaries to welcome, seek, and understand diverse peoples and perspectives
- **Objective 3:** Achieve cultural competency among members of the Miami community by immersing them in domestically and globally relevant learning experiences.
- **Objective 4:** Expand, virtually and physically, Miami’s global involvement (“Miami 2020 Plan”, 2013, p 8).

Appendix B shows Foundational Goal 2: Inclusive Culture and Global Engagement in its entirety including why the goal is important to Miami and its metrics of success.

According to Miami University, all of the goals in Miami 2020 have been reached two years ahead of schedule. Under the new administration and leadership of President Crawford, a new strategic plan is being crafted by Steering Committee Co-Chairs Bob Applebaum and Julia Guichard (“Strategic Plan”, 2019). However, this plan is in its infancy and it is unclear how

much of a role internationalization will have in it. From my observation, Miami 2020 is still the guiding institutional strategic plan for internationalization until this plan is created.

**University level support for internationalization.** Support for internationalization, whether its overt or subtle, is embedded within the mission statements, messaging throughout campus, and the curriculum. The following are areas in which internationalization is demonstrated through an articulated institutional statement:

- In Miami's mission statement
- In President Crawford's Annual Addresses and remarks at the Luxembourg 50<sup>th</sup> Anniversary Celebration
- In the descriptions of academic divisions

Another way that internationalization is supported at a university level is through the curriculum. All undergraduate students must complete the Global Miami Plan for Liberal Education in addition to their major and minor requirements. For the full Global Miami Plan, see Appendix C. General requirements for the Global Miami Plan include:

- Foundation Courses
- Thematic Sequence
- Advanced Writing
- Experiential Learning
- Intercultural Perspectives
- Capstone Course

As a part of their Miami Foundation Courses, students must complete a requirement called Global Perspectives. Students may choose to take six credits from a pre-approved globally

focused list of courses on campus or apply any six credits taken abroad towards this requirement. This requirement often encourages students to go abroad, because it allows students the flexibility to advance towards graduation without worrying about getting the classes they need. However, allowing students to take any course abroad has raised questions about curricular quality abroad. Regardless, globally focused curricular integration contributes to Miami's internationalization on a campus-wide level.

### **Internationalization at the Mezzo Level**

**Global Initiatives.** It is at the mezzo level where internationalization efforts at Miami University appear to be strongest. Much of the internationalization efforts at Miami University are driven by Global Initiatives and its departments and offices. Housed in Academic Affairs, Global Initiatives is led by Assistant Provost, Cheryl Young, who also acts as the Senior International Officer. The department was established in 2012, and is home to Education Abroad and Away, International Student and Scholar Services (ISSS), the Center for American and World Cultures (CAWC), the Confucius Institute, and Continuing Education. Figure 2 shows the structure of Global Initiatives and how it is positioned within the university.



**Figure 2.**

After its establishment, each of these formerly separate offices were brought together to advance internationalization on campus through shared commitment and a pooling of resources (Oliver, 2018). Its mission statement is:

Aligned with Miami University’s commitment to advance global learning, Global Initiatives promotes the dynamic, comprehensive internationalization of the University through the infusion of multicultural and comparative perspectives in scholarship, teaching, and service. Support focuses on user- and constituent-friendly services with a commitment to efficiency, and acts as the connective tissue for all internationalization realms (“About Global Initiatives”, 2019, para. 1).

Global Initiatives reinforces the university’s mission statement through programming, services and support. While there are several offices and centers housed under Global Initiatives, the department itself offers many services. These include passport services, translation services, reservation of digital displays in MacMillan Hall, and International Flag reservations.

There are several staff members in Global Initiatives who serve all centers and departments. These include:

- Director of Global Partnerships
- Manager of Administrative Services
- Budget Specialist
- Program Associates (two positions)
- Assistant Director of Marketing and Communications
- Administrative Assistant

Their work is instrumental in ensuring that Global Initiatives runs smoothly and that all departments are well supported.

### **Centers and Offices in Global Initiatives**

Each of the five departments housed in Global Initiatives contributes to campus internationalization efforts in different ways. In this section I will be exploring four of these departments. Since it is the focus of my capstone, Education Abroad and Away will be explained in more depth in the following section.

**International Student and Scholar Services (ISSS):** ISSS is the principal driver of inbound student mobility at Miami University. There are 3,177 international students from 81 different countries enrolled at Miami. Top countries sending international students to MU are China, with 2,682 students enrolled, India with 98 enrolled, and South Korea with 34 students enrolled University (“Where in the World”, 2019). The ISSS office provides orientation and transition services, immigration advising and reporting, and academic monitoring for these students.

ISSS also develops many co-curricular activities for both international students and community members. The department hosts events such as tea tasting, International Thanksgiving Dinner, graduation celebrations, sporting and cultural events. Local organized trips for international students are also offered by the department. Programs such as Global Buddies and Global neighbors – friendship programs aimed to bridge domestic and international students and community members – and the International Peer Orientation Leader Program (iPol) -- student leaders who welcome new international students to Miami – are facilitated by ISSS.

**Center for American and World Cultures (CAWC):** CAWC drives much of the on-campus curricular internationalization within Global Initiatives. The center provides spaces for students to build multicultural competencies through academic courses. Courses offered are Voices of Discovery – Intergroup Dialogue, Introduction to Study Abroad, Study Abroad Reentry, Strength Through Cultural Diversity, and Introduction to the Miami Tribe of Oklahoma. See Appendix D for a full description of courses.

**Confucius Institute:** The Confucius institute at Miami furthers internationalization through Chinese language and cultural courses, workshops, and cultural events. It provides opportunities for the Miami University and Oxford, Ohio community to engage in global activities at home. Miami students, local school students, Miami Staff and Faculty, and Miami Institute for Learning in Retirement (ILR) students all have the opportunity to take Chinese language courses.

The department also facilitates high school travel programs for the local community, offering the Chinese Bridge Summer Camp for American High School Students. This is a two-week opportunity to travel to China to study Chinese language and culture by visiting historical sites, and participating in sports and cultural activities. Domestically, high school students can

participate in a week-long Chinese Language and Culture Camp. Activities include Kung Fu, paper cutting, Chinese mask making, and sampling Chinese cuisine.

In addition to language and culture programs, the Confucius institute plans five large events each year. These include the Chinese Festival, Lunar New Year Celebration, Music and Art Festival, a Skit Competition, and the Duanwei test. Each of these activities helps contribute to campus internationalization through curricular, co-curricular, and mobility programming.

**Global Initiatives Continuing Education:** Designed for learners of all ages, opportunities by the Continuing Education department include non-credit programs, credit workshops, and degree or standard credit courses. Programs offered are Corporate and Community Institute offerings, the Institute for Learning in Retirement, ed2go, and the Global Partner School. This department contributes to expanding global partnerships through their Global Partner Summer School (GPSS), which offers three, customized programs. GPSS works with other partner institutions – such as other universities, apprentice programs, or high schools – to enroll students in their programs. These programs include the University Program, the Apprentice Program, and the High School Program, all of which offer housing and dining, academics, campus services, excursions, and trip options. Their programs contribute to internationalization through global partnerships, inbound mobility, and curricular and co-curricular activities.

### **Internationalization at the Micro Level (Education Abroad and Away)**

**Background.** The Education Abroad and Away Office, headed by Director of Education Abroad Ryan Dye, provides transformative global opportunities at home and abroad for Miami University students. Education Abroad and Away staff provide advising and support for thousands of students each year in participating in hundreds of programs (Miami University,

2019). Prior to 2012, Education Abroad and Away did not exist as a singular office. Faculty-led programs were a part of Continuing Education and transfer-credit programs and MUDEC were their own separate entities. In 2012, these departments were brought together as one unit called Study Abroad and Away that shared advising duties and funding. Around that time, Global Initiatives was created, and Study Abroad and Away was brought together with ISSS, The Confucius Institute, The Center for American and World Cultures, and Continuing Education (Oliver, 2018). With the hiring of the new Director of Education Abroad in this past February, Study Abroad and Away was rebranded as Education Abroad and Away to be more inclusive of all types of opportunities abroad such as internships, fellowships, and volunteering.

**Programs.** Miami University offers hundreds of opportunities abroad students can partake in. Figure three illustrates different program types that Miami students can participate in as well as the staff member who coordinates and/or advises on each. A brief description of each type of program is provided after Figure.

<b>Figure 3: Study Abroad and Away Program Types at Miami University</b>				
<b>Program Type</b>	<b>Type of Credit Earned</b>	<b>Cost</b>	<b>Accepts Miami Scholarships?</b>	<b>Main Advisor/Coordinator</b>
<b>Miami Programs</b>				
MUDEC (Luxembourg)	Miami	Miami tuition and fees	Yes	MUDEC Coordinator
Faculty-led	Miami	Miami tuition and fees	Yes	Coordinator of Global Programs
<b>Transfer Credit Programs</b>				
Exchange	Transfer	Miami tuition and fees	Yes	Study Abroad Advisor
Non-Miami Global Preferred	Transfer	Program fees	Yes	Study Abroad Advisor

Non-Miami Approved	Transfer	Program Fees	No	Study Abroad Advisor
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**MUDEC** is the Miami University Dolibois European Center in Differdange, Luxembourg. The program, which is also referred to as MUDEC, was founded in 1969. Students can choose to spend a semester, a summer, or a semester with a summer internship extension option in Luxembourg. Classes are taken in the Chateau de Differdange, a modernized 15<sup>th</sup> century castle and taught by Miami University professors and local adjunct professors. Students earn MU credits – often fulfilling general education requirements or for some, major and minor requirements. Although students from other universities may enroll at MUDEC, the vast majority are MU students. Participants pay Miami tuition, fees, housing, and meals directly through their bursar bill and they can apply Miami scholarships to their tuition (“Global Initiatives Programs”, 2019).

**Faculty-led programs** include both study abroad and study away programs. Courses, which typically range from two to eight weeks are designed and led by MU faculty members and are offered all over the world. The vast majority take place over winter and summer terms with some programs running during the semester. Students take courses with other Miami students, earn Miami credit, pay Miami tuition plus a program fee, and can use Miami scholarships. Students can fulfill general requirements or major and minor requirements with these courses (“Global Initiatives Programs”, 2019).

When a Miami student exchanges places with a student from a foreign university for either a semester or a year, that is called an **exchange**. Exchange programs rely on a reciprocal partnership between two universities. Students who go on exchange programs are typically directly enrolled alongside students from their host university and courses are often taught in the

host country's language. On this type of program, students pay tuition to MU and either pay room and board to Miami University or to the host institution depending on the program. Any MU scholarships the student has can be applied towards tuition on these programs ("Global Initiatives Programs", 2019).

**Global Preferred** and **Approved Programs** are both third-party, study abroad programs. On both types of programs, students pay the program's fees, which typically include tuition, housing, and support services, instead of MU tuition and fees. Third party study abroad programs range in length, course offerings, immersion opportunities, prices, and structure. However, Miami divides programs into categories to specify how Miami scholarships can be applied. These categories are:

- **Global Preferred** – Programs that Miami University have designated due to their academic and cultural strength, niche programming, and/or unique location offerings. On programs designated as Global Preferred, students may apply their MU scholarships towards tuition on these programs ("Global Initiatives Programs", 2019, para. 4). This designation only applies to semester-long programs. See Appendix A for the Global Preferred Programs handout with a full list of providers.
- **Approved programs** – Approved include any type of transfer-credit program a Miami University student enrolls in that is not designated as Global Preferred. Students may not apply their Miami University scholarships to these programs, but they may take any federal financial aid they receive with them.

**Staffing.** While many schools divide their advising and coordination based on a region of the world or an area of study, Education Abroad and Away at Miami University splits their

advising and coordination by program type. There are four, full-time members of the Education Abroad and Away team, a full-time Scholarship Coordinator who is also the Director of Global Partnerships, and a part-time Study Abroad Assistant. Additionally, there are six study abroad returnees who serve as Study Abroad Ambassadors (“Study Abroad and Away Staff”, 2019).

Figure 4 shows the staff structure of Education Abroad and Away and the duties of each position.

<b>Figure 4: Current Education Abroad Staff and Duties (E. Brandyberry, personal communication, 2019)</b>		
	<b>Senior International Officer/Assistant Provost</b>	Reports to the Provost and Executive Vice President of Academic Affairs. Oversees Global Initiatives and internationalization efforts.
<b>1</b>	<b>Director of Education Abroad</b>	The Director of Education Abroad reports to the Assistant Provost of Global Initiatives and is responsible for the administration, management and risk management of study abroad, study away, and student mobility programs.
<b>2</b>	<b>Coordinator of Global Programs</b>	This position reports to the Director of Education Abroad and is the primary coordinator for faculty-led credit and non-credit study abroad and away programs.
	<b>Coordinator of Global Programs</b> Vacant since October 2018	This position reports to the Director of Education Abroad and is the primary coordinator for faculty-led credit and non-credit study abroad and away programs.
<b>3</b>	<b>MUDEC Coordinator</b>	Reports to the Director of Education Abroad and serves as the chief representative at MU of the MUDEC Luxembourg program.
<b>4</b>	<b>Study Abroad Advisor</b>	Advises students on all study abroad programs and application procedures.
	<b>Study Abroad Advisor</b> Vacant since April 2019	Advises students on all study abroad programs and application procedures.
<b>5</b>	<b>Scholarships</b>	



		Advises on education abroad scholarships and fellowships.
<b>6</b>	<b>Study Abroad Assistant</b>	Reports to the Coordinator of Global Programs and provides intro advising, event promotion, application management, and other tasks as assigned.
	Vacant starting May 2019	

**Stakeholders.** Stakeholders at this level include students, faculty, staff, parents, administrators, global partners, third-party providers, alumni, the Miami University Police Department (MUPD), and Oxford community members. Each of these stakeholders are involved in Education Abroad and Away in some capacity.

### **Conclusion**

Internationalization is an integral part of the educational experience at Miami University and is integrated at every level. At the macro level, the university has given an articulated institutional commitment to internationalization through its mission statements and including it in its strategic planning. At the mezzo level, Global Initiatives contributes to campus internationalization through action, by providing programming, services, and support. At the micro level, each department, such as Education Abroad and Away, runs, operates, and supports its own programs and initiatives that contribute to both Global Initiatives and Miami's goals. While the variety of integration and support for internationalization at Miami University is impressive, the literature from the next section and my research on diversity and inclusion in study abroad at Miami University will explore ways Miami University, Global Initiatives, and Education Abroad and Away can strengthen its internationalization efforts.

## **Literature Review**

The literature serves as a theoretical and contextual foundation for my capstone research. First, I will explore literature that provide alternative approaches and lenses through which Miami University can look at internationalization beyond the six pillars of internationalization. These approaches will also inform the research in following sections. After exploring other ways of conceptualizing internationalization, I will review literature that focuses on the rationale for study abroad and why students should participate. This will give context as to why study abroad is an important part of internationalization. Lastly, I will explore research on supporting underrepresented students in study abroad and why the opportunity for studying abroad should be available for all students.

### **Internationalization**

Many authors and researchers offer expanded interpretations of what internationalization can include. One principal contextual factor in internationalization according to (Egron-Polak, 2012) is globalization, which is defined as interdependence among nations that is manifested in economic, political, social, cultural, and knowledge spheres (p.1). Goals of internationalization continually evolve and new forms are always appearing. These include educating global citizens, building capacity for research, generating income from international student tuition fees, and enhancing institutional prestige. Vavrus and Pekol (2015) argue that it is important to take a critical view of these motivations by drawing attention to the ideological systems that create inequity politically and economically in internationalization. They believe that more attention needs to be focused on systems of exclusion in international education than has been done in the past. Research on representation in literature about higher education internationalization is scarce. However, they point out that by examining common marketing materials in study abroad,

it calls into question, who is and is not being represented and how are they being represented? Marketing of study abroad programs frequently perpetuate racial hierarchies and developmental narratives. The authors challenge the field to take a critical look at the status quo of internationalization by “enhancing the quality and diversity of programmes involving the mobility of students and academic and administrative staff” (Vavrus & Pekol, 2015, p. 16).

Other literature about internationalization emphasizes the importance of focusing on diversity and inclusion. Hoffa (1993) believes that the difference between good and great comprehensive internationalization includes determining which student populations are and are not going abroad. Institutions should review the composition of their programs and expectation levels of students and incorporate these as a part of their goals.

Olson et. Al (2007) explores the connection between multicultural education and internationalization in the American Council on Education (ACE)’s *At Home in the World*. They define multicultural education in the U.S. as focusing on domestic diversity including racial, ethnic, class, gender and exceptionality. It often parallels and spawns from political and social movements. Internationalization focuses on cultures outside the United States and relationship building with other nations. Although one motivation is to promote international peace and understanding, within the U.S. context, it can also be used to further U.S. strategic interests. Multicultural education and internationalization are often seen as two separate entities, but both share many goals such as promoting understanding, building capacity to interact with people who are culturally different, and transform institutional structures and societies as a whole in an interdisciplinary way (Olson et. Al, 2007, p. 7). Like Olson et. al, Davis (2013) argues that internationalization and diversity initiatives are mutually beneficial, and that more collaboration needs to be done. However, challenges such as diverging histories and perceptions are reiterated

in this article as reasons why collaboration has failed in the past. Davis states that diverging histories have caused rifts between them – while internationalization initiatives have largely been eagerly implemented, diversity initiatives have often been forced upon institutions unwillingly through federal mandates. Internationalization is largely seen as a glamorous activity that adds value while multicultural education is seen as unglamorous and hard work. In order to address this, it is important for institutions to realize the implications of this and emphasize the common goal of both to increase cultural sensitivity and awareness, together.

### **Benefits of Studying Abroad**

The literature in this section focuses on the benefits and rationales for studying abroad., Lee et. al (2012) surveyed 135 students from a large, southeastern university including 45 students who studied abroad, 45 students who planned on studying abroad, and 45 who did not plan on studying abroad. What they found was that study abroad leads to positive gains such as promoting students' cultural and personal development through international awareness, cross-cultural communication skills, and self-confidence. Study abroad develops cognitive processes involved in creating innovative solutions in culturally diverse environments.

Paige et. al (2009) used a sequential, mixed methods research approach to study the long-term effects of study abroad. A quantitative, online survey was given to a large sample size of over 6,000 participants followed by interviews with randomly selected participants. When asked what the most impactful activity survey respondents participated in during their undergraduate career, study abroad had the highest impact. The majority of participants participated in four-month programs that were designed for study abroad. Researchers found areas where study abroad had the highest degree of influence over were voluntary simplicity, social entrepreneurship, and civic engagement-international. Participants interviewed in the qualitative

portion of the research cited impacts such as personal gains, increased global engagement, career choices, and academics.

Discourse in the field often turns to whether length of time impacts the benefits of study abroad experiences. Dwyer (2004) argues that the longer the program, the more benefits students reap. In this article, IES Abroad, a non-profit study abroad provider, conducted a survey sent to 17,000 IES Abroad alumni who studied abroad between the years of 1950-51 and 1999-2000. Of the 3,723 students who took the survey, students who studied abroad for a longer time experienced a more significant, longer-lasting impact from their time abroad. Areas where students who studied abroad for a year saw the most impact were continued language use, academic attainment, intercultural and personal development, and career choices. (p.161). The study showed that for these students, these benefits could be sustained for over 50 years. However, this is not to discount the impact of a well-designed short-term study abroad program. The study also found that in intensive summer programs that were at least six weeks long, students showed significant growth in similar areas. These impacts mirrored or even surpassed the gains shown by semester-long study abroad students.

### **Diversity and Inclusion in Study Abroad**

Although the benefit of studying abroad is clear, Twombly et. al (2012) believes it is detrimental for international education professionals to only focus on increasing study abroad participation rates. When universities focus too heavily on participation rates in study abroad, it can contribute to the widening gap of the increasing diversity in higher education in general and the stagnant homogeneity of study abroad. They argue that the focus should not be on participation rates, but on educational impact. The central question should not be, how many? Rather it should focus on which ones? By focusing on the educational impact rather than the

numbers, it can address the students who could benefit most from the educational impact of study abroad. Many students who study abroad already exhibit high levels of intercultural competence – whether it is previous international experience, language proficiency, etc. Students who already study abroad should not be forgotten, however, identifying gaps and looking beyond the numbers can help educators guide students to educational opportunities they want and need.

Santodiaz (2017) reiterates the importance of understanding who is underrepresented in study abroad and how to support students with various and intersecting identities. In order to reach students who are underrepresented, it is important to not lump everyone into one category, not assume scholarships alone will fix problems with underrepresentation, get to know groups that you are targeting, and involve these students in the process.

Finally, Engel (2017) demonstrates the impact study abroad has on underrepresented students. Several studies were cited that showed that study abroad has a positive impact on participants, including minority students. One of these studies shows a strong correlation between minority participants on study abroad programs and increased graduation rates. Other impacts were higher retention rates, increased motivation, increased decision-making capabilities, improved positivity about job prospects, and gains in confidence.

### **Application of Literature**

As demonstrated by the literature, internationalization is a broad, complex concept that has been widely written about, adapted, and implemented. There are many frameworks an institution can utilize as a foundation for internationalizing their own campuses. Miami University is currently working on a new strategic plan. Keeping in mind the existing frameworks as well as the critiques of internationalization can help the university drive positive change and address challenges. One way of doing this is by taking a deeper look at access in

programs that drive internationalization, such as study abroad. Literature included in this review demonstrates why study abroad is valuable, and why it is important that all students have the opportunity to participate. However, these works emphasize that it is not all about participation rates, rather, the quality of programs and support available for students are also integral to successful study abroad programs at universities. Miami University being a university that has high success rates in numbers can utilize some of these viewpoints to better understand the needs and concerns of students who are underrepresented in their programs.

## **Research**

### **Purpose**

Research that I conducted is intended to address the central theme of this capstone, which is to understand access and inclusion in study abroad opportunities at Miami University. In order to explore this, I wanted to know who and who is not represented in study abroad at MU, what has and is Education Abroad and Away at MU doing to address diversity and inclusion in its study abroad programs, what is the capacity of Education Abroad and Away to support diversity and inclusion, and what can MU do moving forward to make study abroad accessible for and inclusive of all Miami students?

### **Methodology**

The focus of my qualitative study is to assess the climate of diversity and inclusion in education abroad at Miami University as a piece of the university's larger, internationalization efforts. In order to make this assessment, I conducted eight interviews with staff members and administrators in Global Initiatives (GLI) and the Office of Diversity Affairs (ODA). These interviews are key in gaining first-hand knowledge of the current climate, strengths of diversity and inclusion in education abroad, current initiatives, challenges to efforts and initiatives, and

what stakeholders think next steps should be. Although the interviews are qualitative in nature, I coded and quantified common themes and how many times themes were mentioned by an interviewee. I included quotes when appropriate to illustrate the themes mentioned in interviews. The purpose of this approach is to extract what are the most important themes among stakeholders and why those are important. I was not looking for hard facts or statistics in my data, rather, what perceptions are among staff and administrators. These perspectives are used as a needs assessment to find where more research needs to be done.

### **Participants**

For the research in this capstone, I interviewed colleagues in Education Abroad and Away, Global Initiatives staff and administrators, and an administrator from the Office of Diversity Affairs. Their responses are anonymous and will have any identifying factors removed. I chose participants because I believe that they are key stakeholders in making initiatives happen.

### **Limitations**

A more comprehensive version of this capstone would involve more original research including surveys and focus groups. Surveys could include student surveys targeted at underrepresented students in study abroad. Some of my colleagues throughout the year mentioned the need for surveys and focus groups to see why students started applications and never completed them and the experience of various underrepresented students in study abroad at Miami. However, because of time constraints and volume of work, I chose analyze the administrative structure of Education Abroad and Away at Miami University because a gap in research existed there. I believe that studying the structures in place is critical for making change and makes it possible to take action later when the student needs assessments are given.



Although I was not able to conduct the research mentioned above, I believe it is important to include as possible avenues for future research.

### **Positionality**

I am a female, Asian-American, middle-class, graduate student from Southern California who, prior to this position, had never lived in the Midwest before or worked at a university. My experience with study abroad at my undergraduate university, the University of California, Riverside, was in a drastically different environment than at Miami University. I am relatively new at Miami University and my lens is heavily based on the role I am in. The research I am conducting is from my point of view and are my own interpretations. While my positionality can bring insights to the topic, I acknowledge that there may be biases.

### **Needs Assessment**

The following sections will include my research, observations, and analysis on who is and is not studying abroad, what strengths of diversity and inclusion at MU are, and what challenges are faced as a needs assessment to better understand the climate of diversity and inclusion in study abroad at Miami University.

### **Who Is and Is Not Studying Abroad?**

One of the first questions I had when starting my research was, who is and is not studying abroad? In many of my interviews, participants acknowledged that study abroad at Miami University was doing a good job reaching traditional, majority, female students without high financial need. However, there are many students who Miami is not reaching. In order to determine who these students are, I started by asking participants in each interview, who do you see as underrepresented in education abroad? To my surprise, I received a variety of answers.

Everyone agreed that students of color and students with financial need were underrepresented. Other answers were males in humanities, LGBTQ+, veterans, student athletes, students from various faiths/lack of faiths, and BRIDGES students. However, there was no official or unanimous definition of who was underrepresented in education abroad at Miami University. Definitions were heavily based off of personal observation or referenced national trends.

For comparison, I was able to access the most recent Open doors report, from the 2016-2017 school year. The data compares demographics from the university as a whole, demographics of students studying abroad, and national demographics. What it does not show is the intersectionality of identities and the qualitative stories behind the numbers. It is also data from only one school year. Although it is only a limited picture of what underrepresentation looks like at Miami, it can help raise important questions and show where more research needs to be done. See Appendix E for a visual breakdown of the Open Doors data.

**Race and Ethnicity.** Racial and ethnic minorities on campus were strongly perceived by all interview participants as underrepresented both on campus and in education abroad at Miami University. The Open Doors data mostly reinforces that perception. There is some intriguing information in the data that show disparities between populations on campus and populations who go on education abroad programs. Black/African American students represent 4.6% of the total population on campus but only make up 2.4% of the study abroad population. Similarly, Asian/Native Hawaiian/Pacific Islanders make up 2.6% of the population at Miami but are only 1.4% of the study abroad population. Questions Miami University's Education and Away Office may want to ask are:

1. What are barriers and challenges deterring these populations from studying abroad?

2. Of the students who do and do not study abroad from these demographics, what other intersecting identities do they hold? How many Black/African American and Asian/Native Hawaiian/Pacific Islander students are male? What divisions are they in? Do they have financial need? Are they first-generation students?

For students who identify as Latinx/Hispanic and Multiracial, the percentage of students on campus reflects the percentage of students from those identity groups on education abroad programs. Students who identify as Latinx/Hispanic make up 4.4% of the total population at Miami and make up 5.2% of the education abroad population. Similarly, the number of students who identify as Multiracial on campus closely matches the percentage of multiracial students on study abroad programs, with 3.7% abroad and 3.6% representing the total campus makeup. It may be interesting to look at outreach initiatives for these populations and understand what programs these students have been going on, how they heard about study abroad, why they chose to study abroad, etc. These populations are also heavily underrepresented in general at Miami University. Something that Miami University at an institutional level could look at is, since these populations have high participation rates in study abroad, if study abroad can be a means to diversify the campus overall.

**Gender.** One of the most notable disparities is the difference between female and male participants in study abroad programs. The total female enrollment on campus this year was 52.1% of the population while male enrollment is around 47.9%. However, the percentage of females on study abroad programs is 61.7% and the number of males abroad is 38.3%. This number is relatively similar to the national average from that year, with females making up roughly 67% and males representing roughly 33% of education abroad students nationally. Many have speculated on why this is the case. According to Selingo (2019), these numbers have not

budgeted nationally despite many efforts to boost participation. One reason for this may be that male students do not want to leave their friends and comfort zone. Peer interaction was seen as more important for male students than for female students. Another possible reason is that transformative experiences do not resonate as much with college-age men.

An interesting case study of Selingo's hypotheses at Miami University is the success of the IES Barcelona program for male, Miami students. IES Barcelona has more male Miami students than female students. From what my colleagues and I have observed, many male students go on this program with a group of their fraternity brothers and live in independent housing. One male student I advised this semester told me that he wanted to go on the program because all of his fraternity brothers were going and that it was a tradition within their fraternity. This program addresses two challenges mentioned in the Selingo article: male students being reluctant to leave their friends and male students being hesitant about leaving their comfort zones. This is a case where Miami has success in numbers, but the quality of intercultural learning comes into question. It would be interesting for Miami to do more research, particularly qualitative research, on this phenomenon to gain more insight into male participation on this program, focusing on motives for participation and program outcomes.

Gender is only part of the picture. One of the interviewees mentioned in their interview that males in the humanities typically only make up 3-10% of the total education abroad population versus males in the Farmer's School of Business, where they are not underrepresented. From what I have observed in my advising sessions, this seems to be true. It could be helpful to breakdown the data by division and gender.

Another observation that I have made in my intro advising is the noticeable lack of domestic, male students of color who come into my office. In general, I see a fairly balanced

ratio of white male and white female students. However, while there is already a large disparity between students of color and white students who come into advising in general, I also have noticed there is a large imbalance between male and female students of color. One gap that I saw in research in the field is a lack of focus on the intersection of gender and race and ethnicity. The vast majority of research I saw about underrepresentation in study abroad focused on race and ethnicity and gender as two separate entities and there was very little discussion on where these intersected.

One gap in the survey is that it does not show non-binary gender identities. On Studio Abroad, a student must list the gender written on their passports, with the only options being male or female. There are currently no resources listed on the website on how to go through this process. However, I have observed that there has been talk about being more gender inclusive in study abroad.

My hypothesis observing office dialogue, looking at my advising sessions, and looking into the numbers is that not all male students are underrepresented equally in study abroad. Some important questions that may need to be asked and explored regarding gender are:

- What other identities and considerations intersect with gender identity for the students who are and are not going abroad?
- What is causing the disparity between males and females going abroad at Miami University? Why are some programs so male dominant and others not?
- Is intercultural competency and the quality of academic experiences as high on programs where students are going as a large group and living together? If it is not, how can study abroad harness qualities that attract large numbers of male

students to programs without sacrificing intercultural competency and learning objectives?

- Is the office prepared to support students who are transgender or non-binary?

**Finances.** Students who receive Pell Grants make up 19% of the population but are only 7% of the population who goes abroad. This was a demographic that was mentioned in some of my interviews. According to the Open Doors Report, this is a population that is very significantly underrepresented in education abroad compared to their overall representation. Some further research that could be done to gather more information about students with financial need would be:

- Why is there a significant difference between students who receive the Pell Grant at MU and the amount who receive this grant who study abroad?
- For students who are unable to receive the Gilman Scholarship (geared towards Pell Grant students), are there other options for funding?
- Are students with financial need for study abroad who do not receive a Pell Grant able to study abroad?
- Are there ways of simplifying the financial aid and scholarship process for students who have financial need?

**First Generation Students.** First-generation students are 8.5% of the total population but only 6% of education abroad. Since first-generation students may have considerations other students may not have, it is important to determine why some students are choosing not to study abroad. Mojica (2019) interviewed a few first-generation college students to determine their challenges for studying abroad. One of those is that oftentimes, they have to make more

adjustments to college life in general. Things can be more difficult because their parents are unable to help them navigate the process and students have to figure out information on their own. Some questions would be:

- Why are some first-generation students choosing not to study abroad?
- What resources and knowledge were helpful for first-generation students who have gone abroad?
- Are there ways of education parents of first-generation students on study abroad?
- Can Miami collaborate with other on campus departments that cater to first generation students, such as Miami Firsts?

**Major/Academic Division.** There are large disparities in which academic divisions are sending students abroad. Some of the largest disparities are in the College of Engineering and Computing (CEC) and College of Liberal Arts and Applied Science (CLAAS). Both make up 9.6% of the student population at Miami but CEC is only 7.1% of the study abroad population and CLAAS is only 0.4%. This raises some questions about programming and awareness of opportunities for students in those divisions. What may be useful to assess with these populations beyond what challenges they may face is assessing the messaging used to recruit these majors and what programs are available to them. Some questions and considerations are:

- What perception do these students have of study abroad?
- What programs are available for these students?
- What academic requirements are supportive of studying abroad and which ones make it challenging for students in these divisions to study abroad?

- What is the perception of study abroad among faculty and administrators in these departments, are they supportive of study abroad?

**Missing from the data.** There are several demographics that are not measured by the Open Doors Report data. These include students with disabilities, LGBTQ+ students, students from various faith backgrounds, and others. Participants in my interviews also identified those students as having identities that may need further support and resources. It is important that study abroad is an opportunity that is accessible to all students and that support and resources are there. However, more research needs to be done to determine which populations exist at Miami University that are not included within the Open Doors report.

### **Strengths of Diversity and Inclusion in Study Abroad**

When I began to delve into research on diversity and inclusion in study abroad at Miami University, I saw that Miami University had many strengths that they could build upon. By recognizing what Miami already does well, it is easier to identify what resources are available and what initiatives can be expanded. In my limited time, I thought it was important to speak to my colleagues first to see what they identified as strengths of diversity and inclusion in study abroad. Then, throughout the year, I began to draw my own conclusions of what I saw as strengths in the office.

**Strengths as perceived by Education Abroad and Away Staff, Global Initiatives, and the Office of Diversity Affairs.** In each interview, I asked “what are strengths of diversity and inclusion initiatives in study abroad at Miami University?” Many interviews reiterated the same key points. I compiled and coded these into the following themes and listed how many interviews (out of eight) they were mentioned in:



- Institutional support for study abroad (two interviews)
- Campus initiatives (two interviews)
- Current initiatives (six interviews)
- Scholarships and funding (four interviews)

**Institutional Support for Education Abroad.** Two interviewees mentioned that institutional support for education abroad was a strength for supporting underrepresented students. This is also an area I believe is a strong asset for Miami University. Study abroad is highly prioritized as a form of internationalization Miami University. One interviewee mentioned that study abroad is on the radar of many departments on campus. The Education Abroad and Away team is always invited to outreach events by other on-campus partners dedicated to serving underrepresented students such as Bridges and the Louis Stokes Alliances for Minority Participation (LSAMP). The individuals I interviewed believe that the university knows that study abroad is a strength at Miami University and does what it can to foster opportunities.

Education abroad is also something that the university has financially backed. One very generous allowance the school has made for students is that students can take their Miami scholarships with them on programs designated Global Preferred. These programs are semester-long, non-Miami programs where students earn transfer credits through an exchange, third-party provider, or another university and take their Miami University Scholarships with them. This makes studying abroad for a semester accessible for students, who can oftentimes find programs that cost the same or less than tuition at Miami and can also apply their scholarships to these programs.

**Campus Initiatives.** This is broadly defined as the initiatives and movements that are already taking place on campus to address campus climate and diversity and inclusion. The people I interviewed believed that the education abroad initiatives for diversity and inclusion were strongly linked to the work that the larger institution was doing. Two respondents out of eight directly mentioned campus-wide diversity and inclusion initiatives as being a strength. One interviewee mentioned that Miami as a whole was going in the right direction, but progress was slow. Another interviewee saw Miami's Diversity Abroad membership, key members of university administration attending the Diversity Abroad Conference, the Campus Climate Survey, and a named effort to address diversity and inclusion as positive steps in the right direction. They believed that the prioritization of diversity and inclusion initiatives on campus has also trickled down to education abroad.

The following are campus-wide initiatives, resources, and support for diversity and inclusion at Miami:

1. Foundational Goal Two from the Miami 2020 Strategic Plan- The second foundational goal from this strategic plan is to “promote a diverse culture of inclusion, integrity, and understand that deepens understanding and embraces intercultural experiences” (Miami, 2013, p.8). Objectives for this goal include:
  - a. Recruiting diverse students, staff and faculty
  - b. Creating an inclusive environment
  - c. Developing cross-cultural competency (Miami, 2013, p.8)
2. Campus Climate Survey - During the 2017-2018 school year, the “One Miami” campus climate survey was created in collaboration with Rankin & Associates Consulting to

assess the current environment for students, staff, faculty, and administrators. The three goals of the survey were to:

- a. Identify successful initiatives
- b. Uncover challenges
- c. Develop strategies to build on successes and address challenges (Miami University, 2019, para. 2)

President Crawford, the current Miami University president, is heavily involved in this initiative. This is one of the first steps the university is taking to address its campus climate and make changes to create an inclusive space for all Miami students, staff, faculty, and administrators. After the completion of this survey, a task force was created to identify key issues from the survey. This was compiled into a list of recommendations specific to each of the target groups. After this list was compiled, the task force held six open forums for all to attend. The group presented their findings and then the discussion was opened to community members (Miami University, 2019).

3. Strategic Diversity Plan - The strategic diversity plan at Miami University was based on the Miami 2020 plan. It is meant to be a broad framework that can be adapted at the individual, departmental level. The broad goals of this plan are centered around:
  - a. Curriculum and training
  - b. Recruitment
  - c. Retention
  - d. Culture (Miami University, 2019, para. 3)

4. Institutional Support Offices - Miami University has several, dedicated offices for diversity and inclusion on campus. These include the Office of Institutional Diversity, the Council on Diversity and Inclusion, and the Office of Diversity Affairs.

- a. **Office of Institutional Diversity.** Lead by the Vice President for Institutional Diversity and Inclusion, Ron Scott, the Office of Institutional Diversity supports the university's Mission Statement, Values Statement, and Code of Love and Honor. The Office of Equity and Equal Opportunity (OEEO) reports to Ron Scott. This office works closely with faculty and staff to provide support on equitable hiring practices, assistance complying ADA for persons with disabilities, discrimination issues, and information and training sessions (Miami, 2019).
- b. **Office of Diversity Affairs (ODA).** The Office of Diversity Affairs (ODA) focuses on the academic success, retention, and development of diverse students at Miami through programming, activities and procedures. Established in 1969 as the Office of Black Student Affairs (OBSA), it later expanded to include all minority students. It currently houses the Cultural Center, the LGBTQ+, and the Women's Center (Miami, 2019).

**Current Initiatives.** Six out of eight interview participants mentioned that the current initiatives in the Education Abroad Office were a strong foundation that future initiatives could be built off of. Initiatives that were mentioned included Global Initiative's influence on campus internationalization, the new Study Abroad is for Me outreach campaign, Miami's Diversity Abroad membership, relations that have been built with the Myaamia tribe, diversity pamphlets

and materials, and minority student office funding for non-credit programming for student organizations.

**Scholarships and funding.** Scholarships and funding are areas that many interview participants saw as a strength of the study abroad office in terms of support for underrepresented students. Four interviewees mentioned this as a strength in their interviews, particularly on study abroad programs. Figure 5 shows scholarship opportunities offered through Miami University for study abroad.

<b>Figure 5. Study Abroad Scholarships and Grants offered by Miami University (“Financial Considerations, 2019”)</b>			
Scholarship	Terms Awarded	Funding	Requirements
Global Initiatives	All terms	Not listed	FAFSA
Farmer School of Business	All terms	Up to \$3,000	FSB Majors
Study Abroad Airfare Grant	Semester only	\$600 towards airfare	FAFSA Oxford campus students only
Academic Department Scholarships	At the department’s discretion	At the department’s discretion	At the department’s discretion
Miami Family Fund	All terms	\$2,500 for fall/spring/year \$1,500 for summer/j-term	All students
Leadership Enrich Access Fund (LEAF Award)	All terms	\$4,000-\$7,000 for 3-4 students	Second year students or higher Financial need

In addition to these scholarships, students often apply to outside Miami scholarships such as the Gilman Scholarship, Freeman-ASIA, etc.

Students who participate on semester-long programs are often able to go abroad for the same cost or lower than what they would pay for in a semester at Miami University. Not only can students apply their Miami scholarships to Global Preferred programs, many providers charge less for tuition, room, and board than Miami would. Scholarships available start to stack up. Students can apply for a \$600 airfare grant to cover their plane ticket, their academic division may provide scholarships, they can apply for the Global Initiatives scholarship, and apply for the Miami Family Fund grant. Additionally, the MUDEC program charges Miami tuition and students actually pay less for housing than they would at Miami University. Funding and scholarships for semester-long study abroad programs are often the reasons why students are able to spend a semester abroad.

### **Challenges**

After identifying Miami's successes in diversity and inclusion initiatives, I asked interviewees what they believed the biggest challenges for sustaining initiatives, implementing change, and reaching and supporting students were. These were the most prevalent challenges identified by the eight participants:

- Attendance at events (25% of participants)
- Resources and funding/scholarships for short-term Miami programs (37.5% of participants for resources and 50% for funding/scholarships participants)
- Staff Capacity (25% of participants)
- Outreach (50% of participants)

- Turnover (50% of participants)
- Politics (25% of participants)
- Silos/communication (37.5% of participants)
- Structure of Education Abroad at Miami (25% of participants)
- Overall demographics/campus climate (50% of participants)

**Attendance at events.** Out of the eight participants who were interviewed, two stated that attendance at diversity and inclusion focused events was a challenge. Prior to my time at Miami, there was a half-day colloquium called Charged Up. The goal of this event was to promote study abroad for students of color. The event had concurrent sessions, featured study abroad alumni, and had sessions on financial aid. Organizers of the event worked closely with students and study abroad alumni. The first iteration of this event was a success. However, when the original organizers left and graduated from Miami, the event the following year did not have any registrants.

Earlier this year, I coordinated with another education abroad advisor and a student ambassador to plan a panel for International Education Week called Study Abroad Stories. The goal of this event was to highlight diverse student voices and experiences in study abroad. The event itself was a success and the students who did attend were highly engaged and we retained students the entire session. However, the number of overall students who attended the event was very low. Many initiatives and events are in their infancy and do not gain traction or take time to develop.

**Resources and funding.** Resources, particularly funding, were mentioned in seven of the interviews that I conducted. To break down resources even further, there were two prevalent

areas interviewees saw as a challenge. Funding and resources such as scholarships for students going on short-term programs was mentioned in four interviews.

Adequate resources for students have been a significant challenge, particularly on short-term study abroad programs. The funding that is available for students oftentimes is not going to make the difference between whether they can go on a program or not. According to one of the interviewees:

*For the financial need population, it is harder for them to commit without knowing whether or not they will have the resources to be able to go. For high needs students, it is a different mindset, if we are going to make significant inroads, we need to have a pool of money students know they can have.*

Other interviewees reiterated this point of view. Another participant added:

*I do wish there was more scholarship support for short-term study abroad. Underrepresented students are definitely more attracted to short-term programs, making that more possible for those students, I think for a lot of them it's, I'm going on a J-term or I'm just not studying abroad. Making it more doable for those students would be a great development, allocating more funds for that.*

In past years, it does not seem as if there has been much change in this area. One interviewee added:

*The game changed when winter term came on four years ago...that doubled the number of students who are doing our faculty-led programming. And the only thing that has not changed in this office since I've been here is the amount of funding we have to direct to*



*our short-term programming, even though that continues to be our highest percentage of study abroad students.*

It is clear that there needs to be more done to address the needs of students with financial need. As mentioned above in *who is and is not studying abroad*, Pell Grant recipients make up 19% of the total Miami population but only seven percent of the students who go abroad. There are many opportunities for these students such as the Gilman Scholarship, which awards up to \$5,000 for program fees, tuition, room and board, airfare, books and local transportation. If students are studying a critical need language –which includes Arabic, Chinese, Korean, Russian, Indic languages, Persian languages, and Turkic languages – they can receive an additional \$3,000 (Gilman, 2019) However, summer only programs are not eligible and still leaves a gap for students who would like to participate on short term study abroad programs.

**Staffing.** Currently, the education abroad office is very understaffed. In my nine months in this position, there have been numerous staffing changes that have caused a shifting of roles and an increased workload. When I started at Miami, the Education Abroad and Away team consisted of two Faculty-led Coordinators, two Study Abroad Advisors, one MUDEC Coordinator, and myself. In the past year, the office hired a new Director of Education Abroad but lost one of the two Faculty-led Coordinators and the MUDEC Coordinator. Recently, one of the Study Abroad Advisors was hired as the MUDEC Coordinator, leaving just one full-time Study Abroad Advisor to advise over 600 students per semester. The second Faculty-led position has been open since the beginning of October.

Since then, the remaining Faculty-led Coordinator has taken on the role of both Coordinators, and oversees over 100 faculty-led study abroad and away programs. In my role, I have helped fill in the gaps, working on diversity and inclusion initiatives, helping out with

advising, managing non-credit programs, and other duties as assigned. Our new Director has stepped in to help out with student advising and other duties. However, I will be leaving my position at the end of April, which will bring the total staff down to four members. Due to severe understaffing, it is difficult to give diversity and inclusion initiatives the time and attention they need to thrive. As one advisor put it:

*We have 800 kids for two people...most other places have at least six for the amount of kids we're sending abroad...and all of those advisors would be assigned majors and colleges. Say I was just half of CAS (College of Arts and Sciences), I could go to those classrooms directly or sit-in where most of those kids are happening or doing advising in their advisor's office or making more one-on-one times with certain departments. Those are all goals and activities we have thought about before, but then all of sudden we have walk-ins and appointments and a thousand and one emails...it just fills up your day real fast.*

Turnover has also been another issue related to staffing. It was mentioned in four interviews as a significant problem with sustaining diversity and inclusion initiatives. One interviewee reflected on why one of the diversity and inclusion events, Charged Up, did not work once there was student and staffing changes:

*The challenge though (was that) it (Charged Up) was largely dependent on those relationships, those more natural comfortable connections left too. When we tried the next year to replicate Charged Up, we did not have a single registration.*

In general, it has been a trend in recent years where an enthusiastic individual staff member was able to bridge gaps with underrepresented students, but progress was lost once they left. Another interviewee talked about this trend:

*I started working on this (diversity and inclusion) x years ago and that's when I started watching what I call the gap...and we have trajectories where it goes up. And what I can always relate it to is someone who is passionate about that gap and takes it on as a personal challenge. We had an advisor and a doctoral student who took it on one year and the number went up. We know that if we can get some dedicated time, money, and staff and scholarships, we can get this number up.*

It seems as if there have been many initiatives that have gone in the right direction, however, they have been individual efforts that have stalled with turnover. Once someone leaves, it often takes a lot of time and energy to try and keep up the relationships and efforts that they have built, something that the understaffed office has limited capacity for. There is no larger structure in place to maintain these efforts. This is a challenge that education abroad at Miami University will need to address in order to maximize the limited staff, time, and resources they have.

**Communication and Politics.** Many issues that are faced come from outside the Education Abroad and Away office. Three interviewees mentioned silos and communication as significant challenges and two mentioned politics. One interviewee mentioned that student affairs is often unwilling to share resources and collaborate with Global Initiatives, which is housed under academic affairs.

This is a challenge that I have seen in my own observations through working at Miami. While Education Abroad and Away has weekly team meetings, the Global Initiatives Directors meet regularly, and there is an administrative team working on internationalization, information often gets lost between various stakeholders and gets lost with turnover. One area that I believe could be strengthened is the documentation of practices. By documenting what is being done and institutionalizing it, it makes it easier for everyone to be on the same page. Many things that are being done are passed along verbally, which can leave a lot of grey area.

**Structure of Education Abroad.** Three interviewees believed that the structure of education abroad at Miami was not always supportive of underrepresented students. According to one participant:

*We don't really have to worry about our privileged students studying abroad. They come to Miami University because of that study abroad that they know we're known for. Those other students who are coming who want to do it, that's where we have work to do. That's where diversity and inclusion come in. Study abroad is not inclusive at Miami.*

However, another participant highlighted that the inclusion piece of diversity and inclusion is not just about recruiting underrepresenting students. Structures need to be in place to support these students while abroad. People in power on education abroad programs need to be prepared to handle tough situations and make sure that they are creating an inclusive space for *all* students. The following is a conversation they had with a study abroad returnee:

*I had a student who just came back from something, over J-term, they talked about an experience that I was like after (hearing) the experience, I was like, "was the teacher there?!" and they were like "yeah..." I was like "they didn't say anything?!" and they*

*were like “no they didn’t say anything” so I was like “that’s a problem” I was like “really? They didn’t say a word?” and no they didn’t say anything. And that’s a problem. And that’s been a theme for a lot of our marginalized populations who feel like they always have to be the one to speak up for themselves, and it’s like, when is it going to be time for the adults to speak up for them when someone has done something wrong? We need to have the hard conversation of “let’s talk about this, this is how we’re going to show up”. I’ve also heard some problematic things happen, where from my students of color, they’ve had incidents where white students have said some problematic things and it not being addressed. So again, having whoever is present to feel competent enough to address those kinds of things when they occur.*

It is important to not only look at how underrepresented students navigate a space, but how majority students are entering a space and interacting within that space as well. Structurally, it is important that the Education Abroad and Away Office continues to strive towards creating a more inclusive environment for students to make sure that issues like these do not occur in the future, and if they do, that we are prepared to address them. Negative instances such as the ones mentioned above can leave a damaging impression on underrepresented students. This would be detrimental to all who attend the program and would be a missed opportunity to have important dialogue around these tough issues. It could deepen divides and leave a lasting, adverse impression rather than be a teachable moment all could grow from. To address this, more training for faculty and staff may need to be done so that when instances like these happen, there is a structure in place. This could be an area where Education Abroad and Away could collaborate with the Office of Diversity affairs to conduct these trainings. There are also trainings offered by the Diversity Abroad Network that address this topic.

**Campus Climate/Demographics.** This leads to a larger discussion about the overall campus climate and demographics at Miami, which was mentioned as a challenge to success in four interviews. As shown in Figure 1 from the background section, Miami University does not have a lot of ethnic diversity. Many staff members and students that I have talked to over the past year have mentioned racial tension on campus. When Diversity Abroad visited our school during their passport tour, the representative said that many students of color she spoke with were ready to get out of Miami, and that their experience here was exhausting. Other students I have spoken with have said similar things. Although some of this is reflected in the Campus Climate Survey, many of the sentiments I have heard mentioned multiple times by students and staff are not measured in any research done by Education Abroad and Away. Something that could be beneficial for Education Abroad and Away to understand is how campus climate issues affect students on study abroad programs.

### **Perceived Next Steps**

The first steps in my assessment focused on what was already being done for diversity and inclusion in internationalization and surveyed the most prevalent problems facing these initiatives. The next question in my interview was aimed to assess what stakeholders believed to be next steps. What was interesting was that many of the respondents had similar ideas about how to move forward. This section will synthesize common perceptions among interview participants of what next steps should be and identify commonalities and gaps.

**Quality vs. Quantity.** With Miami sending so many students abroad each year, quality of programs was a major concern for those interviewed. Out of eight interviews, quality of programming was mentioned in six interviews. In terms of diversity and inclusion efforts,

interviewees stressed the need to both look at the quality of numbers and the importance of looking beyond the numbers. Some areas they addressed were:

- The education abroad office needs to take a deeper look at who is going abroad, not just how many
- Success of diversity and inclusion initiatives should not just be measured in the number of underrepresented students who go abroad. It often takes more time to advise underrepresented students. Although it may take more time, it is important to keep the bigger picture in mind and just being able to send a student who otherwise would not have been able to go abroad is a win
- Attention needs to be given to group dynamics in program design and facilitation

As many of the interviewees pointed out, quantity versus quality is a major discussion point at Miami. As referenced in the literature review, this is not just a debate at Miami. Oftentimes, the number of students studying abroad is used as a metric of success. This is the case at MU. Numbers and rankings are brought up frequently in conversations, marketing materials, and events. It seems that realistically, numbers will have to be a part of the conversation, at least for now. However, the question is, can focus be shifted to measuring more than just numbers? Can more emphasis be placed on measuring learning outcomes, variety of destinations, and post-study abroad impact? As demonstrated by the interview responses, these questions are already being asked, and it is important that they continue to be asked until culture has been shifted.

**Create and Develop Resources for Students.** Five of the eight interviewees mentioned in their interviews that they believed it was important to develop and create resources for students. Miami University has started this process with their website and the Study Abroad is

for Me campaign, however, some other areas of resource development that were mentioned were:

- Continue to expand representation in outreach materials and support resources
- Ensure staff and faculty are trained to support underrepresented students
- Continue to simplify the process to make it as easy as possible for students to go on education abroad programs
- Work to build financial resources to help students with high financial need go abroad

There is a lot of grey area that still exists for students when researching study abroad on their own. Most students who come into my advising hours for Study Abroad 101 advising have questions about the program search on the website and how to navigate it. Many basic questions are hard to find answers to online. With many of Miami's students being from Gen Z, it is important to have information easily accessible for students. According to a survey conducted by Francis and Hoefel (2018), members of Gen Z are self-learners who value knowing what is going on and being in control. They prefer getting their information online over other platforms. However, the current website structure is difficult for students to navigate and find information on their own. Students rely on coming into appointments with advisors to get the correct information. By addressing this issue, it could help students come into advising more informed and alleviate staff shortages by reducing advising appointment times.

**Improving Communication/Building Partnerships.** This goal was mentioned by six out of eight interviewees. Most participants believed that the success of diversity and inclusion initiatives was dependent upon clear communication channels and strategic collaboration with



other departments on campus. This manifested in a number of ways. Some of the ideas that were presented were:

- To collaborate more with the Office of Diversity Affairs. Some areas ODA saw as possible areas of collaboration were to work towards an improved experience for underrepresented students and come together to develop staff and faculty trainings in cultural competency and mindfulness
- To create shared goals for initiatives and for diversity and inclusion in education abroad to be an institutionally recognized initiative rather than an individual effort
- To work improve communication channels with other departments on campus, for example the Registrar's Office, Residence Life, and the family fund in order to facilitate process for students and work together on initiatives
- Involve key influencers on campus, Ambassadors, living and learning communities, and International Student and Scholar Services (ISSS)

One interviewee believed that much of this can be done by expanding on personal relationships and institutionalize them:

*What is so essential is really working on those personal relationships and that personal outreach. And diversifying those relationships, they've been so predicated on individuals but we need to broaden that and institutionalize it in a different way.*

Other partnerships that are important is the office's relationship with student organizations on campus. Currently, the Education Abroad and Away office does not partner with student organizations. However, the issue of staff capacity has been a factor that has

hindered these partnerships. Possible avenues for more collaboration could be through student ambassadors and through the Study Abroad is for Me campaign.

**Create a New Strategic Diversity and Inclusion Plan.** Currently, there is no long-term, office-wide strategic plan for diversity and inclusion in education abroad at Miami. Six out of the eight people I interviewed believed that should be one of the next steps. Many believed that there were individual positive steps in the right direction, and a lot of momentum that the education abroad office could ride off of, but there needed to be a clear, consistent, cohesive mission that drives the entire office. Some goals and first steps interviewees thought were important to focus on were:

- Learning about and reviewing what is already being done and building off of those strengths and addressing challenges
- Integrating diversity and inclusion into the fabric of everything the Education Abroad Office does
- Increasing overall number of staff members to alleviate some of the challenges the office faces and strive to diversify the office – thinking strategically about hiring practices
- Continuing to expand and develop intentional outreach campaigns for underrepresented students developing larger-scale events that are sustainable
- Coordinating with other departments at the university to create clear institutional strategy in order to simplify the process for students and clarify policies and develop department-wide relationships
- Gain strategic funding that would lead to greater capital campaigns by finding institutional donors and applying for innovation grants

- Continuing to review the quality of programs offered to students and the support systems students have on those programs

The Study Abroad is for Me campaign that will launch on April 24<sup>th</sup>, 2019 plans to address many of these gaps. Goals for the campaign are to make study abroad accessible and supportive of all Miami students by addressing barriers that are preventing students from studying abroad. The strategic plan for this campaign in essence is the current strategic plan for diversity and inclusion in the office. However, the campaign is still in its infancy and work needs to be done to ensure that goals and steps mentioned above are incorporated and addressed by this campaign.

**Education Abroad as a Driving Force on Campus.** Five of the participants that I interviewed believed that the Education Abroad Office should take a more proactive role in driving campus initiatives. They believed that it was important for both Education Abroad and Away and Global Initiatives to recognize their role in contributing to the overall campus climate. A few mentioned that although we could collaborate with Office of Diversity Affairs, it is important for the Education Abroad Office to take ownership of the process and create its own, Strategic Diversity and Inclusion Plan instead of putting the onus on other departments to “fix” our diversity and inclusion issues.

Another area that was mentioned where education could have an impact on the overall campus climate was making education abroad opportunities more accessible to all students from the very beginning. Some mentioned that other institutions include education abroad scholarships in a student’s scholarship package upon admission. This could potentially alleviate the attrition rate between the students who would like to go abroad and the number who actually do. Additionally, it would make it easier for students with financial need to plan ahead and fund their

experiences, rather than waiting for scholarship results to see if they can attend a program or not. Lastly, all of these could attract more diverse students to come to Miami, increasing the overall diversity of students on campus.

Others believed that it was time for the Education Abroad and Away Office to take a more proactive role in curating faculty-led programs. Currently, the model is more reactive and the office receives proposals that come in and approves them. However, the issue with this model is that programs that come in do not always meet trends in education abroad and student needs. It could be more advantageous to students if the education abroad office actively worked with departments to create programs that meet student needs and fill gaps in programming.

Through the Study Abroad is for Me campaign, the Education Abroad and Away office is driving a culture shift on campus. Although the campaign is largely focused on addressing barriers for students, it is also aimed to build support among campus partners such as MU administration, departments around campus, students, and student organizations. Through this campaign, Education Abroad and Away can drive internationalization opportunities by improving accessibility of programming and support for students.

### **Analysis**

After conducting interviews, sifting through available data, and analyzing my own observations, I have come to several conclusions about access and inclusion in study abroad at Miami University. These include the need for self-reflection, communication and collaboration, planning, and needs assessments and evaluations. Each of these are critical areas I believe would help Miami make study abroad more accessible and inclusive for all students.

### **Self-Reflection**

Although the research conducted in this capstone analyzes staff and administrative perspectives, current and previous initiatives, and available data, the Education Away and Abroad office should focus on creating goals and understanding the impact of its actions. This could be done through creating a strategic plan with regular evaluation. Fostering accessible and inclusive study abroad will not happen with one initiative, one campaign, one person, or one cycle. It is a team effort that needs support on all levels.

Self-reflection also means understanding one's positionality. While it is important that the office and the university understand the importance of creating an inclusive environment and improving access for all Miami students, it is also vital that the office understands its limitations. The identity makeup of the office can play a role in how the office is viewed, how messages are delivered, and what blind spots are. An example of this is that at the beginning of the year, I noticed that only white females were being shown on the study abroad social media account. While this is the principal demographic of study abroad at Miami University, it is important to have awareness about what messages are being displayed and what the impact may be.

### **Communication and Collaboration**

In order to fill in the gaps and address challenges, dialogue and collaboration is key. Communication between team members, departments, and partners is necessary to increasing access and inclusion. For example, one of the most significant challenges I have seen in planning the Study Abroad is for Me campaign and talking about access and inclusion in study abroad is communication among individuals and departments. Since projects are spearheaded by individuals, not everyone may know what is going on and information can travel slowly. What

has helped is setting regular meetings and dispersing recap notes to make sure that everyone is on the same page and involved.

A gap that I have noticed is that many things in regards to access and inclusion have been individual, internal efforts. There is little to no collaboration, ongoing communication, and partnerships with the Office of Diversity Affairs, Diversity Abroad, and the Office of Institutional Diversity to name a few. Student organizations across campus is another potential partnership that could be developed. By developing partnerships, it could bring in new voices and perspectives and strengthen diversity and inclusion efforts campus-wide. The new Director of Education Abroad is in a position to make these collaborations happen.

### **Planning**

I have observed in my work and in my interviews that many initiatives related to diversity and inclusion are passive, individual events, that do not actively contribute towards a long-term goal with concrete metrics. Efforts tend to be very general, with the goal being to create a “diversity and inclusion event”. More research needs to be done to uncover what that means at Miami University, why events and initiatives are being created, what the goal of these events are, and are they reaching those goals? This goes beyond “we need to do something to address diversity and inclusion” and focuses on actual action steps to achieve goals. Due to the limitations of the Education Abroad office, it is important to involve experts in diversity and inclusion and student voices in this process.

### **Needs Assessments and Evaluations**

What I have learned from my research and interviews is that Education Abroad and Away at Miami University does not have needs assessments that gauge the climate of access and inclusion for students who are interested in studying abroad and are on study abroad programs.

There is quantitative data through Open Doors that shows who is and is not participating in study abroad at Miami University, but there is no little to no story behind those numbers. Some models include doing targeted surveys and focus groups for various identities who are both interested in study abroad but have not and study abroad alumni. A model that could be useful for Miami University is the focus group and product assessment page from the University of Minnesota. Three focus groups were held – one for past study abroad students, one for non-study abroad students, and one for students of color. There were also surveys for students filling out study abroad applications and faculty and staff (“Focus Groups and Product Assessment”, 2019). See Appendix F for focus group and survey questions. Using surveys and focus groups such as the ones conducted at the University of Minnesota could give Education Abroad and Away at MU more insight that could improve access and inclusion.

### **Future Research**

The information and research from this capstone can be used in future research projects and as contextual information for the Study Abroad is for Me campaign. In surveying a wide-range of topic areas to create institutional knowledge and awareness for diversity and inclusion in study abroad at MU, I was able to explore a breadth of topics, but more depth in research is needed in the future. Qualitative research on underrepresented students in study abroad, such as a focus group or interviews with students, can give a more complete picture of the quantitative Open Doors data. At the moment, many conclusions drawn from the data are purely observational and speculative from a staff and administrator perspective. Student voices and points of view are necessary for improving access and inclusion in study abroad.

Other research outside the scope of this capstone would be a deeper look at comparing diversity and inclusion approaches among universities. My original intent was to include a

comparative assessment of another university in my research, but little public information was publicly available. A study dedicated to looking at multiple institutions could help strengthen the field and build knowledge and awareness across institutions.

### **Conclusions**

The Education Abroad and Away office is at a pivotal moment where it has the opportunity to drive campus internationalization through making study abroad accessible and supportive of all. With the new Director of Education Abroad, the team has been working to define themselves as a campus entity through the creation of a mission statement and learning outcomes. Meanwhile, Study Abroad is for Me, a large-scale diversity and inclusion campaign is in its beginning stages. Driven by the Education Abroad and Away office and Global Initiatives Marketing and Communications, this multiyear campaign strives to highlight diverse student voices through digital stories, shift the culture of study abroad at Miami to be more accessible for students and inclusive, and gain widespread support in the Miami community at all levels. There is a lot of momentum behind this campaign and it is not only supported by Global Initiatives, but the students involved, campus administration and various departments on campus. Additionally, the university is in the process for creating a new strategic plan. This is an opportunity for more comprehensive strategic planning for internationalization.

With this momentum, it is an opportunity for Miami University, Global Initiatives, and Education Abroad and Away to make change. Access, inclusion, and quality in study abroad should not be separate from campus internationalization. The more students who are able to benefit from high quality study abroad programs and have impactful experiences, the more it will enrich the entire Miami community through new perspectives, knowledge, and intercultural competence.



Without an awareness of what has been tried before, strengths that can be built upon, and challenges that affect change from happening, it can be difficult to know where to start. The research in this capstone is meant to bring attention to areas where Miami University can strengthen and improve the study abroad experience for all students. Some of MU's greatest strengths are its commitment on all levels to internationalization and study abroad, breadth of programming and opportunities for students, resources on campus and for students

While the enthusiasm is there, the long-term strategy needs to be strengthened. What has been done in the past largely centered around individuals and individual initiatives. With no context or big picture strategy, these initiatives only had short-term impact. Culture takes time to shift and study abroad will not become more accessible and inclusive with one initiative, one training, higher enrollment rates, etc. There needs to be a big picture vision and strategic plan in order to shift the paradigm. This will allow contributions small and large to move the needle towards a common goal and yield higher impact and can help address past issues such as staff turnover, staff shortages, and siloed communication.

With all of the momentum and changes within Education Abroad and Away and Miami University, there is an opportunity for greater structural change and collaboration. However, without a strong plan in place, this momentum could be temporary and not make the impact it has the potential to make.

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## Appendix A

### **Miami University Mission Statement Reproduced from the Original Miami**

#### **University Mission Statement (“Mission statement”, 2008)**

Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery. Miami's faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. Miami provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected.

Miami instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. Miami emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.

*-- June 20, 2008*

## **Appendix B**

### **Miami 2020 Plan Foundational Goal Two Reproduced from the Original Miami 2020 Plan (Miami 2020, 2014)**

#### **Foundational Goal Two**

“Promote a diverse culture of inclusion, integrity, and collaboration that deepens understanding and embraces intercultural and global experiences.”

#### **Why is this goal important for Miami?**

Our students, faculty, and staff must be immersed in experiences that foster an inclusive and diverse culture, one that promotes the knowledge and appreciation of cultural differences at home and abroad, and values varied backgrounds, experiences, and perspectives. The more an educational environment embraces the increasingly interconnected and ever-evolving world beyond it, the more its students become informed and engaged global citizens who can affect positive change. Miami has made good progress in recruiting and retaining diverse students, staff, and faculty, and providing opportunities for global experiences. We consistently are ranked among the top two public/doctoral institutions in the nation for study abroad participation, have superior retention for our international students, support a Center for American and World Cultures, and have built a successful Bridges program for underrepresented prospective students. These are good springboards from which we will broaden our relationships and understanding to build a more inclusive and welcoming community. But, we must provide more academic and social opportunities that encourage members of the Miami community to step beyond what feels comfortable and familiar into engagement with people and cultural experiences new to them.



**Objective 1:** Attract and retain a diverse community of students, faculty, staff, and administrators.

- Metric 18: Grow the diversity of our students, faculty, and staff.

**Objective 2:** Create an environment where our people live, learn, and work cooperatively with those of widely varied backgrounds, beliefs, abilities, and lifestyles, moving beyond boundaries to welcome, seek, and understand diverse peoples and perspectives.

- Metric 19: 75% of Miami students will report that they feel welcome and have had significant and meaningful interactions with diverse groups.

**Objective 3:** Achieve cultural competency among members of the Miami community by immersing them in domestically and globally relevant learning experiences.

- Metric 20: 60% of Miami students will study abroad or study away.
- Metric 21: All Miami students will have a curricular or co-curricular cultural learning experience, e.g., intensive community engagement, service-learning experience, intercultural or global learning requirement.

**Objective 4:** Expand, virtually and physically, Miami's global involvement.

- Metric 22: All faculty and staff will engage in meaningful, globally diverse cultural activities (e.g., volunteer or community engagement, course or workshops on global and intercultural topics, professional training on diversity issues).
- Metric 23: Miami will expand, virtually and physically, by 25%, in international partnerships and activities to increase its impact on the global stage.

## Appendix C

**Global Miami Plan Reproduced from Office of Liberal Education (“Global Miami Plan”,  
2019)**

<b>Global Miami Plan</b>	
<b>Requirement</b>	<b>Description</b>
<b>Foundations Courses</b>	<p>Each Foundation course incorporates written communication and advances critical thinking as well as at least two additional competencies. The Foundation component enables students to gain a breadth of knowledge across multiple domains of learning.</p> <ol style="list-style-type: none"> <li><b>1. Foundation One- English Composition (3 credits)</b></li> <li><b>2. Foundation Two- Creative Arts, Humanities, and Social Science (9 credits)</b></li> <li><b>3. Foundation Three- Global Perspectives (6 credits)</b></li> <li><b>4. Natural Science (6 credits must include one lab course)</b></li> <li><b>5. Mathematics, Formal Reasoning, Technology (3 credits)</b></li> <li><b>6. Intercultural Perspectives (3 credits)</b></li> </ol>
<b>Experiential Learning</b>	<p>Experiential learning is the process of making meaning from direct experience in a real world or an “out of the traditional classroom” context. It offers students the opportunity to initiate lifelong learning through the development and application of academic knowledge and skills in new or different settings.</p> <p>The EL requirement can be met through a Global Miami Plan course or course in the major (at the lower or upper-division level) that has been approved for this requirement. Some of the approved courses include designated service-learning courses, credit- and non-credit-bearing internships, independent studies (numbered 177, 277, 377 or 477) that involve significant independent work focusing on research and</p>

	<p>including a presentation, lab, or archive component (carrying the “R” modifier), and student teaching.</p> <p>Minimum 0 or more credits.</p>
<b>Advanced Writing</b>	<p>Advanced writing courses (200 or 300 level) are offered by instructors in disciplines, departments, and programs across the university and feature student writing as the central focus, frequent opportunities to write with instructor feedback on multiple drafts of major projects, and substantial writing projects.</p> <p>Students are advised to take an advanced writing course in their second or third year.</p> <p>3 credits required.</p>
<b>Thematic Sequence</b>	<p>The thematic sequence is met by completing related courses (at least nine hours) in an approved Thematic Sequence outside the student’s department of major. One foundation course may also apply to the thematic sequence.</p> <p>Each sequence will collectively include opportunities for written communication &amp; critical thinking plus advance at least three other competencies. The department(s) that propose and offer the Thematic Sequence may select those outcomes that best align with the objectives of the Thematic Sequence.</p> <p>A second major, co-major, or minor outside of the student’s department of first major can count for the Thematic Sequence.</p> <p>Students may propose self-designed sequences.</p>

	9 credits required.
<b>Capstone</b>	<p>The capstone course requirement is met by completing three hours in an approved capstone course during a student's senior year. Capstone courses feature a substantial written student-initiated project that encourages students to integrate knowledge gained throughout their undergraduate experience.</p> <p>3 credits required.</p>

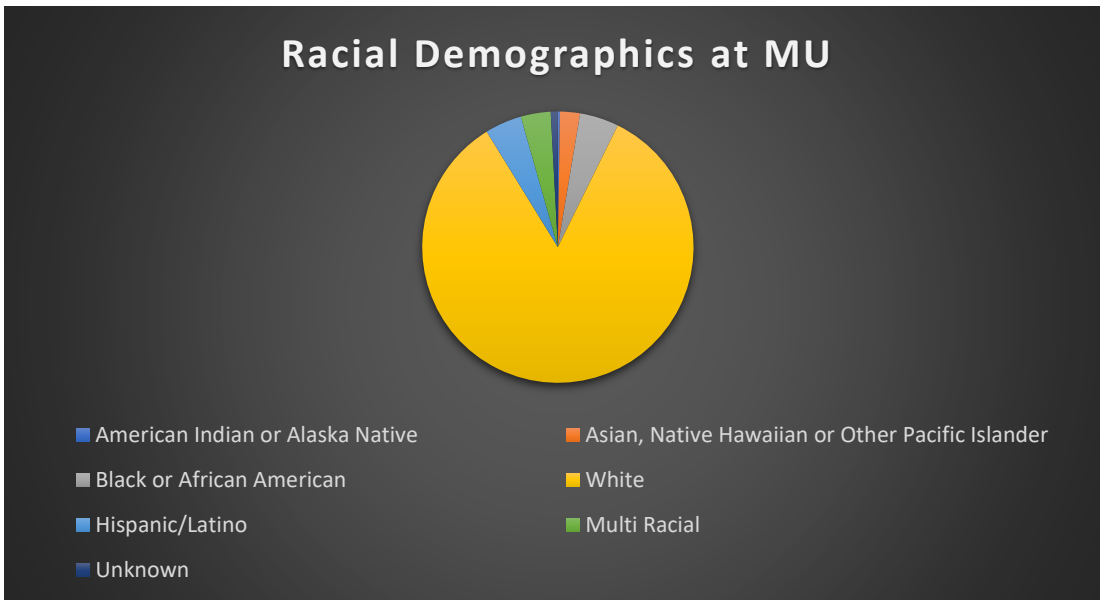
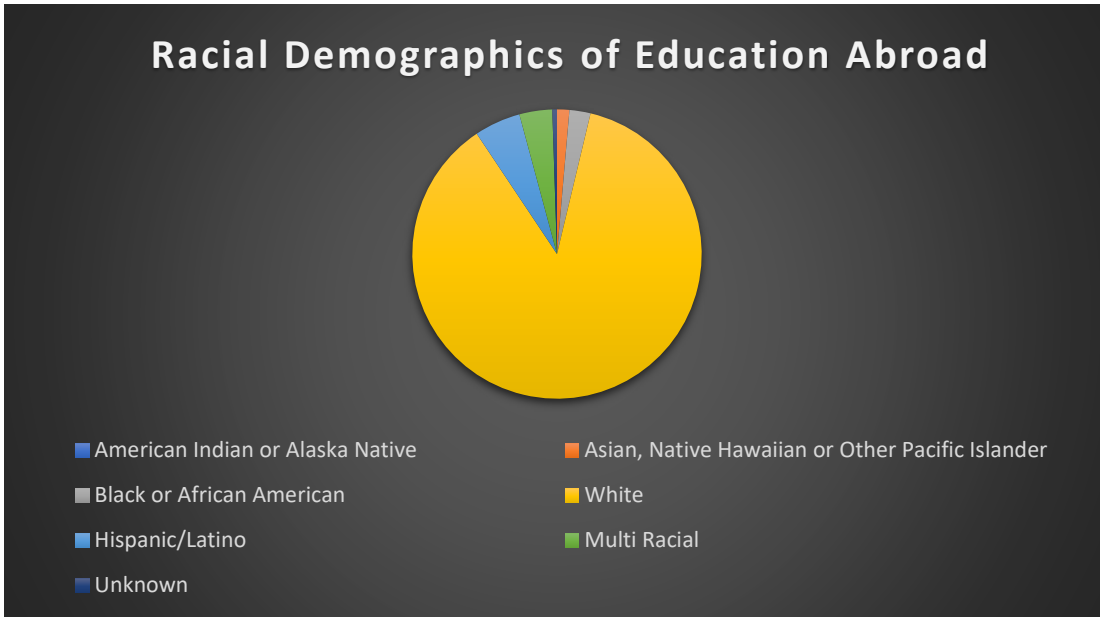
## Appendix D

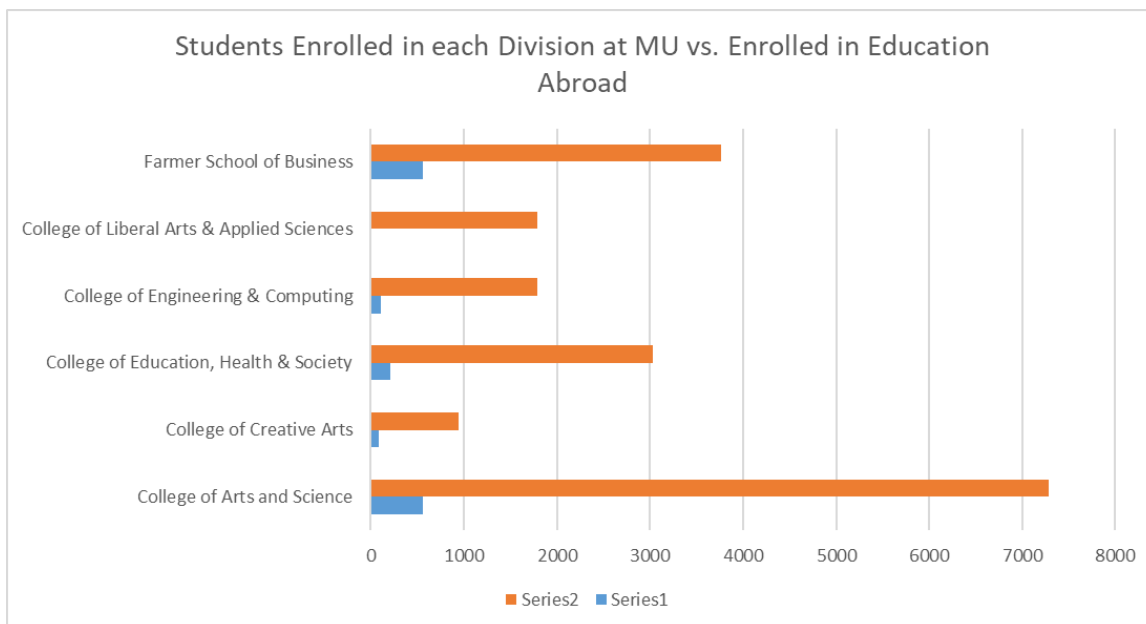
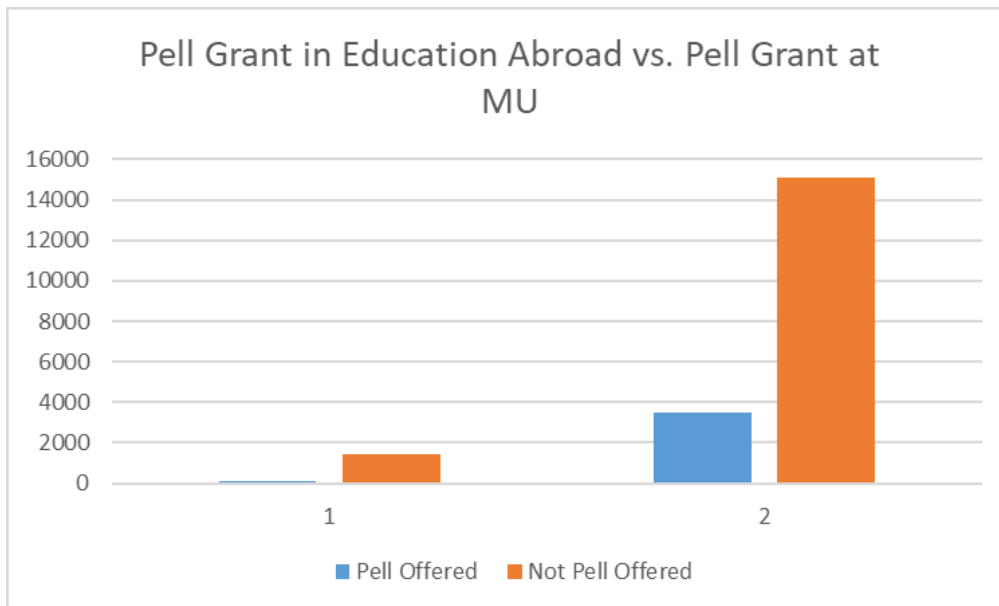
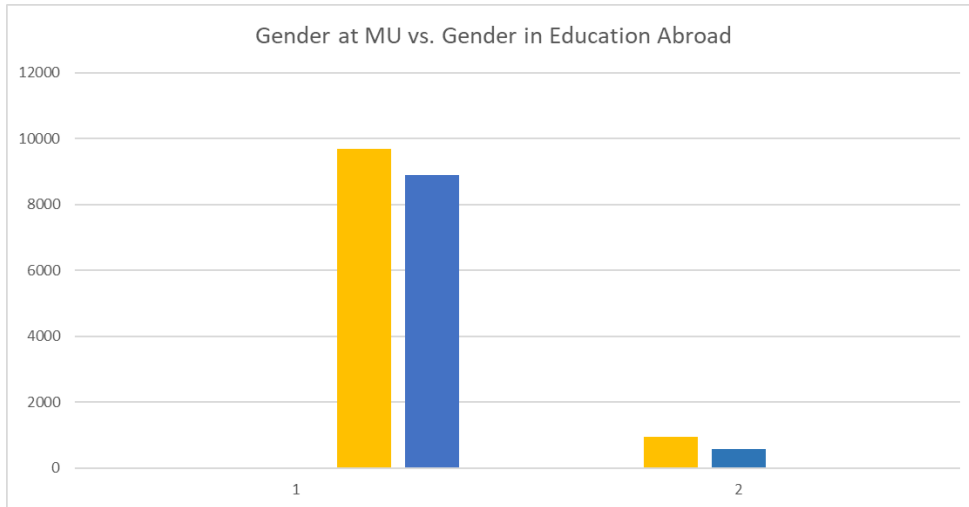
### Courses in the Center for American and World Cultures Reproduced from Global Initiatives (“CAWC Courses”, 2019)

- **Voices of Discovery – Intergroup Dialogue:** An eight-week, three credit course that facilitates semi-structured, in-person meetings across various social identity groups. The purpose of this course is for students to learn about themselves and peers and gain the skills necessary to engage in open and constructive dialogue exploring intergroup relations, intellectual diversity, free speech, conflict and community (“Courses Spring 2019”, 2019, para.1).
- **Introduction to Study Abroad:** A two credit hour pre-departure course designed to help students maximize their study abroad experiences. Students develop the basic skills and awareness to increase cultural competency (“Courses Spring 2019”, 2019).
- **Study Abroad Reentry:** A one credit hour reentry course designed to help students who have studied abroad unpack their international travel experience and reflect on its cross-cultural significance. Students learn ways of integrating their experiences into their lives (“Courses Spring 2019”, 2019).
- **Strength Through Cultural Diversity:** An interdisciplinary introduction to diversity that gives students the conceptual tools and vocabulary to work towards promoting a socially just and inclusive world (“Courses Spring 2019”, 2019).
- **Introduction to the Miami Tribe of Oklahoma:** Interdisciplinary exploration of the past, present, and future of the Myaamia tribe. Studies pre-contact culture, economy, political and social organization, the historic period of contact, and present-day concerns (“Courses Spring 2019”, 2019).

### Appendix E.

#### Demographic Charts Reproduced from information from (Guinigundo, 2019)





## Appendix F.

### Focus Group and Survey Questions Adapted from the University of Minnesota (“Focus Groups and Product Assessment”, 2019)

#### Focus Groups for Past Study Abroad Participants

##### Opening Questions (3:00)

To start off with, please introduce yourself and tell us your major and where you studied abroad. Thank you all for coming. We’re very excited that you’ve made some time in your day to get together and speak with us about your study abroad experience. Before we jump into the questions, let me just provide you with a little background about this process.

**Purpose of the Sessions:** As part of a Bush Foundation grant, the University is working to integrate study abroad throughout the U of M, systemwide, in all colleges and departments. As past study abroad participants, your feedback today will be critical to that process. Basically, we are interested in finding out how study abroad has affected you and how you have been able to use what you have learned studying abroad since you’ve returned to campus. Before we begin, there are some basic ground rules that we’d like to go over with you so that this session can be productive and interesting for all involved.

- Now there are no wrong answers during this conversation, and we hope that you will be as candid as possible. All conversations within this room will remain confidential, and we won’t use any names in our final reports. We also ask that whatever is said in this room remains in this room.



- You don't need to agree with others, but we ask that you listen respectfully as others share their views. We're hoping for a good, lively discussion here today, so feel free to respectfully disagree.
- Some quick logistical concerns. We ask that you turn off your cellular phones and pagers during the session. If you must respond to a call, please do so as quietly as possible and rejoin the group as quickly as you can.
- And, you may have noticed the tape-recorder. We will be taping the session because it's sometimes hard to get all of the information down that we would like to. We're really interested in what you have to say, and want to make sure that we can record all of the helpful things that are discussed here today.
- Finally, keep in mind that we're interested in both positive and negative comments, and that the negative comments are sometime the most helpful and interesting.
- With that said, let's begin.

### **Introductory Questions**

(3:05) How has study abroad affected you?

(3:10) How has study abroad affected your undergraduate education?

(3:20) Thinking back to when you first contemplated studying abroad, what did you expect to learn out of the experience?

(3:25) How were those expectations developed? What did your advisers/professors say? What did fellow students say?

Transition Questions Now, let's talk for a moment about the actual study abroad experience.

(3:30) Specifically thinking about your education and your major, did you learn anything studying abroad that you think you wouldn't have learned if you had stayed on campus?

- Were you academically prepared to study abroad? Were courses that you had taken before studying abroad helpful?
- If you were a professor, how would you prepare your students to study abroad?

### **Key Questions**

(3:40) Returning to the US, have you been able to integrate what you learned during your study abroad experience in your University courses/area of study?

(3:45) If you were a professor, how would you ensure that your study abroad students had the opportunity to use what they had learned studying abroad in your classroom.

(3:55) If you were the President, how would you ensure that study abroad was integrated at an institutional level?

- How can or have you shared your study abroad experience with other students?

### **Ending Questions**

(4:05) (After providing a summary of the conversation) Is this an accurate summary?

(4:10) Are there any issues that we've missed?

### **Focus Group for Non-Study Abroad Students**

Thank you all for coming. We're very excited that you've made some time in your day to get together and speak with us about study abroad. Before we jump into the questions, let me just provide you with a little background about this process.

**Purpose of the Sessions:** As part of a Bush Foundation grant, the University is working to integrate study abroad throughout the U of M, systemwide, in all colleges and departments. Your feedback and insights today concerning study abroad will be critical to that process. Basically, we are interested in finding out what you think about study abroad, and maybe more importantly, why you think what you do. Before we begin, there are some basic ground rules that we'd like to go over with you so that this session can be productive and interesting for all involved.

- There are no wrong answers during this conversation, and we hope that you will be as candid as possible. All conversations within this room will remain confidential, and we won't use any names in our final reports. We also ask that whatever is said in this room remains in this room.
- You don't need to agree with others, but we ask that you listen respectfully as others share their views. We're hoping for a good, lively discussion here today, so feel free to respectfully disagree.
- Some quick logistical concerns. We ask that you turn off your cellular phones and pagers during the session. If you must respond to a call, please do so as quietly as possible and rejoin the group as quickly as you can.
- You may have noticed the tape-recorder. We will be taping the session because it's sometimes hard to get all of the information down that we would like to. We're really interested in what you have to say, and want to make sure that we can record all of the helpful things that are discussed here today.

• Finally, keep in mind that we're interested in both positive and negative comments, and that the negative comments are sometime the most helpful and interesting. With that said, let's begin.

### **Opening Questions**

(0:00) To start off with please jot down on a piece of paper the first three things that come to mind when you think of the words "Study Abroad." Now, please introduce yourself, tell us your major, and read off your list? We'll be jotting down your thoughts on this flipchart.

(0:05) Take some time to look at the flip chart and think about what general themes and issues appear there. Why did you think those items came to your minds? What do you think this suggests about your thinking as it relates to study abroad?

### **Transition Questions**

(0:15) Let's change gears for a moment. What information have you received about study abroad? (prodding options) • orientation • advisers • professors • posters, catalogs • friends

(0:25) What would you need to hear or learn before you would participate in study abroad? Key Questions

(0:30) How do you think study abroad is different than travelling abroad? Do you think they are different?

(0:45) How do you see study abroad fitting into your undergraduate education? Why in those ways? Ending questions

(0:50) What don't you know about study abroad that you would like to know?

(0:55) Are there any issues that we've missed?

## Survey Questions for Students of Color

Thank you all for coming. We're delighted that you've made some time in your day to get together and speak with us about study abroad. Before we jump into the questions, let me just provide you with a little background about this process.

**Purpose of the Sessions:** As part of a Bush Foundation grant, the University is working to integrate study abroad throughout the U of M, systemwide, in all colleges and departments. Your feedback and insights today concerning study abroad will be critical to that process. Basically, we are interested in finding out what you think about study abroad, and maybe more importantly, why you think this way. Before we begin, there are some basic ground rules that we'd like to go over with you so that this session can be productive and interesting for all involved.

- There are no wrong answers during this conversation, and we hope that you will be as candid as possible. All conversations within this room will remain confidential, and we won't use any names in our final reports. We also ask that whatever is said in this room remains in this room.
- You don't need to agree with others, but we ask that you listen respectfully as others share their views. We're hoping for a good, lively discussion here today, so feel free to respectfully disagree.
- Some quick logistical concerns. We ask that you turn off your cellular phones and pagers during the session. If you must respond to a call, please do so as quietly as possible and rejoin the group as quickly as you can.
- You may have noticed the tape-recorder. We will be taping the session because it's sometimes hard to get all of the information down that we would like to. We're really interested in what you

have to say, and want to make sure that we can record all of the helpful things that are discussed here today.

- Finally, keep in mind that we're interested in both positive and negative comments, and that the negative comments are sometime the most helpful and interesting. With that said, let's begin.

### **Opening Questions**

(0:00) To start, please jot down on a piece of paper the first three things that come to mind when you think of "Study Abroad." (Pause and allow students time to think) Now, please introduce yourself, tell us your college and major, and read what you wrote down? We'll be jotting down your thoughts on this flipchart.

(0:05) Take some time to look at the flip chart and think about what general themes and issues appear there. (Pause to give time to think) Why did you think those items came to your minds? (Facilitation of discussion) What does this tell us about your thinking as it relates to study abroad? Transition Questions

(0:15) What kind of exposure have you had to the concept of study abroad? (probing options) • orientation • advisers • professors • Learning Resource Centers • posters, catalogs • friends • family

(0:25) Who's opinion about study abroad issues do you most value?

(0:30) Who's opinion about study abroad at the University do you most value?

### **Key Questions**

(0:35) If you were to study abroad, what concerns do you think you would have?

(0:40) Are there things that have prevented you from studying abroad? If so, what are those things?

(0:45) Do you think those concerns are relatively common? Do you think those hold true for most students?

(0:50) What would you need to hear or learn before you would participate in study abroad?

### **Ending Questions**

(0:55) Are there any issues that we've missed?