

# INTERSECTIONS OF DIVERSITY, EQUITY, AND INCLUSION AND INTERNATIONALIZATION: A FRAMING GUIDE

Submitted to the American Council on Education (ACE) by the DEI/IZN  
Intersections Subcommittee of the ACE Diversity, Equity, and Inclusion  
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## FOREWORD

The swift pivot to online learning at many higher education institutions, which was brought about by the COVID-19 pandemic in 2020, unearthed deep inequities in higher education. On top of that, the raised prominence of the Black Lives Matter movement following the horrific murder of George Floyd created urgent motivation to examine how systemic racism impacts the lives of our communities. These events compelled us to ask how we can align our internationalization (IZN) efforts more seamlessly with our diversity, equity, and inclusion (DEI) efforts. IZN and DEI have much in common, yet they are often managed through different units on campus, thus challenging practitioners to find creative ways to engage with each other and support each others' efforts.

Bringing together voices from around the field, ACE created ACE Diversity, Equity, and Inclusion and Internationalization Community of Practice (ACE DEI/IZN Community of Practice), a virtual community of practice intended to examine current practices and seek new ways to align our efforts. Approximately 60 campus leaders from 35 institutions in a variety of professional roles committed to the values of DEI/IZN and to learning together. These participants were drawn from institutions that had previously engaged in an ACE program, and they demonstrated their willingness to engage in this topic to move the needle at their institutions.

The original commitment was three to five hours per month over three months (from September through December 2020), but after that time, about 50 percent of the community members continued working in subcommittees. Over time, it became increasingly clear that expanding DEI to include justice (JEDI) as a critical component of our efforts was more apropos. However, DEI is still the primary acronym used throughout this work. This framing document and its appendixes are a deliverable from the collaborative efforts of the community of practice.

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# INTRODUCTION

The ACE Diversity, Equity, and Inclusion and Internationalization Community of Practice (ACE DEI/IZN Community of Practice) developed this framing guide to assist leaders and practitioners at higher education institutions (HEI) with examining the intersections of DEI and IZN as it impacts HEI work. The guide is based on three foundational “intersection philosophies,” as articulated by Isabel Wilkerson (2020):

1. The work of the DEI and IZN are connected and intertwined by a global, widely dispersed, and ongoing history of individual and national experiences and stories of oppression
2. Our ability to identify, recognize, and understand how those histories and experiences intersect and affect the current issues of DEI and IZN is critical to eradicating racism, inequality, inequity, and oppression all over the world
3. The work we do is for ourselves and to honor generations before, while striving to prepare generations yet to come

The community of practice encourages all HEI leaders and practitioners to embrace these philosophies and accept the embedded call for responsibility; HEI leaders and practitioners have a collective responsibility to acknowledge, commit to, and assume accountability for our role in creating change. Specifically, HEI leaders are charged with promoting the growth and sustainability of a more diverse, equitable, inclusive, just, and interconnected world through the dismantling and/or (re)development of policies, learning outcomes, and strategic initiatives at our respective institutions.

As members of the DEI and IZN community, we join in solidarity to discuss, reveal, and address these challenges. The framing guide aims to promote further dialogue and understanding. Our guide, which examines of opportunity and makes a call to action, includes three sections: The Rationale, The Charge, and The Call to Action.

The Rationale provides national and global context for creating this framing guide. It also identifies common goals, vision and mission, and learning outcomes that frame this work. This section acknowledges that there are both real and perceived impediments to the work for leaders who are seeking to integrate and implement DEI/IZN initiatives at colleges and universities all over the world.

In The Charge, HEI leaders are charged to work with strategic intentionality to effectuate positive outcomes for their respective institutions, the communities they serve, and, ultimately, the world. This section provides pertinent articles and resources as well as a repository of emerging and current promising practices, to help HEI leaders to be effective in this work.

The final section of this framing guide, The Call to Action, reminds leaders of the importance of their commitment to the work of DEI and IZN. The closing remarks re-emphasize the strength of the intersectionality, underscore the importance of grounding this work in the three aforementioned philosophies, and highlight the value of collaboration and partnership in institutional DEI/IZN endeavors.



# THE RATIONALE <sup>1</sup>

*“If we structure the world as U.S.-other, then we are not really living in the true world.”*

—**Amer Ahmed, DEI Organizational Strategist**

The demand for institutions to prepare students to be successful in a diverse workforce is not new. Since the early 2000s, the public and businesses have been calling on universities in the twenty-first century to prepare graduates who can compete and collaborate with people who are different than themselves.

The call is also for institutions to be held accountable. The public measured success by increased access and graduation rates for underrepresented students and tracking time-to-degree and employment acquisition and/or pursuit of additional education. Businesses measured success by the students’ skill sets, including ability to work in diverse groups. Institutions can further serve students through DEI/IZN efforts.

Researchers argue that working on the “intersection of IZN and DEI provides creative opportunities for faculty, staff, and administrators to prepare students to cooperate and compete in a multicultural and global workplace” (Olson, Evans, and Shoenberg 2007, 11). The learning in the DEI/IZN intersection helps institutions prepare students to better understand contemporary issues such as globalization of technology, climate change, migration patterns, etc. Furthermore, the intersections equip a more diverse group of students with the skills, knowledge, and aptitude to navigate an interconnected global society.

Although these fields—DEI and IZN—share values, approaches, and learning outcomes, there has been a historical divide between the two. The traditional multicultural focus in a U.S. context addresses the historically underrepresented, marginalized, and/or oppressed individuals, with a special emphasis on racial designation. Whereas the traditional focus for internationalization has been on increasing international student recruitment, study abroad participation, and research partnerships. The need to identify unifying factors, such as the higher-order principles associated with the work grounded in social justice, is critical to establishing positive collaboration between multicultural and international education.

Social justice focuses on the principles of equity, access, participation, and rights. These principles are universal in theory but complex in practice. Various researchers have proposed that intercultural communication provides a needed theoretical position to align international and multicultural areas (Bennett and Bennett, 1994; Leeds-Hurwitz 2013). However, DEI and IZN educators have historically and continue to “tend to mistrust each other’s methods, worldviews, scholarship, and theoretical basis” (Bennett and Bennett 1994, 149).

Continued divisiveness and/or contention between DEI and IZN perpetuates historical strategies to dilute and/or distract movement toward needed change, dividing energies that, if unified, present a formidable force. It is critical that HEI leaders and practitioners “confront infrastructures that bifurcate the work of Diversity, Equity, and Inclusion (DEI) from International Education” (Ahmed 2022).

## Intercultural Communication and Competence

The various models of intercultural communication—e.g., Bennett’s (1993) Model of Intercultural Sensitivity, Byram’s (1997) Model of Intercultural Communicative Competence (1997), and Dearsdorff’s (2016) Process Model of Intercultural Competence—offer a bridge between DEI and IZN. Each model addresses attitudes, skills, and knowledge needed to successfully interact, compete, and collaborate with people who are different from oneself.

At the core is the ability of individuals to see things from another person’s perspective. The gained insight and understanding of another’s worldview require self-responsibility and accountability for learning about others while also critiquing the contextual impact and responsibility associated with one’s perspective.

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<sup>1</sup> This framing guide’s rationale draws heavily from an unpublished paper written by ACE DEI/IZN Community of Practice member Ines Maturana Sendoya, associate dean of students for inclusion and engagement at Wellesley College.

Some examples of this work include having DEI and international educators work together to diversify study abroad (for participation by underrepresented students and destination offerings), expanding access and inclusion (for inbound and outbound students), helping international students understand the nuances of diversity issues in the United States, and facilitating dialogue and understanding for all students on the connections between U.S. domestic and international concerns.

Intercultural communication and cultural competence skills are DEI/IZN intersections that help students interact with differences and similarities. These competencies also help students improve communication with each other and respect other viewpoints (Hill, 2007). Institutions of higher education often include these competencies in curricular learning outcomes, strategic plans, and mission and vision statements. Therefore, enrolling and retaining students who will graduate as effective global citizens of the world is a major goal for the work of DEI and IZN. Intercultural competence resides in the intersection of DEI and IZN, and it is the collaborative tool to educate global citizens.

## Global Citizenship

The literature uses many different labels to refer to global citizens, including “multicultural global literates” (Cortes 2002), “world citizens” (Adams and Carfagna 2006), “democratic multicultural citizens (Rhoads and Szelényi 2011), “cosmopolitanism” (Appiah 2008), and the “global self” (Killick 2015) among others. The different definitions reference the importance of bringing together the global and the local, including a sense of responsibility for the fates of others and an interest in solving complex global problems. In fact, Adams and Carfagna (2006, 99) define world citizens as people who “have multiple identities, simultaneously embracing national citizenship while recognizing and working to solve problems that transcend geographic borders.” Rhoads and Szelényi (2011, 7) argue that the twenty-first century requires a new kind of citizenship that is defined as “a form of identity linked to complex rights and responsibilities that increasingly must be understood regarding local and global as well as individualistic versus collectivistic objectives.” Rhoads and Szelényi (2011, 18) talk about “democratic, multicultural citizenship” in which education helps students to develop the dispositions and abilities to work across social and cultural differences in a quest for solidarity.” Furthermore, Schattle (2007, 9) defined global citizenship as “ways of thinking and living within multiple cross-cutting communities, cities, regions, states, nations and international collectives.” If DEI and IZN collaborative efforts promote intercultural competence, then educating global citizens is the outcome of that synergy.

## Assessment and Professional Standards

Institutions are held accountable for assessing their students’ learning. Several DEI and International Education professional standards offer context for measurement of success. The American Council on Education brings the intersection of DEI and IZN together under the umbrella of Global Learning, which it defines as “the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events, analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers” (Olson, Green, and Hill, 2006, 9).

The Council for the Advancement of Standards in Higher Education (CAS) provides guidance on how universities and colleges could develop their programs to best serve campus constituents. CAS’s *Multicultural Student Programs and Services* (MSPS) contextual statement recognizes both the historical roots of this development and the evolution of its inclusive mission.

Although underserved populations (Black/Latino) continue to be a special group to nurture and provide support services for retention and graduation rate improvement, the rapidly changing racial demographics of Asian American, multiracial, and international students have great impact on previously predominant White institutions and create a need for intercultural dialogue programs and services to foster an inclusive campus. Given the changing demographics, limiting the MSPS to historically underrepresented and oppressed groups risks the prospect of marginalization and isolation of those very groups. (CAS, 2012, 3)

CAS's *International Student Programs and Services* contextual statement recognizes the essential roles of supporting international students and scholars when navigating changes in the legal landscape of the United States and acting as cultural liaisons.

Advisors should be knowledgeable and articulate about the home country cultures of their students and how these differ from each other and from the U.S. culture (Althen 1994). Advisors should understand the social and psychological processes of cross-cultural adjustment and how those processes affect student efficacy and academic success (Wolfe 2014). Advisors should be familiar with the educational systems and political, economic, historical, and social issues and trends framing the contexts of the countries from which their students come. (CAS, 2019, 3)

Additionally, Diversity Abroad underscores this intersection in its access, inclusion, diversity, and equity roadmap, *Global Equity & Inclusion Guidelines for Education Abroad*. The roadmap “supports institutions’ and organizations’ efforts toward developing and improving effective policies and procedures to increase access to, participation in, and inclusive support for diverse students in education abroad” (Diversity Abroad 2019).

This work further underscores the DEI/IZN intersection by emphasizing support for diverse populations in education abroad, including, but not limited to, ethnically/racially diverse students, first-generation college students, students with high financial needs, LGBTQI+ students, students with disabilities, and students with various religious affiliations.

## DEI and IZN Collaboration on Campus

DEI and IZN contribute to students’ education, and each field benefits the other when they are in dialogue. For instance, international administrators enrich internationalization when they take into consideration issues of race, socio-economic class, gender, and religion. Likewise, DEI administrators strengthen DEI initiatives when they offer broader framing, historical context, and grounding in human rights from a global perspective. As a result, students benefit from an education that includes more “complex thinking and analysis” (Olson, Evans, and Shoenberg, 2007, 16) and a wider view of the world in which they will live.

IZN and DEI provide tools and experiences that can build students’ intercultural competence to help them succeed at navigating differences abroad and domestically. In that context, intercultural competence constitutes how global citizens are created by the education that lies at the intersection of the two fields. The recommendations in this guide are intended to help campuses develop practices that increase collaborations by these two campus services.

Depending on the institution, establishing collaboration may also be contingent upon past and present organizational structures, resources, and philosophy. The emergence and alignment of DEI and IZN within institutions have had distinct pathways (Davis 2020). Typically, universities established DEI (through multicultural or diversity programs) motivated by the civil rights movement in the U.S. to redress inequities.

The emphasis was on programmatic, extracurricular initiatives and policies (e.g., race-conscious admissions) that were often separate from the curriculum. International education, however, emerged at universities as part of the curriculum (education abroad) and academic arena with revenue generation (international student program enrollment). As such, at some institutions, the balance of resources and recognition may reside more transparently with international education initiatives without providing the appropriate level of support to DEI.

The hope of the community of practice members is to use the Rationale to develop bridges between DEI and IZN regardless of their respective divisional settings (e.g., academic affairs, student affairs, diversity and inclusion divisions, operations).

## THE CHARGE

*“Individually, we are one drop. Together, we are an ocean.”—Ryunosuke Satoro*

A unified approach is necessary to accomplish the higher order principles unifying DEI and IZN work. Higher education practitioners, leaders, and change makers need to draw from various resources (e.g., research, articles, initiatives, assessments) to strengthen and build strategic growth within DEI/IZN. A group of higher education leaders representing senior international officers (SIOs) and chief diversity officers (CDOs) compiled a sample of relevant resources to advance the work (see Appendix A).

Recognizing that DEI/IZN initiatives often begin with a charge issued by senior administrators, Sheila Schulte, associate vice president of international programs at University of North Georgia, led an effort by members of the ACE/AIEA Internationalization Collaborative 2022 to collect a selection of emerging best practices in collaborative DEI/IZN initiatives. Appendix B presents that selection to offer practical examples of efforts adopted at institutions. The provided resources do not reflect an exhaustive list. Rather, they present a starting point from which to build upon as we continue to work toward strengthening such initiatives between and within our various spheres of influence.

The ACE DEI/IZN Community of Practice also recognizes the challenges that come with this important work. Institutional leaders are called to rethink the organizational structures that have been fragmented or divided in a way that limits DEI/IZN partnerships. In addition, some may argue the very intersection stimulates competition for limited resources and dilutes the already challenging case being made for justice, access, equity, diversity, and inclusion across both institutional and various societal realms that are seemingly unrelated to internationalization; however, no entity is exempt from this initiative.

The aforementioned struggles are strengthened, not weakened, by the DEI/IZN intersection, and the collective voices, departments, projects, programs, and people should work together for the good of all. The work of Diversity Abroad, referenced in The Rationale, is exemplary of this. Appendix C contains testimonials from the community of practice participants about how this opportunity to explore the synergies between the two topics positively impacted their institutions.



## THE CALL TO ACTION

Like many words in English, “frame” and “to frame” can have seemingly opposite meanings. A frame is “a rigid structure that surrounds or encloses something” yet also “a basic structure that underlies or supports a system or concept.” To frame can mean “to enclose,” yet also “to give expression to.” The purpose here has been to illuminate rigid ways of thinking about and perceived enclosures around DEI and IZN that may prevent meaningful collaboration. This guide aims to stimulate, support, give expression to, and underscore the many ways that concerted and purposeful joint work of DEI and IZN can benefit our students, institutions, and our local and global communities.

The commonalities of purpose and goals of DEI and IZN should motivate our collaborations and dissolve boundaries and institutional silos and divisions. Higher education leaders must confront and work to change institutional barriers, infrastructure, and histories that divide rather than unite the work of DEI and IZN.

As we strive to infuse an IZN lens in DEI work and a DEI lens in IZN work, all will benefit from deeper and more critical thinking about the intersections and ultimate purposes of our work in both a local and a global context. International and global education must be part of DEI. DEI and social justice must be part of international and global education. The examples in *The Rationale* show that DEI and international education offices and practitioners have recognized their natural connections for some time and, despite institutional impediments and perceptions of dissonant foci, have created joint programs and agendas. Like any joint effort, successful DEI/ IZN collaboration depends on regular communication, trust, respect, and clear identification of mutual goals and objectives.

There is no dearth of local and global issues, challenges, and inequities that should be addressed with both an international education and a DEI and social justice perspective. DEI and social justice can benefit by examining connections between the U.S. context and inequity in other contexts as well as global social identity issues. International education can benefit from adding a postcolonial lens that acknowledges and folds social justice and global inequities into its fiber.

LaNitra M. Berger (2020), vice president for public policy and practice at NAFSA: Association of International Educators, recently stated:

I believe that social justice principles must be at the center of our work as international educators. International education empowers and inspires students, scholars, and professionals to be open-minded, critical thinkers who can approach the pressing issues of society—including public health, democratic freedom, social justice, and climate change—from multiple perspectives.

To fully embrace the philosophy that underscores the purpose of our guide, we must also adopt the perspectives and underpinnings of both DEI and IZN. Intercultural skills and competencies must be infused with a social justice lens in order to have a full understanding of ourselves and others and ultimately produce change for those in our backyards and around the world who continue to suffer from racism, inequality, inequity, and oppression.

There is much work to be done. Let’s begin it together. Will you join us?

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## APPENDIX B: EMERGING BEST PRACTICES IN DEI/IZN COLLABORATION

### *21 Days Against Racism Challenge*

Institution: Wellesley College (MA)

Inspired by Oprah and Deepak Chopra's 21-Day Meditation Experience, which posits that if you do something for 21 days, you will create a habit, Wellesley College's Office of Intercultural Education built this program to provide participants with "the tools to learn and engage in the fight against racism in [their own] various spheres of influence." Participants receive daily emails consisting of 15-minutes' worth of print and online resources about the topic for the day. Its purpose is to help campus community members who are in the beginning or intermediate stages of anti-racism work to build it into their everyday life. The office also runs a similar initiative called 21 Days for Gender and Sexuality Inclusion. Learn more: <https://www.wellesley.edu/studentlife/intercultural/oice/ProgramsandEvents>.

### *Building Intercultural Competence*

Institution: Wellesley College (MA)

Contact: Ines Maturana Sendoya, [imaturan@wellesley.edu](mailto:imaturan@wellesley.edu)

This is a one-credit, pass/fail course offered at Wellesley College by staff members from the Office of Intercultural Education. Its purpose is to help students build their intercultural competence to interact effectively with people who are different than themselves. Intended learning outcomes for students who take this course include:

1. Understanding how the intersections of their multiple identities shape their experiences in society
2. Recognizing how social identities and forms of oppression affect people's experiences and access to power, resources, and opportunities
3. Analyzing and assessing their intercultural challenges and identifying intercultural development goals
4. Articulating how their intercultural developmental orientation impacts how they perceive and respond to differences and commonalities
5. Assessing how culture shapes their communication, values, and conflict style

### *Center for Cultural Engagement and Inclusion*

Institution: California Lutheran University

Since its establishment in 2018, the Center for Cultural Engagement and Inclusion at CLU has served as "a space for all students to engage, organize, and learn about social justice issues." The center "provides both a physical space and robust programming designed to support and empower students to thrive at Cal Lutheran, with a focus on BIPOC and LGBTQ+ students. Aligned with the University's mission, The Center and its offerings develop CLU students into leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice." The center also works closely with the university's Culture & Justice Clubs, which include student organizations based around racial or national identity, LGBTQ+, identity, etc. Learn more: <https://www.callutheran.edu/students/cultural-engagement/>.

### ***Charles B. Rangel International Affairs Summer Enrichment Program***

Institutions: New Jersey City University and Howard University (DC)

In partnership with Howard University, New Jersey City University is offering an opportunity for students interested in international affairs to join this intensive enrichment program designed to build skills in international affairs and public policy. “The Charles B. Rangel International Affairs Summer Enrichment Program encourages applications from women and students from historically underrepresented minority groups to enhance diversity in U.S. representation abroad. It is administered by Howard University in Washington, DC. The program meets from mid-June through the end of July. Scholars participate in two academic courses that focus on knowledge and skills related to U.S. foreign policy and economics, as well as a writing seminar. They learn about international careers by meeting public and private sector professionals and by visiting the [U.S.] Department of State, international organizations, and NGOs [nongovernmental organizations] who work on global issues. The program also explores graduate school, scholarships, and internship opportunities and helps students hone key professional skills.” Learn more: <https://www.njcu.edu/directories/offices-centers/global-initiatives/programming-and-activities/charles-b-rangel-international-affairs-summer-enrichment-program>.

### ***Country of Focus Program***

Institution: Harford Community College (MD)  
Contact: Stephanie Hallock, [shallock@harford.edu](mailto:shallock@harford.edu)

This program started as result of annual faculty trips overseas at Harford Community College and faculty sharing their experiences with colleagues. Now, the Global Education and Engagement team selects countries based on current events and news and develops programming to highlight all of the aspects of the country that are not typically presented in the news. Faculty from different disciplines present, and the events are open to the entire community. This program is possible through the collaboration of the Diversity, Inclusion, Culture, and Equity Committee and the Global Education and Engagement division. The purpose is to improve knowledge about a particular country that is chosen because it is receiving “bad press” in U.S. news, or the college has a student population from there, or they are interested in learning about it. Outcomes include engaging in globalizing courses, programs, and the community and opening the door to discussions about media and the impact of how cultures/countries are portrayed, with the intention of combating unfair and incorrect assumptions that lead to misunderstanding and hate.

### ***Culturally Responsive Teaching Workshops***

Institution: Harford Community College (MD)  
Contact: Stephanie Hallock, [shallock@harford.edu](mailto:shallock@harford.edu)

Throughout the year, the Center for Excellence in Teaching and Learning (CETL) at Harford Community College (HCC) offers a variety of workshops and seminars, including on culturally responsive teaching. The workshops draw on best practices from the field as well as HCC’s own students’ experiences and classroom feedback. The Culturally Responsive Teaching Workshops aim to help faculty develop the awareness, skills, and practical tools for teaching in multicultural settings. They are made possible through the collaboration of CETL, the Diversity, Inclusion, Culture, and Equity Committee, and the Global Education and Engagement division. Because these sessions are recorded, CETL builds a repository of information on culturally responsive teaching. Faculty gain practical tools they can use in the classroom, and HCC creates a student-centered educational experience.

### ***DEIJ Campus Mini-Grants***

Institution: California Lutheran University

The Office of Talent, Culture, and Diversity at Cal Lutheran offers the opportunity for campus members to apply for mini-grants “to fund creative campus programs, projects, and initiatives that advance justice, equity, diversity, and inclusion efforts within the community.” Learn more: <https://www.callutheran.edu/diversity/grants/>.

### ***DEIJ Core Team***

Institution: California Lutheran University

The DEIJ Core Team at Cal Lutheran leads and catalyzes diversity, equity, inclusion, and justice work at the university that has both U.S. and global dimensions. Learn more: <https://www.callutheran.edu/diversity/team/>.

### ***Engaging Conversations: Heritage Seekers***

Institution: University of North Georgia

Contact: Daniela Martinez, [daniela.martinez@ung.edu](mailto:daniela.martinez@ung.edu)

This initiative consisted of an adviser-led workshop where University of North Georgia students discussed the different approaches to program search, selection, and preparation geared to students pursuing education abroad in order to explore their ancestral roots, known as heritage seekers. Its purpose was to provide information about the programs available and the tools to research programs and set realistic expectations for their experiences.

### ***Engaging Conversations: Identity Abroad***

Institution: University of North Georgia

Contact: Daniela Martinez, [daniela.martinez@ung.edu](mailto:daniela.martinez@ung.edu)

This initiative consisted of a panel discussion with a diverse group of University of North Georgia students and alumni about how their personal identities impacted their experience abroad. Its purpose was to provide returned UNG students with a platform to critically think about how personal identity influenced their education abroad experiences and inspire others to do the same. The intended outcome was to elevate diverse student voices and recognize and celebrate their unique experiences abroad.

### ***Faculty Symposium on Internationalizing the Curriculum***

Institution: Albany State University (GA)

Contact: Nneka Nora Osakwe, [nneka.osakwe@asurams.edu](mailto:nneka.osakwe@asurams.edu)

Through this program, faculty at Albany State University share their process of infusing intercultural and international competence into their courses. Furthermore, faculty members new to the process share their proposals for course internationalization and receive feedback from others. It is implemented through the collaboration of all colleges and departments via the Office of Academic Affairs and Center for Faculty Excellence. Its purpose is to develop faculty knowledge, skills, and pedagogy of infusing intercultural and international competence into courses as part of internationalizing the curriculum.

Intended outcomes include:

1. Revise a minimum of 10 courses annually to infuse intercultural and international content to enhance global learning for all students
2. Faculty upgrade their syllabi to infuse global learning outcomes—intercultural and international competence
3. Faculty develop internationalization articles for publication in journals

Link to sample symposium program: <https://www.asurams.edu/academic-affairs/oie/docs-2020/Internationalizing%20the%20Curriculum%20Symposium%202020-2.pdf>

### ***Frederick Douglass Global Fellowship***

Institutions: New Jersey City University and Howard University (DC)

In partnership with Howard University, NJCU is offering an opportunity for students interested in international affairs to join this intensive enrichment program designed to build skills in international affairs and public policy. Inspired by Frederick Douglass's consequential visit to Ireland in 1845, the program involves conducting a comparative study of social justice leadership in America, South Africa, and Ireland. "This Fellowship is a fully funded summer study abroad program designed for students of color as part of [the university's] commitment to open doors for all students from all backgrounds. Frederick Douglass Global Fellows will explore conflict and injustice from various perspectives and learn about the leaders who sought to affect positive change for their communities and their countries. Fellows will return to America with new perspectives on how effective leaders influence positive social change, inspired to be the catalyst for positive change in their communities and in our world." Learn more: <https://www.njcu.edu/directories/offices-centers/global-initiatives/programming-and-activities/frederick-douglass-global-fellowship>

### ***Gilman Scholarship Sessions***

Institution: University of North Georgia  
Contact: Daniela Martinez, [daniela.martinez@ung.edu](mailto:daniela.martinez@ung.edu)

These sessions at the University of North Georgia usually feature past scholarship winners who share their experiences about applying for a Gilman scholarship and ultimately their participation in education abroad. Its purpose is to provide Pell Grant-eligible students information on the financial assistance in the form of the prestigious Gilman scholarship to help remove financial barriers to participation in education abroad. Campus partners implementing this program include UNG's Nationally Competitive Scholarship Office.

Institution: Albany State University (GA)  
Contact: Nneka Nora Osakwe, [nneka.osakwe@asurams.edu](mailto:nneka.osakwe@asurams.edu)

At Albany State University, these are delivered in the form of workshops where coordinators share information about study abroad, rationale, funding needs, Gilman's essay requirements, strategic skills, and the writing process for success. They are implemented with collaboration between the Writing Center and study abroad faculty coordinators. Intended outcomes are to prepare students to create the three required essays, submit them on or before the deadline, and successfully complete and submit the application forms with the end goal of creating more opportunities for minority students to study abroad.

### ***Inclusion Initiative***

Institution: Wellesley University (MA)

This program is designed to "train a cohort of paid peer facilitators to lead 90-minute workshops on topics such as oppression and privilege, racism, socioeconomic class, gender, sexual orientation, immigration, and disability/ability awareness, among others" each year. Its purpose is to "promote peer-led cross-cultural conversations within the Wellesley College community around issues of identity." Learn more: <https://www.wellesley.edu/studentlife/intercultural/oice/ProgramsandEvents>

### ***International Inclusive Excellence Initiative***

Institution: University of Kansas  
Contact: Charlie Bankart, [cbankart@ku.edu](mailto:cbankart@ku.edu)

This initiative worked to integrate an internationalization, diversity, equity, inclusion, and belonging (DEIB) portfolio into the leadership structure of International Affairs at the University of Kansas, through an assistant vice provost. That person reports to and collaborates with the university's DEIB office and council but also convenes with representatives from the entire International Affairs division for program and training development, outreach,

and policy development. It therefore brings together the DEIB Office, the International Affairs office, deans, and vice provost offices as campus partners. It was designed to ensure there is international leadership and representation in KU's broader DEIB efforts as well as dedicated integrative focus on DEIB in KU's internationalization efforts.

Its intended outcomes include ensuring that the international intersectionality of DEIB is part of the institutional conversation, investments, and decision-making; facilitating cross-division and collaboration and communication on international DEIB; increasing transparency and accountability to international students, faculty, and staff on campus by having a point person in leadership; generating public reports; and holding community conversations toward sustained action.

### ***Leaders of the Free World Program***

Institution: New Jersey City University

NJCU partnered with the nonprofit Leaders of the Free World, which provides international experiences to young, Black men, to offer students an opportunity to visit Ghana and to develop leadership skills. Participants travel over the summer “to meet and collaborate with local colleges and organizations for Professional and Leadership Development Training Workshops and Cultural Exchange and Service-Learning programming.” They are required to complete a course on either the African Diaspora or Introduction to African Civilizations before the trip. Learn more: <https://www.njcu.edu/directories/offices-centers/global-initiatives/programming-and-activities/leaders-free-world-program>.

### ***Learning for Justice, Inclusion, and Transformation Initiative***

Institution: Loyola Marymount University (CA)

This initiative's goal is to transform Loyola Marymount University's (LMU) academic and student life experience “to embrace anti-oppressive curricular, co-curricular, and pedagogical practices, grounded in a commitment to diversity, equity, and inclusion as defining features of an LMU education.” It is one of five areas of the university's vision as part of its strategic plan. It is composed of three objectives, each with a set of action steps. Learn more: <https://resources.lmu.edu/strategicplan2021-2026/theplan/initiatives/learningforjusticeinclusionandtransformationinitiative/>.

### ***Message on Race and Diversity***

Institution: New Jersey City University

This is a message to the New Jersey City University (NJCU) community from the university president announcing the formation of a working group that will “look at issues of social justice for the Black community and provide implemented solutions for NJCU and the surrounding community as well as develop plans for broader measurable diversity goals for the institution.” Link: <https://www.njcu.edu/message-race-and-diversity>.

### ***National Center for Faculty Development and Diversity***

The National Center for Faculty Development and Diversity (NCFDD) is an “independent professional development, training, and mentoring community of faculty, postdocs, and graduate students from over 450 colleges and universities.” It offers institutional and individual membership options with benefits including “access to the full NCFDD Core Curriculum, guest expert webinars, intensive multi-week courses facilitated by national experts, a private discussion forum, monthly writing challenges, and the opportunity to connect with a writing accountability partner.” Learn more: <https://www.facultydiversity.org/about-us>.



## ***Navigating a Racial Crisis: Lessons Learned from University of Missouri***

Institution: University of Missouri

The University of Missouri partnered with the American Council on Education to develop two reports detailing their recovery from a racial crisis on campus in 2015. The first report explores what led up to the crisis, perceptions of leadership during the crisis, and what it has taken for the University of Missouri to move forward after the crisis in order to provide a framework for campus leaders who want to build their own institution's capacity for addressing diversity and inclusion. The second report explores how the institution has been successful in increasing its capacity for diversity, equity, and inclusion during the five years after the incident and how the campus community has responded. Below are the links to each report:

- *Speaking Truth and Acting with Integrity: Confronting Challenges of Campus Racial Climate* (2018), <https://www.acenet.edu/Documents/Speaking-Truth-and-Acting-with-Integrity.pdf>
- *Leading After a Racial Crisis: Weaving a Campus Tapestry of Diversity and Inclusion* (2020), <https://www.acenet.edu/Documents/Leading-After-a-Racial-Crisis.pdf>

## ***Powerhouse Faculty Recruitment Toolkit***

Institution: University of Houston

“The Office of the Provost through its office of Faculty Recruitment, Retention, Equity, and Diversity strives to ensure that the University of Houston recruits and retains an excellent and diverse faculty. This is accomplished by partnering with search committees and stakeholders to identify and hire the best talent and making sure it is diverse and representative of the talent pool and the UH student population. This toolkit includes resources, guidelines and practical suggestions that will help make this task more productive and successful.” Link: [https://uh.edu/provost/faculty/administrators/recruiting-powerhouse-faculty/\\_documents-powerhouse-faculty/powerhouse-faculty-recruitment-toolkit.pdf](https://uh.edu/provost/faculty/administrators/recruiting-powerhouse-faculty/_documents-powerhouse-faculty/powerhouse-faculty-recruitment-toolkit.pdf).

## ***Pre-Departure Orientation: Cultural Competence***

Institution: University of North Georgia

Contact: Daniela Martinez, [daniela.martinez@ung.edu](mailto:daniela.martinez@ung.edu)

This session is part of the larger pre-departure orientation and focuses on student's ability to recognize their own identity and culture and provide them with a framework to help them navigate a new culture abroad. Its purpose is to provide students with tools to be successful in their participation in Education Abroad programs. Campus partners in implementing this initiative include student counseling services and the dean of students.

The intended learning outcome is for students to be able to identify their personal identity and culture and how it may influence their experience abroad. Students will be able to apply the Describe, Interpret, Evaluate framework during their education abroad experience.

## ***Webster Speaks***

Institution: Webster University (MO)

As part of ongoing efforts to underscore Webster University's commitment to social justice issues, Vincent C. Flewellen, chief diversity officer at Webster University, hosts Webster Speaks: Dialogues on RACE, EQUITY, and INCLUSION, a “series [that] features discussions with thought leaders within the university and in the wider community, confronting systemic racism issues.” Summaries of past episodes, links to recordings, and more can be found at this link: <https://webster.edu/diversity-inclusion/webster-speaks.php>.

## APPENDIX C: TESTIMONIALS ON IMPACT OF COMMUNITY OF PRACTICE

“The ACE DEI/IZN Community of Practice has continued to keep Albany State University in Albany, Georgia (ASU-GA) connected to the rest of the institutional learning community. The discussions are helping to bridge any existing gap between DEI and IZN and to see both as an intricate part of enhancing global learning. Increasingly relating the ideas to campus practices is impactful, especially faculty curriculum implementation practices. ASU-GA professional development embodies both components. Currently, faculty who teach core courses are now using the diversity assessment rubric to ensure inclusion of DEI/IZN in course content to promote global learning. Some outcomes are seen in the ASU faculty special issue publication [of the] *International Research and Review (IRR): Journal of Phi Beta Delta Honors Society of International Scholars*.”

—Nneka Nora Osakwe, Special Assistant to the Provost for Internationalization and Global Engagement, Albany State University

Smithee, Michael, and Nneka Nora Osakwe, eds. “Internationalizing the Curriculum for All Learners.” *International Research and Review: Journal of Phi Beta Delta Honors Society of International Scholars* 11, no. 2 (Spring/Summer 2022). <http://www.phibetadelta.org/pdf/IRR.SprSum.2022.B8.OL2.pdf>.

“Being a part of the ACE DEI/IZN Community of Practice has allowed me to stay connected with colleagues doing the incredibly important work of addressing access and equity in international education. Knowing that colleagues across our industry can come together to discuss strategies, troubleshoot, and provide recommendations to one another was both reassuring and of comfort during challenging times. The discussion and relationships formed from this community of practice are ones I continue to take with me in my role and hope to grow in the years to come.”

—Athena Fulay, Fulbright Scholar Recruitment and Outreach Manager, Institute of International Education

“The University of North Georgia’s participation in the ACE DEI/IZN Community of Practice allowed our institution’s Office of Diversity and Inclusion and Center for Global Engagement to better understand our common goals, review how other US institutions are doing this work, and make a plan for sharing resources and information to amplify our collective message. The main overlapping interests, confirmed by the institution’s diversity action plan and Internationalization Plan, are faculty development and training goals. Thanks to the community of practice, we have several models and a new network of colleagues as we move towards these mutually beneficial training goals.”

—Pablo Bueno Mendoza, Director, Office of Diversity and Inclusion, University of North Georgia

“It was professionally and personally rewarding to participate in the ACE [DEI/IZN] Community of Practice . . . . I especially appreciated the opportunity to convene with practitioners from operational areas that are often siloed at institutions. Authentic conversations challenged our assumptions and biases within a safe space for direct communication. The resulting framing guide is an invitation for chief diversity officers and senior international officers to leverage their respective efforts to work together in solidarity to promote a more just society.”

—Christina E. Sanchez, Associate Provost for Global Engagement, California Lutheran University

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