FIE Roadmap to Diversity and Inclusive Excellence Report

Part of the Access, Inclusion, and Diversity in International Education Evaluation

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Dear Julie,

Diversity Abroad is pleased to provide you with the Roadmap to Diversity and Inclusive Excellence report, which is your custom report and list of recommendations, based on our evaluation of the state of diversity and inclusion in education abroad at the Foundation for International Education.

We were invited to FIE to evaluate the practices of the organization and provide recommendations for increasing participation and creating an inclusive environment in education abroad among diverse and non-traditional student groups. In the enclosed report, we have highlighted areas of strength and areas for improvement in the way FIE engages students, partner institutions, and other key stakeholders in its ongoing diversity and inclusion efforts.

In July 2015, we will be in contact with you and your colleagues to review your progress in implementing our recommendations.

We at Diversity Abroad look forward to a continued partnership with FIE as you and your colleagues work to implement diversity and inclusive good practices to increase access and participation for your diverse students in education abroad.

Best regards,

Andrew Gordon
President & Founder
Diversity Abroad

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Executive summary

Evaluation Mandate and Methodology

Within the three-month agreement of conducting the Access, Inclusion, and Diversity in International Education (AID) Evaluation of the Foundation for International Education relative to the objectives set out in its Draft Diversity and Inclusivity Project, Diversity Abroad consulted the organization's documentation and data, interviewed staff, faculty, current and former students, and institutional partners. The consultations sought to determine the extent to which FIE's programs and student support services reflect the organization's commitment to diversity and inclusivity, primarily as it relates to:

- Expanding access to FIE programming to students representing a wide range of experiences and backgrounds;
- Providing advising and support that reaches all students interested and participating in FIE programming; and,
- Enhancing the student experience abroad through diverse and inclusive curriculum and co-curricular activities.

Based on the various sources consulted, key evaluation findings indicate that, overall, FIE has made important progress toward the attainment of these objectives. FIE, with its programs and services, is considered by various sources included below to be both successful and relevant in its efforts of inclusivity. Some questions have, however, been raised with respect to its effectiveness of communicating the organization's commitment to and resources for diversity and inclusion, as well as with respect to the scope of current and potential institutional partnerships.

Evaluation Observations on Diversity and Inclusion Practices

Expanding Access to FIE Programs

Communication and outreach about FIE programs relies heavily on FIE's partner institutions and their staff who have been charged with advising students in general education abroad activities. FIE has recognized this as a specific challenge to recruiting and reaching students from diverse and underrepresented backgrounds, as there is limited contact with students on their home campuses and prior to their arrival in-country.

FIE has established robust relationships with its existing partner institutions and these institutions expressed a high regard for their relationship with FIE. The partner institutions involved in this evaluation expressed support for FIE's commitment to diversity and inclusion efforts and mentioned generally that they believe FIE to be an open and inclusive organization. However, each institutional representative expressed a lack of knowledge of FIE's strategy, statements, or initiatives specific to diversity. While partner institutions were not aware of explicitly stated goals, there appeared to be an implicit assumption that FIE was open to working with any student.

Providing Advising

Based on the review of the data and documentation provided, as well as the various consultations, it is clear that FIE has made significant progress in the area of providing broad advising and support to all students who choose to participate in their programming. A consistent theme found in the documentation and responses to the AID Evaluation is that FIE has taken critical steps to build its infrastructure to support and guide students with disabilities participating on their program. Additionally, FIE's staff and faculty iterated the organization's commitment to developing an inclusive environment for all students and in particular for diverse and underrepresented students. Though this commitment was stated frequently, many of the student examples and cases discussed during the interviews pointed to working with students on a case-by-case basis rather than following a consistent strategy towards working with students of diverse backgrounds. That is to say, there did not appear to be a strategy for developing staff competencies to advise or work with students when a concern or situation arises as a result of a student's identity.

Enhancing the Student Experience Abroad

The consultations indicated that one of FIE's greatest strengths as it relates to diversity and inclusion is found in the diverse curricular and co-curricular programming that it offers students. The range of coursework, excursions as a part of coursework, faculty experiences, and co-curricular activities available to students provide a variety of opportunities for students to learn and engage with the diversity of cultures, events, and activities in and around the city. Students expressed an interest in having more opportunities to engage with the British nationals, as much of their time is spent with other students from the United States (US). It also seems that not all students are aware of the ways in which they can connect with the local community outside of London's nightlife, and more communication using different mediums could provide the information students need to make these connections earlier on.

Key Recommendations

Implement a broad communication strategy of diversity and inclusion efforts

Throughout the staff interviews, particularly with senior staff, it was evident that current communication strategies and approaches for the organization's diversity and inclusion efforts are disparate. With the onboarding of a new director of external communications and a website redesign, FIE has the opportunity to develop a cohesive communication campaign to highlight the efforts of the organization to develop inclusive programming and support services for students of all backgrounds. All staff and faculty should be able to communicate a unified message of FIE's diversity and inclusion strategy and efforts. The organization can utilize similar strategies established during its successful sustainability campaign to communicate its diversity and inclusivity initiative, including consistent messaging to students during orientation and in student-oriented materials, engaging students in conversations about diversity and inclusion frequently, informational materials that highlight diversity and inclusivity, and communication with institutional partners during in-person meetings.

Develop new institutional partnerships and work on expanding existing partnerships

FIE's programming relies on its institutional partnerships, and it is through these partnerships that FIE has the opportunity to expand its relationship with existing institutional partners and develop new affiliations with institutions that serve diverse populations of students. FIE's top sending institutions reported having a high regard for and level of trust in sending their students to participate in FIE programming, which provides a space for FIE to work more closely with these institutions to attract more diverse students to FIE programs. Done as part of the larger communication strategy, FIE should engage education abroad offices in conversation about how FIE can better reach diverse and underrepresented students on their campus, and develop a cooperative strategy to reach specific demographics of students on each campus. Working with one or several of the top sending institutions to pilot these activities may offer a way to begin efforts to enhance existing partnerships.

Additionally, exploring new partnerships with institutions that serve larger populations of diverse and underrepresented students, such as Historically Black Colleges and Universities, Hispanic Serving Institutions, Tribal Colleges and Universities, and community colleges may provide FIE with more direct contact with diverse students. To leverage lessons learned, FIE's previous relationships with community colleges should be revisited to identify effective strategies and challenges. Conversations with one or two institutions can then be pursued to develop a cooperative trial agreement. This may provide models for how to advance additional institutional affiliations with diverse campuses in the future.

Address selection and notification structure of FIE administered scholarships

The current model for selecting and awarding scholarship funding presents unique challenges to students who may come from a high financial need background where their decision whether or not to participate on FIE's program hinges on funding assistance. The award notifications come after the deadline for students to confirm their enrollment in the program without a financial penalty, thus leaving several days, or longer, of time when students may not know if they will be able to afford the entirety of the program fees. A reassessment of when funding is awarded is suggested to identify a timeline that may help students for whom funding will determine whether or not they will be able to enroll.

Design scaffolded advising strategies to improve access and use of information

FIE staff feel strongly about the need for students to develop more independence during their time on the program. This goal can be enhanced by employing scaffolded advising strategies that provide students with more information and support early on during their experience and more opportunities to take personal initiative in engaging with staff as their time abroad progresses. This can help build a trust relationship between students and student life staff early on in the program that will encourage students' individual engagement with staff later during their program.

Introduction: Background and Purpose

Evaluation Purpose and Methodology

The need to assess diversity and inclusion efforts at FIE results from shifting patterns in student participation in education abroad programs, the increasingly diverse profile of students going abroad, and the changing demographics in the US higher education system in general. This diversifying student population and their home institutions have expectations that education abroad program providers will provide services and programs that meet their needs and aspirations. In addition, there are tremendous pressures on the education abroad providers and institutions of higher education to effectively recruit for and serve all students on education abroad programs in a more inclusive manner. FIE, in its attempts to assess and expand current efforts in diversity and inclusion, has commissioned Diversity Abroad to evaluate strengths and opportunities for improvement in the following areas: strategy, collaboration, staffing and professional development, marketing and recruitment, advising, financial aid, health and safety, programming, in-country, and re-entry.

In addition to a thorough review of documentation provided by FIE, Diversity Abroad staff also conducted interviews with FIE staff, current and former students, institutional partners, and faculty. The interviews were recorded and staff took notes throughout to ensure multiple venues for evaluation were available. Diversity Abroad also discussed topics related to the evaluation internally to contribute to the existing data.

Evaluation Framework

The framework used in this evaluation was designed to help organizations and institutions integrate diversity and inclusion good practices in education abroad programming more effectively. As a model, the AID Evaluation integrates diversity efforts into the core of organizational functionality to realize the educational benefits of diversity. Applying this framework leads towards the infusion of diversity into an organization's recruiting, admissions, and hiring processes; into its curriculum and co-curricular activities; and into its administrative structures and practices. These concepts signify an organization or institution has adopted means for the cohesive, coherent, and collaborative integration of diversity and inclusion into the pursuit of diversity and inclusive excellence in education abroad programming. This model reflects the understanding that diversity and inclusion, integral components of organizational and educational quality, are to be invited and integrated into every aspect of the organization's operations and are not isolated initiatives.

The AID Evaluation structure considers the following areas to be the primary focus of this evaluation. Diversity Abroad staff have reviewed the material collected during this process with this framework in mind.

Access

Access in this context entails the opportunity to benefit from an education abroad experience for any student who wishes to pursue this without regard to her/his identity. While access begins at the student's home institution with the availability of information related to international opportunities, education abroad providers play a key role by communicating programming and resources (financial and otherwise) offered through the organization to all stakeholders (e.g., students, faculty, institutional staff).

Inclusion

The term inclusion is used to describe the active, intentional, and ongoing engagement with diversity (of people, curriculum, co-curricular activities, and communities with which individuals might identify) in ways that increase awareness, content knowledge, and understanding of the complex ways individuals interact within systems and institutions.

Diversity

The term diversity is used to describe individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, socio economic status, gender expression, sexual orientation, ability and religious affiliations) that can be engaged in learning and working together (definitions adapted from http://www.aacu.org/inclusive_excellence/index.cfm).

Review of Documentation and Consultations

Diversity Abroad reviewed relevant documentation and data provided by FIE including:

- FIE AID Evaluation Responses
- Organizational Materials
    - Organizational Chart
    - Faculty Handbook
    - Due Diligence/Institutional Re-Approval Evidence Request (B3)
    - Harassment and Discrimination Report Form
    - London Emergency Incident Response Plan
    - Resident Life Training Overview
    - Resident Life Welcome Meeting Agenda
    - Standard Client Interview Questions
    - New Faculty Orientation
    - SUNY Proposed Clery and Title IX Procedure for International Programs
    - Study Centre Coordinator Position Description
    - Counsellor, Learning Support Mentor, Consultant Psychotherapist Position Description
    - London Student Administration Form
    - Guiding Principles for International Partners Committed to Student Safety

- o Staffing Data
- o Student Orientation Presentation
- o Accessibility Showcase Resources
- o Diversity and Inclusivity Plan
- Previous Audits and Evaluations
  - o Foundation House Access Audit
  - o Internal Access Audit
  - o Metrogate Access Audit
- Student Survey Materials
  - o Full Student Feedback Survey
  - o Results of Fall Survey
  - o Description of Process and Revision of Survey
- Consultations
  - o Student Focus Groups
  - o Staff and Faculty Interviews
  - o Staff Group Discussion
  - o Partner Institution Interviews

Evaluation Scope and Limitations

The evaluation sought to measure, from quantitative data and qualitative information, the performance, relevance, and effectiveness of FIE's activities in diversity and inclusion efforts.

As this report demonstrates, FIE has advanced its efforts to develop more diverse and inclusive programs. Given that the time allowed for the evaluation was limited, the interviews targeted potential respondents who were deemed most knowledgeable of FIE's activities and the focus groups included students and alumni who were interested and available to participate.

It should be noted that although this evaluation touches on most of FIE's areas of operation (e.g., staffing, organizational structure, curriculum), each of these in itself could be the subject of a more in-depth assessment.

Evaluation Report Structure and Presentation

This evaluation report is structured and presented in the following sections.
- Data on FIE Programs
- Stakeholder Perceptions
- Conclusions and Recommendations
- Appendices

Data on FIE Programs

Diversity Abroad reviewed relevant documentation and data provided by FIE including organizational materials, previous audits and evaluations, student survey results, and other data. In compiling the findings from this review, Diversity Abroad applied the Evaluation Framework, linking the diversity and inclusive efforts to the 11 areas outlined in the AID Evaluation (Organizational Profile, Diversity Strategy/Initiative, Collaboration, Staffing and Professional Development, Recruitment and Outreach, Student Advising, Financial Aid, Health and Safety, Programming, In-Country, and Re-Entry).

Organizational Profile

FIE, a London-based non-profit educational organization, provides customized partnership programs and individual student enrollment programs in London, Dublin, and Amman for undergraduates. FIE hosts nearly 1,300 students annually at their London center and provides a range of academic, experiential, service learning, and international research opportunities to students primarily from the United States. Currently, FIE collects information on students' race/ethnicity (does not include Native American or Multiracial), gender, and disability. Information related to financial need (e.g., Pell eligible) and first-generation status is not collected.

FIE's partnership model allows all students to be admitted at the home institution based on the home institution's selection criteria and process. With more than 50 institutional partners, FIE manages a range of institutional interests and needs, and provides tailored guidance and assistance to all institutional partners.

The staff at the organization reflect a wide range of backgrounds and identities. It was not immediately clear that the faculty reflected the same level of diversity as the staff. FIE's Board and Ad Hoc appointments represent a range of personal and professional diversity, and FIE is currently seeking ways to expand the representation of other diverse groups on its Board and Ad Hoc appointments.

FIE has a diversity initiative and plan, and staff and faculty are aware of the plan, however, most individuals who participated in this evaluation did not know of the specific stated goals of the plan.

Diversity Strategy/Initiative

FIE developed a Diversity and Inclusivity Committee, comprised of 9 members, which drafted an initial plan for diversity and inclusion efforts in 2013. The organization makes mention of diversity and inclusion in its mission and value statements, and information about its Diversity Initiatives can be easily found online in several places on the FIE website. FIE has undergone several extensive audits and evaluations, including a thorough review of the accessibility of the

student housing, and has made improvements to their facilities based on the recommendations from this assessment.

FIE has a diversity-specific route for their annual $1,000 scholarship, where students are then asked to create guides for subsequent student participants. FIE holds several affiliations to professional organizations that provide resources specific to diversity and inclusion.

Collaboration

Institutional partnerships are the foundation for FIE programming and FIE works closely with institutions to accommodate their students based on needs and interests. In one example, FIE developed a successful program called the Conversation Club in response to an institution's request for more support for English Language Learners. The primary points of contact are generally in the education abroad office, and often do not include faculty or staff from other departments. The majority of institutional partnerships are with four-year, predominately white institutions.

FIE maintains partnerships with local community organizations, local businesses that host students for internship placements, Imperial College, and other London-based groups that they use to enhance students' access to resources and activities within and around the area.

Staffing and Professional Development

The organization has a Disabilities Coordinator who manages special accommodations for students with disabilities. Currently, there is not any one staff member who has broader diversity recruitment and advising as a significant part (50% or more) of his/her duties.

Training for faculty members does not include information on specific issues that US students of diverse backgrounds may face while abroad. Faculty do participate in peer observations where they have the opportunity to get feedback from colleagues about their teaching and classroom management.

Training for resident life staff is primarily done in-house and includes a robust set of topics and themes throughout the year. Staff from FIE attend diversity professional development events (conference sessions, webinars, workshops), and write a summary of their experience to share with their colleagues.

The demographic makeup of the staff is relatively diverse. Currently, FIE does not engage in specific outreach for recruiting diverse staff for open positions. During the course of this evaluation, diversity hiring focused on "welcoming" language in announcements, interview questions, and matching the British standard, but not on actually identifying and recruiting diverse candidates. It is generally understood that FIE's hiring pool is diverse as a result of the demographic diversity of London.

Recruitment and Outreach

FIE relies almost exclusively on institutional partners to recruit students to their programs. FIE does, however, have information for students on their websites, in brochures, and at the occasional study abroad fair. The website has a static 'Diversity Initiatives' section which links to various websites that pertain to diversity in education abroad. Although the 'Diversity Initiatives' section can be easily accessed from the home page if a visitor knows what to look for ("Learn About Our Special Initiatives"), this section of the website is immediately visible to students or their families, or institutions as a link to the Initiatives section is only found in the About Us section and not in the specific sections for target audiences. There is not a specific program or outreach plan for diverse and underrepresented students.

FIE has recently increased its outreach to fraternities and sororities. There is not a strategy for reaching out to students' parents or families.

The organization has developed partnerships with a handful of institutions that have branded FIE as an accessible program for students with disabilities.

Student Advising

The majority of student advising undertaken by FIE staff is done during the pre-departure orientation and on-site orientations after students have been admitted and confirmed for the program. In-country advising is also done loosely with the internship placement team and includes specific guidance and conversations about cultural differences that students may face when working in British firms or organizations. Resident life staff support students during their time in London and are on call for specific issues as they arise.

Financial Aid

Financial aid is another area where FIE relies on institutional partners to communicate the majority of information to students about scholarships, financial aid transfer, and other resources. FIE provides several scholarships with one that focuses specifically on diversity. Scholarship information is embedded in the website text, and not easily accessible unless a student knows exactly where to look.

Mentioned in more detail later, the timing of the notification of awards and date by which a student must confirm her/his participation in the program does not currently ensure that students have time to confirm their participation in the program and know if funding will be available.

Health and Safety

At present, diversity and inclusion is not explicit in the reporting materials for students once they have completed the program. FIE is working to stay ahead of issues that may not be explicitly

required by study abroad providers by following procedures and policies that their US institutional partners follow (e.g., SUNY Albany request to follow the Clery Act). FIE has a clearly stated zero tolerance policy against intimidation or threats and an Emergency Incident Working Group.

Partner institutions are expected to send students the emergency and contingency plans and FIE may share this information with students once they are on-site.

Programming

FIE students have access to a range of academic, service learning, internship, and research opportunities. It has created programs as short as four weeks to accommodate a continual need for students to get abroad who cannot commit to a semester program or longer summer program, and has a number of such programs with partner institutions. FIE's open programs are eight weeks minimum in the summer.

FIE also provides a wide range of programming, both curricular and co-curricular, including access to Imperial College's student organizations and local travel excursions that include diverse areas of the city and metropolitan area.

In-Country

Student services staff provide assistance and guidance to students while abroad. The staff are trained and prepared to have cursory discussions with students about situations that may be influenced by a students' identity. There is an emerging process for managing diversity-related incidents, but currently it is a loose strategy.

FIE has developed clear and established efforts to be inclusive of students with mobility disabilities and have trained staff to manage students' mental health concerns. It is not immediately clear how FIE communicates to students how or when to report incidents or if it offers examples for students to contextualize what kind of experience would warrant reporting.

Re-Entry

FIE relies on partner institutions to manage most re-entry with alumni. Diversity scholarship awardees prepare diversity guides to London, which are shared with current students, however, there does not appear to be clear guidance to students for what information would be helpful to include in these materials, and the current guides are not well defined in how they can be best used by current students. Additionally, it is not clear whether the guides are part of a re-entry strategy since it appears that students prepare these guides while still in London.

FIE does administer a follow-up survey to participants, and analyzes the responses frequently for feedback on areas of improvement.

Stakeholder Perceptions

Stakeholder Consultations

Over the course of two weeks, Diversity Abroad staff interviewed 11 staff, three faculty members, three institutional partner representatives, four FIE alumni, and led two focus groups of current FIE students. A small group discussion with staff who had previously been interviewed was also conducted, and resulted in meaningful conversations. The general findings and themes from these interviews are summarized below.

Senior Management Staff

Senior leaders and management staff play an integral role in providing a vision for diversity and inclusivity at FIE. Collectively they have the ability to guide the organization to developing more inclusive practices and strategies and involving staff and faculty in the implementation of these efforts. Interviews with members of the management team were conducted to gain a better understanding for the overall vision FIE has for its diversity and inclusion initiative and the areas where the senior management team sees particular opportunities and challenges for implementing diversity and inclusion activities, programming, and curriculum.

All members of the senior management team indicated that the primary barrier to diversifying the student population was that FIE relies almost exclusively on its member institutions to recruit and attract students to FIE programs. In each interview, there was a unified refrain that "we rely on our institutional partners to recruit students and have little control over who they send." The consensus among the senior management team is that the locus of their control falls with the institutions to reach diverse students to engage in programming.

This challenge was referenced frequently with the way in which marketing and institutional outreach is generally conducted. During the smaller group discussion with staff, several staff members mentioned that the developmental team drives the marketing strategy and this strategy is later approved by the senior management team. Both in individual interviews and the small group discussion, staff concluded that there is a need to build a seamless communication strategy that emphasizes the importance of information related to the diversity and inclusion efforts.

A theme that was revealed as a result of these challenges is that marketing, communications, and recruitment are seen as one in the same thing, though as each staff member referred to these activities they also appeared to hold unique definitions. For example, while staff concluded that they do not "recruit" students, FIE staff are present at study abroad fairs while conducting campus visits. FIE staff did not see their participation in the study abroad fairs as recruitment activities, however, several staff mentioned that they had direct contact with

students who may not have already applied to FIE programs. The definitions used for recruitment and marketing are further complicated by the fact that there is no funding for recruitment activities or materials, but there were several times when staff referred to the print publications that they take with them to campus visits. All staff mentioned that they see diversity recruitment and targeted outreach as the institution's responsibility. However, it was mentioned that FIE staff do not have specific points of contact for faculty or staff on partner campuses who work with diverse student populations. One staff member indicated specifically that the application requirements and processes on each campus vary widely, and because FIE is interested in letting each institution take the lead on reaching students, he/she sees little room to reach students directly.

While FIE staff may not be coming into contact with students frequently, FIE does create its own marketing materials, and works with partners to create marketing materials. After several conversations, it was not immediately clear how it is decided when to develop print material, and the process for determining what material is printed and how it is disseminated is inconsistent. Most staff agreed that they would like to better understand how students are engaging with the resources that are produced, and one person offered that it would be helpful to track the use of resources electronically to see who is engaged with what. Similarly, one staff member offered that students are negotiating a lot of information and options, and staff should recall how challenging that can be and support students in getting them the information they need. Students may be paralyzed by the choice and may not know where to begin. Two staff members concluded that FIE has good resources and information for students, but needs to determine how to advertise to the students where to go to get the info.

In a similar vein, the campus visits appear to hold several different purposes for engaging partner institutions (e.g., partnership and collaboration, needs assessment of the institution) and recently admitted students (e.g., pre-departure orientation), while sometimes serving as an opportunity to speak to non-admitted students (e.g., study abroad fairs). While diversity and inclusion are not mentioned explicitly during institutional visits, most senior management staff would like to see FIE recognized and promoted to diverse student populations that could benefit from the accommodations and services the organization can offer and the environment in which students could be supported. One example was offered that at a current partner institution the education abroad staff developed a message about FIE programming that created the reputation for their London program as being accessible; the institution markets the programs in that manner. Most of those staff interviewed suggested that they use the campus visits to gain a better understanding of what institutions need and how to match what FIE can offer to those needs. More needs to be done, as two staff members mentioned, however, to determine what information FIE can provide to the institutions to help with outreach to diverse student populations.

A theme that arose was the comparison of the diversity and inclusion efforts to that of the sustainability initiative. Staff indicated that the diversity and inclusion initiative could take some of the successful components of the sustainability initiative and include it in the areas of student services that make most sense. Two senior management team members indicated that they would like to see diversity embedded in everything FIE does, similar to the Sustainability Initiative, by including it in all communication, sign posting, information to staff, faculty, and

students, and potentially in the form of a seminar similar to the sustainability-focused seminar students are required to take within the first few weeks of arriving. As one team member indicated, "[I] would like it to be something that is a 'way of life' for FIE and students."

During the larger staff discussion, several staff emphasized that they would like FIE to be known as the go-to provider for inclusive practices. From a recruitment standpoint, one staff member offered that students would be directed to FIE because of what they knew about the inclusivity/diversity, and staff on partner campuses would communicate that message to their students. One staff member offered that this has started to take shape with their close institutional partners in a way where the institutions are being more strategic about the programs that they offer; for these institutions, FIE has made it easier to accommodate students' needs.

Student Services and Support Staff

Student services and support staff play a critical role interacting with students as they are often the first line of communication that students have to communicate challenges or concerns they are experiencing. During the four interviews that were conducted with student services and support staff (including residential life and program administration staff), there were themes that emerged that provide insight and recommendations for improving and expanding student support services such as advising, residential life, and general support.

A consistent observation from student services staff was the challenges that arise with the in-group dynamics in the living quarters. Most concerns and issues related to differences and diversity generally arise as a result of student experiences in the flats. Examples of recent cases where staff had to mitigate students' concerns with their peers were challenges that came from the students' living situation. In two cases, staff had to manage students' intolerance or lack of understanding of their roommates. These cases were handled on a case-by-case basis and at the time when they arose did not follow a specific process to resolve the issue. Staff did conclude that they have used these experiences to develop more formalized procedures where staff attempt to resolve the issue, report the issue to senior management, and engage in follow up dialogue with the larger group of residential and support staff to share lessons learned and develop strategies for future issues.

In a similar vein, two staff members indicated that FIE staff could do more to share what other staff members are doing to learn how colleagues are addressing issues, especially in cases where a situation is handled in one unit and not necessarily shared with other units (e.g., residential issues that may seem smaller may only be shared with the senior leadership team and not necessarily with staff in other units). As one staff member indicated, sharing knowledge and the experiences of colleagues within and among units could help staff better identify the needs of students.

Two staff members highlighted that student affairs often looks different in the UK than it does in the US; where in the US student affairs and residential staff intervene frequently with students, in the UK the approach is more hands-off to encourage students to become more independent. This can clash with students' expectations of what staff roles should be. These differences could

be addressed more explicitly in interactions with students early on in their time in London such as during orientation and in building meetings with residential staff.

Another theme that arose with staff, similar to that of the senior management, was the comparison of the diversity and inclusion efforts to that of the sustainability initiative. Staff indicated that the diversity and inclusion initiative could take some of the successful components of the sustainability initiative and include it in the areas of student services that make most sense. There were no specific suggestions that were mentioned, but staff did make mention that there were opportunities to "embed" diversity and inclusion more intentionally in FIE student services.

All of the staff indicated that they believe there is still work that needs to be done for FIE to become more intentional about its diversity and inclusion efforts. While all staff felt strongly that FIE is open and inclusive inherently in the programs and services that it offers, there are opportunities to highlight these efforts more openly. One staff member offered, "we need to change what we think we know" about our students to better serve them.

Faculty

Faculty serve a unique role in their interactions with students as they are responsible for one of the primary reasons for students' participation in the program, the coursework. Not only do professors and instructors engage students with curricular content, they see the students on a frequent basis, which make them potential resources for students for a range of subjects and concerns. Faculty who participated in interviews agreed that faculty have an opportunity to engage students in conversations and dialogue around issues of diversity through classroom engagement, course content, and excursions.

As one faculty member mentioned, the classroom is a place where students' backgrounds and experiences come into play, especially during discussions around complex subjects such as politics, art, and history. Another faculty member echoed this idea by offering that, "often the differences in students' backgrounds present themselves in the classroom," and suggested that having a better understanding of the institutions from where students are coming and having a general demographic picture of the incoming class for each semester could help provide faculty members an idea of who will be represented in their classroom. One area where this has been particularly noticeable has been with the differences between students coming from rural and urban campuses. The adaptation can take longer for students who may not be accustomed to the city, and students' worry and stress present themselves during classroom discussions.

All faculty highlighted their use of the excursions and activities in the city to build students' awareness of London's diversity (e.g., culture, people, places). "London as a classroom" was a phrase used, not only by faculty but staff as well, to describe how faculty and instructors often engage students in conversations about diversity. More specifically, the theater, Global Studies, and British Life and Culture courses were consistently used as examples to highlight the range of readings, authors, and activities in which students are asked to engage. Faculty members agreed that establishing trust with students is key, and they each suggested that this plays an important role in their work with students.

On the topic of faculty support, all those interviewed agreed that FIE provides significant support for faculty especially with faculty who work outside of FIE as well. One faculty member mentioned that he "hasn't had to think about [diversity and inclusion] explicitly" since working at FIE, and it seems to be addressed unconsciously. There also seems to be collegial relationships among FIE faulty that allow them to connect and share ideas, though the formal opportunities to do so with all faculty are often limited as a result of scheduling challenges. While not having consistent all-faculty meetings was not described negatively, it seems that this could be an opportunity to have faculty share more among each other about their classroom experiences with students. On the subject of colleagues, one faculty member highlighted that the peer observations offer an opportunity for faculty to receive an additional layer of feedback that contributes to professional development that is helpful.

An area of particular interest to the faculty that were interviewed, as they were all FIE-based instructors, was their interactions with visiting/home faculty. It appears that the level of engagement of the visiting/home faculty from the US institutions is not consistent and often absent, especially with regard to their interaction with FIE faculty. Two faculty members expressed interest in knowing more about how visiting/home faculty are "brought into the fold" once they arrive to London and what, if any, expectations they may have for their level of involvement while in London. One interviewee suggested that it would be helpful to have a tighter agreement for engagement from visiting faculty to get them engaged with colleagues and students. Another faculty member suggested that the relationship between FIE and visiting faculty is often weak, and has not always been positive.

A topic that was discussed that seemed to be developing into a programming model that some faculty have found compelling is the structured faculty mentoring for first-year students on FIE programs. The program has changed since its introduction, and seems to be working in providing more structured check-ins for students that allow them to discuss any and every issue they may be interested in discussing. It provides students with a point of contact for academic and classroom-related issues as well as concerns that may come up throughout the semester. From the interviews, it appears that faculty have been receptive to the program and have found the check-ins helpful in fostering a better understanding of what students are experiencing. It has also been an effective way to identify potential issues students may not have reported outside of the check-in that should have been reported to staff.

Current Student Focus Groups

In general, current FIE students reported having positive experiences with FIE at the point when they had participated in the focus groups. All of the students who participated in the focus groups learned about the FIE London program through either their home institution's study abroad office or a faculty member, and few were initially aware that the program was administered by an organization outside of their home institution. While most students did not report this as a concern, a handful of students indicated that they did not know that students from outside of their home institution would be at the same site in London. Two students indicated that it was initially confusing to understand how FIE was structured, but stated that it had not affected their experience in a substantive way.

All of the students who engaged in the focus groups reported that the internship component of FIE's programming was a, if not the, major attraction to participating in the program. Most felt that the internship provided an important element to their experience abroad and could be transferable to future internship and job opportunities once they returned to the US. The students in the focus groups represented a wide range of experiences and backgrounds, but the internship appeared to be a unifying characteristic in their interests to participate in FIE's programs.

Most of the students agreed that the FIE staff and faculty are helpful resources for students. In both focus groups, there was a mix of responses when it came to what information and resources students had access to prior to coming to London. There were only a handful of students (from two institutions specifically) who indicated, for example, that they knew about the Imperial College student organizations prior to arriving in London. Several students mentioned that they were unable to participate in the pre-departure discussion, where several resources were highlighted, as a result of their finals schedule and felt they had missed the opportunity to "plan better" for their time abroad. Most students felt that they did not hear explicitly about diversity and inclusion efforts though the diversity of London as a city was mentioned several times. They were not entirely clear what that (diversity in London) meant until they got to London.

A theme that recurred in both focus groups was the timeline for when and how much information is shared with students. Many students felt that the amount of information shared in the first week of being in London seemed overwhelming. Several students mentioned that there was a lot of information that they may not have remembered from the first week as the schedule had been packed with informational sessions. Many students felt that more information could be shared over the course of the semester rather than just in the first week on the ground. The discussion about the first week on the ground led to a discussion of having the student life presentation come after some of the heavier orientation presentations and material so that information about activities and co-curricular opportunities stick. Two students suggested that this could be done between the sustainability lecture and the orientation.

Students also suggested sending out weekly or bi-weekly emails with a highlight of what's going on that week or weekend with some specific information about diverse local eateries and events. This could also be managed by putting the calendar of events in a more obvious and easy to access space online. These could also focus on local things to do in the UK to encourage students to take advantage of local travel without the pressure of traveling outside of the country.

While students seemed to support the idea of more information, they also felt that it would be important to balance offering coordinated activities for students and opportunities for independent exploration. Many felt that there are currently multiple ways to interact with staff and faculty outside of the classroom, but there is not a centralized location where they can go to find the information if they were looking for it. Several students voiced an interest in seeing stronger ties with Imperial College such as a shared study space on campus to have more opportunities to connect with British students. Two students also suggested asking FIE to

subsidize the student fee for those students who were interested in joining the Imperial College student organizations. The student groups have been helpful, but many students in the focus groups did not know or remember them until the group brought it up as a discussion piece.

In the first focus group, there was a rich discussion about the challenges some students had faced in financing their program fees. Three students offered personal accounts of last minute fundraising and applying for loans to make the program feasible. It was in this discussion that students highlighted a challenging gap in the timeline for when scholarships are announced and when students must commit to participating in the program, at which point their deposit is no longer refundable. For these three students, this presented a unique challenge to funding their time in London as they were dependent on scholarships to "make it happen." Students expressed their stress and anxiety in waiting to hear back, and their relief after hearing they had received FIE funding to support their program fees. Several students from both focus groups mentioned that they were not aware that FIE had specific scholarship funding for diverse students. Others mentioned that they remembered seeing the information about scholarships, but either did not understand how to access the application or were not sure where to go to for more information.

While finances were generally stated as a challenge, students in both focus groups described different funding structures at their institutions that made it easier or more difficult to consider London as a viable option. Some students had home school tuition rates, while others did not. One student indicated that her institution offered a payment plan. The wide range in experiences with financing the program seemed to contribute to students' differing perceptions about how challenging financing their time abroad would be.

A consistent message from both student groups was that they had little interaction with students from other schools. In both of our focus groups the students stayed in the classroom well after the focus group had finished to connect and share information and resources with one another. During this discussion, students mentioned that they would like to have the option to connect with students from other campuses and suggested exploring the option of mixed floors for students who may be interested. Similarly, students felt they could leverage what other students were doing and resources they had found (e.g., beauty shops, specialty grocers, restaurants) to explore more of the city as well. One student suggested surveying students before they return home about what places they frequented to pull together consistently updated information about resources and venues in the city geared towards specific cultural and ethnic communities.

There were a handful of students who led the conversation to a suggestion to host a workshop similar to the sustainability workshop that is focused on diversity. This could touch on how the definitions of diversity differ in the UK from the US, and give students a clearer idea of what to expect when interacting with the local community. Some students suggested that the British Life and Culture class touched on topics of diversity and inclusion and could find ways to be more explicit when discussing diversity.

When asked about how FIE could reach more diverse students, many students suggested that FIE reach beyond the study abroad staff to other faculty and departments on campus who work

with diverse student populations. One student also suggested reaching out to different kinds of institutions with high populations of diverse students.

Alumni Focus Groups and Interviews

During the course of the evaluation, four alumni offered to discuss their experiences with the program. These students represented alumni who had participated in an FIE study abroad program within the last two years. The two students who participated in the on-site focus group had returned to FIE to engage with the program in a new way. One had returned to serve as a resident assistant and the other had returned to participate in an internship placement. Both had heard about these opportunities while they were participating on their initial FIE program. The other two students were interviewed separately via phone conversations.

The alumni generally felt positive about their experience abroad and their experience with FIE specifically. For all four, the internship option was a large pull to participate in the FIE London program. Additionally, they all mentioned that the FIE faculty and staff were supportive and helpful.

Similar issues arose as those from the current student focus group discussions. The concern of having little interactions with students from other institutions was also a discussion point for all four alumni. Two indicated that they were unaware that they would be with other US students in London until they had arrived, and did not know that FIE, an organization other than their institution, would be administering the program. One student mentioned that a faculty member had taken their institution's group abroad, and so their classes were almost exclusively students from their campus.

All of the alumni stated that they did not remember specific mention of diversity or inclusion from FIE before or during their time abroad, outside of the reference to how diverse London is as a city, although that statement was not followed with a description of what that necessarily meant. Two alumni indicated that the British Life and Culture class and the Global Studies class offered opportunities to discuss issues of diversity and diverse populations. All alumni mentioned that the excursions served as opportunities to see what the idea of diversity meant in London as compared to the US, and they learned a lot from the co-curricular programming.

When asked how FIE might reach more diverse students, two alumni suggested that FIE could work more closely with the home institutions to identify where diverse students are and how to attract them to their programs. One suggested using FIE alumni on campuses to help do on campus outreach.

Partner Institution Interviews

Four institutional partners from the top sending institutions were contacted to participate in a one-on-one interview. Three were able to participate, and the comments shared during the discussions aligned closely with each other. Each institution described a strong and close working relationship with FIE and the staff. Two institutional representatives offered that FIE is

one of the best programs they have worked with in accommodating the needs of their institution and providing constant and informative updates related to programming.

Similar to the faculty comments, the institutional representatives felt strongly that diversity and inclusion were inherent in FIE's work, but did not know that the organization has a specific diversity and inclusion strategy. All three had indicated that the message about this evaluation was the first they had heard of FIE's specific interest in the topic. They each indicated that they would be interested in learning more about the initiative, and would be open to discussing ways in which their institutions could work more closely with them on these efforts.

The institutional representatives suggested that, in comparison to similar programs, FIE has the strongest student support system and most responsive staff.

Recommendations

International Education Diversity Strategy

Implement a broad communication strategy of diversity and inclusion efforts

Throughout the staff interviews, particularly with senior staff, it was evident that current communication strategies and approaches for the organization's diversity and inclusion efforts are disparate. With the onboarding of a new director of external communications and a website redesign, FIE has the opportunity to develop a cohesive communication campaign to highlight the efforts of the organization to develop inclusive programming and support services for students. All staff and faculty should have a unified message of FIE's diversity and inclusion strategy and efforts. The organization can utilize similar strategies established during its successful sustainability campaign to communicate current initiatives to become a more inclusive and diverse organization. More specifically, below are areas FIE could consider assessing in the short-term.

- Website
    - The information about FIE's Diversity Initiatives is easily accessible now (one click from About Us). There is a 'For Students' and 'For Institutions' section, however, neither of these sections has direct links to the Diversity Initiative page. There should be a specific section in each of these areas that has information that is relevant and applicable to the target audience. This will help better connect students to resources, and make the initiative more visible to education professionals and diversify related services. It would be helpful, however, to make the scholarship information more prominent beyond the one embedded link.
    - The page currently hosts rich information about FIE's commitment to diversity, resources for students, and student support services. As a result of the layout of the page with a long stream of text it is difficult to prioritize which areas of the page are most applicable. As the website is being redesigned, FIE could develop

more engaging and adaptive content where areas are expandable and collapsible.

- o Student activities and resources could also be condensed by theme or identity type to be more easily searched (Davidson College's [Diversity and Inclusion page](#) provides one model utilizing the left menu to facilitate navigation by area of interest or identity).

- Newsletters
  - o Electronic correspondence like newsletters for institutional partners should include periodic highlights of FIE's diversity and inclusion efforts. This could take the form of a student interview, a piece that highlights a diversity scholarship recipient's project, or general information about what FIE is doing with regard to diversity, access, and inclusion.

- Sign Posting
  - o We recommend utilizing all physical spaces where messages and notices are currently posted, including the smart board at the entrance, to also highlight initiatives such as the Diversity initiative to make sure students recognize these spaces as key places to find relevant information.

- Print Material
  - o Flyers and printed publications FIE produces should include messaging related specifically to diversity and inclusion. In one flyer that highlighted FIE's current activities and initiatives the section where diversity and inclusion was mentioned was combined with its Global Studies Initiative. As these initiatives have separate goals they too should be highlighted separately.
  - o These materials should also be made available electronically to partner institutions to encourage them to disseminate to their students who have expressed interest in London.

- Semester-by-semester focus groups with students
  - o During both student focus groups, the students were excited to engage in conversations about their experience on their program and connect with students from other institutions. Conducting focus groups with students as a mid-point check-in could provide FIE with valuable information about the highlights and challenges of students' experiences that can serve to inform FIE's efforts in diversity and inclusion. It also provides a space for students to connect with other students and engage with staff in another way.

Collaboration

Develop new institutional partnerships

FIE's programming relies on its institutional partnerships, and it is through these partnerships that FIE has the opportunity to expand its relationship with existing institutional partners and

develop new affiliations with institutions that serve diverse populations of students. Exploring new partnerships with institutions that serve larger populations of diverse and underrepresented students, such as Historically Black Colleges and Universities, Hispanic Serving Institutions, Tribal Colleges and Universities, and community colleges may provide FIE with more direct contact with diverse students. FIE's previous relationships with community colleges should be revisited to explore what strategies worked and presented challenges to address any lessons learned, and pursue conversations with one or two institutions to develop a cooperative trial agreement. This may provide models for how to advance additional institutional affiliations with diverse campuses in the future. Institutional diversity is often a reflection of the geographic diversity of that institution and may warrant an evaluation of the cities in which US-based staff are located.

Specifically, FIE should review previous partnerships with diverse institutions and identify lessons learned that can inform a strategy for how to build on past efforts to work with diverse institutions. Following this review FIE should identify one or two diverse institutions to work with in piloting a program such as a faculty-led course offering, using this as a way to identify what may work with other institutions.

When establishing new institutional partnerships FIE should evaluate the commitment of the education abroad office and institution as a whole to diversity and inclusion as well as its current efforts to reach a diverse body of students for education abroad programming.

FIE should consider the following questions when identifying new institutional partners.

- Does the proposed institution/office have a diversity policy/statement?
- Does the education abroad office at the institution collaborate with colleagues from different offices on campus to reach a wide range of students?
- How diverse are the students participating in education abroad programs currently?
- Does the education abroad office at the institution have a staff member that works on diversity and inclusion efforts?
- Does the proposed institution serve a diverse student population?

Enhance existing partnerships

FIE's top sending institutions reported having a high regard for and level of trust in sending their students to participate in FIE programming, which provides a space for FIE to work more closely with these institutions to attract more diverse students to London. Done as part of the larger communication strategy, FIE should engage education abroad offices in conversation about how FIE can better reach diverse and underrepresented students on their campus, and develop a cooperative strategy to reach specific demographics of students on each campus. Working with one or several of the top sending institutions to pilot these activities may offer a way to begin efforts to enhance existing partnerships.

When conducting campus visits, FIE should identify key campus stakeholders for diversity through the education abroad office or through other channels. FIE staff reported coinciding campus visits with institutions' study abroad fairs, and FIE could similarly use this strategy to

meet with staff from offices that work with diverse students (e.g., multicultural, TRIO, first-year programs) by coordinating the meeting so that it occurs at the study abroad fair or setting up a separate 30 minute meeting. If the meeting is requested through education abroad staff, it reinforces FIE's commitment to diversity and lets them know that it is important that FIE start those relationships. This could also position FIE to initiate the relationship between the study abroad staff and the other campus department if it has not been started already.

Communicate diversity and inclusion initiatives as a priority of the organization to engage institutional contacts in developing strategies that may be unique to their campuses. During in-person meetings, FIE can dedicate time to building strategies with institutions for reaching more diverse student populations. This feeds into the current branding strategy that FIE employs that aggrandizes the institutions' brand, which has been successful in building trust and strong relationships with partners. It also provides FIE with a better understanding of the challenges that institutions are facing in reaching diverse students, and provides space for FIE to complement institutions' outreach efforts. For example, an institution may not have the advising staff to provide in-depth program specific information about FIE; this is an opportunity for FIE to provide more direct and specific information to students who may be interested in the programs and still allows the institution to determine when and which students to send directly to FIE admissions staff.

Greek Connect can be used as a catalyst to build partnerships with the National Pan-Hellenic Council the National APIA Panhellenic Association, and the National Association of Latino Fraternal Organizations chapters on current institutional partner campuses. Currently, FIE works directly with a handful of Greek organizations, and this model may be translated to some of the national Greek organizations represented in these three organizations or with specific campus chapters. It would also be beneficial to create flyers modeled from the current Greek Connect materials that focus specifically on Greek organizations with specific ethnic affiliations.

Professional Development and Staffing

Develop plan for engaging visiting/home institution faculty

Currently, visiting/home institution faculty do not seem to be prepared to be integrated into the programmatic activities while they are in London. We recommend that FIE develop materials specific to visiting faculty that provide a guide for how they can become involved with their peers on-site and engage more actively with students while they are abroad. Providing these materials ahead of time to the institution's education abroad staff can also contribute to FIE's strategy for enhancing existing partnerships to demonstrate to partner institutions that FIE provides unique professional opportunities for faculty as well.

This could also provide FIE an opportunity to discuss opportunities to engage diverse faculty at partner institutions. FIE could also formalize the feedback/advising process for visiting/home faculty to get more information about their experience and what their expectations may be.

Outreach to a wider candidate hiring pool

FIE does not currently have a specific plan for reaching out to a more diverse pool of candidates during their hiring process. FIE should identify a wider range of job posting outlets to advertise opportunities (e.g., Diversity Abroad Network, Latinos in Higher Education, Diverse Issues). Additionally, the organization could consider reaching back out to diverse FIE alumni, especially past scholarship awardees, to consider open positions, and host informational sessions for current students about the opportunity to work in international education.

Develop regular trainings for faculty and staff on diversity and inclusion topics

FIE should incorporate regular trainings for faculty and staff that reach beyond the residence life staff to discuss topics of diversity, inclusion, and access. These can take the form of monthly focus groups, brown bag lunches, or virtual discussions and could be used to engage more FIE staff and faculty in these conversations. They could initially be coordinated by the Diversity and Inclusivity Committee and then move to include others in the planning and implementation. The resident staff and other student services staff cited several incidents that they have responded to effectively that could be utilized as case studies during these trainings. Additionally, FIE's staff have diverse experiences and reflect diverse identities that could be leveraged to share personal experiences with diversity abroad. These trainings should include at least one session that focuses on the different definitions of diversity used in the US and the UK, to bring specific US nuances to the attention of a predominately British staff. Additional readings and resources for this specific conversation are included in Appendix D.

For those staff and faculty that have received training related to diversity (e.g., Safe Space), FIE should make their participation in these trainings visible by offering printed material in their offices for students or posting any placards they may have received outside of their office.

Recruitment and Outreach

Address selection and notification structure of FIE administered scholarships

The current model for selecting and awarding scholarship funding presents unique challenges to students who may come from a high financial need background where their decision whether or not to participate on FIE's program hinges on funding assistance. The award notifications come after the deadline for students to confirm their enrollment in the program without a financial penalty, thus leaving several days, or longer, of time when students may not know if they will be able to afford the entirety of the program fees. A reassessment of when funding is awarded is suggested to identify a timeline that may help students for whom funding will determine whether or not they will be able to enroll. Currently, the scholarships are accessible through the admissions application, indicating that the scholarships are primarily for students who have already strongly considered and chosen FIE as a study abroad program since they have started the application process. The scholarships process should be evaluated to determine how scholarships could be used as a recruitment tool for students who have not yet started the application process.

Student Advising

Design scaffolded advising strategies to improve access and use of information

A theme emerged from the interviews and documentation that student services staff (program and resident life) feel strongly about the need for students to develop more independence during their time on the program. This goal can be enhanced by employing scaffolded advising strategies that provide students with more information and support early on during their experience and more opportunities to take personal initiative in engaging with staff. This can help build a trust relationship with students early on in the program that will help encourage their individual engagement with staff in the later period of their program.

Providing information about the current student participants' demographics as well as a brief overview of the primary sending institutions for each semester would help offer faculty a better understanding of where their students are coming from. This could also help faculty prepare or recommend particular activities for students depending on where they are coming from. This could be modeled off of the idea of a fast facts or FAQs related to the incoming group of students.

Specifically, FIE can communicate through various mediums (e.g., web, social media, sign posting) at multiple points during their time in-country and provide the information and resources in London over the course of several weeks to ensure students are not overwhelmed with information that they may not remember well later during the program. The scholarship recipient projects should also be made more accessible. Most of these projects are currently under restricted access for those with an FIE login. This information may be helpful for on-campus advisors and prospective students in deciding if the program is a good fit. The projects are currently linked on the website but non-FIE users are not able to access them.

Additionally, FIE could pilot the faculty mentoring initiative designed to support first-year students on FIE programs with a small group of upper classmen to provide a less formal space to engage with faculty and discuss any challenges they may have. This program provides an innovative approach to advising and mentoring that could benefit students at all levels.

We recommend that FIE also consider the following ways to engage students.

- Develop and expand opportunities for students from different institutions to engage.
    - FIE should offer informal gatherings similar to the Conversation Club that provide dedicated space for students who may be interested in connecting with students outside of their institution's group, especially for the students who are participating in closed programs where they are spending a majority of their time with one another. These sessions could be thematic or open for students to come and discuss their experiences in London thus far. This has the potential to bring together students with similar interests and generate more student-led activities

and outings. This supports FIE's interest in developing independent students while also involving staff in these efforts.

- Correspond regularly about activities and events in and around the city.
  - Sign posting was highlighted as one of the primary mechanisms for communicating events and activities to students. FIE staff should consider developing more regular correspondence, especially electronic, with students (e.g., once a week) with highlighted events that include diverse activities, events, and neighborhoods in and around the London area. Students, faculty, and staff should be encouraged to share their ideas for these postings as a way to highlight different ideas and resources. This could also be complemented by a consolidated space in the student's login account that highlights these activities and resources.

In-Country

Create written plan of action for staff and faculty for addressing diversity related incidents

Currently FIE manages diversity related incidents on a case-by-case basis. FIE's senior management team and director of operations should develop a more complete strategy, especially for faculty and student services staff, to address diversity-related incidents that students may face while abroad.

The plan should detail the steps that students should take if they encounter diversity-related incidents. All students should be made aware of these procedures prior to returning home through staff outreach and messaging that is sent requesting feedback from students. An example or two of what kind of incidents FIE is interested in capturing could be included to ensure that students understand what kind of occurrences they should be reporting.

Re-entry

Adding questions of bias, discrimination, or race-related incidents to final surveys

We recommend adding specific questions about bias, discriminatory or identity-related incidents on its student re-entry evaluations.

This will provide a more accurate perspective on incidents their students encounter overseas. Questions can include:

- Do you feel you faced a discriminatory or racially-motivated incident overseas?
- Was the host institution or program provider equipped to address diversity-related incidents?

- How could this program be friendlier to the needs of diverse students?

We also recommend that a strategy be developed for how the responses from the questionnaire will be reviewed and used within future programming and advising.

Host frequent forums or focus groups for departing students

FIE should also host a forum or focus group prior to students departure (when most students are planning to return home) to provide a space for students to share their experiences with students from other institutions This could take the form of a one-time meet and greet and/or it could include thematic sessions for departing students done in partnership with the internship placement office, for example, where students would learn how to speak about their experience in a professional context.

Conclusions

FIE is in an excellent position to significantly increase diverse and underrepresented student participation in education abroad. With support from several key staff members, FIE has an opportunity to develop the relationships, programs, and infrastructure to foster better recruitment, advising, and services for diverse and underrepresented students.

The recommendations stated are to serve as a guide for FIE. While it is not expected that FIE will be able to implement all of these recommendations immediately, the sooner these recommendations are implemented, the greater the likelihood that more diverse and underrepresented students will pursue education abroad with FIE and the greater likelihood that such students will have a successful experience abroad with FIE.

Diversity Abroad will schedule a time to review the report and any questions with FIE. Three months after the issuance of the report, Diversity Abroad will schedule a follow-up with FIE to discuss updates, progress, and challenges.

Appendix A: Staff and Faculty Protocol

1. Can you tell us about FIE's overall diversity strategy and what you understand the goals to be?

2. What do you see your role or your position being in this (the organization's overall diversity) strategy?

3. What do you see as or have there been any challenges to implementing this strategy? Has it influenced your day-to-day work?

4. What are the most common issues you see with students that have come to your attention?

5. How are these issues resolved? Is there a formal process or procedure that you follow to resolve these kinds of issues?

6. Are you aware of any incidents that have been reported that have been directly related to the students' identities?

Appendix B: Institutional Partner Interview Protocol

1. How long has your institution partnered with FIE?

2. What was it about their programming that originally brought your institution to partner with their organization?

3. When choosing third-party providers to work with, how does your institution consider diversity and inclusion in that decision?

4. Are you aware of FIE's current diversity and inclusion strategy?

   a. If so, what do you understand to be the goals of the strategy and how did they inform you of that strategy?

   b. If not, how would you like to see FIE communicate that strategy?

5. As a partner institution, how would you like to see FIE work with you to increase the diversity of students on their programs and better serve the needs of diverse students before and during their experience in London?

6. Do you have any additional comments you would like to add?

Appendix C: Student Focus Group Protocol

1. How did you find out about study abroad?

2. How did you choose London as your study abroad destination and FIE specifically?

3. What are your goals for while you're here?

4. How are you funding your participation in the program?

   a. For those receiving the D&I Scholarship, how did you find out about it?

   b. What will your project will be?

5. What information or resources did you receive about diversity in London or for FIE in your pre-departure program?

6. How have been perceived here in London since arriving?

7. What challenges, if any, have you faced since arriving?

   a. What role has your diversity played in those challenges?

   b. How effective has FIE staff in helping your address challenges related to your diversity?

8. What advice would you give to FIE if they want to increase the diversity of students on their programs and better serve the needs of diverse student before and during their experience in London?

Appendix D: References and Resources

Association of American Colleges and Universities, Diversity and Inclusive Excellence Initiative.
http://www.aacu.org/inclusive_excellence/index.cfm

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