Understanding the Impact of a Diversity and Inclusion Oriented Curriculum in Short-Term Study Abroad Programs for Undergraduate Engineering Students

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Tojan Rahhal, PhD
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CoNECD 2020

Introduce Presenters:
Study Overview

- The purpose of this study is to understand the impact that a diversity and inclusion oriented curriculum (EDGES Program) brings to a short-term intensive study abroad program for undergraduate engineering students at a predominantly-White Institution such as the University of Missouri (MU).
- Created by the Office of Diversity and Outreach Initiatives and the International Engineering & STEM Programs office EDGES (Engineering Diversity Global Experience & Service) is an academic program that combines a social science and engineering curricula to provide students with hands on leadership, diversity, and project management skills in a global context.
- Using a mixed method methodology, this research study uses the Intercultural Development Inventory (IDI), personal reflections, and discussions (on-line and in person) as instruments to measure the cross-cultural growth of EDGES participants and describe their experiential learning journeys.

This research study originated from the EDGES program at the University of Missouri. My colleague Dr. Ayllon and I co-designed this program as part of a Diversity Abroad Conference national competition for most innovative program for diversity and inclusion in the field of study abroad. After designing and operating this program with a first cohort of students for a Engineers Without Border project in Panama, we decided to take an in-depth look into the student learning and student development outcomes of this program. Thus, this research study is an attempt to understand and measure the success of this program for the education of our undergraduate engineering students.
Research Question

How do intensive and affordable short-term study abroad programs (such as EDGES) impact the cultural awareness and competence of undergraduate engineering students?

This is the central question that our study seeks to address, and we use a mixed-methods approach to answer this question. There is already some research on long-term study abroad and its impact for the growth of cultural awareness in students. This question is meant to address the existing research gap for the use of diversity and inclusion academic interventions and its impact on the cultural awareness and competence growth in short-term study abroad programs.

Definitions
Short-Term= 1-2 weeks abroad, 10 two-hour lessons
Cultural Awareness and Competence= Self-awareness about differences and commonalities between their own cultural values and those of other cultural groups (Hammer 2012)
The MU College of Engineering currently offers short-term study abroad programs ranging from 6 to 2-week duration in Italy, Germany, Peru, South Africa, Ireland, France, Costa Rica, and China. Through these short programs, students complete a humanities/social science course requirement or a core/elective engineering course requirement. For the humanities/social science track students participate in intensive courses covering culture, history, leadership, management, and business practices of assigned countries. Courses consist of 8 week pre-departure sessions and 2-week international site visits including academically-focused lectures, panel discussions, and student presentations to help students gain insight into the global dimensions of engineering. On the core/elective engineering course track, students complete a 4-week engineering core or elective course such as Thermodynamics, Circuit Theory, Strength of Materials, or Six Sigma for Engineers led by MU College of Engineering professors. These courses are infused with company visits, lectures, and/or visits to partner universities such as the Politecnico di Milano (Italy), Trinity College (Ireland), or Universidad Peruana de Ciencias Aplicadas (Peru).

More than 500 students have participated in College of Engineering study abroad program with the following percentages (see above).
We knew the importance of a cultural competency focused curriculum given the demographics in engineering. These engineers will go on to be future leaders and role models. The number of U.S. college students participating in study abroad programs has grown over the last 25 years, yet there is still a need for more empirical research studies that provide a better understanding of study abroad as a high impact practice for the academic and professional success of engineering students.

While the MU College of Engineering has been able to successfully offer global experiential learning opportunities for students for almost a decade, there is still a need to better expose students to real world engineering problems and humanitarian engineering service.

One of the most recent contributions to global experiential learning research comes from Purdue University’s Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR) new study, which confirms more intercultural competence improvement for students who received group mentoring than the students who had no support at all (Jones, Campbell, Acheson-Clair, Yngve, 2019). This 2019 Jones et al., study titled “Intercultural Learning in Semester-Long Study Abroad: A Comparative Analysis of the Effectiveness of One-on-One versus Group-Mentored
Interventions,” confirms that study abroad experiences must be facilitated and supported by a structured curriculum to have positive learning effects on students. While Jones et al (2019) recent’ study is a great new development to better understand intercultural learning for semester abroad experiences, there is still a need for more research in how intercultural learning occurs in short-term intensive study abroad programs. Thus, the purpose of this study is to contribute to the existing literature on intercultural competence and study abroad pedagogy with a more focused approach on measuring and understanding the experiences of undergraduate engineering students.

Therefore, it was important to make sure that they are not only getting the western leadership theories in their training, but understanding the intricacies of culture by discussing things like:

- White Privilege
- Cross-cultural leadership Theories
- IDI Assessments

We also wanted to make sure that our program was equitable and accessible to everyone, particularly URMs so we provided scholarships and insured that the course fit into different degree plans.
Lack of Intercultural Competence in typical Study Abroad Programs

- The Georgetown Consortium Study (2009)
  - Largest to date that used IDI (N= 1163 students)
  - Average gain of 2.37 points post standard study abroad program
- Shattered assumption that just “going” abroad can increase intercultural competence of students
- Spenader and Retka (2015) highlighted need for more intentional curriculum design and pedagogical efforts to have any true gains
  - Demonstrated service abroad can increase Intercultural competence
  - Language abroad did not have a measurable impact

Research focused on typical study abroad programs has shown that simply going to a different country is not sufficient for an intercultural competence shift. The largest study showed only a 2-3 point shift where it takes 15 points for one stage as we will discuss shortly.

This brings us to Why EDGES?
Why EDGES?

- Gain global, diversity, inclusion, and experiential service learning activities within the engineering curriculum at MU.

- Compared to mainstream study abroad program models, EDGES brings an innovative and accelerated way to add global leadership, diversity and inclusion competencies.

While the MU College of Engineering has been able to successfully offer global experiential learning opportunities for students for almost a decade, there is still a need to better expose students to real world engineering problems and humanitarian engineering service. Thus, the EDGES program at MU was designed in January 2018 to address the disconnect between global, diversity, inclusion, and experiential service learning activities within the engineering curriculum at MU with a focus on intentional intercultural development pedagogy.

The goal is that EDGES programs provides a robust experiential learning opportunity for students....

Reviewer Comment:

Three year clarification:

The first course session launched January 2018 for a Spring Break Study Abroad course that took place Oct 2017 – March 2018 (meeting once a week for 10 sessions and a 1 week trip in early March).
The second course session launched in October 2018 – Feb 2019 with the trip occurring over winter break (January 2019).

The third course session launched in October 2019- Feb 2020 with the trip occurring over winter break (January 2020).

We did our best to keep the course content and evaluations consistent in each session, but the destinations were different to maintain student interest and per availability with the study abroad office.
Finding your EDGEs

Engineering, Diversity, Global Experience, & Service

Combining Key Intercultural Learning Opportunities
- Training Programs
- Theatre, Film, Arts
- Books and Articles
- Educational Classes
- Personal Interactions
- Travel
- Intercultural Journal
- Site Visits

The goal is that EDGES programs provides a robust experiential learning opportunity for students....

Which utilized the well-established key intercultural learning opportunities that can help shift intercultural competence for students.

Specifically our project had 3 phases:

**Phase 1:** students participated in a pre-departure class taught by both of our offices to learn about Country’s history, culture, as well as how to become diverse proficient global leaders.

**Phase 2:** Students traveled to location, visit various sites and conduct a service activity with the community

**Phase 3:** students engage in post-reflection and share their cultural competency personal growth
The EDGES program included ten 1.5 hour sessions. Each week a topic was covered utilizing an array of readings, articles, videos, and activities. The course starts with an overview of diversity, inclusion, and equity- understanding the terminology and diving into each person’s individual identity as it relates to their peers in the classroom and internationally. Then students took on understanding bias, stereotypes and even imposter syndrome. Next, we dived into privilege, what it is, and what it looks like for the students, as well as how it will look internationally. Next we discussed racism and prejudice- last year we used the “This is America music video by Chidish Gambino”, this year we worked on understanding the history of South Africa, Apartheid and post-apartheid, and how it relates to Jim Crow and the USA Today. Throughout the course, it is important to gauge where the students are at- one cohort was very advanced and able to take on deeper conversations, while another was still at the base level and we spent extra time unpacking material in class versus teaching new content.
Assignments included discussion boards to provide an avenue for everyone to participate since they tend to not talk as easily in class. These created amazing discussion, allowed students to see things from different perspectives, and relate to one another. They also had journal reflections where they could write what they wanted just for me to see versus the entire class based on what we were learning. And lastly they have a reflection essay at the end of the course.
EDGES Program Structure: Pre-Departure Activities

- Service in the local community (Columbia, MO)
  - 1-2 hour volunteering with a local organization
    - Human Trafficking
    - Food Bank
    - Orphanage
  - Goal: See need exists in 'our culture' and not just elsewhere
- On campus Field trip to our Social Justice Centers
- More extensive discussion based sessions
  - Spending more time to unpack D&I topics and discuss recent events/articles
- Cultural Immersion session during pre-departure
  - Food from the Host Country
  - Language Lessons

As part of the assignments, students must take part in an organized service event in the university town to expose them to the needs in their very own society. They were also tasked with going to the Social Justice Centers in the University which surprisingly many have never gone to before! These include a Women’s Center, RSVP center, LGBTQ center, Multicultural center, etc. In addition, we provided team building activities and cultural immersion sessions when possible/as applicable. For example, the Peru class was able to take an intro to Spanish and enjoy a Peruvian meal as one of the sessions.
EDGEn Destinations

Panama
- Class size: 8 students
- Partnership with local student chapter: Engineers Without Borders
- Lived with Community of Maje de Chiman in Panama
- Main focus was to address Cholera outbreak by providing clean water supply by building water pipeline to bring water into the village

Peru
- Class size: 11 students
- Lima, Cusco and Luquino, Peru
- Lived with a host family during service component
- Visit historical and cultural sites, complete service projects and participate in community activities with the locals before departing for home

South Africa
- Class size: 14 Students
- Johannesburg, Kruger National Park, Cape Town
- Class in progress

A summary of the three sessions so far, destinations, what they did, and class size

To address reviewer comment about class size:

Panama: N= 8
Peru: N= 11
SA: N= 14
Total over 3 years: N= 33

Outcome data is available for Panama and Peru only (N= 19)
Cost data available for N= 33

Reviewer Comment:

Sessions explanation and three year clarification:

The first course session launched January 2018 for a Spring Break Study Abroad course that took place Oct 2017 – March 2018 (meeting once a week for 10 sessions and a 1 week trip in early March).
The second course session launched in October 2018 – Feb 2019 with the trip occurring over winter break (January 2019).

The third course session launched in October 2019- Feb 2020 with the trip occurring over winter break (January 2020).

We did our best to keep the course (EDGEs) content and evaluations consistent in each session, but the destinations were different to maintain student interest and per availability with the study abroad office.
The EDGEs program was funded from several sources to make it as affordable for students as possible. All students received a minimum of $500 scholarship and a maximum of $2000. The funds were used to pay for the IDI assessments, teaching costs, and sponsoring student travel. Cost to student includes program fees (hotel, food, transportation) and fees and flight.

Reviewer Comment: While study abroad coupled with the course learning is an excellent model, are there other ways to deal with costs? The experience is worth the cost, yet students of lower socio-economic means may have challenges in participation. What other options are available or have other funding means been pursued?

Response: One of the goals of this program is to make it as affordable as possible. We set out to cover 50% of the cost and were only able to cover 24%. However, any tuition related costs were covered thru standard financial aid or tuition support students already had. We have also worked with the college to eliminate fees etc. on our end. And we try to minimize use of a travel groups to make it even cheaper when possible. Group pricing always helps. Ultimately the bulk cost of the program is in the flight and location hosting – so identifying cheaper/closer destinations may
be one route. Our dilemma was choosing destinations that could bring interest from students to take the time to travel vs focus on the engineering courses only.
Class Demographics

Over three years, EDGES participants averaged 33% women and 27% URM (N=33).

The third iteration showed an increase to almost 50% participation of both groups.

For comparison, at the college level, over 5 years, only 34% women and 15% URM participated (N=547).

*URM: Underrepresented Minority in STEM: African American, Hispanic, Native American, and Pacific Islander

*This slide/notes were corrected to address reviewer comments, thank you for catching it!

Over five years, MU college of engineering average 34% women and 15% URM participants in their study abroad programs (N=547)
EDGES – over three years averaged 33% women and 27% URM participants (N=33).

Over the three years the participation by both groups increased to almost 50% in the EDGES courses. This is vital to change the demographic of who participates in study abroad in engineering, creating accessibility and relatability or all students.

Reviewer question about 5 year data- Unfortunately our study abroad office had numerous personnel changes and I was not able to obtain more details other than this average #, however in general our study abroad classes have similar prices but varying locations or course content (for engineering credit like thermodynamics or just an elective).
For our course we included simple pre and post surveys focused on the content and confidence of students. Our main assessment tool was the intercultural development inventory (See next slides).

Reply to reviewer: A limitation of our current data is the small N size, however, this is typical of study abroad sessions and will only increase as we have more iterations of EDGEs throughout the years.
Assessing the level of intercultural competence or capability is done through the use of the Intercultural Development Inventory; a cross-culturally valid measure of intercultural competence at the individual, team organizational level. It is composed of 50 questions which takes about 30 minutes to complete. Students took the assessment at the start of the course and after returning from their trip at the end of the course.

The IDI has demonstrated value and effective use across cultural communities.

1. ‘It is important to emphasize that the IDI measures the mindset/skillset how individuals and groups “experience”, make sense of (attaching meaning) and behave in their interaction with cultural differences.’

2. Holistic and developmental measurement

3. The IDI is the only cross-culturally valid assess of intercultural competence from a developmental perspective and model.
We often talk about diversity and inclusion, but do not focus on how to get there. Diversity is the Who, Inclusion is the What, and Intercultural competence is the How to achieve our diversity and inclusion goals.

Understanding one’s own intercultural competence can assist in creating inclusive spaces and environments which will lead to innovation. For students it is particularly important for them to reflect on their own cultural competence.
Intercultural Competence: The How

- The capability to shift cultural perspective and adapt—or bridge—behavior to cultural commonality & difference
  - Deep cultural self-awareness
  - Deep understanding of the experiences of people from different cultural communities—in perceptions, values, beliefs, behavior and practices
  - Behavioral shifting across these various cultural differences

3 important aspects of Intercultural Competence:
1. Cultural Self-Awareness
2. Cultural Other-Awareness (development of empathy)
3. Behavioral shifting to bridge across cultural differences
HIDDEN Slide- If asked:

This slide goes through the 6 steps of the creation of the IDI items and the 4 most commonly asked statistical questions about the IDI. Start this slide with the Question “Who does it apply to? Ending with “Is it predictive of results?”

1. **Who does the IDI apply to?** Items were administered to 4763 individuals from 11 distinct, cross-cultural samples and completed the IDI in their native language. Applies across wide variety of cultural groups and results demonstrate the generalizability of the IDI across cultural groups.

2. **Is the IDI biased?** No – the items selected for the IDI were generated by the responses of culturally diverse individuals who responded to 122 items (responses identified for each of the developmental orientations). These items were not generated by the researchers. This provides evidence for the content validity of the items and counters possible criticism of systematic cultural “bias” of the researchers in the wording of the items.

3. **Is it accurate?** Confirmatory Factor Analysis was employed to test whether the constructs of the DMIS model would be consistent or fit the data collected from the IDI. “Best” items were selected from this analysis which were the best “fit” to the model.

4. **Is it predictive of results?** Yes –
The IDI Continuum looks like this, Results would look like the bottom image showing each stage at about 15 points.
(Go thru definition of each stage per graphic)

Majority of test takers are at Minimization

Additional Info:
**Denial** An orientation that recognizes more observable cultural differences (e.g., food), but may not notice deeper cultural difference (e.g., conflict resolution styles) and may avoid or withdraw from such differences.

**Polarization** A judgmental orientation that views cultural difference in terms of “us” and “them” This ranges from (1) a more uncritical view toward one’s own cultural values and practices coupled with an overly critical view toward other cultural values and practices (Defense) to (2) an overly critical orientation toward one’s own cultural values and practices and an uncritical view toward other cultural values
and practices (Reversal).

**Minimization** An orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences.

**Acceptance** An orientation that recognizes and appreciates patterns of cultural difference and commonality in one’s own and other cultures.

**Adaptation** An orientation that can shift cultural perspective and change behavior in culturally appropriate and authentic ways.
What is a ‘real’ intercultural competence shift?

- One developmental stage is 15 points
- Research studies concluded that 8 points were needed to signify a real shift
- Latest study showed a mean gain of 5.17 with a longer time abroad
- Noted that guided engagement was vital, i.e. service learning projects, reflection activities, and the key intercultural learning opportunities:
  - Training Programs
  - Theatre, Film, Arts
  - Books and Articles
  - Educational Classes
  - Personal Interactions
  - Travel
  - Intercultural Journal
  - Site Visits


One developmental stage is 15 points, the latest study incorporating new findings about using developmental opportunities (listed above) showed a an average of 5 points gain (semester long program). 8 points is about half a stage and thought to signify a real shift.
It is important to look at the research already conducted regarding various study abroad program formats. This 2015 study created 8 programs of varying locations and instruction to assess IDI gains. In these studies of N=121 with intentional cultural mentoring: average mean IDI gain was 5.17 with some programs showing an increase of almost 10 and others showing 0 to negative gains.

They did find that the language of the country did not impact intercultural competence gains, but having a service component abroad led to more gain with IDI and competence! They also concluded the importance of studying pedagogy in study abroad courses to determine which aspects would impact competence in students and be detected by the IDI.

Reply to Reviewer *Note here each session is a small N size – for our analysis we only have 3 sessions (once the current session concludes) so our overall N size is currently small
Our study of EDGEs sought to do just that - determine if our program and curriculum was impactful.

IDI provides two scores. The Perceived orientation score reflects how participants perceive themselves.

The average results of our three cohorts (Panama and Peru (n =33)) combined shifted from 120.22 to 123.20

The PO increased slightly, this could be attributed to increased confidence that they understand cultural differences due to traveling abroad, but also due to completing all the major developmental activities in the course prior to the trip.

This is within Acceptance. This indicates that the students see themselves as understanding and able to adapt to cultural differences.
Reviewer Comment:

The IDI assessments were done to provide a measure of cultural competence of students before and after the course. These results help address our main goals listed earlier in the deck:

The purpose of this study is to understand the impact that a diversity and inclusion oriented curriculum (EDGES Program) brings to a short-term intensive study abroad program for undergraduate engineering students at a predominantly-White Institution such as the University of Missouri (MU).

Using a mixed method methodology, this research study uses the Intercultural Development Inventory (IDI), and personal reflections and discussions (on-line and in person) as instruments to measure the cross-cultural growth of EDGES participants and describe their experiential learning journeys.
The second score is the developmental orientation. This is the important score. It is reflective of where students actually are in terms of intercultural competence, and how they can view commonalities and differences across cultures.

The average results of our three cohorts (Panama and Peru (N =33) combined shifted from 91.07 to 97.53 INCREASED 6.46 points (gain).

Intercultural development inventory results showed a positive shift of an average of 7 points in year 1 and 2 and 3 cohorts, with a maximum single student shift of 33 and 35 and 27 points respectively. Typically, it takes 6-9 months of intentional learning to shift 10 points, one developmental stage. Cohorts showed significantly accelerated development along the IDI continuum in the short 8-week course (plus 2 weeks abroad) as compared to typical semester long programs. This gain is greater than the average gain of 5 points from the latest study mentioned earlier (intentional curriculum and semester long) and greater than the gain of 2.37 points for standard study abroad semester programs, and we anticipate it to increase as we continue sessions of the course, improve content and curriculum, and increase our N size. It is also important to emphasize that this was a 10 day trip abroad versus other semester long programs.
The cohorts DO, or how we primarily deal with cultural differences is still within Minimization, which means we try to see the common ground between cultures. However, this can cover up the differences that can bring value to the team.
Expectations

I expect to be able to work better and communicate better with people from different backgrounds than me.

I hope to learn more about the international and social aspect of engineering.

The course I'm "ehh" over because I don't know what to expect but I am excited about the travel to South Africa.

It's another opportunity to learn new things, meet new people, and foster new relationships.

Learning a little more about emotional awareness relating to diversity and becoming a leader.

I hope that I will not feel attacked when discussing diversity.

Feedback, interviews, and surveys provided us with information about student perception. For starters, we asked what they expect of the class and found interesting comments.

“I expect to be able to work better and communicate better with people from different backgrounds than me “

I hope to learn more about the international and social aspect of engineering

The course I'm "ehh" over because I don't know what to expect but I am excited about the travel to South Africa.

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Learning a little more about emotional awareness relating to diversity and becoming a leader

I hope that I will not feel attacked when discussing diversity.

*Note this last one where the stereotype is that diversity discussions will ultimately lead to someone feeling attacked.
This is a video of students saying their impressions mid-course. Script is below.

Students were provided reading materials, workshops and more on topics like Unconscious Bias, White Privilege, and so much more. Before we started the class this was some of the thoughts. Students were clearly interested in learning more.

40 second recording - 50 seconds
Transcript:
With regards to the reading, I have never thought about the connect between diversity and science.

As it says in the reading, it is easy to dismiss the role that a person's background, race, culture, etc. plays in science and research and it is something I feel I have maybe been guilty of in the past.

I wonder why a more inclusive approach to research results in better performance?

When I read this article, I was struck by the fact that 51% of the science and engineering workforce in the United States is white and male. Being a white male,
it's often difficult for me to notice that I belong to the overwhelming majority at times.

The more diverse a company's workers are, the more diverse discussions will be held leading to an increase in productivity

I have also noticed how easy it is to forget that the majority of my peers are white males.

It's a weird phenomenon that many (white) people think there are no opportunities for whites anymore, when in reality we still have the majority... just not quite 99.9% of them.
Looking at two cohorts (Peru N=11 and SA N=14) – not everyone responded- so N= 22 instead of 25 - the pre-course and post-course surveys showed an understanding of the importance of the class topics and study abroad to their career. It also showed a self-reported increase in knowledge/awareness of Cultural competency and cross-cultural leadership. When asked about one of the lecture topics, like implicit bias, there was also a slight increase in knowledge reported.

We had a mix of class levels, gender, and experience with study abroad programs.

These surveys occurred before the physical study abroad portion of the course.
Some post course survey comments included the following....

Enjoyed class discussions the most
The readings were very interesting, thought provoking
Finding out how to change myself and be more adaptive
I thought the IDI was eye-opening and helped me see that I can definitely improve.
I think it is important to have these sometimes difficult conversations.

“ I had an interview and they asked me about my view on the importance of diversity in the workplace...I am a white male...but I could answer their question because I knew the value now! I understood implicit bias, stereotypes, and my privilege thanks to this class!”

* We plan on adding more photos to this slide and the ppt overall.
Conclusion

Intensive diversity and inclusion interventions in a traditional study abroad curriculum can:

- attract greater engagement of women and students traditionally underrepresented in engineering
- accelerate cultural competency development in students
- increase students’ self-confidence in discussing diversity and inclusion topics

In conclusion, EDGES may be an example of study abroad pedagogy that can shift cultural competence of students due to its main components of topics, activities, service, and travel.

Our results indicate the class was more accessible to women and students traditionally underrepresented in STEM, accelerated cultural competency with a short program, and self-reported increase in confidence and knowledge of the subject matter.
Adaptability and Future Plans

- This curriculum can definitely be replicated at other institutions, particularly engineering schools where there is a need for cross-culturally competent engineers and innovators.
- The content can be expanded to a semester long program for a more intensive dive into social justice topics and their relation to engineering, as well as a lengthier study abroad program.
- Conduct a detailed qualitative analysis on the reflections and discussion comments to further assess program outcomes.
- We aim to expand to 20 students per session and partner with a more robust service group internationally.

This program has high adaptability at other institutions. In the future we hope to continue growing the program, tweaking the curriculum and assignments, establishing a stable service partner.
Lessons Learned

- Choosing the Country to go with this course material is important since there is not a large focus on the destination like a typical study abroad course. Alternatively, expanding past 10 sessions could help.
- Cultural competence and diversity in trip staff is vital for success with diverse group of students.
- Assessing at the start the cultural competence and maturity of students to better develop content and discussions.
- In-person facilitated discussion seems to be more impactful.
Bringing EDGEs to your School

- IDI Admin or collaborate with an IDI Admin
- Engage with Study Abroad office in the college or campus or both
- Tap into existing curriculums focused on D&I and Social Justice
- Identify Donor Funds for scholarships or discounted travel programs
- Become a member of the Diversity Abroad Network and attend their annual national conference
- Focus on freshmen: high impact and academic retention

For an EDGE-like program to be successful in your campus, it is important that there are partnerships between study abroad and the diversity, equity, and inclusion office(s) in your university. This strategic collaboration will help you identify existing resources that can leverage your campus professional expertise on the topic. This type of collaboration can also help cut costs on staff time and student expenses. Joining your campus’ fund-raising campaigns and events will also be very beneficial as it will give you program visibility and can open opportunities for sustainable donations. We would also strongly recommend that you become a member of the Diversity Abroad Network, which is the “leading professional consortium of educational institutions, government agencies, for-profit and non-profit organizations dedicated to advancing diversity and inclusive good practices that increase access, achieve equitable diversity and foster inclusive excellence in global education.” As a matter of fact, the EDGEs program was born at the Diversity Abroad 2018 Conference’s Innovation in Diversity national competition. Finally, we recommend that you consider establishing this type of signature program for freshmen students as this high impact activity is conducive for students to improve their academic performance and retention.
This slide was added to address reviewer comment:
The presentation is well laid out, yet highlighting key take-aways and/or ways that parts of the program could be implemented by others would make this presentation more valuable.
“Only when people feel welcome and respected will the team be able to benefit from their unique perspective and experience.”

Thank you for your time!

Questions?