

# 7th Annual Diversity Abroad Conference

## Call for Proposals

Boston, MA

March 2-5, 2019

### General Information

At its core, the work to advance diversity & inclusion in global education is about educational equity and opportunity. Given that the benefits afforded through well-designed and executed global education opportunities have been linked to student academic success, interpersonal growth and career prospects, how do we challenge existing paradigms and leverage global education to advance educational equity? How do we as educators, faculty and professionals adjust our policies and practices to enhance equity and opportunity through Inclusive Global Education?

The 2019 Diversity Abroad Conference: "Equity and Opportunity Through Inclusive Global Education" will be held beginning on Saturday, March 2 and concluding on Tuesday, March 5 in Boston, Massachusetts. The program will consist primarily of presentations selected through this open call for submissions which include concurrent sessions, deep dives, big idea talks, a poster community, as well as invited speakers and panel discussions.

### Guidelines & Timeline

- Proposal submissions will be accepted through **August 30, 2018** at 11:59 PM Pacific Standard Time via the online form linked [here](#).
- *Word limits.* The Planning Committee may reject a submission without review if the abstract or description exceeds the word limits specified in the application.
- *Participation limits.* To promote broad participation in the Annual Conference, an individual may not appear as primary presenter or chair on more than two submissions. An individual may not appear as a participating presenter on more than three submissions.
- Presenters are encouraged to review the guidelines available in the [Access, Inclusion, Diversity, and Equity \(AIDE\) Roadmap](#) when developing proposals.
- All participants whose proposals are accepted for a session (chairs and panelists where applicable) are required to register for the Annual Conference by the early bird deadline and attend the Conference to present their scheduled session.
- General inquiries regarding the Annual Conference may be addressed to [conference@diversityabroad.org](mailto:conference@diversityabroad.org) or by phone +1-510-982-0635 ext. 707. Confirmation notices are scheduled to be sent in late September.

*Please note:* The terms "diversity" and "underrepresentation" are defined broadly to include students from a broad range of backgrounds, including but not limited to



the following student populations: Ethnically/Racially Diverse, First Generation College, High Financial Need, LGBTQI+, Religious Diversity, Students with Disabilities, Men, Athletes, and STEM students.

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## Online Application

Thank you for expressing an interest in presenting at the Annual Diversity Abroad Conference. Please submit an online application at the [Diversity Abroad Conference website](#) by **Thursday, August 30, 2018** at 11:59pm Pacific Standard Time.

1. **First Name:**

2. **Last Name:**

3. **Job title:**

4. **Institution / Organization Affiliation**

*(Please include the name of your institution or organization):*

5. **Email Address:**

6. **Telephone Number:**

7. **Diversity Network Affiliation:**

- Diversity Network Member
- Non-Diversity Network Member
- Graduate Student

8. **Co-Presenter's Name(s), Title(s), Organization(s), and Email(s) (up to three):**

9. **Preferred Session Format**

*Please choose the preferred format for this session. Kindly note that the Diversity Abroad Planning Committee will use their discretion when creating the Conference program to identify formats that best align with session content and the overall schedule. More details regarding available session formats [here](#).*

○ **Concurrent Session** (60-minute or 75-minute)

Concurrent sessions must involve a minimum of two and up to four presenters in the presentation. Concurrent sessions are either 60-minutes or 75-minutes sessions which will be determined by the Conference Planning Committee. Presenters are encouraged to collaborate with colleagues and professionals from different campus units/offices and/or with colleagues from other institutions for greater consideration.

- **Deep Dive** (120 minutes)

A Deep Dive session provides an opportunity for the presenter(s) to involve participants in interaction through hands-on activities and discussions. Deep Dive sessions are 120 minutes, including breaks and time for action planning. Deep Dive session submissions are expected to include a chair and have no more than three (3) additional presenters.

- **Big Idea Talks** (10-minute presentation; 15 minutes Q & A)

Big Idea Talks are brief, 10-minute presentations that allow conference attendees to hear innovative ideas from experts in the field. Big Idea Talk submissions are expected to have no more than two (2) presenters. These sessions will include a moderator (provided by Diversity Abroad) who will facilitate 15 minutes of Q & A to address audience questions (25 minutes total).

- **Poster Community** (75-minute interactive session)

The Poster Community is intended to encourage conference attendees to explore emerging themes in global education, diversity, and inclusion through interactive dialogue and visual representations (infographics, pictures, graphs, etc.). Proposals may encompass a broad range of topics such as: Multicultural Student Experiences, Promising Practices/Case Studies, and research. Presenters will present their work concurrently during a 75-minute interactive session.

10. **Proposed Session Title** (maximum 10 words):

*Identify the topic in a short, catchy style to attract attendance. This title will be published in the program booklet and the website (maximum 10 words approximately 100 characters).*

11. **Synopsis of session for website/program** (maximum 75 words)

*Sell your topic! Use this to entice conference attendees. Distill your topic for the conference program and Diversity Abroad Conference website.*

12. **Session Description** (maximum 500 words)

*Please include a detailed description of your session, the goals of the session, and details related to how you'll engage attendees throughout the session (e.g., activities, discussion, etc).*

13. **Learning Objectives** (maximum 75 words)

*Please list 3-4 learning objectives for the session. What will learners know after attending the session?*

14. **Tracks** (select one)

*Presenters are requested to identify which track applies to your proposed session. Kindly note that Diversity Abroad and the Planning Committee Members will use*

their discretion in designating tracks when creating the Conference program. More details regarding each track available [here](#).

- o *Advising & Support for Student Success*  
Student success is a shared goal on college campuses as well as within the organizations who support them. To ensure international programs lead to greater student success, academically, interpersonally, and professionally, it's critical that the advising and support structures in place are inclusive and address the needs of diverse students. This track will explore inclusive practices for advising and support of diverse and underrepresented students before, on-site, and after participating in international programs. Additionally it explores how various campus units, such as diversity & multicultural offices, career centers, disability or TRiO offices, have a role in supporting on-campus international students and student success through international programs.
- o *Program & Funding Models*  
Both funding and program development are important to consider as we identify best practices for increasing access and inclusion in global education. Funding is often cited as one of the key challenges students of all backgrounds face to participating in study abroad programming. Furthermore, programs with inclusive curricular and co-curricular activities may be more attractive to students from diverse and underrepresented backgrounds. In this track, participants will consider what innovative approaches to funding can be employed to provide greater access to encourage students from a broad range of backgrounds to participate in global education opportunities.
- o *Collaborative Leadership & Strategic Partnerships*  
International education offices and organizations benefit from formalizing current diversity and inclusion efforts into a cohesive plan to broaden access and engender inclusion in global education. This track will examine the process and components of engaging multiple institutional stakeholders to develop a diversity and inclusion strategy, as well as how to develop inclusive and comprehensive strategies in global education.
- o *Outreach, Marketing, & Recruitment*  
When recruiting, marketing, and conducting outreach to students for international programs opportunities, it is important to consider how the methods and messages we use reach and resonate with students of diverse and underrepresented backgrounds. This track engages in these important considerations by examining how diverse students may have interests or concerns that are not clearly satisfied through existing marketing and recruitment efforts for international programs.
- o *Scholar-Practitioner*

Evidence-based research plays a vital role in the development of knowledge and advocacy for inclusive global education. One on hand, research adds to a growing base of knowledge that illuminates how people of all backgrounds can live and learn together. On the other hand, original research from a wide array of disciplines can also be used as a powerful advocacy tool to demonstrate to upper administrators, faculty members, and outside funding agencies, that diverse and inclusive global learning experiences can lead to high impact practices often correlated with positive outcomes in postsecondary education. This track acknowledges that there are some professionals in the field who engage in research and practice, and offers these scholar-practitioners an avenue for contributing to the knowledge base of the field by sharing findings.

- o *Perspectives from Minority Serving Institutions*  
As international education becomes more ingrained into the fabric of higher education many Minority Serving Institutions (MSIs) are engaged in innovative activities to ensure their students have the skills and knowledge to be successful in the global market. This track explores innovative practices, research, program models and current trends from colleagues at MSIs or those who partner with MSIs on inbound and outbound international education.
- o *Hiring, Retention, & Professional Development*  
Aside from the direct work international educators do to reach and support diverse and underrepresented students, the goal of inclusive excellence also impacts the climate within organizations and offices. The field of international education is not nearly as diverse as the students it serves. This track will explore inclusive excellence with respect to hiring practices, training and development, career advancement, mentorship, and allyship within international education.
- o *International Student & Exchange Programming*  
The number of international & exchange students continues to rise on many college campuses around the country. Some college campuses have been criticized for their lack of support in creating a welcoming climate for these students. Furthermore, many international students may spend years in this country without interacting with or developing an understanding of the many diverse communities that exist in the United States. This track explores ways to support this cohort in a more impactful manner and how to engage them in education abroad opportunities.
- o *High School Students*  
As we consider systemic approaches to ensure access and support for diverse and underrepresented student populations in education abroad, it is necessary to include conversations in global education as early as possible in a student's academic career. This track addresses this need for early action by considering

how educators can ensure that students are exposed to global education opportunities throughout the K12 “pipeline.”

### 15. **Level of Experience**

*Each submission will be expected to note the anticipated level of understanding and knowledge necessary to meaningfully engage in the session content. Please indicate the level of experience of the participants you anticipate addressing for your session.*

- **Entry level** sessions should address basic topics of diversity and inclusion in global education, require little to no experience with the content of the session, and include information that is relevant to entry level professionals.
- **Intermediate level** sessions should require some level of understanding or experience with the topics covered in the session and advance the conversation beyond the basics of the topic covered.
- **Advanced level** sessions should cover material that require advanced understanding of the topic or theme and include information that is relevant for senior level administrators and educators.
- **All Audiences**

### 16. **Target Audience**

*Please indicate the target audience for this session. Select all of the offices/departments/organizations that apply.*

- Study Abroad/International Programs
- Diversity/Inclusion/Multicultural Affairs
- Disability Services
- Academic Affairs
- Career Services
- International Student Services
- LGBTQ Student Services
- Financial Aid
- Faculty/Instructor
- Minority Serving Institutions
- Community Colleges
- Study or Intern Abroad Provider
- Nonprofit Organizations
- Government Agencies
- Secondary Institutions (High School)
- Private industry (companies/employers)
- Other: \_\_\_\_\_

### **17. Room Set-up & AV**

*Standard room setup will be theater seating. The Poster Community will occur in a foyer to maximize flow of participants. Presenters are asked to bring their own laptop & needed adaptors to accommodate presentations. Please note that reliable access to Wifi cannot be guaranteed for presenters. Please indicate any special room setup requests here. We will do our best to accommodate these requests.*

- Round Table set-up
- Flip Chart
- Other; please specify

### **18. Americans with Disabilities Act**

*Pursuant to the Americans with Disabilities Act, I require specific aids or service at the event location as indicated below.*

- Audio
- Visual
- Mobile
- Other; please specify

### **19. Diversity Abroad Conference-specific Content**

*Please indicate the degree to which this session will be developed specifically for the Diverse Abroad Conference.*

- I have presented this proposed session at another conference in the past year.
- I plan to submit this session proposal to another international education conference in the 2018-2019 academic year.
- Proposed session content has been developed specifically for the Diversity Abroad Conference.
- Unsure