

# Attacks on Equity, Diversity, and Inclusion Harm Education Abroad and Require Action

*International Education's Responsibility to Equity, Diversity, & Inclusion*



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**David Wick**  
Middlebury Institute of  
International Studies



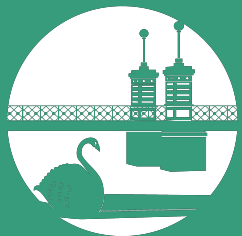
**Eddie Contreras**  
Baylor University



**DuBois Jennings**  
Education New  
Zealand

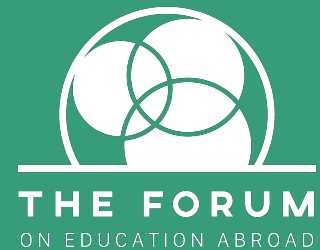


**Lily Lopez-McGee**  
Diversity Abroad



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# Learning Objectives

## Explore

- ❖ the intersections that connect IE to local, national, and global political trends using the developmental model of intercultural sensitivity;
- ❖ the ways in which IE is both connected to and threatened by global political action against advancements in equity, inclusion, and justice.
- ❖ what IE educators and practitioners must know and how to take action.

# Status of Current Legislation (Higher Ed)

Updated February 23, 2024.

We are tracking **76** bills in **26** states and the U.S. Congress. Since 2023,

76

have been  
introduced.

8

have final  
legislative approval.

8

have become  
law.

25

have been tabled,  
failed to pass, or vetoed.

[\*The Chronicle of Higher Education anti-DEI legislation tracker\*](#)

# Education Abroad & Selectivity

2018/19			
<b>Rank</b>	<b>Institutions</b>	<b>Study Abroad Students</b>	<b>Acceptance Rate</b>
1	New York University	4,839	13%
2	Texas A&M University - College Station	3,768	64%
3	University of Texas - Austin	3,456	29%
4	University of Michigan - Ann Arbor	3,429	20%
5	Indiana University - Bloomington	3,244	85%
6	University of Georgia	2,956	40%
7	San Diego State University	2,940	38%
8	Ohio State University - Columbus	2,829	57%
9	Florida State University	2,723	37%
10	Pennsylvania State University - University Park	2,672	51%

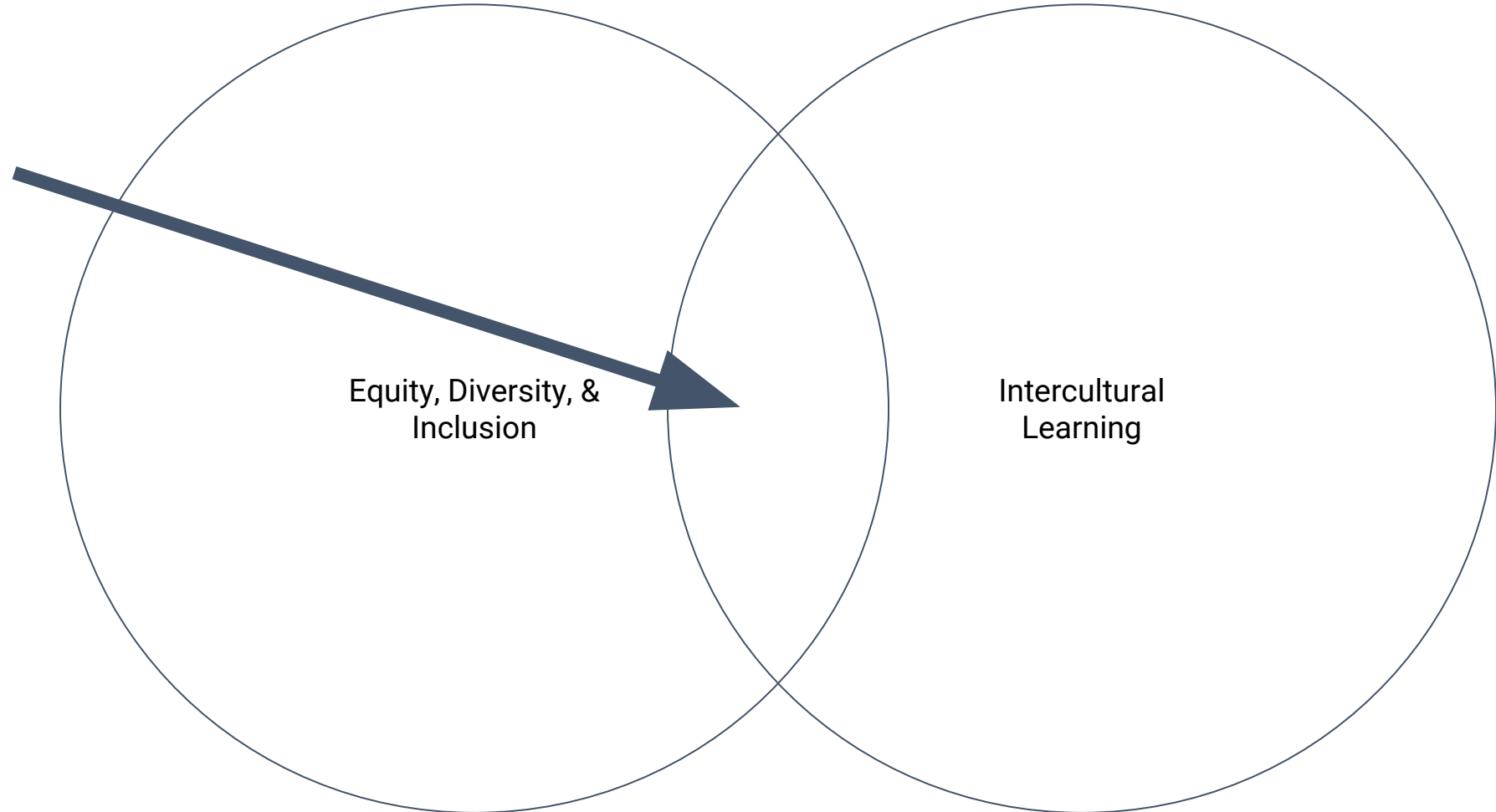
# Reminders: How Education Abroad & Global Learning Are Affected

- ❖ Student enrollment in education abroad programs (current and future)
  - Sending institutions
  - Student demographic
- ❖ Student experience while on the program
- ❖ Funding and scholarship processes



# Intersections: EDI & Intercultural Learning

- Engagement with human difference
- Understanding macro, meso, and micro connections



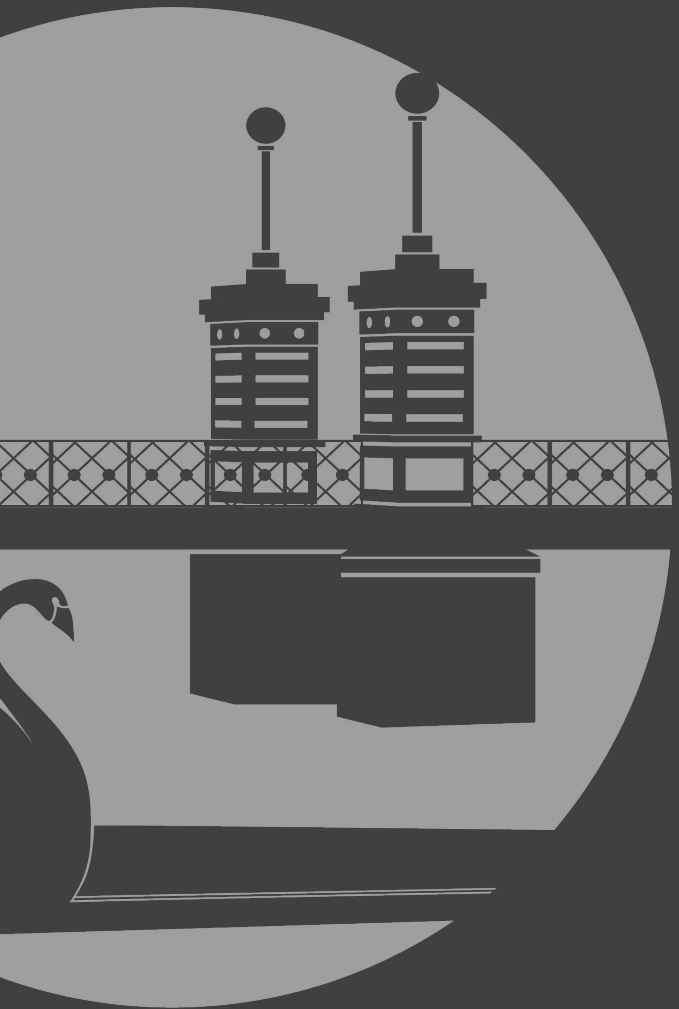
# Considerations

- ❖ Historical relationship between DEI/multicultural offices and international/global education offices
  - Power dynamics
  - Funding/resource allocation
- ❖ Campus/organizational climate ranges widely
- ❖ Language may (will?) need to be adapted across domains



# What IE Professionals Should Know

- ❖ Impact may not be immediate
- ❖ Language will necessarily change/adapt
- ❖ Institutions and states will interpret and implement responses very differently
- ❖ Not one solution
- ❖ International education is not immune from the impact



# How Can IE Respond?

- ❖ Co-construct tactics for individual and collective responses within the context of IE and education abroad.

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