

WOX Grant Application Form for 2022


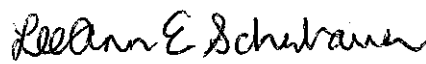

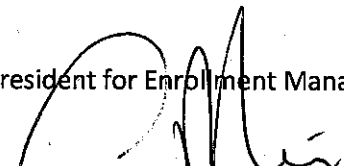
12/6/21

Use and completion of this Application Form is required for submission of your grant. Only Applications using this template will be considered for an award.

The completed WOX Grant Application must be emailed to cassidycoxs@xavier.edu **and** a paper copy with appropriate signatures mailed or hand delivered to Cyndi Meyer, Alumni Building ML 5630 by 5 p.m. **March 1, 2022.**

NOTE: Applicants are encouraged to seek proposal assistance through the Office of Grant Services. Please contact Shari Howell by phone at 745-1904 or email at howells3@xavier.edu as early as possible and at least 10 business days before the due date.

PROPOSAL FOR WOX GRANT

Title of Proposed Project: Developing Systems of Support: Diversifying Study Abroad Participation among Underrepresented Students
Amount Requested: \$19,753 (Two-year project)
Name of each applicant, their position and signature: Lea Minniti, Executive Director, Student Support Services, Senior International Officer  Leeann Scherbauer, Assistant Director, Education Abroad  Bernnet Amsalu, International Program Advisor 
Add ALL appropriate signatures below as outlined in the Guidelines document for the WOX Grant Awards. For each approval needed, please type the person's name, title, email address, and <u>have them physically sign the Application.</u> Aaron Meis, Vice President for Enrollment Management and Student Success (meisa@xavier.edu) 

Provide a brief abstract that clearly and concisely states the aim of your project, anticipated value for XU students and/or faculty, and the indicators of success: (maximum 350 words)

The CIE (Center for International Education) provides a variety of education abroad opportunities to students, including over 80 semester program options and between 15-18 short-term faculty-led programs each year. Since Fall 2016, Xavier University and the CIE have developed strategies to foster greater study abroad participation among undergraduate students that have increased study abroad participation 12.9% from AY17 to AY19.

Despite this increase, participation gaps still exist for underrepresented students in study abroad. In order to close this gap, the CIE proposes implementing a study abroad peer ambassador program. The ambassador will be an 8-hour, part-time position for undergraduate students.

Study abroad peer ambassadors will be connected to two of the following areas with a focus on targeted outreach to a particular student population.

Department	Target student group
TRIO Student Support Service Program (funded by the U.S. Department of Education)	TRIO students (first generation, low income, students of color and/or students with disabilities)
Student Veterans Center	Military-affiliated students
Student-Athlete Academic Support Services	Student-athletes
Student Success Center	Students of Color

Students' success coaches in the identified areas will direct students to talk to the respective peer ambassador. Ideally, the student hired in the ambassador role will have membership/affinity to the department in which they are hired and will have studied abroad. These peer ambassadors will offer walk-in advising hours; plan events, workshops, and social media campaigns promoting study abroad programs; and promote relevant scholarships.

This program will help increase the diversity and number of Xavier students going abroad. The ability of the ambassador to approach a peer directly about study abroad eliminates the barrier of sending students to another office. It also allows the students to interact with a peer who is more likely to have a similar experience as them. The two most common sources of study abroad referrals at Xavier are peers and instructors; thus, integrating study abroad ambassadors into existing structures for students will lead to increased knowledge and participation.

NARRATIVE

Please provide a detailed project description (in #1) and answer the questions below (#2 - #8) Limit the length of your answers (including project description) to three single-spaced, typed pages.

1. Provide a detailed description of your project; what will take place, where, when, and who will be involved in the project, and the timeline. (maximum 1 page)

By implementing a peer ambassador program within the existing student advising model, students in targeted student groups will have increased awareness of education abroad programs and scholarships, decreasing barriers to participation in study abroad.

There will be two peer ambassadors, supporting four different departments: TRIO, Student Veterans Center, Student-Athlete Academic Support Services, and the Student Success Center. The ambassador will be an 8-hour, part-time position for undergraduate students. Ideally, the student hired in the ambassador role will have membership/affinity to one of the departments in which they are serving, will have studied abroad, and can serve in the role for the entire grant period. The peer ambassadors will work closely with the CIE to expand

walk-in advising hours; plan events, workshops, and social media campaigns promoting study abroad programs; and promote relevant scholarships with a special emphasis on the Gilman and Gilman-McCain Scholarships for underrepresented students.

The International Program Advisor in the Center for International Education will supervise the peer ambassador program and their efforts. To facilitate the program, our project requests funding for the International Program Advisor to attend Diversity Abroad's Global Inclusion Conference in October 2022. The Conference will connect them to resources, best practices, and other professionals in International Education working towards increasing the number of underrepresented students in study abroad. The peer ambassador supervisor will be able to take what she learns at the conference to better guide our ambassador's work over the grant period.

The ambassador program will offer advising hours within the physical spaces of the identified underrepresented populations. The ability of the ambassador to approach a peer directly about study abroad eliminates the barrier of sending students to another office. It also allows the students to interact with a peer who is more likely to have a similar experience as them, such as a student athlete, a student veteran, or first-generation student. Having a peer share study abroad opportunities will assist in allaying initial concerns and encouraging study abroad participation, ultimately resulting in an increase in study abroad applications and enrollment.

Students' success coaches in the identified areas will direct students to talk to the respective peer ambassador. The four departments mentioned each have a designated success coach liaison who will receive regular updates from the Assistant Director for Education Abroad and will share these updates with their respective teams. During a success coaching meeting, success coaches may ask if a student has considered studying abroad, prompting referrals to the respective peer ambassador during that meeting or immediate conversation if the ambassador is present during walk-in hours.

In addition to the advising hours in the respective areas, the peer advisors will be tasked to create two programs each semester for the two identified populations. Therefore, the ambassador program will facilitate 8 events per semester. To encourage student attendance, we are asking for incentives such as food, travel-inspired raffle prizes, and advertising. The CIE will encourage the students to be creative and launch programs that are specific to the populations they are working to reach. One example could be a panel of student-athletes who have studied abroad to encourage future student athletes to consider the opportunity.

The first year of the program will be dedicated to hiring and training the peer ambassadors, the promotion of the program by the CIE and targeted departments, identifying and creating specialized info sessions, and success coaches referring students to respective peer ambassadors. For the second year, we will continue these initiatives while also assessing if there is a greater interest and knowledge of study abroad in underrepresented student populations through surveys and assessing how many students are registered to study abroad that year.

To further develop the peer ambassadors in their role and as future leaders, we recommend sending them to Diversity Abroad's Global Student Leadership Summit. The goals of this summit are for student participants to "strengthen their leadership and develop global competencies including self-awareness, communication, team building, and embracing diversity and difference." These goals align with Xavier's international education goals of closing study abroad participation gaps for underrepresented students.

Success will look like:

1. Underrepresented student populations showing a greater interest in study abroad through an increase in inquiries and applications.
2. Underrepresented student populations having a better understanding of the study abroad process and terms. This will be shown through surveys given at the beginning and end of the two years.
3. An increase in the percentage of underrepresented students studying abroad.
4. Student Ambassadors having increased understanding of global competencies.

2. How does this proposed project enhance the mission and purpose of Women of Excellence?

The goal of helping more underrepresented students study abroad aligns with Women of Excellence’s goal to “provide opportunities for women to grow as organizational and philanthropic leaders for the University.” Multiple large-scale studies have found that students who study abroad, especially underrepresented or “at-risk” students, are more likely to complete their degrees than if they do not study abroad. (Sutton & Rubin, 2004; Willett et al. 2013; Malmgren & Galvin 2008). Retention rates and grade point averages were also significantly higher. Skills such as adaptability, cultural understanding, gaining worldly experiences and more can help women from underrepresented groups on their journey to becoming leaders in their communities and in their future workplaces.

3. How will this project further the mission of Xavier University to “engage and form students intellectually, morally and spiritually, with rigor and compassion, toward lives of solidarity, service and success?”

The Student Peer Ambassador Program aligns with Xavier’s mission to “prepare students for a world that is increasingly diverse, complex, and interdependent”. For many of the students we are trying to reach with this program, studying abroad may be their first opportunity to go outside of the country. It is a life-changing experience that allows them to gain valuable skills such as better intercultural understanding, flexibility, and problem-solving skills. Many of our students who return from study abroad state that they want their career path to be one where they are able to help others and that they feel more self-confident and ambitious. These traits will help students who are traditionally underrepresented find success after they leave Xavier. The experience of being exposed to people of different cultures everyday also fosters a compassion and cultural understanding for others that they may not have otherwise gained.

4. Why is this project important? Does it address a gap within existing University programs?

There are barriers to study abroad participation for underrepresented students such as lack of affordability, perception that study abroad is “not for them,” and lack of early planning for a study abroad experience. One of Xavier’s study abroad goals is to achieve parity in study abroad participation; that is to have the percentage of underrepresented students participating in study abroad programs match or exceed the percent of underrepresented students campus wide. In the table below, it shows that there is a significant gap still especially for first generation students.

Student Populations	Total Undergraduates		Students of Color		First-Generation		Student-Athletes		Student Veterans	
	Total Study abroad Enrollment	Total Student Population	% of study abroad	% of Pop.	% of study abroad	% of Pop.	% of study abroad	% of Pop.	% of study abroad	% of Pop.
3 yr avg (AY17-19)	363	4735	17.63 % (64)	21.15% (1001)	9.09% (33)	21.07% (998)	3.86% (14)	5.62% (266)	2.75% (10)	3.79% (180)

For underrepresented students who have no family or friends who studied abroad, the study abroad process can be daunting and confusing. Things such as a lack of pre-planning, lack of knowledge on vocabulary, financial resources and more may frustrate a student and cause them to give up on or never begin the study abroad process. Many students may not be knowledgeable about the CIE and its website, and may not have the time or energy to go out of their way to make an appointment. Lack of representation in the study abroad space may also discourage underrepresented students. Having a peer ambassador in each of these departments will allow students easier access to information and a reliable source that can provide information about experiences related to their identity. Since students are required to meet with a Success Coach, they are more likely to be able to stop by walk-in hours or see information in the office on info sessions.

5. What is the expected outcome of your project? How many people (faculty, staff, students) will be engaged in your project? If the project will continue beyond the Grant timeline, what are your plans for future funding?

Our aim is to provide underrepresented students more support related to study abroad and easier access to information especially related to their identity. The expected outcome is to not only increase the number of underrepresented students abroad but to better integrate study abroad as a part of the advising process. We hope that more underrepresented students will see study abroad as an option for themselves and will know more about opportunities for them such as the Gilman/Gilman-McCain Scholarship (government sponsored study abroad scholarship for students who are Pell eligible and/or military-affiliated). Those involved with the project will be the peer ambassadors and staff from the CIE, TRIO, SAASS, Student Success and Student Veterans Center.

6. How will you measure the success of your project, if funded? What are the qualitative and quantitative measures that you will use to assess impact and effectiveness?

Qualitative:

The peer ambassadors will work with students they recruited to study abroad to participate in year-two programs and creation of materials for the respective offices. Additionally, students will write testimonials of their experience studying abroad from each office. This can be done through video, social media, blogs, etc.

Quantitative:

The Center for International Education will collect data on the number of students participating in the programs and workshops the peer ambassador program offer. Additionally, the CIE will look at the year over year of participation of underrepresented students studying abroad, including the percentage of underrepresented students abroad after each year of the program.

We will also invite students who study abroad to participate in a survey on how they learned about study abroad, what information was most helpful in preparing them for study abroad, and attitudes towards study abroad before and after their experience.

7. If your project is funded, how will the WOX Giving Circle be recognized as having played a role in the success / completion of your project? Give specific examples.

If funded, WOX will be given recognition on all promotion for this project including but not limited to the peer ambassador program application, flyers, info sessions, social media posts, trainings, etc. WOX Giving Circle will be recognized on the website.

8. If you are applying for a 2-year grant, please explain why a 2-year award is important to the success of your project. (Note: these are projects that will take 2 years to complete, not for 2 years of funding for the same project).

With the nature of studying abroad advising, a two-year award is necessary. In order to give themselves sufficient time to plan, students usually seek out study abroad advising in their freshman/sophomore years for a program during their junior year. To see if there is an improvement in study abroad rates in marginalized communities on campus, two years will be needed to observe the effect of our program.

References:

- Malmgren, J., & Galvin, J. (2008). Effects of study abroad participation on student graduation rates: A study of three incoming freshman cohorts at the University of Minnesota, Twin Cities. *NACADA Journal*, 28(1), 29–42. <https://doi.org/10.12930/0271-9517-28.1.29>
- Sutton, R. C., & Rubin, D. L. (2004). The Glossari Project: Initial findings from a system-wide research initiative on Study Abroad Learning Outcomes. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10(1), 65–82. <https://doi.org/10.36366/frontiers.v10i1.133>
- Willett, T., Pellegrin, N., & Cooper, D. (n.d.). *California Community College Student Outcomes Abroad Research Project*. CCC SOAR - Project Report. Retrieved February 18, 2022, from <http://www.globaled.us/ccccoar/project-report.asp#top>

BUDGET

What is the amount of funding requested?

This proposal requests \$19,753.00 for a two-project. See attached for detailed, itemized budget.

Below please provide a **detailed** budget with justification/need for each itemized expense.

- If your project requires students to be paid, that payment must be included as an itemized expense. For example, if your project requires 2 student coordinators, the role needs to be specified and included as an itemized expense. [i.e. Student workers: 2 students*\$8.10/hr*10 hrs/week*12 weeks= \$1,944; Student worker fringe benefits - \$1,944*1%(stated fringe benefits rate for full-time students) = \$19.44]. Note: Students must be paid as an employee and cannot be given stipends.
- If more than 25% of your budget is allocated toward food and incentives, specific detailed rationale and explanation for these expenses should be provided.
- Include a detailed list of supplies and equipment necessary to complete your project.
- If your project's total budget is greater than \$10,000 per year, other sources of support must be stated and appropriate documentation from other funding partners must be provided.
- All costs, including student pay rates, must follow University policy. Your budget for these items should take this into account. Please contact Shari Howell (howells3@xavier.edu) to discuss budget questions.

Developing Systems of Support: Diversifying Study Abroad Participation Amongst Underrepresented Students

Itemized Budget

ITEM	AMOUNT	DETAILS	NOTES
Year One: Training & Preparation			
2 Student Peer Ambassadors	\$ 5,017.60	2 student peer ambassadors - \$9.80/hour*16 hrs/wk*32 weeks in year (10 weeks in summer plus 16 weeks each semester)	The peer ambassadors will work closely with the CIE to expand walk-in advising hours; plan events, workshops, and social media campaigns promoting study abroad programs; and promote relevant scholarships with a special emphasis on the Gilman and Gilman-McCain Scholarships for underrepresented students.
Peer ambassador fringe benefits	\$ 50.18	1% benefit rate	
Diversity Abroad Conference		Oct 3-7 San Francisco. 1 staff member, International Program Advisor.	The International Program Advisor in the Center for International Education will supervise the peer ambassador program and their efforts. To facilitate the program, our project requests funding for the International Program Advisor to attend Diversity Abroad's Global Inclusion Conference in October 2022. The Conference will connect them to resources, best practices, and other professionals in International Education working towards increasing the number of underrepresented students in study abroad. The peer ambassador supervisor will be able to take what she learns at the conference to better guide our ambassador's work over the grant period.
Registration	\$ 600.00		
Hotel	\$ 1,045.00	\$209.00/night*5 nights	
Food Per Diem	\$ 395.00	\$79/day*5 days	
Transportation	\$ 500.00		
Program and Workshop Incentives			The ambassador program will facilitate 8 events per semester. To encourage student attendance, we are asking for incentives such as food, travel-inspired raffle prizes, and advertising. The CIE will encourage the students to be creative and launch programs that are specific to the populations they are working to reach.
Food	\$ 1,600.00	\$100 per 16 events (8 events per semester)	
Travel-Inspired Raffle Prizes	\$ 500.00		
Advertising	\$ 280.00	800 flyers*\$0.35	
1st Year Total Expenses	\$ 9,987.78		
YEAR TWO: IMPLEMENTATION AND ASSESSMENT			
2 Student Peer Ambassadors	\$ 5,017.60	2 Student Workers - \$9.80/hour*16 hrs/wk*32 weeks in year (10 weeks in summer plus 16 weeks	
Peer ambassador fringe benefits	\$ 50.18	1% benefit rate	
Color Brochures for affinity areas	\$ 187.96	4 areas*50 brochures: 200 brochures. \$46.99 (50 b	Targeted information brochures will be created to highlight useful information for groups of students such as students of color, student athletes, first generation students, etc.
Global Student Leadership Summit - 2 students		Total cost of registration, hotel, food and transportation for 2 peer ambassadors to attend Global Student Leadership Summit. Summit costs are based on student rates for similar international education conferences. https://conference.diversitynetwork.org/global_student_leadership_summit/	To further develop the peer ambassadors in their role and as future leaders, we recommend sending them to Diversity Abroad's Global Student Leadership Summit. The goals of this summit are for student participants to "strengthen their leadership and develop global competencies including self-awareness, communication, team building, and embracing diversity and difference." This will provide them valuable professional development and allow them better advise our student population.
Registration	\$ 300.00	\$150*2 student peer ambassadors	
Hotel	\$ 400.00	\$200* 2 student peer ambassadors	
Food Per Diem	\$ 390.00	Estimated per diem is \$65/day*3 days. \$195*2 student peer ambassadors	
Transportation	\$ 1,000.00		
Program and Workshop Incentives			
Food	\$ 1,600.00	\$100 per 16 events (8 events per semester)	
Travel-inspired Raffle Prizes	\$ 500.00		
Advertising	\$ 319.49		
2nd Year Total Expenses	\$ 9,765.23		
TOTAL GRANT REQUEST	\$ 19,753.00		