EMORY Identity Toolkit:
Inclusive Strategies for International Education

June 26, 2025

Welcome!

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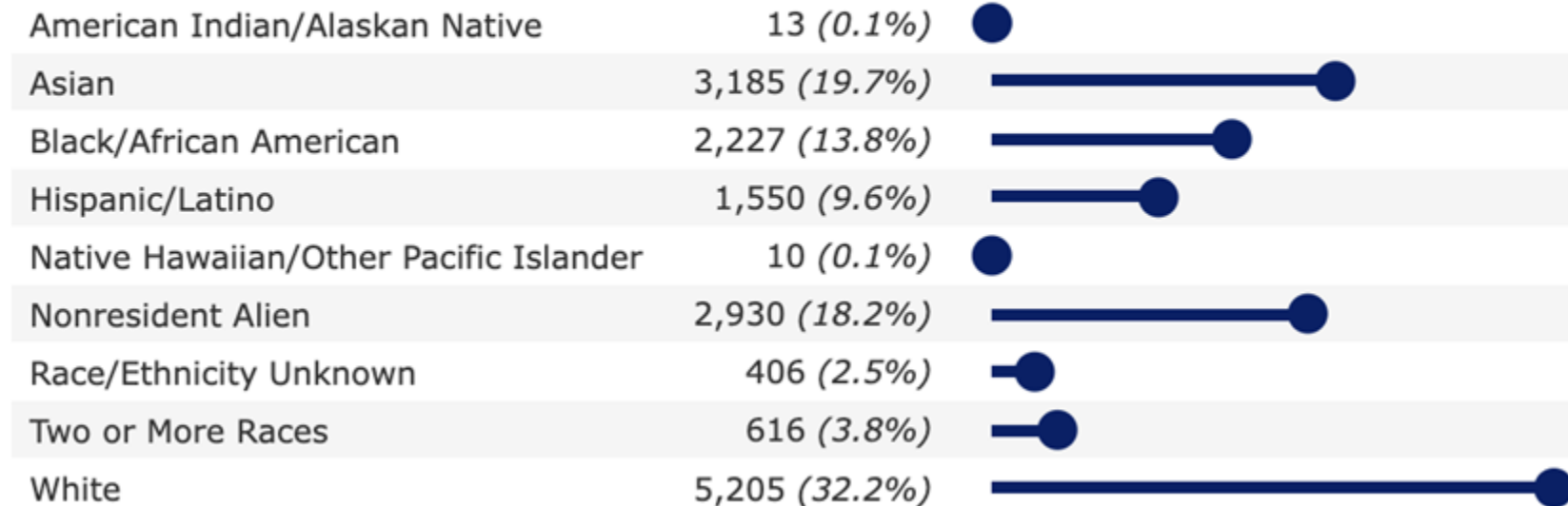**Emory University**

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Emory University

Total students in fall 2024: 16,142

Academic Career

Undergraduate	8,374 (51.9%)	
Postgraduate	7,768 (48.1%)	

Race/Ethnicity

American Indian/Alaskan Native	13 (0.1%)
Asian	3,185 (19.7%)
Black/African American	2,227 (13.8%)
Hispanic/Latino	1,550 (9.6%)
Native Hawaiian/Other Pacific Islander	10 (0.1%)
Nonresident Alien	2,930 (18.2%)
Race/Ethnicity Unknown	406 (2.5%)
Two or More Races	616 (3.8%)
White	5,205 (32.2%)

https://provost.emory.edu/planning-administration/data/factbook/enrollment.html

Agenda

❖ Goals for this session

❖ Emory University Global Experiences

❖ Emory University's Identity Toolkit:
   Inclusive Strategies for International Education

❖ Applying and Reflecting on the Identity Toolkit

❖ Q&A and Closing Remarks

Goals for this session

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1. **Explain** student travel statistics and the "why" behind our work.

2. **Introduce** the main components of the toolkit and offer our interpretations.

3. **Engage** audience in the application of the Toolkit through real cases.

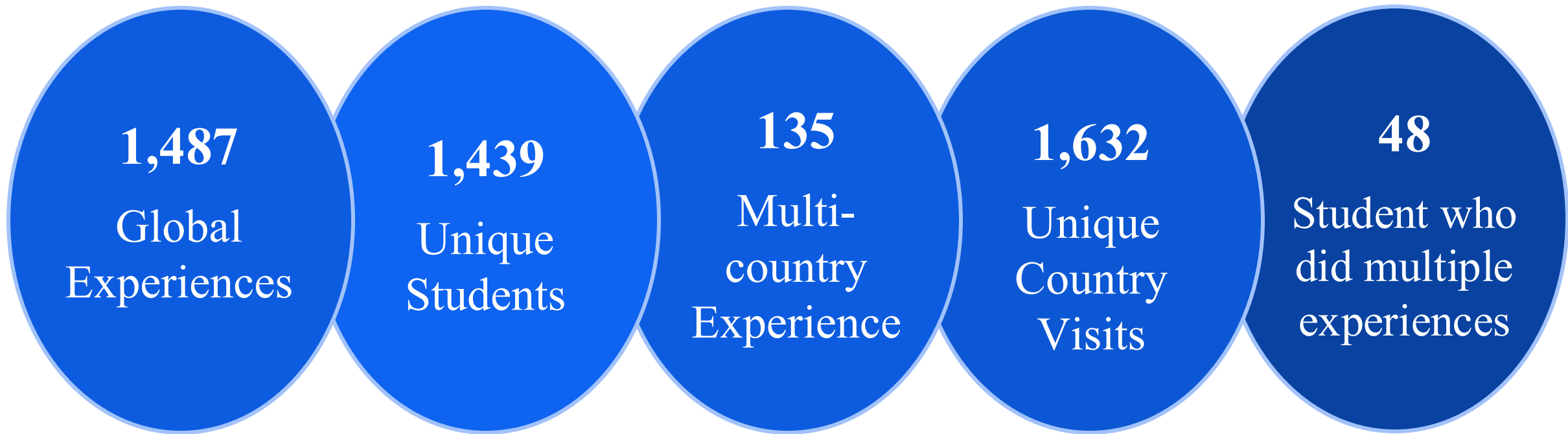4. **Share** ideas for helping students navigate their identities abroad.
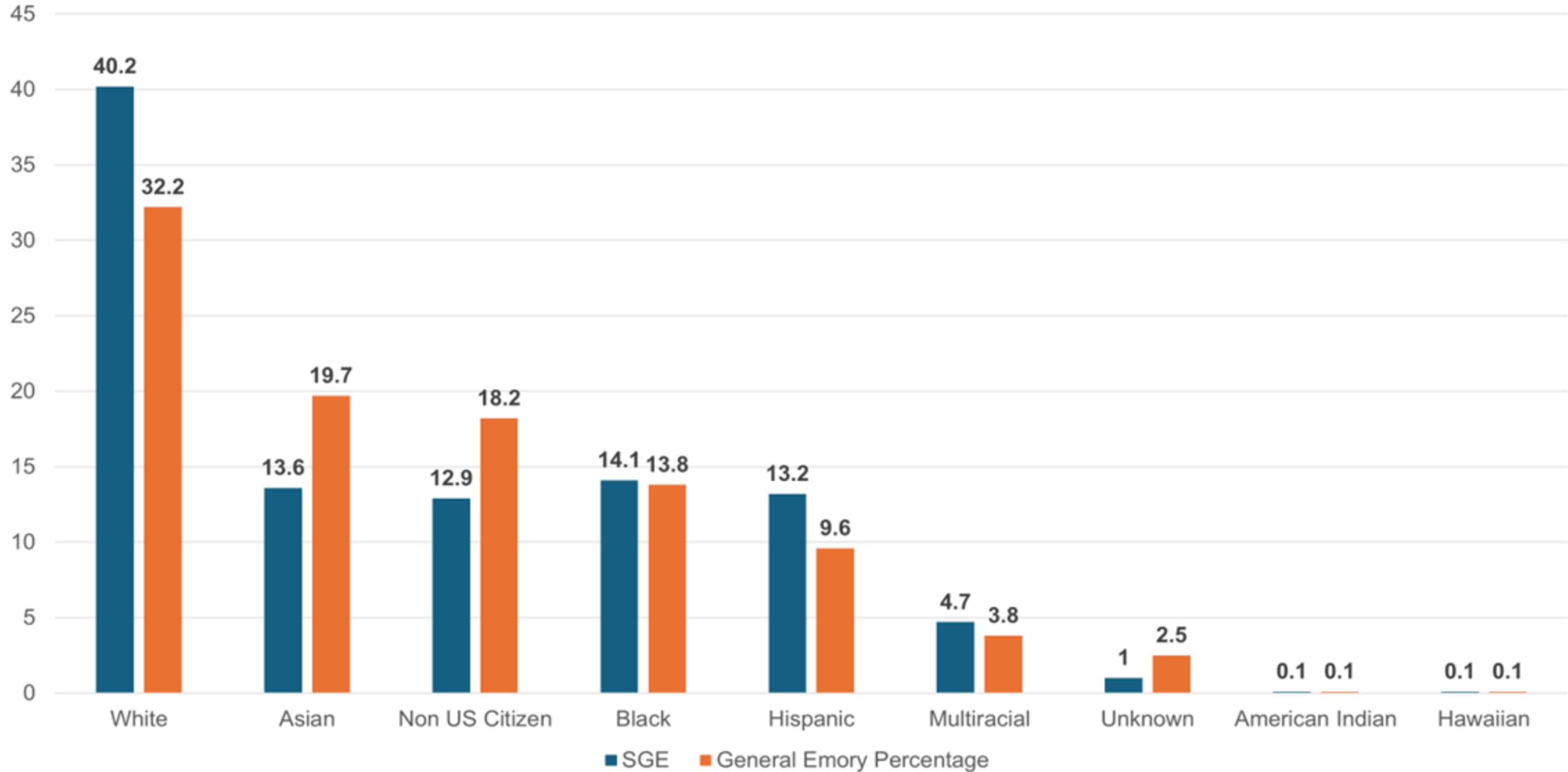
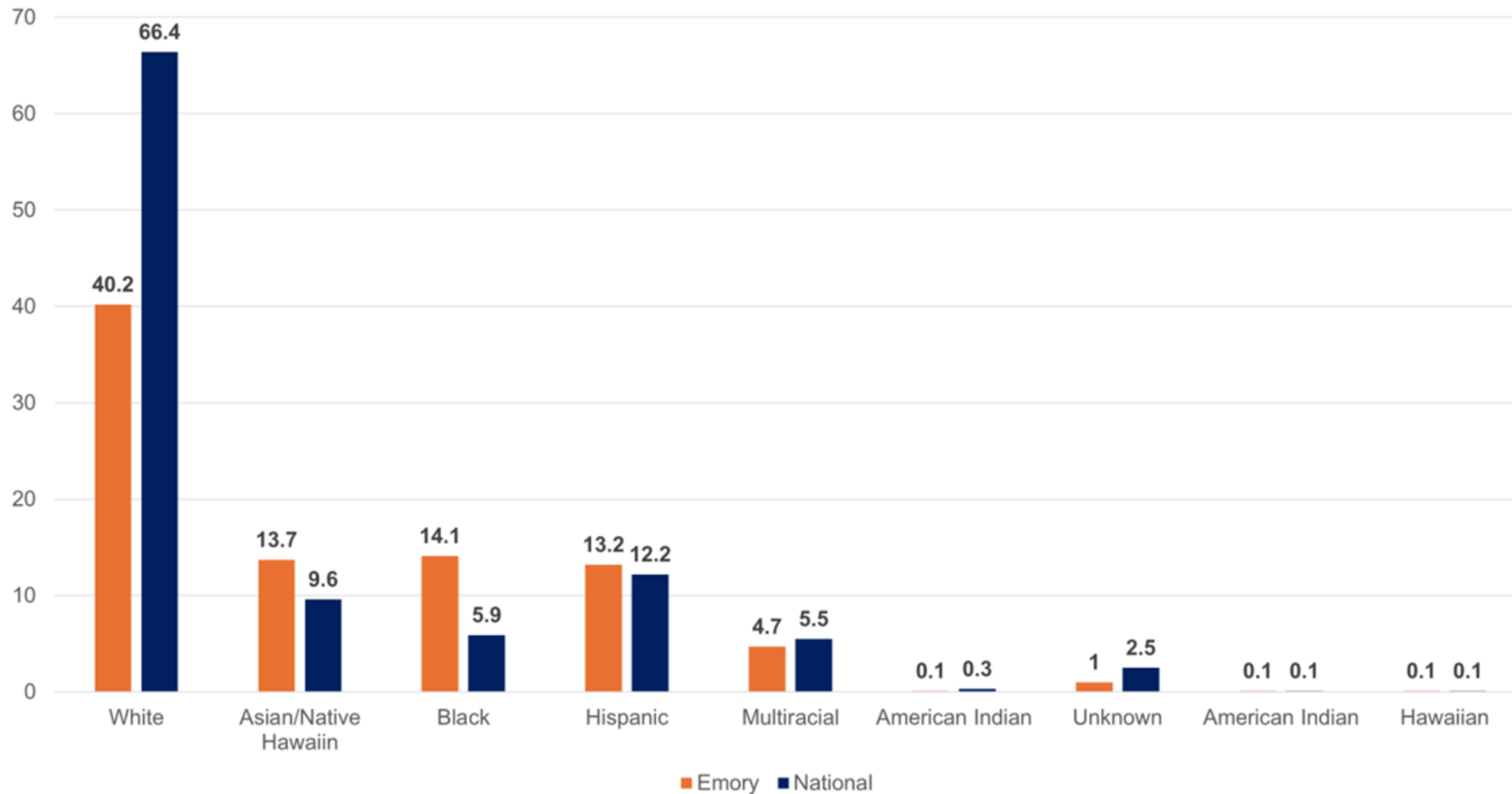# EMORY University Global Experiences

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Key Stats of EMORY Student Global Experiences (2023-2024)

1,487 Global Experiences

1,439 Unique Students

135 Multi-country Experience

1,632 Unique Country Visits

48 Student who did multiple experiences

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Global Experiences (SGE) vs General Emory Population (General) Ethnicity (23-24)

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Emory Identity Toolkit

What

❖ An identity-based pre-departure orientation tool that provides historically underserved students the information they need to navigate their environment.

Who

❖ Emory Global Engagement (EGE) through the unit of Global Safety and Security.
❖ Working group of Emory faculty and staff from schools and units across the university.
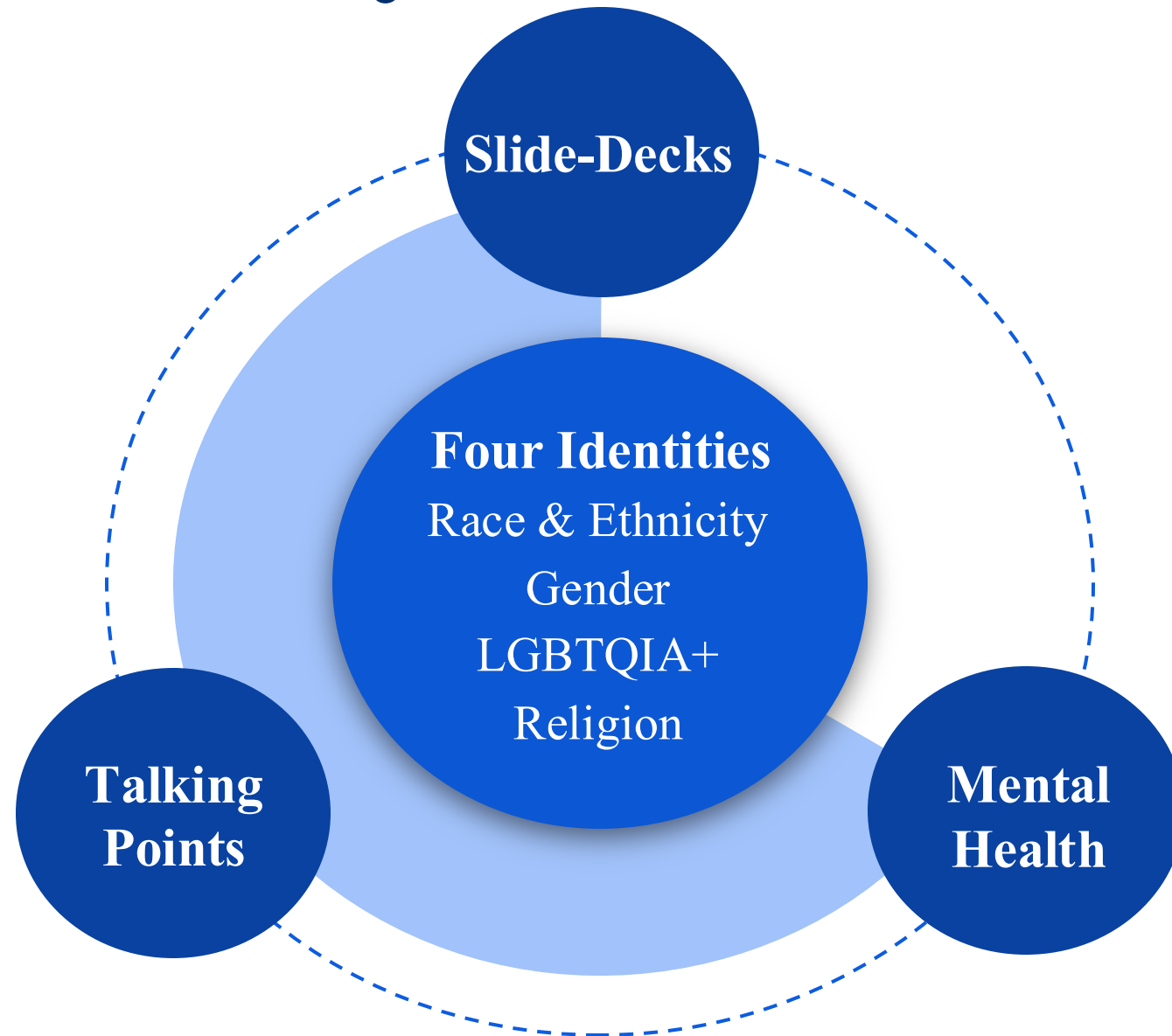❖ Partnership with Elizabeth Garcia, a global education specialist.

Why

❖ Recruit more students to study abroad.
❖ Better support students who may experience identity-based conflict abroad
❖ Provide support and resources for faculty directors.

When

❖ Summer 2023
  o Developed

❖ Spring 2024
  o Launched

❖ Fall 2024 onward
  o Promotion with campus partners

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Toolkit Contents

Race & Ethnicity

LGBTQIA+

Four Identities

Gender

Religion

1. Potential Benefits of Exploring Identity Abroad
2. Experiencing your Identity Differently Abroad
3. Health and Safety Concerns to Consider
4. Incident Reporting
5. Top Tips for Traveling Abroad
6. **Post-Global Experience: Emotional Transition and Campus Resources**
7. Emory Emergency Contacts
8. Supporting Mental Health Abroad
   a. Mental Health and Support Resources
9. Additional Support and Resources

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Embracing Inclusive Racial Identity Abroad

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[Introduction]
Title Page

Talking Points ⟶

i. As more diverse populations travel globally, aspects of planning, preparation, and mindfulness should be considered to navigate considerations related to racial/ethnic identity abroad:

- Research host country beforehand to help understand cultural differences.
- Remove any expectation to change cultural norms and/or individuals.
- You are not alone - know your resources within and outside of Emory.

Experiencing Your Identity Differently Abroad

People sharing your identity markers may be perceived (and received) differently outside the US. Considering the following questions beforehand may better prepare you for new experiences:

A. How might the perception of my racial or ethnic identity shape my experience? How does the construct of "race" differ from the US?

B. Is there a dominate culture of colorism in my host country? Is it common for people with darker skin tones to be treated differently?

C. What are some common stereotypes about my race, ethnicity, and/or nationality? How might this influence social interactions?

D. How might I feel if I do not "fit in" with members of my perceived racial/ethnic group? Are there nuances I should be made aware of?

E. Will I be a part of the racial/ethnic minority, even if I am part of the majority at home (vice versa)? How might this impact my experience?

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Experiencing Your Identity Differently Abroad

Talking Points →

What are some common stereotypes about my race, ethnicity, and/or nationality?

How might this influence social interactions?

(1) Ex. Americans may be stereotyped as tacky, arrogant, disrespectful, loud, or wealthy.

(2) Ex. Asian Americans may experience xenophobic stereotypes of being a "perpetual foreigner", or locals assume they do not speak English.
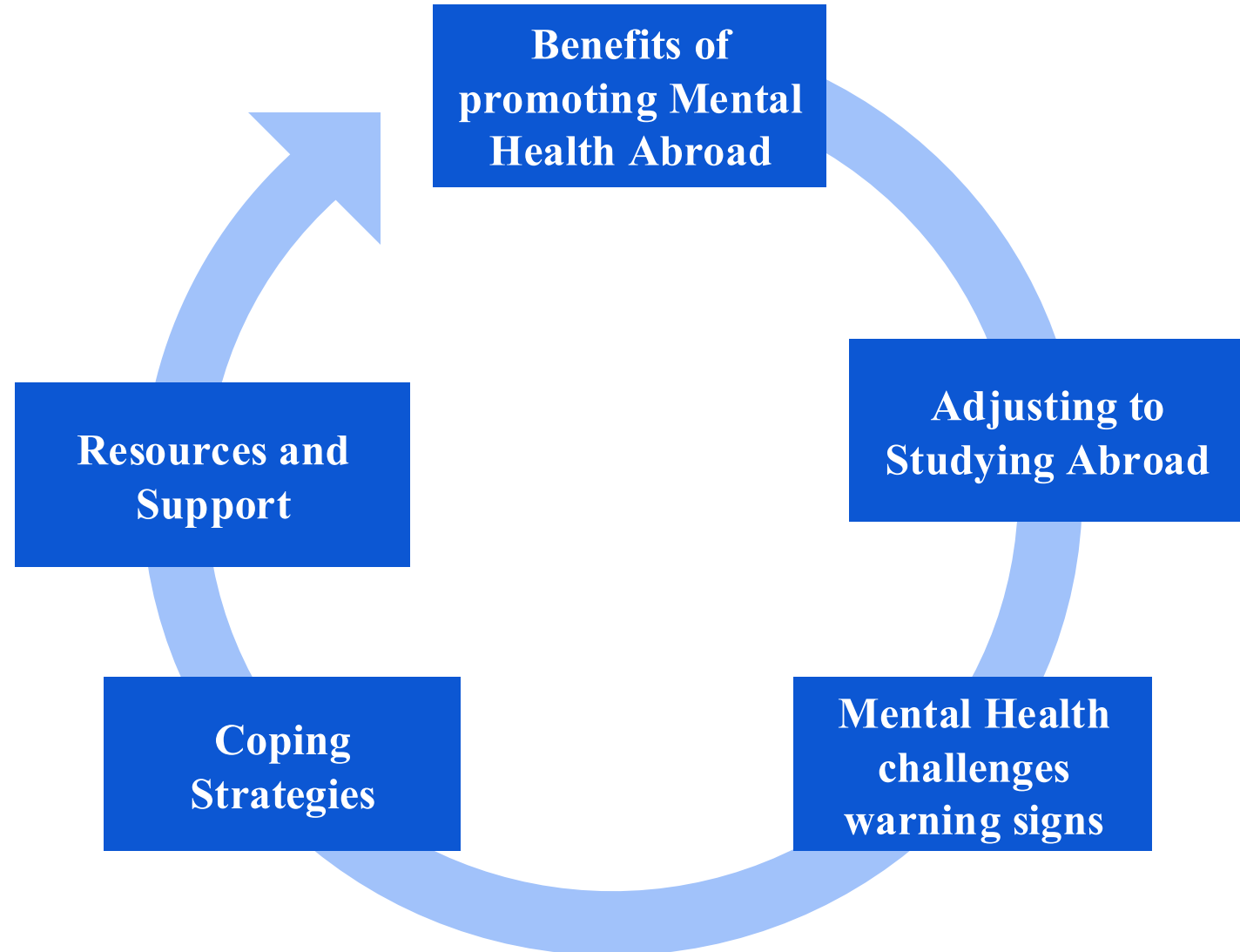
Managing Mental Health Abroad

Managing Mental Health Abroad

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- Benefits of promoting Mental Health Abroad
- Adjusting to Studying Abroad
- Mental Health challenges warning signs
- Coping Strategies
- Resources and Support

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Applying and Reflecting on the Toolkit

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Applying the Identity Toolkit

Semester study abroad program in China and summer program in Taiwan:

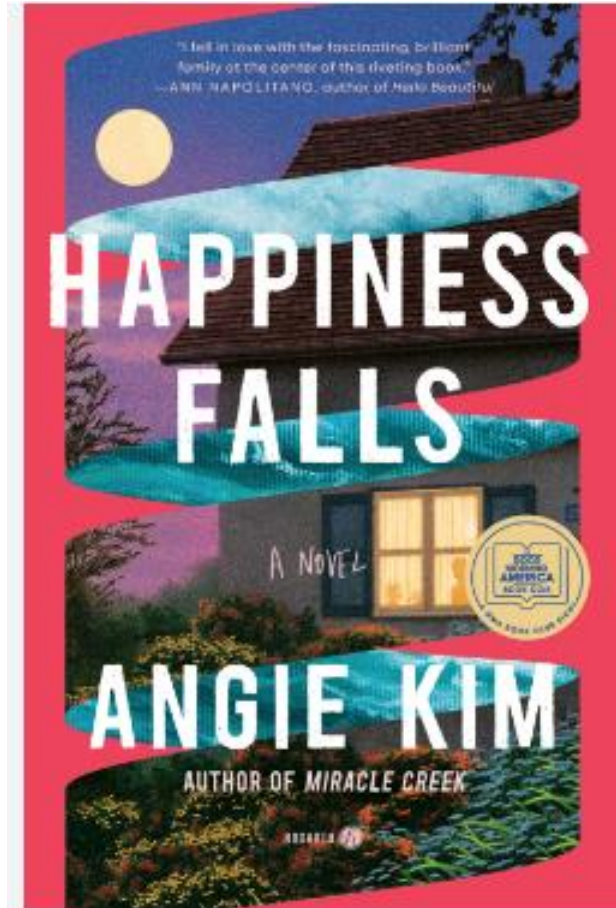1. *Identity challenges:*
   - Asian Americans: Are you an American?
   - White: Minority in China
   - Black and brown: stereotype and discrimination

2. *Pre-departure orientation:* case studies

3. *On-site:* One-on-one weekly meetings and group meetings

4. *On-site and post program:* Reflection essays

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Applying the Identity Toolkit

"When we first moved to Korea, because I looked Korean, everyone expected me to be fluent in Korean. When they found out I wasn't - I couldn't understand or speak Korean at all – they assumed something was wrong with me and called me a bah-bo. Idiot. ... Because John looked "American" (meaning white), everyone expected him to speak English, not Korean. ... When we both started picking up on Korean (but still not speaking it well), they (ajummas) treated him like he was a genius or something whereas me, they continued to pity for being "slow" despite Haronee told them that we were twins. ... "I find it fascinating how deeply ingrained it is in our society – not just in the US, but human society in general – how we equate verbal skills, especially oral fluency, with intelligence. And when you lose it, even when it's for a obvious reason, like being from a different country it changes you. ... Even today, I am a different person in English than in Korean.

Applying the Identity Toolkit

- Indonesian?

- Singaporian?

- Russian?

- Spanish?

- Mexican?

- **No, definitely not from the US!**

Applying the Identity Toolkit (Case Study)

1. How would you **handle these situations** with students?

2. How would you **help them** process their experiences?

3. What **resources** are available to the students?

4. Should you **contact someone at Emory**, and if so, who?

5. Was there something that could have been done **pre-departure** to help prepare the students?

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Reflecting on the Toolkit

Students from the same university can visit the same country and have vastly different experiences based on their identity

A student passing as a local of the country

Being stared at in a homogenous population

Reflecting on the Toolkit

Visible

Race/Ethnicity
Gender/Gender expressions
Age
Physical Activities

Non-Visible

Religion/Spirituality
Sexual Orientation
Cultures/Nationality/Citizenship
Mental Health
Political views

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Reflecting on the Toolkit

1. Research local norms prior to departure.

1. How might your identity be perceived in a host-country?

1. What's normalized in your home-country that might be unfamiliar or misunderstood abroad?
    - Piercing, tattoos, shaving head…
        - Perceptions are often times influenced by history, media and societal norms.

Q&A and
Closing Remarks

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International Conference
The Future of Education

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Inclusive Strategies for International Education

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