

Equity, Access and Inclusion in Global Learning Abroad:

Student-Centred Insights Towards Ensuring Increased Participation and Quality Experiences

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In August 2021, the university announced that it would begin a renaming process to address the legacy of Egerton Ryerson and build a more inclusive future. [Let's write the next chapter together.](#)

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Equity, Access and Inclusion in Global Learning Abroad

INTRODUCTION



The COVID-19 pandemic has impacted every corner of Canada’s universities, emptying classrooms and hallways, turning bedrooms into workspaces, increasing reliance on digital tools and the skills to use them, and exposing and exacerbating longstanding inequalities tied to race, class and gender. At Ryerson International — Ryerson University’s office supporting global learning opportunities at home and abroad — we also found our mandate and operations transformed by the events of 2020. In the earlier days of the pandemic, we assisted hundreds of students in returning home safely, and with international mobility programming put on hold, we had the rare opportunity to fully dedicate our resources to program assessment and improvement — including the pressing need to address inequalities in access to and participation in global learning, as well the unique challenges and risks experienced by some participant groups.

Thanks to support from the Government of Canada’s Outbound Student Mobility Pilot Program (referred to throughout as the Outbound Mobility program), funded by Employment and Social Development Canada (through an investment of \$95 million allocated over five years) and jointly administered by Universities Canada and Colleges and Institutes Canada (CICan), Ryerson International was able to realize this project in March 2021. Due to the pandemic, the Outbound Mobility program’s initial call for proposals was adapted to allow for the development of innovation projects that sought to prepare for the anticipated launch of full funding in the spring of 2021. A key aspect of the program is the identification of the following student target groups for increased participation: low-income students, students with disabilities and Indigenous students. The focus on access for these equity groups is aligned with the goals outlined in Ryerson’s [International Strategy](#)  (see the “Global Learning” section), as well as the university’s broader strategic priorities, including the strengthened global emphasis and commitment to inclusivity outlined in the [Academic Plan](#)  (see the “Student Experience” section) and the President’s [Strategic Vision](#)  (see “Taking a Global View”). As we prepare for the full launch of the Outbound Mobility program and the provision of student scholarships targeting equity-deserving groups, a quantitative understanding of the demographics of our participants, alongside a qualitative assessment based on student experience, are both essential to ensuring we meet the needs of students as they themselves see them.

Ryerson International’s vision for global learning at home and abroad centres activities that engage with the diversity of the world’s cultures, knowledge systems, worldviews, perspectives and nations. We encourage and facilitate students’ participation in learning opportunities that expose them to diverse ways of knowing and being, allowing them to develop the skills and sensibilities that support cultural humility and intercultural praxis.

While we know that international travel is not a prerequisite for students to engage with and learn across differences, this report focuses on study, research and work abroad (what we will refer to throughout as global learning abroad or, in keeping with the Government of Canada’s

International Education Strategy,  outbound student mobility). The Ryerson International team works with stakeholders and colleagues across campus, all of whom advance global learning at Ryerson in their respective departments and units.

The student symposium at the centre of this report is part of a broader initiative to foster equity and access in outbound student mobility at Ryerson. For the symposium, we hosted a series of interactive sessions in which students from equity groups shared their experiences with global learning abroad, which are hereafter referred to as the student symposium events. This initiative and specific funding call represents an opportunity to assess and recalibrate our outbound student mobility programming to ensure that it is accessible, relevant and beneficial to Ryerson's diverse student population.

We know that in order to develop innovative programming we must centre student voices and experiences. We are committed to addressing the challenges of accessibility and equity while ensuring the quality of experience for all students.

This report captures the global learning abroad landscape at Ryerson as it currently exists, offers student insights and creative expressions of its problems, and lays the foundation toward implementing innovative initiatives that will have a transformative impact on our programming and improve the global learning experience, particularly for equity groups.

Equity, Access and Inclusion in Global Learning Abroad

AVAILABLE DATA ON EQUITY AND ACCESS



While Ryerson University is known for its commitment to equity and inclusion, the Ryerson International team is aware that our programs and resources have room for improvement. We looked at two main quantitative indicators of equity, diversity and inclusion in global learning programs: overall student participation rates and the demographic composition of participants, both relative to the broader Ryerson student body. In the first case, for the 2018 to 2019 academic year (the last year unaffected by the pandemic and the year that most accurately aligns with the university's student diversity self-ID, used below), we have on record 1,025 student participants in global learning abroad (927 at the undergraduate level, 88 at the graduate level and 10 whose program level is unknown). This participant group comprised approximately 2.5% of Ryerson's undergraduate student population (36,748) and 3.2% of the graduate student population for that same year (2,718). For a breakdown of student participation by global learning activity type, including semester-based exchange, faculty-led trips, research, work and other, see Appendix 1.

As part of the Outbound Mobility program, Universities Canada surveyed 72 universities nationwide and produced a baseline report on its findings, which indicated a relatively stable overall participation rate of 3% in 2016 to 2017 and 3.2% in 2017 to 2018. While Ryerson sits slightly below this overall percentage, participation rates are similarly low across Canada, a fact highlighted in Canada's [International Education Strategy](#)  and one contributing to the development of the Outbound Mobility program in the first place. As stated in the strategy, "The report of the Study Group on Global Education estimates that approximately 11% of Canadian undergraduates study abroad during their academic career — significantly fewer than students from France (33%), Australia (19%) and the United States (16%)" (Government of Canada, 2019, p. 5).

Along with assessing overall participation rates, for the very first time we had access to the demographic data of those traveling abroad with a Ryerson initiative or program. Ryerson's 2019 Student Diversity Self-ID Report, released in April 2021, compiled responses from more than 40,000 undergraduate and graduate students, for a response rate of 96%. Ryerson International was able to cross reference this data with the available data on global learning participants for the same 2018 to 2019 period, 98% of whom had completed the diversity self-ID (see Chart 1). This was done in a way that preserved the confidentiality of the self-ID data itself. Please see the [Diversity Self-ID Glossary](#)  for detailed definitions of the equity groups included in the report. It is important to note that in Canada, we do not have access to comprehensive data at the national level regarding the demographics of participants in outbound student mobility.¹ In its baseline report, Universities Canada notes that this data gap is present at the institutional level

¹For example, in the United States, the Institute for International Education publishes a yearly report titled [Open Doors](#)  that details trends for international students and study abroad.

as well, with the majority of universities reporting limited-to-no demographic data.² At the time of Universities Canada’s survey, Ryerson International did not yet have access to the 2019 diversity self-ID data, thus the information available in this report was not included.

UNDERGRADUATE STUDENTS	WOMEN	RACIALIZED PEOPLE	ABORIGINAL PEOPLES	PERSONS WITH DISABILITIES	2SLGBTQ+ PEOPLE
Diversity Self-ID	55%	48%	1%	7%	8%
GLAP (2018-2019)	76%	43%	1%	10%	14%

GRADUATE STUDENTS	WOMEN	RACIALIZED PEOPLE	ABORIGINAL PEOPLES	PERSONS WITH DISABILITIES	2SLGBTQ+ PEOPLE
Diversity Self-ID	54%	39%	1%	6%	7%
GLAP (2018-2019)	60%	40%	3%	8%	21%

Chart 1: Comparison of Demographics of Global Learning Abroad Participants (GLAP) from 2018 to 2019³ with the 2019 Student Diversity Self-ID Report

What is most obvious in the data, and also to be expected, is a predominance of participants who identify as women, a longstanding trend in global learning. As in the general student population, these percentages tend to vary according to academic program, for example between STEM fields and the arts and social sciences (see Appendix 2 for demographic breakdown of participation by faculty at Ryerson). While the gender gap in study abroad programs has been a topic of discussion for decades, attempts to explain it “have not generated any commonly accepted explanations” (Bond et al., 2009, p. 14). While the purpose of this initiative is to address access for students from equity groups in particular, this underrepresentation of participants who identify as men also warrants attention.

Gender aside, what is interesting to note is that the demographic composition of study abroad participants in other identified categories is relatively on par with Ryerson’s overall student body, with slight differences between graduate and undergraduate student populations.

² “[F]or the 2018-2019 academic year, 80.9% of institutions indicated having no data on student household income, 80.9% of institutions do not collect data on student disabilities, 77.9% of institutions have no data collection on Indigenous student participation, and 85.3% of institutions indicated no data collection on participation of visible minorities. More institutions collect data on the gender: however, more than half the survey participants indicated a lack of data on the number of men and women that participated in outbound student mobility experiences in 2018-2019” (Universities Canada, 2021, p. 9).

³ All students travelling abroad for a university-sanctioned activity are required to complete various pre-departure requirements. It is through this process that we are able to capture information on participants.

While at the undergraduate level there is a 5% differential for racialized students — which needs to be addressed — the participation rates of other equity groups identified are either the same or above the general student population. The fact that most participants identify as women highlights the importance of an intersectional approach to equity and inclusion in study abroad programming; by recognizing the overlapping and compounding sources of vulnerability that outbound students may experience, we will be better able to provide support and resources that address their unique needs and challenges (as racialized women, for example). It is also worth noting that while we are committed to increasing access and opportunities for students with disabilities and Indigenous students (two of the target groups identified by the Outbound Mobility program), these groups are “substantially underrepresented in both undergraduate and graduate programs compared with representation in the community” (Ryerson University, 2021, p. 2).

For our assessment of low-income students — the third target group identified by the project — we explored other data sources, as socio-economic status is not captured by Ryerson’s student diversity self-ID. Information for this group typically comes from two sources: financial aid data and Ontario Student Assistance Program (OSAP) data. In terms of financial aid, Ryerson recently launched a new AwardSpring database that provides centralized access to student awards across campus, including an assessment based on financial need (which maintains student confidentiality). As this is a new initiative, data for the 2018 to 2019 academic year is not available, but we look forward to integrating this information into our ongoing assessment of our programming moving forward. As for OSAP, a report published in 2016 by the Higher Education Quality Council of Ontario, based on data from the 2013 to 2014 academic year, identified Ryerson as having the highest OSAP participation rate of all the universities in Ontario, at approximately 70% (Hicks & Jonker, 2016, p. 41).⁴ For the 2018 to 2019 academic year, 57% of students who participated in global learning abroad applied for OSAP, compared to 77% of the total population. This tells us a great deal about the financial restrictions of our student body and indicates that overall, low-income students are participating less in global learning abroad.

Other social diversity characteristics, including the prevalence of first-generation students⁵ (in terms of first time accessing post-secondary education) and first- and second-generation students born to immigrant families, may also influence how we approach global learning abroad at Ryerson. Demographic analysis based on activity type may also provide further information to guide targeted programming moving forward (see Appendix 3 for the data currently available).

⁴Note that OSAP participation rates were obtained in a way that maintained student confidentiality. It is also important to note that, generally, OSAP participation rates are expressed as the percentage of full-time students who receive OSAP. Most institutions use a course load threshold of 60% to define full-time status, while Ryerson defines this as at least 80%, which means that the participation rate for Ryerson may be inflated.

⁵ In Hicks & Jonker’s (2016) report, Ryerson was ranked 5th fifth in Ontario, with between 20 to 30% of the study population identified as first-generation students based on data from 2013.

While Ryerson’s Student Diversity Self-ID Report indicates that there are gaps to address in terms of representation (including for equity groups such as racialized students, as well as those not considered part of an equity group, such as men), the above data indicates that low-income students and their intersections across other equity groups are a primary concern.

In addition to this quantitative approach, it is essential to explore qualitatively what students are experiencing, including both participants and non-participants in study abroad. Before turning to the student voices that were essential to this project, however, it will be helpful to look at some of the literature on the benefits and barriers to participating in global learning abroad.

Equity, Access and Inclusion in Global Learning Abroad

FROM BENEFITS TO BARRIERS



The benefits of participation in global learning abroad are easy enough to imagine: expanded perspectives; global relationships and networking; enhanced sense of empathy and global responsibility; increased personal agency, resourcefulness and independence; and that embodied joy and spirit that international travel gives us that often endures long after we return home. Indeed, the literature regarding global learning and post-secondary student outcomes affirms that “few observers by now dispute that study abroad is one of the most high impact activities of a well rounded educational experience. Most stakeholders are convinced that students engaging in education abroad above all gain greater global awareness and international understanding, among a host of other important competencies” (Streitwieser & Light, 2010, p. 2). The 2017 National Survey of Student Engagement (NSSE) identifies global learning and study abroad as one of six “High Impact Practices” (HIPs) (Ryerson University, 2017, p.17), which are defined as enriching educational experiences that can be life changing, positively correlating to improved learning, engagement and student retention. While HIPs are relevant across demographic groups, they are particularly impactful for equity groups. Those who have been historically underserved by higher education may in fact stand to gain the most from these opportunities (Hamir, 2018).

In addition, the impact that learning abroad can have on individuals is felt at the cultural level of a university:

“ Global learning is the critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should: become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences; seek to understand how their actions affect both local and global communities; address the world’s most pressing and enduring issues collaboratively and equitably (Green, 2019, p. 12). ”

We want all these things and more for our students at Ryerson, and we recognize that when we send students abroad, they broaden their worldviews — which in turn broaden our own, contributing to the dynamic, evolving community at Ryerson and beyond. However, without addressing equity, access and inclusion, we limit who can explore and integrate these world-changing perspectives, which hampers our ability to realize the future we want.

Strategies and interventions that respond to students' stories and invest meaningfully in addressing inequities will not only achieve the goals we set, but also contribute to building more complex student worlds, both within institutions and internationally.

According to Universities Canada's baseline survey, the perceived barriers to global learning abroad, as identified by staff members at Canadian institutions, are "lack of funds or financial support needed to travel abroad (75%); perceptions of an inflexible curriculum from the home institution or requirements that are too heavy (44.1%); limited interest or lack of recognition of the benefits of outbound mobility (41.2%); low awareness of opportunities or minimal commitment from faculty (35.3%); inadequate promotion of available opportunities (17.6%); and inadequate services available on campus to support study/work abroad (14.7%)" (Universities Canada, 2021, p. 11). Do students perceive or identify these same barriers? Further investigation is required if we are to improve not only equity of access but also equity of experience — what marginalized students find when they do make it over and around the various hurdles that interpersonal, institutional and ideological forces place in their way.

As Canadian universities work towards internationalization, we must make a conscious effort not to replicate oppressive colonial practices and disenfranchisement of peoples at the macro and micro levels; such forces, policies, ideologies and structures of harm continue today and are felt by marginalized students acutely. Enacting a global learning strategy that includes "recognition of other ways of knowing and being that function outside of the dominant Western point of view" (Ryerson University, 2019, p. 7) will require inviting and including perspectives, voices and experiences that are currently marginalized within our home institutions, too.

We began, for our part, by listening to and co-creating with students.

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AIMS AND DESIGN OF THE STUDENT SYMPOSIUM



Students were invited to apply to participate in a three-part virtual event hosted on March 16, 23 and 30, 2021. We recruited participants who had either participated in a past global learning opportunity through Ryerson or who had never participated and identified as belonging to an equity group. By using an application process rather than an open invitation, we hoped to create a diverse cohort of participants from a wide range of backgrounds. The application form invited participants to voluntarily self-identify along any of the following groups to help us understand who would be joining us:

- First Nations, Inuit and Métis peoples in Canada and the United States or Native/Indigenous people from another region
- Racialized people (also referred to as visible or racial minorities; all people of colour)
- 2SLGBTQ+ persons and/or gender or sexually diverse persons
- Persons with disabilities
- Low-income students or students in financial need

We also asked students to identify their faculty, degree program, year of study and student status (i.e., full-time, part-time, international student, domestic student). Finally, students could share what they hoped to gain, discuss and explore as a participant in the symposium. One hundred and thirty students applied, and we invited 53 to join us, 44 of whom were able to attend. To thank them for their time, participants who attended two of the three events were provided an honorarium of \$100, and participants who attended all three events were provided an honorarium of \$150. For more information regarding symposium participants, see Appendix 4.

Student Symposium Events Overview

The goals of the symposium were as follows:

- To assess students' barriers, as described by them, to engaging in global learning abroad, especially students with disabilities, racialized students, Black students, Indigenous students, low-income students and 2SLGBTQ+ students
- To identify opportunities for improvement (e.g., promotion, planning, academic advising, and financial planning and support)
- To co-create and ideate with students to inform next steps and the development of potential new opportunities

To reach these goals, we conceived of a three-part event that would: (1) introduce students to the topic; (2) investigate challenges, perspectives and past experiences; and (3) provide space for creative problem solving and program design.

Part 1 – Welcome and Introduction to the Symposium:

In the first part of the symposium, we provided an overview of what we know about equity and access in global learning at Ryerson (presented in the introduction of this report). Students were introduced to the main objectives of the symposium and informed as to how their stories would feature in our report and future program design. In a short lecture, we explored current trends and problematized global learning in the context of borders, nation states and global systems of colonialism, imperialism and racial capitalism that determine who is “mobile” in their global political contexts. We also defined the key terms in question, drawing from the definitions for equity, access and inclusion in [The Equity, Diversity And Inclusion Lens For Policy Development And Policy Management](#)  developed at Ryerson.

EQUITY

The university is committed to the fair and just treatment of all community members through the creation of opportunities and the removal of barriers to address historic and current disadvantages for underrepresented and marginalized groups.

ACCESS

The university is committed to providing access to education and employment opportunities at Ryerson for students, faculty and staff of all backgrounds, in particular those from marginalized and underrepresented groups.

INCLUSION

The university values the equitable, intentional and ongoing engagement of diversity within every facet of university life. It is the shared responsibility of all community members to foster a welcoming, supportive and respectful learning, teaching, research and work environment.

In addition, we welcomed guest speaker and avid traveller Kalisha Merraro, a career specialist, facilitator and trainer, to help inspire reflection on what global learning means and can offer students. Kalisha described some of the challenges and joys she has experienced travelling as a Black woman, which invited participants to think about their own concerns and experiences. Lastly, students received information about how to prepare for the second and third parts of the symposium, and we created a community agreement outlining our expectations around creating a respectful space for conversation.

Part 2 – Assessing Barriers and Sharing Experiences:

During the second part of the symposium, students were invited to share their experiences of global learning, either as participants in study abroad programs or as non-participants or prospective participants. Students were invited to explore the topic using creative methods of expression, including digital collaging and free writing on Google Jamboard, a virtual whiteboard tool, and through conversations in a group conference call on Zoom. Participants were split into two groups based on whether they had previously studied abroad: Group A, made up of past participants, offered feedback on their experiences, while Group B, comprised of non-participants or prospective participants, gave insight into their perceptions of and potential challenges with global learning. Each participant had one private Google Jamboard document with which to express themselves in response to questions. A selection of participants' Jamboard artifacts is shared throughout this report, with participant names and identifying characteristics removed to protect confidentiality. Throughout the event, we invited participants to share the ideas they were expressing in their Jamboards, which they did orally and in the chat.

Part 3 – Co-Designing New Opportunities:

In the third part of the symposium, we invited students to join us in the ideation process towards the development of new, intentionally inclusive and accessible resources and opportunities for global learning at Ryerson. Students had the chance to focus on a specific barrier or problem that had come to light in Part 2, using the workshop to think through potential solutions or interventions to address it. We used an adapted design thinking model based on a workbook developed at Ryerson by Lesley D'Souza in 2017, which is explored in her forthcoming book, co-authored with Gavin W. Henning and Julia Allworth, *Design Thinking in Student Affairs*. Design thinking is a human-centred approach to problem solving that prioritizes the needs of the people for whom a design or solution is created. Originally developed at the Institute of Design at Stanford, it has taken on various iterations and been adapted across disciplines; while different models have varying numbers of phases, all rely on three cornerstones: empathy, ideation and experimentation. D'Souza's model has the following steps: empathize; define goals and outcomes; ideate; pilot; implement, assess and interpret; and storytelling. The conversations in Part 2 were meant to encourage an empathic understanding of students' needs, which in turn guided the define, ideate and pilot steps in Part 3.

Part 3 was facilitated using Zoom, and after a short lecture introducing design thinking, students were split into small groups or worked individually in workbooks on Google Docs, which offered a framework for imagining and problem solving.

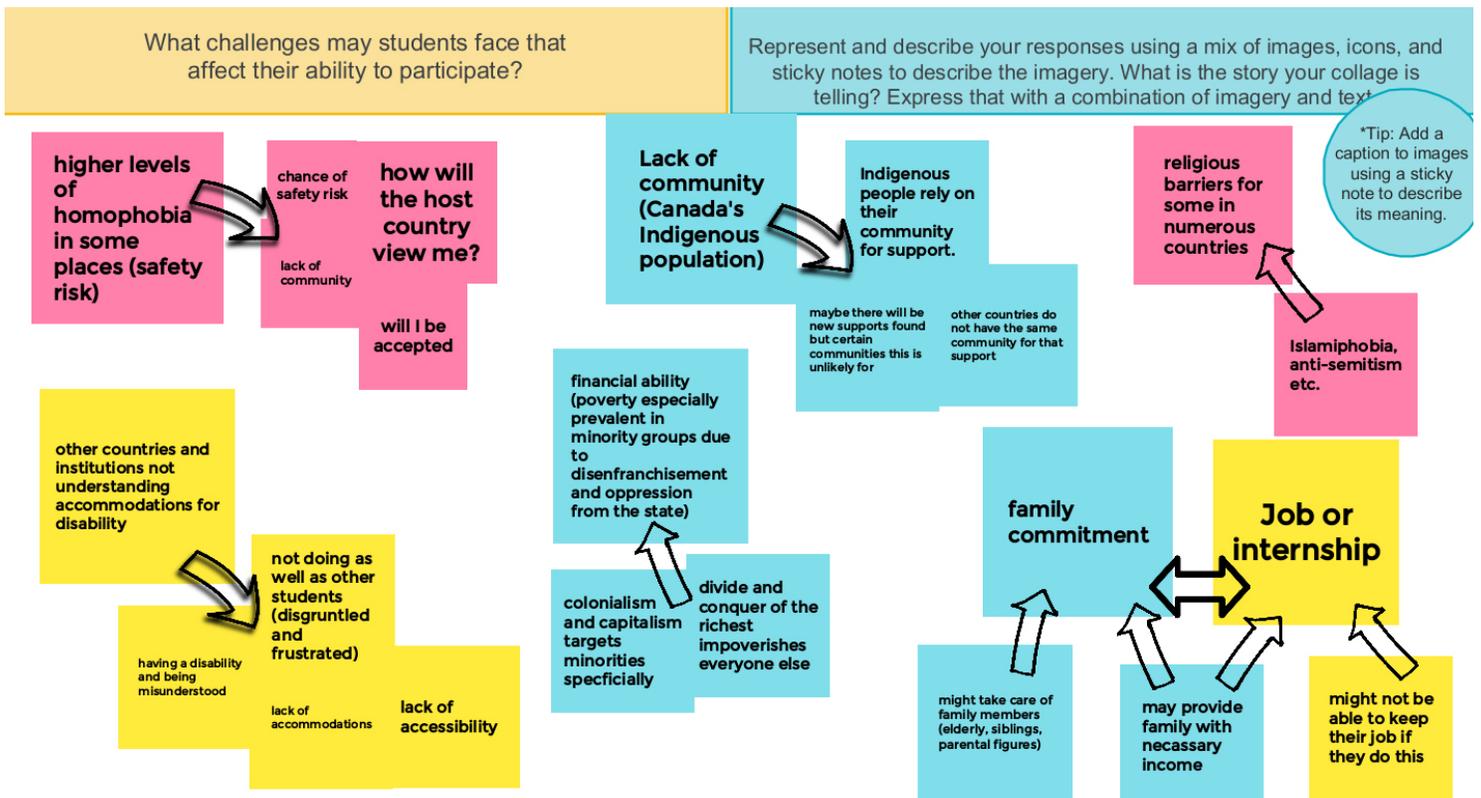
Equity, Access and Inclusion in Global Learning Abroad

STUDENTS BARRIERS AND EXPERIENCES: WHAT WE LEARNED



Participants in both the “past participant” and the “prospective participant” groups expressed a variety of intersecting concerns about global learning — the same concerns, it bears noting, that marginalized students experience at just about every turn of their post-secondary experience. The same financial burdens that prevent low-income students from studying abroad impact their participation in opportunities at their home campus; anti-Blackness, as one participant wrote, “impacts how Black students navigate post-secondary education,” and this extends to their outlook on going abroad for studies or work; the same worries about inclusion follow students with disabilities abroad as they navigate further complex accommodations; queer and female students confront homophobia, transphobia and gender-based violence in other countries just as they do in their learning spaces at home. The students we spoke with understood this, and expressed the ways in which their concerns and challenges with learning abroad intersect with and compound one another.

While here we focused on students’ barriers to global learning, we cannot forget that these problems are systemic, and thus any efforts to address them must take place at the interpersonal, institutional and ideological level for real transformation to occur.



Collage 1

For example, in this diagram created by a participant, we see the complicated factors and concerns that they believe students consider and navigate regarding global learning — many of which they had experienced personally. No one challenge is more central or defining than the others; rather, they feed into and off each other, creating compounding risks and difficulties for students to confront.

The concerns and experiences shared by students in the symposium fell for the most part into the following categories:

- Safety and inclusion abroad, particularly for racialized, 2SLGBTQ+, Indigenous and Muslim students
- Accessibility, accommodations and belonging abroad, specifically for students with disabilities
- Limited financial resources and the need to balance other financial responsibilities and burdens with the costs of study abroad

In the following section, we share what we learned across each of these areas, as seen in students' digital collages and writing and in our conversations.

Safety, Support and Inclusion Abroad

“ I was kind of scared about, just, like, how I would be perceived and how — if I would stand out, and things like that. ”

Many of the concerns participants shared regarding their safety, access to support and sense of inclusion while abroad related to the host location’s cultural and political atmosphere.

Participants wondered how they would “fit in” in a more homogenous place where they were less likely to find people who looked like them, or where the laws and norms would actively discriminate against them.

Queer BIPOC (Black, Indigenous and people of colour) women felt particularly vulnerable to harm abroad.

What challenges may students face that affect their ability to participate?

Represent and describe your responses using a mix of images, icons, and sticky notes to describe the imagery. What is the story your collage is telling? Express that with a combination of imagery and text.



In the type of climate we are right now, anti asian racism is more prevalent than ever. The media shifting the blame of the pandemic to East Asians and those who appear to look like one are in great danger. The idea of some countries being apathetic towards these problems is very worrisome and how this will translate when those who identify as Asian travels abroad. Most importantly, another racialized group that is targeted are those who identify as part of the Indigenous and Black community. And again, it's worrisome by how other countries treats these prevalent issues.

Another barrier is balancing the safety of protecting my sexuality and being free with it, especially in Christian dominated countries. I know it is illegal in some countries unfortunately so it's sad that I cannot even express myself to the fullest.



To conclude, some of us are not lucky to be able to access these opportunities based on our race, sexual orientation, accessibility and personal issues.

*Tip: Add a caption to images using a sticky note to describe its meaning.



It is also a difficult time to be a woman. It's always been but how our rights is viewed differently in each country is scary. We need to conform to their laws and that includes me shedding some of my own rights.

As a 2nd gen, it's not uncommon for parents to not be as open to these opportunities. A barrier is letting their perceptions prevent us from going to other countries because subconsciously they relive their hardships of entering a new country, leading to these made up ideals.



The fear of not belonging is evident and fitting into their societal norms because I, myself, don't fit into the societal mold here.

If it's a White dominated country, it is scary to think they will assume that we're there to take their jobs and land (which is ironic). I'm also afraid of how their authorities treat people of color.



The challenge that most of us face is the lack of finances to help fund our abroad endeavours and proper access to accommodate for those who have accessibilities.



I wonder if the same support offered in my home institution translates into the host institution - do they have more or less. How do they address and treat these mental health stigma? Do we have the same access to healthcare institutions?

Collage 2

In this digital collage, a Filipina, second-generation immigrant student who had not participated in a global learning initiative expresses a variety of challenges she believes marginalized students face when it comes to studying abroad, including concerns about safety: “fear of not belonging ... because I, myself, don’t fit into the societal mold”; “apathy” regarding anti-Asian, anti-Black and anti-Indigenous sentiment and state violence towards racialized peoples in international locations; restricted freedom to express one’s sexuality; and fears about travelling as a woman. She writes, “It is also a difficult time to be a woman. It’s always been but how our rights are viewed differently in each country is scary. We need to conform to their laws and that includes me shedding some of my own rights.”

Other participants echoed these kinds of safety concerns, which require consideration beyond the basic safety planning any traveller, regardless of their identity, might do when embarking on a trip (e.g., a Google search on how to navigate the transit system, the safest neighbourhoods with affordable hotels, tips to avoid scams or theft).

Rather, participants’ safety concerns related directly to their subject positions:

“ I was SCARED! In addition to the normal uncertainties that come with going on exchange like making friends, liking my housemates, etc. I was scared for my safety as a small racialized woman.”

“Because I was going to countries that were largely homogenous with a group that I stood out in, I worried about racism and discrimination. But also because Anti-Black racism is very common in other countries.”

“Speaking as a cis bisexual woman (with a trans man partner) there are also places I might be hesitant to travel to — and there’s often a discomfort in being in spaces that aren’t as receptive to the LGBT community and feeling like you have to hide that aspect of your life to avoid bigotry.”

“Many LGBTQ+ community members risk their safety when travelling to other countries. It becomes a debate of whether the risk is worth the reward of travel.”

“Fear of travelling as a muslim woman to countries (France and Australia) that have high rates of islamophobia.”

“The lack of community, specifically as an Indigenous person — I know that if I go abroad, it’s really unlikely for me to find other Canadian Indigenous people, and that becomes really, really hard, because Indigenous people rely on their community for support.”

Accessibility, Accommodations and Belonging for Students with Disabilities

Narrowing in on the barriers experienced by students with disabilities, we heard symposium participants express deep concern for the types of accommodations available abroad for both physical disabilities and mental illness.

It is clear that students with disabilities need enhanced planning and support at all stages of travel, requiring partnership and clear communication between Ryerson and the host institution or organization.

Cultural differences, including beliefs about and attitudes toward disability, were as much a concern as infrastructure support. The challenges students anticipated included physical accessibility between urban and remote locations; access to medication and health care; travelling with a service animal; being disconnected from known resources at home; and worsening mental health due to isolation, misunderstanding and anxiety. Students registered with Academic Accommodations Support (AAS) at Ryerson were concerned they would not have the same resources abroad and that the lack of support would impact their transition and success.

These assumptions were confirmed by one participant who told us about their challenges with accommodations on an exchange. Although accommodations and support were developed by the host institution with input from the student, they still felt that the school was not prepared to fully integrate them into the campus community when it came to living arrangements. The student ended up being placed in a residence isolated from other international students, which had a significant impact on their experience:

“ When I was envisioning myself going on exchange last year, I was thinking there’s going to be more of a campus where there is going to be a congregation of international exchange students, and there’s going to be opportunities to network and socialize, and that’s what I was kind of thinking of when I signed up for that. The second issue was if there are any exchange students then we would be in the same residence, on the same campus where we would have the same kind of experiences. But what I had was a different experience totally — I was basically kind of isolated in a separate campus where I was by myself and not part of any campus community ... it does make for a more dour experience. ”

From what participants told us, concerns about disability support and accommodation abroad are a major reason why students with disabilities are missing from global learning activities more broadly. Students described a “lack of motivation to apply in the first place” because of “depression,” “really

bad anxiety,” fear of “stigma and lack of understanding,” “fear of not receiving the support needed physically and psychologically abroad,” inaccessible participation processes or formats, and the lived experience that “even travelling itself is challenging for people living with disabilities,” which all contribute to students with disabilities not considering these opportunities at all.

When it comes to students with disabilities’ meaningful engagement with post-secondary curricular and co-curricular activities, including global learning, we cannot ignore the barriers that exist long before they see our promotional posters: their access to post-secondary in the first place is limited.

In Ontario, “those with disabilities are accessing [university] education at a lower rate than those without disabilities” (McCloy & DeClou, 2013, p. 3). According to Ryerson’s Student Diversity Self ID Report, 7% of Ryerson’s undergraduate population and 6% of the graduate student population identify as persons with disabilities, compared to 20% of the Greater Toronto Area (GTA) and Ontario population (Ryerson University, 2021, pg. 5). Students who do arrive at university experience challenges related to overwhelmed disability service offices (as stated on the [Academic Accommodation Support](#)  website, “one in ten Ryerson students is registered with AAS”), mounting mental health crises across campuses all over Canada (Treleaven, 2020), financial barriers and decreased persistence through to graduation (McCloy & DeClou, 2013), and limited employment outcomes compared to their peers without disabilities (McCloy & DeClou, 2013). At AAS, accommodations facilitators have been calling for [“innovative approaches and new service delivery models to solve the challenge”](#)  (Shaffer, 2017) for years. Addressing access to global learning opportunities for students with disabilities will require “combatting instances of ableism; posing questions about who gets to participate in post-secondary education, and [doing] so fully; ensuring disability is present and considered in conversations about intersectionality; and creating programs to support students with disabilities” (Shaffer, 2017, para. 1).

Limited Financial Resources and Balancing Other Financial Burdens

The question of how to fund a global learning experience was the most immediate concern all students raised, and limited financial resources was cited as the single most significant barrier that prevents them from even considering global learning opportunities in the first place.

As one participant succinctly put it, “I think low-income students are missing from the Global Learning opportunity because while there are grants and bursaries available for them, applying for those can be very daunting and sometimes you feel as though there’s no reason to do so because you feel like you are being judged for the amount of money you make/have.” The emotional toll described here and the perceived stigma around financial challenges came through in many other participant stories:

“Financial difficulties to me means not being able to eat regular meals, stay somewhere safe, the social exclusion of not participating in opportunities due to economic reasons, etc.”

“Experiencing shaming around not having things that others can afford.”

“Stressed about money. All the time.”

“Other financial priorities / can’t save money.”

“The fact that it can sometimes be counted towards your credits for school makes the opportunity even more appealing but saving up for the cost of travel places a huge burden on those that are living paycheck to paycheck.”

I was not sure if I could afford it because I knew I would have to pay for half / most of it myself.”

Participants worry about their finances at all stages when it comes to global learning. They worry about eligibility and limited availability of bursaries; pressures to balance work, study and other responsibilities while saving for the international experience; and saving enough to sustain themselves and maintain an emergency fund once abroad, as well as to enjoy themselves and fully experience their time travelling. These concerns lead many students to believe the global learning experience is not one they can ever realize, even though they recognize the benefits these opportunities offer: “Being someone who has always struggled financially and is a POC it is hard not being able to look at the benefits of global learning and why it’s such a great opportunity for everyone!”

The idea that financial restrictions impact students while they are abroad may surprise some — the assumption may be that the real difficulty is in securing funds at the planning stages. However, Ryerson International is keenly aware of the added complexity students encounter as they attempt to balance a tight budget with the desire to connect with others while abroad. Students experience

pressure (whether from external sources or their own desire to make the most of their time abroad) to participate in excursions, to go out and to explore beyond their host institutions, and those activities often include further costs.

Students who have to be more careful with their spending while abroad end up, potentially, feeling isolated or having a “less than” experience compared to their more resourced counterparts.

What challenges may students face that affect their ability to participate?

Represent and describe your responses using a mix of images, icons, and sticky notes to describe the imagery. What is the story your collage is telling? Express that with a combination of imagery and text.



This barrier challenges me because the lack of funds hinders us to receive the services and programs that allow us to participate

Lack of inclusion is one that I think many students resemble because there could be a certain type of student that can participate which hinders others to have the opportunity to participate.



*Tip: Add a caption to images using a sticky note to describe its meaning.

SUPPORT



I feel like most times I cannot truly participant because there is a lack of support whether it is through mental health support or other support systems that are not touch upon

Collage 4

In this digital collage, a participant who had not gone abroad with a Ryerson program expresses concerns about lack of inclusion and support abroad, as well as financial concerns, with an image of an empty wallet and the caption, “This barrier challenges me because the lack of funds hinders us to receive the services and programs that allow us to participate.” The meaning of the empty wallet in this student’s digital collage is as clear as the sentiments echoed across nearly all participants’ collages and stories, seen in frank statements like, “Money! Straight up money! Students who fall under those categories are likely facing housing crises, additional financial responsibilities that maybe caucasian/privileged groups don’t have to deal with”.

What challenges may students face that affect their ability to participate?

Represent and describe your responses using a mix of images, icons, and sticky notes to describe the imagery. What is the story your collage is telling? Express that with a combination of imagery and text.

Tip: Add a caption to images using a sticky note to describe its meaning.



This picture shows my personal barrier as to why global learning is hard for me to access. As someone who is a person of color within a low income household this picture explains the living reality with a person dealing with the many barriers that come with being a minority within a low-income status. Global learning is hard to access due to us having other priorities that are needed in order for us to live and learn. For example, in the picture you see in the background there is a paper that says "bills" and for me personally a lot of my income that comes goes towards payment that needs to be made in order for me to live like rent and tuition. So, how would I be able to access global learning when I am so focused on trying to live a sustainable life? Many peoples like me would love to travel one day but they can't due to other costs that are necessary in order to live. If Ryerson has funding for people like us we can be able to access these opportunities.

Collage 5

Here, a participant who had not engaged in global learning through Ryerson describes the financial burden they experience as a low-income student and how it impacts their engagement in such opportunities: "Global learning is hard to access due to us having other priorities that are needed in order for us to live and learn ... So, how would I be able to access global learning when I am so focused on trying to live a sustainable life?"

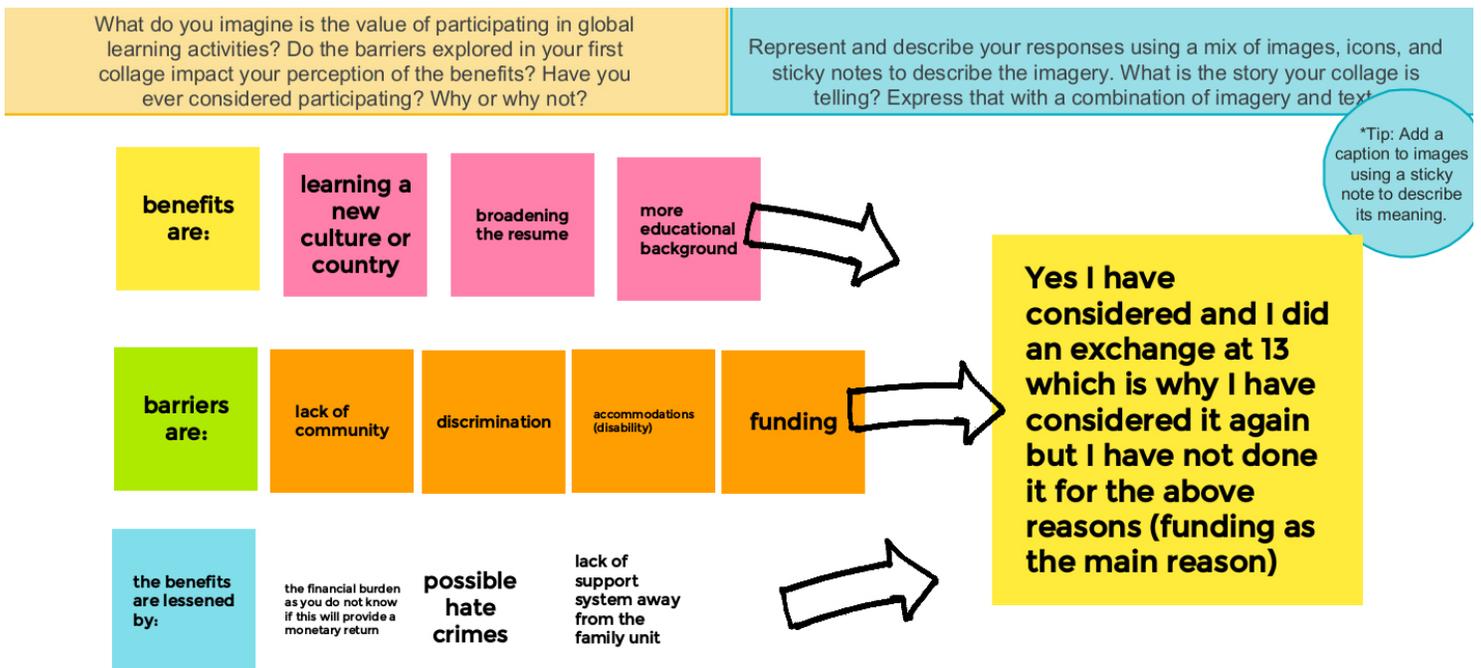
In many ways, participants connected their lack of available funds to participate to the larger, systemic cycles of poverty that affect marginalized communities in compounding ways.

Several students expressed the effects the continued "disenfranchisement and oppression from the state" has on one's perspective on and motivation to participate in global learning:

“ Personally for me, due to being on a low income it just discourages me to look forward to travelling abroad to learn since I won't have access to the funds to experience it anyways. I'd also like to say there are many low income students especially

in families who have immigrated to Canada. [It] is hard adapting to education and/or work which discourages new immigrants to take on new endeavours. ”

When asked whether the barriers they experienced impacted their perception of the benefits of global learning, students affirmed that they do, negatively.



Collage 6

In this diagram, an Indigenous participant conveys their thought process in considering global learning, and succinctly summarizes many participants' experiences: eventually "the benefits are lessened" by the barriers of "lack of community; discrimination; accommodations (disability); and funding."

Impact of Barriers on Student Participation and Experience

The impacts of these barriers to engaging in global learning are deeply felt by students, whether or not they end up participating in a program.

In the former case, students with disabilities, 2SLGBTQ+ students, Black students, Indigenous students, people of colour, Muslim students, immigrants, first- and second-generation students, and low-income students (many of whom belong to a combination of these communities) described a fear of identity-based discrimination that caused them to make both implicit and explicit choices regarding where they would travel to study or work.

Of course, it is always wise to consider safety when travelling, but here participants emphasized the challenge these concerns presented in terms of what opportunities interested them and what they would gain in participating. When, as many participants expressed, “the political climates as to where travel programs are offered also pose a challenge to those participating,” students from marginalized communities have a narrower field of options than a student who may not need to consider their safety in the same way. For example, queer students described worries that they would not be able to fully express their identities and sexualities in certain countries perceived to be homophobic, and Muslim students worried about travelling in countries with political and cultural histories of Islamophobia. Some students who had gone abroad described navigating these different political climates as moments of learning and reflection on their own Canadian cultural and political contexts. One student also described a confusing sort of “acceptance” they had come to regarding their desire to study abroad knowing they may face anti-Black racism:

“ I thought it was a great opportunity, and it’s not like I don’t — okay, it’s not as if I don’t experience racism in Canada, so, I mean ... because of the homogenous countries ... I don’t want to say it makes more sense, but it’s based probably more on ignorance and ... this is so weird for me to say — it sounds very controversial — but, I mean, if I’m going to experience racism, then I might as well actually be in a different setting as opposed to where I was born. I don’t know — I know it sounds really weird to say that, but if I’m going to experience it here, you know ... ”

A similar sentiment regarding the balance of benefits and barriers emerged when participants spoke about the growth they did experience abroad, despite their fears coming true:

“ It was oftentimes dark, but it was also a fruitful growing experience to take on these learnings with other students & have the opportunity to continue growing through that discomfort.”

“It was a wake-up call basically. Some people look at you as, obviously you’re not from this country, and some people for whatever reason they want to exploit that situation. But I was really really surprised and very impressed with myself knowing that I learned very quickly how the world operates and I was very comfortable.”

Past participants of global learning did express that although they may have encountered safety issues, micro and macro aggressions, and some feelings of isolation, their overall experience was positive, and in many cases offered meaningful growth and perspective. These mixed feelings and reflections helped them articulate, anticipating our work in Part 3, potential improvements and interventions that might be offered to help minimize harm towards marginalized students abroad. The key resource that students identified as most impacting their ability to persevere through challenges? Peers.

Equity, Access and Inclusion in Global Learning Abroad

CO-DESIGNING OPPORTUNITIES AND RESOURCES: WHAT STUDENTS WANT TO SEE



In our discussions with students and in the artifacts they created in Google Jamboard, we learned that students from equity groups find themselves navigating a limited range of “choices” when it comes to global learning — between a safer location and a riskier one; between student loan repayment and an global learning trip; between discrimination at home and discrimination abroad; between known resources for support and unknown or potentially non-existent resources abroad; between their current responsibilities and the chance to explore and expand their worldviews. Program details — such as the type of opportunity, the length of time spent abroad, the program activities, or the work, study or topic area — did not emerge as primary sources of concern. Rather, the focus was on the underlying barriers that prevent students from equally accessing opportunities. These “choices” are important ones for students to grapple with at the individual level, but there is also a role for universities and governments to play in supporting them in expanding the range of viable options and perhaps eliminating the either/or experience altogether.

Solutions Offered by Students

In Part 3 of the symposium we turned our focus to problem solving, engaging in the design thinking process to imagine new global learning activities, resources and tools that might address the barriers and concerns expressed in Part 2. Between Parts 2 and 3, we sent a short survey to participants asking them to identify the three areas they would most like to discuss in Part 3, and whether they would prefer to work in a group or individually. Based on their responses, we organized five groups, which each had a specific problem to begin the design thinking process with. Participants who chose to work independently also found their survey responses embedded in their workbooks as a starting point.

The ideas students generated — whether they were institutional or process-based approaches to eliminating barriers, peer-to-peer or social approaches to increasing belonging and well-being, or resource- and information-sharing approaches to expanding access — often addressed a combination of issues at once. This is a clear indication that students do not see the problems related to access, equity and inclusion in global learning as “single issues”.

Audre Lorde put it, “There is no such thing as a single-issue struggle because we do not live single-issue lives” (1984).

In some workbooks, students created ideas for new initiatives, activities and resources that could address barriers overall, increasing access and quality of experience for any and all marginalized students. In other workbooks, students focused specifically on one main area of concern, including:

- Safety and support for students while they are abroad, especially safety interventions for racialized women
- Planning, preparation and belonging on outbound trips for racialized students, specifically interventions and programming for Black students

- Accessibility for students with disabilities and mental health support for students with mental illness
- Support to address financial barriers or increase access to funding
- Innovations to application and pre-departure processes, information seeking and resource development

Students were encouraged to think of “radical” and “blue sky” ideas and solutions, in keeping with the ideation phase of design thinking. In their workbooks, they found the open question, “What are all the possible ways to do this?” While this report will focus on the most common and salient themes raised by multiple students and groups, all contributions were valuable and will be revisited as we move forward.

Ideas for encouraging safety, support and belonging abroad

As we saw in Part 2, racialized students face a fear of discrimination abroad. They worry about fitting in and finding community they can relate to, and racialized students with intersecting concerns when it comes to gender, sexuality and religion worry about their safety and the pressure to suppress their identities.

The ideas students shared to address these fears centred around the need for pre-departure support and interventions — students want to feel prepared for what they may face so that their fears do not overwhelm their desire to participate.

The goal of “making students more emotionally/mentally prepared and supported for the potential adversities they may face while travelling in different countries as a result of their identities (whether visible or not)” framed one group’s ideation process; better pre-departure planning and communication will enable students to “be more prepared when encountering discrimination when traveling abroad,” “feel their concerns are acknowledged and understood by the university,” and “feel comfortable discussing their discrimination issues they face when travelling.”

Students cited a number of pre-departure supports and resources that would help them feel more prepared to go abroad: access to guides, advice from past participants, the availability of resources that identify strategies to address discrimination or what to expect abroad, and pre-departure connections with local liaisons or international networks.

Many participants cited mentoring from other Black, Indigenous and racialized students as a key form of support that would help them feel more comfortable and ready to face their own challenges abroad.

Indeed, we saw hints of this in Part 1, when our guest speaker, Kalisha, shared her experiences as a Black woman travelling — students said they were inspired to hear from her and encouraged by

the lessons she shared as she discussed her own encounters with racism abroad. In Part 2 of the symposium, a global learning participant also emphasized the value of having other racialized people to talk to about the discrimination they were facing; the space to share those experiences was invaluable to this student's perseverance through these challenges. Another student described the importance of participating in global learning with other racialized students:

“ But overall, there were a lot of microaggressions that were taking place within the school too. A lot of other racialized people were experiencing similar things, but I guess the reality is I didn't expect as many racialized people to be in the program, and I was a little bit more happy when that was the case because we kind of talked about what was going on when things were happening, even though our experiences were all different ... So yeah, it was nice to kind of talk about it because we were all going through different microaggressions, so it was kind of worse for others ... For me, it was a lot of stares on the street, a lot of looking at me like I was going to do something. It was just really uncomfortable. But I tried to look at the bright side of things. You know what, at one point — I think there were more racialized people than usual on this trip because it was majority financed. And I think that played a part in why it was more than usual. ”

When it came to helping others feel safer abroad, students shared similar goals: to decrease feelings of loneliness, enable peer support and create group-based experiences for individuals with similar backgrounds. Again, participants pointed to the importance of opportunities to connect with past students, for example through social media groups, and to learn from their experiences through resources like blogs, journals, magazines and documentaries. In particular, racialized women expressed a need for specific safety protocols and resources, such as pre-departure safety workshops, toolkits and education on international destinations' laws and customs regarding women and queer people; women of colour travel mentors; and readily available mental health and support services provided by Ryerson, such as Consent Comes First. These ideas would help students, as one group wrote, “not feel discouraged/excluded from global learning experiences due to race-related barriers.”

What about specific interventions for Black and Indigenous students?

The ideas and interventions specific to Black and Indigenous students demand individual attention and response. For example, while we heard from Indigenous students in Part 2 of the symposium, their specific needs and interests were not chosen as an explicit area of focus by students in Part 3. While we can surmise that many of the ideas outlined in this section will be relevant to Indigenous students as well, it is imperative that we continue our consultation to address this gap.

We did hear from Black students who focused on solutions that would specifically address anti-Black racism and encourage more Black students to engage in global learning. These solutions fell into two broad categories: on the one hand, students expressed a need to remove systemic barriers through measures like improved financial support to Black applicants, more flexible GPA requirements or changes to the application process; on the other hand, we heard ideas about creating new initiatives tailored to the Black experience, in which Black students can create and learn with other Black students, faculty and staff both at home and internationally. Some Black students expressed a desire for new “international experiences and programs that allow Black students to travel and learn on the African continent.” In the case that they do choose to travel to “largely Anti-black countries,” Black students also want connection with other Black people while abroad “so that they have a support person while there and they are able to answer their questions and also have a community of people that are there to support them.”

It is clear that increased access is just a first step in making study abroad programs more inclusive: students noted that interventions should ensure that “Black students feel safe and welcome while engaging with these international experiences.”

Most importantly, Black participants indicated that their involvement as leaders is integral to making global learning more inclusive to and beneficial to Black students. This means giving Black people a greater role in the creation of new opportunities, as collaborators across international communication channels, in leading committees and “creative thinking hubs,” in developing support systems, and being in community.

As described in the [Anti-Black Racism Campus Climate Review Report](#)  published by Ryerson in July 2020, Black students at Ryerson have “articulated a set of complex and complicated responses to their experiences of anti-Black racism on campus.” In the review, students identified six recommendations; while all concern us at Ryerson International, the fifth stands out as particularly relevant to our symposium topic and resonates with participant contributions: “Funding of events, meetings and information sessions that specifically support and centre Black students should be created and/or enhanced” (Ryerson University, 2020, p. 15).

Addressing accommodations and wellness abroad for students with disabilities

Students concerned with increasing access for students with disabilities considered both physical/mobility disabilities as well as invisible or mental illnesses that, as explored earlier, influence many students’ attitudes towards and engagement with global learning. Students wish to see people with disabilities feeling “more heard and seen,” enabled to establish friendships with peers facing similar barriers, and provided with quick and easy access to tailored information for assistance with personal needs.

As we heard in Part 2, for students with disabilities who worry about their accommodations abroad, about being disconnected from their familiar supports, and about managing their mental health while away, there is also a need to mitigate these concerns through clear, transparent, easily accessible information and communication.

The group who worked together on this topic arrived at the “big idea” of “having a single app that provides many services for the students going abroad.” The app, as the group conceived of it, would be “centred around accessibility with regards to mental/physical health abroad” and provide transparency with medical coverage, emergency contact and health information, content on pre- and post-departure needs, a check-in function, live chat with support services, a logbook to update the home institution regularly, and a group messaging function for contact with other students. Participants suggested that having information readily available in this format, with the ability to contact appropriate resources, could help students feel confident and well equipped for their travel experiences.

Increasing access for low-income students

Students generated a variety of ideas aimed at encouraging low-income students to participate more in global learning. These included university or government funding specifically for low-income students, for example through bursaries, travel benefits, reimbursements and scholarships, and tailored support through the application and scholarship-seeking processes, including budgeting workshops for students and their families to attend in the early stages of considering global learning. In some ideas, we see the ways in which a solution can have an impact across multiple areas of a students’ life: by providing tailored support sessions with peers and staff to help students with their applications, for example, students would also “gain new skills to write, experience, and apply for applications that can be applied to other opportunities like scholarships and awards and other programs,” and by increasing work abroad opportunities, students would gain international work experience and skills at the same time that they ease the financial pressures that otherwise keep them from participating. One group developed a plan for a mentoring program that not only connects peers preparing to travel but also offers budgeting workshops, connects students to different types of global learning abroad opportunities like conferences and work, and facilitates students’ application processes in co-working sessions.

Key Takeaways: Interpersonal and Institutional Interventions

In our conversations, it became clear that peer-to-peer and community support helped students navigate and address safety issues that did arise, created feelings of preparedness and belonging, and encouraged strategy sharing. For students who had yet to participate in a global learning activity, the desire for peer support was strong. Students indicated that connecting with peers prior

to departure, during their trip and after returning home would be invaluable to their success abroad, regardless of the specific equity issue they faced.

Whether those peer networks are facilitated using technologies, pre-departure information sessions, or committees and advisory groups, whether they connect students with peers at international locations, with Ryerson alumni, with students from the same backgrounds or with students travelling to the same locations, connecting and sharing experiences with peers was the single resounding need expressed.

The link between peer relationships and student success is well established: “In fact, according to Astin (1993b, p. 398), peers are ‘the single most potent source of influence,’ affecting virtually every aspect of development — cognitive, affective, psychological, and behavioral ... Student interaction with peers can positively influence overall academic development, knowledge acquisition, analytical and problem solving skills, and self-esteem (Kuh 1993, 1995),” (Kuh et al., 2006, p. 42).

By having access to opportunities to connect with peers and advocate for their collective needs, global learning participants from equity backgrounds will be more prepared and empowered to find belonging before they even embark on their trip, and they will be more likely to reach out for help if they do encounter the types of issues we know marginalized students face.

In addition, participants highlighted the importance of **effective and targeted outreach and communication** to ensure that students from equity groups are aware of the global learning abroad opportunities that exist, as well as the resources that may support their participation. Many solutions pointed to the need for expanded resources and information. Further analysis must address how information can be made more accessible, cohesive and integrated into the broader learning abroad experience. While a variety of methods were brought forth, including mobile apps and other web-based platforms, further exploration is required to identify the most appropriate and feasible response, which should also take into account how family and community members may benefit from access to information.

When we address systemic issues, changes are also seen also at the individual and interpersonal levels. As students noted, interventions at the institutional level can address multiple, intersecting problems at once; for example, **removing financial barriers** by providing fully funded opportunities can interrupt cycles of poverty that keep disenfranchised communities from increasing not only their financial standing but their cultural and social capital — for students, that means increased engagement and success outcomes.

Equity, Access and Inclusion in Global Learning Abroad

NEXT STEPS



While we recognize that we have a long way to go at both the university and the department level to ensure that we are meeting the needs of students and effectively addressing gaps and challenges, there are projects underway that intersect with some of the ideas brought forth by symposium participants.

The most prevalent is enhanced pre-departure planning and the development of targeted information for students from equity groups. We have developed [Identity Abroad](#),  a new section on our website with this kind of information, and we are currently working to transition our pre-departure sessions to eLearning modules, which has given us the chance to expand the content (for example, to include a new “Identity and Living Abroad” module). Lastly, as mentioned in the introduction, we have also begun developing, as part of this current round of funding from the Outbound Mobility program, exchange partner profiles and country profiles that identify local resources and highlight specific considerations and concerns by region and institution to ensure that students from equity groups are able to access the information they need to prepare for their time abroad. We look forward to continuing to develop these resources, expanding content created by students for students and collaborating with other stakeholders to ensure their ongoing efficacy and relevance. Other priority areas that we look forward to addressing include increased scholarship and funding opportunities, peer support programs, group-based study abroad opportunities connected to identity, targeted outreach and communication, and improved relationships with key units who support equity-deserving students across campus, such as Academic Accommodation Support, Aboriginal Student Support, Financial Aid and the Tri-Mentoring Program.

Equity, Access and Inclusion in Global Learning Abroad

CONCLUSION



In hosting the three-day symposium, we hoped that students would come together to share their experiences with and ideas about global learning abroad, discuss concerns and solutions, and learn from one another. While we did ask students to identify the barriers they have experienced or perceived related to global learning, we also moved beyond problem identification to reflect on and design towards better, more equitable futures. Participants stressed the value of the forum for exploring their experiences and ideas, and indicated that they hoped for further opportunities to connect with each other and continue this work as partners in and co-designers of their educational experiences. We look forward to exploring how we might be able to create structured and sustained points of engagement through a peer network and a student advisory committee.

In our efforts to include many voices and cover a diverse range of equity-related concerns, we recognize that further, deeper investigation and intervention is required to address the interconnected forces, policies, structures, attitudes and assumptions that relate not only to students' access to global learning but to their broader post-secondary journey.

We are hopeful, however, that we will be able to respond to students' needs and advance our goals for improved equity and access in our programming, thanks to the commitment of Ryerson faculty, staff and students, together with the federal government's support via the Outbound Student Mobility Pilot Program.

Equity, Access and Inclusion in Global Learning Abroad

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WORLD OF
LEARNING



DESIGN THINKING IN
STUDENT AFFAIRS



CANADA'S INTERNATIONAL
EDUCATION STRATEGY
2019-2024



TORONTO: HIGHER
EDUCATION QUALITY
COUNCIL OF ONTARIO



DESIGN THINKING
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WHAT MATTERS TO STUDENT SUCCESS



DISABILITY IN ONTARIO



NATIONAL SURVEY OF STUDENT ENGAGEMENT 2017



INTERNATIONAL STRATEGY 2019-2024



ANTI-BLACK RACISM CAMPUS CLIMATE REVIEW REPORT

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TOWARD INCLUSIVE
EDUCATION AT
RYERSON



OUR TIME TO SWIM:
TURNING THE TIDE



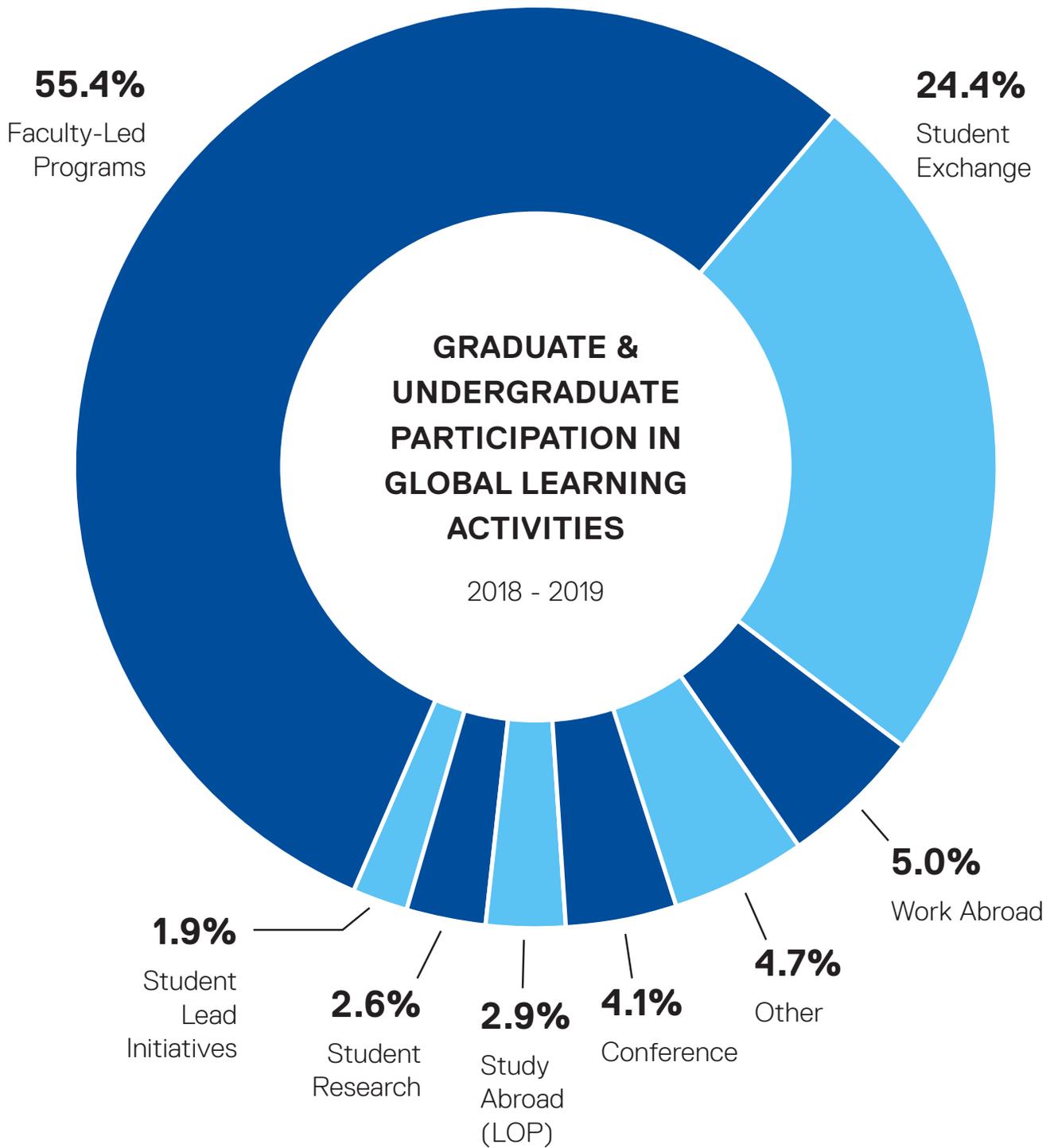
INSIDE THE MENTAL
HEALTH CRISIS AT
CANADIAN UNIVERSITIES

Equity, Access and Inclusion in Global Learning Abroad

APPENDICES



Appendix 1 – Participation by Activity Type



Appendix 2 – Demographics of Participation by Faculty

Demographic breakdown of student participants in global learning, by faculty of study, at Ryerson University. In the charts, the faculties are named by their commonly known acronyms at Ryerson:

TCS: The Creative School

FOS: Faculty of Science

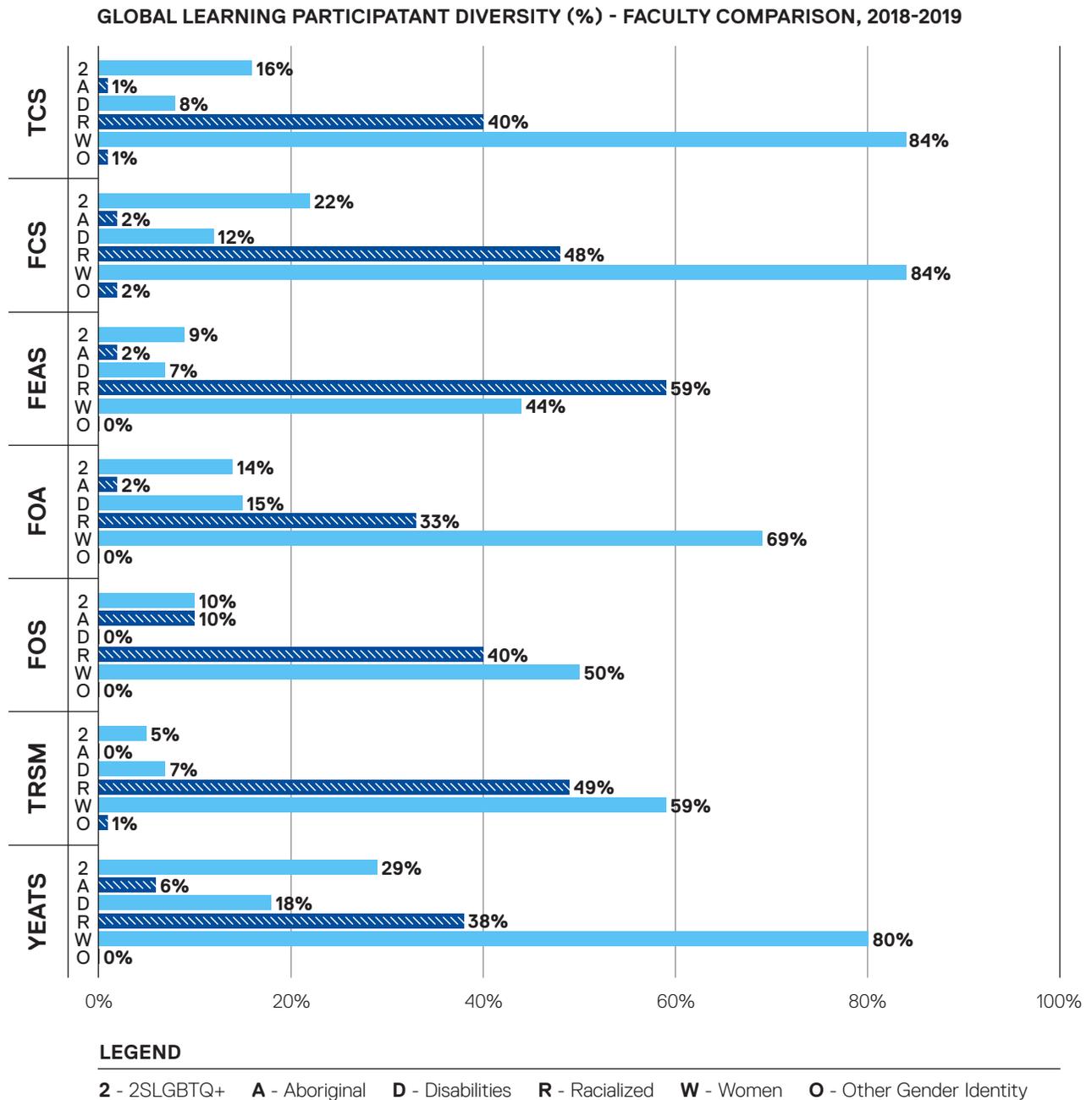
FCS: Faculty of Community Services

TRSM: Ted Rogers School of Management

FEAS: Faculty of Engineering & Architectural Sciences

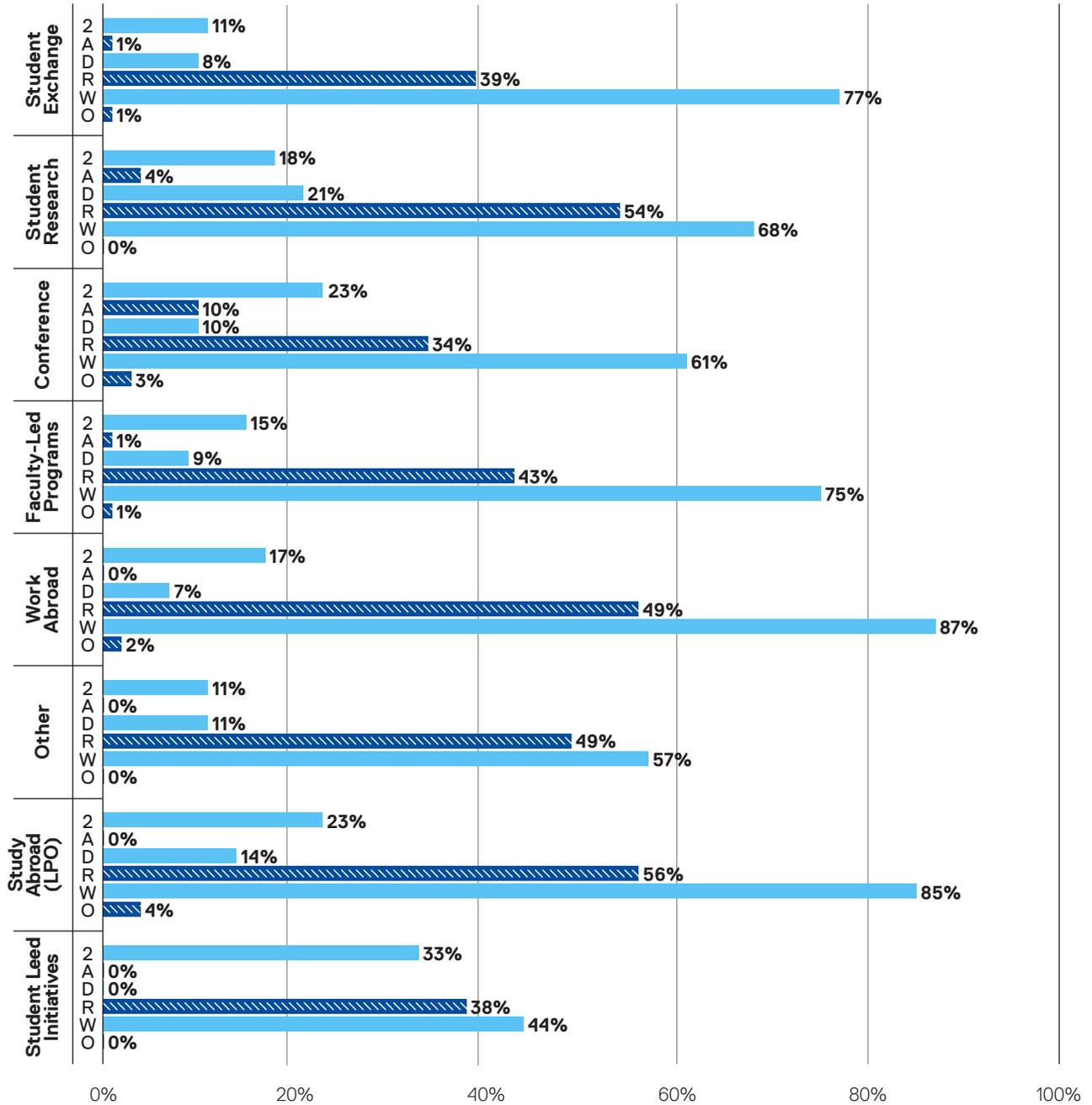
YEATES: Yeates School of Graduate Studies

FOA: Faculty of Arts



Appendix 3 – Demographics of Participation by Activity Type

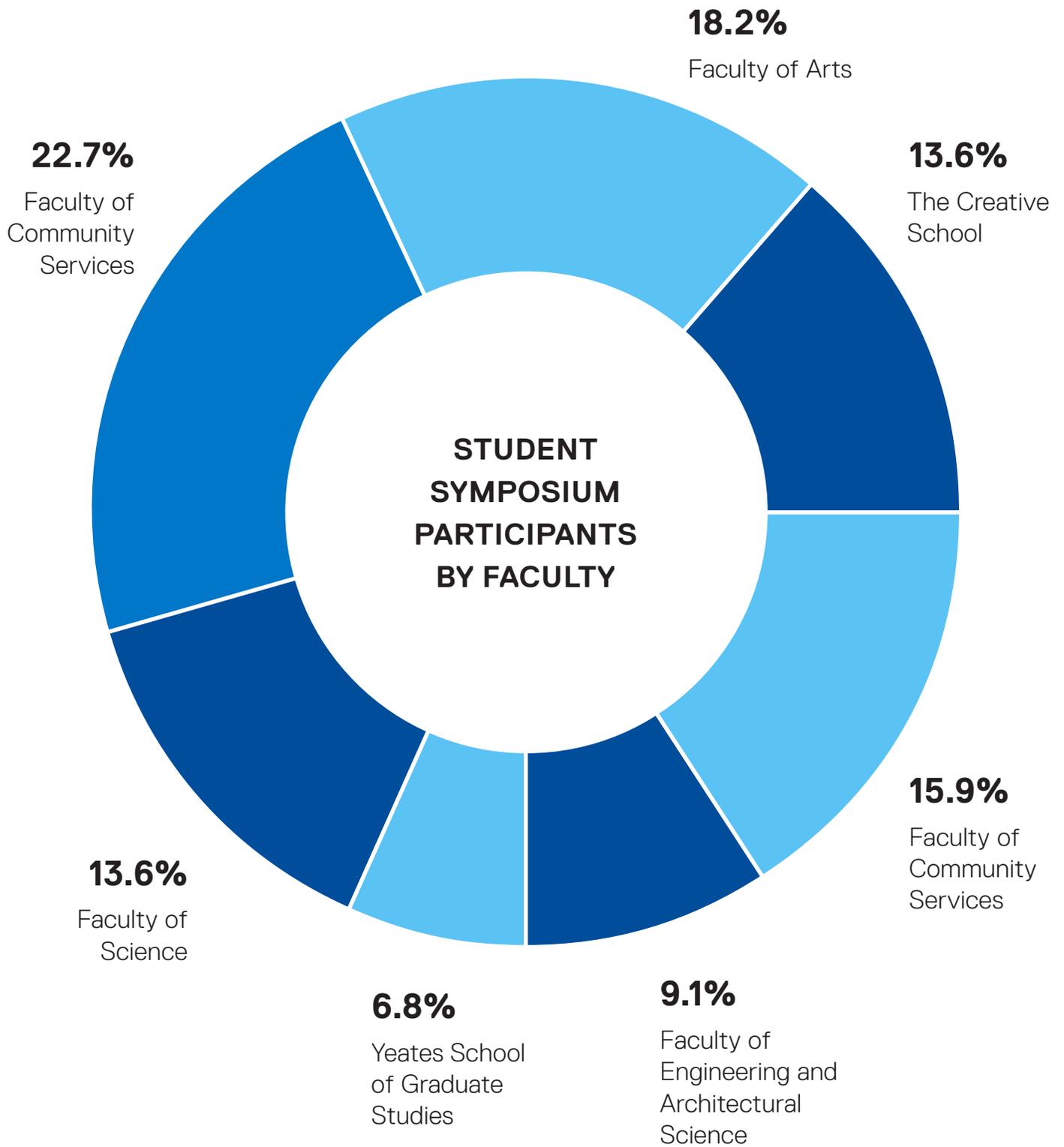
STUDENT DEMOGRAPHICS FOR GLOBAL LEARNING ACTIVITIES, 2018-2019



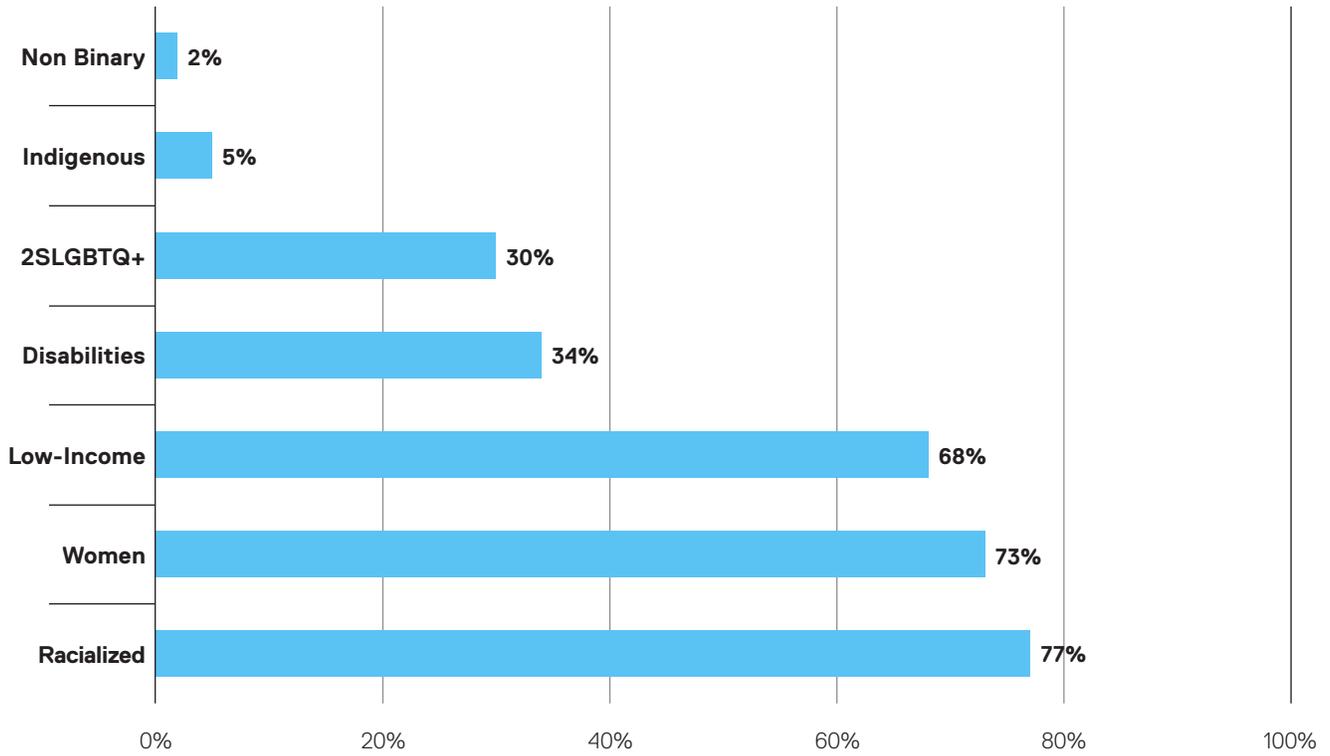
LEGEND

2 - 2SLGBTQ+ A - Aboriginal D - Disabilities R - Racialized W - Women O - Other Gender Identity

Appendix 4 – Symposium Participants



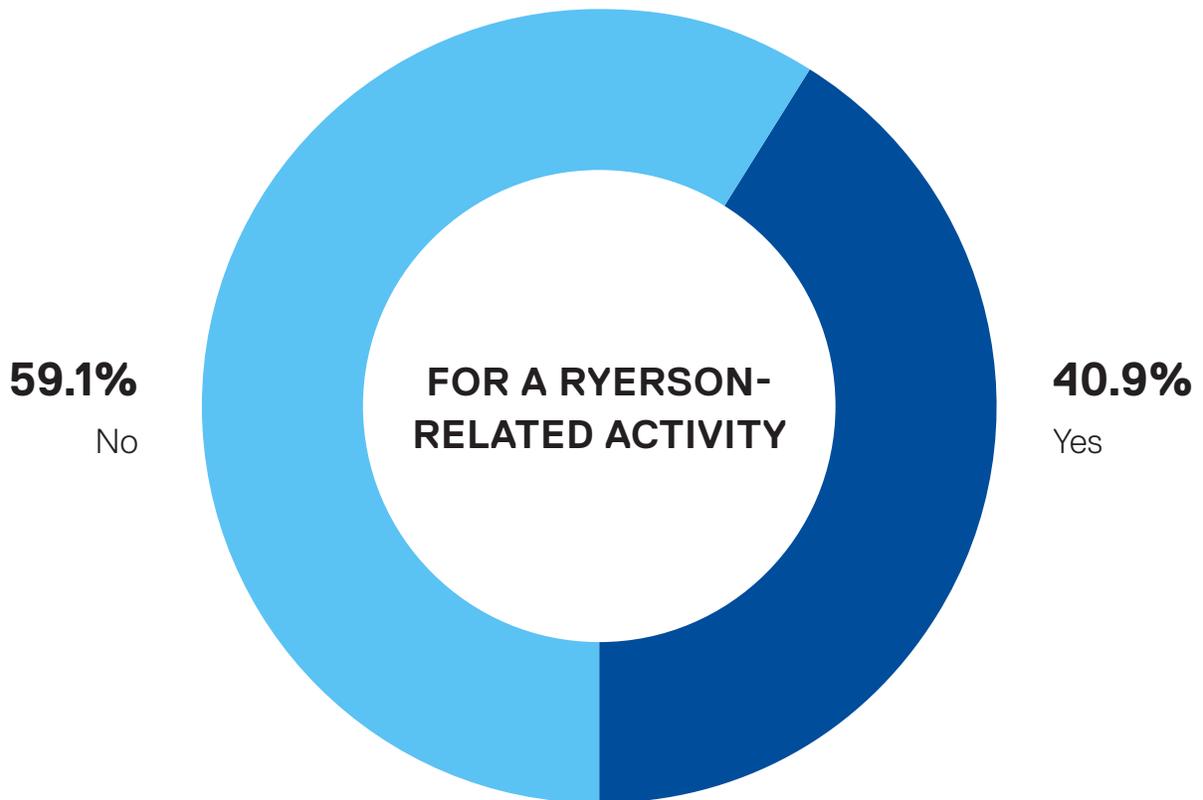
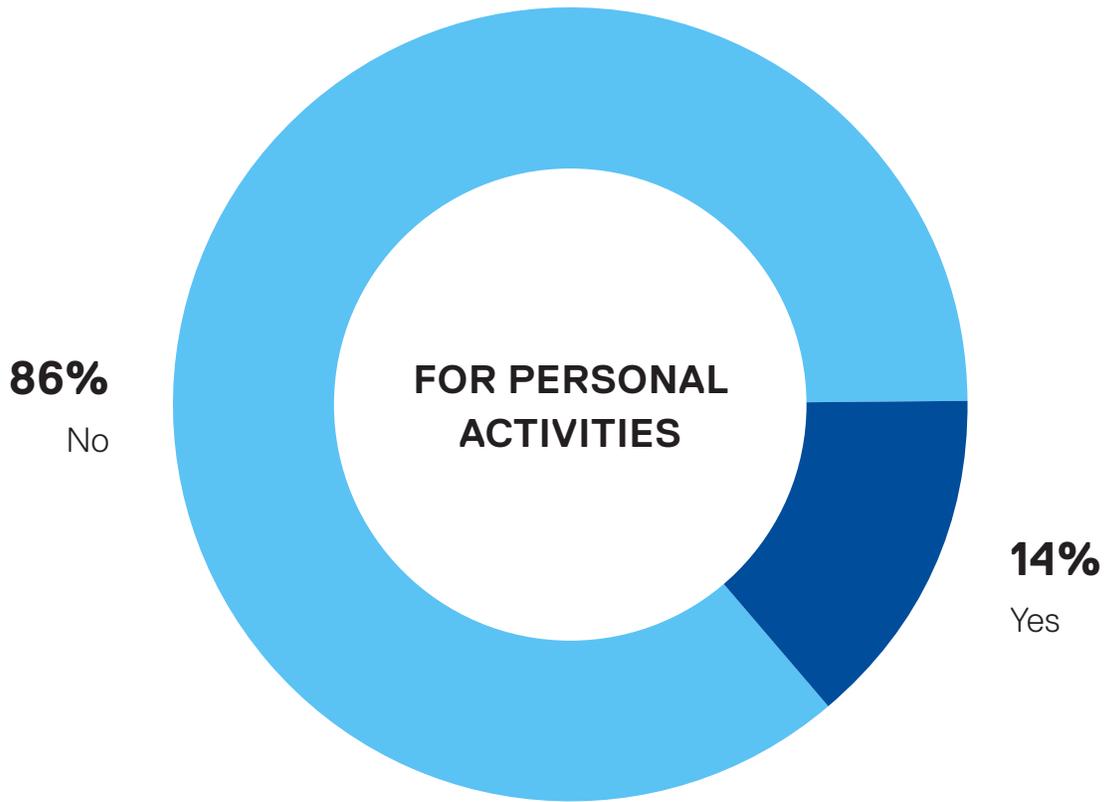
STUDENT SYMPOSIUM PARTICIPANTS BY IDENTITY



The information above is based on the responses of students who chose to complete the diversity self-ID. For the disabilities portion of the self-ID, 15 students indicated that they had a disability, 25 indicated that they did not, and four indicated they preferred not to answer. Below is a visual demonstration of the types of disabilities identified by students in response to the following question: "If you would like to identify the specific nature of your disability, please enter it here. For example, physical disability, sensory disability, learning disability, etc."

LEARNING
DISABILITY
OCD
DEPRESSION
ADHD
PHYSICAL HEALTH
GAD
MENTAL DISABILITY
ANXIETY
MENTAL HEALTH
PTSD
DEAF

% OF PARTICIPANTS WHO HAVE TRAVELLED OUTSIDE OF CANADA



SYMPOSIUM PARTICIPANTS - YEAR OF STUDY

