Students at the Margins and the Institutions That Serve Them:
A Global Perspective

A SPECIAL

POLICY NOTES
News from the ETS Policy Information Center

Spring 2015

SALZBURG GLOBAL SEMINAR

Session 537

Salzburg, October 11 to 16, 2014

Students at the Margins and the Institutions that Serve Them:
A Global Perspective

Report author:

Diasmer Bloe

Photos:

Ela Grieshaber

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Introduction

Higher education is the primary pathway to social mobility. As such, institutions that deliver higher education are tasked to provide open and equal opportunities for students to learn, succeed, and positively contribute to local, national, and global societies. Great strides are being made with increased and diversified educational access, retention, completion, and post-graduate success. Within the OECD, tertiary education completion rate averages at 70%. However, students that are characteristically different from the traditional student population continue to underperform in many contexts. With increasing need to tap into national human capital for economic viability, the continued under-participation of significant portions of the population cannot be overlooked.

Governments, societies, and higher education institutions are recognizing the need and responsibility to create legal and institutional frameworks to accelerate access and achievement opportunities for people from historically marginalized groups. From South Africa's "Historically Disadvantaged Institutions," to Brazil's "Law of Social Quotas," and a long tradition of "Minority Serving Institutions" in the United States, higher education institutions committed to providing educational opportunities for communities marginalized along economic, ethnic, racial, religious or other lines can be found on every continent. What's more, in light of shifting demographics and the growing focus on educational opportunity and access, increasing numbers of colleges and universities will be serving students from marginalized groups. Yet, institutions serving students at the margins have had limited opportunities to exchange knowledge.

In partnership with Educational Testing Service (ETS) and the Center for Minority Serving Institutions at the University of Pennsylvania's Graduate School of Education, Salzburg Global Seminar hosted an international strategic dialogue of 60 thought leaders, researchers,

and practitioners from institutions serving marginalized populations to develop a platform for on-going dialogue, problem solving and solutions to common challenges. The program – *Students at the Margins and the Institutions that Serve Them: A Global Perspective* – was held October 11 to 16, 2014 at Schloss Leopoldskron in Salzburg, Austria and builds on Salzburg Global's track record of programs delivering on educational equity, quality and innovation.

Program participants represented 19 countries and all regions of the world and engaged in five interactive days of issue framing, dialogue and strategic synthesis of global research, policy and expertise, and together assembled various frameworks for action. Issues debated include: national contexts and taxonomies of practitioners, intersections of identities and their effect of access, displaced students, legal frameworks for broadening access, and funding frameworks for institutions serving students at the margins. Participants also heard student voices; both at undergraduate and graduate levels.

Participants engaged in group learning and formulated messaging and concrete projects on how to realize program outcomes. These projects included crowd-sourced glossary of terms used to identify and advocate for students "at the margins"; comparative analysis of financial aid programs, extrapolating how Australian tuition deregulation may affect low-income populations and what type of stratification may be required to ensure fair access; examination of global equity policies – how they are defined on micro and macro levels and applied in different contexts; and a blog that maps successful students' narratives with quantitative research on pathways, key decision points and support mechanisms.

To facilitate post-session collaboration across regional and international boarders, the Center for Minority Serving Institutions and ETS, as part of their partnership with Salzburg Global Seminar, launched the 2,500 USD "Margin Buster" micro-grants. Four projects proposed by program Fellows will be chosen in early 2015 to tackle the marginalization of students from various contexts and promote their inclusion in and access to higher education. For its part, Salzburg Global Seminar will continue to track viable frameworks and facilitate implementation through its Fellowship network in 160 countries with over 25,000 alumni and, working with content experts multilateral institutions, map pathways for elevating this critical dialogue to the international level.

Diasmer Bloe,
Program Director,
Salzburg Global Seminar

Michael Nettles and Marybeth Gasman

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" *3200 colleagues throughout the USA and around the world work on ETS' mission to help advance quality and equity in education by providing fair and valid assessment, research and related services.*

This seminar is a rare opportunity to meet like-minded people with different perspectives, experiences and talents and to tackle educational problems of which global citizens are confronted.

My family's education and the pathways that accompany it were all made possible with the education at minority-serving institutions. "

Michael Nettles,
Senior Vice President; Edmund W. Gordon Chair, Policy Evaluation and Research Center,
Educational Testing Service

———

" *The University of Pennsylvania Center for Minority Serving Institutions is less than a year old. It provides services to minority serving institutions within the USA and also supports scholars interested in those institutions.*

This sparked thinking of other like-minded institutions around the world a want to know why they existed, who they educated, etc. But, at the end of the day it is about empowering students. "

Marybeth Gasman,
Director, Center for Minority Serving Institutions;
Professor of Higher Education, Graduate School of Education, University of Pennsylvania

" *Coming to Salzburg allows you to step back from pressure and think anew with new connections and networks to solve issues of global concerns.*

Courage and creativity are at the core of our programing; we want you to accelerate triple lens thinking – though imagination, sustainability and justice – to lift societies and shift issues globally. "

Clare Shine,
Vice President & Chief Program Officer, Salzburg Global Seminar

(Clockwise from right) Clare Shine speaks with Fellows at a coffee break

Salzburg Global Fellowship Manager Jan Heinecke with Yousef Jabareen

Group work in the Chinese Room

Student Voices

Jennifer Cordova	*Student, Northwest Indian College, USA*
Neil Sparnon	*Chief Academic Officer, Jesuit Commons: Higher Education at the Margins, UK*

A key component of the program was guaranteeing that students' voices would be at the forefront. Therefore, the five-day program opened with a panel that showcased students from institutions serving those at the margins.

The panel included Jennifer Cordova, President of Student Executive Board at Northwest Indian College (NWIC), Washington, USA and Neil Sparnon, Chief Academic Officer, Jesuit Commons: Higher Education at the Margins (JC:HEM). Sparnon presented on behalf of Daniel Emerimana and Gustave Lwaba, students at JC:HEM at the Margins in Kenya and Malawi respectively. Emerimana and Lwaba were awarded scholarships to be able to take part in the program in Salzburg, however they were unable to get travel visas, exemplifying the diminished access students at the margins face.

JC:HEM, offers higher education at the margins: refugee camps in areas with no access or, at most, are underserved. It assembles infrastructure and provides technology and volunteer faculty for online diploma courses. The program is also very lean, coordinated by three people. Such programing presents a bureaucratic challenge since governments, boards of education and local institutions often view it as a threat to the status quo. Other significant challenges include general infrastructure for an ITC-driven program in desolate refugee camps around the world; academic – how to ensure that offerings are relevant to the catchment group; and credibility to the outside world. Through national and international collaboration, the program has successfully addressed the bureaucratic and academic hurdles. However, credibility continues to be a problem. The general perception of programs for the disadvantage is that they are of lower quality. JC:HEM wants to counter this thinking and ensure the

Nelson Bowman

❝Money is important but do you take bad money for good work? If institutions cannot get money at all, they will find it from somewhere else. ❞

credibility and culturally relevance of its programs. Curricula are less about English and mathematics and more about competency and skills. Therefore, they begin with the question "What does an educated person need?" and focus on courses like critical thinking and academic writing. The expectation is on the student to find the appropriate application. Although JC:HEM reaches marginalized populations in its practices, it does not call itself a minority serving institutions, as it primarily makes sense in an American context.

The JC:HEM pilot was funded by a benefactor with the mandate to "go where this type of learning has not been done" and to innovate and produce a program that was reliable, sustainable and of quality. JC:HEM is a partnership between students, institutions that provide faculty, camps, and Jesuit Commons. The current cost is 150 USD per student per course as the program reaches places with high conflict and very low educational investment. Of course, what success means for each "partner" differs. For the students, success means high grades. For institutions lending faculty, success is the ability to

Jennifer Cordova and Neil Sparnon

improve their curricula and teaching. Partners at the camps – the Jesuit Refugee Services – see themselves as advocates for students. Therefore they look at community indicators such as numbers in school and levels of crime and violence to gauge programs' efficacy.

For Jennifer Cordova, attending a Tribal Colleges and Universities (TCU) institution has been an advantage for it not only provides the academic grounding expected from a higher education institution but also instills Native culture and heritage, thus enabling students to better serve their communities and be more secure in the general population in the future. Another benefit of attending a minority serving institution is the opportunity for students from cultural and ethnic minorities to no longer be a minority; as they typically form the majority of the student body of such institutions.

As a TCU, NWIC is grant funded and offers much lower tuition than is typical of a US college, making it a more affordable option for all students to attend. The college also offers student support services specially tailored to the community it serves, helping students tackle the sometimes hostile reactions they receive from others in their community who view the pursuit of "majority-centered" education as turning their back on tradition. Cordova explained that she was raised on a reservation were there was limited exposure to positive opportunities. However, faculty and staff at the college took interest in her story and thus provided the particular systemic support required.

From these perspectives, session participants summarized that, when working with students, it is essential to be deliberate and tailor support to meet students' needs; this may be the positive reinforcement that makes a difference. Another point is that marginalized students want to be treated equally and supported with equity. Therefore, to be effective, institutions should account for and address inherent insensitivities and power imbalances those students may face. As migration and demographic patterns shift, there will be a greater need for a global understanding of what it means to serve characteristically non-traditional students.

" The situation is complex in the USA but we do not delve into it too deeply; we are very limiting as we tend to box things in and ignore complexity. "
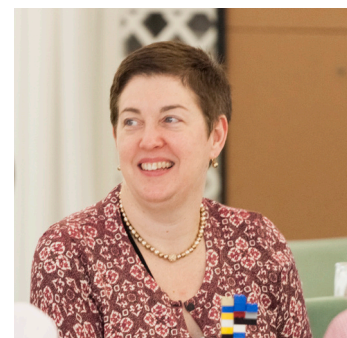
Catherine Millett

Taxonomies of Diversity

Marybeth Gasman   *Professor, University of Pennsylvania, USA*

Andrés Castro Samayoa *Researcher, University of Pennsylvania Graduate School of Education, USA*

The Center for Minority Serving Institutions presented for critique a mapping of international institutions that may serve students at the margins. Fellows reviewed the document and heavily debated the use of terms such as "margins" in an international context. How do we identify a student at the margin within cultural and regional context? There are key components shared by institutions that serve students at the margins, but how should one distinguish and identify these attributes and institutions?

Identity at the margins

In economics, thinking at the margins means to think about your next step forward, disregarding the past. The margin is a place of possibilities and it is about finding and defining those possibilities. As students enter tertiary education, they also are looking forward to see and take advantage of possibilities ahead. However, unlike economics, students cannot disregard theirs and societies' pasts. As session participant Kyle Southern remarked, students at the margins face social, economic, political and cultural barriers to participating fully in higher education opportunities relative to their peers from historically advantaged backgrounds. This categorization – and interventions due to it – however, should not adversely affect the learning and interaction between teacher and student or further marginalize the student.

During the program, participants presented an overview of the communities they serve, highlighting key characteristics that help identify students at the margins. Depending on the context, some

Anne Campbell

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Colleges and universities that serve "students at the margins" either by mission or by demographic.
Research by the Penn Center for Minority Serving Institutions

designations are more established than others. There are those that are self-made while in other contexts, identification is discouraged due to past injustices. Participants agreed that, although precarious and at times rigged with stigma, when used strategically, identity can ensure programs have maximum impact. Therefore, identities should be additive, counteracting any disadvantage students already face. However, for general use, students should be the prime agents in defining and validating what it means for them.

For others there should be no distinction for students at the margins; for it differs in every context. There are privileged minorities and oppressed majorities. There are also people who self-identify as minorities but are indistinguishable from the majority. The more important question is what does it mean to serve students at the margins – however they are identified – and what are the exemplary examples of that?

Who are our students at the margins?

It was suggested that there should be flexibility in how one identifies institutions that serve "marginalized" students. For now, very few students may be from the so-called margin but tomorrow those students may be significant portion of scholars, owing to demographic shifts. There is also a distinction between institutions that embrace their (new) designation as a "minority serving institution" and those that hide it. Alternatively, in the USA, there is a push to engage with underrepresented groups. In this instance, motives and the ability for initiatives to appropriately serve students must be reviewed.

Types of marginalized students

- Marginalization by under-representation: gender identity, sexual orientation, disability, race, ethnicity, indigenous, language, religion;
- Historical and/or current exclusion from social norms;
- Underserved / under resourced areas (economic geography);

- Orphan / ward of the state;
- Refugee;
- Marriage / work migrant
- Socio economic standing;
- Previous schooling type (i.e. state schools).

Serving students at the margins

Identification is just one step in the process of preparing students for entry to and success in tertiary institutions. Other steps are to understand the communities served and accounting for their characteristics into assessments for readiness, retention and success and provided services. This also means that institutions should not have a normative social influence but rather integrate cultural expressions. Methods include deliberate inclusivity in curriculum, pedagogy and institutional culture, governance and leadership. For more particular cases, this may mean psychological support (it is stressful to be the "other"). Ultimately, institutions should be preparing students for a global workplace; integration, with space to strengthen personal contexts and identities, not acculturation, should be the goal.

" *Being at the margins suggests a power balance; if you are at the margins, you are not at the center.* "

The purpose of these institutions (and programs) should be better packaged, as practitioners must answer to administrators and funders. One must also take into account the inherent difficulties in serving this cohort; starting points are different and impact metrics and funding. Many participants felt that they were lacking platforms to properly examine the case for change, evaluate current programs, discuss gaps and solve strategic and practical problems without consequence.

However, sometimes gaps are self-evident. In Israel, schools are separated by choice but are not equal in funding allocated and resources realized. For example, 54% of Arab households live in poverty, few Arab students take college preparatory courses and only 29% of Arab high school graduates meet the criteria for college acceptance, compared to 47% in the Jewish school system. Many Arab schools are also taught in Arabic. If Arab students enter higher education, they are additionally linguistically marginalized as most higher education is in Hebrew. Therefore, most Arab students take longer than three years to complete university. There are teacher-training institutes that train in Arabic but such training does not extend to the tertiary level. Therefore, these students have lower matriculation and higher dropout rates. An Arab Language Institute was approved to elevate the status of Arabic in Israel but it was not allowed to have public funding.

Andrés Castro Samayoa

Elisabeth Doppler

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Diversity of Diversity

Dongping Yang — *President, 21st Century Education Research Institute, China*

Venitha Pillay — *Associate Professor, University of Pretoria, South Africa*

Gad Yair — *Director, NCJW Research Center for Innovation in Education, The Hebrew University of Jerusalem, Israel*

Despite the obstacles listed in the previous chapter, Arab Christian students are outperforming all others in Israeli society, which prompts the question: How does intersectionalism change the conversation, if at all? How does the combination of identities work for students and how do universities work with those identities?

Session panelist Gad Yair spoke about another group in Israel, the strictly orthodox or Haredi community. They comprise 11.7% of Israel's population, average a 6.2 birth rate (large families by average Israeli standards), often choose not to work and are therefore impoverished and, most importantly for this conversation, are stagnant in terms of education. The community is separated from the rest of society at birth and also attends separate school systems where, while they learn to read at three years of age, they primary study Jewish scriptures, rather than secular subjects. They function as a state within a state as the Ministry of Education does not play a role. This has occurred due to agreements in the 1950s where mainstream lawmakers agreed to accept a small group of people to do religious study, with the expectation that this subset would slowly integrate. However, their separate culture survived and secured this agreement.

Pressures have grown in the last decade for full integration in the army, labor market and higher education. However, while they have their tuition heavily subsidized by the state like all other students, Haredi students are ill prepared to be successful in these fields and have little support from their communities. To counter this,

Mariella Espinoza-Herold

Gad Yair

the Hebrew University of Jerusalem, at which Yair teaches in the department of sociology and anthropology, implemented pre-entry programs at various campuses so students could be prepared for the academic rigors of university. There is also a unifying program, where Haredi students meet once a week to discuss academics, identities and the psychological pressures and emotions that come with attaining higher education.

The separation mentality is ever present. For example, the government offered to open a Haredi campus, where students would be taught separately. Faculty voted against the measure since they know and have experienced that separate means unequal. They believe, Yair explained, that Haredi students must be accepted and not stigmatized by the campus community and integrated with mainstream students. In addition to ensuring their full integration on campus, Hebrew University of Jerusalem, starting in its law faculty, established a two-tier support system through which second and third year students take first year students as their tutees. This saw in the dropout rate falling to zero, and a result, the process was extended to the entire university, targeting at-risk students with senior peers taking responsibility and the two tiers of students growing up together.

Andrew Harvey

Yair found that students do value their learning but they also saw risks: they are afraid that secular education may dilute their faith. Faculty also saw a risk to campus cohesion – for example, would classes with Haredi students require separation of genders? But, so far, both feel that they derive benefits from the learning and interaction. Program surveys have shown that students take the knowledge gained back to their communities and are becoming change agents for modernization, not secularization. The work with the Haredi community has also expanded to early childhood development, where the university works with female elders and provides them skills to foster early learning and preparedness. This program gives voice and ownership to a seemingly silent part of the community.

Venitha Pillay spoke about the South African experience. Twenty years into democratization, there is still a struggle to increase access to Black students. On the policy level, higher education is a public good – an ideological, moral and social imperative and justice – but this motivation is not present at the institutional level. Only 26% of Black high school students will qualify to enter higher education and, of those who enter, 12% of Black students will obtain a degree. As Pillay explained in her presentation, overall, only 5% of Black students who enter grade one of elementary school will get a higher education degree, versus 60% of White students. Within the university environment, there are many reasons why Black students are not successful, including pervasive racism and alienation. There is also the general lack of access. If one incident exemplifies the sheer

Venitha Pillay

Panelists Gad Yair, Venitha Pillay, Dongping Yang and interpreter Zhaofan Grace o

desperation some people experience in trying to get into university, it is the stampede that saw dozens injured and one mother killed as potential students clamored for last-minute places at the University of Johannesburg in 2012. People want higher education, they understand what this means for social mobility, but attainment is relatively ethereal.

Improving the current condition requires a full life-cycle approach but there is work that can be done at the tertiary level. A starting point is the capabilities approach: working with the 26% who do qualify for university. They made it against many odds including systemic exclusion due to physical distance, race, gender, poverty and/or class. They have resilience and have come too far to fail. Yet, institutions are not positioning these students to succeed. Before transforming students into successful tertiary scholars, institutions need to transform themselves. Institutions must cultivate the resilience and drive students have when they enter school. Considering the institutions receive government (input-output) subsidies for matriculation and retention as well as registration fees from students, it is incumbent for South African universities to support Black students from impoverished backgrounds, to access, engage and thrive in student life. Although at extra costs to institutions, it will cost South African society much more if these students continue to fail.

Institutionally, there is a huge gap between policy, practice and student experience and there are no consistent mechanisms adequately dealing with students at the margins. Institutions that were historically under resourced (and most likely serve marginalized

Cassandra Herring

students) have the highest dropout rates. Also, the atmosphere, even for faculty of color, is still rife with conflict and alienation.

Yang Dongping provided a different perspective from the People's Republic of China. There, inequality itself is spoken of only at the margins; there are no formal discussions on the topic. However, in China the issue is as complex as it is internationally. Their main issues are intersections of gender, ethnicity, geography, and rural and urban divide; linguistics is also relevant to a much lesser degree. Among the main four, gender and ethnicity are better solved, as in higher education today there are significantly more women and minority students. Yet even statistics has its complications. Two minority groups, Inner Mongolian and Muslims, outperform the Han majority in higher education. However, other minority groups continue to experience big gaps. Delving deeply, one will see that success holds true especially for those concentrated in urban areas, which have adopted Mandarin over their traditional dialects and do not receive education on their culture. Of course, this is not necessarily a positive.

Therefore, to understand this complex problem, China has applied a simple geographical framework with two dimensions: urban-rural and east-west (developed-underdeveloped). How other inequalities (due to gender, religious or ethnic minority status or sexual orientation) manifest in these four quadrants differ. For example, those characteristics may not adversely affect students in the urban east. Girls outperform boys at all levels of education and outnumber their male counterparts in higher education; there the focus is how to help the boys compete in seemingly "female friendly" learning structures. Whilst in the rural west – the poorest and least developed areas in China – any of these delineations pose severe roadblocks. There also dichotomies within each. For example, there are fewer girls than boys in primary school yet girls out number boys in higher education.

Opportunities for higher education have increased substantially in the east, with more facilities and government grants. The primary roadblock faced by students is their capacity at matriculation. For many from the margins, Mandarin, the language of higher education, is not their arterial language. English, the primary foreign language, is not well taught. Lastly, their computer literacy is sub par. However, the government continues to focus on money as the sole access

issue. Fortunately, these gaps have been identified and through pilot support from the Ford Foundation – China, there are projects that target capacity building and student engagement. Successful projects will be institutionalized and expanded with funding from local government.

It is unlikely that universities with minority catchment populations will become their cultural homes without some change. Education is still centrally controlled; everyone studies Mandarin along with his or her native language (and as they get to university, they are taught Mandarin and learn English as a "third" language). Learning tools are not culturally relevant and, with increased emphasis on learning English, many students feel pressured to learn only in Mandarin. This is especially important in the Tibet and Xinjiang autonomous regions. Local organizations are now designing textbooks for minority groups and some are being used in public schools. In Tibet there is a private K-12 school that teaches in the Tibetan language and about Tibetan culture. Textbooks used there are also available for other schools but teachers in public schools do not understand the materials, as they too went to public schools. The issue requires multi-generation efforts for sustainable change.

Mochamad Indrawan

Displaced Students

Susana M. Muñoz	*Assistant Professor, Administrative Leadership, University of Wisconsin – Milwaukee, USA*
William New	*Professor, Education and Youth Studies, Beloit College, USA*
Ita Sheehy	*Senior Education Officer, UN High Commissioner for Refugees, Switzerland*

Another subset of intersectionality is individuals that are displaced by economic and political turmoil and sustained conflict. They are often invisible populations within educational contexts yet understanding how to facilitate access for all can provide strong lessons for higher education in general.

Susana M. Muñoz spoke on undocumented immigrant students who had entered illegally, overstayed their visa, or been caught in a prolonged immigration process in the USA. When these students interact with the education system, they often do not have enough knowledge about and cannot put meaning to their legal status. They have become accustomed to hiding their immigration status. This creates an atmosphere of shame, pressure and questioning of their personal identity. Conversely, in most educational institutions, administrators do not understand how to manage undocumented students and in primary and secondary education, this issue is largely ignored as K-12 education is guaranteed. This situation is more acute for higher education where high achieving students who want to continue their education need access to funds. For these students, this is a precarious situation where disclosing their legal status is necessary for access. When students do find a sympathetic faculty member they count themselves "lucky" for a single interaction with an uncompromising person could jeopardize their future, explained Muñoz.

In the USA, undocumented students are not eligible for federal aid. However, 18 states allow undocumented students to pay state

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Susana Muñoz

tuition rates and five states provide state-based aid – all financial resources for undocumented students. In the state of Georgia, where undocumented students are barred from higher education, University of Georgia faculty formed Freedom University – a space where undocumented students can learn. Students see such programs as a spring board to accredited schools and now high school students participate to get information as early as possible. Some private institutions are expanding their access to undocumented students, providing full financial aid. Also, uLEAD (University Leaders for Educational Access and Diversity), a network of university leaders committed to broadening postsecondary access and support for all students regardless of immigration status, is facilitating student empowerment. Higher education cannot change immigration laws, however it can be a place for students to understand their rights and decide what to do next. Undocumented students who have benefited from these systems are now becoming the leaders in this effort.

William New spoke on the experience of Roma communities in the education system and other aspects of Roma life in Central Europe,

Yousef Jabareen

www.manaraa.com

Siti Kusujiarti

where the largest populations are in Slovakia, Romania, Bulgaria, Serbia and Hungary. Roma peoples are the largest ethnic minority in Europe and have always experienced economic and social exclusion. During the Soviet era many Roma students were placed in separate schools as they were seen as degenerate. As separate does not mean equal, these schools were under resourced and dead-ends as most students did not matriculate into secondary education. After the fall of the USSR, privatization affected Roma livelihood as most state support ended. Their communities, previously in historical city centers, became prime real estate and they were additionally geographically pushed to the margins.

In last ten years, European Union countries have banned discrimination as a violation of human rights but not much has change as historical injustices have left a legacy. Although data is unreliable as many national censuses do not ask for ethnic information and many Roma do not self-identify, Roma population in Europe stands between 10-15 million and is growing fast. As Roma are expected to be a significant percentage of the working age population in several Central European countries, it is imperative that governments break the cycle of social exclusion and poverty by making an earnest investment in their human capital. Programs such as readiness classrooms are not working, as students remain unready. For students who transition into the general system, only 50% make it to high school. Fewer than 5% of Roma students matriculate into higher education and almost none of them graduate.

There are very few private schools catering to Romani culture. As many parents want better lives for their children, it is the overwhelming perception that there is no benefit in being recognized as Roma. For example, in a Roma-Czech family, the parents might only speak Czech with their children to increase chances of assimilation. They are conflicted between maintaining identity and integrating further into general society. There are also cultural issues such as gender equality. However, today their first priority is economic survival.

Ita Sheehy provided a global perspective of the margins – refugees and internally displaced persons – and how their dynamics are changing. At present, 51.2 million people are forcibly displaced. The vast majority leave due to conflict and climate change, and these numbers are expected to increase due to forecasted trends in both

causal indicators. 86% of these refugees and internally displaced people are in less developed countries that do not have universal access to education for their general population, further diminishing their opportunities for academic access and success.

Most are internally displaced before becoming refugees. These means that, by the time they reach refugee services, they have been out of school for some time. They may have aged out of public systems or, if they are can attend, schools available are very poor. Potential tension between refugees and host communities for resources coupled with linguistic and ethnic differences makes access insurmountable for many. The UNHCR encourages refugees to return home after conflicts; thus, it is not just about education but also about instilling the competency required to rebuild post-conflict communities.

Although there is excellent data on the number of refuges, it is difficult to track the numbers that access higher education. There are programs and scholarships within the UNHCR and external programs such as JC:HEM that are implementing viable solutions, but there is still stigma. More needs to be done as most refugees live in urban areas, hiding within the general population, and are displaced for seventeen years on average, according to UNHCR statistics. There has been a push to find alternatives to camps, especially those that are longstanding. Ideas include formalizing camps into the villages they have already become and delivering resources within government

Panelists Susana Muñoz, William New and Ita Sheehy

(Clockwise from right) Session co-chair Marybeth Gasman with panelist Graeme Atherton

Caritza Mariani and James Anyan during group work in the Chinese Room

Antonio Puron (center) demonstrates TAK-TAK-TAK to James Anyan and Joseph Budu

Session co-chair Michael Nettles (right) with Dongping Yang and Zhaofan Guo

frameworks. Programs that identify, gain the trust of and provide tertiary opportunities to this population are crucial. Vast majorities of people at the margins do not have access at any level and/or have few options for higher education, and are in the developing world. Higher education institutions should consider opening up their networks and tools that transcend borders to help these students.
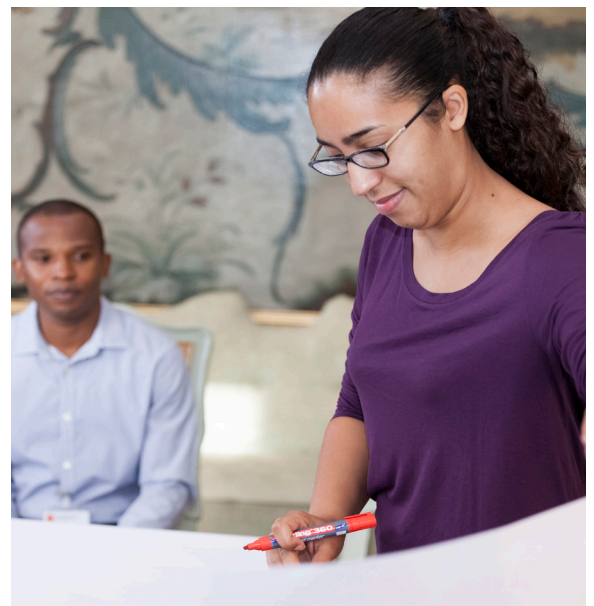
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From the Margins to the Table

Stella Flores	*Associate Professor, Public Policy & Higher Education, Vanderbilt University, USA*
Marcelo Paixão	*Professor, Economics & Sociology, Federal University of Rio de Janeiro, Brazil*
Suellen Shay	*Dean, Center for Higher Education Development, University of Cape Town, South Africa*

Jihong Lee

An important part of the dialogue in Salzburg was also examining policies and legal frameworks that have worked in broadening access to marginalized groups such as affirmative action (or positive discrimination) which has been used internationally to increase diversity in institutions of higher learning.

Stella Flores spoke on affirmative action and its evolution in the USA where there is strong support for equal opportunity. However, what make people uncomfortable are policies that reference race, which affirmative action explicitly does. People, especially those with majority powers, feel that is not fair. Referendums to maintain affirmative action policies routinely fail, as voters tend to support "fairness." However, educational systems and the frameworks supporting them in the US are not "fair." Race is still a significant factor in American society and studies show that the use of race as a classification ensures more diversity than using socio-economic class. Even more telling, as demographics change, people tend to vote against affirmative action. Yet as minority births continue to outnumber those of Whites (the current majority), the contrast between general demographics and higher education institutions may become more pronounced. For policy makers to follow research and not ideology in the current political climate is very difficult. However, demographic shifts, research and the need to invest in all types of domestic human capital, especially as more foreign-born college students choose to return home after study, may spur a change. Also, the reframing of the issue from redressing historical injustices to equity, "benefit for all" and an obligation to reflect the country's social dynamics may be helpful.

Suellen Shay spoke on the South African experience. The South African state cannot discriminate on any measure but discrimination

" There is a retrospective (historical) mandate but there is a power prospective (future gain) mandate. "

may be necessary for the purpose of equity since all people do not enjoy equal benefits due to historical and structural oppression. For South Africa where the oppressed is the majority, fair discrimination is a necessary measure to achieve equality and sustainability. It is not a civil right but a human right and is seen as a pillar for transformation. The state is committed and has set aside funding mechanisms to address historic wrongs. However the 2008 financial crisis has reduced monetary support. For example, if a student does not pass over 50% of his or her courses, the school does not receive funding for that individual. Doors of learning are now open and there is significant increase of enrollment but it is a revolving door. To date, affirmative action has made a negligible difference for the most talented youth. Higher education institutions are required to invest in programs that redress past inequalities but these programs do not graduate students. At selective institutions such as University of Cape Town, they aim to bridge the gap through systemic corrective action. This includes curriculum redevelopment for epistemic access and also redefining the affirmative action components.

From 2016 onwards, in an effort to bring in the "best" students, University of Cape Town's affirmative action practice will be a hybrid model of merit, disadvantage (socio-economic, geographic, etc.) and race. This has been controversial many critics consider it to be too early in the country's history to act on an ideological commitment to no racialism and, although research has informed this decision, it is not robust as research done in the USA. American research should be reviewed and, possibly replicated, before putting plans into action. What is evident is that applicants are advantageously self-selecting

Suellen Shay

and the apartheid racial classification is proving increasingly difficult to work with.

It is not just about increasing access to all but to ensure that all can have access. This means psychosocial programs for institutional change and, on a more practical note, transitioning to a four-year education model with curricula that can appropriately service all South African students. As it stands, the playing field is not leveling. If not addressed successfully, it will be impossible for South Africa to become a leading emerging economy with only 5% of its majority group obtaining higher education.

Marcelo Paixão spoke on the Brazilian social structure, which is based on privilege and nepotism that reinforces said privilege. An important step to addressing the problem was implementing policies that break this cycle. Skin-color, inextricably linked with historical and current privilege, is the current frontline. Brazil, the country with the largest African diaspora in the Americas, is extremely color conscious. Based on individual phenotype, color / race identification affects a person's educational and workforce opportunities and access accordingly. For example, although there has been improvement in literacy and years of schooling for all Brazilians, Afrodescendants still lag behind. And with quality gaps between public and private schools affecting entry into higher education, Afrodescendants make up approximately 60% of public secondary schools but only 33% of private secondary schools. Parents' wealth and one's private school education are the most significant indicators in attending university. Unsurprisingly, those indicators are also strongly linked to race. In 2013, only 10.7% of university-aged Afrodescendants were participating in higher education (89.3% were not participating). However, 10 years before 70 institutions piloted racial quotas, it was much lower: 3.1%. That is a three-fold increase in 10 years due to affirmative action.

Social indicators show continued underrepresentation of Afrodescendants in positions of leadership in every sector. The affirmative action strategy is about finding ways to diminish systemic reinforcement of and overcome extreme racial and social inequality and strengthen the leadership pathway for people of color. It is a model for development. Affirmative action in higher education is a crucial tool as it is the gateway to positions of political leadership and economic mobility. It helps decide who will get access to well-

"Higher education does not prioritize access issues – we inherently want to be selective – and it is a protected environment. There is little room to have that discourse so how do we ensure a space is created for student experiences and voices?"

Marcelo Paixão

paid jobs and tools to properly serve their communities. Since August 2012, universities have reserved 50% of enrollment, half of which will be for public school students with family income at or below 1.5 of the minimum wage per capita, and the other half for public school students with a family income higher than 1.5 of the minimum wage per capita. The remaining 50% is open for competition. There are also progressive quotas for Black and Indigenous peoples. The system began phasing in racial variables in 2013 and results will be closely monitored. Race will be self-declaratory. As these are not clear indicators, there is room for abuse. Yet, many are hopeful and look to the law as being a first step in changing mind-sets on racial and social identity and inequality, with those who self-identify as being of color and the poor choosing prestigious professional careers.

It was the general perception of participants in Salzburg that affirmative action does not run contrary to traditional minority serving institutions (MSIs) but rather expands the eligible pool of professionals of minority backgrounds. In the USA, MSIs will continue to contribute a pool of students for graduate level education. In South Africa, funding is being redirected from historically Whites-only universities to traditionally underserved institutions that have majority Black students. However, due to the way research funds are allocated, it does not seem likely that these universities will

" *Higher education by definition is elitist.* **"**

Stella Flores

close the gap anytime soon. For Brazil, the conversation on MSIs is just beginning as a concept and the concern for self-realization is very new. There has been progress, such as the establishment of the Special Secretariat for Promotion of Racial Equality. Since there is no history of MSIs in Brazil, there is no inherent conflict with affirmative action policies.

Participants agreed that they are all working in a contradictory space – to increase access to higher education, an inherently elite system. It is also understood that systemic inequality starts before birth and most issues will not be solved by a single higher education act or policy. However, the US provides great lessons on political, policy and practice levels and how legal frameworks improve current and future prospects for people of color. Other perspectives on affirmative action – such as those espousing inclusion and diversity policies but not legally binding action – are of value. It demonstrates what motivates implementation and such language can be used to change mindsets on legal frameworks. As other countries consider the use of legally binding frameworks, it is important to frame it not only as a service to the disadvantaged but also to the population as a whole. It is also essential to consider what is nationally relevant. For example, the USA does not have quotas but Brazil does. However, quotas may work for the rural poor in a Chinese context.

" There are no free seats at the table of life, you have to take it and hold it and you cannot hold it if you don't organize. "

Student Success:
Institutional Spotlights

Pu Hong   *Vice President, QuJing Normal University, China*

**Zena Richards**   *Transformation Student Equity, Project Manager, University of Witwatersrand, South Africa*

Michael J. Sorrell   *President, Paul Quinn College, USA*

Providing tertiary education access to marginalized sectors of society is not just about getting disadvantaged students into colleges and universities. Students should be retained by creating inclusive and encouraging pedagogical environments for all. What work is required, at the institutional level, to increase retention? To answer this question, a panel discussed initiatives that developed and sustained successful support systems for underrepresented students.

Zena Richards from University of Witwatersrand in South Africa spoke on the university's programing . The demographics at Wits, at 68% White, 17% Colored , and 15% Black, does not reflect the demographics of South Africa. In 2007, the university launched a program that identified high-potential high school pupils and exposed them, though deep simulation, to university life. This psychosocial element was solely aimed at building students' capacity to adapt to the higher education environments, beyond the classroom. It also incorporates a 360o emersion, which targets the family so that they are prepared to support student life. It was difficult to predict what students would need as the students themselves were not sure. Therefore, a key element was to enable students to meet their success criteria (i.e. passing their first year, graduating in minimum time, and gaining employment in a corporation) through mentoring and additional resources and, with input from mediators, immediately addressing needs and roadblocks as they manifested. To date, program results show participating students have transformed their

Ivan Pacheco

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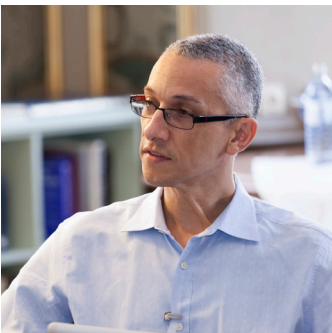
Pu Hong

Edgar Porter

experiences and are significantly more successful at fulfilling their self-determined trajectory than non-participating counterparts. According to Richards, the most important element to success was support and a "home" for students within the university. However, the program is tailored to the university and its goals so although the framework may be replicable, the exact same program may not be.

Pu Hong presented on her work at the QuJing Normal University in Southwestern China. This work is being conducted in a province known for its diversity, with 52 (out of China's 56) ethnic groups living in the region. Although many of these ethnic groups are marginalized, Pu does not see her work as targeting "students at the margins" – it targets all students. Staff at QuJing Normal University are very committed to supporting their students; each vice president provides family structure for five students without families. As she mentors students, Pu tries to build students' exposure and confidence, so that they can help others in their communities. The university has incorporated a "top-down meets bottom-up" approach to supporting its students. The top-down approach includes implementation of government policies such as financial aid, culturally-specific (cultural and bilingual) classes for ethnic students, boarding school for rural students, enrollment policies for disadvantaged groups and culturally-specific teacher training.

The bottom-up approach, however, is student-led. Initiated in 2003 with support from the Ford Foundation – China, it incorporates students' voices and projects that are most relevant to students'

personal and community success. Projects chosen have ranged from innovation and sustainability to workforce development and psychological support. These project plans come from the students but the university administers the funds to make them a reality. Communities have been deeply integrated into this approach as university leaders and students also return to their communities to implement related projects there, such projects on flower and potato cultivation and solar energy. The program has since been scaled with projects institutionalized and now part of the course-credit structure. The idea is an elaboration of the proverb: give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime. It is both equally relevant to give and teach how to fish.

Michael Sorrell presented on the ongoing revitalization at Paul Quinn College in Texas, USA. At Paul Quinn, leadership found that words matter. For most of the student body, words have been used to "other" and discredit their abilities. At Paul Quinn, administrators and professors deliberately use words and contexts that build confidence in and inspire students to see themselves as global citizens. The idea is to build a string of victories so that failure, an indelible part of life, can be seen in its proper context. This thinking has allowed students to not only recognize their talents but to also imagine roles in which they can significantly contribute to their environments. Much of this interaction is driven by data – on both students and communities – and the ability to flag issues and address them immediately. For example, there is a summer bridge program that provides mentorship

Shawna Shapiro

Zena Richards

Michael Sorrell

Jamal Watson

and recruitment; moreover, it engages the family unit from the start to ensure external support. Also, the college incorporates leadership programing that allows students to envision what it means to be a change maker and gain skills to bring about their vision. For retention, there are concrete and social markers such as mandatory campus events. If students are not attending these events, it is a good indication of whether students are up-to-date on their work. Also, addressing a tangible community need has been found to be the best way to inspire the spirit of stewardship and service. Students are encouraged to bring in proposals that they self-fund for one year and the university funds for subsequent years. An important and successful project to date has been the repurposing the football field into an urban farm, meeting the food needs of the community and exercising the service and economic skills required for students' success in the workforce. Sorrell believes this program is replicable in all contexts and relevant for all students.

Although participants agreed that these programs were innovative and student-focused learning environments essential for retention and graduation, many wondered if such programing is widely-enough encouraged in today's academic environment. In many regions, faculty and administrators are more concerned with "publish or perish" and this limits how well relationships can be formed with students. Institutional leadership, whilst very important, may publicly articulate, commit to and form policies to increase access but without good coordination and targeted programing, students

may continue to struggle. In the US context, affordability is a factor in retention; no matter how much a college might facilitate students accessing the full learning experience, if they cannot afford it and/or if they have employment that conflict with their studies, they will not complete. As other countries consider deregulating university fees, this should be tracked. In China, grants may not cover all costs so these work programs also fill this gap in a non-exploitative way. For South Africa, students may send their funds home to support families and living in more stressed environments. Letting students know it is okay to invest in oneself is another part of the solution. Another point of shared agreement was to encourage students to become life-long learners in whatever they do.

A question was posed on how to link student success with getting the "margins to the table"? There were multiple perspectives. For some, social mobility was important and building stronger systems that link access with retention will go a long way to increase options for disadvantaged people. Conversely, this was again playing into the "othering" of disadvantaged groups. As such, programs should not only focus on economic mobility but also on enabling students to "build their own table" through economic, cultural and social innovation, voices and wallets.

All participants agreed that institutions that serve minority and disadvantaged populations must advance – presenting a compelling reason to exist – or perish, as students and funding will go elsewhere. Essential for advancement is learning about, from and collaborating with other innovators, systems and institutions. There are multiple ways to think about equal opportunity in complex environments and, to build expertise, there must be collaboration.

Blazenka Divjak (center) and Michael Sorrell (speaking) during a group discussion in Parker Hall

Collaborating for Action

Funding institutions that serve marginalized students

Graeme Atherton   *Director, AccessHE, UK*

William F. L. Moses   *Managing Director, Education, The Kresge Foundation, USA*

Betty J. Overton-Adkins *Professor, School of Education, University of Michigan, USA*

Adelmo de Souza Xavier

The Salzburg program also showcased a panel on multiple systems – such as public, private, institutional and crowd funding – that financially support MSIs. The panel had representation from philanthropy, higher education and collaborative networks that were all driven to fill noticeable resource gaps for disadvantaged students and institutions they attend.

William Moses spoke on the work of the Kresge Foundation, a private foundation in the USA that allocates approximately 150 million USD per year to grantees in various social sectors and social investment projects. Kresge focuses on promoting opportunity for low-income peoples in American cities, and, for education, on post-secondary access for first generation and disadvantaged students in the USA and South Africa. This includes programs that support the pathway to and through college and institutions that deliver these services to their target groups. When looking for collaborative partners, Kresge looks for activities that add to the body of knowledge and advance the system in particular. Therefore programs funded may be as diverse as capacity building for fundraising, which increased fundraising from 250,000 to 10 million USD, and data analytics to improve student access and retention, which improved FAFSA completion (a significant factor in entering post-secondary education) from 40% to 60%. Other programs include the Carnegie Foundation for the Advancement of Teaching, which saw remediation as a barrier to access since most students did not advance from remedial classes within three years.

After implementation, the program increased community college students' advancement in remedial math from 5% to 50%. Most importantly, Kresge's programs are focused on and monitored for sustainability, as partners should have some idea on how to institutionalize and scale changes post funding.

Betty Overton-Adkins from the University of Michigan in the US, although now a faculty member, has also worked at a US foundation and thus has "been on both sides of the table" with regards to raising funds for programs. Like Moses at Kresge, her work at the W. K. Kellogg Foundation also focused on MSIs in the USA and South Africa. In the 1990s, Kellogg made investments in the institutional development of various MSIs in the USA, allocating approximately 110 million USD over ten years. Their investments showed that extensive dialogue, learning and planning was most important to programing success. This, of course, is antithetical to our need for immediate action. As Overton-Adkins explained, there were many teachable moments on knowing when to stop and dialogue, who to partner with and/or support, what their shared values are, and how to make the clear articulation of what you want to change and if there is sufficient capacity to engineer the process beyond the life of the grant (an average of 3.8 years). Communication during the implementation, and the space to speak about failures, challenges, possible redresses and lessons learned afterwards, was also important, she added.

Graeme Atherton, director of AccessHE, has a very different experience that highlighted the need for entrepreneurship, resilience and mindset change for institutions serving students at the margins. In the United Kingdom there were significant public investments in access and equity. This was done in rapid fashion: from 2004 to 2010, more than 250 million GBP was invested towards collaboration of schools, colleges and universities in the program AimHigher to widen participation in higher education (HE) by raising awareness, aspirations and attainment among learners from under-represented groups. However, in 2010 a change in government led to an abrupt end to the program. Although this may be seen as a political issue, there was still a need for collaboration, professional development and increased access to underrepresented groups. The fact that this message was not accurately relayed to the new government was a fault of Aim Higher. Members were not fully coordinated or ready for the political about-face. One must always be ready.

Meggan Madden

William Moses

Out of this experience, AccessHE was formed to fill the gap with institutions themselves, rather than the state, funding it. To not repeat mistakes of the past, AccessHE works hard to ensure its message is clear, relevant and timely in regards to its reason for being and why supporters should invest in it. There is also the National Education Opportunities Network which provides professional development for those involved in widening access to higher education. As demographics and social indicators change, so must strategies and services for those at the margins. There is a stronger, entrepreneurial mindset because of this shocking experience. Also, programing is driven from the bottom up and by actual "pull" for the services.

Advice was also given for institutions seeking funding in the American context. These included fully researching funders and, if there is a match, tailoring your message accordingly. The message should include what the potential grantee wants to do and how the grantee can support that process during and post-programing. "No" will be heard more than "yes" so there must be understanding of and belief in the organization's identity and ability to implement and a will to find out why funding was denied so proposals may be improved, either for a different audience or time. Most importantly, at all times, grant-seekers should be able to articulate wants, whys, hows, and outcomes, even in general conversation. A story was

referenced regarding Tribal Colleges and Universities in the US, which refused to fund a proposed framework as it was not culturally relevant to their students and would not bring about the results they sought. Upon, reflection the foundation changed their proposed model for implementation.

The funding situation for initiatives that seek to aid students at the margins differs greatly from country. One participant commented that, in their home context, there is no specific funding for those serving students at the margins; regardless of the population demographics, funding was the same. For the UK, as for other regions, the government is the leading funder of these initiatives. Therefore, institutions – whether big and scaled or small and community-based – must frame a compelling story for a general and changing audience, ultimately making a business case of how they provide value for their students. As such, this is a longer term and continuous process and may criticize issues of privilege and wealth while talking with those that have the privilege and wealth. Political and economic elites may be more afraid of losing control than empowering the underprivileged. Having an entrepreneurial and sustainability-focused mindset is required. Such initiatives also require building a coalition of support from media, policy and other stakeholders to build the profile of the work.

Panelists William Moses, Betty Overton-Adkins, Graeme Athertn and session co-chair Marybeth Gasman

Collaboration in action: European Access Network

Mary Tupan Wenno *Executive Director, ECHO, The Hague, The Netherlands; President, European Access Network*

The program also showcased the work of the European Access Network (EAN), the only Europe-wide, non-governmental organization for widening participation in higher education.

Mary Tupan Wenno

Although currently focused in Europe, EAN is a global network. Their members come from organizations and institutions that bring a range of underrepresented students currently at the margins to the center. They discuss and collaborate on different strategies and roles for effective student engagement. EAN executive members from England, Croatia, the Netherlands, Scotland and the USA presented in Salzburg on their shared and distinct perspectives and how a network like EAN accelerates their progress. EAN transcends state boundaries so state support is difficult to secure however they are funded by multiple sources including the European Union, the Lumina Foundation, and the Canadian Millennium Scholarship Foundation. Looking forward, EAN is focusing on its sustainability, as its current funding streams will expire in time.

Generally, it is important to have great leadership on all sides – from the institutional to the governmental level – working in a consortium to exchange practices on how to do this work. EAN's target groups have multiple deprivations – underrepresented minorities, first generation university students, poverty wards of the state, disability, etc. – and work needs to cross sectors in both theory and practice. Access as a social justice is a new concept to many countries as is that of universities being at the service of students. Conditions differ across countries, as do demographics, cultural acceptance and language. Even private philanthropy is different. Challenges remain, although in varying degrees. These include raising awareness in all institutions that serve these students throughout their learning pipelines, long-term thinking instead of crisis management, evaluation, sustainability and full systems change. One must also be ready to debate with those wanting to revert to exclusive structures.

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Members of the European Access Network present their work to the Salzburg Global Fellows

" How do you square the popular sentiment of assimilation with what you do? "

Whether in environments experiencing austerity or investment in access to higher education, there is a level of commonality and a need for a coordinating architecture. Therefore EAN's goal is to incubate and develop a global community of equity and access and reach out to those who, although serving students at the margins, are not yet engaged. At EAN's next international meeting in Kuala Lumpur in 2015, measurement will be highlighted. There are multiple narratives given by both quantitative and qualitative measurement systems. Qualitative data give more holistic information but it is difficult to do well and extend to the medium and long term. Conversely, in the USA, there is a strong focus on quantitative data but little is done with the analysis beyond research for specific purposes. There must be an amalgamation of statistics and narratives that explain the reasons why this work is important and how it can lead to solving specific, frontline issues. One example given of data that requires closer examination, was that of China's international rankings in mathematics attainment. In 2009, China was ranked highest in the world, but only ten provinces were selected to take the exam and only scores from Shanghai – where economic, social and intellectual capital is very high and students' study hours sometimes triple those of their international counterparts – were counted. In fact, the lowest scoring province had scores similar to that of the USA. In another example, in the UK, second and third generation immigrant students have a higher percentage of post-secondary attainment then the White community; there the issue may be on closing that gap by raising the expectation and attainment of the majority population, rather than targeting minority communities.

Learning in Action:
Setting the Global Agenda

During the program, participants discussed key emerging ideas and were tasked with completing group work to: (a) improve messaging about students at the margins and institutions that serve them; (b) form collaborative projects across regions; (c) consider who else, where else, and what else should be engaged to add to the body of knowledge, augment existing or build new platforms, and advance progress.

As stated earlier, students at the margins face social, economic, political and cultural barriers to participating fully in higher education opportunities relative to their peers from historically advantaged backgrounds. Students at the Margins and the Institutions that Service Them: A Global Perspective provided examples of this diminished

access, from the inability to fully participate in and realize the higher education experience to the (perceived) quality gaps of institutions that serve them. In order to increase disadvantaged students' access to higher education – an inherently elite system – institutions must transform themselves. This transformation means deliberate initiatives that are tailored to meet students' needs – known and unknown. It also means unlocking tools and networks to reach and engage students and other institutions that serve them. As many institutions are working within constraints and complex environments, research and collaboration are paramount. Building on research and experience of other regions (such as the USA), practitioners can strategically study and problem solve for their unique contexts. Collaboration allows practitioners to find new ways of viewing equal opportunity, building expertise and implementing change.

Overall, practitioners and institutions lack platforms to properly examine the case for change, evaluate current programs, discuss gaps and solve strategic and practical problems. In thinking of ideal platforms, the following points of consensus emerged:

(Net)working across regions, with differing populations, cultures and legal frameworks, is very important to build the body of knowledge and strengthen the practice of integrating traditionally disadvantaged student.

Words matter; American terminologies such as "minority serving institutions" do not apply to some populations and while for others, such as Brazil and Australia, they may. In South Africa, the most marginalized students are in fact the Black majority, not a minority community. However, words such as "marginalized" may "pin" students into a box; one participant asked can they not instead be simply students that the institution must service? For real progress, differences must be recognized and applications customized. A practical step can be curating a dynamic database of terms that may form a framework for institutions and help them focus their research and practice.

"Our" work is about service, which means it should be student-centered. In large institutions, this is more difficult. However, it is essential to have a space that incorporates students' histories into

Andrés Castro Samayoa

Thai-Huy Nguyen

service plans. How best to serve should be based on research, evidence and student realities.

Pathways are important. At the tertiary level, institutions are working with resilient and smart students and the task is (comparatively) easy. It is not just about getting them through but also doing more (such as expanding professional networks) to support retention in their field of choice (i.e. STEM for women and minorities).

Other points of consensus were to establish a deeper understanding of the current landscape, build and broaden the dialogue, expand the meaning of "margins", and incorporate human rights dimensions. Participants also wanted to see high-level models for developing successful programs and project-based approaches. Many participants were particularly interested in China's experience and sought opportunities for shared-learning.

From this synthesis, participants proposed various frameworks for action. Generally, these preliminary frameworks focused on research, programing for students and teachers, and incorporated technology and cross regional components. The various project proposals can be seen in the table on the following pages.

Kyle Southern

Kimberly Reyes

Emerging Thought Leaders

Graduates students **Andrés Castro Samayoa**, **Thai-Huy Nguyen**, **Kimberly Reyes**, and **Kyle Southern** presented on their current research and how they plan to contribute to the discourse on inclusivity and equity within post-secondary educational systems. Their research topics ranged from examining: the contribution of historically black colleges and universities in the USA on black achievement in science, technology, engineering and mathematics (STEM) fields and the role of racial ideology, environments and expectations on students' aspirations and attainment; the structure of modern social movements and their effects on higher education institutions increasingly challenged with ambiguous issues of ethnicity, race and identity; the institutionalization of diversity with LGBTQ issues as a point of research; and the varied processes for undocumented students accessing higher education and theoretical models of institutional support. The graduate student presenters highlighted the need for timely, relevant research. Most importantly, they noted, research should be written in an accessible form, as they influence advocacy, policy and personal decisions.

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Proposed Project	Research	Program	New	Build On	Inter- nationl	ICT
Global Access to Post-Secondary Education A network to build the global case for increasing access to post-secondary education for those from all social backgrounds by exchanging knowledge and practice across countries to improve understanding of how to meet the access challenge and advocate to policymakers and senior leaders across all sectors. This project will strengthen GAPS' ability to internationally bridge key components like innovation, scale, and networks.		●		● Global Access to Post-Secondary Education	●	
Words Matter A crowd-sourced living glossary / dictionary of terms used to identify and advocate for students "at the margins"; should include students voices and incorporate how students self-identify and want to be seen in different contexts.	●		●		●	●
Transforming Teacher Education From Class-rooms to Global Communities Salzburg Global session for teachers and faculty to address how to incorporate program recom-mendations and international best practices into classrooms and learning support systems to cultivate global citizens, include perspectives from Brazil, Indonesia, Korea, USA, China, etc.		●		●	●	●
First Voices – A Global Perspective A qualitative study comparing / contrasting the challenges of first generation university stu-dents US, EU and South Africa to deepen global awareness and identify more viable solutions. This project may examine how students define success, barriers and fundamental support and service needed for retention and complement.	●		●	● NASPA (Students Affairs Administrators in Higher Education)		

Proposed Project	Research	Program	New	Build On	Inter- nationl	ICT
Research How to support academic, cultural and psychosocial transition from secondary school to university by examining international, cross cultural best practices.	●				●	
Against All Odds A blog that incorporates/maps successful students' narratives with quantitative research on pathways, key decision points and support mechanisms; this blog would provide a space for international critical dialogue and cross-cultural experience among students; may examine data to see what works and if those characteristics are similar across domains; may also examine the effect of narratives on other students.	●			●	●	●
Research A comparative analysis of financial aid programs in both the USA and Australia and extrapolate how Australian tuition deregulation may affect low-income populations and what type of stratification may be required to ensure fair access; may also examine global equity policies – how they are defined on micro and macro levels and applied in different contexts.	●		●		●	
Generation Next A global community of young leaders to take inclusive and sustainable models in education and economic and social empowerment forward by seeing best practices on leadership and learning from their peers.		●		●	●	

Proposed Project	Research	Program	New	Build On	Inter- nationl	ICT
Nkapom A global network of university students of African ancestry.		●			●	●
Collaboration on Measurement A collaboration for learning and development as both China and the USA look to reform their entrance systems.		●		●	●	
TAK-TAK-TAK International Provide students in refugee camps an educational support system through web-based tools and technologies with support from a coalition of members (e.g. UNHCR).		●		●	●	●
UNESCO World Education Forum 2015 Use the upcoming Forum in Korea to gather Chinese and other experts in education innovation, to examine country cases on innovation and its ability to advance diversity and equity goals.	●			●	●	●

Fellows Rina Contini, Janice Wren, Susana Muñoz, Oma Morgan and Emily Coleman present their project to help first generation students

Participants agreed that education is not the panacea for inequities; such thinking masks and distracts from key structural problems and, inevitably, puts onus on the individual rather than the system. Yet, it is important to move forward on initiatives that improve student experiences, such as these proposed projects. Challenges to implementation included: remaining inspired, focused and connected post-session; funding; attaining required policy change; learning more about partners; continuously sharing skills, resources and networks; working with partners across the globe; and building programs to foster student success after graduation. Opportunities were also evident and they included a chance to: identify what access to and management of higher education means globally; incorporate international student voices; build platforms across regions and contexts; and diversify the dialogue. Again, participants expressed the need to have frameworks or tools to assess their institutions' readiness and also an international "mapping" of minority serving institutions – whether by mission or circumstance.

At the start of the program, participants were asked what they wanted to know at the end of their five days in Salzburg. Topics ranged from macro and micro levels: defining the "margin", incorporating the "margins" in the problem solving process, increasing access for refugees, improving sensitization of institutions, formalizing student services, supporting professors from marginalized groups, breaking the cycle of failure, and strengthening pathways to work. One key phrase repeated during the program was: "Who else and where else?"

Participants agreed that, through the program, they engaged in a critical analysis of the issue, put appropriate emphasis on developing strategies for action, formulated ideas to effect change, impacted their way of thinking about and perspectives on the issues discussed, and acquired new information, skills and/or ideas to apply to their work. However, they challenged the organizers to broaden the dialogue and include more international voices and vantage points. A starting point for this may be assessing a project that requires strategic convening – such as *Transforming Teacher Education from Classrooms to Global Communities* (see page 46) – for next steps.

Next Steps

The partners of the session – Salzburg Global Seminar, Educational Testing Service (ETS) and the Penn Center for Minority Serving Institutions – are committed to helping the participants at the session *Students at the Margins and the Institutions the Serve Them: A Global Perspective* take forward the ideas presented during the five-day program.

Global Access to Post-Secondary Education (GAPS) – with its summit in Kuala Lumpur in October 2015 – is building a global platform for knowledge sharing amongst institutions serving students at the margins.

Salzburg Global Seminar continues to work with session partners to catalyze viable ideas. To this end – and launched as part of their

Participants of the Salzburg Global Seminar session *Students at the Margins and the Institutions that Serve Them: A Global Perspective*

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partnership with Salzburg Global – ETS and the Center for MSIs are offering 2,500 USD "Margin Buster" micro-grants to projects proposed by session Fellows that address marginalization of students, promote student inclusion in and access to higher education, is relevant to session goals and demonstrates collaboration across international borders. These micro-grants encourage participants to refine and prepare proposed project ideas for seed funding from multiple sources.

Grantees, to be selected by the Penn Center for MSIs and ETS in early 2015, will be linked to the worldwide Salzburg Global Fellowship network to aid implementation. They will be monitored over a period of one year via quarterly interviews gauging project progress. Salzburg Global, through its own staff and with support from current and new session partners, will continue strengthen the dialogue and support for international thinking about inclusivity and equity within post-secondary educational systems.

Appendix I

Co-Chairs

Marybeth Gasman
Professor of Higher Education, University of Pennsylvania, Philadelphia, PA USA

Michael Nettles
Senior Vice President, Policy Evaluation & Research Center, Educational Testing Service, Princeton, NJ USA

Session Speakers

All positions correct at time of session (October 2014)

Graeme Atherton
United Kingdom, Head, AccessHE, London, UK

Nelson Bowman
Executive Director of Development, Prairie View A&M University, Prairie View, TX, USA

Jennifer Cordova-James
President of the Students Executive Board, Northwest Indian College, Bellingham, WA, USA

Andrés Castro Samayoa
Graduate Student, University of Pennsylvania, Philadelphia, PA, USA

Stella Flores
Professor of Public Policy and Higher Education, Vanderbilt University, Nashville, TN, USA

Catherine Millett
Senior Research Scientist, Educational Testing Service, Princeton, NJ, USA

William Moses
Managing Director, Education, The Kresge Foundation, Troy, MI, USA

Susana Muñoz
Assistant Professor, University of Wisconsin-Milwaukee, Milwaukee, WI, USA

William New
Professor of Education and Youth Studies, Beloit College, Beloit, WI, USA

Thai-Huy Nguyen
Graduate Student, University of Pennsylvania, Philadelphia, PA, USA

Betty Overton-Adkins
Clinical Professor, Center for the Study of Higher and Postsecondary Education, Director, National Forum on Higher Education for the Public Good, School of Education, University of Michigan, Ann Arbor, MI, USA

Marcelo Paixão
Professor, Economics & Sociology, Federal University de Rio de Janeiro, Rio de Janeiro, Brazil

Venitha Pillay
Associate Professor, University of Pretoria, Pretoria, South Africa

Hong Pu
Vice President, QuJing Normal University, Qujing City, Yunnan Province, China

Zena Richards
Transformation Student Equity, Project Manager, University of Witwatersrand, Johannesburg, South Africa

Suellen Butler Shay
Dean, Associate Professor, University of Cape Town, Cape Town, South Africa

Ita Sheehy
Senior Education Officer, United Nations High Commissioner for Refugees, Geneva, Switzerland

Michael Sorrell
President, Paul Quinn College, Dallas, TX, USA

Neil Sparnon
Chief Academic Officer, Jesuit Commons, Coton, UK

Mary Tupan Wenno
Executive Director, ECHO, The Hague, The Netherlands

Gad Yair
Director, The Hebrew University of Jerusalem, Jerusalem, Israel

Dongping Yang
President, 21st Century Education Research Institute, Beijing, China

Session Participants

All positions correct at time of session (October 2014)

James Anyan
Doctoral Student, University of Helsinki, Helsinki, Finland

Joseph Budu
Registrar, Ghana Institute for Management and Public Administration, Achimota, Accra, Ghana

Anne Campbell
Doctor of Philosophy, University of Minnesota, Minneapolis, MN, USA

Emily Coleman
Student Success Coordinator, University of the Cumberlands, Williamsburg, KY, USA

Rina Manuela Contini
Researcher, "G. d'Annunzio" University of Chieti-Pescara, Chieti, Italy

Blazenka Divjak
Vice Rector, University of Zagreb, Varzdin, Croatia

Elisabeth Doppler
Official in Charge, Federal Ministry of Science, Research and Economy, Vienna, Austria

Mariella Espinoza-Herold
Associate Professor, Northern Arizona University, AZ, USA

Zhaofan Grace Guo
Program Director, 21st Century Education Research Institute, Beijing, China

Andrew Harvey
Director, La Trobe University, Bundoora, VIC, Australia

Cassandra Herring
Dean, Hampton University, Hampton, VA, USA

Mochamad Indrawan
Lecturer, University of Indonesia, Bogor, Indonesia

Yousef Jabareen
General Director, Arab Center for Law and Policy, Nazareth, Israel

Siti Kusujiarti
Professor of Sociology, Warren Wilson College, Swannanoa, NC, USA

Jihong Lee
Assistant Program Specialist, Asia-Pacific Center of Education for International Understanding, UNESCO, Seoul, Republic of Korea

Meggan Madden
Assistant Professor, Monterey Institute of International Studies, Monterey, CA, USA

Caritza Mariani
Director of Youth Initiatives, Augsburg College, Minneapolis–Saint Paul, MN, USA

Oma Morgan
Associate Professor and Chairperson, Davis & Elkins College, Elkins, WV, USA

Iván Pacheco
Visiting Scholar, Boston College, Brighton, MA, USA

Edgar Porter
Pro Vice-President, Ritsumeikan Asia Pacific University, Oita, Japan

Antonio Puron
Director General Inoma A.C, Mexico

Kimberly Reyes
Graduate Research Assistant, University of Michigan, Ann Arbor, MI, USA

Shawna Shapiro
Assistant Professor, Middlebury College, Middlebury, VT, USA

Kyle Southern
Graduate Research Assistant, University of Michigan - Ann Arbor, Ann Arbor, MI, USA

Jamal Watson
Senior Staff Writer, Diverse: Issues in Higher Education Magazine, Fairfax, VA, USA

Janice Wren
Library Director, University of the Cumberlands, Williamsburg, KY, USA

Adelmo de Souza Xavier
Professor, Federal Institute of Education, Science and Technology, Bahia, Brazil

Session Staff

Diasmer Bloe
Program Director

Ginte Stankeviciute
Program Associate

Thomas Biebl
Director of Marketing and Communications

Jonathan Elbaz
Communications Intern

Benjamin W. Glahn
European Development Director

Louise Hallman
Editor

Jan Heinecke
Fellowship Manager

Yae Jung Taylor Joo
Program Intern

Hyunjee Christina Lee
Program Intern

Clare Shine
Vice President & Chief Program Office

Appendix II

Agenda

Day 1
Opening Remarks
Clare Shine

Vice President & Chief Program Officer, Salzburg Global Seminar

Michael Nettles

Senior Vice President, Educational Testing Services

Marybeth Gasman

Professor, University of Pennsylvania

Students at the Margins
Panelists:

Jennifer Cordova

Student, Northwest Indian College

Neil Sparnon

Chief Academic Officer | Jesuit Commons: Higher Education at the Margins

Day 2
Taxonomies of Diversity
Marybeth Gasman

Professor, University of Pennsylvania

Andrés Castro Samayoa

Researcher, University of Pennsylvania Graduate School of Education

This presentation highlights the various national contexts in which we find underrepresented groups and introduces concepts used throughout the seminar through small group-work activities.

Group Presentations
Participants form groups of 7-10 and discuss key ideas emerging from the preceding presentation. Participants may discuss, select and document common challenges and opportunities in servicing students at the margins, as identified by taxonomies.

The Diversity of Diversity
Dongping Yang

President, 21st Century Education Research Institute

Venitha Pillay

Associate Professor, University of Pretoria

Gad Yair

Director, NCJW Research Center for Innovation in Education, The Hebrew University of Jerusalem

This panel examines the complicated intersections of gender, race, and class that affect educational access depending on national context.

Displaced Students across the World
Susana M. Muñoz

Assistant Professor, Administrative Leadership, University of Wisconsin

William New

Professor, Education and Youth Studies, Beloit College

Ita Sheehy

Senior Education Officer, UN High Commissioner for Refugees

Individuals displaced by political turmoil and sustained conflict are often invisible populations within educational contexts. From undocumented students in the United States to initiatives aimed at educational equity for Roma people, this session brings these perspectives and analyses our commitments to and results on efforts facilitating access for all.

Day 3
From the Margins to the Table
Stella Flores

Associate Professor, Public Policy & Higher Education, Vanderbilt University

Marcelo Paixão

Professor, Economics & Sociology, Federal University of Rio de Janeiro

Suellen Shay

Dean, Center for Higher Education Development, University of Cape Town
This panel discusses the legal frameworks that have broadened access to postsecondary institutions for racial minorities. How have these efforts to diversify the student body transformed the higher education landscape?

Student Success: Institutional Spotlights
Pu Hong

Vice President, QuJing Normal University
Zena Richards

Transformation Student Equity, Project Manager, University of Witwatersrand
Michael J. Sorrell

President, Paul Quinn College
This panel highlights the comprehensive work necessary to ensure that all students are supported. What initiatives improve the development of and sustain support systems for underrepresented students?

Speed Meetings
The success of speed dating in romantic configurations is questionable; speed meetings, however, are an opportunity for participants to engage in quick introductory rounds to discuss the reason why they are participating in this seminar.

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Day 4
Collaborating for Action

Catherine Millett

Senior Research Scientist, Educational Testing Services
What ensures a sustainable partnership? Millett presents and facilitates a conversation on the ways to ensure that cross-institutional partnerships in support of marginalized student populations address the issues that affect students the most.

Funding Institutions that Serve Marginalized Students

Graeme Atherton

Director, AccessHE

William F. L. Moses

Managing Director, Education, The Kresge Foundation

Betty J. Overton-Adkins

Professor, School of Education, University of Michigan
What are some of the general trends in public, private, and joint funding for higher education? This panel examines how funders and educational institutions can develop clear messaging and sustainable forms of support for underrepresented students.

Case Study: European Access Network

Mary Tupan-Wenno

President, European Access Network
In-depth case study on the European Access Network, an European-wide, non-governmental organization for widening participation in higher education for those who are currently under-represented, whether for reasons of gender, ethnic origin, nationality, age, disability, family background, vocational training, geographic location, or earlier educational disadvantage.

The Ideal & Real

Based on previous dialogue, participants form groups to reflect on challenges to and likely opportunities in improving access of marginalized groups in local landscapes and for international knowledge sharing and action. They may also examine institutional and social support systems (whether ideal or real) seeking to close gaps in availability.

Fireside Chat: Learning from Each Other

Kimberly Reyes

Ph.D. Candidate, Center for the Study of Higher and Postsecondary Education, University of Michigan

Kyle Southern

Ph.D. Candidate, Center for the Study of Higher and Postsecondary Education, University of Michigan

Thai-Huy Nguyen

Researcher, University of Pennsylvania Graduate School of Education

Andrés Castro Samayoa

Researcher, University of Pennsylvania Graduate School of Education

Open showcase of cutting-edge work on facilitating more inclusive and integrated environments being done by students, researchers and practitioners. How are they doing this?

Day 5
Words Matter: Improving Messaging about Students at the Margins and their Institutions

Marybeth Gasman

Professor, University of Pennsylvania

Nelson Bowman

Executive Director of Development, Prairie View A&M University

In previous groups, participants finalize their thinking on diversity, support systems, frameworks for inclusion, and evaluation and formulate next steps for learning and action within and between institutions and support systems. Participants refine their work with effective messaging that improves understanding between institutions and prospective students, donors, and supporters. They produce a social message piece for their stated audience.

Creative Presentations

Based on the collaborative work from the preceding session, participants will deliver the results from their brainstorming.

Learning in Action: Agenda Moving Forward

Participants synthesize their results into a Salzburg Statement on International Institutions that Serve Students at the Margins and establish commitments for their future work.

Day 6
Participants checkout

Appendix III

Interviews

Interviews were conducted with the following session participants:

Graeme Atherton

"It's not just bringing students in, but about supporting them in and out of higher education"
Head of AccessHE on serving UK students
www.salzburgglobal.org/news-media/article/graeme-atherton-its-not-just-bringing-students-in-but-about-supporting-them-in-and-out-of-high

Nelson Bowman

"You should be able to tell your story in less than five minutes"
Director of development on supporting Historically Black Colleges and Universities
www.salzburgglobal.org/news-media/article/nelson-bowman-you-should-be-able-to-tell-your-story-in-less-than-five-minutes

Stella Flores

"People are uncomfortable with acknowledging that race still matters"
University professor on US affirmative action policies
www.salzburgglobal.org/news-media/article/stella-flores-people-are-uncomfortable-with-acknowledging-that-race-still-matters

Susana Muñoz

"I focus on their voices and their narratives"
US professor on supporting undocumented students in higher education
www.salzburgglobal.org/news-media/article/susana-munoz-i-focus-on-their-voices-and-their-narratives

Michael Nettles

"There is power with converting a seminar into a social movement"
Session co-chair and ETS vice president on the social movement to serve marginalized students
www.salzburgglobal.org/news-media/article/michael-nettles-there-is-power-with-converting-a-seminar-into-a-social-movement

William New

"In the European soul, Roma have a very specific spot as the bogeyman"
US professor discusses historical and ongoing Roma exclusion
www.salzburgglobal.org/news-media/article/bill-new-in-the-european-soul-roma-have-a-very-specific-spot-as-the-bogeyman

Betty Overton-Adkins

"This is a place open to new ideas"
University professor and multi-time Salzburg Global Fellow on her experiences in Salzburg
www.salzburgglobal.org/news-media/article/betty-overton-adkins-this-is-a-place-open-to-new-ideas

Antonio Puron

"I'm going directly to the child to impact his learning process"
Mexican entrepreneur on educating disadvantaged children through interactive gaming
www.salzburgglobal.org/news-media/article/antonio-puron-im-going-directly-to-the-child-to-impact-his-learning-process

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Interviews

(continued)

Michael Sorrell
"I reject the idea of any student being at the margins"
Paul Quinn College president on promoting an entrepreneurial mindset on his campus

www.salzburgglobal.org/news-media/article/michael-sorrell-i-reject-the-idea-of-any-student-being-at-the-margins

Adelmo de Souza Xavier
"I'm going to Austria, and that's because of education"
Fellow outlines his mission for serving Afro-Brazilian students

www.salzburgglobal.org/news-media/article/adelmo-de-souza-xavier-im-going-to-austria-and-thats-because-of-education

Op-eds

The following op-eds were written by Fellows:

Anne Campbell
Words matter
www.salzburgglobal.org/news-media/article/anne-campbell-words-matter

Marybeth Gasman
Student Success: Words of Wisdom
www.huffingtonpost.com/marybeth-gasman/student-success-words-of-_b_5987730.html

Susana Muñoz
Silence is the residual of fear
www.diverseeducation.com/article/67334

William New
Roma face deteriorating prospects
www.universityworldnews.com/article.php?story=20141015204010686

Suellen Shay
From the margins to the table
www.universityworldnews.com/article.php?story=20141015204258773

Ita Sheehy
Refugees need access to higher education
www.universityworldnews.com/article.php?story=20141015204738526

Gad Yair
The diversity of diversity
www.universityworldnews.com/article.php?story=20141015204534839

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Thomas Biebl, *Director, Marketing and Communications*

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Chai Lu Bohannan, *Davidson Impact Fellow*

Jemma Clerkin, *Program Associate*

Charles E. Ehrlich, *Program Director*

Jochen Fried, *Director of Education*

Marty Gecek, *Chair – Salzburg Global Seminar Studies American Association (SSASA)*

Rachelle Giard, *Individual Giving Manager*

Benjamin W. Glahn, *European Development Director*

David Goldman, *Program Consultant – Mellon-GCP*

Michaela Goldman, *Internship Program Manager*

Barbara Grodecka-Poprawska, *Program and Development Assistant*

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Jan Heinecke, *Fellowship Manager*

Lisa Karl, *Finance Assistant*

Astrid Koblmüller, *Program Manager*

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Brigitte Kraibacher, *Assistant, Admissions Office*

Tatsiana Lintouskaya, *Program Director*

Andrea Lopez Portillo, *GCP Community and Outreach Coordinator*

John Lotherington, *Program Director*

Sharon Marcoux, *Financial Manager, US*

Paul Mihailidis, *Program Director, Salzburg Media Academy*

Edward Mortimer, *Senior Program Advisor*

Klaus Mueller, *Program Consutlant – Salzburg Global LGBT Forum*

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Claire Power, *YCI Community and Outreach Coordinator*

Bernadette Prasser, *Program and Admissions Officer*

Ursula Reichl, *Assistant Director Finance, Salzburg*

Manuela Resch-Trampitsch, *Director Finance, Salzburg*

Marie-Louise Ryback, *Program Consultant, Holocaust Education and Genocide Prevention Initiative Director*

Astrid Schröder, *Program Director, Global Citizenship Program*

Katharina Schwarz, *Special Assistant to the President*

Susanna Seidl-Fox, *Program Director, Culture and the Arts*

Nancy Smith, *Program Consultant – Mellon-GCP*

Ginte Stankeviciute, *Program Associate*

Julia Stepan, *Program Associate*

Hotel Schloss Leopoldskron Staff

Richard Aigner, *Hotel Operations Manager*

Ernst Kiesling, *Executive Chef*

Viktoria Liebl, *Service Supervisor*

Karin Maurer, *Reservations and Revenue Supervisor*

Matthias Rinnerthaler, *Maintenance Supervisor*

Karin Schiller, *Sales and Marketing Manager*

Daniel Szelényi, *General Manager*

Marisa Todorovic, *Housekeeping Supervisor*

Seminar Interns

(at time of program)

Sarah Dickson, *Program Intern*

Jonathan Elbaz, *Communications Intern*

Yae Jung Taylor Joo, *Program Intern*

Hyunjee Christina Lee, *Program Intern*

Report Author:

Diasmer Panna Bloe is a program director at Salzburg Global Seminar. A policy and systems specialist with a concentration in international trade and development, her experience includes executive and research positions in the public sector, philanthropy, academia, and business. She has completed work on topics such as special economic zones, public-private partnerships, concessions and local content integration, national accounts, MDGs, healthcare workforce and systems improvements, and venture capital for business development. She is a native of Liberia, spent her formative years in the USA and now resides in the UK. Ms. Bloe holds a B.A. in mathematics from Dartmouth College, NH, USA, and an M.S. in public policy and management from Carnegie Mellon University, PA, USA.

For more information contact:

Diasmer Bloe	Louise Hallman	Clare Shine
Program Director	*Editor*	*Vice President and Chief Program Officer*
dbloe@salzburgglobal.org	lhallman@salzburgglobal.org	cshine@salzburgglobal.org

For more information visit:
www.salzburgglobal.org/go/537

Salzburg Global Seminar

Salzburg Global Seminar was founded in 1947 by Austrian and American students from Harvard University. Convinced that former enemies must talk and learn from each other in order to create more stable and secure societies, they set out to create a neutral international forum for those seeking to regenerate Europe and shape a better world. Guided by this vision, we have brought together over 33,000 participants together from 160 countries for more than 500 sessions and student academies across cultural and ideological barriers to address common challenges. Our track record is unique – connecting young and established leaders, and supporting regions, institutions and sectors in transition.

Salzburg Global's program strategy is driven by our Mission to challenge present and future leaders to solve issues of global concern. We work with partners to help people, organizations and governments bridge divides and forge paths for peace, empowerment and equitable growth. Our three Program Clusters – Imagination, Sustainability and Justice – are guided by our commitment to tackle systems challenges critical for next generation leaders and engage new voices to "re-imagine the possible." We believe that advances in education, science, culture, business, law and policy must be pursued together to reshape the landscape for lasting results. Our strategic convening is designed to address gaps and faultlines in global dialogue and policy making and to translate knowledge into action.

Our programs target new issues ripe for engagement and "wicked" problems where progress has stalled. Building on our deep experience and international reputation, we provide a platform where participants can analyze blockages, identify shared goals, test ideas, and create new strategies. Our recruitment targets key stakeholders, innovators and young leaders on their way to influence and ensures dynamic perspectives on a given topic.

Our exclusive setting enables our participants to detach from their working lives, immerse themselves in the issues at hand and form new networks and connections. Participants come together on equal terms, regardless of age, affiliation, region or sector.

We maintain this energy and engagement through the Salzburg Global Network, which connects our Fellows across the world. It provides a vibrant hub to crowd-source new ideas, exchange best practice, and nurture emerging leaders through mentoring and support. The Network leverages our extraordinary human capital to advise on critical trends, future programs and in-region implementation.

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