Becoming (Better) Allies and Advocates for Students of Marginalized Underrepresented Identities:
In Policy, Programming and Personal Practice

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Better Allies Overview: Institutional

Presentation: Institutional Approaches to Diversity & Inclusion

- University of Melbourne – Melbourne Global Mobility Office
- Brown University – Office of International Programs

- Statistics & Other Challenges
- Action Plans & Proposals
- Outreach & Outcomes
Better Allies Overview: Programming & Personal

- **Discussion**: Underrepresented Students’ Realities & Opening Up Dialogue among On-Site Staff & Students of Color Abroad – Three Perspectives Represented
  - Students’ identities: multiple & sometimes unfamiliar
  - Home campus cultures: far away & foreign
  - The silencing fear of committing a micro-aggression
  - Finding allies among our colleagues
  - The problem with the colorblind approach
  - Not validating trauma adequately – a cycle of distrust
  - How to quit being a “bystander” and become an “ally” (or a better ally)
  - Abroad without allies – the consequences
  - Intersectionality & the implications
  - The responsibilities of OIPs and Mobility Offices

- **Questions & Answers & Resources!**
University of Melbourne: Overseas study profile

Undergraduate students: approximately 1 in 5 studies overseas (2016)

Total participation 2012-2016

Institutional target: 25% of undergraduates by 2020
University of Melbourne: Access to opportunities

Population / Exchange / Short by SES

- University of Melbourne:
  - Population: 51% High, 18% Medium, 13% Low
  - Exchange/Long: 77% High, 5% Medium, 9% Low
  - Other/Short: 69% High, 26% Medium, 5% Low

- University of Western Australia:
  - Population: 50% High, 36% Medium, 9% Low
  - Exchange/Long: 57% High, 8% Medium, 5% Low
  - Other/Short: 57% High, 5% Medium, 5% Low

- University of Adelaide:
  - Population: 39% High, 36% Medium, 13% Low
  - Exchange/Long: 55% High, 36% Medium, 9% Low
  - Other/Short: 42% High, 11% Medium, 5% Low

- Western Sydney University:
  - Population: 58% High, 25% Medium, 18% Low
  - Exchange/Long: 53% High, 22% Medium, 25% Low
  - Other/Short: 57% High, 19% Medium, 24% Low
University of Melbourne: New Colombo Plan

Population / mobile / NCP by SES

- **University of Melbourne**
  - Population: 51% (High), 36% (Medium), 13% (Low)
  - Mobile: 65% (High), 30% (Medium), 6% (Low)
  - NCP: 60% (High), 31% (Medium), 9% (Low)

- **University of Western Australia**
  - Population: 50% (High), 41% (Medium), 9% (Low)
  - Mobile: 59% (High), 37% (Medium), 5% (Low)
  - NCP: 39% (High), 44% (Medium), 17% (Low)

- **University of Adelaide**
  - Population: 39% (High), 47% (Medium), 13% (Low)
  - Mobile: 46% (High), 44% (Medium), 10% (Low)
  - NCP: 39% (High), 52% (Medium), 9% (Low)

- **Western Sydney University**
  - Population: 18% (High), 25% (Medium), 24% (Low)
  - Mobile: 24% (High), 19% (Medium), 20% (Low)
  - NCP: 58% (High), 57% (Medium), 58% (Low)
University of Melbourne: Indigenous exchange program

Study Overseas

All students at The University Of Melbourne have the opportunity to study internationally. An overseas exchange, subject or internship is an opportunity to experience the world at a student and you can discover new study and career opportunities. Murrup Barak encourages all undergraduate and postgraduate students to consider overseas study and programs as part of their study.

Funding and Support

Studying overseas is financially possible and supported: there are University and government grants, funds, scholarships and bursaries available to assist your overseas travel. Murrup Barak Student Officers can provide advice and guidance on funding an exchange or study abroad trip.

Murrup Barak Indigenous Student Success Officers are also able to provide you with support and guidance while you are overseas.
Goals

1. Diversity Training
2. Update Website/Informational Materials
3. Develop Targeted Information Sessions
4. Maintaining Staff Diversity
**Objectives**
Update OIP website and informational materials to provide rich information/resource materials on diversity and inclusion issues.

**Action Plan**
Review best practices in the education abroad field for source materials that will be valuable for prospective, current and returning study abroad students. Engage peer advisors to help evaluate content.

**Responsible Parties**
Kendall Brostuen/Janet Kalunian/Lynn Cavicchi

**Identifiable Timeline/Deadline**
Summer 2016

**Stakeholders**
Students, faculty, parents
Goal 2 – Update Website/Informational Materials

Collaborators
Institutional Diversity, Title IX officer, LGBTQ, DOC, BCSC, Student Life, Psychological Services, SEAS, professional organizations in study abroad field.

Assessment
Whether or not website is complete by start of fall term/communicated by Kendall Brostuen.

Reporting/Communications
OIP to inform DOC when completed

$/Staff/Resources
Little to no cost, except staff time

Potential Barriers to Implementation
None
Diversity and Inclusion

Students abroad face a new cultural context that includes different historical and cultural understandings of diversity and inclusion around issues like race/ethnicity, gender identity, sexual orientation, religion, and disability. Customs, beliefs, laws, facilities, and social practices are likely different than in the U.S. Students are often concerned about how they will be perceived in their host country. Sometimes students have the experience of being in the minority for the first time. Others are concerned that their race, sexual orientation, language, ethnicity, religion, gender, etc. will impact their experience.

Before you depart, think about what it is going to be like to be "you" abroad, the various ways you might identify yourself, and how these identities define you in the U.S. These definitions might change in your host country, and you may encounter stereotypes, questions, and curiosity surrounding your identities. Think about your expectations versus what the reality might be abroad, and be prepared if your experiences lead to feelings of frustration, isolation, and fatigue. However, while you may face challenges, remember that being in a new cultural context is a wonderful opportunity for change and growth -- and it will provide you with a new perspective on the structure of different societies.

Below are a few things you can do to prepare yourself:
Objectives
Develop targeted, customized information sessions on key issues of diversity, including accessibility abroad, racial and ethnic minority students abroad, economically disadvantaged students abroad, heritage seekers, women abroad, religion and spirituality abroad, sexual orientation abroad, first generation students abroad.

Action Plan
During summer 2016, develop a calendar for those events that will take place over the course of the 2016-17 academic year.

Responsible Parties
Kendall Brostuen, Ned Quigley, Janet Kalunian

Identifiable Timeline/Deadline
Events will be held throughout the 2016-17 academic year.

Stakeholders
The entirety of Brown’s diverse student population.
Collaborators
Institutional Diversity, Title IX officer, LGBTQ, BCSC, DOC, Student Life, Psychological Services, SEAS, Chaplain’s office, Sarah Doyle Women’s Center, Financial Aid Office, relevant Brown offices supporting first generation and low-income students.

Assessment
OIP to inform by end of 2016-17 academic of the total number of diversity and inclusion info sessions that took place over the course of the year. Included in the report will be demographics of URM or HUG student usage over the course of the year, communicated by Kendall Brostuen.

Reporting/Communications
OIP to inform DOC when completed.

$/Staff/Resources
Pizza and beverages per info session ($50 per session x approximately 10 sessions = approximately $500 total)

Potential Barriers to Implementation
None
A Series of Conversations:

Study Abroad and Me

MARCH 12-16, 2018

"Engaging our Differences. Exploring the World"

MARCH 12
STUDY ABROAD & SPIRITUALITY
TIME: NOON
LOCATION: ROOM 411, JWU

MARCH 13
STUDY ABROAD & THE LGBTQ COMMUNITY
TIME: 4PM
LOCATION: LGBTQ CENTER

MARCH 14
STUDY ABROAD & ACCESSIBILITY
TIME: NOON
LOCATION: ROOM 440, JWU

MARCH 15
STUDY ABROAD & FIRST GEN/LOW-INCOME STUDENTS - FINANCING YOUR STUDY ABROAD EXPERIENCE
TIME: NOON
LOCATION: FRI CENTER, SCI-LI

MARCH 16
STUDY ABROAD & STUDENTS OF COLOR
TIME: 4PM
LOCATION: BCSC

STUDY ABROAD & WOMEN & STUDYING ABROAD
TIME: NOON
LOCATION: SARAH DOYLE CENTER
New study abroad opportunities are developing out of collaborations between the **Office of International Programs** and...

**The Global Health Initiative**

CASA* Granada became an approved destination for the Brown University Minority Health & Health Disparities International Research Training (MHIRT) *Program* funded by the National Institutes for Health (NIH) supporting underrepresented students in the health sciences.

**The Office of the Chaplains & Religious Life**

A faculty-led January Term Program which will specifically encourage students of diverse religions to explore and engage in topics in religious studies in Granada & Morocco is currently being developed with an emphasis on supporting students of underrepresented communities.

**The Consortium for Advanced Studies Abroad (CASA)**

The Diversity & Inclusion Student Survey currently being piloted with CASA Granada alumni will be adapted for use by Brown and CASA programs around the world with the expectation that students’ feedback will inform the programming and best practices at the CASA Member Institutions, the On-Site Program Centers and the Partner Host Institutions.
MEMBER INSTITUTIONS

Brown University
Columbia University
Cornell University
Darmouth College
Harvard University
Johns Hopkins University
Northwestern University
Trinity College Dublin
University of Melbourne
University of Pennsylvania
Vanderbilt University

DIVISIONAL CENTERS

Barcelona, Spain
Buenos Aires, Argentina
Dublin, Ireland
Granada, Spain
Havana, Cuba
Rio de Janeiro, Brazil
Santiago, Chile
Sevilla, Spain
Discussion: Underrepresented Students’ Realities & Opening Up Dialogue among On-Site Staff & Students of Color Abroad – Three Perspectives Represented

- Students’ identities: multiple & sometimes unfamiliar
- Home campus cultures: far away & foreign
- The silencing fear of committing a micro-aggression
- Finding allies among our colleagues
- The problem with the colorblind approach
- Not validating trauma adequately – a cycle of distrust
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Questions & Answers & Resources!
195 directors replied to the statement, “Personally I associate more with”
Home culture – 14.9%
Host culture – 11.3%
Mixed – 63.1%
They are the same – 10.8%
Students’ Multiple Identities

Taken from a CASA Granada Survey developed in collaboration with Brown students, Cameron Keegan and Christine Lee, and Assistant Director, Co-Curricular Initiatives, Brown Center for Students of Color, Shay Collins.

What is your:
- Nationality
- Ethnic and/or Cultural Identity
- Religious Identity or Heritage
- Gender Identity
- Pronouns
- Political Affiliation

Do you identify as a person of color?
If “yes,” please describe your racial identity as fully as possible.

Do you identify as:
- Queer / LGBTQ+
- First Generation College Student
- Low-Income Student

Are you:
- A student with high financial need
- A student with a disability
- A student with dietary restrictions

You are from (open-ended answer examples):
- A rural or an urban setting
- The Northeast, Southwest, West Coast, etc.
- The University of ______
The Brown Center for Students of Color (BCSC) serves as a gathering place for communities of color. Students are encouraged to build meaningful relationships across difference, develop racial and ethnic consciousness, and enact change at Brown and beyond.

The Office of the Chaplains & Religious Life (OCRL): Our mission is to ensure that a diversity of beliefs have voice and vitality throughout the University community. OCRL seeks to create spaces and opportunities within the immediate environs of the University...where questions can be voiced and explored openly, whether these concerns originate within religious, philosophical, ethical, or spiritual practice.

The First-Generation College and Low-Income Student Center (FLi Center) is a communal, academic, and social space for members of the Brown community who identify with the first-generation college and/or low-income student experience. By providing students, faculty, and staff with a dedicated space that affirms their intersectional identities, the FLi Center aims to contribute to the endurance and success of the first-generation college and low-income communities at Brown.
- **Brown RISD Hillel** encourages and supports a diversity of students as they explore, develop and deepen their Jewish identities. We are committed to having Judaism serve as a source of meaning and growth during their time on College Hill and in their lives after graduation.

- **The LGBTQ Center**, established at Brown in 2004, provides a comprehensive range of education/training, cultural, social and educational programming, support services and advocacy services to the entire Brown Community. The Center works to create and maintain an open, safe, and inclusive environment for lesbian, gay, bisexual, transgender, queer and questioning students, faculty, and staff, their families and friends, and the campus community at large.

- **The Sarah Doyle Women’s Center (SDWC)**, established at Brown in 1974, seeks to provide a comfortable yet challenging place for students, faculty, and staff to examine the multitude of issues around gender. The SDWC promotes the concept of intersectionality—that gender intersects with all other markers of identity—and thus works to help students understand the complexity of their lives and the lives of others.
Being a director/coordinator from

Poses a challenge when working with the STUDENTS

*Different cultural codes & communication barriers
*Generational difference
*Students’ preference for an American
*Not knowing US university system
*Misunderstandings
*Lesser familiarity with US culture
*Lack of credibility

C. Kelly-Vereda, Forum 2016
Reflections from On-Site Program Directors

• “Racial discrimination issues (pose a challenge) because my experience is fairly different from that of the students since I do not have a lived experience of race.”
• “We are not always on the same page and even the most straightforward (English) language can be misunderstood.”
• “It is hard to negotiate special permission for US students who request time off from regular university classes for religious reasons (Passover, Ramadan). The host university does not understand why the student bothered coming abroad.”
• “It is difficult when they refuse to understand some of the students’ needs because ‘the students should just adapt.’”
• “There are US issues such as Black Lives Matter movement, gun control, etc. that upset our students. I don’t feel trained in this area to help guide onsite local staff.”
• “The challenge is sometimes to assert the reality, which is not universal.”
• “I am perhaps less well-informed about cultural or political evolutions in the host country that could be of interest than local colleagues since I try to keep up with current events in both the US and the host country.”

Taken from a Survey conducted by C. Kelly-Vereda in 2016
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Questions & Answers & Resources!
Study abroad staff use a colorblind approach?

Program staff do not adequately address students’ concerns or validate their trauma appropriately?
Being an Active Interrupter

Bystander
A bystander is someone who is present at a potentially harmful interaction or event and chooses not to act.

The bystander effect occurs when the presence of others discourages an individual from intervening in a potentially harmful interaction or situation.

Bystander intervention requires recognition of a potentially harmful situation or interaction and choosing to respond in a way that could possibly influence the outcome.

Active Interrupter/Ally
To be an ally is to unite oneself with another to promote a common interest.

Being an ally is more than being sympathetic towards those who experience discrimination. It is more than simply believing in equality. Being an ally means being willing to act/interrupt harmful behaviors with and for others.

Allyship is not an identity – it is a lifelong process of building relationships based on trust, consistency, and accountability.
Allyship Development Strategies

• Constantly educate yourself about different identities and experiences
• Practice active listening
• Challenge your own discomfort and prejudices
• Focus on the goal not the spotlight
• Don’t monopolize the emotional energy
• When criticized or called in...listen, apologize, act accountable, and modify your actions moving forward
• Take action
And what happens when...

Students of color do not have allies in their program?
Intersectionality

• Explains how people with numerous minority identities are vulnerable to multiple types of discrimination and oppression because of their identities

• Describes the hierarchical nature of power and how belonging to multiple discriminated classes can mean that one’s issues are ignored
Culturally Competent Engagement

• Faculty, staff, and administrators who utilize culturally appropriate engagement strategies

• Strength based approaches that celebrate intersectional identities

• Avoid “Oppression Olympics” and focus on coalition building
Intersecting Axis of Power, Privilege, and Oppression
Recommendations, Resources & Wrap-Up

- Pre-Departure Info Sessions & Orientations
- Resource Packets: Websites, Articles, Documentaries
- On-Site Orientation: “The Story of Your Name” Exercise
- On-going On-site Support: Staff Training / Community Resources / Student Surveys
- Returned Student Engagement & Feedback
Suggested Readings & Resources:


University of Missouri – Office of Inclusion, Diversity & Equity
https://diversity.missouri.edu/education/handouts.php

Everyday Feminism
https://everydayfeminism.com/
https://everydayfeminism.com/2013/11/things-allies-need-to-know/

Diversity Abroad
https://www.diversityabroad.com/
https://www.diversityabroad.com/study-abroad/articles/engage-challenging-conversations-abroad

Diversity Abroad Network
https://www.diversitynetwork.org/

“The Urgency of Intersectionality”
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

“Even With Affirmative Action, Blacks and Hispanics Are More Underrepresented at Top Colleges Than 35 Years Ago”

“Lost on Campus, As Colleges Look Abroad”
Thank you!