

# STAND AND DELIVER:

STANDING AGAINST HATE AND DELIVERING SUPPORT  
FOR STUDY ABROAD STUDENTS

Olivia Ghiz  
College of Charleston

Ike J Mohar  
FIE: Foundation for  
International Education

# Presentation Overview

- ▶ Part 1 - Introduction
- ▶ Part 2 - The Home Institution - what is happening on U.S.-based (“home”) campuses that can affect students abroad?
- ▶ Part 3 - Study Abroad Support - How can the study abroad provider and their partners respond to incidents of discrimination that happen abroad?
- ▶ Part 4 - Examination of case studies
- ▶ Part 5 - Now What?

# Who we are

- ▶ Ike J Mohar
  - ▶ Diversity Initiatives and Special Projects Coordinator, FIE
  - ▶ Email: [imohar@fie.org.uk](mailto:imohar@fie.org.uk)
  
- ▶ Olivia Ghiz
  - ▶ Site Director, iCharleston Bridge Program - London; College of Charleston
  - ▶ Email: [ghizom@cofc.edu](mailto:ghizom@cofc.edu)

# Who you are: who is this relevant to?

- ▶ Any international educational institution, provider, educator, or participant, particularly with an interest of providing support to international students while abroad, particularly those students that come from U.S. higher education systems.
- ▶ Anyone with particular interest in topics of diversity and inclusivity/inclusion.
- ▶ Any individual with particular interest in student support from first-year programmes, satellite programs, study abroad programmes.
- ▶ Anyone particularly interested in how to deal with hate incidents in professional or educational settings.

## Synopsis:

- ▶ In the current climate and the seeming rise in hate speech, harassment, and bullying incidents across the U.S., what do we do as educators, providers, and students do to properly address these incidents with the study abroad population in our charge? This interactive session will explore and examine these topics.

# Disclaimer: Contains Sensitive Language

- ▶ In the nature of transparency, we have used and may use some of the actual language, materials, and images used in this hate incidents.

# Rationale: Why now and why is this relevant?

- ▶ A more visible, if not higher, rise in incidents of discrimination and proliferation of “hate speech” across America and Europe since 2016
  - ▶ Specifically these kinds of incidents that take place on American university home institutions or the surrounding areas
  - ▶ Additionally incidents that take place on international sites that host students of diverse backgrounds.

# Diversity Defined

- ▶ The Foundation for International Education (FIE) is committed to the principle of equal opportunity in education and employment. In the administration of its educational policies, admissions policies, employment policies, scholarship programs and other internally administered programs and activities, **FIE does not discriminate against individuals on the basis of race, color, nationality, ethnic or national origin; sex, sexual orientation, gender identity or expression; marital or parental status; religion, belief, or lack of religion/belief; age; disability; genetic information or veteran's status.** In its commitment to ensuring an environment that is welcoming and respectful to all, FIE proactively undertakes initiatives and actions to create an environment that welcomes diverse populations.

# Diversity Defined

- ▶ The College of Charleston has for many years maintained a stated, formal policy prohibiting discrimination or harassment on our campus. This prohibition applies irrespective of **race, age, religion, gender, gender identity or expression, sexual orientation, national origin, veterans' status, genetic information or disability**. Quite simply, we cannot satisfactorily co-exist and meet the mission of the College to provide high-quality education in the face of either discrimination or harassment. Such actions are wholly antithetical to the precepts of higher education and, in particular, the College of Charleston.

# Diversity Defined

FIE Inclusion Statement	CofC Inclusion Statement
Race	Race
Color	
Nationality	
Ethnic or national origin	National origin
Sex	
Sexual orientation	Sexual orientation
Gender identity or expression	Gender, gender identity or expression
Marital or parental status	
Religion, belief, or lack of religion/belief	Religion
Age	Age
Disability	Disability
Genetic Information	Genetic information
Veteran's Status	Veteran's status

# Diversity Defined

- ▶ For the purposes of this presentation we will be speaking of all the previous categories, however, there may be a heavier skew on racial incidents as that is the category that is more prevalent amongst our student programmes.

# Glossary of Terms:

- ▶ Discriminatory Incident
- ▶ Major incident
- ▶ Confirmed minor incident
- ▶ Unconfirmed incident
- ▶ Cultural Baggage

# Discriminatory Incident

- ▶ Any incident that a student, faculty, or staff member reports out of concern for potential, implicit, or explicit injury or harm, that is detrimental to mental or physical wellbeing, on the basis of the aforementioned protected categories.
- ▶ Any incident that would activate a response from your institution diversity or equal opportunity statement.
- ▶ Why not call them “diversity incidents”?
  - ▶ Diversity has some negative connotations in some circles
  - ▶ Keep diversity positive!

# Major (discriminatory) incident

- ▶ What is a major incident?
- ▶ Aggressive, abusive, or threatening discriminatory behaviour, either written, verbal, or physical, intended to harm or intimidate; with little or no room for interpretation or misinterpretation of the intent.
- ▶ These incidents may be enough to result in immediate removal from a programme or institutions, and/or legal ramifications
- ▶ Examples include:
  - ▶ slurs and hate speech
  - ▶ violent attacks
  - ▶ vandalism
- ▶ Resource: The Journal of Blacks in Higher Education (<https://www.jbhe.com/incidents/>)
- ▶ You will know when you see it!

# Confirmed minor (discriminatory) incident

- ▶ An incident that has been confirmed or proven, or where a guilty party has been identified or assigned blame (i.e. found guilty in due process or procedure), but is not severe enough to result in programme removal, but rather disciplinary or educational actions
- ▶ Example include:
  - ▶ ascribing stereotypes to others (i.e. “Muslims are more violent than Christians”)
  - ▶ disrespectful but non-aggressive behaviours
  - ▶ issues that result from ignorance more than hate (“Why isn’t there a straight pride parade?”)
  - ▶ Microaggressions (“My roommate is black and she’s so loud”)
- ▶ Teachable moments!

# Unconfirmed (discriminatory) incident

- ▶ An incident that has not been confirmed or proven, where guilt cannot be determined, or the culprit has not been identified, or where the victim or witness is not willing to make an official statement.
- ▶ Example:
  - ▶ Overhearing slurs through closed doors
  - ▶ Overhearing “gossip” about someone problematic actions
  - ▶ Hearsay
  - ▶ Written offenses, but culprit is indeterminate/unidentifiable
- ▶ Teachable moments!

# Cultural baggage

- ▶ Cultural baggage refers to the tendency for one's culture to pervade thinking, speech, and behaviour without one being aware of this pervasion.
- ▶ “Cultural baggage becomes a factor when a person from one culture encounters a person from another, and subconscious assumptions or behaviours can interfere with interaction.”
- ▶ “The "baggage" imagery implies that cultural baggage is something that one carries at all times and that it can be burdensome, hindering freedom of movement (i.e. hinders intercultural dialog).”
- ▶ However in this context, the students are carrying the cultural baggage of their society with them, including their societies’ :
  - ▶ gender roles and norms
  - ▶ LGBTQ rights (or lack there of)
  - ▶ race relations
  - ▶ religious beliefs
  - ▶ conscious and unconscious biases

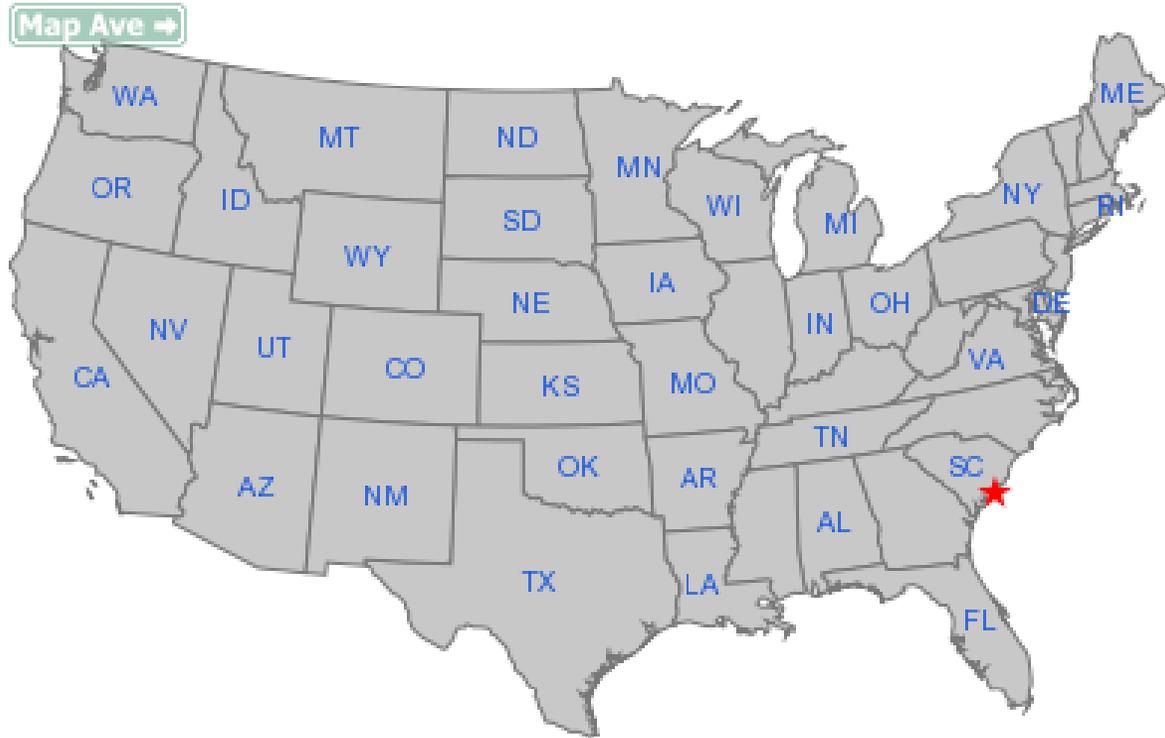
# Part 2: Home Institution

# Discriminatory incidents on home campuses



- ▶ Incidents prior to departure
- ▶ Incidents while abroad

# Setting the Scene: Charleston, South Carolina



# Home to major incidents like...

## Shooting of Walter Scott

- ▶ Shot 5 times while fleeing from a police officer
- ▶ April 4<sup>th</sup>, 2015



# Home to major incidents like..

## Church Shooting at Emanuel AME



- ▶ Dylann Roof - white supremacist
- ▶ Shot and killed 9 African American members of the community
- ▶ June 2015

# Halloween 2017



- ▶ Freddie Gray
  - ▶ Arrested & fell into a coma in transport
  - ▶ Died due to injuries sustained from arrest (April 2015)
- ▶ Photos from a Halloween party in Baltimore
- ▶ Student in the jumpsuit attends CofC, as does the person who posted the Snapchats

# Campus Response

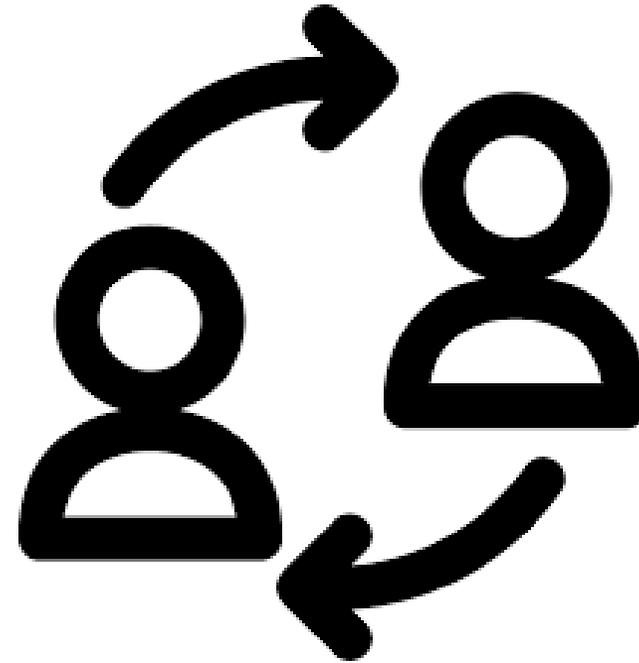
- ▶ **Racial and Social Justice Initiative** - founded in June 2015 in light of both the Walter Scott and Emanuel AME shooting
  - ▶ Programming, outreach, communication, leadership training, workshops
- ▶ **”Moving from Crisis to Action: A Public Health Approach to Reducing Gun Violence”** - one-day event in response to the Emanuel AME shooting
  - ▶ MUSC, CofC, members of Emanuel AME, law enforcement, law makers
  - ▶ Panels, discussions, etc.
- ▶ **Restorative Justice Circle - response to Halloween Incident**
  - ▶ Black Student Union, Office of Institutional Diversity, African American Studies Program , Office of Student Affairs, Dean of Students, Honor Board, Student Government Association
  - ▶ Included both students involved

# Campus Response - Pledge:

- ▶ Review and Revise Student Code of Conduct
- ▶ Create Bias Incident Response Team
- ▶ Implement multicultural/diversity modules for all incoming students

# How does this relate to study abroad?

- ▶ Recognizing reality affecting students
- ▶ Students carry these experiences with them abroad
- ▶ Incidents like this can happen while abroad and need to be addressed remotely by home campus or by abroad provider
- ▶ Home campus response in these situations sets the tone - sometimes a divergent one



# Part 3: Support While Abroad

# Supporting Students

- ▶ There are two sources of discriminatory incidents that affect students
- ▶ On the Ground
  - ▶ They are “easy” to deal with
  - ▶ They happen in your charge
  - ▶ You have the authority to act on these
  - ▶ More concrete
- ▶ At Home Incidents
  - ▶ They are “hard” to deal with
  - ▶ They happen out of your control, and country
  - ▶ Must defer to home institutions, government bodies
  - ▶ May be more abstract

# Supporting Students: On the Ground

- ▶ 1. Identify the incident
- ▶ 2. Gather all relevant information
  - ▶ As much as possible to complete the picture
- ▶ 3. Alert the appropriate parties
  - ▶ Diversity Officers?
  - ▶ Programme Directors?
  - ▶ Study Abroad Office ?
- ▶ 4. Respond to the incident
- ▶ 5. Institute actions
  - ▶ Educational (teachable moment)
  - ▶ Sanction (punish for violations if warranted)

# Supporting Students: At Home Incidents

- ▶ 1. Identify the incident
  - ▶ Be aware of socio-political movements in home countries
  - ▶ This may be harder to do
  - ▶ You may not hear about it until much later
- ▶ 2. Gather all relevant information
  - ▶ Speak to the students themselves
  - ▶ How is this making them feel?
- ▶ 3. Facilitate discussion
  - ▶ Encourage discussion to unpack the situation
  - ▶ Bring in colleagues, guest speakers, if necessary
  - ▶ Do not “sweep under the rug”

# Case Study: Racist Video on Campus

- ▶ Incident occurred on a bus that serves the home institution campus
- ▶ Video showed students using racial slurs and offensive gestures
- ▶ A student studying in London responded in the campus newspaper
  - ▶ The student was a minority student
- ▶ Events were brought up for discussion in visiting faculty class

# Part 4: Case Studies

# Examination of Case Studies and Discussion

What would you do in each scenario? Consider the following:

- ▶ What was the intent of the discriminatory language?
- ▶ Is this an opportunity for education? Discipline? Are these mutually exclusive?
- ▶ Is this the responsibility of the study abroad provider, the home institution, or both?
- ▶ Would your response differ if you were the abroad provider or the home institution?
- ▶ Do you involve the larger study abroad population or keep it contained to those directly involved?
- ▶ Does timing matter? (For example: would your response be different if this happened at the beginning or the semester or on the last day of the program?)

# Now what? Reporting and tracking

- ▶ Every institution, provider, and educator has a responsibility to define how to report and/or who to report incidents to, and have procedures in place to do so
- ▶ Procedures and policies should be highlighted and accessible to students, staff, and faculty in a clear and concise way
- ▶ Assigned or dedicated staff or faculty to address discriminatory incidents
- ▶ Examples include:
  - ▶ Diversity Officers
  - ▶ Dean of Students
  - ▶ Human Resources Officers
  - ▶ Programme Directors
  - ▶ Site Directors
  - ▶ Visiting Faculty
- ▶ Who is yours?

# Now what? Reporting and tracking

- ▶ Every institution, provider, and educator would benefit from tracking discriminatory incidents
- ▶ Create charts or spreadsheets in a chart for every term/year
- ▶ Use and share the data as a resource for combatting and preventing discriminatory incidents

Discriminatory Incident Type 2018	Term	Incident Description
Major Incident	Spring 2018	Racial slur
Confirmed Minor Incident		
Unconfirmed Incident		

Thank you for coming and  
discussing this issue with us!!