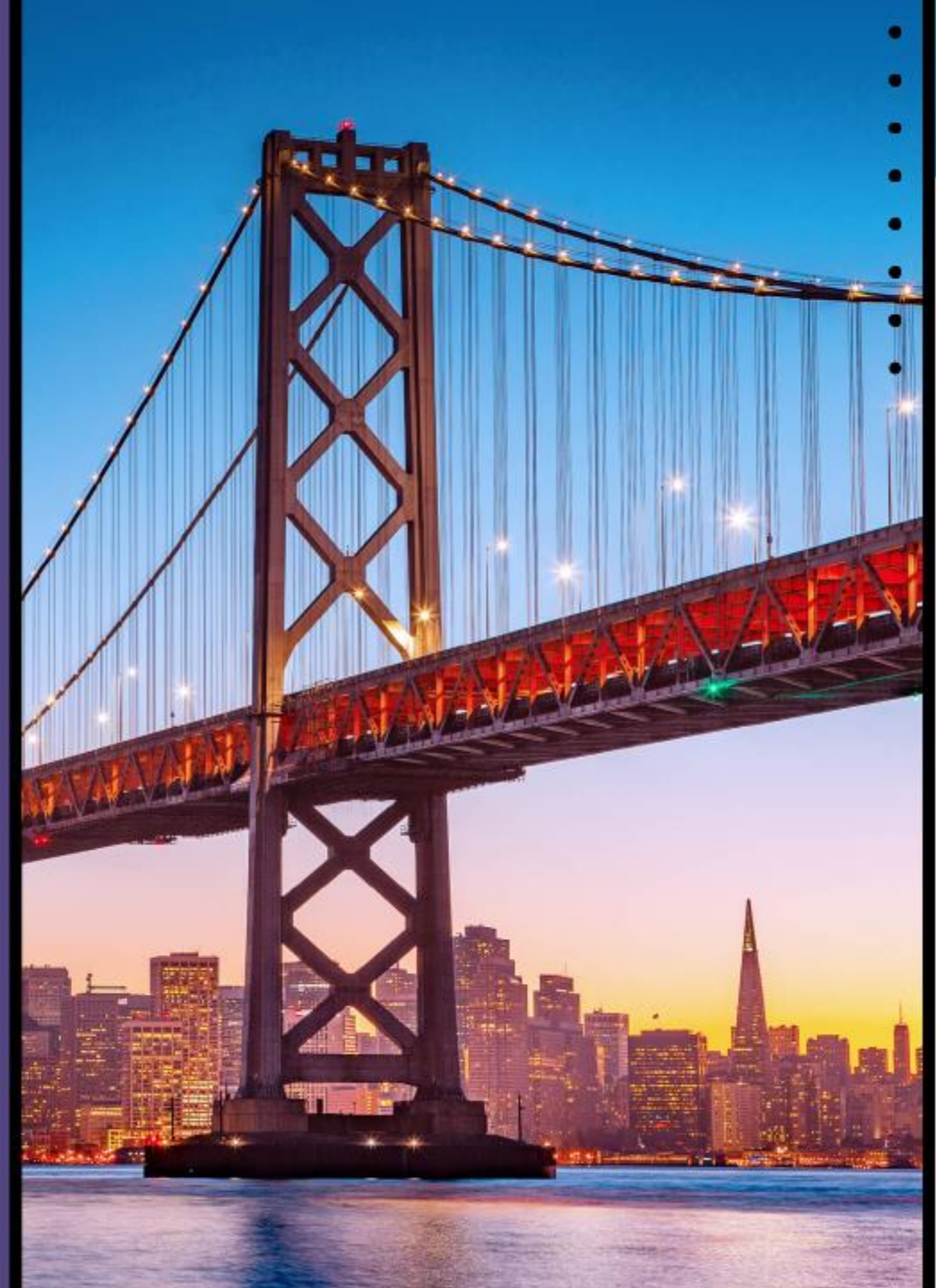

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Building Programming and Dialogues on Race and Racism with International Students and Scholars

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Presenters

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Agenda

- Land Acknowledgement and Positionality
- Community norms
- Learning Objectives
- Icebreaker

- Grounding the conversation: Defining ISS, anti-racism
- Anti-racism content considerations
- Activity: Obstacles/challenges

- Sharing Best Practices
- Small Group Reflections
- Summary, Q&A
- Thank you!

Land Acknowledgment and Positionality

As non-indigenous people, we'd like to acknowledge and pay our deep respect to the Ohlone people and their elders—past, present and future—whose tribe originally occupied and continue to live in what is now called San Francisco. We acknowledge and offer deep gratitude to the Ohlone for the land and water they stewarded. In this context, we think of the land our universities and space occupy to which we bring international students and scholars. What can we do as practitioners to hold conversations on colonialism and the harm caused to indigenous communities with ISS? How can we build space for ISS who come from indigenous communities in their context?

Adapted from text from ACPA and Ruth Messinger

Community Norms and Considerations

- Use of “I” statements
- Honor your energy; protect your peace
- Stories stay; lessons can leave
- Understand intent; own our impact
- Power is always present
- What else do we need?

Learning Objectives

- Analyze the role an ISS office/international educators can play within an institution's larger Diversity, Equity, and Inclusion mission and how practitioners can maximize cross-institutional collaboration that benefits the international student and scholar community.
- Identify the specific needs of international students and scholars as related to conversations surrounding race and identity in the US and mitigate the obstacles that often exclude this population from meaningful anti-racism engagement.
- Discuss programming initiatives that allow international students and scholars of color to share their experiences of racialization in the US and provide antiracism learning tools for all international students and scholars.

Icebreaker: Reflecting on DEI and International Students and Scholars

Why is it important for us to have DEI programming within our universities and institutions?

Why do you believe it is important to have DEI programming for our international students and scholars (ISS)?

Grounding the Conversation

Definitions

International Student:

"Students who have crossed a national or territorial border for the purpose of education and are now enrolled outside their country of origin." (UNESCO)

International Scholar:

"International visitors, who are invited to campus to teach, conduct research, observe, and collaborate." (Massachusetts Institute of Technology.)

Definitions Expanded

- It is important to acknowledge the diverse backgrounds and experiences of international students and scholars and to discourage the common practice of combining all international students and scholars into **one monolithic group.** *(adapted from Yao et al., 2018, p. 45)*

- *International students and scholars* is a catch-all term that is solely "based on federally determined visa statuses" and is **"not a self-identified racial or ethnic category".** *(adapted from Ford & Patterson, 2019, p. 107)*

- An international scholar is a scholar who should not assimilate to "Western ways of doing". Instead, their experiential knowledge, narratives, and diverse expertise should be supported.

DEI loses its meaning when we do not get specific

Pivoting from DEI to anti-racism: What do we mean?

Anti-racism acknowledges that racism is in the air we breathe (systemic)

To dismantle racism means that we must analyze all aspects of where racist ideas and practices can emerge

Anti-racism:

The work of actively opposing racism in all forms, including individual, interpersonal, institutional and structural. To be anti-racist is to first acknowledge that racism and white privilege are normalized in our media, culture, society, social systems and institutions, including medicine and health care.

Anti-racism realities

- **Global context:** Racism is a global system that has been reproduced through centuries of primarily European and U.S. imperialism; much of this through the expansion of capitalism and exploitative labor practices
- **U.S. Context**: The foundations of the United States are racist. This country was built on the genocide of indigenous communities and the violence of chattel slavery
- **University context:** Many of our institutions have been and continue to be complicit in reifying racism by perpetuating white supremacy culture (i.e., the university as a place designed primarily for white students)
- **Student context:** Many of our BIPOC students at PWIs struggle to see themselves in professors and admin. Curriculum does not challenge white students to understand racism as a structure. We would not be at this point in the conversation on anti-racism without the activism of BIPOC students across higher education.

Anti-racist Content and Considerations with ISS

- Importance of establishing **shared language** on race, racism and anti-racism with ISS; (e.g., the term in Spanish, “raza”)
- **Creation of space** for ISS to share their lived experiences related to anti-racism and identity
- Recognize that ISS are both the **carriers and subjects** of racist ideologies and harm;
  - **Example**: the global nature of anti-blackness
  - **Example**: global rise of anti-Asian hate throughout COVID-19
- Anti-racist work to **celebrate the full humanity of ISS**, and the lives of folks marginalized by white supremacy; who benefits from only discussing the harms?
- Our universities are not educational saviors for ISS

Activity: Identifying needs and challenges

What do ISS need to be supported in conversations that center their lived experiences and relationship to racism and colorism?

What are the challenges, administrative or otherwise, that can impede conversations on race/racism with ISS?

BEST
PRACTICE
7 X 24
SERVICE
cost
quality
price
Customer
Advertise
Research
Target
Marketing
Strategy
Opportunity
60%
75%
30%
SEO
70%
time
money
quality

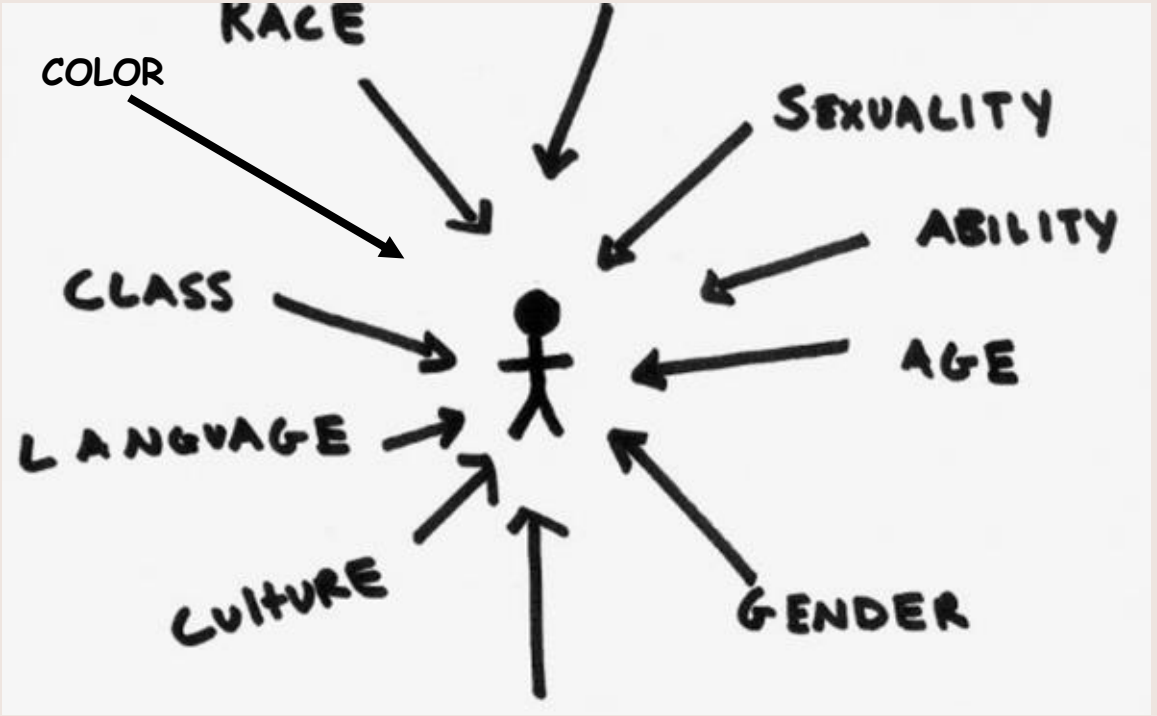
Fulbright D&I Liaison Engagements

- Staff training on DEI issues and topics
- Strategic meetings to share best practices of DEI through regional council
- Resource building through events, blogs, and other tools
- Direct engagement with grantees via orientation events and modules on DEI issues
- Consult for grantees in challenging situations

Social Identity: Theme of Seminar

- Impact our experiences on individual, interpersonal, and structural levels
- Reflect how we are systemically privileged and/or marginalized
- Often form the basis of our political consciousness
- Imperfect, and incomplete; we are not defined by our social identities

When you think about your participation in this session, what identities come to mind?



Ideal Image of U.S. University

- First university in United States was Harvard founded in 1636
- The
- Only
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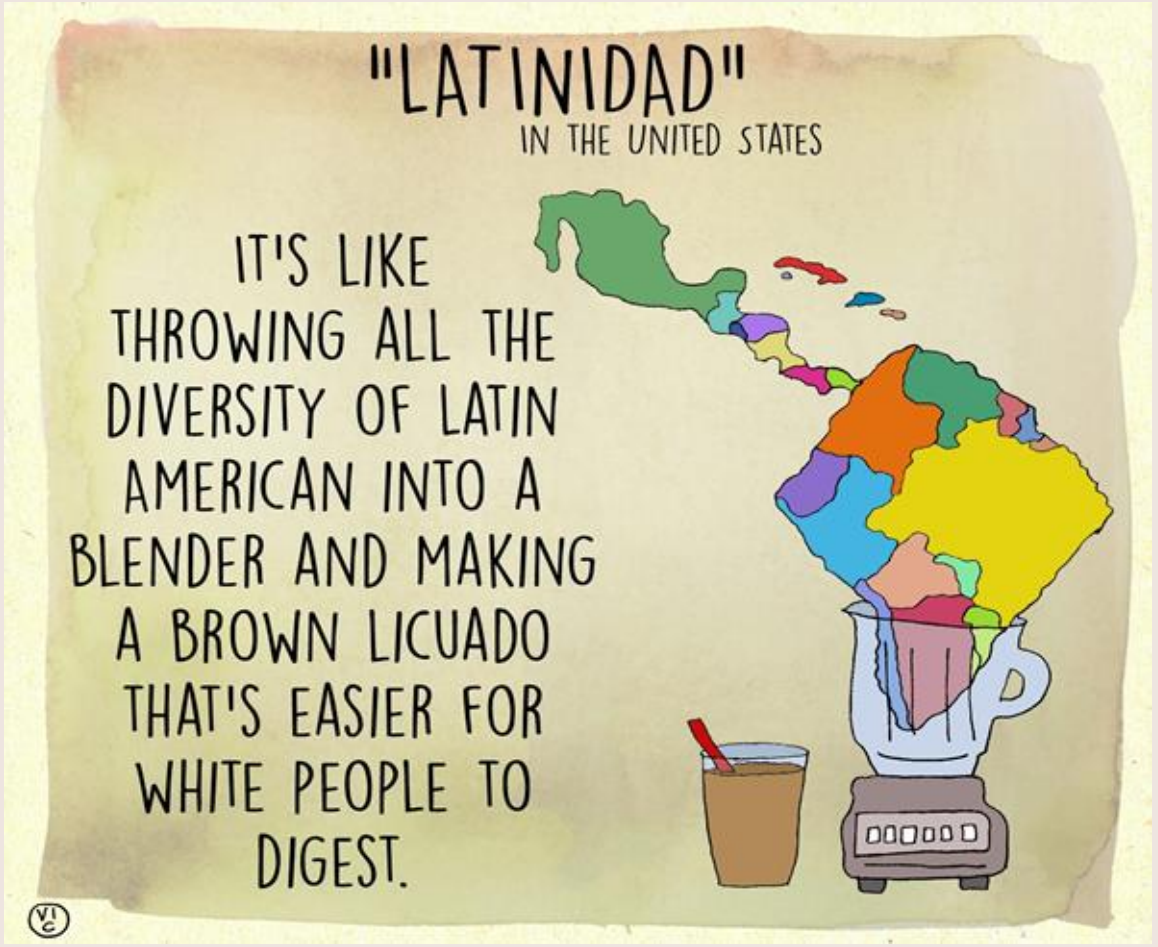
Questions to consider:

- Who is included in representations of Latinidad in the U.S.? Who is not?

- Who is included in representations of being from Brasil in the U.S. Who is not?



Fulbright Panels on Identity

Back to the past: Student Movements of the 1960s

- During the Civil Rights Movement of the 1960s
- Saw themselves as part of global movement of liberation for all marginalized people.
- Fought for institutional changes within universities and colleges
- Achieved the establishment of Ethnic Studies Programs (examples include African American Studies, Asian American Studies, Latina/o Studies, etc.)
- Helped to plant the seeds necessary for the growth of many offices, resources, and legislation intended to support students from historically excluded and/or marginalized communities.

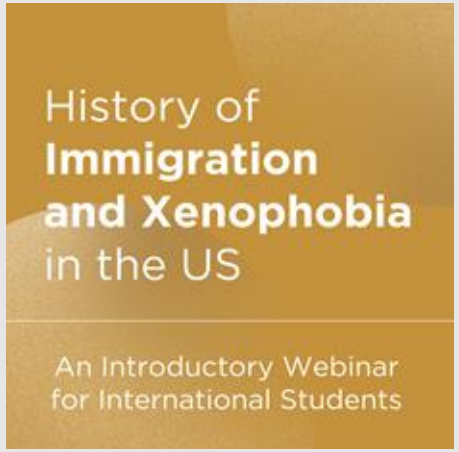
¿En quién piensan ustedes, cuando piensan en un "typical American?"

¿En quién piensa un "typical American" cuando piensa en un ecuatorianx/a/o?

- Tomen un minuto para pensar en las preguntas
- Usen las categorías de la rueda de identidad social
- ¿Quienes están incluidxs en estas representaciones? Quiénes no?
- Escriban sus ideas en los Jamboards
- Les vamos a dividir en grupos (Breakout Rooms)
- Hablen de lo que ven en los Jamboards
- Compartan sus experiencias
- Un resumen de sus conversaciones

NYU | Office of Global Services

- Institutional approach to DEI: paradigm shift since 2020
- Centering ISS voices
- Formalized DEI office committee
- Visibility and commitment to DEI
- Holistic learning format
- Institutional and city-based resources



OGS Anti-Racism Education Committee

1. Orientation series
   a. **Webinar:** Race and Identity in the US
   b. **Webinar:** Immigration and Xenophobia
   c. **Dialogue Series:** Social Identity

1. Experiential Learning
   a. Tenement Museum
   b. Museum of Chinese in America
   c. Ellis Island
   d. Harlem Walking Tour

3. Panel Events
   a. Students/Alumni
   b. Faculty/Staff at various NYU sites

Examples of Dialogue Prompts and Activities

Are there aspects of your identity that you are becoming more aware of after being in the U.S.? How is this different from your home country?

What are some of your earliest messages about race in the U.S.? How was this communicated to you? Television? Movies? Family? School?

Activities:

- Life Maps
- Name stories
- Identity Wheels and Socialization Maps

Final Activity: Where do we go from here?

- What do next steps look like for you personally? For your organization?
- What are some of the best anti-racist practices/models from your organization that support international students and scholars?
- What is still missing when bridging anti-racist initiatives and international community?

Summary

- Anti-racist work is not “extra” work; it is integral work
- We do this work because we value and respect the full humanity of our ISS
- This work requires us to address the impact of structural inequalities
- This is a process that takes time, strategic planning, and institutional commitment
- Partnerships and relationship building are key; across the institution and with our international students and scholars.

Thank you!

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