



Top Tips: Promoting Effective Campus Collaboration between Multicultural Professionals and Global Education Offices

Diversity and Multicultural professionals need additional institutional support given their pertinent role at Predominantly White Institutions. Drawing from the Access, Inclusion, Diversity and Equity (AIDE) Roadmap guideline on Professional Development & Staffing, the Diversity and Multicultural Professionals Task Force would like to offer the top 9 tips/best practices to build sustainable bridges between colleagues who work in the multicultural office and education abroad offices as both have the potential to impact students decision to study abroad.

Top 9 Tips for Promoting Effective Campus Collaboration between Multicultural Professionals and Global Education Offices: Drawing from the Access, Inclusion, Diversity and Equity (AIDE) Roadmap guideline on Campus Collaboration:

1

Site Visits: It can't be assumed that professionals working in multicultural/diversity offices have international experience or traveled outside of the US. Inviting multicultural/diversity professionals to participate in on-site visits for study abroad programs would be an impactful way to ensure they are familiar with the study abroad experience (and have developed an increased knowledge of its importance). For example, at the [University of Minnesota](#), they recognize the need for faculty and staff to be familiar with their study away programs so that they can effectively promote them to students. They organize and sponsor both faculty and administrators to visit their program sites which leads to increased student engagement and site improvement based on their feedback. At [New York University](#), academic advisors at the College of Arts and Science participate in scholars excursions with students to one of NYU's 12 study away sites. Having experienced the sites, academic advisors are able to speak with students directly about the importance of studying away and provide first hand encounters about the sites. Implementation of programs like these has benefits for many the institution, students, faculty and staff. For one, the professionals (faculty and administrators) who work directly with the students can talk to students directly about the impact of study with concrete examples. Students will benefit from having the ability to speak with someone directly about all questions they have relating to their programs. For the institution it could lead to increased interest, numbers and awareness about study away programs.

2

Conference Swap: Multicultural professionals in higher education often already have the language and skills necessary to educate their campus constituents on matters of oppression, marginalization, power, and privilege. However, most of this work is done strictly in a U.S. context. In order to holistically support all students, international students included, Multicultural professionals must complicate their understanding of diversity and inclusion by expanding the conversation to engage global education. Additionally, educators focused in International Education (offices such as Study Abroad, International Student Center, Education Abroad, and International Student Services) can significantly benefit from introducing diversity and inclusion education into pre-departure workshops, orientations, and overall student programming.

(Contd.)

Conference “swapping” can be a great way to develop this exchange of information and build an appreciation for colleagues’ niche areas of education. What do we mean by this? Well, professionals in International Education can be invited by Multicultural practitioners to attend conferences relating to multicultural/diversity fields of study in higher education. In return, multicultural educators can get plugged into Global Education focused conferences. It’s worth noting that many of these conferences are linked in large national or international organizations that often have ways to volunteer/get involved through membership, committees, councils, or task forces.

- Diversity Related Higher Education Conferences to Check Out:
 - NCORE ([National Conference on Race and Ethnicity](#))
 - NADOHE ([National Association for Diversity Officers in Higher Education](#))
- Global Education Conferences to Check Out:
 - Diversity Abroad ([Diversity Abroad Network](#))
 - FORUM ([The Forum on Education Abroad](#))
 - NAFSA ([NAFSA: Association of International Educators](#))

3

Diversifying Your HR Outreach: Making sure your HR offices are not only posting jobs on the company website but reaching out to other job boards like NCORE and Diversity Abroad Network, etc. In order to recruit diverse candidates, you must have a diverse applicant pool. There are a number of places where hiring managers can post to ensure that the announcement is reaching a wide swath of individuals. In the process, HR specialist must help the hiring manager think locally, organically, regionally and nationally.

- Locally: Consider posting through your local Urban League, NAACP and other non-profit organizations affiliated with specific affinity groups.
- Organically: Create your own list of professional contacts who can send announcements to their contacts. You would be surprised how far a job posting can go by simply sharing with your professional contacts who are committed to diversity.
- Regionally: A number of national organizations have active regional groups. Depending on the timing of the vacancy, consider using the regional listserv to advertise and set up interviews at the regional conference.
- The HR department should work with the diversity office(s) on campus to be a thought partner in generating a list of national job boards that reach diverse constituent groups. This includes but is not limited to professional organizations and online journals. The HR department should maintain this list with other hiring tips and trainings for diversifying candidate pools and navigating the search process while being aware of unconscious bias. HR should make the tip sheet available to all hiring managers (post on the the HR website, provide to the hiring manager when a position description is submitted for review and approval etc.)

4

Volunteer on University-Wide Committees: Committee involvement cultivate an opportunity to create awareness about international education, learn about the challenges and priorities of other offices, and identify ideas for partnership. Among beneficial committees for international educators to serve on include council for academic advisors, unit/division level diversity committees, committees on compliance, student success and so forth. There are personal and professional benefits for volunteering or serving on university wide committees that in turn enhance the institution. Some may include:

- **Experience:** experience working with professionals across offices and working with individuals outside of your primary work function. You can also add some variety to your work and expand your knowledge base.
- **Relationships/ Networking/ Community Building:** helps you build stronger relationships with colleagues across the institution and identifying areas for partnerships. You can also enhance your communication skills.
- **Leadership Opportunities:** Working with other members across your institution may provide you with the exposure you needs for others to see how great you are. This could lead to being asked to serve on larger committees or even lead
- to professional promotions, job opportunities across units, etc.
- **Service:** This is an opportunity to serve and give back to the community in a collaborative space and demonstrate your continued commitment to the institution.

5

Support major events coordinated by offices that serve underrepresented student populations: Through visibility of the Education Abroad office at these events and/or provision of satellite advising, staff members meet prospective program participants where they are. To help get started inquire about dates of specialized orientations, resource fairs for new students, and so forth. This approach might be effective for Multicultural Services, GLBT Resource Centers, Veteran Services, Grant based programs (Trio and National Science Foundation) and Disability Services.

6

Debrief Student Cases: Sometimes it may take a student case to solidify a linkage with new offices. For example with:

- In facilitating a timely debriefing;
- identifying areas that need development;
- available resources to capitalize in the future;
- a potential colleague to collaborate with in the other office;
- and ideas for future programming.

Keeping the lines of communication open by sharing related resources and troubleshooting related student cases on an ongoing basis is really helpful for professionals working with students. While this approach might seem reactionary, it can be effective in assisting offices that want to work together but cannot due to daily work demands. Therefore, in the spirit of 'strike while the pan is hot,' after a recent student case and/or grievance, the Education Abroad staff can initiate a debriefing meeting. The debriefing meeting entails thanking the staff member from the other office for assisting with the recent student case and expressing interest in learning more about his/her office and obtaining input on ways to collaborate and/or improve on in serving students served by his/her office. Sometimes it might take a student case to solidify a new linkage and/or establish a new advocate for study abroad. It is equally important to keep the lines of communication open by sharing resources that might be of interest and treating the new contact as a trusted sounding board (e.g., solicit his/her input on other related student cases and projects). This approach can be utilized among staff members, administrators, faculty and staff, and vice versa.

7

Share News & Professional Development Opportunities. Regularly sharing news and training opportunities about diversity in study abroad to faculty and college contacts. The Education Abroad office leadership should facilitate these updates to increase support and partners for future programming. As campuses continue to expand global efforts, it is important to think about opportunities to collaborate - especially as it pertains to professional development opportunities. As Education Abroad office leadership plans trainings for its on campus staff and global site directors, they should, when possible invite colleagues to participate (i.e. faculty and directors of identity centers). Additionally, the Education Abroad office should actively keep track of professional development offerings on campus through HR and other staff development venues that can be promoted to their staff.

8

Cross Train Staff: Facilitate brown bag presentations and/or our office visits to learn about each other's services, role in the planning process, and ways to support students participating in international experiences. This annual practice can be facilitated by an education abroad office in the form of a series of brown bag presentations, an open house, staff meeting visit, a monthly forum on study abroad, and/or a one-hour workshop. The intended outcomes of this practice, whether formal or informal, include:

- open lines of communication among colleagues who have a shared commitment for student success;
- meet the staff and share updates;
- inspire ideas for collaboration and refinement of processes,
- foster continual professional development opportunities for current and new staff members; and
- increase visibility of respective offices.

Furthermore, depending on the event's content focus and format, potential invitees include program leaders, student affairs contacts, college contacts for study abroad, and any frequent office contacted on behalf of students (e.g., billing, campus representative for national study abroad scholarships, financial aid, international student services, and admissions).

To illustrate a few cross-training examples utilized by a large public institution,

- the Education Abroad staff facilitates a series of brown-bag presentations on different program types and advising hot topics that are open to the campus,
- the Education Abroad staff hosted a workshop about available customization services among partners and ways to develop a program for prospective program leaders,
- The Education Abroad staff hosted a workshop for academic advisors to provide an overview about office, its services, and advising tips, and
- certain campus offices are invited on an annual basis to conduct customized training for the Education Abroad staff. The training presentation by the visiting campus office might address its services, essential updates, the Study Abroad staff roles and responsibilities in advising (if applicable), related terminology for inclusion, upcoming training opportunities to further learning, and best practices for supporting underrepresented student populations.

Inclusion of Education Abroad Information: Encourage campus offices to mention education abroad opportunities and/or location of the education abroad office to obtain more information in their general materials, staff handbooks, and student handbooks. This will promote the visibility of the Education Abroad office and create awareness that studying abroad is an option for all students. For example, offices at the [University of Georgia](#) have created a program director's manual that is readily available to all students, faculty and staff to promote student away. Similarly at [The Ohio State, Office of International Affairs](#) have created a study away handbook for students interested in the experience. The continuation of this practice of encouraging the entire college or university to be engaged in education abroad materials will benefit all individuals involved on the campus.