

Building Alliances & Working Through Barriers: Creating Dynamic Campus Partnerships

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7TH ANNUAL

**DIVERSITY ABROAD
CONFERENCE**

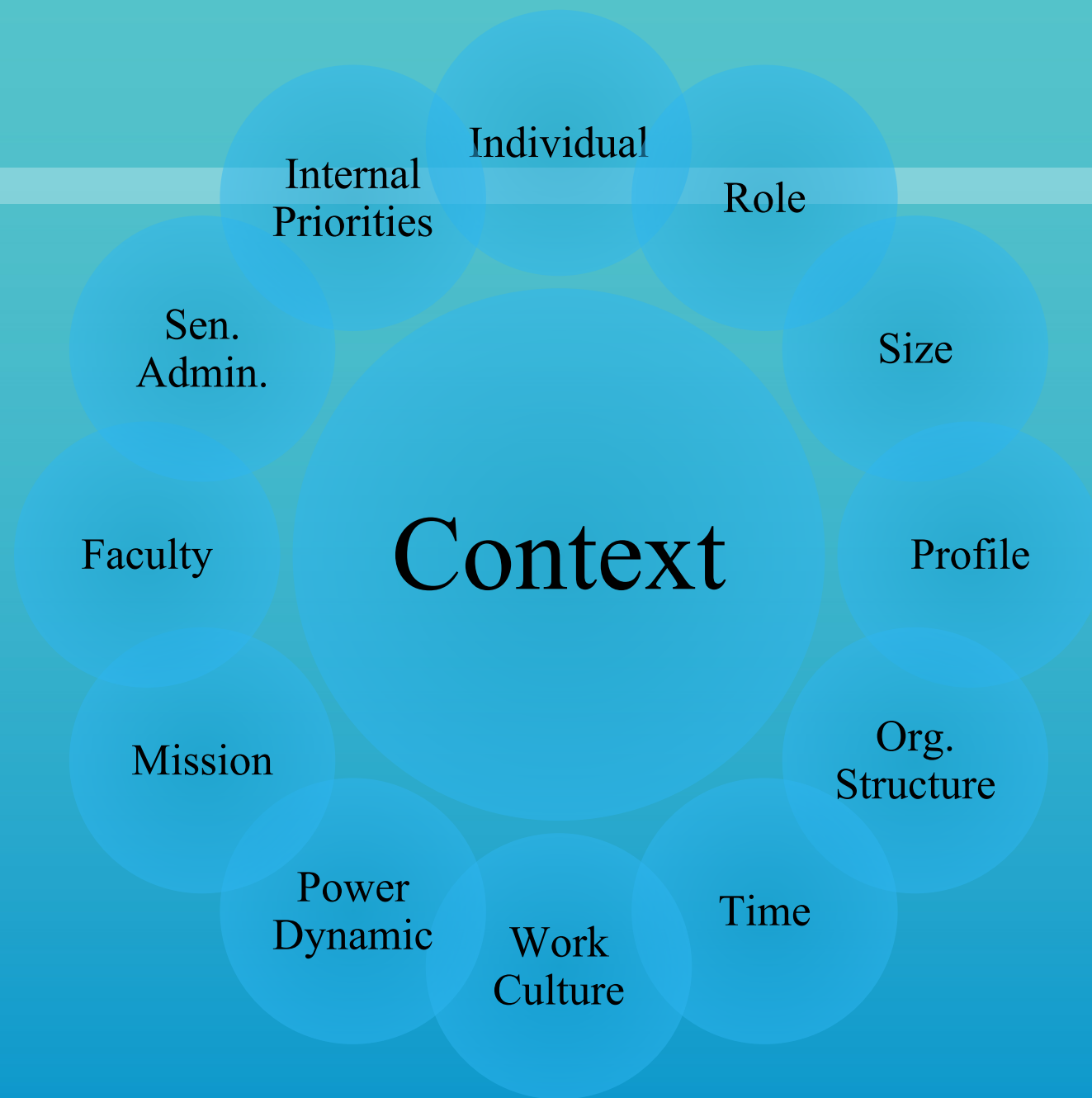
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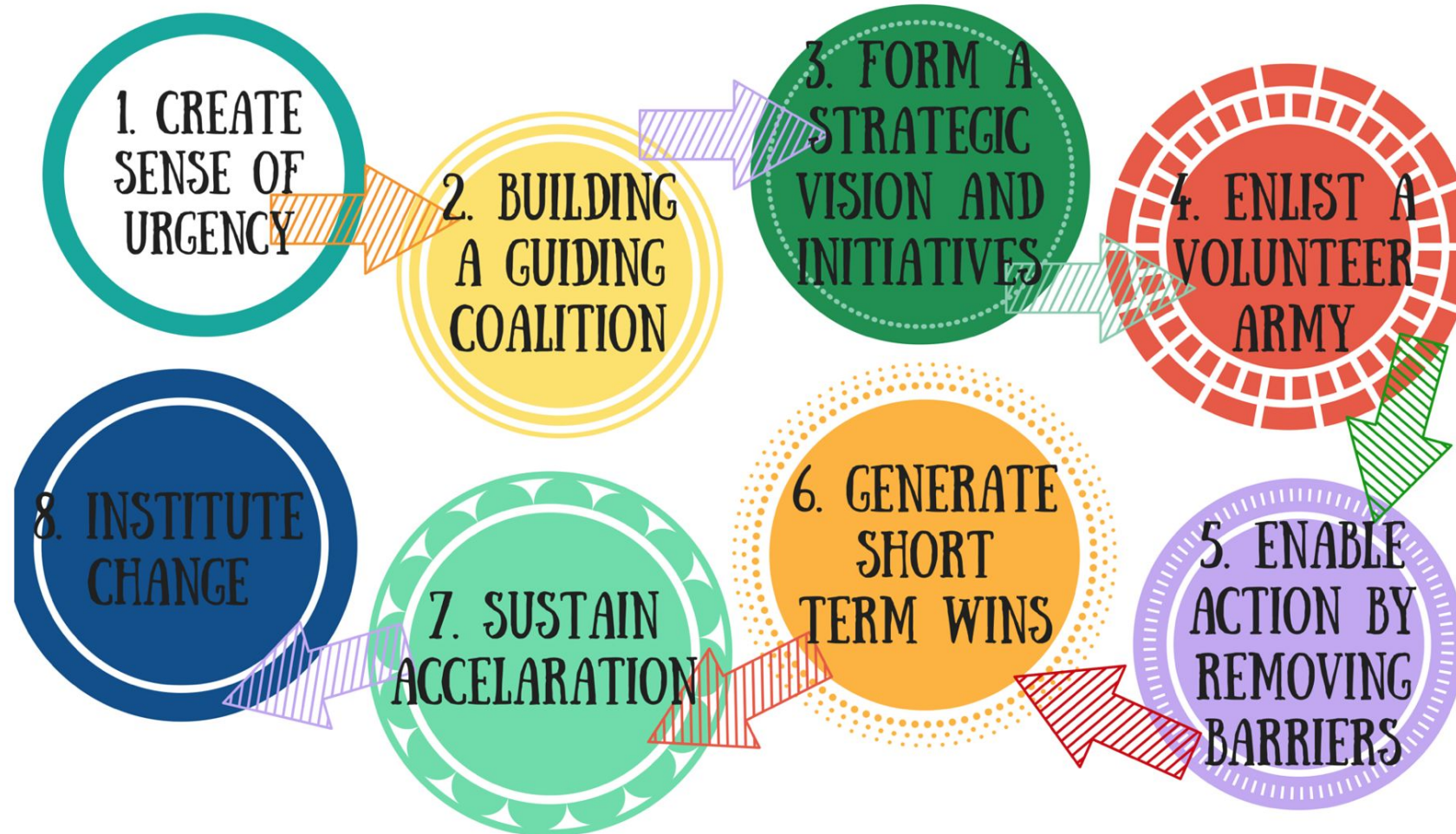


AGENDA

- **Session Overview**
- **Context & Framing Our Experiences**
- **Worksheet**
- **Panel Presentations**
- **Q & A**
- **Small Group Activity**
- **Larger Group Collaboration Discussion**



KOTTER'S PROCESS FOR CHANGE



[illegible]

Melanie Mala Ghosh

**MIT International Science & Technology Initiatives
(MISTI)**

Managing Director, MIT-India, MIT-South Asia
MISTI Lead for Diversity, Equity, & Inclusion

Passages, World Study Group

□ Associate Director

Stanford University

□ Coordinator Women's Center, Graduate Women's Coordinator,

Bates College

□ Coordinator Multicultural Affairs & Multicultural Center



**Women of Color Resource Center
Asian American Theater
All India Women Conference, Oxfam,
UNDP**



MIT QUICK FACTS

11,466 Students/12,607 staff & faculty

4,547 Undergrads/ 6,919 Grads

46% Women UG / 35% Women Grads

47% US Minority Groups UGs & 18% Grads

10% International Students UGs/ 41% Grads

92% Fin. Aid (35% tuition free/ 57% MIT scholarships- \$42k avg.)

MISTI:

■ **Over 1200 students a year**

■ **550+ partnerships around the world**

5 MIT Schools: Management, Engineering, Sciences, Humanities & Social Sciences, Architecture & Urban Planning

MISTI: Over 27 Programs (Africa, China, Japan, China, India, Nepal, Sri Lanka, Korea, Russia, Kazakhstan, Arab World, Israel, Italy, Spain, France, Italy, Germany, Netherlands, Switzerland, Belgium, UK, Chile, Brazil, Mexico, Peru, Global Teaching Labs, Global Startup Labs)

CASE STUDIES

Student sexually, verbally, and physically harassed by group to see what gender the person “really” is.

Two students in a relationship are involved in a domestic violence situation while on a program while living and working together.

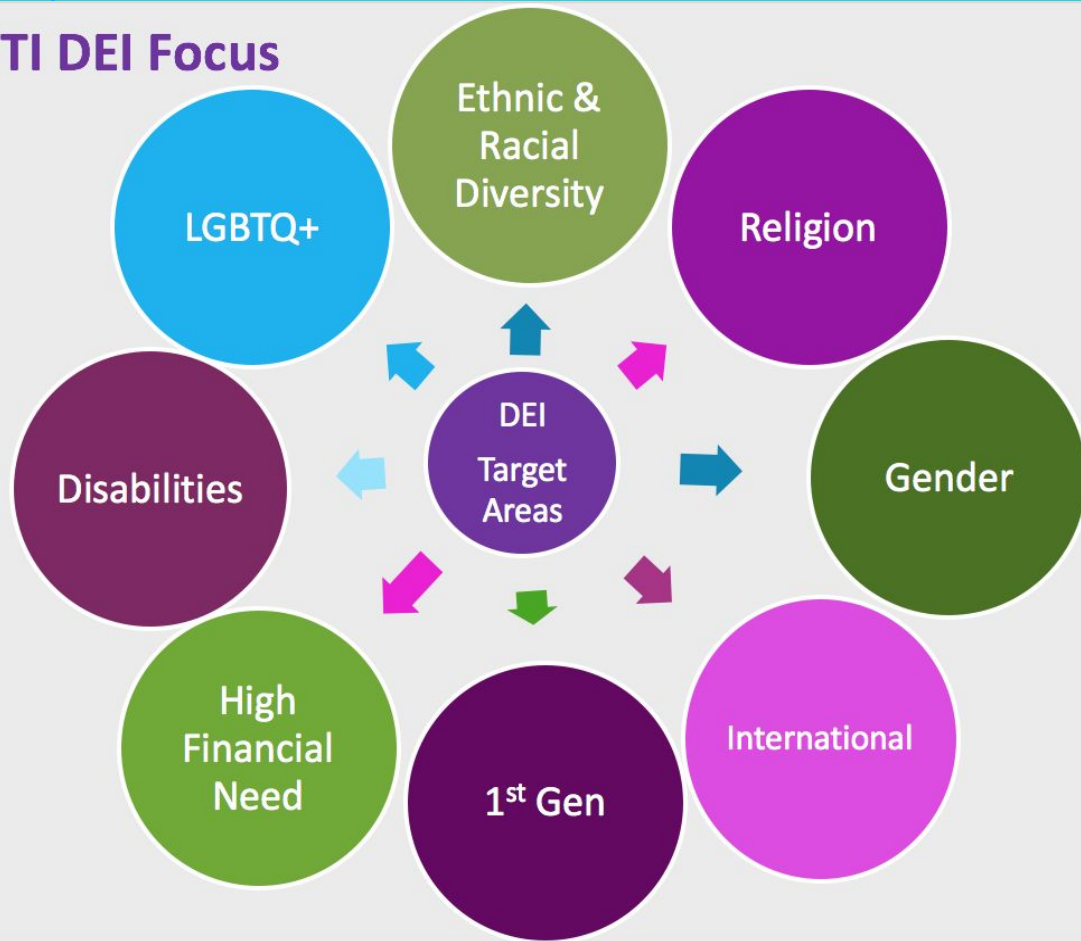
Africans are killed and attacked, protests taking place in Xcountry. We have several African and African American students departing for the same city/country the following day.

Visually impaired student departs without informing us of her deteriorating health condition and cannot perform her internship duties. Health is deteriorating & won't share info.

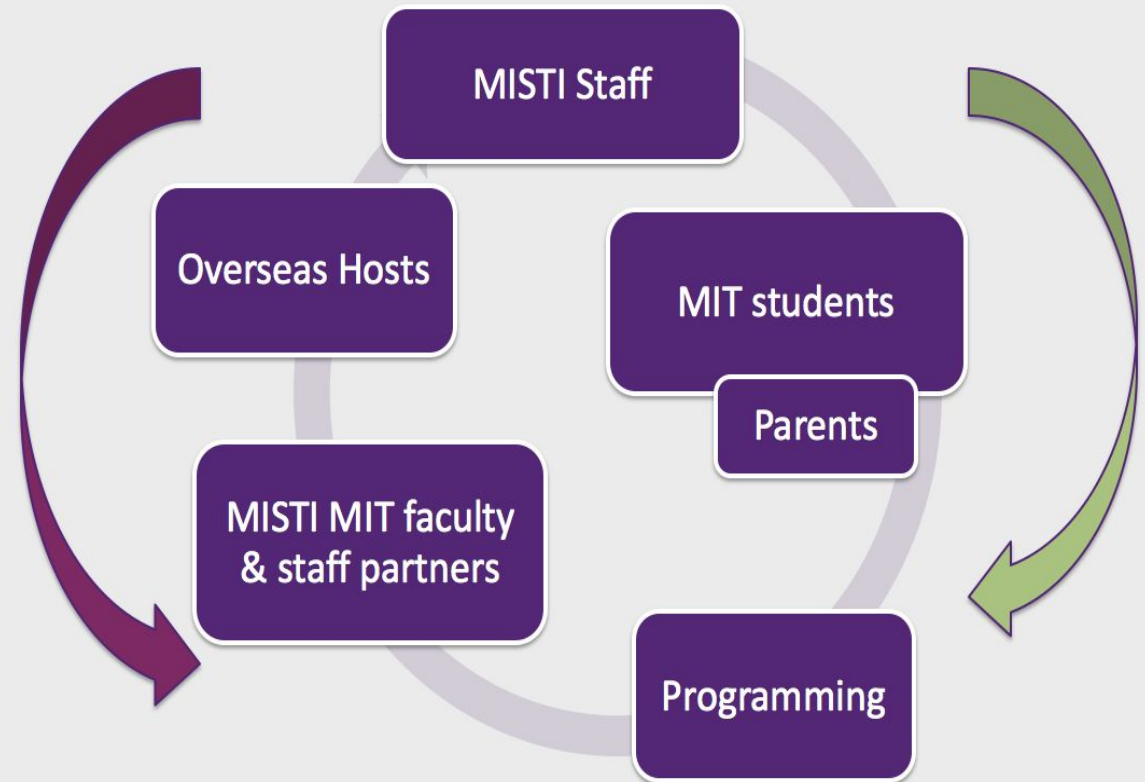
Students cannot afford the vaccinations strongly recommended by CDC for travel to the country.

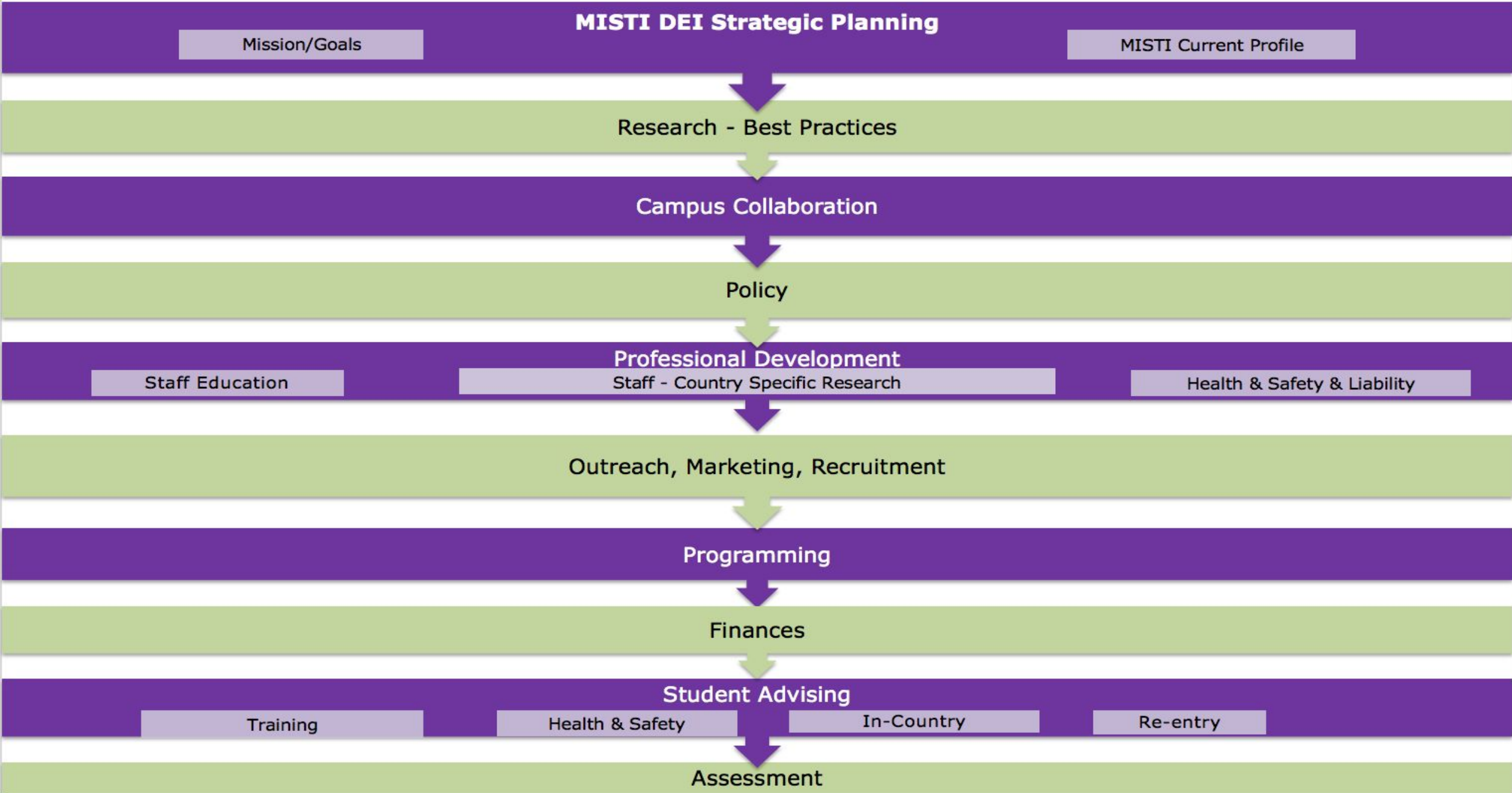
Students want to know if they can be “out” in a country where “homosexuality is illegal” and intern at LGBTQ+ NGO.

MISTI DEI Focus



MISTI DEI Review Areas





DEI Resources & Partners	In-Country	MIT Offices/ Programs	Student Orgs	MIT Centers/ Physical Locations	Research/Best Practices	Outside MIT/Peers/ Associations	Online	Events/ Activities
Ethnic/Racial Diversity								
LGBTQ								
Disability								
Gender Violence/ Harassment								
1 st Gen								
High Financial Need								
Religion								
International								

OUTREACH, RELATIONSHIP & COLLABORATION

VPR

LGBTQ

Peer
Institutions

International
Safety PM

Title IX

National
Associations

ICEO

Multicultural
Programs

OME

S3

Global Ed

PKG

D-Lab

IROP

Action
Learning

ODGE

Accessibility
Office

ISO

Committee
on Race &
Diversity

HR

MIT Medical

First
Generation

Financial
Aid

Registrar

Admissions

Global
Theme Team

International
Coordinating
Comm.

5 schools
DEI staff

Student
Groups

ODGE
Diversity

DCL DEI
staff

Interfaith
Office

DSL DEI
Associate
Dean

Resource
Development

Foundation
Relations

Corporate
Relations

Alumni
Affinity
Groups

Faculty
Directors



BUILDING ALLIANCES & PARTNERSHIPS

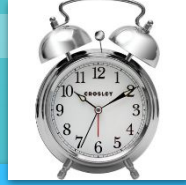


REMOVING BARRIERS & WORKING TOWARD SOLUTIONS



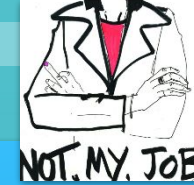
Not An Issue

- Health & Safety
- Risk & Liability
- Student Reports
- Student News
- Institute Expectation
- HR
- Data Results
- Cases at Peer Institutions
- Survey Results
- Student Panels
- Student Blogs



No Time

- Over Meals
- Existing Meetings
- Priority & Required
- Compiled Resources & Content
- Online Modules
- Go to "them"
- Be Willing to Initiate, Manage, & Pilot



Not Our Role

- Case Study Examples
- Other Dept. Staff Meet with Team
- Areas of Expertise to Share
- HR
- Co-Sponsor
- Leverage Exciting Shared Stories
- Co-Branding Media



Different Countries

- Laws differ, MIT policy remains
- Legal Counsel
- Title IX
- Student Conduct
- Intern/Staff Research by Country
- Empower Students Prep to Knowledge
- Risk Assessment

COLLABORATIVE OUTCOMES

- Staff Meeting -Guests
- Outside Speakers
- DEI MIT-wide workshops
- Title IX module
- VPR 2 day training
- Brown Bag Lunches
- Country Risk Assessment Reports

Staff Development

Policy, Procedures, Content

- Health & Safety Guidelines
- DEI Student Prep Slides
- Incident Reporting
- Student Data Collection
- Checkout Checklist
- Country Specific Resources
- Outside Staff/Dept./Contacts for Students/Staff
- Website
- Applications & Housing

- Country Specific DEI Sessions
 - Religion, Gender & Violence, LGBTQ+, Race/Ethnicity, 1st gen, High Fin. Need
- Topic Specific Meals
- Student Panels
- Student Mentors
- IdentityX Blog
- IdentityX Ambassadors
- Pre-Dept. Quiz
- Re-Entry Survey

Students

APPROACHES/STRATEGIES

Engage
Individuals
-Team

Find Allies

Expected &
Accountability

Continual
Messaging

Source Interns

Build Trust

Attend Partner
Events

Marketing &
Co-Branding

Share
Expenses &
Staff

Cultivate
Student Voices

Help with
Your Partner's
Goals

Empower
Resistors via
Ownership

Creating
Online &
Video Content

Generate
Innovation -
Buzz

Validation/
Recognition

Highlight
Partners

Thought
Leaders in
Area/Country

Spread Work
Out

SMART Goals

Willingness to
Work with
Resistance

Open to Mixed
Results

Assess,
Enhance, Pivot

Integrate into
staff job
functions

Onboarding
New Staff

Document,
Track, Report

Adapt, Evolve,
Revisit
Strategic Plan

DARREN'S JOURNEY

Brandeis University, Assistant Director of Study Abroad (6 years)

- Focused on diversity and access to study abroad. Developed scholarship advising further, created identity based programming for pre-departure, underrepresented students study abroad at the same rate.
- Collaborations with identity based student organizations, student accessibility and support, admissions, career services, orientation, Gender & Sexuality Center, Registrar.
- Challenges with accessing Intercultural Center, Counseling, Student Affairs, and Title IX staff.

Bates College, Associate Dean and Director of the Center for Global Education (since January 2019)

- Learning the challenges and successes.
- Looking for the data.



COLLABORATIONS AT BRANDEIS UNIVERSITY

Identity focused programming and resources

- Existing collaborations

Organic Student Interest

- Want to see/hear from others like themselves

Collaborating outside of the institution

Challenges

- Varying priorities
- Student leadership changes
- Student interest in programming
- Staffing issues



COLLABORATIONS AT BRANDEIS UNIVERSITY

LGBTQ+ programming and services

- ▢ Student-lead organization
- ▢ Gender and Sexuality Center

Challenges

- ▢ Varying priorities
- ▢ Student leadership changes
- ▢ Student interest in programming
- ▢ Staffing issues

Successes

- ▢ Year Abroad, Queer Abroad returnee panel, 10 years
- ▢ Interest from other populations



COLLABORATIONS AT BRANDEIS UNIVERSITY

Black and Abroad

- Brandeis Black Student Organization
- Intercultural Center

Challenges

- Varying priorities
- Attendance / timing
- Staffing connections

Successes

- Student lead
- Enlightening for staff and other students
- Continues without prompting



COLLABORATIONS AT BRANDEIS UNIVERSITY

Evolving Title IX program, policy, and staff

Successes

- Collaboration with education specialists and advocates
- Policy creation related to study abroad and Title IX
- Deputy Title IX Coordinator for study abroad

Challenges

- Changing priorities
- Often seen as an on-campus issue
 - “not our job”
- Changing staff

2/10/2019

Sexual Harassment and Assault | Health, Wellness, and Safety | Office of Study Abroad | Brandeis University

Brandeis University

Office of Study Abroad

Sexual Harassment and Assault

Sexual misconduct, including sexual harassment and sexual assault, can happen anywhere in the world. Brandeis University is committed to responding to these issues whether students are studying in Waltham or off-campus.

Study abroad participants are expected to follow Brandeis policies as well those of their study abroad programs and host countries. Violations of these policies may result in sanctions both at Brandeis and at your host institution.

[JUMP TO RESOURCES AND CONTACT INFORMATION](#)

In the event you, or someone you care about, experience relationship or sexual harassment/violence while abroad, you are strongly encouraged to seek the support of your onsite staff or faculty. Seek safety first; then talk to the resident/program director or international student office your program abroad. We also ask that you contact [Darren R. Gallant '08](#), the Assistant Director of Study Abroad, in order to provide you the appropriate support and resources. Darren can work with your program as well as discuss Brandeis resources that are available to you.

The Office of Study Abroad will work with the University's Title IX Coordinator on any instances of sexual misconduct. All reports to the Title IX Coordinator are to ensure that students are safe and supported.

COLLABORATION GOALS AT BATES COLLEGE

Where is the data?

Office of Intercultural Education

Athletics

Faculty



MARY'S JOURNEY

Director, Center for Global Education

M.A. International Higher Education and Intercultural Relations, Lesley University

B.A Int'l Studies in Politics and Policy in the Global Economy, and Latin American, Caribbean and Iberian Studies, with a Certificate in European Studies, University of Wisconsin in Madison

- The Personal: Immigration & International Studies
- The Professional: Meeting of Expectations



SIMMONS UNIVERSITY

Private, Women's Centered Institution

Undergraduate: 2,060

Graduate: 2,873 (co-ed)

- Student Activism in 2015 & 2017 has resulted in creation of new offices and spaces
- Goal: becoming the most inclusive and welcoming academic community in New England by 2022



CENTER FOR GLOBAL EDUCATION INVOLVEMENT

- Re-design of Study Abroad Model
- Collaboration with the following offices on campus:
 - Disability Services
 - Undergraduate Advising
 - Community Engagement
 - Career Services
 - Advancement
 - Multicultural Student Center
- Colleges of The Fenway Programming
- First Year Curriculum Involvement



SIMMONS
Center for Global Education

FIRST YEAR EXPERIENCE COURSE

What worked:

- Being present
- Working into the curriculum
- Sharing across the instructor cohort



MULTICULTURAL CENTER

A work in progress:

- Who is the Center for and how do we engage?
- What is the ultimate goal of collaboration?
- Individual relationships DO matter



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ALIKI'S JOURNEY

Stonehill College, Assistant Director of Study Abroad & DSO

- Compiled first identity-based resource site for students. Developed identity-based conversation topics for pre-departure and re-entry.
- Introduced cultural competence interview screening and training for Peer Advisors & “functional areas” of their positions
- Collaborations with Student Affairs i.e. Residence Life, Intercultural Affairs, Student Accessibility Services, and Student Engagement; Career Services; Registrar; student academic clubs and organizations.
- Active Student Affairs partner/contributor i.e. Bystander Education, SHARE, BASICS, Student Conduct Board, Int'l Student Experience Task Force.



John Cabot University in Rome, Italy (2005-2010)

- Student Activities & Orientation Associate
- Housing & Residential Life Associate
- Chief Student Conduct Officer
- Health and Safety Management

Grassroots organizing to mobilize people with common interests, goals, and beliefs in order to support the College's mission and impact its operation.

STONEHILL – FAST FACTS

Stonehill College is a small, private, four-year baccalaureate institution founded in the Catholic tradition of the Holy Cross

**Enrollment: Approx.
2,500**

12:1 student faculty ratio

81% of students on study abroad program choose a European destination

93% residential

32%-40% of each class spends at least one semester abroad

84% of student population identifies as “white, non-Hispanic” i.e. we are a PWI

51% students engage in int’l experience

<10% ALANA student participation

1% Int’l Student population



“For me, the question is: How are we going to optimize experiences for all of our students in ways that get back to this notion of social justice?”

Brenda J. Allen, Vice Chancellor, University of Colorado-Denver
Panelist, NAFSA 2017 Symposium on Leadership

COLLABORATIONS AT STONEHILL COLLEGE

Challenges

- Euro-centricity
- Ethnocentricity
- Complexity of providing identity-based panels
- Varying priorities
- Staffing issues

COLLABORATIONS AT STONEHILL COLLEGE CONT.

Residence Life

- ▣ Resident Assistant Training – social identity theory and cultural lenses

Student Engagement Office

- ▣ First Year Experience - Int'l Student Cohort
- ▣ Student Leadership Conference
- ▣ Anchors Leadership Certificate Program - Phase 2 Design

Interpersonal, Inter-Office Alliances

Career Development Center (CDC) & Intercultural Affairs (IA)

- ▣ *First Destinations* – Cultural Competency & Employment
- ▣ Think. Act. Lead. Conference

Student-led organizations

- ▣ InterACT
- ▣ International Business Association

CASE STUDY – FIRST DESTINATIONS COURSE

Offices Involved

- Career Development Center (CDC)
- Intercultural Affairs (IA)
- International Programs (OIP)

What Makes it a Win-win?

National Association of Colleges and Employers (NACE) Career Competencies

Global/Intercultural Fluency:

“Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.”

- Statistics on the documented success of culturally diverse and inclusive teams.

Why That Collaboration Matters

IA - Challenges of operating at a PWI

- The identities the office predominantly serves becomes reflective of who traditionally chooses to engage in the offered educational programming.
- The significance of allies and multiple sources of the same message.

CDC - Employability is relevant to all students

- Normalizes why students should engage in topics of diversity and inclusion in the workplace.

OIP – Meaningful reflection and conversations

- How being civically engaged honors their skills and personal/professional growth abroad.
- Easier to show the influence of U.S. cultural narratives and how that is reflective of the equity and inclusion issues in their respective fields.
- We are a well-utilized office.

SUCCESSIONS & NEXT STEPS

Successes

“Prior to this talk, I always thought about culture in an international sense . . . I will be able to implement this going forward as I look to become more courageous and connected leader.”

“Cultural competence is something that I have thought about before, but hadn't so actively wrestled with or applied it to myself mentally until today.”

“It was really interesting to hear your perspective as Assistant Director of International Programs.”

“I always thought about culture in an international sense, but now I know that every single person at Stonehill carries their own culture and biases into the workplace.”

“I particularly thought the data you presented at the end of class was super important as it really drove home what you and Patrick were trying to accomplish with us all. It validated all of the information you two presented to us as it provided real world examples of how being Culturally Competent positively affects the work place.”

Next Steps

Curricular changes to the course to make it more hands-on and industry-specific.

Continuing the conversation by creating a spin-off course that delves more deeply into the topic.

FINAL THOUGHTS

- BE VISIBLE/ VOLUNTEER/ PARTICIPATE
- FIND ALLIES
- BUILD TRUST
- FORM STRONG INTERPERSONAL RELATIONSHIPS
- MAINTAIN OPENNESS TO TRYING NEW THINGS

LET'S TAKE A DEEPER DIVE

Exploring some of the barriers and questions behind your work

Step 1: Break up into 4 groups

Step 2: Let's Discuss

Step 3: Let's Debrief

DISCUSSION QUESTIONS

1. What type of impact, change, or culture shift are you hoping for?
2. What populations are you trying to reach? Which populations do you want to better serve?
3. What collaborations might help you achieve your goals and reach the population you wish to serve?
4. What are your barriers to developing these collaborations? Let's brainstorm solutions!

Follow this link to see [participants answers](#).

QUESTIONS & CLOSING

