

# Preparing Faculty for Inclusive Teaching and Diversity Abroad

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Wait, this looks familiar!

Experience with College Access & Success Programs



## Considerations

- Motivation
- Information
- Relationship
- Coaching
- Money/ Resources
- Family Engagement
- Transitions
- Systems
- Staff Selection
- Staff Training

# Colorado State University Student Affairs in Higher Education Masters Program International Field Experience

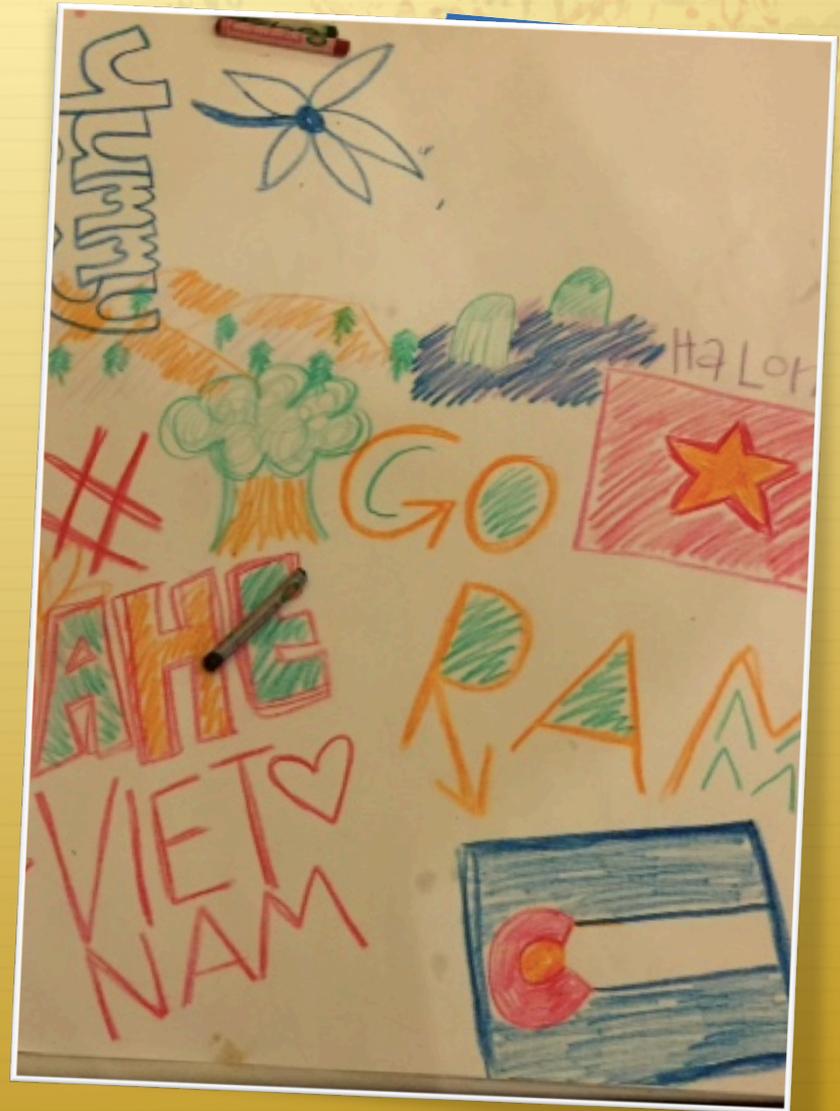
Led by two program faculty members

12-14 days in January: Canada, Qatar,  
China, Morocco, Viet Nam

Global Perspectives 2-credit Course in the  
Fall

Syllabus includes sections on: Geopolitics  
& History; Student Services across the  
world; guest speakers to cover politics,  
social acceptance & mores, religion

Health & Safety briefing, mutual learning;  
check ins; pre-trip, in-country, and post-trip  
reflections; logistics (concerns about travel,  
safety, group dynamics, affordability,  
privilege, language)



# Todos Santos Center Baja California Sur, Mexico





# Faculty Selection & Preparation

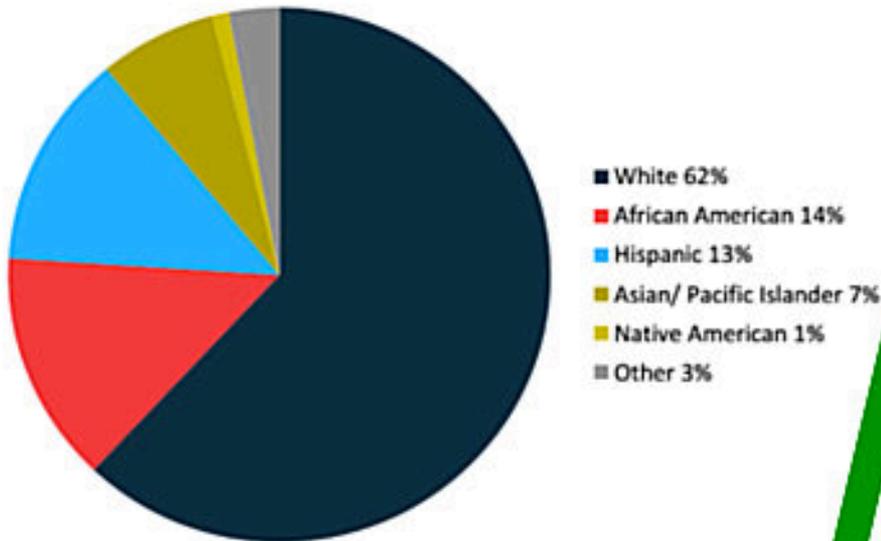
Experience in International Travel or Education Abroad  
Education in International Studies or similar discipline  
What does the Institution have in place already?

- Office of International Programs
- Health Center Briefings

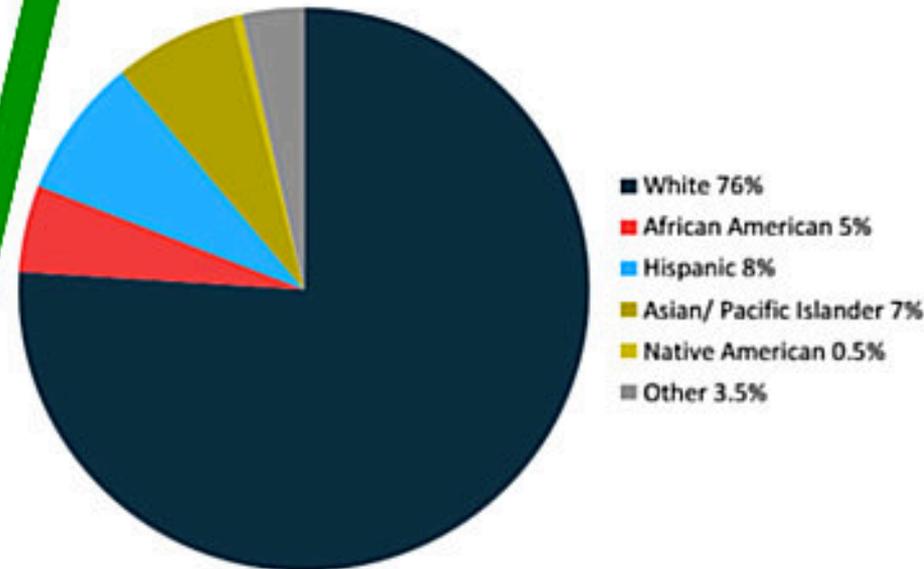
# Faculty Preparation for Working with Under Represented Students (of Color)

- ✦ Students of color have traditionally been underrepresented in study abroad
- ✦ In order to prepare faculty for inclusive teaching abroad – need to understand what are key issues students are facing – especially for domestic students of color

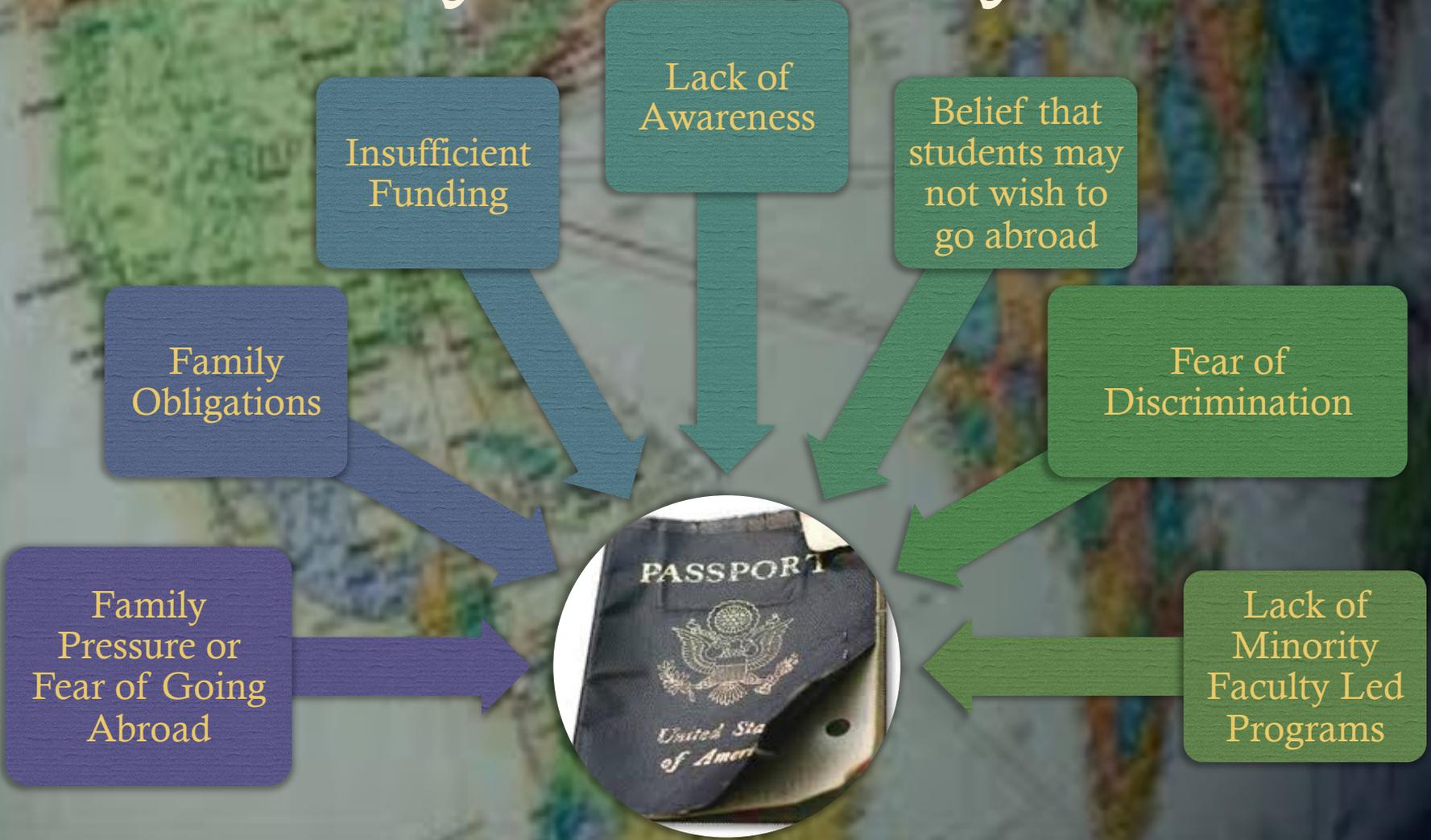
20 Million U.S. Students



U.S. Study Abroad Students



# Some Reasons Students Of Color May Not Study Abroad



# Kenyon College

Kenyon is a small, liberal arts school in Midwest Ohio (N=1,650)

Over a fifth incoming students are domestic students of color (22%).

Close to 10% are first generation.

Kenyon consistently ranked as top producer of Fulbright winners  
Recently named a Peace Corp Prep School

About half of every junior class studies off campus, spending either a semester or a full year away.

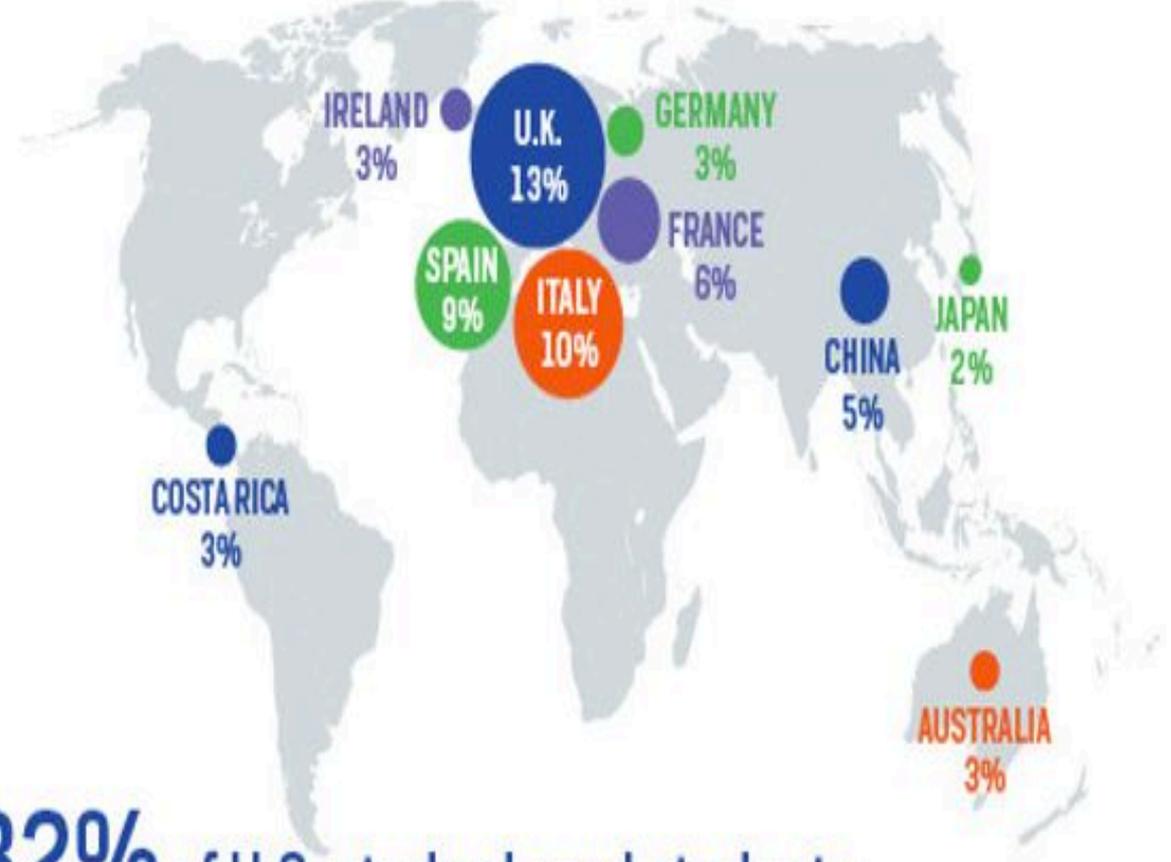
*All photos taken by me. Permissions obtained when necessary.*

Kenyon in Rome was one of a handful of faculty led programs



1. Difficulties with sustainability of program
2. Difficulties with participant recruitment

## TOP TEN DESTINATIONS FOR U.S. STUDY ABROAD STUDENTS



**32%** of U.S. study abroad students are hosted by the United Kingdom, Italy, and Spain.

Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Online at: [www.iie.org/opendoors](http://www.iie.org/opendoors)

opendoors®

KENYON IN ROME (2012)



# Goals of Program

1. Rigorous Course Context
2. Increase cultural understanding
3. Opportunity for service learning

PAR AVION

## Kenyon in Rome (2012)

One of the Most Diverse Group  
to Go Abroad

One of the Few Minority Faculty  
Led Program



*Permission obtained to use photos*

# Emphasis on Sandwich Model

Colorblindness is Not The Answer

## Feedback Sandwich

Preparatory Work  
Before Departure

Training &  
Check in During

Debriefing  
& Follow through

BEFORE:

- Met with each student individually to ascertain concerns and fears
- Proactively discuss issues of race, gender and class in studying abroad (micro/macro aggressions: Sue et al 2010)
- Approach issues with compassion and care rather than skepticism
- Not to ignore, minimize or dismiss concerns
- Discuss ways of coping
- Collaborated with Kenyon Counseling Services
- Goal - Create a tailored program



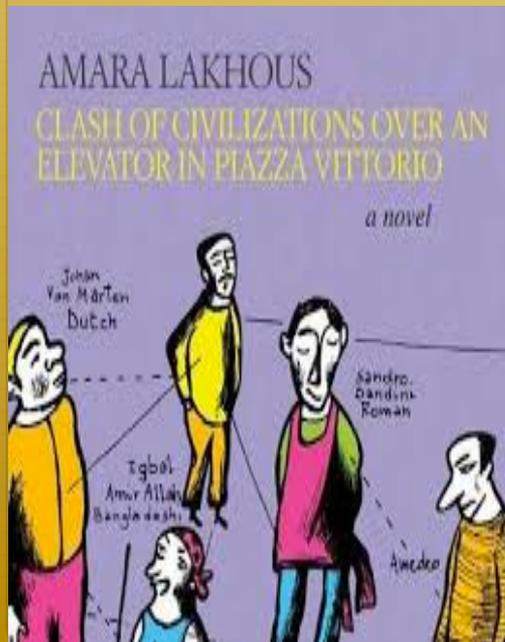
Source: IMap

# Make Course Relevant

- **Readings.** Visit and lecture by noted author Amara Lakhou of *Clash of Civilizations Over An Elevator in Piazza Vittorio*.
- **Visits.** Site visit to the ethnic market of Piazza Vittorio with Italian photographer Stefano Romano.
- **Movies** Viewing of the documentary *Licu's Holiday* and surprise visit made by lead character in the movie.
- **Movies.** Viewing of documentary *Italy: Love it Or Leave it* with an opportunity afterwards to meet the filmmakers.



PAR AVION



# Make Course Relevant

- Site visit to Circolo di Cultura Omosessuale Mario Mieli
- Art in the Street – Political Posters & Graffiti Street walk Tour





## Emphasis on Group Bounding

Importance of being available but  
not intrusive  
Fostering trust

...Yet, still had issues of  
scapegoating (within group  
discrimination) and bullying

# Emphasis on Sandwich Model

Colorblindness is Not The Answer

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## ✦ AFTER

- ✦ Follow up with students and course work
- ✦ Encourage to continue Italian

## ✦ Outcomes

- ✦ Two students continued Italian afterwards
- ✦ One finalist for the Davis Peace Prize
- ✦ One student continued to visit Italy afterwards
- ✦ 1 Academic Expulsion

*I was able to explore my sexuality in a positive outlet and understand issues of sexual orientation and ethnicity of out the context of Kenyon and also on a cross cultural scale.*

*Rome taught me a lot about myself and what I was capable of. I enjoyed studying with Kenyon students because in many ways it prompted me to branch out more and get to know Italians. I feel like students in other abroad programs have to work to know the Americans in their program first and then they can branch out since I knew the Kenyon people I had a friend network that came with me.*

I also enjoyed the community service that we did because it gave me the chance to practice my Italian and to meet people from other countries and to see a part of the Italian culture that I otherwise would not have seen. Though it was negative to see so much racism in the soup kitchen, it helped me form a more complete picture of the people in my host country and their ideas about other cultures

*Negatively and positively. Negative in the sense that as a woman in Italy I was subjected to a lot of derogatory remarks and actions.*

*Positively in the sense that my racial ambiguity helped me blend in. People automatically assumed that I was Italian (though I am not) and I was harassed less than the other girls in my program and I was able to make friends more easily. Blending in was a nice experience for me since I'm not really used to it.*

✦ *Italians are extremely racist / sexist, while it was upsetting it was also educating.*

# Best Practices



- ✦ Be PROACTIVE and anticipate issues and talk before, during and after
- ✦ Create inclusive course syllabus
- ✦ Creation of Field Experience Guidebook
- ✦ Don't call it training- conversations, roundtables, briefings
- ✦ Two is better than one (much better!)
- ✦ Use of the buddy/ally system for students for safety
- ✦ Pay attention to within group dynamics
- ✦ Collection of critical incidents
- ✦ Report all things big or small; as parents will hear about it
- ✦ Alcohol; counseling; student discipline (don't have to know it deeply, just broadly)
- ✦ Collaboration with college mental health services and on site services



International experiences: when tied  
to academic curriculum =  
transformative learning experiences!

(Mapp, 2012)



# Scenario 1

A faculty member, Henry, leads a group of 16 undergraduates in a 3-week field experience in a small town in Mexico. As an assistant professor, this is Henry's first time leading a group, and is quite overwhelmed with the responsibility of teaching course content. What makes this particularly challenging for Henry is the number of distractions, including group dynamics that he is not trained to address. Some students are complaining about lack of good coffee shops and want more free time to hang out in the town. Other students, who are more academically inclined, resent the lack of seriousness and focus from the unappreciative and dissatisfied students. On the second week, one of the students becomes gravely ill and requires medical attention at a hospital, which is an hour away. The onsite facility is staffed by local workers hired for maintenance and janitorial work. The university can send someone from the International Programs or Dean of Students staff, but will take at least 24 hours to arrive.

What is Henry to do?

# Scenario 2

You are a faculty member who has been chosen to lead a semester long program in the Dominican Republic. You have led other cohort of students before on various study abroad excursions and feel relatively comfortable with these experiences. However, this year, your cohort seems to be having more problems getting along than other groups have in previous years. Minor arguments have arisen and you suspect some tension between two students may be contributing to these issues. These two students, one Latina (Sandra) and another Black female (Alicia), were once best friends in the United States but in the Dominican Republic their friendship appears to have been tested.

One evening, during one of your group dinners, Alicia suddenly gets up from the table and runs out of the restaurant crying. You are unaware of any specific trigger for this behavior. Everyone at the table is stunned by this behavior but, after a brief awkward silence, some students begin to laugh. When you decide to go follow up on the student, Sandra tries to stop you and says “*Don’t bother, she’s just being a drama queen*”. The other students now look at you.

What do you do? Do you leave the table and go to Alicia? Do you address Sandra’s comments? Do you bring Alicia back to the table to join the others? How do you address what occurred?

# Presenters

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