



diversityabroad

Being Brave: Empowering Program Directors to Engage in Courageous Conversations

FACULTY DEVELOPMENT SHORT COURSE SERIES

Introduction

Welcome to *Diversity Abroad's Faculty Development Short Course Series*. These 40-minute e-learning opportunities are designed to equip program leaders with insights and practical tools to lead inclusive programs abroad and to support and advance inclusive excellence in global education.

Short courses are facilitated by experts in the field of diversity, inclusion, international education, education abroad, teaching and learning, and faculty development. Each course includes a resource sheet of links and further information. For more information, please visit: www.diversityabroad.org/shortcourses.

Instructor's Biography & Profile



Malaika Marable Serrano

Associate Vice President, Strategic Partnerships
International Studies Abroad (ISA)

For over fifteen years, Malaika has been engaged with international education in a variety of capacities - education abroad advising, teaching, living-learning communities, NAFSA, Department of State grant administration, non-profit and private sectors.

Significant international experiences include study abroad in Australia and Brazil, teaching English in Venezuela, leading study abroad programs to the Dominican Republic, and teaching Global Leadership in Colombia. Her B.A. in Sociology is from the University of Southern California and her M.A. in Higher Education is from the University of Maryland, College Park.

Intended Learning Outcomes

- Revisit the “4 F’s” - Faculty, Finances, Family, and Fear
- Understand the value of and how to create brave spaces for education abroad
- Explore how social identities influence and shape education abroad experiences
- Demonstrate how program directors can create brave space and engage in courageous conversations throughout the education abroad program lifecycle

My Story

Study Abroad in Salvador da Bahia, Brazil



Photo Credit: Serrano

BLACK

"MORENA"

Race Socially Constructed in Brazil



Photo Credit: pixaby.com

On Being Brave

“Only when we are brave enough to explore the darkness
will we discover the infinite power of our light.”
— Brené Brown

Underrepresentation in Education Abroad Definitions



Photo Credit: pixaby.com

The “4Fs” and Beyond

Fear
Faculty
Family
Finances



Photo Credit: pixaby.com

Family, Fear, Finances



DREAM BIG
&
MAKE IT HAPPEN

Photo Credit: pixaby.com

Faculty



Photo Credit: pixaby.com

**Empowering
Program Directors
to Engage in
Courageous
Conversations**

Who Are Program Directors in Education Abroad?

Not a homogenous group.

Program directors should engage students as whole beings (head, heart, and hands) and across their various ways of learning and being in the world, and they must do so more or less at all hours of the day (before, during, and after the on-site experience).

They may include tenure-track, nontenured, and adjunct faculty, and also advanced doctoral students and other academic or nonacademic staff.



Steglitz, I., Roy, P., & Akulli, A.N. (2016). Preparing program directors for short-term programs abroad. In Spaeth, C. & Chieffo, L. (eds). NAFSA's Guide to Successful Short-Term Programs Abroad (3rd ed.). Washington, DC: NASFA Association of International Educators.

Creating Brave Spaces

Why Strive for Bravery? Let's see what Program Directors said...



Brave Spaces →

Faculty-Led Education Abroad Programs

1. Controversy with civility
2. Own your intentions and your impact
3. Challenge by choice
4. Respect
5. No attacks



Sample Institutional Definition of Brave Space

A community space where **different points of view on a journey** of learning and growing are supported and engaged. Community members engage in **critical dialogue through conscious questioning and active listening**. While all are expected to make their best effort to be respectful, there is an understanding that someone may say something that results in unintentional offense and hurt feelings for those around.

- University of Maryland, Baltimore County



Creating Brave Spaces in Practice: Cross-Cultural Contexts



Photo Credit: pixaby.com

Social Identities and Implications for Education Abroad

What are Social Identities?




Photo Credit: pixaby.com

Exercise: Unpacking Our Own Identities

Download the Word Document worksheet from the course page



1. Circle the 5 identities you think about most often
2. Place a  checkmark next to the identities that you think about least often
3. Next, imagine that you are in another country. Does this list look the same, or are there identities that become more prevalent? Conversely, are there identities that you are likely to think of less frequently?

What Race/Ethnicity Am I? - The Program Director



African American

BLACK

Indio

Morena

Latina

Negra

Mulata

Coloured

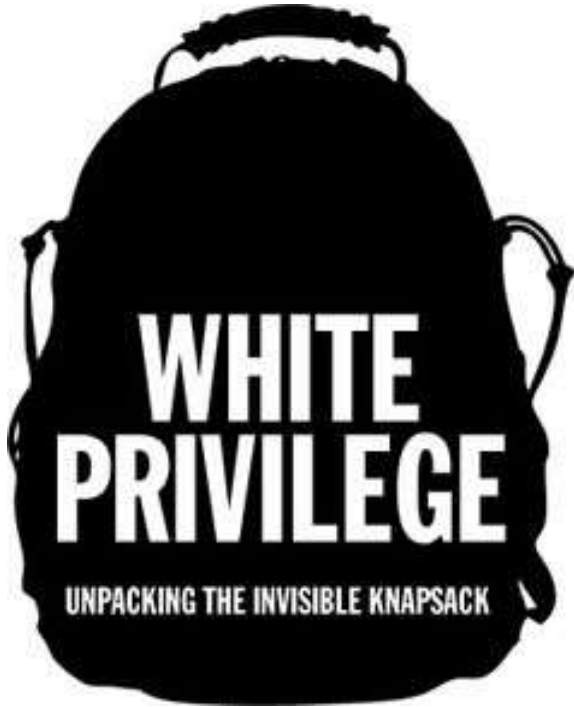
Half-Caste

Trigueña

Applying Social Identities to Education Abroad - The Student

- An African-American student suddenly becomes “Coloured” in South Africa
- A Latinx student studying in Peru is identified primarily as “American”
- A White student becomes aware of his racial identity for the first time in Thailand
- An able-bodied student understands her privilege in rural India as she aids a classmate in a wheelchair
- A closeted queer student finds a safe space in Amsterdam to express their sexuality
- A Muslim-Black/American student finds refuge in Ethiopia

White Students in Historically Underrepresented Destinations



“...After all, acknowledging unfairness then calls decent people forth to correct those injustices. And since most persons are at their core, decent folks, the need to ignore evidence of injustice is powerful: To do otherwise would force whites to either push for change (which they could perceive as against their interests) or live consciously as hypocrites who speak of freedom and opportunity but perpetuate a system of inequality. The irony of American history is the tendency of good white Americans to presume racial innocence. **Ignorance of how we are shaped racially is the first sign of privilege.** In other words. It is a privilege to ignore the consequences of race in America.” — Tim Wise

Embodying & Practicing Courageous Conversations

Sample 1: Who Am I? (Tatum, 2010)

- What messages does society reflect back to you about your identities?
- What about the identities of those who are different from you?
- Do you agree that identity is located “in the core of the individual” and “also in the core of his communal culture?”
- Why is it important to examine dominant identities?

REFLECTION ACTIVITY



Sample 2: Danger of a Single Story (Adichie, 2009)



- What is the single story you've created about your host country and/or population?
- Give an example of a time when someone had a single story about you or your family. How did that make you feel? How did you respond?
- Adichie proposes that the problem with stereotypes is not that they are untrue, but that they are incomplete. They promote the single story.

Creating Communities of Practice



Photo Credit: pixaby.com

Considerations for Engaging Stakeholders in Courageous Conversations

Stakeholders and Additional Resources

- Service-learning
- Intergroup Dialogues
- Student Affairs
- Diversity and Inclusion Office
- Multicultural Office
- TRiO Programs
- Intercultural Communications
- Education Abroad Providers



Photo Credit: pixabay.com

Action Steps

- Learn about, understand, unpack, and make meaning of your **social identities**
- Own your **intentions** and design education abroad program to include **reflection** on social identities
- Cultivate a brave space where students can share and **engage deeply and authentically**
- Challenge yourself and your students to **lean into the discomfort**
- Respect your students **boundaries**
- Create an environment that allows students to ask critical questions and **actively listen**
- Leverage campus and community **resources**

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THANK YOU!