



diversityabroad

MANAGING UP AND DOWN TO ADVANCE DIVERSITY
& INCLUSION IN INTERNATIONAL EDUCATION

5th Annual Diversity Abroad
Conference

March 19-22, 2017, Minneapolis, MN

March 22, 2017: 8:15 to 9:30

Presenters

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 - Director, Office of Studies Abroad
 - University of Portland
- **Soraya Jadoo-Campbell, MA**
 - Assistant Director/Regional Manager, Global Education Office for Undergraduates
 - Duke University
- **Cori Filson, MA**
 - Director, Office of Off-Campus Study and Exchanges
 - Skidmore College
- **Evie M. Myers, J.D.**
 - Special Assistant to the President for Internal Affairs and International Initiatives
 - Prairie View A&M University

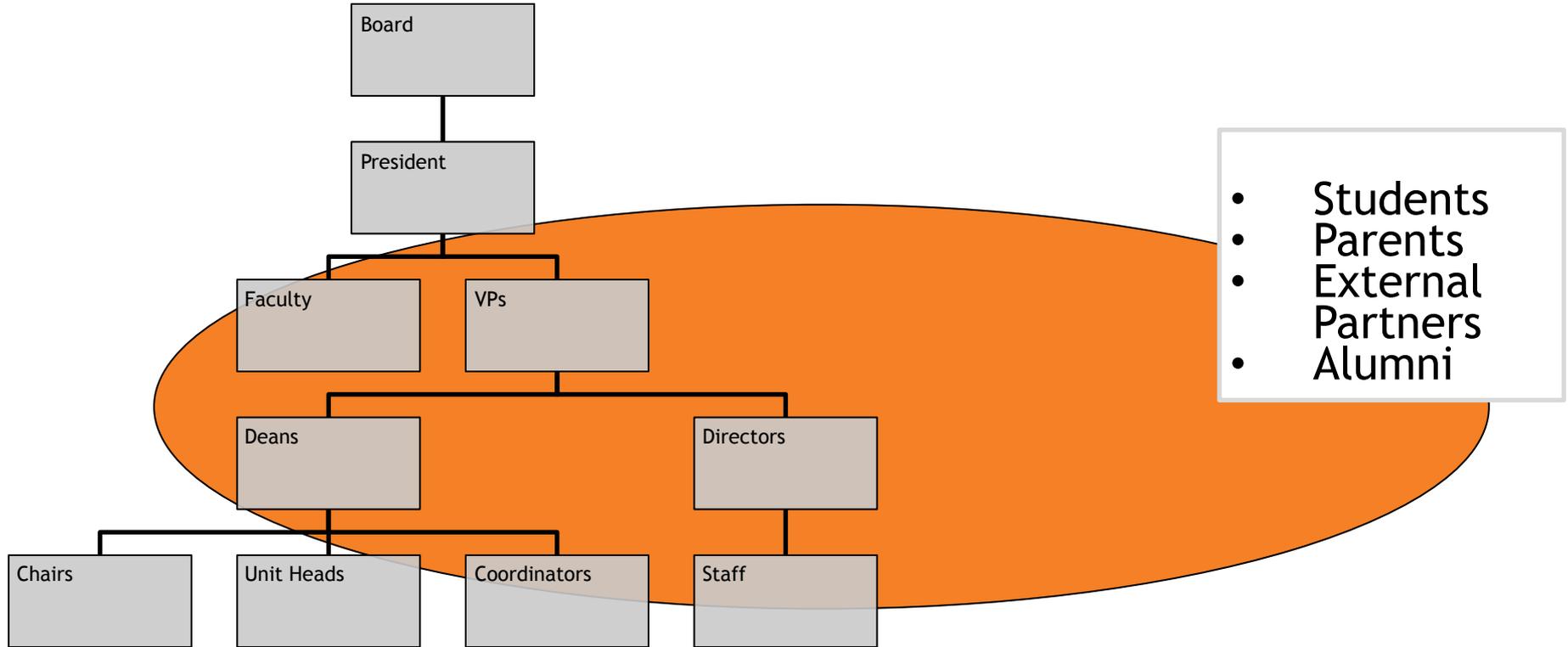
Session objectives

- To introduce the idea of “leading from the middle”
- To offer participants an opportunity to reflect on their own positions within their institutions
- To provide contextual examples of leadership from the middle from different institutions
- To provide a few tangible take-aways on how best to lead from the middle



WHAT IS LEADING FROM THE MIDDLE?

Where is the middle?



What can we do from the middle

- Map your terrain
 - Understand the environmental, structural, interpersonal, and cultural elements of your institution
- Align strategy and execution
 - Value the doing as much as the planning, and create roadmaps with challenges and opportunities
- Pay attention to politics
 - Recognize the “all politics is personal” mantra and get to know what people want, where there are contested spaces, and how to build powerful affinity groups in positions of power. Recognize when risk is necessary.
- Recognize your own leadership potential and sphere of influence.
 - There is a difference between leadership and authority. Everyone can display influence over those around them.

Sphere of influence



“Asking people to reflect on their spheres of influence is a really powerful way to counter the discouragement people naturally feel when they look at a really big problem like racism in our society. Even the most junior teachers can affect what goes on in their classrooms...”

Beverly Daniel Tatum, 2004

Pair and share activity

- What is your sphere of influence within your institution and what is one thing you could do when you return to influence inclusive excellence at your organization?
- Take 2.5 minutes each to discuss with the person sitting next to you.

CONTEXT SPECIFIC EXAMPLES

Context

Our office received reports from an Assistant Dean that some African-American students on our program in Spain had experienced a high level of racism in-country and were recommending that other Black/African-American students not study in Spain

- Racism experienced not only from random people in-country, but even from host-families assigned by the program
- Felt that resident staff was slow to address the housing issue as coming from a place of racism
- As a result, students felt isolated and did not reach out to our office for support
- Through word of mouth, students encouraged other students not to study in Spain

Map the terrain

- Meet with students to assess the problem/involve strategic partners on campus to assist
- Program staff in Madrid/Dealing with cultural differences between Spain and US
- Liaise with Academic Directors, advising staff, and higher-level Deans/Directors to help frame the problem and seek input on how to assist students in navigating this issue

Sphere of influence

- Know what our sphere of influence is in this context
 - Cannot control the experience a student has abroad
 - Can control the information that is given to them and the level of support they receive (before, during, and after)



Where's the money?

■ Goals

- Easy access to study abroad for all students regardless of socio-economic background.
- Reduction of additional stressors financial burdens can bring.
- Widespread support of all students regarding financial need.

Where's the money?

■ Barriers

- Students' inability to cover upfront costs during preparation period.
- Misinformation about existing financial policies.
- Outdated financial policies.

Where's the money?

■ Solution

- Assessment of current policies and determination of actionable issues.
- Development of new policies to address actionable issues and analysis of potential financial impact.
- Discussion with relevant deans and departments to gain buy-in.
- Development of strategy for educating students and relevant departments of new policies.

Where's the money?

■ Policies

- Flights - OCSE “pre-pays” flights for OP and Hi-Fi students for ALL off-campus study programs. This is a loan that is repaid when aid is released.
- Promissory notes - Students who are cleared by Fin Aid can sign promissory notes to defer the \$500 deposit. (Typically students who have a family contribution of less than \$10,000.)
- Waive deposit - OCSE waives the program deposit for OP and Hi-Fi students on all programs.
- Waive application fee - OCSE waives the application fee for students that Fin Aid indicates are eligible.
- Visa assistance - OCSE pays for visas for OP and Hi Fi students; this is a loan that is repaid when aid is released.
- On-site travel courses - ALL students can petition to have the costs of a travel course covered by OCSE. The course must be tied to the student’s major or minor or be linked to a previously established academic interest.

SKIDMORE
COLLEGE

Where's the money?

■ Sphere of Influence

- Immediate (staff) -outline issues and solutions and benefits to them in long run, give directives only if necessary (and not as starting point).
- Secondary (peers, other directors) - educate about reality, influence using data, provide proposal for solution based on minimum impact to them.
- Tertiary (deans) - present solutions and plan preferably once others are on board; present plans if others are not on board and focus on benefits to dean's particular agenda or area.

Perspectives from PWI and HBCU

- Issue: How do we increase the number of students of color studying abroad
- My Background
 - PWI
 - HBCU
 - Experiences at the PWI
 - Map your terrain
 - Talked to staff and students and asked why aren't they/you studying abroad
 - Align strategy and execution
 - Brought in Diversity Abroad and IES expert to talk to faculty, staff, administrators and students



Perspectives from PWI and HBCU

- Pay attention to politics
 - Empowered groups to make it their responsibility to encourage SOC to study abroad
- Recognize your own leadership potential and sphere of influence.
 - As the leader, worked with Directors and staff to brainstorm ways to increase numbers
 - Reviewed marketing materials as a group
 - Set up office hours to go to the students, set up meetings with student groups
- Experiences at the HBCU
 - Map your terrain
 - Talked to staff and students and asked why aren't they/you studying abroad
 - Align strategy and execution
 - Understand the culture and set up Education Abroad Faculty Ambassadors



Perspectives from PWI and HBCU

- Pay attention to politics
 - Met with Administration and the International minded faculty and set up a program
- Recognize your own leadership potential and sphere of influence.
 - As the leader, worked with Director and staff to brainstorm ways to increase numbers
 - Created marketing materials to announce the inaugural Education Faculty Abroad Ambassadors
 - Hired staff to work with faculty and students to assist in the process



WHAT'S NEXT?

Now what?

Given what you've heard today, what can you do next to manage change from your place in your own institution?

- **Map your terrain**
 - What are the environmental, structural, interpersonal, and cultural elements of your institution that could hinder or support your next steps?
- **Align strategy and execution**
 - What is your plan to move forward with your goals, and how will you execute?
- **Pay attention to politics**
 - Who are your allies in this work, and what are the political landmines at your institution?
- **Recognize your own leadership potential and sphere of influence.**
 - What are your strengths and core values, who can you influence directly with your good work?

Make yourself a note

- Take a moment to write down one thing that you can do next (use your cell phone or pen/paper)

Q&A

Readings

- Bess, James L. and Dee, Jay R. (2008) *Understanding College and University Organization: Theories for Effective Policy and Practice*.
- Eddy, Pamela, Mitchell, Regina Garza, & Marilyn Amey (2016) Leading from the Middle. The Chronicle of Higher Education. <www.chronicle.com/article/Leading-From-the-Middle/>
- Hrebiniak, Lawrence G. (2005) *Making Strategy Work. Leading Effective Execution and Change*.
- King, Dan. (2009) “Politics for Deans” Inside Higher Education <http://www.insidehighered.com/advice/2009/08/28/king>
- Sparks, Dennis (2004). “How to have conversations about race. Interview with Beverly Daniel Tatum” Fall 2004, Vol. 25, No. 4. Learningforward.org



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I THANK YOU!