GLOBAL INCLUSION
REGIONAL SUMMIT

Shifting White Paradigms:

Strategies for Success in Addressing Internal Bias in Study Abroad Programming

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diversityabroad

Cultural Introductions:

Dr. Siri Brown
Global Academics

Tarah Fleming, M.A.
Start Dialog

Dr. Stanback Stroud
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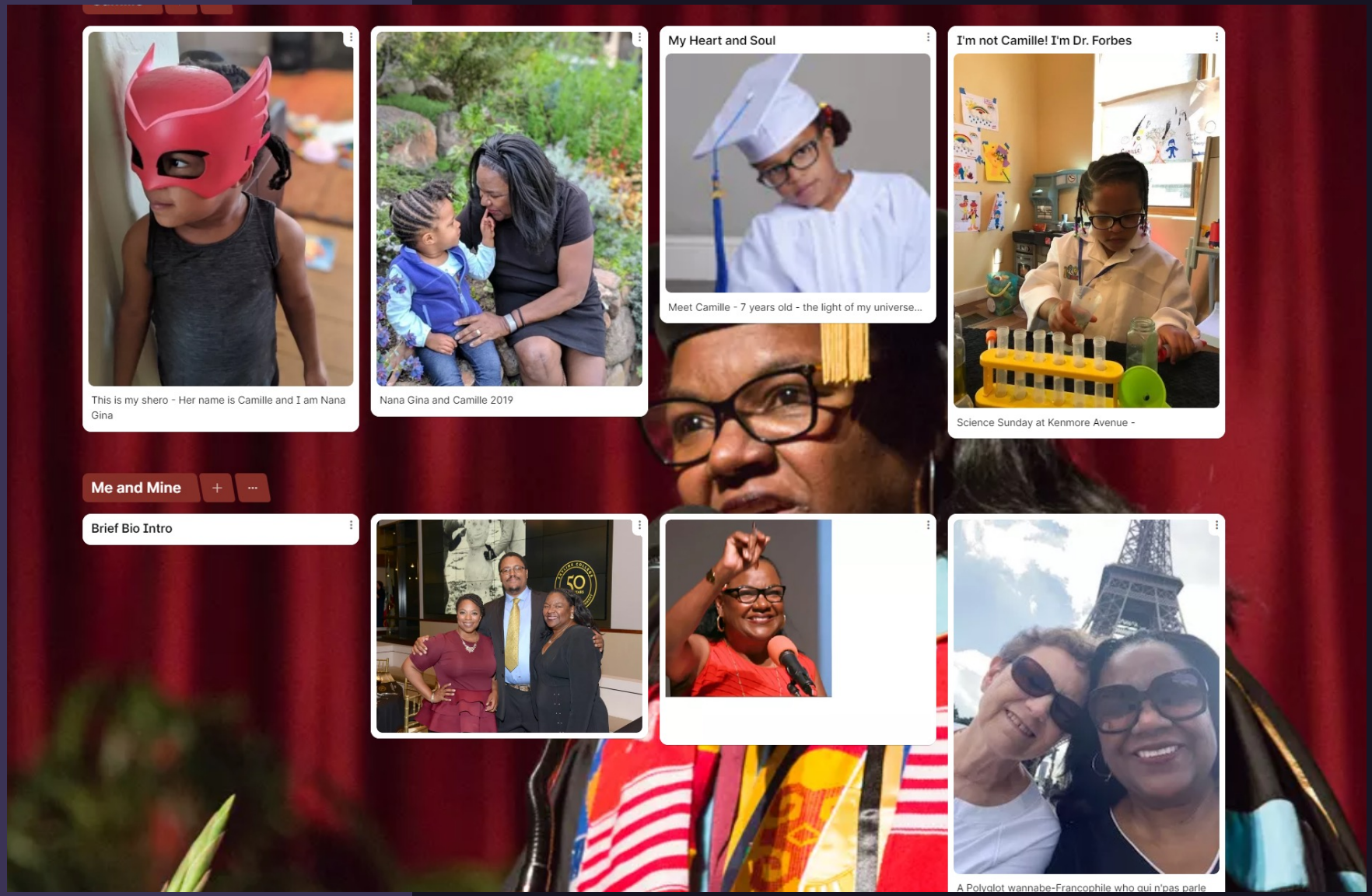
Dr. Siri Brown

Tarah Fleming M.Ed, PCC


This is my shero - Her name is Camille and I am Nana Gina
Nana Gina and Camille 2019
My Heart and Soul
Meet Camille - 7 years old - the light of my universe...
I'm not Camille! I'm Dr. Forbes
Science Sunday at Kenmore Avenue -
Me and Mine
Brief Bio Intro
A Polyglot wannabe-Francophile who qui n'pas parle

How do you racially identify?

Waiting for responses ...

Racial Identity Think – Pair - Share

- How do you racially identify?
- When did you know you were the race you are?
- What privileges has your race afforded you?
- How has race affected your life?

Why do you think there is a disparity in the outcomes and experiences that is predictable by race?

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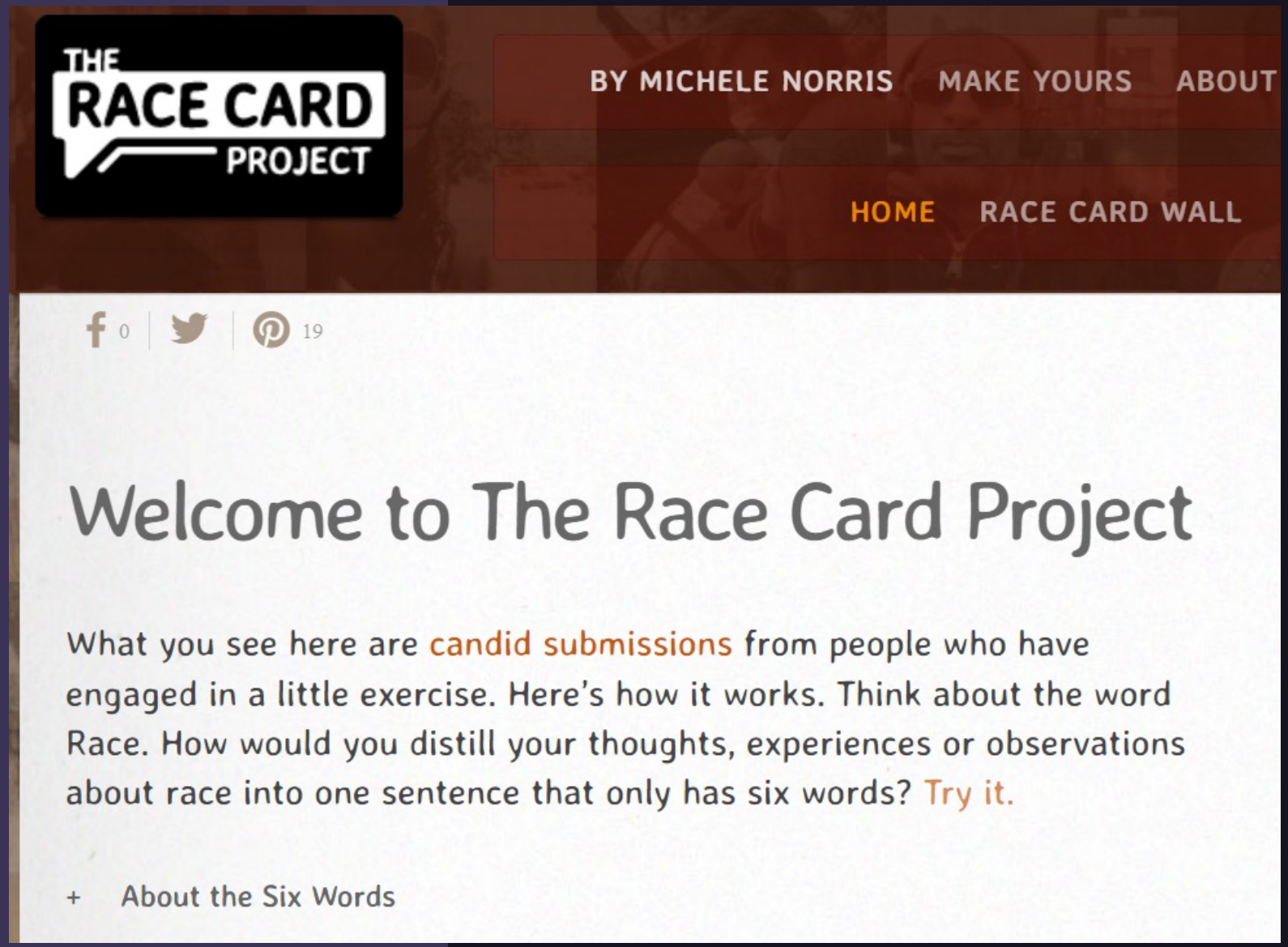
THE RACE CARD PROJECT
BY MICHELE NORRIS
MAKE YOURS
ABOUT
HOME
RACE CARD WALL
0
19
Welcome to The Race Card Project
What you see here are candid submissions from people who have engaged in a little exercise. Here's how it works. Think about the word Race. How would you distill your thoughts, experiences or observations about race into one sentence that only has six words? Try it.
+ About the Six Words

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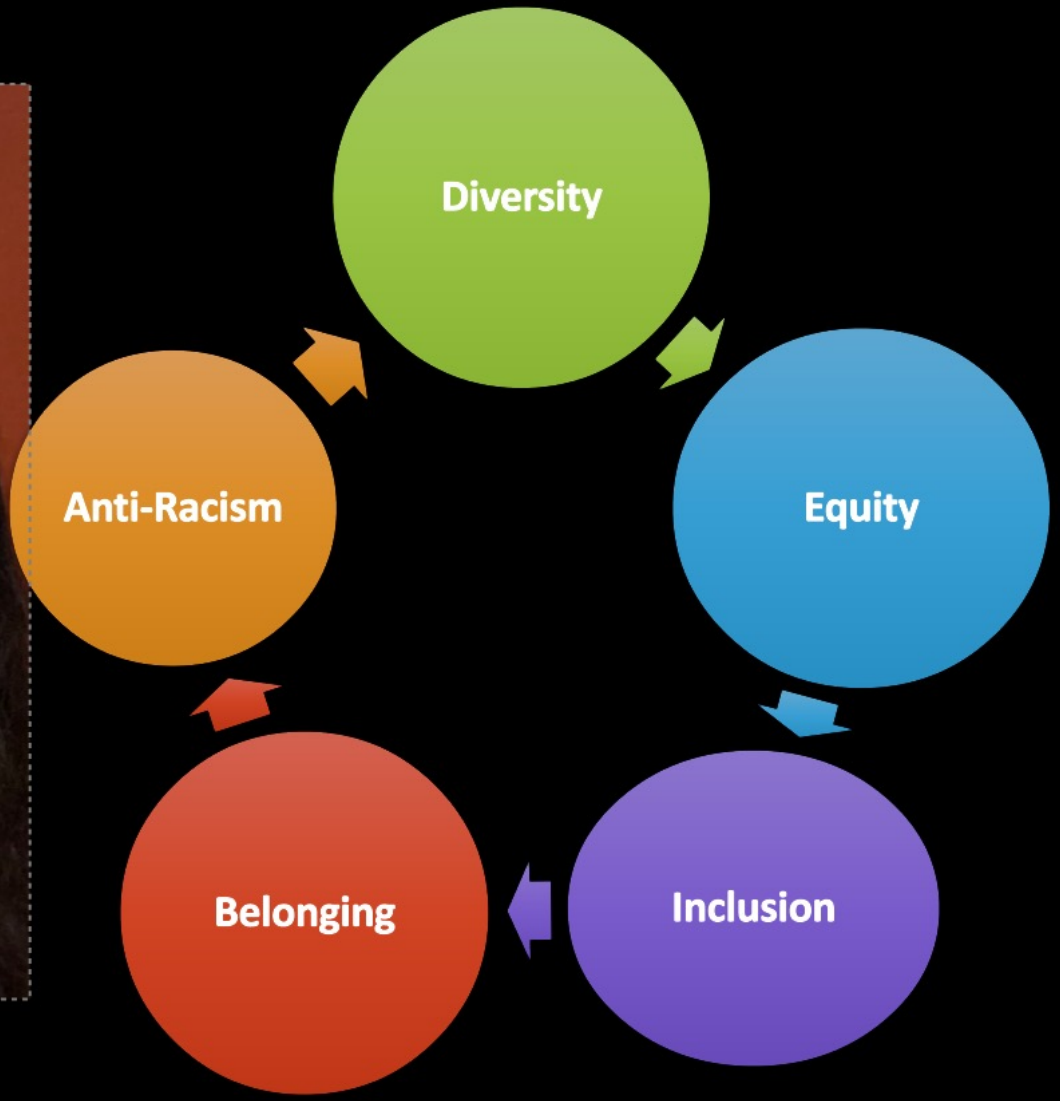

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Whiteness:

Whiteness is a social and cultural construct that encompasses the norms, behaviors, and privileges associated with being perceived as "white" in a particular society. It is not an inherent trait but a set of social expectations.

White Dominant Culture:

White dominant culture (informed by white supremacy thinking, paternalism, and capitalism) describes a societal framework where the values, norms, and expectations of the white majority group set the standard for what is considered normal or acceptable. It may not necessarily imply an active promotion of white supremacy but reflects the dominance of white perspectives in shaping societal norms.

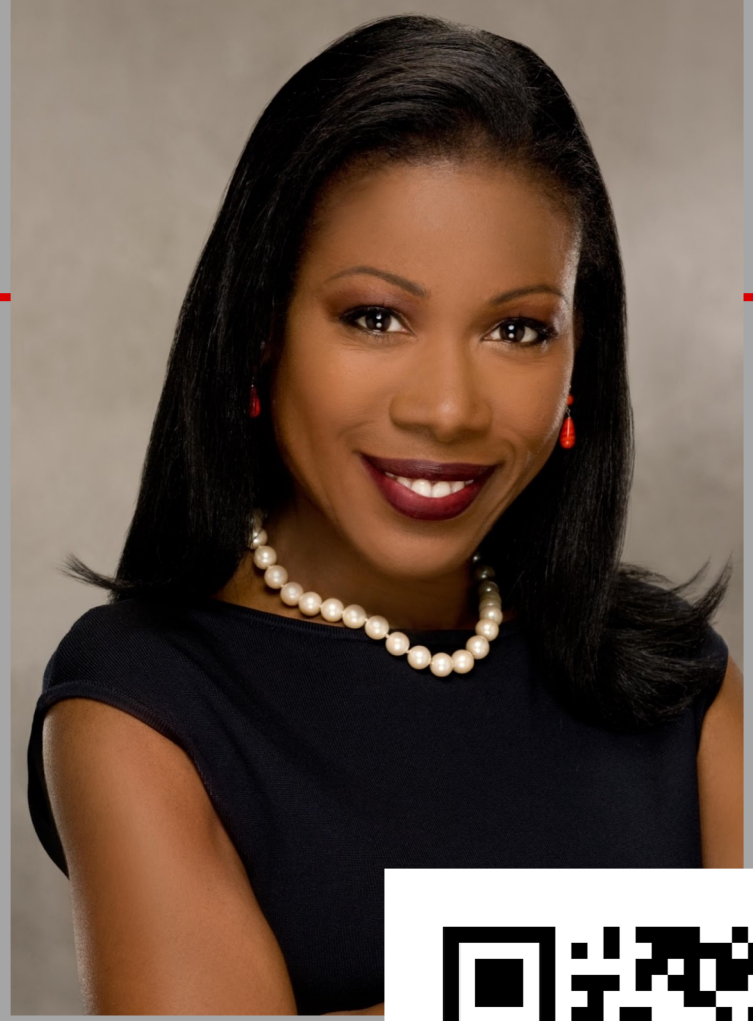
How is whiteness or white dominant culture setting the values and expectations for what is considered normal or acceptable in your program?

…and how might those values and expectations be impacting students of color?

WDC is..

"...insidious and therefore powerful because it is not hatred, it is not necessarily personal. It is the worn grooves of comforting routines and unthinking expectations, patterns of a social order that have been in place for so long that it looks like the natural order of things."

Isabel Wilkerson, Caste



“

Capitalism, patriarchy and white supremacy (all of which create offshoots like ableism, transphobia, ageism and others) are embedded in the systems and institutions we all interact with- everything from housing to health care to media to jobs to education. But they are also embedded in each of us.

Mia Birdsong
Activist, Author

What is Liberatory Design?

Liberatory Design is the result of a collaboration between Tania Anaissie, David Clifford, Susie Wise, and the National Equity Project [Victor Cary and Tom Malarkey].

Liberatory Design is a process and practice

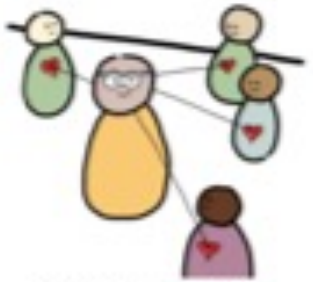
- To generate self-awareness in order to liberate leaders/designers from habits that perpetuate inequity
- To shift the relationship between people who hold power to design to those most impacted by the design
- To co-create conditions for collective liberation
- To catalyze the equity-centered designer in YOU

Liberatory Design is the result of a collaboration between Tania Anaissie, David Clifford, Susie Wise, and the National Equity Project [Victor Cary and Tom Malarkey].

Liberatory Design Mindsets

Attend to Healing

The effects of oppression are complex and often hinder our ability to take action. Integrate ongoing healing processes when designing for equity.

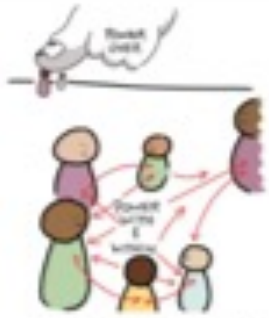


Focus on Human Values

Get to know the community we are designing with in as many different ways as possible. Anchor all of our decision making in human values.

Take Action to Learn

The complexity of oppression must be addressed with courageous ongoing action. Experiment as a way to think and learn — without attachment to outcome.



Work to Transform Power

Explore structures and opportunities for interactions in which power is shared, not exercised.

Work with Fear and Discomfort

Fear and discomfort are anticipated parts of equity design work. Identifying the sources of such feelings offers us a context to work through them and continue to design.

Embrace Complexity

Recognize that equity challenges are complex and messy. Stay open to possibility. Powerful design emerges from the messy, not from avoiding it.

Build Relational Trust

Invest in relationships with intention, especially across differences. Honor stories. Practice empathetic listening.

Share, Don't Sell

Practice transparency and non-attachment in sharing ideas with collaborators.

Recognize Oppression

Learn to see how oppression, in its many forms, has shaped designs that lead to inequity.

Practice Self-Awareness

Who we are determines how we design. Looking in the "mirror" reveals what we see, how we relate, and how our perspectives impact our practice.

Seek Liberatory Collaboration

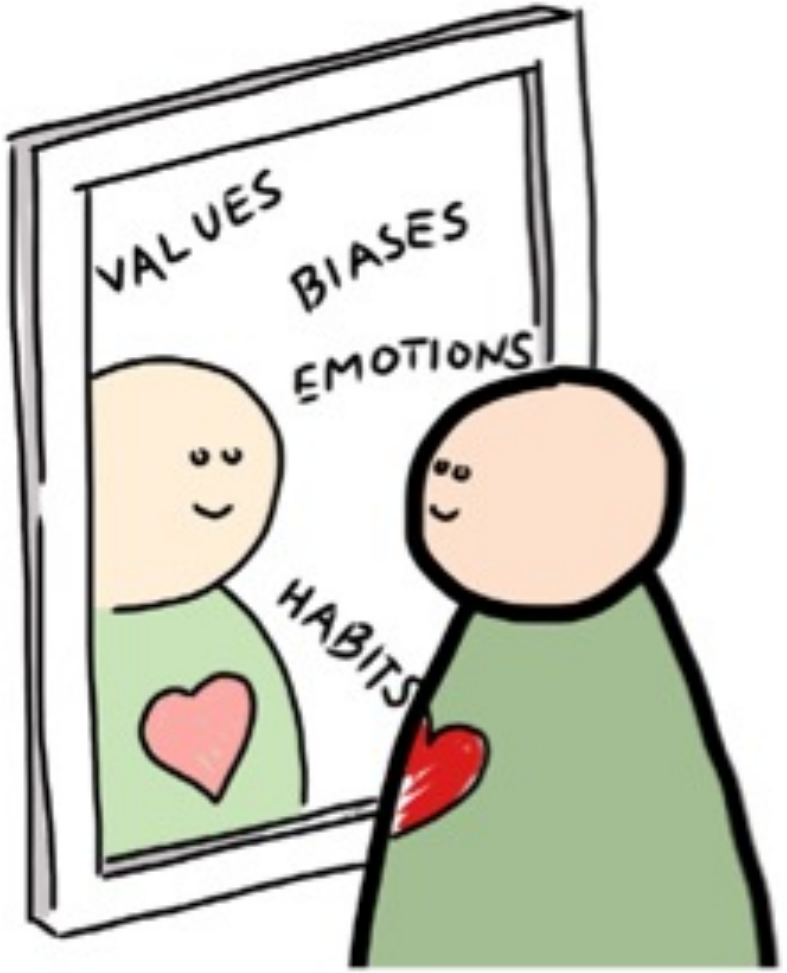
Recognize differences in power and identity to design "with" instead of "for." Design for belonging.

Exercise Creative Courage

Every human is creative. Creative courage allows us to push through self-doubt and creative fragility so we can design bravely against oppression.

LIBERATORY DESIGN

NOTICE REFLECT



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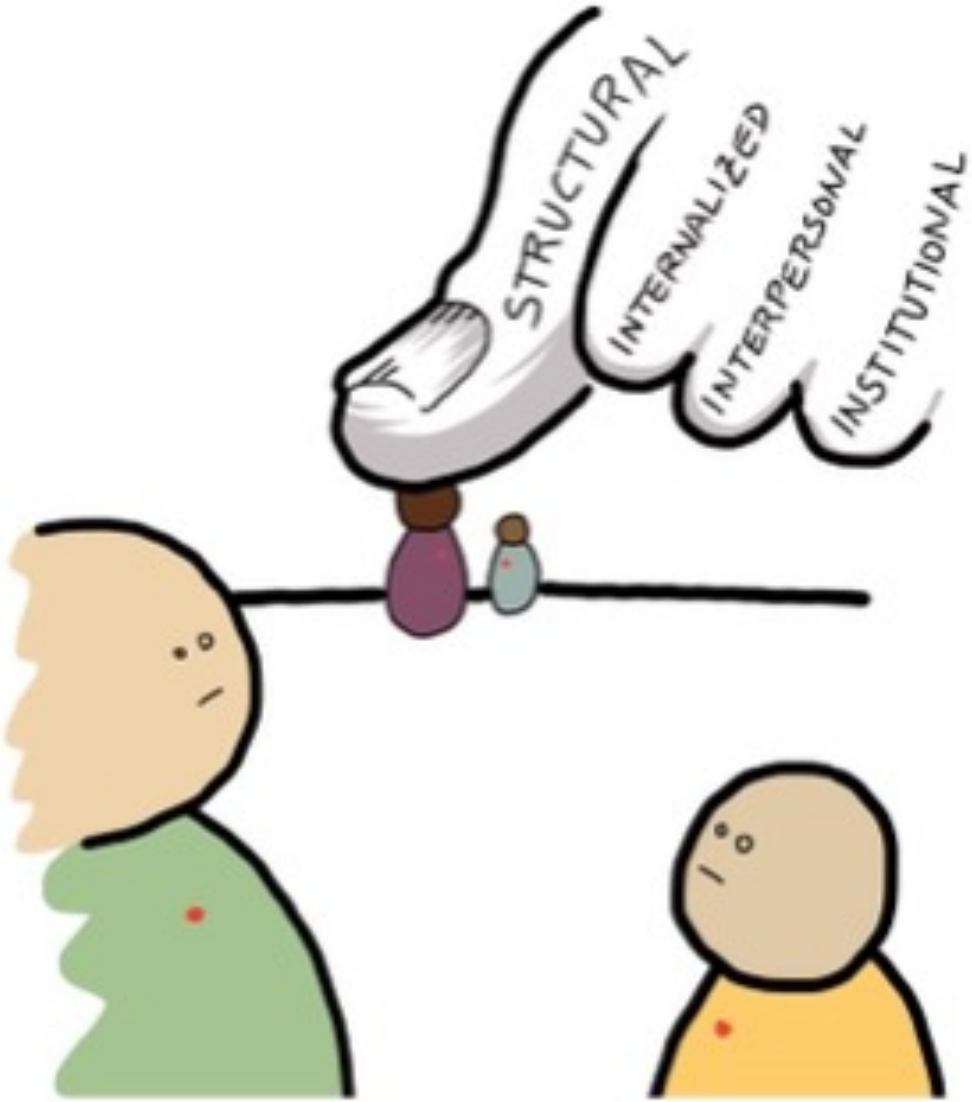
LIBERATORY DESIGN

"Who we are shapes what we see, how we relate, and how we design."

Liberatory Design



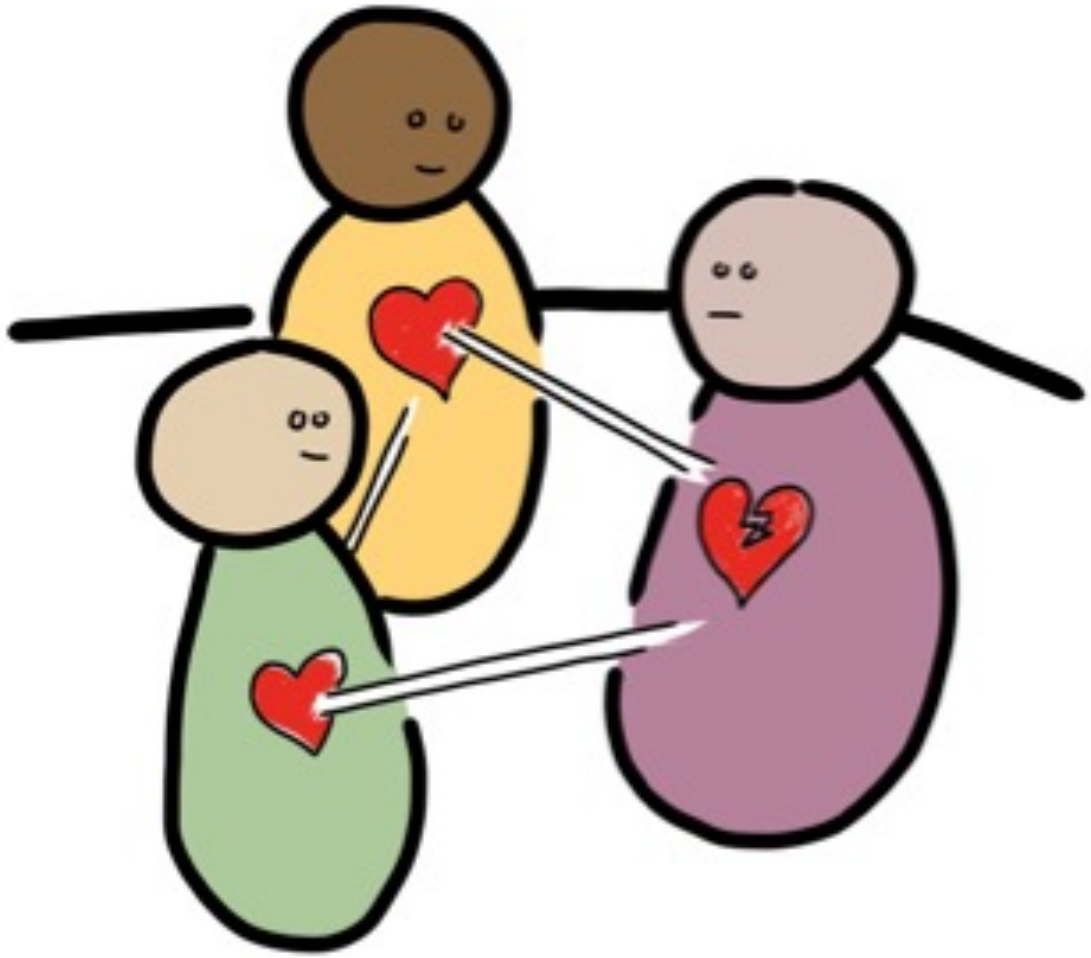
Recognize Oppression

Learn to see how oppression, in its many forms, has shaped designs that lead to inequity.

LIBERATORY DESIGN

"Inequities do not exist in a vacuum. They are shaped by oppression and design decisions made across history."

Liberatory Design



Build Relational Trust

Invest in relationships with intention, especially across difference. Honor stories. Practice empathetic listening.

LIBERATORY DESIGN

"Relational trust is the glue when designing for equity."

Liberatory Design

"It's easy in an organizational equity plan to appreciate diversity and commit to being "welcoming." A serious DEI plan describes what the organization is doing to eliminate racism and cultivate anti-racism, and how it will hold itself and organizational members accountable to these intentions."

–Paul Gorski, Equity Literacy Institute

What Is the Role of Study Abroad in Advancing Antiracism in International Education?

Motun Bolumole and Nicole Barone

Avoiding Racial

Students experiencing racism can't wait for schools to move at their own pace and comfort level.

Paul Gorski

In schools committed to racial equity, educators who resist anti-racist measures should feel uneasy, isolated on the outskirts of their schools' institutional cultures. I mean this literally. The educators least invested in racial equity should wonder whether they belong.

Sadly, research shows the inverse tends to be true in many schools, even when leaders claim equity commitments. Often, the educators most adamant about racial equity are cast to the margins of institutional cultures. They are the ones feeling isolated, wondering whether they belong (Kohli, 2018; Picower, 2011). Colleagues call them troublemakers for naming what others refuse to name. Some are shushed or encouraged to adopt a color-blind perspective by equity-skeptic leaders. They are accused of being too "political" simply for pointing out conditions that harm families of color. Educators of color who raise these concerns tend to face even greater hostility, as Kohli (2018) documented through the narratives of racial justice-oriented teachers of color. They often are labelled "militant" or "angry" for telling the racial equity truth.

This is a failure of equity leadership.

A Racial Equity Reckoning

If the most emphatic racial equity advocates feel silenced and less central to institutional culture than their equity-resistant colleagues, what we have from an equity point of view is a sick institution.

WWW.STARTDIALOG.COM

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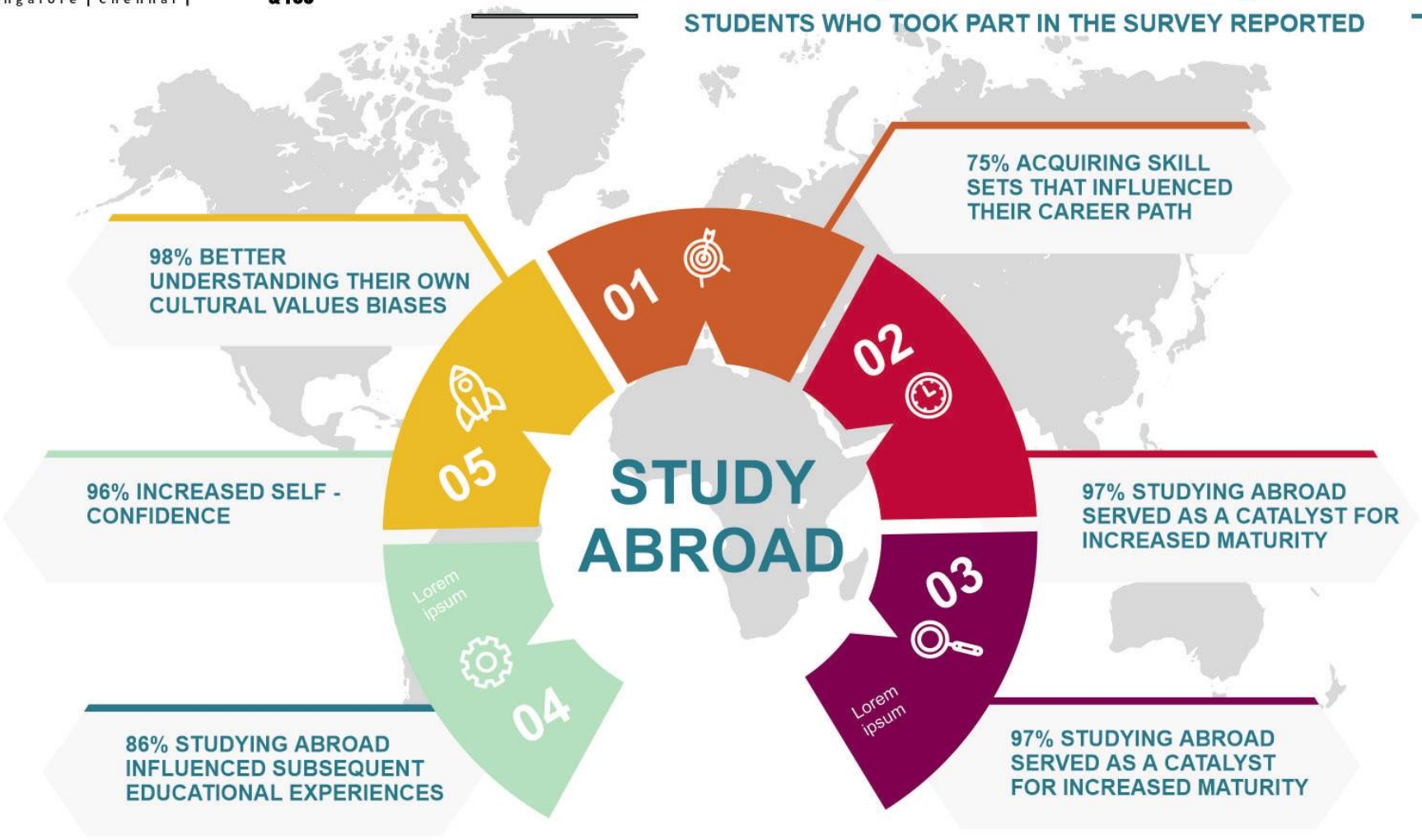
Positive impact of Study Abroad

STUDENTS WHO TOOK PART IN THE SURVEY REPORTED



Human beings are more alike than unalike, and what is true anywhere is true every-where, yet I encourage travel to as many destinations as possible for the sake of education...

Maya Angelou

Passports to Understanding (1993)

- Expand and Deepen Identity
- Increase Ones Global Understanding about Race
- Cultural Reparation
- Impact Home, Family, and Community

How Can the Research Inform Us?

Europe

hosted **73%**

of U.S. study abroad

in 2021/22

Leading Destinations for U.S. Study Abroad Programs

OPEN DOORS U.S. STUDY ABROAD SURVEY

Leading Destinations

FROM THE 2023 *OPEN DOORS*® REPORT

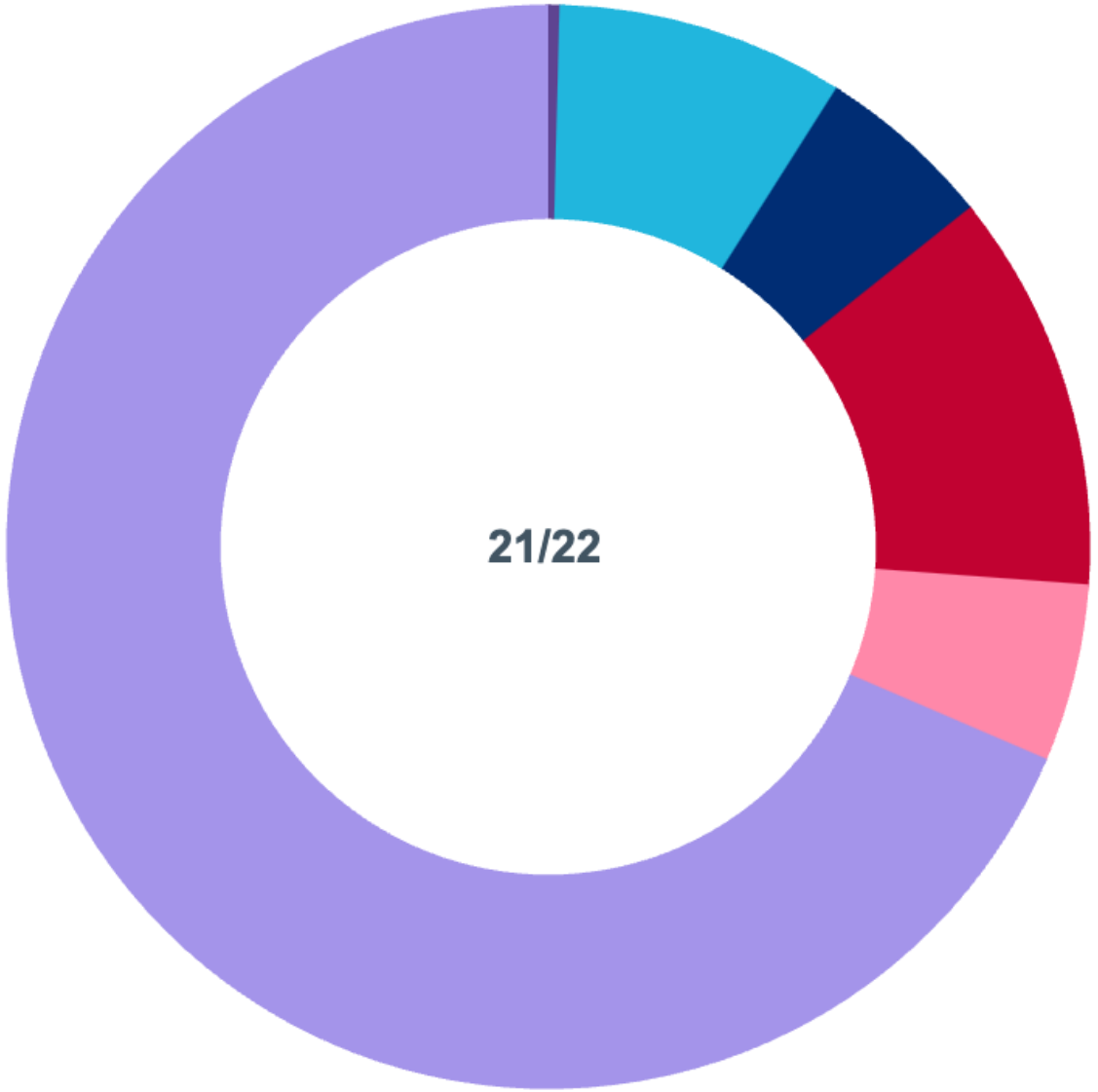
opendoors®

Academic Year:

2021/22

Academic Year:

Rank	Destination	Number of Students	% of Total	% of Change
1	**Italy**	30,610	16.2	1,295.8
2	**United Kingdom**	27,503	14.6	1,606.1
3	**Spain**	25,348	13.4	1,113.4
4	**France**	14,397	7.6	1,304.6
5	**Germany**	7,644	4.0	1,755.3
6	**Ireland**	7,031	3.7	3,200.9
7	**Costa Rica**	4,751	2.5	740.9
8	**Greece**	4,484	2.4	972.7



Category:

Race/Ethnicity

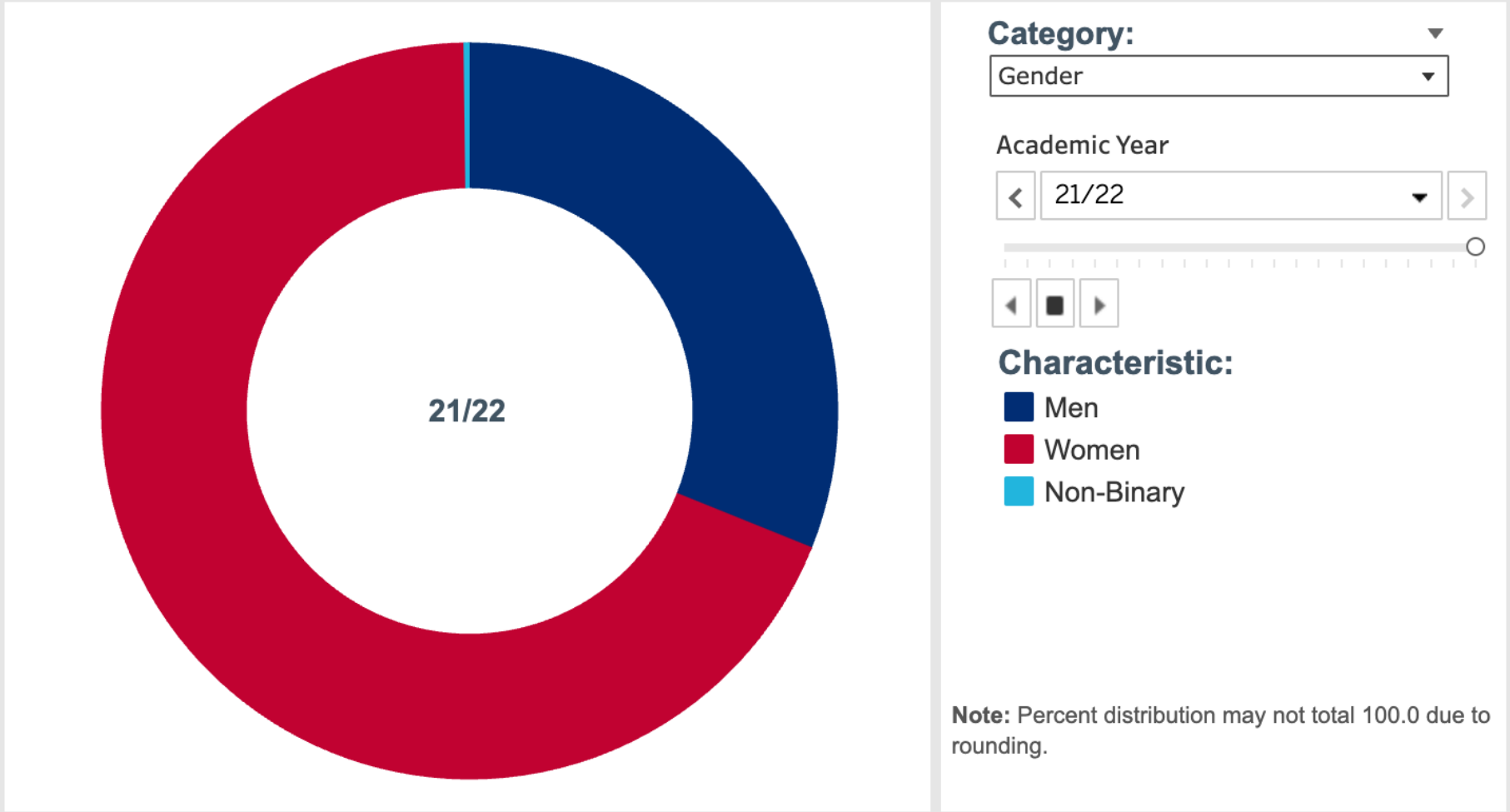
Academic Year

21/22

Characteristic:

- American Indian or Alaska Native
- Asian, Native Hawaiian or Other ...
- Black or African-American
- Hispanic or Latino(a)
- Multiracial
- White

Note: Percent distribution may not total 100.0 due to rounding.



Suggested citation: Institute of International Education. (2023). "Profile of U.S. Study Abroad Students, 2000/01-2021/22." *Open Doors Report on International Educational Exchange*. Retrieved from http://www.opendoorsdata.org.

Source: The *Open Doors Report on International Educational Exchange* is a comprehensive information resource on international students and scholars in the United States and on U.S. students studying abroad for academic credit. It is sponsored by the U.S. Department of State with funding provided by the U.S. Government and is published by IIE.

There is an Increased Desire for Global Mobility for Students of Color but

Inequitable Barriers Persist

How to *shift the paradigm* of your global program office in a manner that demonstrates your stated commitment to DEI

global ACADEMICS
travel & curriculum for educators

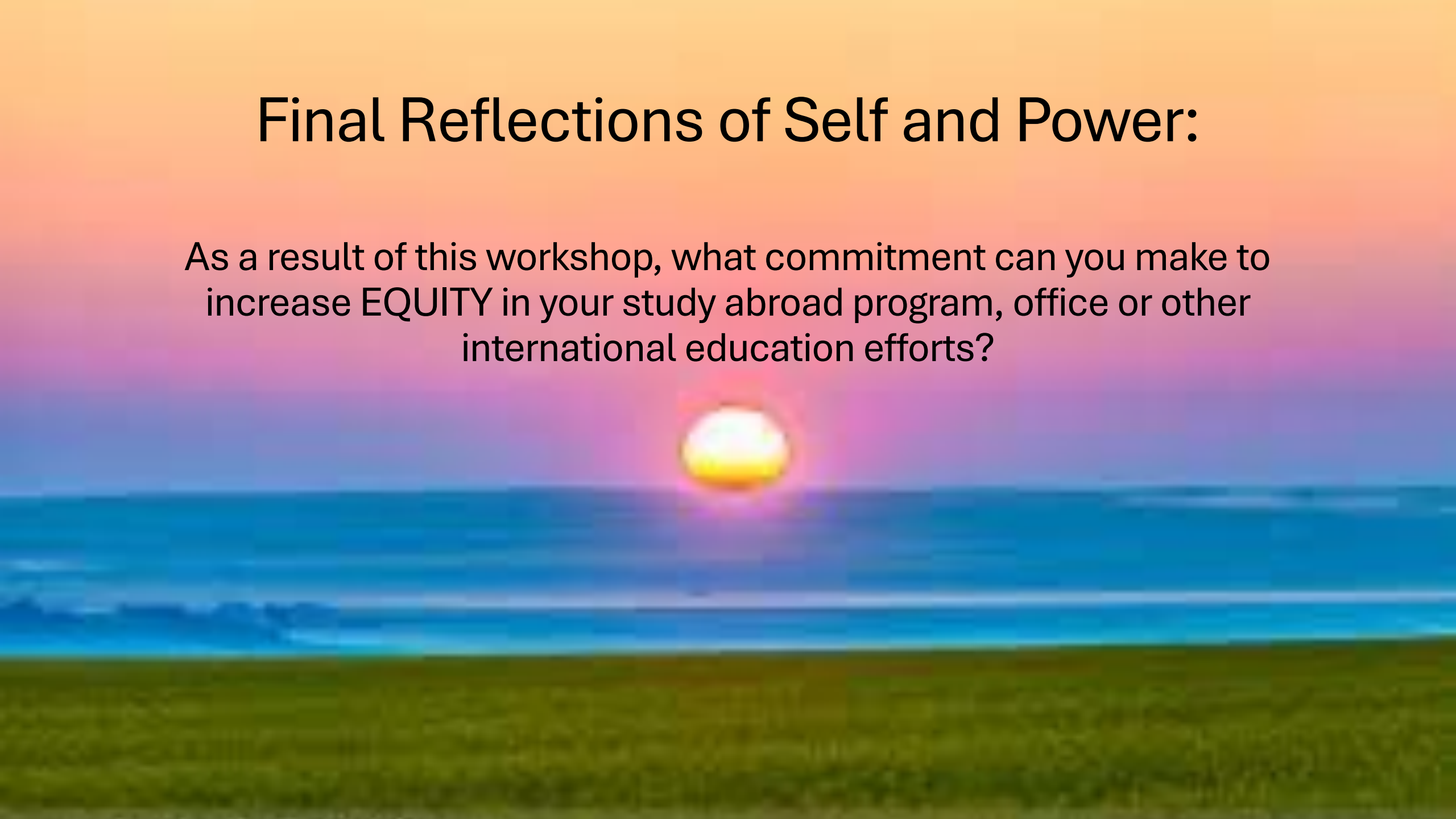
GLOBAL ACADEMICS EQUITY RUBRIC FOR ASSESSING GLOBAL PROGRAMS©

Utilizing Assessment to Cultivate Improved Services
for
Students of Color

Implementing an *Equity Rubric* for Assessing Global Programs:

Final Reflections of Self and Power:

As a result of this workshop, what commitment can you make to increase EQUITY in your study abroad program, office or other international education efforts?



A Sincere Thank You!

(Pro Tip-click the logos to go tour websites)

global ACADEMICS
travel & curriculum for educators

RSSC
SHOW UP. DIFFERENTLY.

START DIALOG
Tarah Fleming M.Ed.