

# Building Inclusive Approaches to Campus Internationalization: Integrating Displaced Students to the Logic of Campus Internationalization

March 8-9, 2018

Boise State University

International educators have traditionally defined their role, among other things, by serving students with specific types of visas. As the fabric of the U.S. society becomes increasingly more complex and immigration status blurred, U.S. colleges and universities work with a growing population of international students who enter U.S. colleges through domestic admissions. That is the case of “displaced students” such as immigrants, undocumented students, refugees, and children of migrant-workers, among others. From the perspective of the Senior International Officers (SIOs), displaced students fall outside their administrative portfolio, despite the wealth of resources that these students bring to internationalization processes. SIOs are challenged to champion internationalization models that are inclusive, regardless the student visa categories.

Sessions included:

- Framing the conversation: Leading inclusive internationalization processes
- Meeting the needs of refugee populations: Building successful partnerships with higher education institutions
- Local is global: The inclusion of U.S.-resident multilingual students in higher education
- Inclusive excellence in the classroom: Valuing and supporting all learners
- Preparing faculty and students to engage with refugee communities
- Models for integrating displaced students into the U.S. campus: Trends, challenges and strategies
- From Fear to Freedom: Managing hot moments and facilitating difficult dialogues in the classroom

The Thematic Forum concluded with a reflection exercise that led to delineate recommendations for higher education institutions (HEIs) and Senior International Officers (SIOs). The following set of recommendations were drawn from this exercise.

## Recommendation #1 – Inclusive Campus & Classrooms

- Create on-campus opportunities that prepare students for dialogue with refugee and displaced students.
- Support faculty members to shift ways of teaching inspired in inclusive pedagogies.
- Incentivize the faculty to engage students of different backgrounds in dialogue opportunities.
- Implement peer support groups that are sensitive to displaced students’ trajectories, experiences and needs.
- Ensure displaced students are aware of the services that already exist on the campus.
- Raise awareness on campus on why it is important to advocate for students with refugee/displaced background.

#### Recommendation #2 – Admission Process

- Find ways to identify students with displaced/refugee background at admissions point, while respecting student's preference for disclosure.
- Examine admission processes for students and look for alternative ways to accommodate students who lack essential admission credentials.
- Look at what other schools/organizations are doing in terms of admission requirements and consider adding flexibility to your institution's processes for students who displaced background.

#### Recommendation #3 - Assessment

- Collect data to discover gaps (i.e. doing well vs. not doing well) and confront data with peer institutions.

#### Recommendation # 4 – Management

- Designate an on-campus coordination point for displaced students. This entity (or individual) must have access to the President.
- Ensure support to displaced/refugee students is a campus-wide effort and that the senior leadership can articulation the university position

#### Recommendation # 5 – Fundraising efforts and Community Outreach

- Work with the Development Office on fundraising discretionary funds to address emergencies that might affect displaced students (family emergency, impossibility to access to family funds, etc.)
- Sustain outreach efforts in the community to assist displaced students to alleviate temporary housing/meal needs.

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An AIEA Thematic Forum

Boise State University, March 8-9, 2018

U.S. colleges and universities are challenged to work with a growing population of international students entering through domestic admissions. Displaced students, such as immigrants, undocumented students, refugees, and children of migrant-workers among others, bring a wealth of resources that contribute to campus internationalization. However, this population is often marginalized from internationalization processes and overlooked at the moment of designing specific student services. To advance comprehensive internationalization, U.S. campuses and particularly Senior International Officers (SIOs) are pressed to champion internationalization models that are inclusive, regardless of the student visa category. In the midst of multiple efforts and many champions who make an impact on the lives of college students, building collaboration across the campus is key to ensure displaced students join the logic of campus internationalization.

This Thematic Forum addresses the following questions:

- How do SIOs champion an internationalization process that is both comprehensive and inclusive?
- What are the unique needs facing displaced international students?
- In what ways do displaced students contribute to campus internationalization?
- How do we prepare the campus for serving the needs of displaced international students?
- What are successful services and models for supporting displaced students?

## **Relevance and Strategic Issues for Senior International Officers**

The current U.S. political climate has put displaced international students at the forefront of the public discussion. From a harsh political discourse to two attempted executive orders, displaced students have been politicized and associated in the public sphere with Islam, terrorism and illegal immigration. These actions have unmeasurable consequences. They create a hostile environment by fueling negative attitudes against Muslim populations and scrutinizing access to the U.S. for refugees and international students from six countries. In these trying times, SIOs are particularly challenged to remind the campus and the surrounding communities about the goals of campus internationalization and the need for globally informed citizens for economic, political and social stability. More than ever before, SIOs are invited to renew their commitment to serving all international students, regardless how they joined the campus.

## **Forum Objectives**

The Thematic Forum pursues the following objectives:

- To position the discussion of displaced students in the internationalization agenda of U.S. colleges and universities.
- To identify the challenges and opportunities associated with displaced students as related to campus internationalization.
- To share best practices of working with displaced international students and advancing internationalization processes.
- To increase the advocacy role of the SIO for displaced students on U.S. colleges and universities, given the current political climate.
- To improve the campus climate by equipping staff and faculty with skills and tools to engaging in difficult conversations.

## **Speakers**

**Kara Brascia**. Service-Learning Program. Center for Teaching and Learning, Boise State University.

**Gonzalo Bruce, Ph.D.** Assistant Provost for Global Education, Boise State University.

**Kara Fink**. Idaho Office for Refugees.

**Nele Freeman**. Platform for Education in Emergencies Response. Institute of International Education (IIE).

**Refik Sadikovic**. Department and World Languages Department, Boise State University.

**Gail Shuck, Ph.D.** English Department, Boise State University.

**Tasha Souza, Ph.D.** Department of Communication, Boise State University.

**Julianne Tzul, J.D.** International Rescue Committee. Boise, ID.

## **Registration**

Registration starts January 8, 2018

Subsidized registration: \$50 (first 60 participants)

Full registration: \$110

## **Contact**

Merrilou Burris - Center for Global Education

merrilouburris@boisestate.edu



AIEA THEMATIC FORUM

# BUILDING INCLUSIVE APPROACHES TO CAMPUS INTERNATIONALIZATION: INTEGRATING DISPLACED STUDENTS TO THE LOGIC OF CAMPUS INTERNATIONALIZATION

Boise State University  
March 8-9, 2018



## PROGRAM

*Thursday March 8, 2018*

8:30-9:15	Breakfast	
9:15-9:30	Welcome remarks and Introductions	Gonzalo Bruce, Ph.D.
9:30-10:00	AIEA Welcome Remarks	Dafina Diabate, Ed.D.
10:00-11:00	Framing the conversation. Leading Inclusive Internationalization Processes	Gonzalo Bruce, Ph.D.
11:00-11:15	Coffee Break	
11:15-12:15	<i>Keynote</i> Meeting the needs of refugee populations: Building successful partnerships with higher education institutions	Juliane D. Tzul
12:15-1:15	Lunch & First Group Reflection	
1:15-2:15	Local Is Global: The Inclusion of U.S.-Resident Multilingual Students in Higher Education	Gail Shuck, Ph.D.
2:15-2:30	Coffee Break	
2:30-3:30	Inclusive Excellence in the Classroom: Valuing and Supporting All Learners	Tasha Souza, Ph.D.
3:30-4:30	Preparing faculty and students to engage with refugee communities	Kara Brascia Kara Fink

*Friday March 9, 2018*

8:30-9:15	Breakfast	
9:15-10:15	<i>Keynote</i> Models for integrating displaced students into the U.S. campus. Trends, Challenges and Strategies.	Nele Freeman
10:15-10:30	Coffee Break	
10:30-11:30	From Fear to Freedom: Managing Hot Moments and Facilitating Difficult Dialogues in the Classroom	Tasha Souza, Ph.D.
11:30-12:00	Second Reflection	
12:00	Closing Remarks	

## INTRODUCTION

International educators have traditionally defined their role, among other things, by serving students with specific types of visas. As the fabric of the U.S. society becomes increasingly more complex and immigration statuses more blurred, U.S. colleges and universities work with a growing population of international students who enter U.S. colleges through domestic admissions. That is the case of “displaced students,” or students with backgrounds of immigrants, undocumented, refugees, and children of migrant-workers, among others. From the perspective of the Senior International Officers (SIOs), displaced students may fall outside their traditional administrative portfolio, despite the wealth of resources that these students bring to internationalization processes. The Thematic Forum gathered 25 higher educational professional and SIOs in an engaging discussion surrounding best practices of integrating displaced students into the logic of campus internationalization.

## SESSIONS

### [Framing the conversation. Leading Inclusive Internationalization Processes](#)

Gonzalo R. Bruce, Ph.D.,  
Assistant Provost, Center for Global Education  
Boise State University



The definition of displaced students typically leads to confusion. While most universities host international students, international offices often overlook at international students who join the university through domestic admissions. Such is the case of immigrants, refugees, undocumented and internationally displaced students. On campus, displaced students require support and recognition for effective intervention. Senior International Officers (SIOs) can lead the change on U.S. campuses and bring together different stakeholders that touch the lives of displaced students for a smooth transition into the University and the U.S. academic culture. The HE community has acknowledged displaced students as a global crisis. It particularly affects college-age students and female students. Less than 1% of displaced students have access to tertiary education. In the Syrian crisis, women have demonstrated to be less likely to resume college education. The literature and the environment suggest proactive approaches are needed for reaching out to displaced student population and creating inclusive environments when students join our campuses. Drawn from the literature and recent actions of U.S. universities and consortia, Bruce concluded with a list of recommendations for inclusive internationalization when working with displaced student populations.



[Meeting the needs of refugee populations:  
Building successful partnerships with higher  
education institutions](#)

Juliane D. Tzul  
Executive Director, International Rescue  
Committee

Julianne Tzul introduced to the audience the process through which refugees are vetted into the U.S. as well as the latest statistics of refugee arrival as of December 2017. The last

months have seen a sharp decrease in the number of refugees arriving to the U.S., coinciding with the worst moment in the global refugee crisis. The U.S. has reduced the number of refugee acceptance and with this reduction, the type of people of arriving to the U.S. has shifted from mostly Muslim populations to Sub-Saharan African populations (a 94% decrease of Muslim populations since 2016). Tzul presented the general challenges that affect refugee populations when entering colleges and universities in the U.S. Chief among these factors are unwritten rules, rhythm of academic calendar, decentralized communication, self-guided approach, large introductory level courses. The session closed with action items that college administration might consider to make a difference in the lives of displaced/refugee students who choose to advance higher education studies in the U.S.

[Local is Global: The Inclusion of U.S.-Resident Multilingual  
Students in Higher Education.](#)

Gail Shuck, Ph.D.  
Professor, English Department  
Boise State University

Using three real, anonymous student scenarios, Shuck initiated the presentation with four general principles: 1) Participation in academic communities allows for the acquisition of academic English. 2) Institutions seldom consider U.S. resident English learners. 3) Universities have a responsibility when admitting English learners. 4) Linguistic diversity is a resource and not a problem. Dr. Shuck focused on five areas in which universities and colleges have opportunities to ensure inclusive approaches to integrating displaced students to the logic of campus internationalization. These are: 1) designing methods for early identification of English learners; 2) design equitable assessment that takes into consideration students' linguistic diversity; 3) prepare faculty for working with English learners across the curriculum, 4) prepare writing tutors for working with English learners and 5) design writing programs with multiple



options for multilingual students. Shuck concluded by sharing a model of shared-responsibility in which all campus members contribute to the support of and enrichment from English learners.



[Inclusive Excellence in the Classroom: Valuing and Supporting All Learners.](#)

Tasha Souza, Ph.D.  
Associate Director of the  
Center for Teaching and Learning  
Boise State University

Creating inclusive environments and classrooms is at the heart of integrating displaced students into the logic of comprehensive internationalization. Souza conducted an interactive session focused on inclusive classroom environments. The presentation proposed a definition of inclusive excellence and a rationale on why it matters for U.S. colleges and universities. Second, Souza suggested inclusive strategies that have the potential to make a positive change in the classroom or an entire course. Finally, Souza led a self-reflection exercise in which audience members examined their own assumptions and beliefs and how they predispose behavior and classroom/course choices. The session concluded with audience members identifying 2-5 things that they might put in practice to ensure inclusive excellence in their daily work.

[Preparing faculty and students to engage with refugee communities.](#)

Kara Brascia  
Director, Service Learning  
Program  
Boise State University



Kara Fink  
Partnership Manager for the  
Idaho Office for Refugees



Forming globally informed citizens is a goal shared by most U.S. higher education institutions. In this effort, faculty and university administration explore local opportunities with the potential of infusing global perspectives into the teaching and learning. The session focused on the encounter that takes place between domestic students and refugees communities in the context of global learning opportunities. More specifically, on

the preparation that must take place before U.S. students and faculty members interact with refugee communities. Based on the experience of the Refugee Collaboration Team, a network comprise of Boise State faculty and staff members and Boise community resettlement workers, Brascia and Fink addressed sensitive dimensions involved in the work with refugee and displaced populations: stereotypes, misconceptions, and lack of opportunities to genuinely listen to and understand each other. The presenters provided practical recommendations around two critical aspects when working with displaced populations: appropriate interactions and building empathy. In terms of appropriate interactions, faculty and college administrators should design assignments that offer opportunities for dialogue, reciprocity and mutual understanding. The outreach effort must be prepared in consultation with the refugee agencies and ensure that the activities benefit the refugee communities and not only the students. Students should be prepared to cultural differences and have safe questions for refugee or displaced communities. All along, faculty and administrators should encourage a strong component of self-reflection and check on biases. For building empathy, the presenters offer a guide that contains seven-steps for building empathy as part of global learning opportunities. These steps include investigate, reflect, listen, observe, talk, invite other's perspectives and experience.



[Models for integrating displaced students into the U.S. campus. Trends, Challenges and Strategies.](#)

Nele Feldmann  
Senior Program Officer, Platform for Education in  
Emergencies Response "PEER",  
Institute of International Education (IIE)

The Institute of International Education (IIE) has pioneered initiatives aimed at creating access to higher education and supporting systems for displaced students. Using the example Syria Consortium, Feldmann emphasized the role that single individuals and institutions have in creating environments that are supportive of displaced students. Despite the current political climate, Feldman reminded HEIs that in light of the dire refugee crisis, access to higher education for displaced students today is more critical than ever. The IIE has launched the Platform for Education in Emergency Responses "PEER" as an online clearinghouse that allows displaced and refugee students to connect with educational opportunities. The platform includes virtual advising and bilingual (English-Arabic), mobile-ready information. Other programs that were the focus of the presentation included 100 Syrian Women Scholarship, from campus to Campus, emergency Student Fund, Scholar Rescue Fund, and Artist Protection Fund.

### [From Fear to Freedom: Managing Hot Moments and Facilitating Difficult Dialogues in the Classroom](#)

Tasha Souza, Ph.D.

Associate Director of the  
Center for Teaching and Learning  
Boise State University

Difficult dialogues and hot moments happen often in U.S. campuses, particularly in the current environment of hostile comments of immigrants, refugees and Muslims. How do we prepare faculty member and administrators to use these opportunities as teachable moments? Using the OTFD (Open the Front Door) Communication framework, Souza equipped the audience with tools for effective combat against biases and areas of ignorance and frame these moments in the interest of student learning. After a brief introduction of the OTFD, the audience members organized in pairs and practiced the OTFD technique with two hypothetical scenarios. The session included an opportunity to offer feedback to a partner and a group reflection at the end.

## THEMATIC FORUM OUTCOMES AND INSIGHTS FOR SENIOR INTERNATIONAL OFFICERS

The Thematic Forum took a 360 degree approach to the issue of displaced/refugee students on the U.S. campus. Using Boise State University's long trajectory with refugee populations, the Thematic Forum established connections between this population and the campus efforts of comprehensive internationalization. The Forum examined challenges for displaced students from admission to successful integration to the U.S. campuses. Campuses are best equipped to integrate displaced students population when there is a strong cohesive approach to include this student population to the social and academic fabric of the institution. From English language support, to preparing faculty and U.S. students for meaning interactions with students with a refugee or displaced background. The Thematic Forum examined opportunities whereby faculty and administrators are responsible for creating spaces of inclusive excellence inside and outside the classroom.

The Thematic Forum concluded with a reflection exercise that led to delineate recommendations for higher education institutions (HEIs) and Senior International Officers (SIOs). The following set of recommendations were drawn from this exercise.

### **Recommendation #1 - Inclusive Campus & Classrooms**

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