

*Applying DEI to*  
**Attract & Warmly Welcome**  
**International Visitors**

Facilitated by  
Meg Jones & Jessica Stargardter



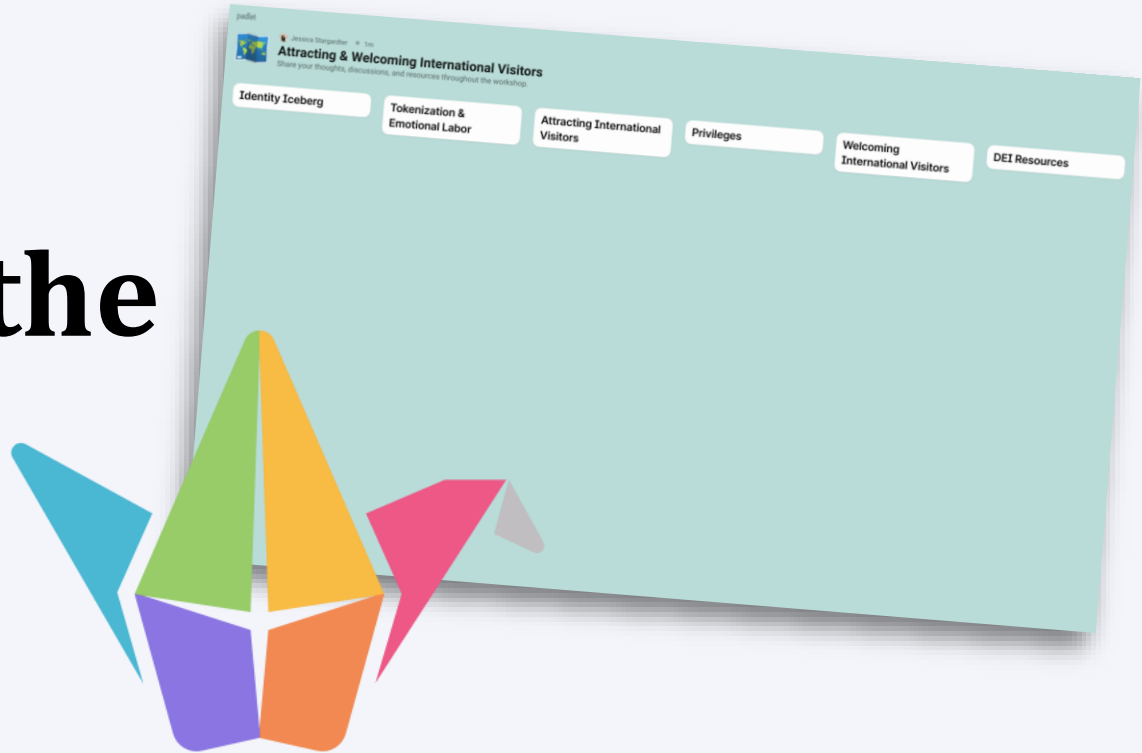
# how to use the workbook



Students browse: [docs.google.com/presentation/d/1IH1HiU3VA6tRB8BsB\\_VoP5FwsFYUm10wpg...](https://docs.google.com/presentation/d/1IH1HiU3VA6tRB8BsB_VoP5FwsFYUm10wpg...)

Pear Deck Interactive Slide  
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# how to use the Padlet



Students browse: [padlet.com/jessicastargardter/DEIworkshop](https://padlet.com/jessicastargardter/DEIworkshop)

Pear Deck Interactive Slide  
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# What is your experience with DEI work?



I have **LITTLE to NO** experience talking about diversity, equity, & inclusion.



I have **SOME** experience talking about diversity, equity, & inclusion.



I have **A LOT** of experience talking about diversity, equity, & inclusion.



# Meet your hosts.



## MEG

Meg Jones

she/they

Doctoral Candidate

University of Rhode Island

Fulbright Finland Foundation Scholar

University of Helsinki



## JESSICA

Jessica Stargardter

she/her/hers

Educator & Author

M.Ed. in Curriculum & Instruction

Fulbright Finland Foundation Scholar

University of Helsinki

# **Positionality**

It's important to note that we present this session from our own unique and limited perspectives as two white educators from the United States who hold various positions of privilege related to gender, class, and ability. Our experiences are largely situated in the Global North and come from a national historical context that includes issues of racism and settler colonialism. We recognize and acknowledge our own positions of privilege and aim to use this platform as a space to amplify marginalized experiences and voices.

# Who are you?

*Introduce yourself  
to your table.*



# Today's Agenda

**12:45 Fulbright Finland Internationalization Services for Higher Education Institutions and Partnership Opportunities**

**13:00 Roundtable Discussions**  
*Applying DEI to Attract U.S. Students and Scholars*

14:00 Coffee Break

**14:20 Roundtable Discussions**  
*Applying DEI to Warmly Welcome U.S. Students and Scholars*

**15:20 Closing**  
*Summary of Day and Key Takeaways*

15:30 Event Ends



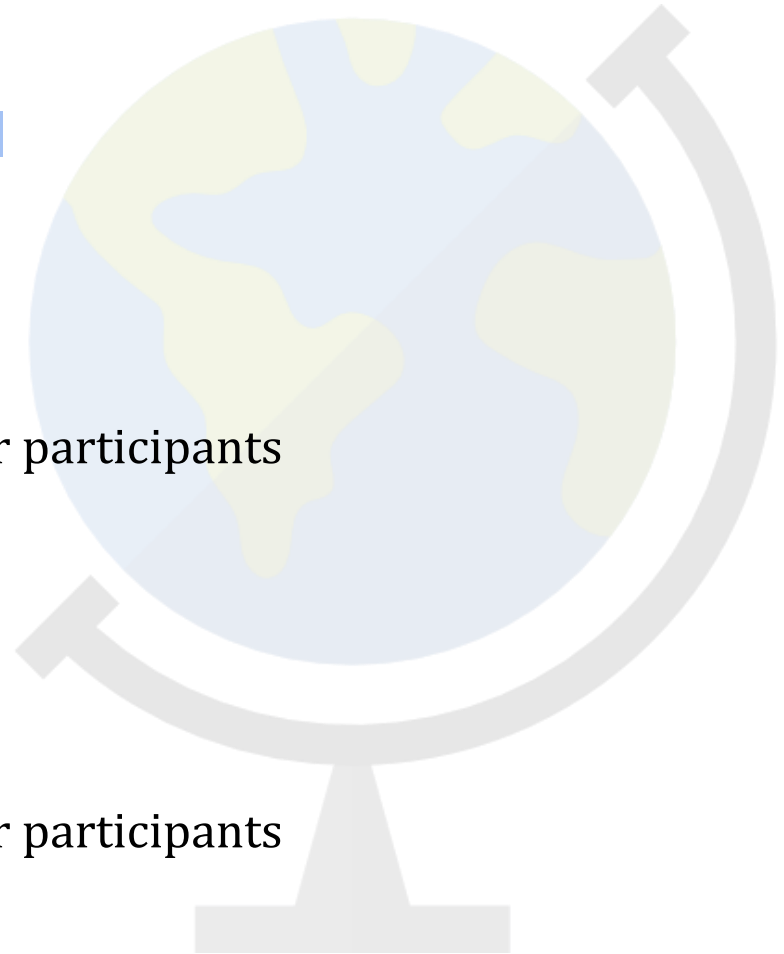
# Your Role Today

## International Hosts

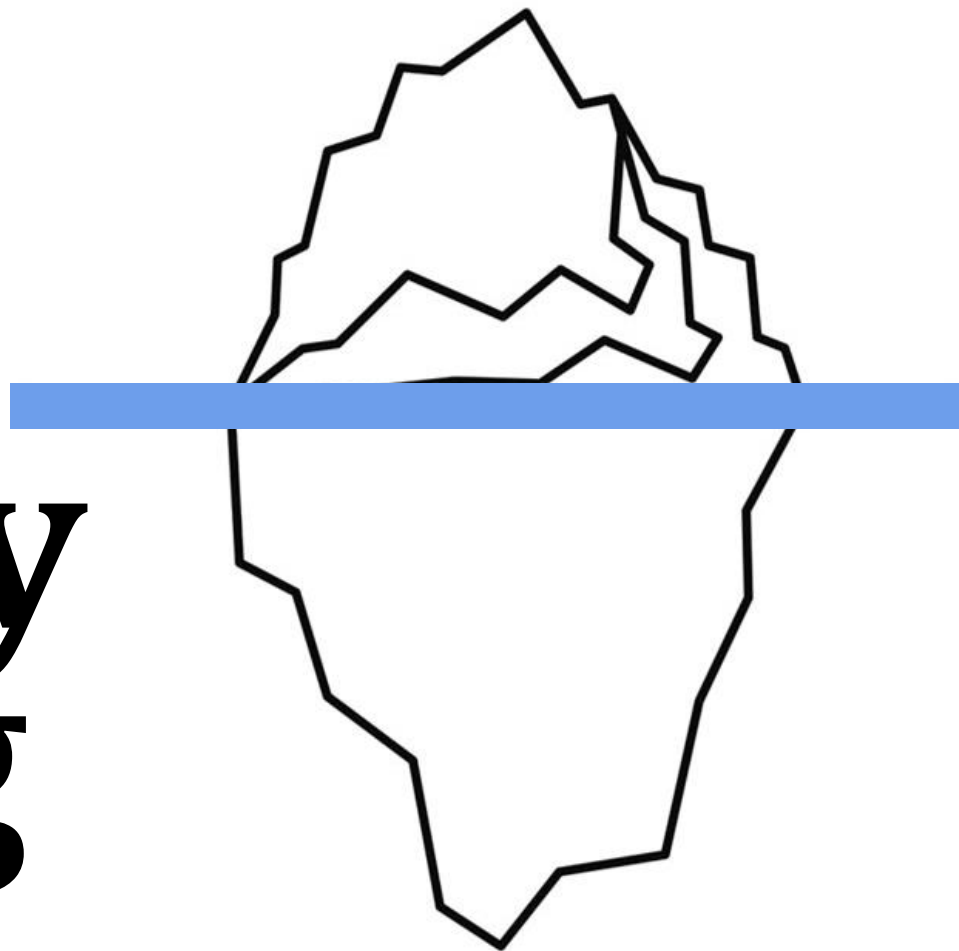
- Reflect on personal identity
- Connect DEI to your role
- Discuss & share experiences with other participants

## Fulbright Grantees

- Reflect on personal identity
- Connect DEI to your time in Finland
- Discuss & share experiences with other participants



# Identity Iceberg

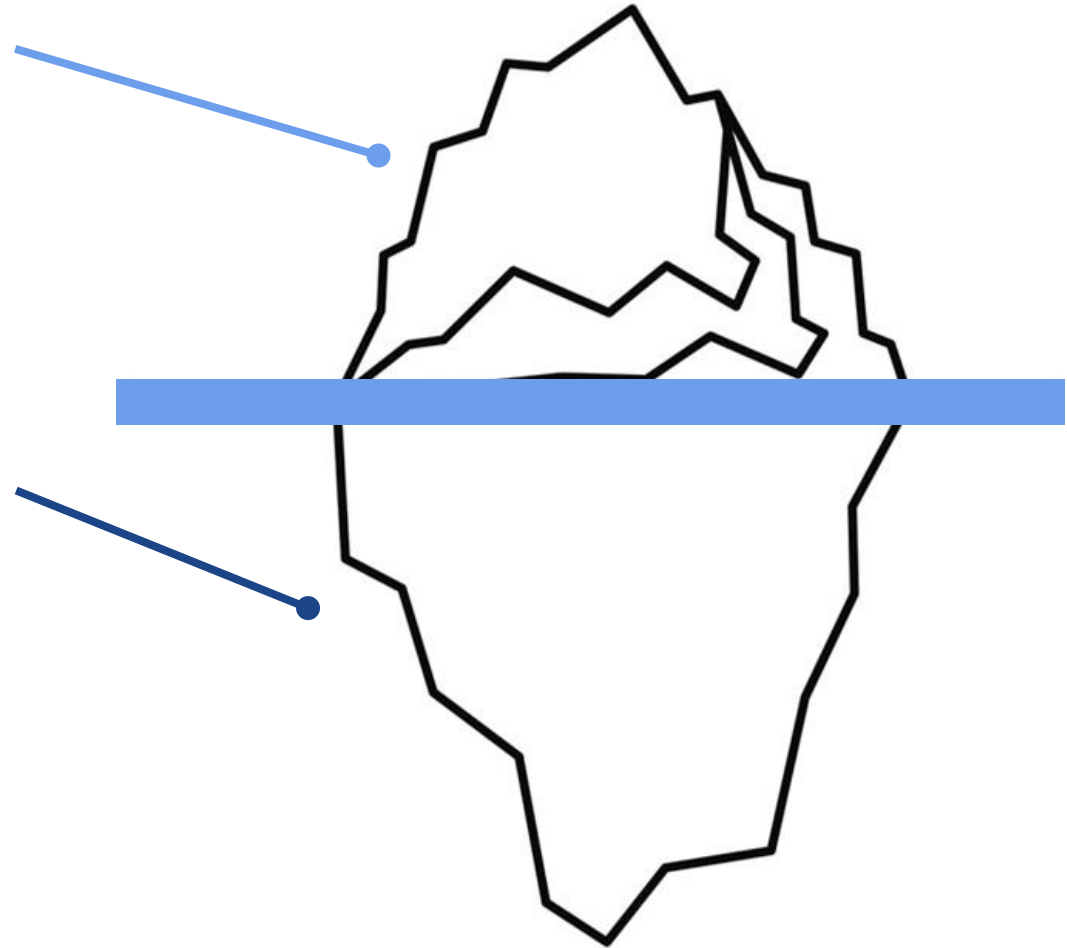


## Visible Identity Markers

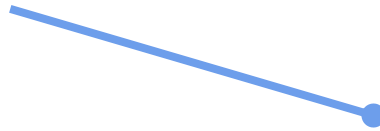
- skin color
- gender expression
- age
- physical characteristics

## Unseen Identity Markers

- language
- sexual orientation
- gender identity
- dis/ability
- life experiences
- values
- social status



**Visible Identity Markers**



**Unseen Identity Markers**



Students, draw anywhere on this slide!

- + What did you learn about **yourself** from this activity?
- + What did you learn about **identity** from this activity?
- + How can identity influence **your role** in attracting international visitors?

# DISCUSS

*Add your thoughts to the Padlet*



# DEI

in this context

**How does diversity,  
equity, & inclusion  
relate to your role?**



Students, write your response!

# Equality



# Equity





## Tokenization

**Definition:** the practice of doing something (such as hiring a person who belongs to a minority group) only to prevent criticism and give the appearance that people are being treated fairly (Merriam Webster)

Identities should be seen/affirmed, but not used for an institution's gain.

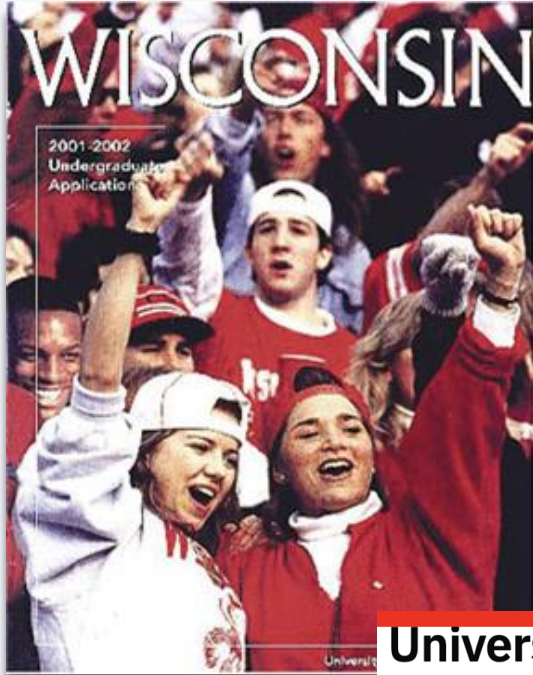


## Emotional Labor

**Definition:** Coined in 1983 by Arlie Hochschild in relation to workplace labor, meaning to “induce or suppress feeling in order to sustain the outward countenance that produces the proper state of mind in others”.

We recognize now that “existing within oppressive systems every day means that people of colour, people with disabilities, members of the LGBTQ+ community...are constantly having to suppress and manage their emotions”<sup>1</sup>.





## University of Wisconsin Booklet Photoshopped to Add Black Student

"This was an error in judgment that shouldn't have happened."

By David Mikkelson

Published 25 January 2010



“ It’s interesting going to college fairs, where I will walk past a school that I know to be to be maybe over 80 percent white, and seeing a big pop-up stand with a group of students and two of them are students of color.

“It’s something many schools struggle with: **how do you become more diverse if that doesn’t already exist,**

“If your school doesn’t have the resources for students of color...then it doesn’t seem fair to market and try to draw all these students in without caring for them once they get there. ”

**Katie O’Brian**  
*Senior Associate Director of Admission  
Seattle University<sup>2</sup>*



**My own  
experience...**



# Institutional Diversity Statements

- Diversity positioned as a commodity which “strips diversity of important historical and political context” (p.6).
- Connect diversity with student outcomes in market/global workforce - directly relates diversity with student labor outcomes.
- Diversity used as a marketing tool; creates institutional competitive advantage.
- “A small minority of institutions used diversity statements to name historical patterns of injustice in higher education specifically and society more broadly” (p. 9).  
(Foste et al., 2022)

## Words from the Institute President

[Read about](#) MIT's view on an array of diversity-related issues from the pers

- [Adding Juneteenth as an Institute holiday](#)
- [Supporting our Asian community in a difficult time](#)
- [Repairing, reinforcing and renewing our sense of community](#)
- [MIT and Indigenous Peoples Day](#)
- [ICE rescinds rule on international students and online learning](#)
- [MIT action in response to new ICE rule on online learning](#)
- [Addressing systemic racism at MIT](#)

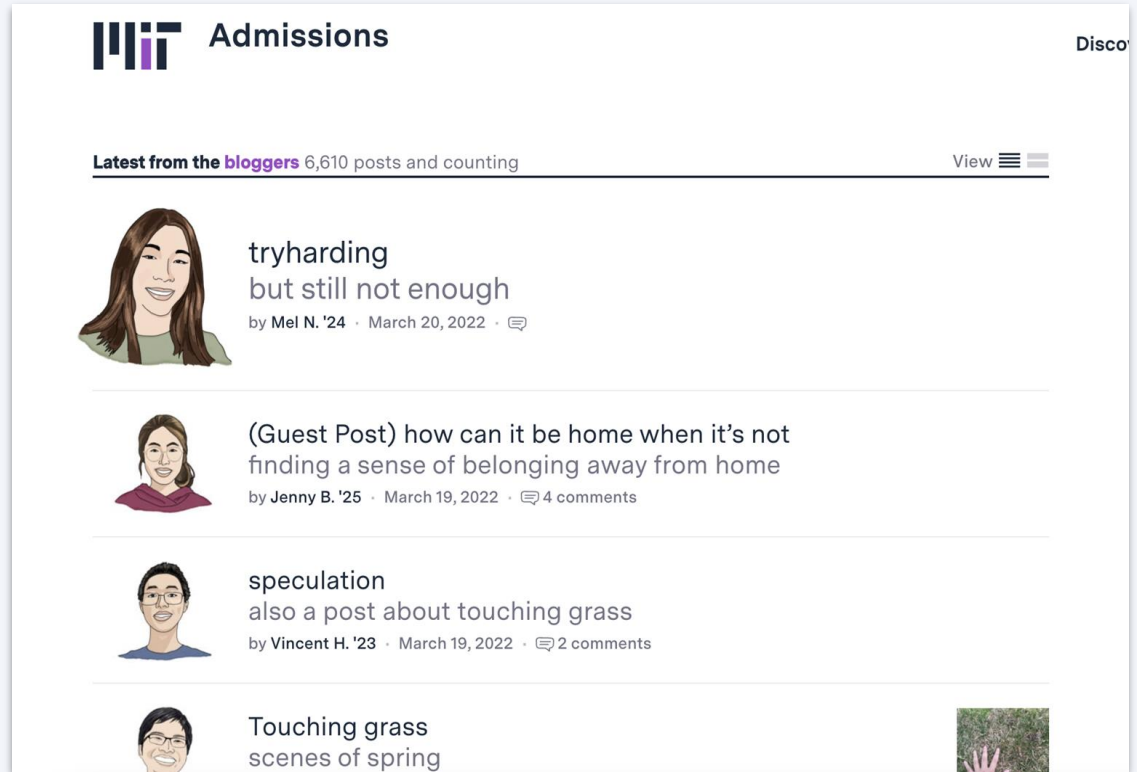
Example of conversations on diversity from MIT

# MIT Mechanical Engineering Department<sup>3</sup> Diversity Statement

Systemic racism, which is codified racial discrimination at every level of society, is pervasive in all institutions in the United States. It is the legacy of four centuries of slavery in this country, colonialism, and global Eurocentrism. MIT was founded and developed in this context and, as a result, has historically been a predominantly White institution. Consequently, URM, individuals from underrepresented international groups, and in particular Black, Indigenous, and People of Color (BIPOC), will face a unique set of obstacles to their success and wellbeing on this campus.

We must also consider how power structures in academia play a role in establishing and maintaining systemic issues. The power of direction and action in academia rests primarily with the faculty. Tenure, in particular, is designed to provide faculty members with academic immunity, the job security that grants them intellectual freedom as experts in their field. However, the mechanism of tenure can function as moral impunity, shielding tenured faculty from meaningful consequences when they abuse their power or act in a way that contradicts our community values.


# What does your website communicate?





The image shows a screenshot of the MIT Admissions website's blog section. At the top left is the MIT logo and the word "Admissions". At the top right is a "Disco" link. Below the header, there is a section titled "Latest from the bloggers" with a subtext "6,610 posts and counting" and a "View" button with a hamburger menu icon. The main content area displays four blog posts, each with a cartoon avatar, a title, and a byline with date and comment count.

**MIT Admissions** Disco



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Latest from the **bloggers** 6,610 posts and counting View 



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 **tryharding**  
but still not enough  
by Mel N. '24 · March 20, 2022 · 



---

 (Guest Post) how can it be home when it's not  
finding a sense of belonging away from home  
by Jenny B. '25 · March 19, 2022 ·  4 comments

---

 **speculation**  
also a post about touching grass  
by Vincent H. '23 · March 19, 2022 ·  2 comments

---

 **Touching grass**  
scenes of spring 

- + How might **tokenization** affect attracting international students?
- + How might you connect these examples with **your own institution's** recruiting materials & DEI statement?

# DISCUSS

*Add your thoughts to the Padlet*



*Fulbright Finland Foundation presents*

# EXIT TICKET

- 3** *Three people you will share this information with.*
- 2** *Two action steps for attracting international visitors.*
- 1** *One long-term goal for your role or institution.*

March 24, 2022

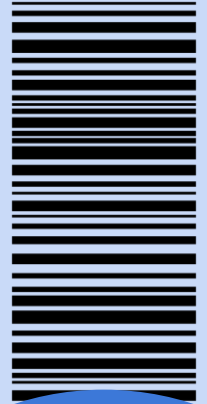
**Admit One**

DEI Capacity  
Building Workshop

**321**

**EXIT TICKET**

March 24, 2022



*Respond in the  
workbook!*





# Coffee Break

*Take a purposeful rest...*

Debrief your learning with a friend	Drink water	Introduce yourself to someone new
Listen to your favorite song	Free Choice	Find a quiet spot to meditate
Go on an outside walk	Stretch your legs	Doodle or color



# Coffee Break

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# Draw an International Visitor.

What are the *first* characteristics that come to mind?

# List of Privileges

Find the privilege lists at your table.

Choose one or two you identify with and read through the privileges.

Discuss your thoughts with your group.

## WHITE PRIVILEGE LIST (Adapted from White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh)

1. I can't/cannot if I wish arrange to be in the company of people of my race most of the time.

### ASU Arizona State University (https://asu.edu) Project Male Male Privilege Checklist

This list is based on Julian Reel (https://indiacprofeminist.blogspot.com/2011/03/abuse.html)'s blog post titled, "Unpacking the Male Privilege Lockdown" He listed 100 advantages that men have in **The 100 Male Privileges Checklist**, stating:

## White Privilege: Unpacking the Invisible Knapsack

by Peggy McIntosh

Through work to bring attention to women's studies and the work of the curriculum, I have often noticed men's unwillingness to grant that they are over-privileged, even though they may grant that women are disadvantaged. They may say that they will work to improve women's status in the society, the university, or the curriculum, but they can't or won't support the idea of assessing men's benefits which appear to inhibit women's progress from women's disadvantages. These details protect male privilege from being fully acknowledged, assessed or ended.

Thinking through unacknowledged male privilege as a phenomenon, I realized that since harassment in our society are unending, there was most likely a phenomenon of white privilege which was unacknowledged and protected. As a white person, I realized I had been taught about racism in something which men often at a disadvantage, but had been taught not to see one of its central aspects, white privilege, which puts me at an advantage.

I think whites are carefully taught not to recognize white privilege, so males are taught not to recognize

Peggy McIntosh is Associate Director of the Wallace Center for Research on Race. Her most recent work is her working paper, "White Privilege and Male Privilege: A Personal Account of Working in the Core of the Organization Through White and Male Privilege." Copyright © 1988 by Peggy McIntosh. Available for free from address below. The paper contains a longer list of privileges. Permission to retype or reprint may be obtained from Peggy McIntosh, Wallace Center for Research on Race, 1010 University Ave., Suite 1000, Phoenix, AZ 85024. (602) 957-3320. Fax: (602) 283-2304

I decided to try to work on myself at least by identifying some of the daily

male privilege. So I have begun in an un-learned way to ask what it is like to have white privilege. I have come to see white privilege as an invisible package of unearned assets which I can count on cashing in each day, but about which I was "naïve" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, checkbooks, visas, clothes, tools and blank checks.

Describing white privilege makes one partly accountable. As we in Women's Studies work to reveal male privilege and ask men to give up some of their power to one who writes about having white privilege must ask, "Having described it, what will I do to lessen or end it?"

After I realized the extent to which men work from a base of unacknowledged privilege, I understood that much of their oppression was unacknowledged. Then I remembered the frequent charges from women of color that white women whom they encounter are oppressive. I began to understand why we are justly as oppressive, even when we don't see ourselves that way. I began to count the ways in which I enjoy unearned skin privilege and have been conditioned into oblivious about its existence.

My schooling gave me no training in seeing myself as an oppressor, or as a subliminally advantaged person, or as a participant in a damaged culture. I was taught to see myself as an individual whose moral code depended on her individual merit will. My schooling followed the pattern my colleague Elizabeth Minichiello has pointed out: when we are taught to think of our lives as morally neutral, unexamined, and unearned, and also ideal, so that when we work to benefit others, this is seen as work which will allow "them" to be more like "us."

I decided to try to work on myself at least by identifying some of the daily

I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group.

effects of white privilege in my life. I have chosen these conditions which I think in my case connect somewhat more to skin-color privilege than to class, religion, ethnic, sexual, or geographical location, though of course all these other factors are intricately connected. As far as I can see, my African American colleagues, friends and acquaintances with whom I come into daily or frequent contact in this particular time, place, and line of work cannot count on most of these conditions.

1. I can if I wish arrange to be in the company of people of my race most of the time.

2. If I should need to move, I can be pretty sure of finding a purchasing housing in an area which I can afford and in which I want to live.

3. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.

4. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.

5. I can turn on the television or open to the front page of the paper and see people of my race widely represented.

6. When I am told about our national heritage or about "civilization," I am shown that people of color made it what it is.

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Re-

# CLASS OF 2024 & RETURNING TRANSFER STUDENTS WELCOME EVENTS

In-person events & activities to (re-)connect with your peers.

**WOW**  
Weeks of Welcome  
TEXAS A&M UNIVERSITY-SAN ANTONIO

**VAMOS A LA PLAYA**

## WILDCAT WELCOME BACK

The Spanish and Portuguese department invites you to an evening of beach themed fun!

October 21  
4-6pm  
UA Mall (just south of Modern Languages)

**Games  
Fun  
Prizes  
Free  
Eegee's**

Scan here to sign up!

THE UNIVERSITY OF ARIZONA  
COLLEGE OF HUMANITIES  
Spanish & Portuguese

# What do **WELCOME EVENTS** look like at your institution?

- Are they designed for all bodies?
- Are they gender/sexuality inclusive?
- Are they inclusive of various cultural and social class beliefs and norms?



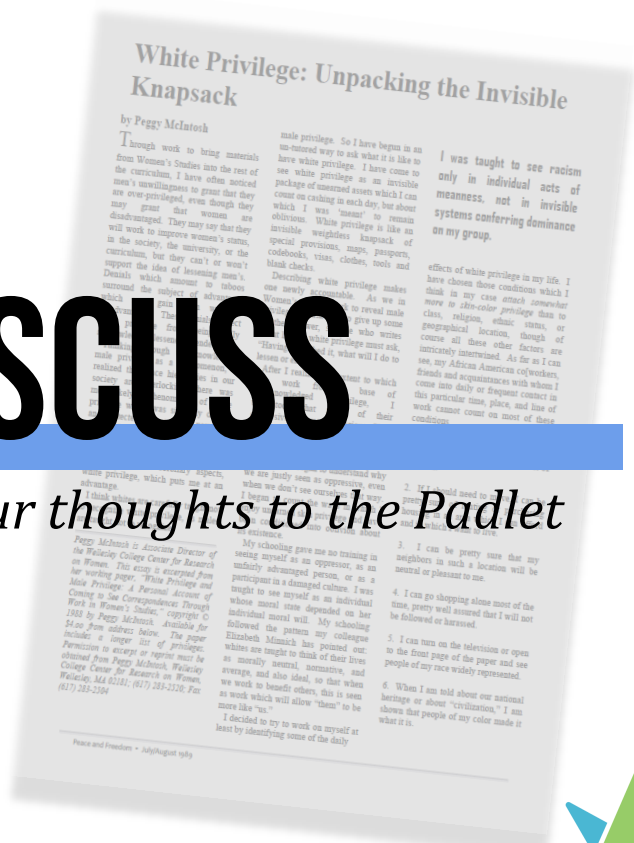
Students, write your response!

+ How might **privileges** you hold affect how you welcome international visitors?

+ How might you connect these examples with **your own institution's practices?**

# DISCUSS

Add your thoughts to the Padlet





*Fulbright Finland Foundation presents*

# EXIT TICKET

**2** *Two action steps for **welcoming** international visitors.*

**1** *Revisit & revise your one long-term goal.*

March 24, 2022

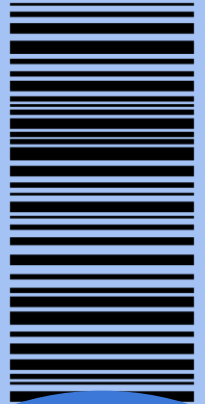
**Admit One**

DEI Capacity  
Building Workshop

**21**

**EXIT TICKET**

March 24, 2022



*Respond in the  
workbook!*

# Together shaping the future.

**Meg Jones**

megan\_jones4@uri.edu

**Jessica Stargardter**

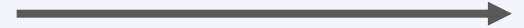
jessica.stargardter@uconn.edu

u

**Leasa Weimer**

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Thank you for participating!  
Leave us some feedback.



**FULBRIGHT FINLAND  
FOUNDATION**



Students, write your response!

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