

Fall 2021 – Spring 2022 CISS – Racial Justice Action Plan

The Center for International Students & Scholars supports international students on F-1 and J-1 visas in navigating and maintaining their immigration status in the U.S. In addition to immigration, we strive to support this student population through programs that focus on cultural adjustment. Given the nation-wide attention to racial justice, we endeavor to include more programming related to race and ethnicity in the US. We acknowledge that many international students come to Bentley from countries where their racial identities are the majority, or where race and ethnicity are viewed differently than they are in the US. However, it is important to understand the racial history of the United States as a major element of cultural adjustment. Given the white supremacist origins of U.S. society, understanding the importance of race and racial identity in the U.S. cannot be underestimated as students navigate a predominantly white university and the Boston metropolitan area. To accomplish this, the CISS racial justice action plan strives to educate international students about the history and context of race relations in the U.S. and offer a space for continued dialogue about race and nationality. We believe that both international and domestic students of all races, ethnicities, and nationalities can benefit from participating in these programs. The ideas below are not an exhaustive list, and we welcome contributions from current students.

Timeline	FALL 2021 – SPRING 2022	
	<ul style="list-style-type: none"> Focus areas: Learning, Development and Training and Learning Environments (e.g. Orientation; Office; hybrid/Zoom rooms; drop-ins; emails) 	
	Internal = CISS office staff	External = student facing
Fall 2021 semester	<p>Programming to address race/racism, and discrimination:</p> <ul style="list-style-type: none"> Savvy Student Series – Collaborate with various offices and committees, including BIRT and ODI to explain their work on race/racism/discrimination to international students. Worldview - outreach to departments already engaged in learning about race e.g. Sociology; Liberal Arts; Legal Studies Orientation training – increase engagement and attendance at international student orientation. Update components in visa 	<ul style="list-style-type: none"> Employ Student Consultant Group to 1) provide feedback on CISS communications, 2) collaborate with CISS social media student worker on the best ways to share information with international students, and 3) to review CISS orientation materials. International Orientation: include case studies and examples of race/racism/racial categorization in the US Hold the conversation for the White Privilege event with SP&E and grad engagement during Culture Fest.

	<p>information session that address bias, race in the US and racism.</p> <p>Professional development for CISS staff:</p> <ul style="list-style-type: none"> • Create a shared document to record racialized incidents. Discuss these events in quarterly meetings with CISS team to address areas for improvement. • Hold calendar time to discuss Article/Podcast/videos related to race and international student identity • Promote assessment and anonymous feedback from student staff • Greeting all students who enter SEI space the same “How can I help you?” “Who/ which office are you here to see?” (instead of assuming which students are international); • Add photos of staff; SEI org chart w/ photos so that students know who we are and how to recognize us by face/name/office • Hire a student worker dedicated to managing CISS social media platforms. Goal: increase CISS visibility to international students to help share information resources and events. 	<ul style="list-style-type: none"> • Suggest materials/ideas with Ben Longstreth for Student Affairs common reads/films <p>Include international racial justice ‘learning/advocacy moment’ in SEI newsletters (once we start sending the SEI newsletter again).</p> <p>Share resources for campus partners to identify international students accurately (There are often assumptions about who is “international” based solely on a student’s name)</p>
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