

Strategies and Policies to Protect Immigrant and Minority Youth Engaged in University Programs

Jocelyn Gehring, University of Arizona

Caroline Shelton, University of Washington

Holly Woodsome Sroymalai, University of Colorado Boulder

Agenda

- In the News
- Speaker Introductions
- Current risks and issues facing minors based on national origin, religious affiliation, race or ethnicity
- Practices to Protect Minors from Discrimination at the Program Level
- Addressing Discrimination and Harassment of Immigrant and Minority Youth

In the news...

Racist Incidents at colleges abound as academic year begins- Inside Higher Ed, 9/22/17

“The attack that left a black Cornell University student bloodied last week may be the most severe racially charged incident on college campuses in the early weeks of the academic year, but it is far from the only one.

Experts say these apparently racially motivated events are nothing new in academe, though they’ve gained more visibility in recent years with the advent of social media, forcing administrators in an age of transparency to act more quickly and aggressively...”

In the news...

New travel restrictions raise questions, concerns in higher ed- Inside Higher Ed, 9/26/17

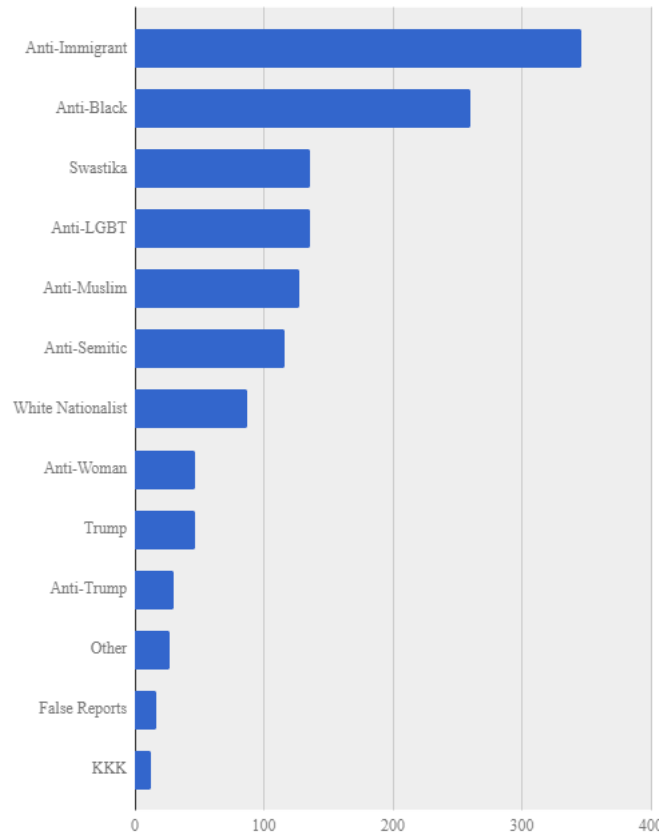
“The newest version of the ban leaves no reliable path for legitimate travel to the United States from these eight countries, such as Syrian parents hoping to be reunited with their U.S. citizen children, an Iranian educator who wants to attend a conference in the United States or parents of students from any of the eight countries who would seek a B visa to come visit for graduation or other major events...” Jill Welch, the deputy executive director for public policy at NAFSA

Tracking hate incidents...

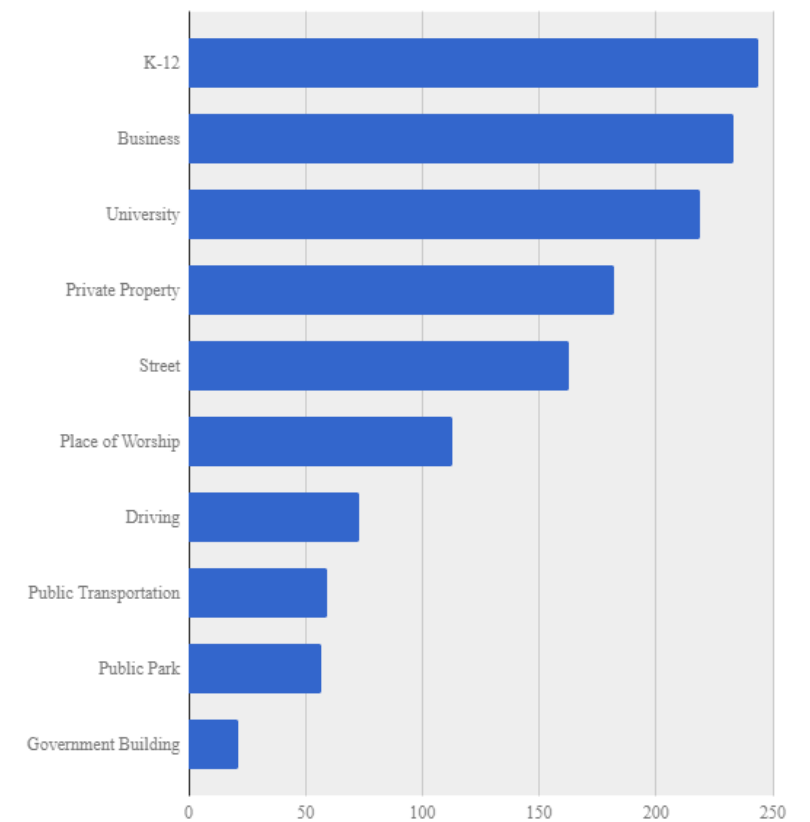
SPLC

2/10/17

Hate Incident Motivation



Hate Incident Locations



**OFFICE FOR YOUTH PROGRAMS DEVELOPMENT & SUPPORT**UNIVERSITY *of* WASHINGTON

Undergraduate Academic Affairs

Caroline Shelton, Director

- Provide supportive guidance to youth engaged programs at UW
- Inform policy development
- Convene youth programs around collective issues and opportunities
- Consult with programs who primarily serve youth of color, immigrant youth, international youth, and other youth underrepresented in higher ed settings

Holly Woodsome Sroymalai,
Academic Programs Manager

EducationUSA Academy
at the University of Colorado Boulder

- International minors
- US Department of State Program
- Variety of nationalities, religions, & languages
- Scholarship & self-funded





STUDENT AFFAIRS & ENROLLMENT MANAGEMENT
ACADEMIC INITIATIVES & STUDENT SUCCESS

Youth Safety

Jocelyn Gehring, Director

- Policy development and interpretation
- Compliance, education and training
- Coordinate institutional response to allegations of abuse, discrimination and equitable access to University programs and services
 - Undocumented youth/parents
 - Equitable access to federally funded programs (4H)
 - Center for English as a Second Language

Current risks and issues facing minors based on national origin, religious affiliation, race or ethnicity:

- Historical trends of discrimination
- Recent uptick in harassing or other targeted bias based treatment of international, immigrant youth and youth of color
- Impact of federal policy changes on traveling abroad or here from abroad for certain groups
- Increase in hate based groups publicly demonstrating on campus

Impact on programs serving minors

- Decrease in participation among some international programs hosted on US college campuses
- Domestically, some experiencing a decrease in volunteers
- Having to address more incidents of inappropriate conduct
- Programs being politicized (e.g., service learning)

Current Risks to Minors


External

- Travel Ban
- Muslim Students: Abaya, Hijab, Prayer, Ramadan



Internal

- Chaperones, families, and other students who believe some groups or individuals are too liberal or too conservative
 - Bullying
 - Groups/genders not mixing
 - Isolation



Practices to Protect Minors from Discrimination at the Program Level



Staff & Volunteers

- Training for Staff
 - Office of Institutional Equity & Compliance
 - Gender & Sexuality Center
 - Intercultural Training
 - Handbook
- Training for Homestay Families
 - Intercultural Training
 - Mentors
 - NAFSA: *Friendship With An International Student*
- Good working relationship with campus police - outreach



Students

- Pre-Arrival & Arrival Trainings
- Handbook
- Buddy system & checking in and out
- Signed Code of Conduct
 - International English Center classroom expectations
 - University of Colorado Student Code of Conduct
 - University of Colorado Honor Code



Special Considerations for Diverse Populations



- Offer to communicate with parents/guardians by Skype, WhatsApp, etc.
- Consider where to take the group (venues/areas of the state).
- Halal (or other religious diets)
- Ramadan
- Separating genders
- Prayer/quiet rooms



Designating a 'safe hang out' space



Foundation for International Understanding through Students- FIUTS, UW

Inclusive holiday calendar

Autumn 2017

Holiday or Observance	Religious Group	Dates	Additional Notes
Navaratri/Dassehra	Hindu	Sept. 21-29, 2017	
*Yom Kippur (Day of Atonement)	Jewish	Sept. 30, 2017	Designated non-work day for observers
*Sukkot (Feast of Tabernacles)	Jewish	Oct. 5-11, 2017	*Oct. 5-6 primary observation days Designated non-work day for observers
Indigenous Peoples' Day		Oct. 9, 2017	
*Shmini Atzeret/Simchat Torah	Jewish	Oct. 12-13, 2017	Designated non-work day for observers
Diwali	Hindu	Oct. 19, 2017	
Veteran's Day		Nov. 11, 2017	Observed Nov. 10, 2017 Class not in session
Thanksgiving Day		Nov. 23-24, 2017	Class not in session
Mawlid-al-Nabi (birthday of Mohammad)	Islamic	Dec. 1, 2017 #	Date not fixed. See note above.
Hanukkah (Chanukah)	Jewish	Dec. 13-20, 2017	
Christmas Day	Christian	Dec. 25, 2017	Class not in session

<https://www.washington.edu/students/reg/religcal.html>

Training student volunteers on Race and Equity

Facilitator Tools

Race and Equity

Compiled Resource Packet



For a copy of this draft resource packet
contact: srbishop@uw.edu

Table of Contents:

- 1) Race and Structural Racism in America
- 2) Implicit Bias
- 3) Microaggressions
- 4) Power Privilege, Positionality and Impact on K-12

1: Race and Structural Racism in America

Concept 1 Goals: RACE AND STRUCTURAL RACISM IN K-12

Quotes

Scholarly/Concept Resources

Context, local/national resources

Videos/Activities/ Multimedia

Discussion Questions

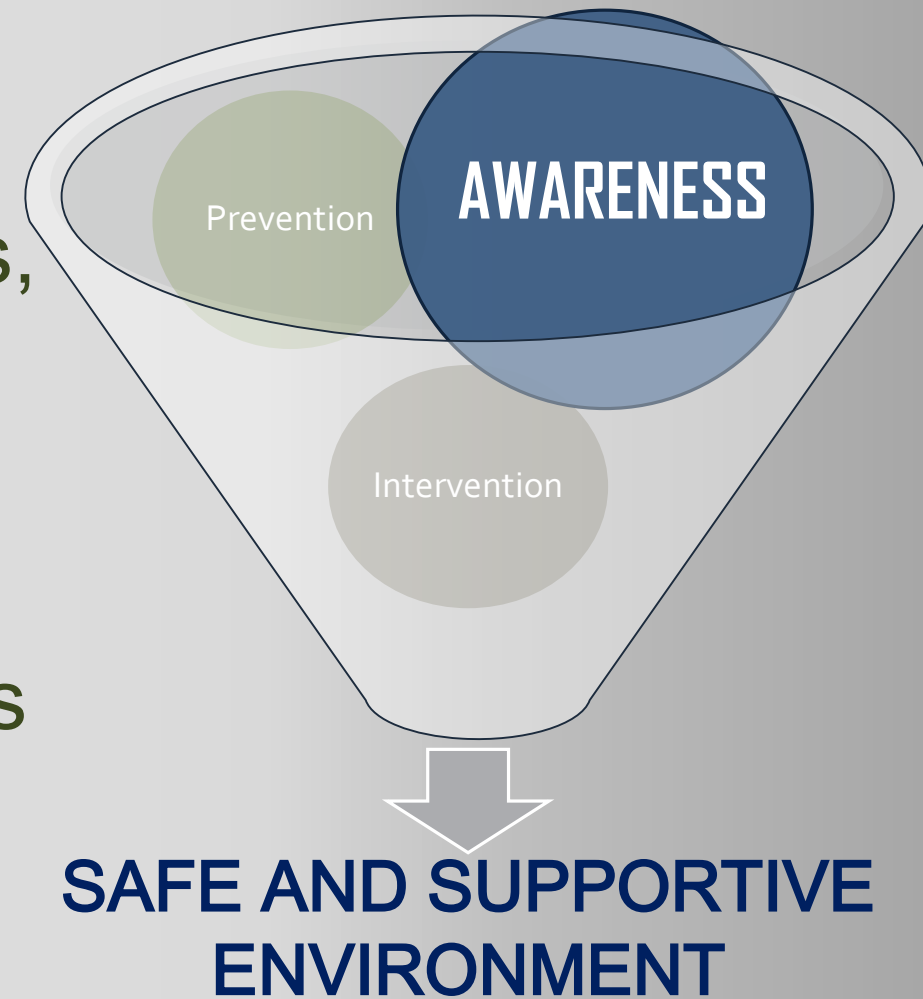
Addressing Discrimination and Harassment of Immigrant and Minority Youth

- **AWARENESS**
- **PREVENTION**
- **INTERVENTION**



AWARENESS:

- Recognize bias motivated crimes, harassment, discrimination and bullying in youth programs
- Understand relevant institutional policies and state/federal statutes



AWARENESS:

Recognize acts of bias, discrimination and harassment in youth programs

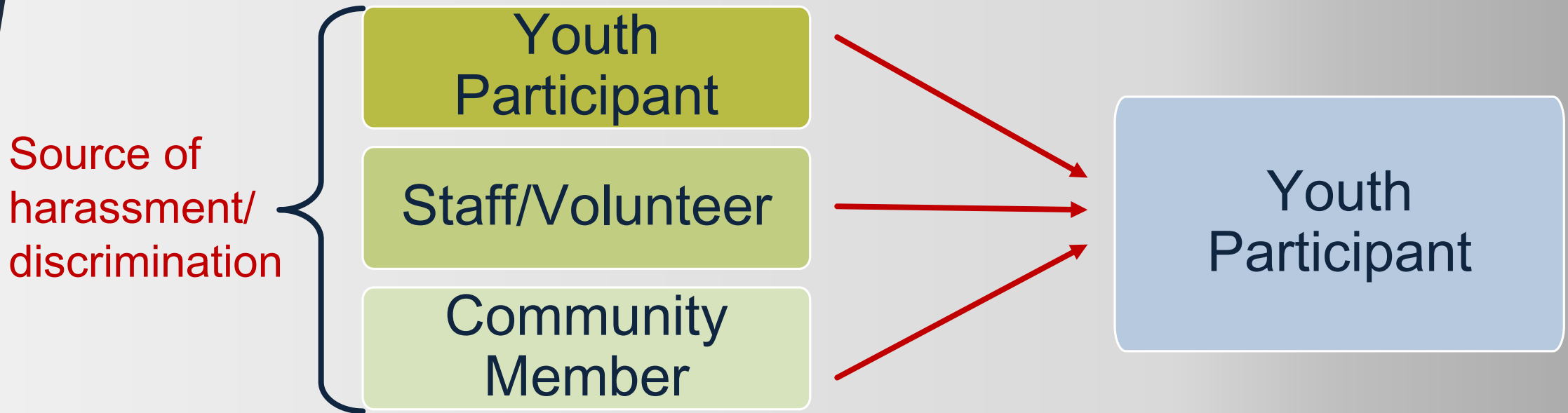
- Racial slurs or hand gestures
- Nicknames based on racial or religious stereotypes
- Refusing to work with someone due to race, ethnicity or religion
- Drawing/Sharing racist or graffiti, slogans or logos
- Mocking/imitating mannerisms, accent, clothing/head covering

Ethnic, Cultural or Religiously Motivated

- Teasing
- Taunting
- Purposeful exclusion
- Physical violence
- Cyberbullying
- Vandalism
- Intentional humiliation
- Spreading rumors
- Intimidation

AWARENESS:

Potential Sources of bias, harassment or discrimination



AWARENESS:

Understand relevant institutional policies and state/federal statutes

Institutional Policies

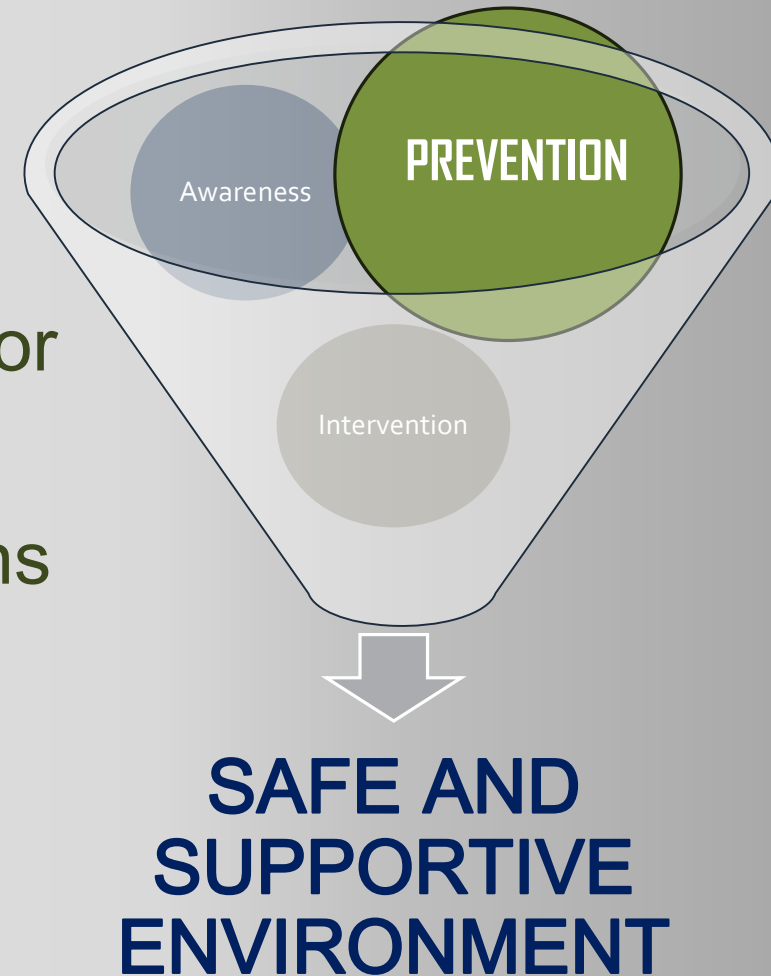
- Non-discrimination
- Anti-harassment
- FERPA
- Religious Accommodations
- First Amendment/Expressive Use of Campus

Federal/State Statutes

- Title VI, Title VII (*Civil Rights Act 1964*)
- Title IX (*Educational Amendments Act 1972*)
- Shepard Byrd Hate Crimes Prevention Act
- State Hate Crime Statutes
- Clery Act
- DACA
- ICE Sensitive Locations Policy
- Federal Child Abuse Prevention and Treatment Act

PREVENTION:

- Reaffirm institutions' commitment to providing a safe supportive environment for youth
- Clearly communicate policies, expectations and consequences
- Provide training and/or educational resources for staff and youth participants
- Identify and mitigate potential institutional biases and barriers to participation



PREVENTION:

Reaffirm institutions' commitment to providing a safe supportive environment for youth

WELCOME
BIENVENIDOS
أَهْلًا وَسَهْلًا
BIENVENUE
ברוכים הבאים
欢迎

EVERYONE IS WELCOME HERE.



W

HATE HAS NO HOME HERE

لا مكان للكراهية هنا
여기에 미움을 위한 집은 없다
មិនមានការស្អប់ខ្ពើមនៅទីនេះទេ

LA HAINE N'A PAS DE PLACE ICI

仇恨在这里没有立足之地
שנאה לא יכולה לחיות פה

EL ODIO NO TIENE HOGAR AQUÍ

To report a bias incident, please visit: <https://report.bias.washington.edu>

EVERYONE IS WELCOME HERE

MICAH BAZANT

PREVENTION:

Provide training and/or educational resources for youth program staff and participants

Staff Training

- How to identify and proactively address bias-motivated bullying and harassment
- Real-time intervention strategies
- Activities to promote cultural awareness & community building
- Reporting obligations and procedures
- Staff code of conduct/ consequences for bias-related behaviors

Youth Participant Orientation

- Ally training
- Reporting procedures
- Protection against retaliation
- Participant code of conduct
- Consequences for bullying, harassment or bias-related behaviors

PREVENTION:

Identify and mitigate potential institutional biases and barriers to participation for immigrant and minority youth

Documents
that may be
required for
registration

- Birth Certificate
- Social Security Number
- Tax Record (Scholarships)
- Name/Address of Parent/Child
- Application Fee

Youth
Participant
Data Collection

- Child/Parent Name
- National Origin
- Race/Ethnicity
- Language spoken at home

Inclusive Vision Statement



OFFICE FOR YOUTH PROGRAMS DEVELOPMENT & SUPPORT

UNIVERSITY of WASHINGTON

Undergraduate Academic Affairs

Youth Program Stakeholder Group 2017-2018

Our vision for youth who engage with UW

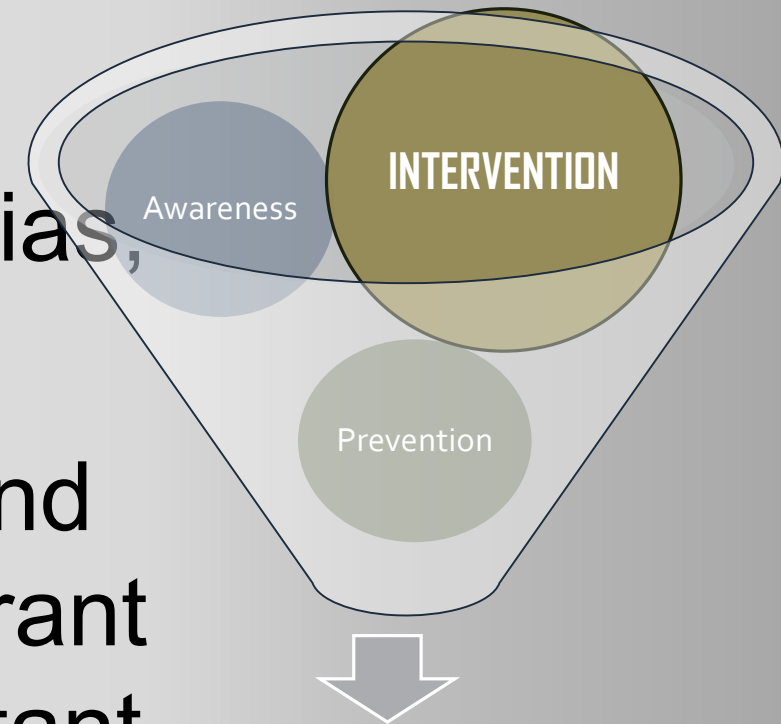
- Youth and their families will be welcomed, encouraged and valued as members of the UW community of life-long learners.
- Youth will have access to safe and enriching experiences that empower them to grow, develop, and achieve goals and aspirations.
- Youth, especially those who are underrepresented in higher education, will be set up to succeed in UW youth programs. |

Our vision for UW youth programs

As a youth program collective, we will promote equitable access to and participation in UW programs for all youth, especially underrepresented youth. Our programs will inspire and engage youth through creative and innovative programming. We will employ best practices that achieve optimal outcomes for youth growth and development.

INTERVENTION:

- Respond to and report acts of bias, discrimination and harassment
- Understand personal, cultural and institutional reasons why immigrant and minority youth may be hesitant to report



**SAFE AND
SUPPORTIVE
ENVIRONMENT**

REPORTING

How to report

What to report

Who can report

Confidentiality

Retaliation

Sharing information with
external agencies
(ICE/CBP)

Ensure **ALL** staff, volunteers, participants and parent/guardians know your reporting policies and who to contact if they need assistance.

HEAR
SOMETHING,
SAY
SOMETHING,
TAKE A STANCE AGAINST
DISCRIMINATION!

VERBAL ABUSE.
SWEARING.
THREATS.
INTIMIDATION.
HARASSMENT.
BULLYING.
PHYSICAL ABUSE.
VANDALISM.
GRAFFITI.

You don't have to be hit
for it to be hate crime.

PERSONAL AND INSTITUTIONAL BARRIERS TO REPORTING ABUSE, HARRASSMENT OR DISCRIMINATION:

Barriers to Reporting Abuse, Harassment or Discrimination
Immigrant and Minority Youth

- Fear they will not be taken seriously
- Afraid their immigration status/parents status will be disclosed
- Shame/Embarrassment
- Fear, mistrust, misinformation
- Unfamiliar with anti-discrimination laws
- Fear of retaliation
- Cultural/personal belief that they should not complain
- Limited English Proficiency
- Fear of Deportation
- Does not want to inconvenience their parents

Questions?

Jocelyn Gehring, University of Arizona

jocelyngehring@email.arizona.edu

Caroline Shelton, University of Washington

cshelton@uw.edu

Holly Woodsome Sroymalai, University of Colorado Boulder

holly.woodsomesroy@colorado.edu

Resources available here:

https://drive.google.com/open?id=oB-AYVRkp_254b25MMHdRYIZFeG8