



PETITIONS

PARDEE SCHOOL ANTI-RACIST COALITION

2021

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01. MISSION AND VISION

Our core mission is to foster an anti-racist, diverse, inclusive, and equitable community and culture at the Pardee School of Global Studies. It is fundamental to ensure that all students, staff and faculty feel welcome, feel supported, and feel a strong sense of community and belonging.

We are driven by the belief that promoting diversity and inclusion creates an environment where different perspectives are valued and celebrated, where we are empowered because of increased representation, and where students develop a more holistic and refined global perspective.

We aim to mobilize the greater Pardee community to build capacity for equity, diversity, inclusion, belonging, and anti-racism initiatives across the Pardee School. With your collaboration and support, we can work together to create the sense of belonging and community that many students seek during their time at Pardee.



"to foster an anti-racist, diverse, inclusive, and equitable community and culture at the Pardee School of Global Studies"

02. PETITION OVERVIEW

We petition for the Frederick S. Pardee School of Global Studies to:



01 — SCHOOL STRUCTURE

Create a working Anti-Racism Committee consisting of faculty, staff and undergraduate and graduate students.



02 — FACULTY TRAINING

Provide further training and support to faculty, staff, and students on topics including anti-racism, implicit bias and sexual harassment.



03 — COURSE CONTENT

Encourage professors to create more inclusive course curriculums that highlight underrepresented voices and experiences.



04 — COURSE OFFERINGS

Enhance the current course list to include more topics on race, gender, sexual orientation, disability and religion in international relations.



05 — CULTURE & PROFESSIONAL DEVELOPMENT

Commit to expanding student diversity initiatives and professional development programs that support marginalized students' needs and experiences.

TO DEAN NAJAM, ASSOCIATE DEAN SELIN AND ASSOCIATE DEAN GRIMES, FACULTY, AND STAFF OF THE BOSTON UNIVERSITY PARDEE SCHOOL OF GLOBAL STUDIES:

We, current students, alumni, and affiliates of the Pardee School of Global Studies at Boston University have outlined a list of demands to ensure that Diversity, Equity, and Inclusion is a central focus at the school and a commitment held by all. This letter incorporates months of research, discussions, and community interviews that provide a blueprint for a more inclusive school.

The significance and urgency of our work is clearly demonstrated through the everyday struggles of Black and Brown communities across the Commonwealth and our nation at large. In light of the recent hate-fueled violence in Winthrop Massachusetts; Kenosha, Wisconsin; Portland, Oregon and many other places, our commitment to racial justice and addressing deep rooted inequities at the Pardee School is more relevant than ever.

We have written this letter to work with and hold the Pardee School accountable to its core principles and ambitions as an institution. We must be actively anti-racist in structure, curricula and University culture. We must ensure that all members of the Pardee community feel a strong sense of support and belonging. We must dedicate ourselves to including underrepresented voices and experiences in our international relations education.

By laying this foundation for change, we hope to see the next generation of students from all races, ethnicities, genders, sexual orientations, abilities and religions feel empowered to thrive and reach their utmost potential.

Sincerely,
Pardee Anti-Racist Coalition

0.4 SCHOOL STRUCTURE AND TRAINING

At the Pardee School of Global Studies, it has become increasingly apparent that the current administrative structure is not sufficiently equipped to process issues of Diversity, Equity and Inclusion or to support BIPOC students through their unique journeys at the school. This is demonstrated by the lack of a working anti-racist DEI committee, the lack of anti-racist training practices, and the lack of transparency surrounding student demographics at the Pardee School of Global Studies. It is further perpetuated by the lack of BIPOC representation among faculty, staff and administration. Addressing these issues is only the first step at better accommodating BIPOC students and their difficult transitions to the Pardee School.

A. ANTI-RACIST COMMITTEE

1. We call for the establishment of an Anti-Racist Committee made up of students, professors, deans and advisors to oversee DEI progress and to implement accountability processes for these new policies. The committee should be led by a recently tenured faculty member who will be adequately resourced with staff and an assistant director.
2. At the beginning of each academic year, this cohort will establish an annual action plan that will outline the issue areas it will target and the goals it will achieve with clear deadlines.
3. The goals for DEI initiatives will be split into short, medium and long-term timelines that aim to target inequities in school structure and training, curriculum and pedagogy and culture and professional development.

Timeline: Fall 2021

B. FACULTY TRAINING



I had two different professors on two different occasions ask me "What caste are you in?" after telling them I was Indian. I was so taken aback I didn't even know how to respond. They realized they had said something offensive at the sight of my expression, but didn't find it necessary to apologize. They just explained the question away as an academic inquiry.

- Pardee Student, Class of 2017

1. To avoid further instances where Pardee School faculty cause students to feel uncomfortable due to insensitive or biased comments in conversation, we propose implementing mandatory training and support to faculty, staff, and students on anti-racism, implicit bias and sexual harassment.
2. At least 90% of Professors of Practice and 90% of tenure and tenure-track faculty should demonstrate completion of anti-racist trainings.
3. This training can be offered through the Office of Diversity and Inclusion at Boston University.

Timeline: Spring 2022

0.4 SCHOOL STRUCTURE AND TRAINING

C. STUDENT DEMOGRAPHICS

1. To better understand the needs of students and how to cater to them, it is necessary to establish a system of transparency surrounding student demographics at the Pardee School. Thus, we petition for a breakdown of student demographics on Pardee's website so that incoming students are aware of the new environment they are entering and that Deans, faculty and staff are mindful of their students' needs.
2. This student demographic visual can resemble the Questrom School of Business' Questrom undergraduate student breakdown on their website.

Timeline: Demographics accessible to the Pardee community by Fall 2022.

D. TRANSPARENCY

1. The Pardee School's website should dedicate a section to Diversity, Equity, and Inclusion which will include, but is not limited to, a DEI commitment statement, resources, events, research, department actions, and reporting/feedback form. The reporting form would be a space for students to voice their concerns and experiences with diversity, equity, and inclusion at Pardee.
2. Questions regarding the Pardee School's maintenance of diversity and inclusion should be included in end of semester course evaluations to provide students with the opportunity to express their thoughts, concerns, and recommendations to improve the school.

Timeline: Immediately

0.4 SUPPORTING RESEARCH

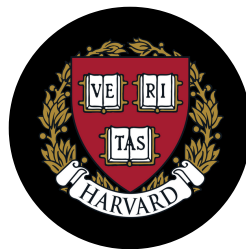
"integrated classrooms improve students' satisfaction and overall intellectual self-confidence"

A study conducted by the Century Foundation highlights the immense impact of socioeconomic and racial integration in schools and classrooms. Research on diversity at the college level shows that integrated classrooms improve students' satisfaction and overall intellectual self-confidence. Students emerge with this self-confidence when they have positive interactions with other students from diverse backgrounds and view their campus climate as racially and culturally affirming. Additional benefits of a diverse classroom is that students are better equipped to navigate a global economy.

Anti-racism committees at schools like Columbia University, Harvard University, Brown University and many others have been essential to developing and continuously improving anti-racist policies, practices, and climates across their school campuses. The DEI work at the Harvard Kennedy School has led to the appointment of a dozen faculty members over the past three years whose teaching, research, and outreach address race and public policy, and has also facilitated greater diversity of their student body. On our Boston University campus, there are also examples of successful DEI committees, such as the ones in the Earth & Environment Department and the College of Communications, that have been able to revamp their DEI websites, create resource maps for student safety, and more.



**Columbia Law School:
Anti-Racism Steering
Committee**



**Harvard Kennedy School:
Office of Diversity,
Inclusion & Belonging**



**Brown DPHB:
Anti-Racism Steering
Committee**

By dedicating a taskforce of faculty, staff, and students to DEI initiatives, the Pardee School can enhance its existing practices and progress in the direction of other departments and colleges at Boston University and other top schools.

0.5 CURRICULUM AND PEDAGOGY

In the introductory courses (IR 271, IR 349 & IR 350) at the Pardee School, the curriculum and pedagogy must accurately reflect the globality and diversity of perspectives, experiences, and issues addressed in a given time period. To cultivate a more holistic, global perspective, it is important to have different experiences acknowledged and taught, and readings should help students navigate and examine the heterogeneity of countries and communities. These 'invisible' topics are imperative to understanding international relations. They include, but are not limited to, topics of racism, colonialism and decolonization, immigration, and gender violence.

A. COURSE CONTENT



"In IR350, we covered the Bay of Pigs and the general Cuban Revolution for less than half of one lecture... one of the most important events to happen in the 50s and 60s that revolutionized Latin American political structures for less than half of one lecture" - Pardee Student, Class of 2023

1. Professors must include a statement on Diversity, Equity, Inclusion in all course syllabi to explicitly declare that no form of discrimination is allowed.

Timeline: Immediately

2. Courses should actively engage with underrepresented scholars by including diverse readings, podcasts, films, and literature that offer often dismissed perspectives on issue areas. Faculty should take full use of the [Center for Teaching and Learning](#) at Boston University to realize this goal.

Timeline: Immediately so as to see changes reflected in Spring 2022 courses.

3. The introductory courses (IR 349 History of International Relations, 1900-1945, IR 350 History of International Relations since 1950, and IR 271 Introduction to International Relations) should include underrepresented scholars as expert voices. These scholars will highlight certain thematic or regional occurrences that are oftentimes dismissed, thereby allowing for a less Eurocentric approach in students' introduction to international relations.

Timeline: Fall 2022

4. To facilitate DEI in course content, the Pardee School and its Anti-Racist Committee can create workshops and make resources accessible for all faculty to diversify their syllabi. Additionally, courses that address these 'invisible' topics should be included in the Pardee newsletter.

Timeline: Immediately

0.5 SUPPORTING RESEARCH

“To nurture the spirit of global engagement and citizenship among students at the Pardee School” will only occur when teachings are global, nuanced, and intersectional in addressing international affairs.

There has been a significant amount of research addressing the necessity and benefits of making International Affairs and related subjects more diverse, inclusive, and equitable as highlighted in a [report](#) by Inside Higher Ed. Societal well-being, effective policy-making, holistic research, inclusive leadership, and [even apt national security](#) are advanced by applying DEI principles to curricula.

We believe that it is imperative to diversify the course offerings to truly realize the Pardee School’s ambition of global engagement, as cited in Pardee’s Strategic Plan. “[Nurturing] the spirit of global engagement and citizenship among students at the Pardee School” is only possible when teachings are global, nuanced, and intersectional in addressing international affairs.

Several leading APSIA global studies schools, including the [Harvard Kennedy School](#), [The Fletcher School](#), and [Georgetown](#) have broadened their curricula to reflect and address how diversity affects international affairs and how inclusion benefits societies globally. Research continues to show the different ways decolonizing syllabi and course content is possible, and it is time for the Pardee School to follow suit!

Decolonizing, in this context, refers to the historicization of international relations and international development in colonial and imperial pasts to understand present-day inequalities.

0.6 CULTURE AND PROFESSIONAL DEVELOPMENT

Promoting diversity at the Pardee School is a top priority, but no progress can be made without creating an atmosphere of inclusion. Creating and encouraging a sense of belonging is key to the success and prosperity of BIPOC students and to fostering an equitable environment at the school. Cultural inclusion can be acted upon by creating events that target the rich array of ethnicities, races, genders, sexualities and abilities at the school; providing extra financial support to low income students as they develop themselves professionally; and recognizing the difficulty of navigating the Pardee School as an international student.

A. EVENTS AND OPPORTUNITIES

1. Student support staff should ensure that professional development opportunities understand and cater to marginalized students' unique experiences and their challenges when entering the workforce. Thus, ample mentorship, resources, and workshops should be made available to underrepresented students as they enter into the field of International Relations. Some ideas include: a workshop that teaches BIPOC women to navigate salary negotiations, study abroad for first-generation students with the Newbury Center, OPT and CPT tips for international students, inviting diverse Pardee alumni to talk about their internship experiences throughout college, and a workshop that highlights scholarship opportunities and financial assistance for low-income students of color pursuing internships.
2. To create a more enriching and dynamic environment for all students to thrive in, it is important to encourage conversations on diversity in racial and ethnic backgrounds, gender identities, gender expressions, socioeconomic backgrounds, sexual orientations, religions, abilities and more between students and faculty.

Timeline: Immediately

B. FINANCIAL ASSISTANCE

1. Award and provide diversity-related funding opportunities to faculty and students who seek to make significant contributions in the area of diversity and inclusion. This initiative can be modelled after Boston University School of Medicine's [Research Diversity Hub](#).

Timeline: Spring 2022

0.6 CULTURE AND PROFESSIONAL DEVELOPMENT

C. POLICY CHANGES



"As an international student, I was never informed by my Pardee advisors that there is no CPT internship course available at the School. I had to give up internship opportunities and personally petition to seek reform which was physically and emotionally taxing"
- Pardee Student, Class of 2022

1. Establish an "Undergraduate Internship in International Relations" course to provide support for international students to attain CPT authorization and gain professional work experience outside of the university.

Timeline: Spring 2022

2. Recognize religious holidays and observations, such as Ramadan and Eid, and provide extended academic support and accommodations for practicing students.

Timeline: Immediately

0.6 SUPPORTING RESEARCH

"Support is manifested through catered mentorship, networking, and workshop opportunities that recognize the unique experiences of marginalized students."

One of the Pardee School's goals in its 2016 Strategic Plan was to "to attract high-quality, diverse, and committed students"; however, we believe that retaining and embracing diverse students is as important as recruiting them. Support is manifested through catered mentorship, networking, and workshop opportunities that recognize the unique experiences of marginalized students.

0.7 QUESTIONS FOR CONSIDERATION

While this list of demands is an important first step to advancing the goals of increased diversity and inclusion in our community, we also acknowledge the challenges posed by feasibility, sustainability, and effectiveness. In reviewing the petitions/demands and reflecting on the feedback provided by the ARC's advisors, several questions have surfaced. Some questions relate directly to this initiative, while others reflect broader DEI questions for the Pardee School and the larger Boston University community that are necessary for consideration. We have included these considerations in this document to draw attention to some of the broad, contextual issues of diversity confronting the Pardee School and also to hold the Pardee School accountable in ensuring that issues of Diversity, Equity, and Inclusion are given thought and taken seriously.

- 1** *What metrics/models can we use to improve the **scope and impact** of the proposed policy changes and initiatives?*
- 2** *How do we ensure the **sustainability** of our reforms and prevent "fatigue" and passive resistance?*
- 3** *How do we **articulate the educational benefits** of diversity and inclusion to the Pardee School's administration, professors, students, and parents?*
- 4** *What **transitional steps** must be taken to introduce new courses and DEI initiatives into the academic school year without having to sacrifice the removal of other existing classes and events?*
- 5** *How do we include BIPOC, LGBTQIA+, and disabled student voices in DEI conversations without **socio-emotionally overburdening** them?*
- 6** *How do we maintain **academic consistency** in revamping the structure of introductory courses while ensuring that students are not overwhelmed with having to readjust to new teaching styles?*

NOTE ON INTERSECTIONALITY:

We acknowledge the intersectionalities between topics of race, gender, ability, religion, socio-economic class, and more. Due to time and resource limitations, we have not gone into depth on these intersectionalities in this document but recognize their importance when discussing issues of diversity, equity, and inclusion. This document is only meant to spark a robust conversation on these topics and to develop a blueprint for growth.

0.8 CLOSING REMARKS

We, as a diverse group of students, alumni, and affiliates, call on Deans and the administration to help us improve the Pardee School for the generations of students to come.

As we return to the “new normal,” it is imperative to acknowledge the ways a worldwide pandemic, an economic crisis, structural racism and political unrest have disproportionately disadvantaged students and faculty. Because of the ways these catastrophic events have burdened underrepresented minorities, we are centering our work around uplifting our students and expanding their professional opportunities at the Pardee School.

We acknowledge that the solution does not lie in hiring one DEI officer or attending one anti-racism training but rather, it lies in our community effort to amplify underrepresented voices at the school and to cater to their unique needs by enforcing the recommendations we outlined above. Being seen is no longer enough, we demand to be heard and together, we will fight against the systemic challenges that hinder BIPOC, LGBTQIA+ and disabled students at the Pardee School.

We are grateful to the faculty and staff members who have shown us support and sincerely hope that the Pardee School will one day be a place where every student from every background and identity feels embraced and empowered.

We call on you, students, faculty, staff, administration, alumni and Pardee affiliates, to sign this document and show support to our Diversity, Equity and Inclusion initiative.

Sincerely,
Pardee Anti-Racist Coalition