Are Your Risk Management Practices Helping - Or Hindering - Your Institutional Diversity Goals?

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http://ow.ly/H2Ke30oe8FN
Introduction
What makes a good EA program?

**Diversity**

Institutional diversity goals:

“students from diverse economic, educational, ethnic and social backgrounds are aware, have equal access and take advantage of the benefits and opportunities afforded through global education”

(Adapted from Diversity Abroad)

**Risk Management**

“the continuous process to identify, assess and prioritize risks in an effort to control, avoid, minimize or eliminate the effects of risks on an organizations assets.”

(From URMIA)

Proactively considering and mitigating risks related to student health, safety, and security on education abroad programs
Self-assessment

- Does your university or organization have an institutional diversity goal? Do you know what that goal is? Have specific benchmarks been identified? Do you know how you can contribute in your role? Do others know what contribution you can make?

- When you encourage a student to study abroad, are you confident that your institution has the support systems in place to meet their needs?

- When you think about how safe a destination is, do you think about how this might vary depending on student identities?

- Whose perspective forms the basis of your risk assessment? Site visits?

- When responding to a health and safety incident, are you thinking about how a student's identity might impact their particular experience? Say, an unexpected stop at the border? Harassment by the locals?

- Have you evaluated your student advising practices to ensure students are engaging with content in all phases of the study abroad process (recruitment, pre-departure, while abroad, re-entry)?
Exploring the intersection of diversity and risk management

Institutional Level ➔ Risk management framework ➔ Health and safety support systems

Program Level ➔ Program design ➔ Working with partners

Individual Level ➔ Student advising
Institutional Level

Risk Management Framework
Health & Safety Support Systems
Risk Management Framework

Institutional Level

The way your organization approaches the identification and management of risk.

Developed at institutional level, often by senior officials.

Includes:

- Duty of care
- Risk tolerance
- Liability and indemnification
- Institution-level policies
- Compliance with federal laws
- Insurance policies
Risk Management Framework

Relationship with diversity

Impacts the institutional environment in which programs run and system/procedures are developed.

What are the possible consequences of not understanding your organization’s risk management framework?

Without understanding institution’s approach to liability and risk tolerance, you may not understand when you are pushing the limits (or when you have flexibility).
In which countries do you have programming? Does your organization have set criteria for what is considered a high-risk destination? Does this criteria assume all students face a similar level of risk?

What duty of care does your organization owe to travelers? How is that conveyed to those responsible for implementing programming?

What institutional policies and federal laws apply to your international programs? How do you translate that into incident response procedures? Staff training? Program admission guidelines?
Health & safety support systems are typically developed at the institutional or office level.

They include:

- International health insurance
  - Evacuation insurance
- Training for staff and program leaders
- Procedures for bias incidents, disability concerns and accommodations
Health & Safety Support Systems

Institutional Level

Relationship with diversity

They underpin programming and directly impact the quality and kind of support you can extend to your programs and students.

What are the possible consequences of not considering health and safety systems?

If these systems are not developed with the capacity to support diverse students they may fail them.
Health & Safety Support Systems

Institutional Level

Does your insurance policy cover pre-existing conditions? This may be crucial for students with disabilities.

Are student advisors trained to know what support services can and cannot be provided? If not, student advising may not be accurate.

Do you have established procedures for responding to bias abroad? Some students may be particularly at risk of discrimination locally.
Program Level

Program Design

Working with Partners
Program Design

Program Level

Program design is “the basic structure of an education abroad program. Combines such considerations as duration, scheduling, level, phases... and pedagogical model (for example, field study, integrated university courses).” (From The Forum on Education Abroad)

Inclusivity and risk management are also key program design considerations and should be incorporated into the following design models and tools:

- Universal design (MIUSA resource)
- Site visit checklists
- Risk assessment models
- Program proposal templates
Program Design

Relationship with diversity

Programs are at the “product” we offer to students.

What are the possible consequences of not building inclusive program design tools and models?

Even well-meaning people may neglect the needs of diverse students.

Programs may struggle to meet the needs of diverse students.

Students reviewing your portfolio may not find the right opportunity.
### Program Design

#### Program Level

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**What's wrong with this (excerpted) site visit checklist?**

<table>
<thead>
<tr>
<th>Site Visit Health &amp; Safety Checklist</th>
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</thead>
<tbody>
<tr>
<td>[Location]</td>
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<tr>
<td>[Dates of Site Visit]</td>
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<tr>
<td><strong>GENERAL LOCATION</strong></td>
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<tr>
<td>Crime</td>
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<td>Terrorism</td>
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<td>Natural disasters</td>
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<td>Civil unrest</td>
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<td>Local police and other emergency</td>
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<td>services</td>
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<td><strong>EMERGENCY NUMBERS</strong></td>
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<td>• Ambulance:</td>
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<td>• Fire service:</td>
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<td>• Police:</td>
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<td>Any concerns for students with</td>
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<td>particular identities? E.g. LGBTQ,</td>
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<tr>
<td>African-American etc.</td>
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<tr>
<td>Other Notes:</td>
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### Site Visit Health & Safety Checklist

[Location]

[Dates of Site Visit]

#### GENERAL LOCATION

<table>
<thead>
<tr>
<th>Threats</th>
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<tbody>
<tr>
<td>Crime</td>
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<tr>
<td>- How was assessment conducted</td>
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<td>- Crime Rate</td>
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<td>- Local Law Enforcement</td>
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<td>- Likelihood</td>
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<td>LGBTQ Attitudes (see ILGA Global Attitudes)</td>
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<td>- In Area</td>
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Working with Partners

Program Level

Partners are crucial to the success of your education abroad programs.

Partners can be:

- Host institutions
- Home institutions
- Program providers (third-party organizations or other universities)
- Faculty leaders
- Local staff
- Vendors

Partners may be doing everything from designing and operating the programs your students will participate in to co-designing programs with you to interacting closely with your students on-site to driving a bus full of your students.
Working with Partners

Relationship with diversity

Program design - including diverse perspectives throughout
Implementation - even thoughtfully designed programs need to be implemented.

What are the possible consequences of not establishing close relationships with partners on the topics of diversity and risk management?

Missed opportunities to share expertise.

Unpleasant surprises. Reactive vs Proactive

Lack of support for students on-site.

Programs may struggle to meet the needs of diverse students.
Working with Partners

Does you engage Diverse and Inclusive Campus Office? You don’t have to be an expert in everything but you should know who the experts are. Look for opportunities to involve offices such as: Disability Services, Counseling Services, Student Health, Legal Affairs / University Counsel, Financial Aid, Information Technology, Multicultural Affairs and/or Disability Cultural Center, Human Resources, Student organizations, Community Partners.

Do you and your partner(s) share expectations for how to address discrimination and exclusion? Who will respond to these incidents on programs? Do you share an understanding of the impact of bias and violence on emotional well-being & student learning.
Individual Level

Student Advising
In this section we explore ways to engage students with program offerings that best suit their needs. Also, how we incorporate risk management information into advising and programming structures.

This could include:

- Individual advising sessions (by an education abroad coordinator or academic advisor)
- Pre-departure requirements
- Online resources
- Educational resources
- Campus collaborations
- Student-led initiatives
Student Advising

Individual Level

Relationship with diversity

How we connect students with risk management strategies and best practices
(Forum Standard 4)

What are the possible consequences of not considering the intersection of risk management and diversity in advising phases of study abroad?

Student advising may not be accurate. You may over-promise (case study)

You may not give students all of the information that they need to make informed decisions about program selection.

Finding a balance between health & safety and empowerment
IRSO CANVAS Module

IRSO developed online pre-departure tool.
- Required by **ALL** study abroad participants
- Covers health & safety abroad for all international travelers

Central Appreciative Advising

Standard **general** advising structure that entertains all phases of study abroad process
- Manages content and information (consistency, accessibility & accuracy)
- Trainings and certifications: * Title IX * Safe Zone * 1-2 week onboarding process for new hires

Diversity Programming

Student-led on campus programming
- **Focus** on diversity & inclusion
- Enhanced campus collaborations with students being the conduit
- Re-entry gets attention

Resources & Certifications

Current & up to date resource library, Trainings and certifications are current and displayed in the open

- Black & Abroad
- Latin X & Abroad
- Mental Health & Abroad
- LGBTQ+ Abroad
Case Study

A first-generation, Pell-Grant eligible student has always dreamed of studying abroad. She didn't think she could because she has a five-year-old child. But your staff is determined to make this happen with her.

After meeting with a study abroad advisor and faculty director she has been accepted to a six-week summer program in London.

➢ **First obstacle:** Program housing requirements

➢ **Second obstacle:** Child care

➢ **Third obstacle:** Insurance coverage
Case Study

Institutional Level

✓ Strong institutional support

✗ International health insurance not flexible

✗ Additional liability not discussed

Program Level

✓ Supportive faculty

? Flexible housing policy

? Reassurance about flexibility

Individual Level

✓ Scholarship advising

✗ Insurance advising inaccurate
Case Study

Lessons learned

● Talk to risk management/health and safety early (before student advising appointment if possible)

● Clarify approach to liability (internally then with student)

● Thoroughly understand insurance options

● Contingency funds saved the day (not sustainable)
Tools

Diversity + Risk Management Road Map
Diversity + Risk Management Road Map

1. Passion
   - Commitment to making education abroad accessible & inclusive
   - Campuses becoming more diverse

2. Process
   - Create a baseline to measure improvement
   - Strategy-driven vs isolated initiative

3. Progress
   - Increased and representative participation in education abroad
   - Academic, interpersonal & post-graduate success of students

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DiversityNetwork.org/AIDE-Roadmap
Discussion
Thank You!

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Diversity and Risk Management Road Map available for download: http://ow.ly/H2Ke30oe8FN