



6TH ANNUAL
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Access, Inclusion, Diversity & Equity Roadmap - Health & Safety

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Presenters



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Session Goals

- Introduce the Access, Inclusion, Diversity, & Equity (AIDE) Roadmap guidelines
- Explore the role of Social Identity & the Social Experience
- Develop an understanding of how to approach structural change to improve health and safety of diverse and underrepresented students
- Practice new knowledge and skills with scenario

AIDE Roadmap: From Passion to Process



Set of diversity & inclusion guidelines addressing 11 key areas of the education abroad process for implementing policies & practices that are both aspirational and practical

- **Framework** to examine diversity and inclusive climate and practices at the unit level.
- **Assessment & Guidance** for operationalizing diversity & inclusive policies and practices.

AIDE Roadmap: From Passion to Process



- Ethnically/Racially Diverse
- High Financial Need
- Students with Disabilities
- First Generation College
- LGBTQ+
- Students of Faith

AIDE Roadmap Guidelines

- Guideline #1 | Institutional Profile & Data Collection
- Guideline #2 | Diversity and Inclusion Strategy
- Guideline #3 | Campus Collaboration
- Guideline #4 | Professional Development and Staffing
- Guideline #5 | Outreach, Marketing, and Recruitment
- Guideline #6 | Inclusive Student Advising
- Guideline #7 | Financial Aid
- Guideline #8 | Inclusive Curricular & Co-curricular Programing
- **Guideline #9 | Health & Safety**
- Guideline #10 | In-Country Support, Reporting, & Advising
- Guideline #11 | Re-Entry Programming & Evaluation

What are some health & safety concerns for students participating in an international experience?

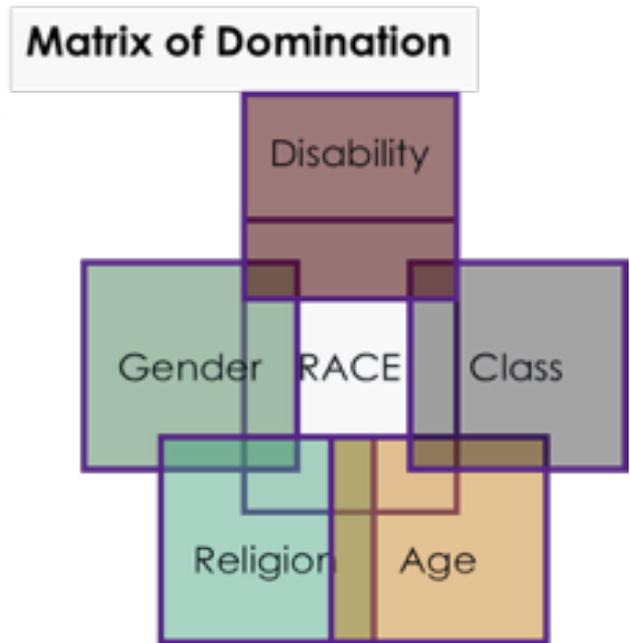
The Important Role of Social Identity & the Social Experience

- **Understanding Culture & Social Identities**

- Culture Shock
- Intersectionality
- Opportunity and Risks

- **How Will Students Identify Themselves Abroad?**

- Acknowledge the likelihood of their identity changing in host country
- Engage the possibility of experiencing prejudicial attitudes or discrimination



How to Support Students from Diverse Backgrounds?

- **Facilitate Institutional Pre-Departure Health & Safety Orientations**
 - Create a diverse and inclusive health and safety plan
 - Address the role discrimination, exclusion, & violence have on mental & emotional well-being
- **Engage Diverse and Inclusive Campus Offices**
 - Include training for Faculty, Staff & Students
- **Prepare Participants To Engage In Cultural Relativism**
 - Discuss norms of behavior and Health & Safety of host country
 - Enhance communication between school & host country

Having an Inclusive and Diverse Health & Safety Program

Target efforts to consider host country's cultural norms, attitudes and behaviors toward a diverse and inclusive population

- **Racial & ethnic history & the impact of demographics on a minority's experience**
 - *Racial curiosity* is one of the biggest challenges abroad
 - Recent changes in demographics and immigration concerns
- **Cultural ideas on gender roles, gender identity and sexual expression**
 - LGBT Homestay and Cohort Interactions
 - Gender Dynamics, Harassment & Sexual Assault

Having an Inclusive & Diverse Health & Safety Program

- **Consider the Implications of local policies, procedures & practices**
 - Gender designations are dominant in legal documents
 - Suitable accommodations for the needs of people w/ disabilities
- **Consider the Impact on Diverse Student Populations**
 - Discrimination contributes to health inequalities
 - Pinpointing coping mechanisms shapes readiness of participants

Why Should This Be A Part of Any Health & Safety Plan Abroad?

Cultural Relativity *Does Not Imply* Accepting Unwelcomed Behaviors

- Create and establish boundaries
 - Never accept feeling unsafe
 - Overt or subtle forms of prejudice & discrimination affect one's health and well-being

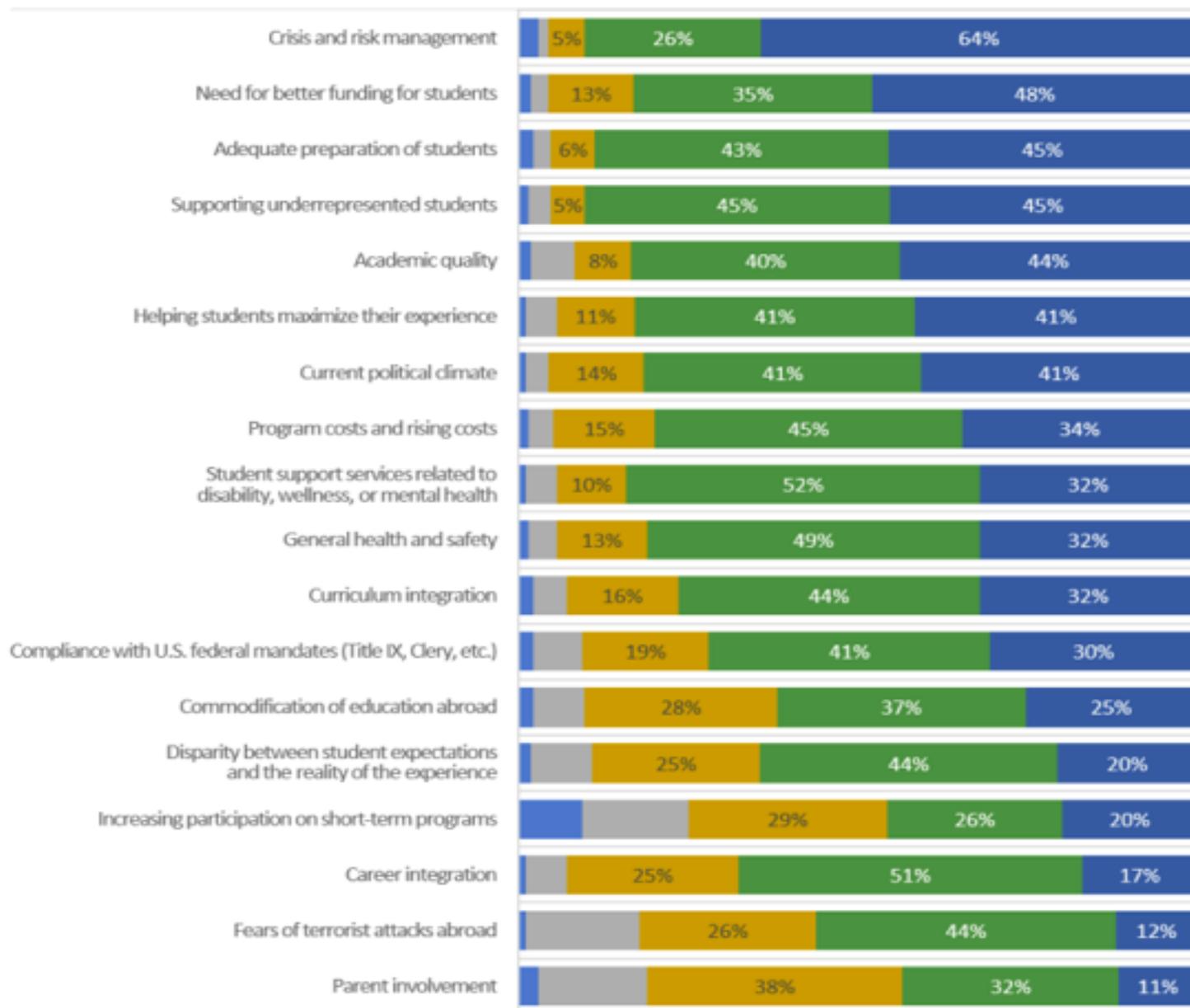
Even Well Managed Conditions Can Be Challenging Abroad

- Acknowledge the role of culture & identity in a student's overall experience
- Identity specific resources for faculty, staff and students pre, during, and post departure

****Depends on the preparedness, creativity and flexibility of the student and staff/faculty in planning an exceptional experience abroad***

**Guideline #9 -
Health, Safety, & Security**

FIGURE 6. TOP CONCERNS IN EDUCATION ABROAD



ASCA/AVM/IBL

■ Very concerned
 ■ Somewhat concerned
 ■ Neutral
 ■ Somewhat unconcerned



Health & Safety

Who is involved in health and safety?

When is health and safety discussed?

What types of activities are included?

Where do health and safety discussions take place?

Why?



Guideline #9 - Rationale

Because...

Health and safety are critical concerns for institutions as they prepare students for an international experience and support them while they are abroad. It is important to consider issues of diversity when developing health and safety policies, procedures, and advising strategies. This section focuses on the factors a study abroad office considers when developing a health and safety plan or policy for its own programs or when working with third-party providers.

Awareness

- Mental health considerations & intensity factors
 - Cultural isolation (reduction of access to the student's own culture)
 - Visibility and invisibility (being physically different than host nationals)
 - Level of prior intercultural experience (exposure outside of own cultural group)
- Norms & expectations around gender identity and sexual orientation
- Dietary restrictions for students of faith
- Accessibility and housing accommodations for students with disabilities
- Financial - Access to emergency funds

Paige, R. M. (1993), "On the nature of intercultural experiences and intercultural education", in R. M. Paige (Ed.), Education for the intercultural experience (pp. 1-19). Yarmouth, Maine: Intercultural Press. R. Michael Paige, 2001.

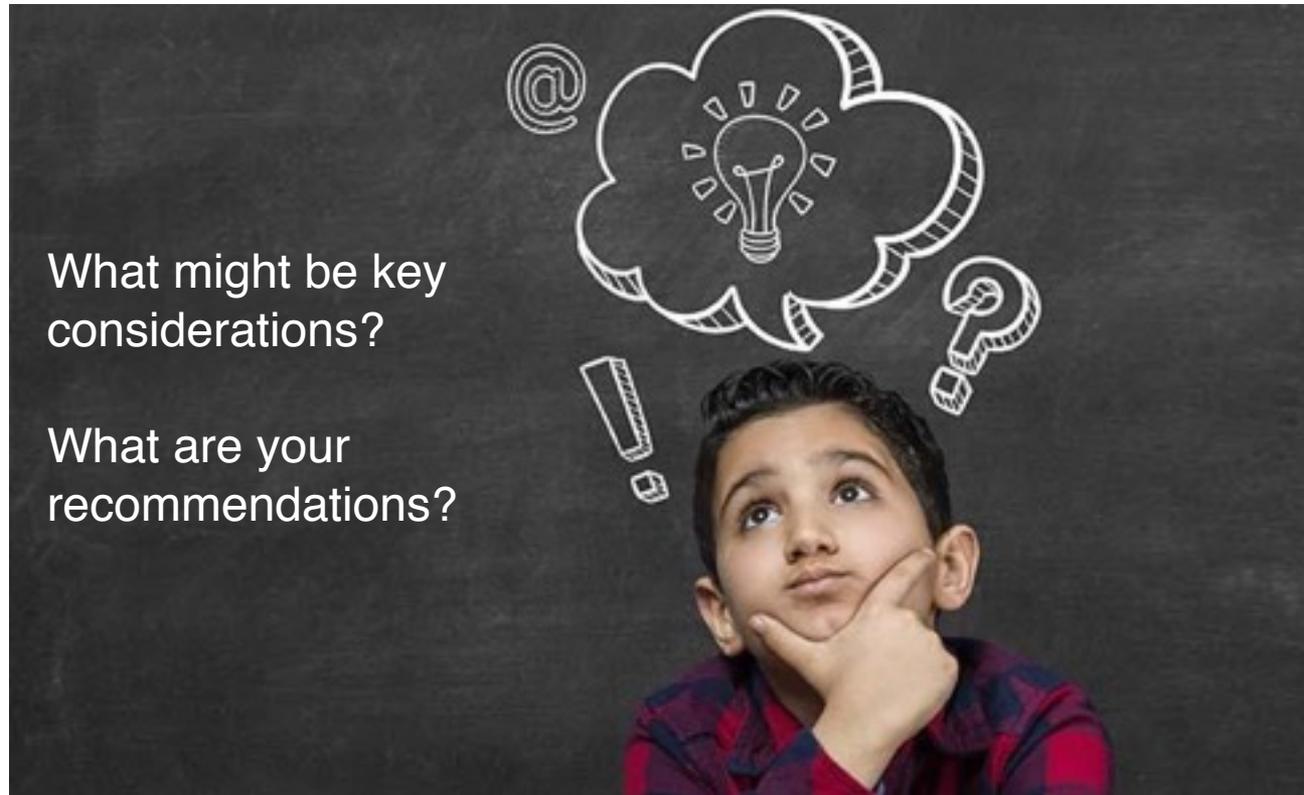
Health & Safety

IN ACTION

Guideline Indicators

1. Student Reporting of Incidents Abroad
2. Staff Preparedness to Respond to Diversity Related Health and Safety Issues
3. Written Procedures to Respond to Diversity Related Health and Safety Issues
4. Third-Party Provider Policies/Procedures to Respond to Diversity Related Health and Safety Issues
5. Direct Exchange and University Partner Policies/Procedures to Respond to Diversity-Related Health and Safety Issues

Scenario



What might be key considerations?

What are your recommendations?

Scenario

You found out an African American student studying in Spain recently experienced a discriminatory incident. Due to increased waves of African migrants moving to European countries, your students were stopped and 'carded' for verification of their citizenship and papers. The in-country staff responds nonchalantly to you, saying that these things happen to everyone recently, and that your students should just expect it and comply. The student complains vehemently about the incident on Facebook, accusing your office of negligence, which is how you find out about the problem. This student is abroad with an approved partner. It is your job to respond, what are your next steps?

Scenario

Key Considerations: Approach discriminatory concerns with compassion and care rather than skepticism. Do not ignore, minimize or dismiss concerns.

Recommendations:

- Be proactive and explore discrimination and safety concerns in pre-departure and in-country orientation
- Explore how “harassment” or “discrimination” are defined locally, and the appropriate response protocol and reporting
- Prepare identity-specific resources, leveraging in-country staff
- Gather data on students before, during, and after program to best gauge student concerns regarding health and safety abroad
- Leverage program alumni to address first-hand experiences

Resources:

- [Discrimination Abroad](#) Article: 2016-2017 Diversity Abroad Task Force
- [SIT Study Abroad: Onsite Training for In-Country Student Staff](#) (Member Access)

Questions to Consider



1. How are we doing?

- a. Does my organization or institution maintain awareness about unique health & safety considerations for diverse students?

2. Where are we going?

- a. Does my organization or institution have specific, measurable, and actionable goals related to our health & safety protocols?

3. How will we get there?

- a. Do we have the tools, resources, and action plan in place to make positive changes towards our goals?

Resources

- Diversity Abroad
 - Professional Resources: [Country Diversity Climate Notes](#), [On Demand Short Courses](#)
 - Student Site: <http://www.diversityabroad.com/>
- U.S. Department of State (USDOS): <https://travel.state.gov/>
 - Country Information Sheets > U.S. Passports & International Travel > Country Information
- USDOS Students Abroad Website: <https://travel.state.gov/content/studentsabroad/en.html>
- Human Rights Watch: <https://www.hrw.org/>
- The World Health Organization: <http://www.who.int/ith/en/>
- Centers for Disease Control and Prevention: <https://wwwnc.cdc.gov/travel/destinations/list/>
- USF Students with Disabilities Services: <http://www.usf.edu/student-affairs/student-disabilities-services/>

Questions

Thank You!

Contact Us

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