Supporting University-wide Institutional Change in Global Health Volunteerism: A Case in Progress

Members of the IU Working Group on Global Health Volunteerism

Mary F. Price  Maria Brann  Lisa Christy  Kari Lynn Besing
Stephanie Leslie  James Mulholland  Jennifer Custer

GSL Summit 5: Notre Dame
Monday, April 16th, 2018
About IUPUI

- Partnership between Indiana University and Purdue University
- Approximately 30K Students
- 20 Colleges/Schools
- Civic and Community Engagement part of core mission
- IU brings strong emphasis on international work
- 70%+ of students from Indiana
Juxtaposing two stories...

New ‘Doctors Without Licenses’ Program Provides Incompetent Medical Care To Refugees

GENEVA—Determined to provide shoddy, substandard care to the world’s refugees, the new humanitarian organization Doctors Without Licenses began sending its first wave of decertified physicians, pre-med undergraduates, and “those just curious about the human

International volunteer sector >2+ billion per year

- Deepen our commitment to community engagement
- Strengthening internationalization efforts
- Translating research into solutions that improve peoples lives
Where to take action?

Tendency to focus here.

Institution

School or College

Dept./ Discipline/ Profession

Program/ Project

Program/ Project

Dept./ Discipline/ Profession

School or College

Institution

Changes scope and types of touchpoints
Interrupting cycles and habits of mind...

When to take action?
Study Abroad Profile

• ~ 600 students abroad/year
• 9.5% of graduating class
• 94% on short-term programs (typically 1-4 weeks)
• Typically 1/3 to 1/4 of students participate in a service project abroad
How did we get here?

2015
- **SUMMER**
  - Critical incidents
  - transporting medication and student concerns about experience

2016
- **FALL**
  - Scholar Visit
  - Eric Hartman on Fair Trade Learning

THROUGHOUT
- Working with program leaders to address concerns

2017
- **FALL**
  - ISL Summit

- **SPRING/SUMMER**
  - Re-engaging the Issue
  - Team attends the Symposium on the Ethics of Help at the U. Minn.

Key Inputs

Campus Int’l Affairs and CE partnership

Infrastructure for centralized review of international proposals at IU-system level
Who needs to be at the table?
Who we’ve engaged so far...

- Faculty program directors
- Study abroad staff
- Civic engagement staff [academic and student affairs]
- Student leaders [ug/grd]
- Academic and professional advisors
- Intermediary Organization staff

- Faculty administrators
  - Honor’s College,
  - Professional Schools,
  - Undergraduate programs with pipeline or health related programming
- University leaders with policy authority
Guidelines, Principles, or Toolkit?

Some Thorny Issues

- Capacity and Time
- Risk and Liability
- System versus Campus level dynamics
Our Guiding Principles - summarized
[aka. Core principles]

1. Respect for rights of host partners
2. Mutuality of learning and respect for local knowledge and expertise
3. Respect for host community governance and legal/ethical standards
4. Appropriate preparation and supervision of participants grounded in ethos of cultural humility
5. Make every effort to insure sustainability and continuity of programs
6. Ongoing assessment & evaluation [participants and host communities]

Adapted from Lasker et al. 2018
Where we are and where we’re going

**Summer/Fall 2017**
- Establish Working Group
  - Expand members; develop “Case Statement;” Engage group in readings

**Spring 2018**
- **Raising Awareness**
  - Host Judith Lasker as part of Int’l Festival; sponsor “Hoping to Help” reading discussion groups; targeted mtgs. with vignettes; mtg with OSAC; presentation to HIPs advisory group
- Drafting principles and vetting/field testing of case statement
Where we are and where we’re going

**Summer 2018**

<table>
<thead>
<tr>
<th>Compiling and Initial Vetting of Resources</th>
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<td>Compile, code and primary vetting resources for inclusion in online toolkit; begin development of toolkit website</td>
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**Fall 2018**

<table>
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<th>Secondary Vetting and Assembly of the Toolkit</th>
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<tr>
<td>Working group to review results of primary review and make revisions; share for feedback with OSAC; load material on basic material on website</td>
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Continue vetting principles and field testing of case statement
University approval process for study abroad will now include:

- ethical considerations for volunteer and service-learning projects
- a letter of support from the host community

Results to date

- External providers on campus
- Undergraduate advisors
- Developing our vignettes/compiling resources for toolkit
Looking ahead... *just because you build it doesn’t mean they will come*

- Encouraging use of the toolkit
- Filling in gaps... materials for advisors?
- Easy for busy faculty/staff to navigate and use resources
- Other touch points???
Ethics as more than standards...
Principles alone aren’t enough...

Ethics as What we should Do

Wrestling with Ethical Decision-making in practice
Making an Ethical Decision
[Source: Markkula Ctr. For Applied Ethics]

https://www.scu.edu/ethics/

If I told someone I respect, about my decision, what would they say?
Let’s dig in…

• Select a scenario and work as a table or in small groups of 4-5
• Work through questions and vet a course of action
• Sort out roles, each group needs:
  • a timekeeper
  • a recorder [completes handout]
  • a reporter
Vignettes

• Why the hell are we going? Ethical concerns during orientation [PINK]
  [students, advisors, program managers]

• Safe Space? [GREEN]
  [University staff, advisors, faculty, administrators, student leaders]

• Conflicted Faculty Advisor [LAVENDER]
  [faculty/staff advisors, students, student affairs staff, program managers]

• When partners have real autonomy: Managing a program cancellation [YELLOW]
  [administrators, host-country partners, program directors, students, advisors]

• Vetting Exhibitors on campus? [TEAL]
  [study abroad, student affairs and or civic engagement staff, students, partners]
Report Out - Vignettes

• **Why the hell are we going? Ethical concerns during orientation** [Jim]
  [students, advisors, program managers]

• **Safe Space?** [Lisa]
  [University staff, advisors, faculty, administrators, student leaders]

• **Conflicted Faculty Advisor** [Maria]
  [faculty/staff advisors, students, student affairs staff, program managers]

• **When partners have real autonomy: Managing a program cancellation** [Jen]
  [administrators, host-country partners, program directors, students, advisors]

• **Vetting Exhibitors on campus?** [Stephanie]
  [study abroad, student affairs and or civic engagement staff, students, partners]
Report Out - Vignettes

• What options did your group identity for taking action?

• Out of those options identified, did your group come to consensus around a particular course of action?

• What was the rationale for your decision?

• What, if any resources, were identified that would be particularly helpful in navigating the situation described?
Parting Thoughts

Lightbulbs

Head scratchers

Treasure

Words of Wisdom
Contact Information

- Kari Lynn Besing, GA Office of Medical Service Learning, klbesing@iu.edu
- Maria Brann, Associate Professor, Faculty Advisor mabrann@iupui.edu
- Lisa Christy, Director for Medical Student Service-Learning, christyl@iu.edu
- Jennifer Custer, ENLACE Global Health Project Program Manager jcuster@iupui.edu
- Stephanie Leslie, Director of Study Abroad-sleslie@iupui.edu
- Jim Mulholland, Executive Director, Companion Community Development Alternatives (CoCoDA) jim@cocoda.org
- Mary F. Price, Director, Faculty Development, price6@iupui.edu