

STEP 1: STAKEHOLDER/PARTNERSHIP ASSESSMENT

For evaluating a specific context

STAKEHOLDER

At home institution

PARTNERSHIP

1a. Stakeholder

Duration

Questions to ask Which and how many different types of stakeholders are implicated? (leadership, staff, scholars, students, alumni, parents, donors, the state, society).

OR

How old is the project or relationship? Weeks, months, or years?

Assessment Wider range suggests greater importance.

Longer duration suggests greater importance.

1b. Institutional Role

Institutional Commitment

Questions to ask What is institution's role? Official role or secondary? University-wide, limited to a single school or program, or none? Implications for policy? For reputation?

OR

What is the institutional commitment of time, money, or reputation? University-wide, limited to a single school or program, or none?

Assessment Wider role suggests greater importance.

Wider commitment suggests greater importance.

1c. Number of People Involved

Questions to ask How many people are implicated? Dozens or hundreds?

Assessment More people implicated suggests greater importance (but not always!).

1d. Academic Component

Questions to ask Is it related to core academic activities of research, teaching, and publication?

Assessment More academically oriented suggests greater importance (but not always—boundaries are fluid!).

STEP 2: INCIDENT ASSESSMENT

For evaluating a specific incident arising in a specific context

2a

Type of Harm

Questions to ask

What is the nature and scope of harms experienced, if any? Violence or loss of liberty? Dismissal, nonrenewal, or expulsion? Restrictions on travel or movement? On academic expression? On nonacademic expression?

Assessment

More severe or wider harms suggest a more serious incident that might warrant a more significant response.

2b

Identify of Victims

Questions to ask

Who are the victims? The institution's own staff or students? Staff or students at a partner higher education institution? Staff or students at another higher education institution? Outside the higher education sector?

Assessment

Victims more closely connected to the institution, its partners, the project, or higher education might warrant a more significant response.

2c

Number of Victims

Questions to ask

How many victims are involved? One, a few, dozens, or more?

Assessment

More victims might suggest a more serious incident, although severe harms or threats to academic expression against only a few might still warrant a significant response.

STEP 3: RESPONSE ASSESSMENT

For evaluating responses to a specific incident, in a specific context

3a

Risks and Benefits

Questions to ask

What are the risks and benefits of each response option for...

- The institution's own staff and students?
- The institution's reputation or other interests?
- A partner institution's staff and students?
- A partner institution's reputation or other interests?
- Victims or others implicated by the incident?
- Other stakeholders?

Assessment

Bias **AGAINST** “do nothing” option when Step 1 & 2 assessments suggest moderate-to-high importance.

Bias **IN FAVOR OF** “dialogue-focused” responses when (1) risks to the institution are low and (2) benefits to stakeholders, partners, or victims are moderate-to high.

3b

Financial and Other Costs

Questions to ask

What are the financial or other resource implications of each response option, for each of the above stakeholders?

Assessment

Bias **AGAINST** “program-focused” responses when (1) benefits to the institution are low and (2) risks to the institution are moderate-to-high.

Bias **IN FAVOR OF** responses that increase dialogue and respect for core higher education values, at home and in partnerships.