

EMERGING ISSUES IN MANAGING INTERNATIONAL PROGRAMS AT INSTITUTIONS OF HIGHER EDUCATION

**Findings of a Focus Group of College and University
Global Programs Executives**

**Sponsored by the
National Center for Campus Public Safety
and
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Executive Summary

Many college and university campuses in the United States now have global footprints. They not only welcome hundreds of thousands of international students every year, but also send hundreds of thousands of students, faculty members, and staff all over the world to study, do research, and engage in other activities. Although these programs provide great academic and institutional value to universities, many universities are confronting meaningful risks by operating overseas.

On October 16, 2015, 10 global health and safety managers from eight universities, with support from the National Center for Campus Public Safety (NCCPS), the Disaster Resilient Universities® (DRU) Network, and the University of Oregon Community Service Center, gathered at the University of Minnesota's University International Center for a one-day emerging issues focus group about global programs at institutions of higher education (IHEs). The goal was to review key risk-management and mitigation issues identified in a pre-focus group survey of DRU® members, prioritize emerging risk issues for higher education, and develop a preliminary set of recommendations to address these issues.

On February 11, 2016, 15 global health and safety managers from seven universities, also with support from the National Center for Campus Public Safety (NCCPS), the DRU Network®, and the University of Oregon Community Service Center, gathered at the University of Oregon's White Stag building in Portland, Oregon, for a one-day focus group to review the recommendations and discuss the resources required to implement them.

The focus groups were convened in response to the NCCPS's effort to be a nationwide resource for addressing critical issues in campus safety. The organization, established in 2013, is working on, among other things, identifying emerging issues and promising practices around managing international emergencies for university activities, as well as conducting a needs assessment that identifies what NCCPS stakeholders need from the organization and strategies addressing those needs. This white paper serves to inform that research by summarizing key issues.

The focus groups also discussed topics related to faculty management, insurance coverage, mental health, training, and funding. **The focus group discussions did not evaluate specific risks at particular institutions, nor did they evaluate policies at specific institutions.**

Facilitating the conversations were the results of a scoping survey of DRU Network® members. Conducted by the University of Oregon, the survey gathered thoughts about risks, needs, limitations, and processes from dozens of global programs executives at IHEs all over the United States. The focus group's observations and recommendations include a broad array of factors, tactics, and strategies. A series of core principles emerged from these things:

- IHEs have a variety of resources available for mitigating global programs risks.
- IHEs must adapt to changing technology and regulation in global programs.
- IHEs must instill a culture of compliance among faculty, students, and staff in global programs.
- Mental health is a key component of planning for global programs risks.

Background

Many college and university campuses in the United States now have global footprints, and those footprints are growing. According to the Institute of International Education, a total of 304,467 U.S. students studied abroad for academic credit from U.S. colleges and universities in the 2013/2014 academic year (the year for which the most recent data is available).¹ That's more than double the participation 15 years ago, when about 130,000 U.S. students went abroad in 1998/99, and a 5% increase from the 2012/2013 academic year.² In 2014, 35 IHEs had undergraduate study abroad participation rates of more than 70% of their student bodies.³ It is important to note that some of many of the students and faculty members traveling in American programs are from other countries.

Although the total number of students studying abroad is at an all-time high, only about 10% of all U.S. undergraduate students (including community college students) study abroad by the time they graduate.⁴ This is one reason organizations such as the Institute of International Education are campaigning hard to increase the number of students who study abroad. IIE's campaign specifically aims to double the number of students who study abroad by the end of the decade. The New York-based organization has garnered partnerships with 350 IHEs in 48 states and from 14 U.S. and foreign country entities, including the U.S. Department of State.⁵

Of course, study abroad—though it is the most common form of global program—is not the only guise under which IHE populations go abroad. Athletic competitions, recruiting trips, tours, ministry programs, service-learning programs, global health activities, internships, and conferences, as well as collaborations with international institutions and governments, are other examples of international IHE activities.⁶

IHEs send faculty and staff members abroad frequently as well. Though many are typically affiliated with their IHEs' study abroad programs, many faculty and staff members go abroad to do research, coach athletic teams, mentor interns, speak at or attend conferences, recruit on behalf of the IHE, or lead service-learning activities.

Top 25 Institutions Awarding Credit for Study Abroad, Ranked by Student Total, 2013/14

| Rank | Institution | State | Total |
|------|--|----------------|-------|
| 1 | New York University | New York | 4,504 |
| 2 | University of Texas - Austin | Texas | 3,021 |
| 3 | Texas A&M University | Texas | 2,911 |
| 4 | University of Southern California | California | 2,891 |
| 5 | University of Michigan - Ann Arbor | Michigan | 2,719 |
| 6 | University of Minnesota - Twin Cities | Minnesota | 2,634 |
| 7 | Ohio State University - Columbus | Ohio | 2,539 |
| 8 | Michigan State University | Michigan | 2,478 |
| 9 | University of Illinois - Urbana-Champaign | Illinois | 2,422 |
| 10 | University of Wisconsin - Madison | Wisconsin | 2,276 |
| 11 | University of Georgia | Georgia | 2,240 |
| 12 | Florida State University | Florida | 2,221 |
| 13 | University of California - Los Angeles | California | 2,196 |
| 14 | Boston University | Massachusetts | 2,142 |
| 15 | San Diego State University | California | 2,119 |
| 15 | Indiana University - Bloomington | Indiana | 2,114 |
| 17 | University of Florida | Florida | 2,104 |
| 18 | University of Washington | Washington | 2,063 |
| 19 | Miami University - Oxford | Ohio | 2,016 |
| 20 | Penn State University - University Park | Pennsylvania | 1,971 |
| 21 | Northeastern University | Massachusetts | 1,965 |
| 22 | University of North Carolina - Chapel Hill | North Carolina | 1,859 |
| 23 | University of Pennsylvania | Pennsylvania | 1,824 |
| 24 | University of Virginia - Charlottesville | Virginia | 1,794 |
| 25 | Arizona State University | Arizona | 1,793 |

Source: Institute of International Education

¹ <http://www.iie.org/Research-and-Publications/Open-Doors/Data/Fast-Facts>

² <http://www.iie.org/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2015/2015-11-16-Open-Doors-Data>

³ <http://www.iie.org/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2014/2014-11-17-Open-Doors-Data>

⁴ <http://www.iie.org/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2015/2015-11-16-Open-Doors-Data>

⁵ <http://www.iie.org/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2015/2015-11-16-Open-Doors-Data>

⁶ "Global programs and activities" means any instance where a student, faculty, staff, or person otherwise affiliated with an IHE travels outside of United States sovereign territory for an IHE-sanctioned activity, such as research or study abroad. "Global programs and activity participants" refers to any person involved in a global program or activity.

Although these programs and activities provide great academic and institutional value to universities, many universities are confronting risks of operating overseas. Natural disasters, terrorism, crime, economic crises, sexual assault, and travel restrictions are just some of the problems that can risk lives and damage reputations if the right resources aren't in place for IHEs and their students, faculty, and staff.

Established in 2013, the National Center for Campus Public Safety is a clearinghouse for information, research, training, promising practices and emerging issues in campus public safety. The NCCPS's mission is to "provide useful resources and information to support safer campus communities." The NCCPS brings together all forms of campus public safety, professional associations, advocacy organizations, community leaders, and others to improve and expand services to those who are charged with providing a safe environment on the campuses of the nation's colleges and universities. The organization is working on, among other things, identifying emerging issues and promising practices around managing international emergencies for university activities, as well as conducting a needs assessment that identifies what NCCPS stakeholders need from the organization and strategies addressing those needs.

In turn, NCCPS and the University of Oregon conducted two focus groups. The purpose of the October 16, 2015, focus group was to define promising campus practices related to managing global programs, as well as policies and procedures for addressing risks and emergency management overseas. Key issues included:

- Understanding the definition of "campus" for the purpose of emergency management
- What obligations come with international programs
- How IHEs manage international study abroad programs
- What policies and procedures are in place for educational programs prior to travel
- What communication strategies are effective

To facilitate that discussion, the University of Oregon Community Service Center surveyed emergency management and global safety practitioners at IHEs throughout the U.S. to identify emerging issues and priorities for global programs. The online survey was open from September 29 to October 7, 2015, and was sent to members of the Disaster Resilient Universities®, International Association of Campus Law Enforcement Administrators (IACLEA), NCCPS, and International Association of Chiefs of Police (IACP) University/College Police Section mailing lists. (See Appendix B for the survey results.)

A primary goal of this DRU® scoping survey and the subsequent first focus group was to determine what IHEs are most concerned about when it comes to risk and their global programs. Those responses fell into five categories:

Scoping Survey: Respondent Perception of IHE Risk in Managing Health, Safety & Security of Global Programs Participants

| Category and Risk Factor | Number of Respondents Identifying Risk |
|--|--|
| Risk related to IHE program management | |
| Medical Issue | 23 |
| Participant preparedness | 23 |
| Communications | 16 |
| Tracking Participants (Location Awareness) | 11 |
| Travel/ Documentation | 9 |
| Unprogrammed Activities | 5 |
| Managing Risk | 4 |
| IHE lacks policies, resources for emergencies abroad | 3 |
| Non-vetted/ Unknown program | 3 |
| IHE Capability | 3 |
| IHE Authority to enforce policy | 1 |
| Risk to Institution | |
| Accountability (participant safety, location, managing crisis) | 4 |
| Post-event opportunity cost (loss of program, staff, etc.) | 3 |
| IHE Program Reputation | 2 |
| Export Control | 1 |
| Risk due to participant behavior | |
| Mental Health | 6 |
| Participant behavior | 5 |
| Alcohol/ Drug Use | 3 |
| Crime by participants | 3 |
| Risk due to location | |
| Foreign relations/ Civil unrest | 13 |
| Natural Disaster | 6 |
| Terrorism | 6 |
| Local Capabilities (police, medical) | 6 |
| Local Authority Interactions | 1 |
| Risk to participants | |
| Personal Safety/ Attack | 12 |
| Crime to participants | 10 |
| Sexual Assault/ Rape | 5 |

1. Program-management risks
2. Risks specific to the IHE
3. Risks due to participant behavior
4. Geographic risks
5. Risks to participants

This DRU[®] scoping survey was not administered as a random sample survey, and the information from the 57 complete responses and approximately 90 partial responses cannot be inferred to represent the views of all campus emergency managers nationwide. However, the findings did reveal a variety of facts about global programs and provided a variety of topics for the focus group to discuss.

Participants, Focus Group 1

On October 16, 2015, the following global-programs executives convened at the University International Center at the University of Minnesota for the focus group.

- **Kim Richmond**, Director, National Center for Campus Public Safety
- **Andre Le Duc**, Associate Vice President, Chief Resilience Officer, University of Oregon
- **Kara Amoratis**, Global Operations Coordinator/International Risk Analyst, The Pennsylvania State University
- **Deb Donning**, Risk Manager, University of Oregon
- **Phillip Johnson**, Chief of Police and Director of Emergency Management, University of Notre Dame
- **Laura Provencher**, International Risk Analyst, University of Arizona
- **Pascal Schuback**, Global Emergency Manager, University of Washington
- **Dru Simmons**, International Risk Manager, The Ohio State University
- **Stacey Tsantir**, Director of Health and Safety, Study Abroad in Scandinavia
- **Nick Vasquez**, International Travel and Security Manager, College of William & Mary

Participants, Focus Group 2

The purpose of the second focus group, held on February 11, 2016, in Portland, Oregon, was to evaluate the feasibility of the recommendations from the first focus group. The group discussed the recommendations individually, evaluating their merits and possible drawbacks. The following global-programs executives attended the second focus group.

- **Kim Richmond**, Director, National Center for Campus Public Safety
- **Andre Le Duc**, Associate Vice President, Chief Resilience Officer, University of Oregon
- **Ann Anderson**, Associate Vice President & Controller, Finance & Facilities, Financial Management, University of Washington
- **Magdalena Barragan**, Associate Director, International Student Programs, University of California – Los Angeles
- **Larry Bell**, Executive Director, International Education, University of Colorado – Boulder
- **Sean Bridegam**, Global Risk Manager, University of Utah
- **Tara Brown**, Business Continuity Planner, University of California – Los Angeles
- **Gayle Christensen**, Assistant Vice Provost for Global Affairs, University of Washington
- **Dennis Galvan**, Vice Provost for International Affairs, University of Oregon
- **Krista Lane**, Director, Office of Global Opportunities, Oregon State University
- **Christina McKnight**, Assistant Risk Officer, Oregon State University

- **Nancy Montez**, Travel Study Administrative Services Coordinator, University of California – Los Angeles
- **Emily Moon**, Travel Study Program Coordinator, University of California – Los Angeles
- **Sally Murphy**, Travel Study Program Coordinator, University of California – Los Angeles
- **Christine Oakley**, Director, Global Learning, Washington State University

Discussion

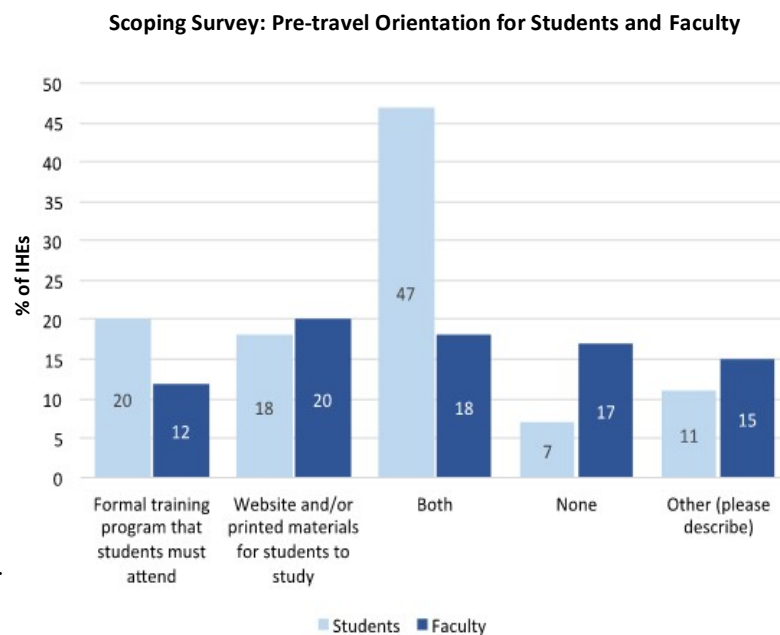
Using the five categories of potential risks identified in the scoping survey, the first focus group discussed emerging issues and promising practices around managing international emergencies for university activities. This section summarizes their discussion.

Program Management Risks

These risks include things such as participant unpreparedness, inability to track participants or know their travel itineraries, and losing contact with participants.

In the scoping survey, respondents said they need more capacity to handle these issues. Most respondents, for instance, indicated they have pre-travel orientation programs for students, but pre-travel orientation for faculty is less consistent. Several respondents also noted different training and preparedness requirements for faculty travelling with students as opposed to faculty travelling without students. (See Appendix B for the full survey results.)

Though most of these training programs are variations of in-person or web-based instruction, the survey suggests—and the focus group agreed—that there is little conformity in what, when, and how preparation is provided. Several IHEs noted different requirements for students and faculty, and 7%—nearly one in 10—said they have no pretravel orientation for students at all. Further, 17%—nearly one in five IHEs—have no pretravel orientation for faculty members. Additionally, more than half (54%) of IHEs have just one or two full-time-equivalent employees dedicated to tracking all the needs of participants in global programs.



Medical emergencies among participants are a prevalent program risk, according to the focus group. Elements include evacuation, exposure to communicable diseases, accidental death, alcohol poisoning, lack of access to medical facilities, and low standards of care. The focus group agreed that in most cases, medical resources typically found on domestic campuses are simply not readily available to many students and faculty abroad. Participants traveling with medications, including prescriptions intended to treat mental health issues, also present a significant risk for program managers because some countries regard certain medications as controlled substances. In turn, this creates a variety of legal issues for participants who may be detained when arriving in or passing through foreign countries.

From the focus group:

“[My IHE] is trying to turn me into a mental health counselor. We don’t have the resources. We have an on-call counselor, but they’re outsourcing that to a different company.”

Mental health issues were a significant medical concern for both focus groups as well. Students, faculty and staff may have trouble coping with culture shock, relationships, or homesickness; they may also run out of medication or decide to stop taking medications. A common problem, according to the first focus group, is that English-speaking mental health professionals are rarely available on short notice, and few U.S.-based professionals will consult with students via phone and/or

other communication methods. In many cases, managing mental health emergencies falls to global programs managers at the IHEs or the faculty members on the ground, who are often tasked with trying to locate, evaluate, and engage mental health professionals in a foreign country.

According to one focus group participant, global programs would ideally have the resources to identify and contact 10 to 20 English-speaking mental health professionals in a program location who have a variety of counseling styles and specialties and who accept insurance relevant to the IHE. The focus group reported that in many cases, however, IHEs haven’t adequately planned for mental health crises. In some cases, participants exhaust the IHE’s existing mental health resources because they have niche mental health issues for which there are relatively few health care providers. Focus group participants also noted it can be very difficult to persuade faculty and staff members to add “student mental-health management” to their list of responsibilities abroad as well.

From the focus group:

“If it’s sexual assault, you have great resources that are free and national. But if it’s mental health, then you’re stuck if there isn’t [a mental health professional] who can do a Skype counsel. There isn’t a place where students can call.”

Focus group participants noted that faculty members also experience mental health crises, but preventive intervention and support abroad are complex matters because those participants are employees. Accordingly, the focus group noted, IHEs usually cannot ask employees about preexisting health conditions or require them to disclose mental health conditions on travel-related paperwork. However, some IHEs have advised faculty and staff that they are willing to fund special travel accommodations if they make those mental health needs known to the IHE in advance.

IHEs also have few protocols for determining when it’s appropriate to require a student or faculty member with mental health issues to return to the United States. Both focus groups noted there is also significant concern that such determinations, however they are made, could be viewed as discriminatory and problematic to implement if that person is not in agreement with that decision.

From the focus group:

“Social media means sometimes we’re the last to know there’s an incident.”

Vetting faculty and staff members for the ability to handle responsibilities during a crisis abroad was also an issue for focus group members. Because communication is a vital part of emergency response, faculty and staff must be able to manage multiple communications in short amounts of time. Flexibility and knowledge of communications channels is also a concern. Email may not be the best way to contact

students quickly; they are in many cases more likely to use Twitter, Instagram, or Snapchat, for example. The focus group noted, however, that faculty members often either ignore or are unaware of how to use communication channels beyond phone and email. Not only can this create communication silos on and off campus, it can hinder the IHE’s ability to gather information and

communicate with parents and other stakeholders during and after an emergency. Vetting processes must consider these factors.

Risks Specific to the IHE

This category includes risks ranging from the loss of a particular program to significant reputational damage, and it has two significant regulatory angles.

Ambiguity about Title IX and Clery Act Investigations Abroad

One significant concern for the focus groups in this area regards how Title IX and the Clery Act affect investigations of sexual harassment and other crimes abroad. According to the Department of Education, “Title IX protects students from sexual harassment in a school’s education programs and activities. This means that Title IX protects students in connection with all the academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school’s facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.”⁷

Accordingly, study abroad programs may be subject to the same obligations as the home campus with respect to Title IX, and institutions may in turn need to ensure their grievance and disciplinary processes abroad comply with the Title IX implementing regulations and guidance documents. The focus group noted, however, that many sexual assaults abroad are not within Title IX jurisdiction because participants are not at school-sponsored activities or the crime is not participant-on-participant.

Similarly, the Clery Act often requires IHEs to report crime statistics even if those crimes occur abroad, because the law’s definition of *campus* includes buildings and properties that the IHE owns or controls. According to the Department of Education, “if your institution sends students to study abroad at an institution that you don’t own or control, you don’t have to disclose statistics for crimes that occur in those facilities. However, if your institution rents or leases space for your students in a hotel or student housing facility, you are in control of that space for the time period covered by your agreement.”⁸

Title IX and the Clery Act set very clear standards about crime and investigations, but the focus groups reported that there are still many questions regarding on-the-ground response. For example, IHEs frequently do not have dedicated contacts for Title IX and Clery investigations in the countries in which their global programs operate. Also, Title IX requires any IHE receiving federal funding to have a Title IX coordinator, but it is still unclear whether that person—who usually works on the IHE’s main, U.S.-based campus—should lead investigations in foreign countries. Members of the focus group noted that IHEs may not want to outsource their investigations in these situations, and that domestic investigators may not have passports or enough information about the countries in which crimes occur in order to investigate matters thoroughly. Nonetheless, the appearance of inadequate investigation can cause considerable reputational damage.

Intelligence Vulnerabilities

The first focus group noted concern about manipulation of students, faculty, and staff abroad for the purposes of gathering intelligence on research projects, government grants, or other matters.

⁷ http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104_pg3.html

⁸ <http://www2.ed.gov/admins/lead/safety/handbook.pdf>

Laptops, phones, and email accounts may be especially vulnerable to compromise, according to the focus group, yet few IHEs have formal policies or training in place to educate global programs participants about this threat. Faculty with IHE-issued laptops also are likely to contain student data, which can create liability risks if that data or the IHE network is breached, yet few IHEs have policies regarding device security overseas. In addition, travelers themselves may become targets for surveillance because their research is considered of interest or because of relationships they may have.

Parent Management

Emergencies abroad typically present unusual challenges for IHEs due to physical distance and legal complexities, which can complicate when, how, and what IHEs communicate to parents. This is particularly complicated in light of the Family Educational Rights and Privacy Act, which limits the amount of student information IHEs can share with parents and third parties.

From the focus group:

“Parents think we should manage situations as if they happened on campus.”

The focus group noted that, FERPA concerns aside, global programs officers must often manage parents’ perceived risks of going abroad and manage expectations regarding responses to events. One participant noted, for example, pressure from parents to bring students home after events abroad that normally would warrant dropping out of a program had they occurred stateside (robbery is one example). In addition, the focus group noted that IHEs often struggle with parent expectations regarding timeliness of response.

Risks Due to Participant Behavior

This risk category broadly includes behaviors considered unsafe or illegal in the host country, though driving and road/traffic accidents are also a big risk for faculty, according to the focus groups.

Scoping-survey respondents identified alcohol and drug use as particularly high risks. The focus group agreed with this assessment. One focus group participant noted that risks due to participant behavior are often a factor of how much unstructured free time is allowed in programs.

Different countries have different legal drinking ages, as well as different laws regarding definitions, possession, and use of controlled substances. The focus group noted that many IHEs require participants to abide by IHE codes of conduct regarding drugs and alcohol even if the host country’s laws on use of those substances are more permissive. However, considerable enforcement problems exist among IHEs because the task of reporting infractions falls largely to the faculty and staff present in the program country, yet the task of expelling participants from programs falls largely to the office of student conduct, which is often on the home campus.

The first focus group generally agreed that students, faculty, and staff members are considered participants of an IHE’s global programs if the program’s name contains the school’s name, if the program receives funding from the IHE, if participants receive academic credit, if the program is promoted in the school (whether in person or online), or if the program uses school vehicles. However, the focus group also noted that students who go abroad outside of IHE-run programs (tours, ministry programs, service-learning programs, internships, and conferences, for example) may

From the focus group:

“Students that go abroad outside of our programs sometimes act as if they’re on a leave of absence, but they’re still labeled as our students.”

not remember that society still considers them students of the IHE. Accordingly, their behavior and any emergencies that result from that behavior carry reputational risks for IHEs. In the 2013/14 school year, 22,181 U.S. students participated in non-credit work, internships, and volunteering abroad, according to the Institute of International Education.⁹

Geographic Risks

All countries carry unique risks related to their spot on the planet. These geographic risks include host country relationships with the United States, tensions surrounding the nationalities or affiliations of the travelers themselves, civil unrest, potential for natural disasters, potential for terrorist events, local emergency responders and medical capacity, and ability to interact with local authorities. Incorrect or faulty advising about visas or other rules and regulations particular to each country is also a risk many IHEs face, according to the focus groups.

According to the Institute of International Education, the U.K. is the most popular destination for American students, followed by Italy, Spain, France, and China. The number of students going to Greece increased by 28.1% in the 2013/14 academic year (most recent data available). There were also significant increases in the number of Americans studying in Mexico (+19.2%), Chile (+15.8%), Peru (+14.9%), Ireland (+9.1%), Germany (+8.7%), New Zealand (+8.2%), and Ecuador (+7.6%). Fewer American students went to South Africa (-6.9%), Argentina (-5.5%), and China (-4.5%) in the 2013/14 academic year, however.¹⁰

Extracting participants from events associated with geographic risk can be one of the most time-consuming, expensive, and risky activities for IHEs. But the focus groups noted that each IHE's tolerance for these risks informs its choice of program locations. In some cases, they noted, high-risk locations are not truly necessary for the success of certain courses, research, or other global programs.

The focus groups also noted that federal grant processes should give IHEs credit for taking proactive steps to secure the health and safety of global-program participants, because those steps help protect federal investments. Grant processes should also include expenses for safety provisions required for research, they added.

Risks to Participants

This category includes risks that threaten the personal safety of participants. The DRU[®] scoping survey respondents identified petty crime and pickpocketing as the most common risks.

The focus group noted that the pressing nature of risks in the other four categories in turn makes this category the least risky of the five categories. However, the first focus group did acknowledge that parent management is a key concern in this area as well. Many times, parents express more concern about events that are highly unlikely, such as acts of terrorism, than about more common events such as drug arrests, thefts, or loss of travel documents. In turn, global health and safety managers in the focus group said they spend significant time and resources educating parents and other stakeholders about the types of risks students, faculty, and staff members are most likely to face in a program country and encouraging them to prepare for those risks.

⁹ <http://www.iie.org/Research-and-Publications/Open-Doors/Data/Fast-Facts>

¹⁰ <http://www.iie.org/Research-and-Publications/Open-Doors/Data/Fast-Facts>

Preliminary Recommendations and Conclusions

The October 2015 focus group identified a broad range of recommendations that fall into the five risk categories and could help IHEs address risk management and mitigation issues in their global programs. These recommendations were presented to the January 2016 focus group.

Preliminary Recommendations: Program Management

- **Map out resources.** Many IHEs assume other departments or other members of their risk-management teams are planning for certain risks related to global programs, when in fact no one is. This creates gaps in risk coverage. Accordingly, IHEs should identify all risks associated with their global programs and then determine who is responsible for planning for and mitigating those risks.
- **Determine whether IHE policies address the mental health of students *and* faculty.** IHEs allocate relatively few resources toward addressing faculty mental health issues abroad, often because of the complexities of employment and cultural pressures. IHE global programs policies should explicitly include faculty and staff.

- **Require pre-travel training.** Make completion of student, faculty, and staff member training a requirement to release funding for global programs in order to ensure that participants are aware of and prepared for the risks they may face in a foreign country. Faculty training should

| | | No Need | Minor Need | Major Need | Critical Need | Total Responses | Mean |
|---|--|---------|------------|------------|---------------|-----------------|------|
| 1 | Training Needs (e.g. for faculty and student travelers) | 4.3% | 6.5% | 41.3% | 47.8% | 46 | 3.3 |
| 2 | Information Needs (e.g. situational awareness for travelers and campus administrators) | 0.0% | 14.9% | 38.3% | 46.8% | 47 | 3.3 |
| 3 | Policy Needs (e.g. int'l travel, int'l emergency response, etc.) | 2.1% | 25.5% | 40.4% | 31.9% | 47 | 3.0 |
| 4 | Financial Needs (e.g. needs to support int'l travelers in crisis) | 9.1% | 40.9% | 34.1% | 15.9% | 44 | 2.6 |
| 5 | Other Needs (please specify) | 40.0% | 20.0% | 20.0% | 20.0% | 5 | 2.2 |

include information about expectations regarding student care, as well as legal-liability exposures related to IHE policy violations while abroad.

- **Build a health care provider roster.** IHEs should identify and reach out to English-speaking health care providers with various areas of specialization who accept IHE-relevant insurance so that participants are ensured access to adequate health care in an emergency.
- **Develop protocols for when to bring students, faculty, and staff members home after a mental health crisis.** IHEs will need to address the legal aspects of these protocols in order to establish rules that can be applied consistently and effectively.
- **Find and communicate resources for participants regarding which medications can cross borders.** This will help participants and IHEs avoid detainment situations for prescriptions and controlled substances.
- **Vet the emergency-response abilities of faculty and staff in global programs.** IHEs should take steps to ensure that only faculty and staff who can handle communications and other responsibilities in the event of an emergency abroad are eligible to participate in global programs.
- **Create a compendium of after-action reports.** A collection of case studies on real-world incidents that affected IHE global programs could be a valuable tool for IHEs to understand how risks might play out abroad and in turn help them plan for and mitigate those risks in their own programs.
- **Create national accreditation standards.** Not only will these standards help IHEs achieve uniform expectations, they may reduce the cost of insurance and show parents and other stakeholders that the IHE has taken steps to fortify its programs.

- **Create internal situational-awareness processes.** IHEs can't help participants if they don't know where they are.
- **Do not take an ad hoc approach to human resources in the global programs office.** Instead, IHEs should consider the number of dollars they spend on security per student and apply that ratio to the number of students abroad in order to devise a budget for global risk management. IHEs should also factor in the anticipated percentage growth rate in the number of participants in global programs.

Preliminary Recommendations: Institutional Risk

- **Identify Title IX and Clery coordinators for global programs.** These administrators are typically at the home campus; IHEs may need to establish specially trained coordinators who can handle incidents abroad either from the home campus or in the program's locale. These investigators must also be sure to coordinate with the global programs administrators at IHEs.
- **Put global programs personnel on incident management teams.** Global programs administrators are often left off emergency management teams at IHEs. Make them partners.

Preliminary Recommendations: Participant Behavior

- **Have stronger, more integrated codes of conduct.** They should clearly communicate what the IHE will and will not do for participants who break the law abroad or who are detained, even if the allegations are untrue.
- **Educate faculty and staff about the risks of driving in a foreign country.** IHEs should include this in their mandatory training, as well as information about what damages will be the employee's responsibility.
- **Mitigate intelligence vulnerabilities.** IHEs should have policies regarding devices and data allowed in high-risk intelligence-gathering countries and should consider requiring faculty members going to these countries to take "burnable" phones and laptops instead of personal or IHE-owned devices.

Preliminary Recommendations: Geographic Risks

- **Measure or define the IHE's risk tolerance as it relates to terrorism, natural disasters and civil unrest.** IHEs should determine whether a location is truly essential and whether the work can be done in a safer place or in a different season.
- **Identify other schools' programs in the area.** In the event of an emergency, this is valuable information if students, faculty, or staff members need help from another American institution.
- **Be more proactive about grant writing.** Though the additional language in a grant application could hinder their competitiveness, IHEs often forget to incorporate possible delays or additional funding for emergencies.
- **Make departments accountable.** If a department provides faulty or incorrect advice to students, faculty, or staff members regarding visas or work papers required for certain countries, the department at fault should bear the cost in order to mitigate "seat of the pants" consultation about travel paperwork.

Preliminary Recommendations: Risks to Participants

- **Spend more energy on the most probable risks.** Focus on minor crimes and bad choices rather than unlikely terrorist events.

Final Recommendations and Conclusions

The January 2016 focus group evaluated each of the preliminary recommendations one by one and discussed the following questions:

1. Does the recommendation make sense?
2. Is it feasible to implement it?
3. What will it take to implement it in terms of people, money, and other resources?
4. How long should it take?
5. What will the roadblocks be?

The focus group concluded that in general the recommendations were reasonable and feasible. In many instances, they added more specific direction. Through reorganization and clarification, their final recommendations are as follows.

Final Recommendations: Structural

- **Map out resources.** Many IHEs assume other departments or other members of their risk-management teams are planning for certain risks related to global programs. This creates gaps in risk coverage. Accordingly, IHEs should identify risks associated with all of their global programs—including those not related to study abroad—and then determine who is responsible for planning for and mitigating those risks. This will likely require two things:
 1. *Creating formal inventories of global activities.* Several members of the second focus group noted that this rarely occurs at IHEs and that doing so would require constant updating as programs are added, dropped, or changed. Direction to do this must come from the top levels of the IHE in order to receive adequate effort and funding.
 2. *Requiring travel registration.* IHEs in the second focus group noted that obtaining itineraries, visit dates, and even emergency contact information for travelers often falls through the cracks, thereby hindering the IHE's ability to know how many programs are active. IHEs often don't track travel done during free time, nor do they track travel patterns. Tracking software currently on the market is often ineffective.
- **Ensure that IHE policies address the mental health of students *and* faculty.** Although many IHEs devote resources to student mental health, IHEs allocate relatively few resources toward addressing faculty mental health issues abroad, often because of the complexities of employment and social pressures. IHE global programs policies should explicitly include faculty and staff, and faculty members leading students should receive special address in the policies.
- **Build a health care provider roster.** IHEs should identify and reach out to English-speaking health care providers with various areas of specialization who accept IHE-relevant insurance so that participants are ensured access to adequate health care in an emergency. IHEs should ensure that their travel insurers have reasonably adequate mental health coverage, which could be done during the policy-renewal period.
- **Develop a process for stateside return of students, faculty, and staff members experiencing a mental health crisis.** IHEs will need to address the legal aspects of these protocols in order to establish rules that can be applied consistently and effectively. IHEs should also develop protocols for replacing faculty and staff abroad. The focus group noted that the decision must involve members of relevant academic departments in order to address matters of credit for class time or other work, as well as tuition refunds. Activating the IHE's incident management team may also give the green light to certain helpful procedures or funding.

- **Find and communicate resources for participants regarding which medications can cross borders.** This will help participants and IHEs avoid detainment situations for prescriptions and controlled substances.
- **Create internal situational-awareness processes.** IHEs should have tracking or check-in systems for students, faculty and staff who are abroad. IHEs can't help participants or provide educational information if they don't know they are traveling, or where they are. IHEs should require emergency contact information and travel registration for both students and faculty. IHEs should also consider using apps or other technology to geo-locate cell phones or dispatch local security service providers.
- **Mitigate intelligence vulnerabilities.** IHEs should have policies regarding devices and data allowed in high-risk intelligence-gathering countries and should consider requiring faculty members going to these countries to take "burnable" phones and laptops instead of personal or IHE-owned devices. IHEs should also consider requiring program participants to consult with the IHE's IT team before traveling. This is especially important for faculty and students who are conducting research.

From the focus group:

"When the earthquake happened in Japan, our campus news service called me and said, 'Who do we have in Japan?' I said, 'For students I can tell you who we have, where they are, and whether they're ok. For faculty and staff, I don't know.' We have no way of finding them."

Final Recommendations: Risk Evaluation

- **Measure or define the IHE's risk tolerance as it relates to terrorism and civil unrest.** IHEs should have clear processes for determining whether a location is too risky to send students and faculty, as well as clear processes for determining who makes the ultimate decision in those cases, and which areas of the IHE shoulder the financial burden of the additional risk. This requires questioning whether the location is truly essential to the work and whether the work can be done in a safer place. In some cases, this may require reevaluating grants associated with the area.
- **Identify other schools' programs in the area.** In the event of an emergency, this is valuable information if students, faculty, or staff members need help from another American institution.
- **Be more proactive about grant writing.** Though the additional language in a grant application could hinder their competitiveness, IHEs often forget to incorporate possible delays or additional funding for emergencies. IHEs must also communicate in their grant applications the benefits and costs of proactively protecting government investments.
- **Identify Title IX and Clery coordinators for global programs.** These administrators are typically at the home campus; IHEs may need to establish specially trained coordinators who can handle incidents abroad either from the home campus or in the program's locale. These investigators must also be sure to coordinate with the global programs administrators at IHEs.
- **Put global programs personnel on incident management teams.** Global programs administrators are often left off incident management teams at IHEs, creating situations in which team members are unclear who has decision-making authority in an emergency. IHEs must ensure that global programs administrators are included on incident management teams so that IMT activation can streamline decision-making procedures and funding.
- **Spend more energy on the most probable risks.** IHEs should focus on minor crimes and bad choices rather than unlikely terrorist events. They should also develop good ways to talk about the plans and strategies they do have in place for major events in order to provide perspective to concerned parties.

Final Recommendations: Training and Educational Outreach

- **Require pre-travel training.** Make completion of student, faculty, and staff member training a requirement to release funding or credit for global programs in order to ensure that participants are

aware of and prepared for the risks they may face in a foreign country. Faculty training—which could also be called “workshops” in order to improve buy-in—should include information about expectations regarding student care, as well as legal-liability exposures related to IHE policy violations while abroad. Self-evaluation activities could also help faculty members determine if they’re able to handle the responsibilities and stresses of leading students abroad. One participant noted that IHEs might be able to incorporate the training into other required training activities on other topics. Highlighting the education about travel resources available from the IHE could also increase participation. Perhaps most important, the focus groups said the training policies should have “teeth”—that is, IHEs should have the ability to withhold funding or credit for failure to complete training.

From the focus group:

“Yes we require it, but we have no teeth to enforce it. They’ve already paid for it, the deadline has come — they just get on the plane.”

- **Have stronger, more integrated codes of conduct.** They should clearly communicate what the IHE will and will not do for participants who break the law abroad or who are detained, even if the allegations are untrue.
- **Educate faculty and staff about the risks of ground travel in a foreign country.** Focus group participants indicated that the highest incidents of travel injuries are often vehicle-related. IHEs should include education about these risks in their mandatory training, as well as information for faculty and staff members about what damages will be the employee’s responsibility.
- **Make departments more accountable or more willing to refer questions to IHE experts.** If a department provides faulty or incorrect advice to students, faculty, or staff members regarding visas or work papers required for certain countries, the department at fault should bear the cost in order to mitigate “seat of the pants” consultation about travel paperwork, according to the first focus group. Participants in the second focus group, however, stressed that many IHEs would rather not resort to the uncomfortable task of billing a department for the consequences of providing faulty information. They suggested teaching departments to defer to campus experts on matters of insurance, immigration, visas, and other global programs.

Final Recommendations: Program Implementation and Resources

- **Do not take an ad hoc approach to the budget for human resources in the global programs office.** IHEs often undervalue the work done in global programs offices and should devote more effort to communicating their value proposition to students and faculty, according to focus group participants. Financially, IHEs could consider the number of dollars they spend on security per student, faculty, and staff member and apply that ratio to the number of students abroad in order to devise a budget for global risk management. IHEs should also factor in the anticipated percentage growth rate in the number of participants in global programs.
- **Create a compendium of after-action reports.** A collection of case studies on real-world incidents that affected IHE global programs could be a valuable tool for IHEs to understand how risks might play out abroad and in turn help them plan for and mitigate those risks in their own programs.
- **Create national accreditation standards.** Not only will these standards help IHEs achieve uniform expectations, they may reduce the cost of insurance and show parents and other stakeholders that the IHE has taken steps to fortify its programs.
- **Vet the emergency-response abilities of faculty and staff in global programs.** IHEs should take steps to ensure that only faculty and staff who can handle communications and other responsibilities in the event of an emergency abroad are eligible to participate in global programs.

Appendix A

Key Health and Safety Resources to Enhance Health and Safety in Travel/Study Abroad Programs

General Resources

[Association for Safe International Road Travel \(ASIRT\)](http://www.asirt.org/): <http://www.asirt.org/>

Centers for Disease Control and Prevention (CDC):

- [Disease Directory](http://wwwnc.cdc.gov/travel/diseases): <http://wwwnc.cdc.gov/travel/diseases>
- [Resources for Travelers](http://wwwnc.cdc.gov/travel/page/resources-for-travelers): <http://wwwnc.cdc.gov/travel/page/resources-for-travelers>
- [Travel Health Notices](http://wwwnc.cdc.gov/travel/notices): <http://wwwnc.cdc.gov/travel/notices>
- [Traveler Health Advice](http://wwwnc.cdc.gov/travel): <http://wwwnc.cdc.gov/travel>

[Central Intelligence Agency \(CIA\) World Factbook](https://www.cia.gov/library/publications/resources/the-world-factbook/):

<https://www.cia.gov/library/publications/resources/the-world-factbook/>

- The World Factbook, produced for U.S. policymakers and coordinated throughout the U.S. Intelligence Community, marshals facts on every country, dependency, and geographic entity in the world.

[Depart Smart](http://departsmart.org/) (formerly ClearCause): <http://departsmart.org/>

- [Legal Resources](http://departsmart.org/legal-resources/): <http://departsmart.org/legal-resources/>
- [Safety Information](http://departsmart.org/safety-information/): <http://departsmart.org/safety-information/>
- [Travel Checklist](http://departsmart.org/travel-checklist/): <http://departsmart.org/travel-checklist/>

Federal Bureau of Investigation: [Safety and Security for U.S. Students Traveling Abroad](https://www.fbi.gov/about-us/investigate/counterintelligence/student-brochure):

<https://www.fbi.gov/about-us/investigate/counterintelligence/student-brochure>

[Forum on Education Abroad](https://forumea.org/): <https://forumea.org/>

- [Resources](https://forumea.org/resources/): <https://forumea.org/resources/>
- [Training & Events](https://forumea.org/training-events/): <https://forumea.org/training-events/>

National Association of College and University Business Officers (NACUBO): [International Resource Center](http://irc.nacubo.org/): <http://irc.nacubo.org/>

[NAFSA: Association of International Educators](http://www.nafsa.org/): <http://www.nafsa.org/>

- [Connect and Network](http://www.nafsa.org/Connect_and_Network/Connect_and_Network/): http://www.nafsa.org/Connect_and_Network/Connect_and_Network/
- [Internationalizing Higher Education](http://www.nafsa.org/Find_Resources/Internationalizing_Higher_Education/): http://www.nafsa.org/Find_Resources/Internationalizing_Higher_Education/
- [Programs and Events](http://www.nafsa.org/Programs_and_Events/Programs_and_Events/): http://www.nafsa.org/Programs_and_Events/Programs_and_Events/
- [Professional Resources](http://www.nafsa.org/Professional_Resources/Professional_Resources/): http://www.nafsa.org/Professional_Resources/Professional_Resources/
- [Resources for Supporting Diversity in Education Abroad](http://www.nafsa.org/Find_Resources/Supporting_Study_Abroad/Resources_for_Supporting_Diversity_in_Education_Abroad/): http://www.nafsa.org/Find_Resources/Supporting_Study_Abroad/Resources_for_Supporting_Diversity_in_Education_Abroad/
- [Trends & Insights](http://www.nafsa.org/Professional_Resources/Research_and_Trends/Trends_and_Insights/Trends_and_Insights/): http://www.nafsa.org/Professional_Resources/Research_and_Trends/Trends_and_Insights/Trends_and_Insights/

Safety Abroad First – Educational Travel Information (SAFETI):

- [Clearinghouse Project](http://www.globaled.us/safeti/): <http://www.globaled.us/safeti/>
- [SAFETI Adaptation of Peace Corps Resources](http://globaled.us/peacecorps/index.asp): <http://globaled.us/peacecorps/index.asp>

[The Center for Global Education](http://globaled.us/): <http://globaled.us/>

United Kingdom's GOV.UK: [Foreign Travel Advice](https://www.gov.uk/foreign-travel-advice): <https://www.gov.uk/foreign-travel-advice>

U.S. Department of State (State Department):

- [Country-Specific Information](http://travel.state.gov/content/passports/en/country.html): <http://travel.state.gov/content/passports/en/country.html>
- [Overseas Security Advisory Council](https://www.osac.gov/Pages/Home.aspx): <https://www.osac.gov/Pages/Home.aspx>
- [Smart Traveller Enrollment Program \(STEP\)](https://step.state.gov/step/): <https://step.state.gov/step/>
- [Students Abroad](http://travel.state.gov/content/studentsabroad/en.html): <http://travel.state.gov/content/studentsabroad/en.html>
- [Travel Alerts and Warnings](http://travel.state.gov/content/passports/en/alertswarnings.html): <http://travel.state.gov/content/passports/en/alertswarnings.html>

U.S. Immigrations and Customs Enforcement: [Student and Exchange Visitor Program](https://www.ice.gov/sevis) (SEVP): <https://www.ice.gov/sevis>

Publications

FBI: [Safety and Security for US Students Traveling Abroad](http://www.nccpsafety.org/resources/library/safety-and-security-for-us-students-traveling-abroad/):

<http://www.nccpsafety.org/resources/library/safety-and-security-for-us-students-traveling-abroad/>

NAFSA: [Clery Act and Education Abroad: Understanding Crime Reporting Requirements](http://www.nccpsafety.org/resources/library/clery-act-and-education-abroad-understanding-crime-reporting-requirements/):

<http://www.nccpsafety.org/resources/library/clery-act-and-education-abroad-understanding-crime-reporting-requirements/>

Overseas Security Advisory Council: [Driving Overseas: Best Practices](http://www.nccpsafety.org/resources/library/driving-overseas-best-practices/):

<http://www.nccpsafety.org/resources/library/driving-overseas-best-practices/>

Terra Dotta: [The Clery Act and Study Abroad: Best Practices to Ensure Compliance](http://www.nccpsafety.org/resources/library/the-clery-act-and-study-abroad-best-practices-to-ensure-compliance/):

<http://www.nccpsafety.org/resources/library/the-clery-act-and-study-abroad-best-practices-to-ensure-compliance/>

United Educators: [Responding to Sexual Assaults in the Study Abroad Setting](http://www.nccpsafety.org/resources/library/responding-to-sexual-assaults-in-the-study-abroad-setting/):

<http://www.nccpsafety.org/resources/library/responding-to-sexual-assaults-in-the-study-abroad-setting/>

Videos & Webinars

Federal Bureau of Investigation (FBI) video: [Game of Pawns](http://www.fbi.gov/news/videos/game-of-pawns) (provides advice to U.S. students traveling or studying abroad regarding how to avoid inadvertently becoming a spy):

<http://www.fbi.gov/news/videos/game-of-pawns>

NCCPS Campus Public Safety Online (webinar): [Adding International Incidents to Your Campus All-Hazard Emergency Response Plans](http://www.nccpsafety.org/resources/library/adding-international-incidents-to-your-campus-all-hazard-emergency-response/): <http://www.nccpsafety.org/resources/library/adding-international-incidents-to-your-campus-all-hazard-emergency-response/>

Appendix B

Scoping Survey Report



October 14, 2015

To NCCPS Emerging Issues Focus Group Participants
CC Kim Richmond, Executive Director NCCPS; Andre LeDuc, Executive Director Enterprise Risk Services, University of Oregon
From Bob Parker, Michael Howard, and Rory Isbell – University of Oregon Community Service Center
SUBJECT NCCPS GLOBAL HEALTH, SAFETY, AND SECURITY SCOPING ISSUES SURVEY RESULTS

SUMMARY

The University of Oregon Community Service Center recently surveyed emergency management experts at campuses throughout the U.S. to identify emerging issues and priorities in managing international programs (study abroad programs, faculty collaborations, student groups, etc.) and crises. The “scoping” survey was not administered as a random sample survey, and the results cannot be inferred to represent the views of all campus emergency managers nationwide. Here are the key findings.

Findings: Policies and Procedures

- Ninety-three percent of respondents have global programs and activities at their IHEs.
- Most responding IHEs have pre-travel orientation programs in place for students.
- Pre-travel orientation for faculty was less consistent across responding IHEs.
- International offices are the most common entity responsible for pre-travel orientation for both students and faculty.
- Sixty-one percent (46) of responding IHEs require travel insurance that provides security and natural disaster evacuation services in addition to medical coverage.
- Seventy-one percent (54) of responding IHEs have dedicated staff to track the needs of global programs and activities participants.
- Ninety-one percent of responding IHEs reported more than one individual or office is notified during emergencies.
- Eighty-seven percent (48) of respondents have policies or procedures in place to address emergencies involving global programs and activities.
- Two-thirds of respondents indicated they have specific emergency response protocols in place.

Findings: Emerging issues

- **Medical emergencies and participant preparedness.** These were the most frequently identified risks. Elements of medical emergencies included evacuation, exposure to communicable diseases, accidental death, alcohol poisoning, access to medical facilities, and standards of care.
- **Program management.** This included participant preparedness, participant tracking, and communication.
- **Geography.** This included foreign relations (we think this pertains to the host countries' relationship with the U.S.), civil unrest, potential for natural disasters, potential for terrorist events, local police and health capacity, and ability to interact with local authorities.
- **Participant behavior.** This broadly included behaviors considered unsafe or illegal in the host country. Respondents also identified alcohol and drug use as a risk. Several respondents identified mental health issues as a risk.
- **Institution-specific risks.** These ranged from loss of a particular program to significant reputational damage, which has some degree of connection to program management.

Findings: Needs

The highest priority: better program management. Five or more respondents said they need more capacity to handle medical emergencies, issues in foreign counties, participant preparedness, program accountability, and communications. Many of these risks point to development of protocols, best practices, and systems.

Most urgent need: training and information. A large majority of respondents (89%) ranked training as a “critical” or “major” need. Information needs were similarly ranked – 85% of respondents indicated informational needs were either a “critical” or “major” need. Seventy-two percent of respondents ranked policy as a “critical” or “major” need. Financial needs were ranked as a “critical” or “major” need by 50% of respondents.

BACKGROUND

Many campuses now have a global footprint. And with that footprint comes responsibility for managing activities and incidents that occur thousands of miles from home.

Established in 2013, the National Center for Campus Public Safety is a think tank and clearinghouse for information, research, training, and promising best practices and emerging issues in campus public safety. The NCCPS's mission is to "bring together all forms of campus public safety, professional associations, advocacy organizations, community leaders, and others to improve and expand services to those who are charged with providing a safe environment on the campuses of the nation's colleges and universities."

Broadly, the purpose of this project is to define promising campus practices as it relates to managing international programs (study abroad programs, faculty collaborations, student groups, etc.) and crises, as well as policies and procedures for addressing international programs and emergency management. Key issues include:

- Understanding the definition of "campus" for the purpose of emergency management
- What obligations come with international programs
- How institutions manage international study abroad programs
- What policies and procedures are in place for programs prior to travel
- What communications strategies are effective

As part of the global health, safety and security scoping project, the CSC surveyed emergency management experts on these issues. This memorandum summarizes the results.

PURPOSE & METHODS

This scoping survey is intended to provide an initial look at the complex and nuanced issues faced by IHEs operating programs and activities outside of the U.S. Rather than seek comprehensive data, the survey seeks a basic understanding of key issues IHEs face and the resources IHEs need to address those issues. The results are meant to guide the October 16 focus group meeting, including setting goals for future research.

"Global programs and activities" means any instance where a student, faculty, staff, or person otherwise affiliated with an IHE travels outside of United States sovereign territory for an IHE-sanctioned activity, such as research or study abroad. "Global programs and activity participants" refers to any person involved in a global program or activity.

CSC administered the survey using Qualtrics, an online survey vendor. The survey was open between September 29 and October 7 and was sent to the Disaster Resilient Universities mailing list.

CSC received 57 complete responses and about 90 partial responses. The survey was not administered as a random sample survey and the results cannot be inferred to represent the

views of all campus emergency managers nationwide. Because the survey was not a random sample survey, calculating a response rate is inappropriate.

SUMMARY OF FINDINGS

This memorandum presents the survey results. The full results are in Appendix A.

Characteristics of Responding IHEs

This information is useful in providing context for issues but should not be considered representative of all IHEs.

- Fifty-three percent of respondents represent public IHEs; 47% represent private.
- Twenty percent of respondents have international campuses.
- Responses represented a spectrum of institutional enrollments. Thirty-four percent reported enrollments of less than 5,000 students, 38% had 5,000 to 19,999 students, and 28% reported enrollment of 20,000 or more.
- Forty-six percent of responding IHEs offer doctoral degrees, 20% offer master’s degrees, 22% offer bachelor’s degrees, and 12% offer associate degrees.

We asked respondents to indicate if they knew how many students at their IHE participate in global programs and activities (**Table 1**). Sixty-four percent (32 IHEs) said they did. Of those IHEs that track participation in global programs and activities, 25% reported 100 or fewer students, 41% reported 101 to 500 students, and 35% reported 501 or more students.

Sixty percent of respondents (30) reported they know how many IHE faculty, staff, and other employees participated in global programs and activities. Of those, 79% reported less than 100 faculty, staff, and other employees participated in global programs and activities.

Table 1. Number of Students, Faculty, Staff, and Other Employees Participating in Global Programs and Activities

| Category | Students | | Faculty, staff, and other employees | |
|---------------|-----------|-------------|-------------------------------------|-------------|
| | Number | Percent | Number | Percent |
| 1 - 100 | 8 | 25% | 23 | 79% |
| 101 - 250 | 9 | 28% | 0 | 0% |
| 251 - 500 | 4 | 13% | 2 | 7% |
| 501 - 1,000 | 4 | 13% | 2 | 7% |
| 1,001 or more | 7 | 22% | 2 | 7% |
| Total | 32 | 100% | 29 | 100% |

Global Health, Safety, and Security Programs and Practices

Two of the questionnaire’s key objectives included gathering information on how institutions manage international study abroad programs and identifying the policies and procedures for programs prior to travel. This section summarizes those responses.

Ninety-three percent of respondents have global programs and activities at their IHE. Figure 1 shows that the most common global program and activity is traditional study abroad, but other types are well represented. Common responses for “Other” include athletic competitions and recruiting, global campuses, overseas conferences, service learning, internships, and ministry/mission trips.

Figure 1. Types of Global Programs and Activities

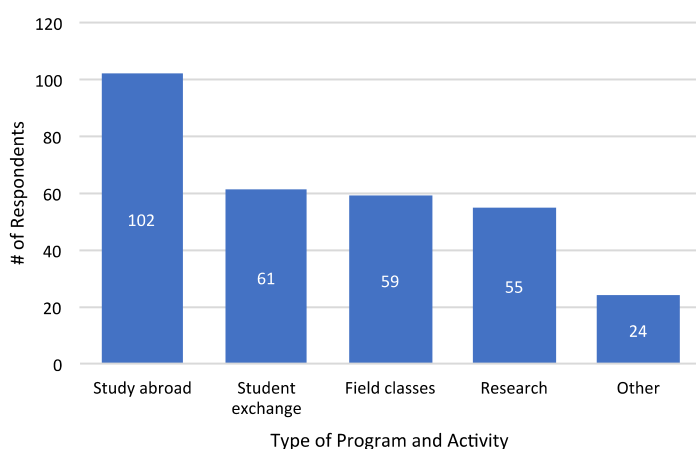
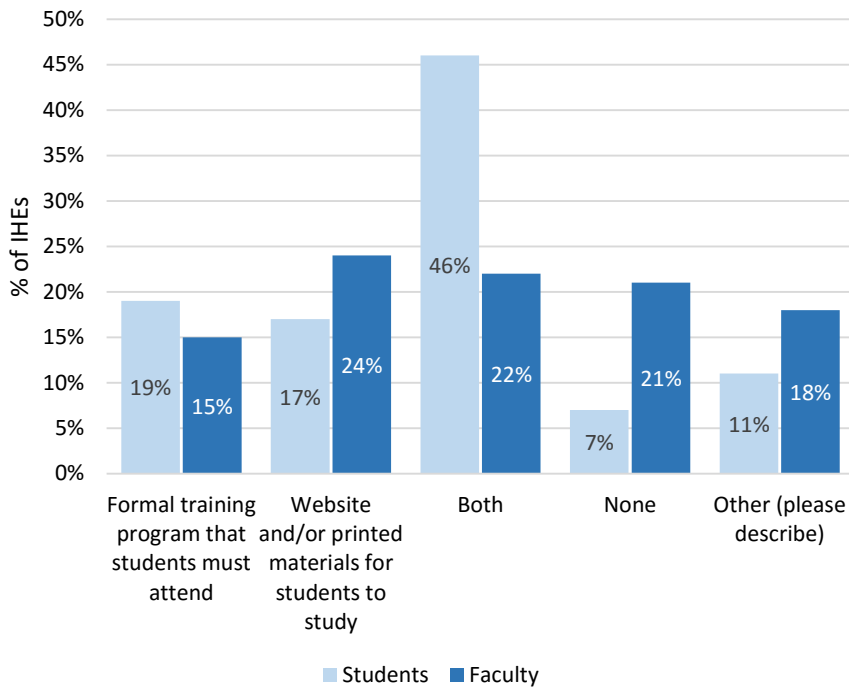


Figure 2 shows that most responding IHEs have pre-travel orientation programs for students. The majority offer materials for students to study and require students to attend a formal training program. Many respondents who answered “Other” described a required training for academic credit-bearing global activities programs and activities, but lesser or no required orientation for other programs and activities.

Pre-travel orientation for faculty was less consistent. Several respondents noted different training requirements for faculty travelling with students as opposed to faculty travelling without students. Written comments for “other” responses represented a range of approaches; most were variations on formal/web training requirements. Several noted their IHE had different requirements for students and faculty.

Figure 2. Pre-Travel Orientation for Students and Faculty



International offices are the most common entity responsible for pre-travel orientation for both students and faculty. Eighty-five percent (53) of respondents identified their international offices as the office responsible for providing pre-travel orientation to **students**. Sixty-five percent (34) of respondents identified a Director or Assistant Director as the position responsible for pre-travel orientation to students; 15% (8) identified shared staff as responsible; 12% (6) identified an advisor, coordinator, or manager; and 10% (5) identified a Dean or Associate Dean.

Seventy-five percent (30) of responding IHEs identified their international offices as responsible for providing pre-travel orientation to faculty; 13% (5) identified the Provost’s Office/Academic Affairs; and 8% (3) identified Risk Management or Emergency Management offices. Also, 67% (20) of respondents identified a Director or Assistant Director as the position responsible for pre-travel orientation to faculty; 13% (4) identified the Provost or Assistant Provost.

Among the IHEs with dedicated international, global affairs, or study abroad offices, those offices and their officers are the primary resource for providing pre-travel orientations to students and faculty. At IHEs without dedicated offices for global programs and activities, the provost’s office or the dean of academic affairs provides pre-travel orientation.

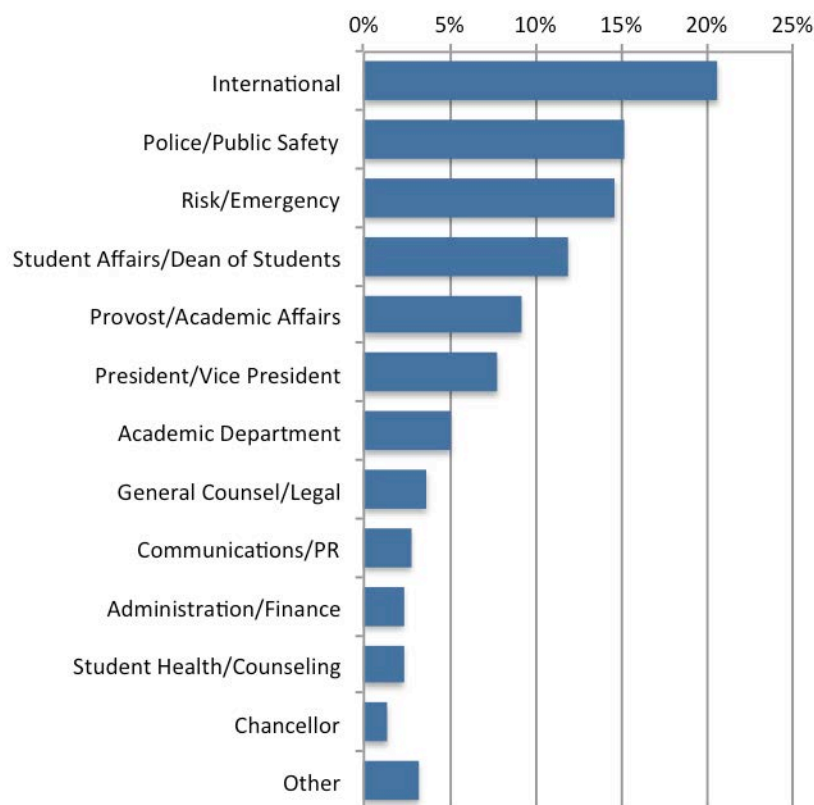
Sixty-one percent (46) of responding IHEs require travel insurance that provides security and natural disaster evacuation services in addition to medical coverage. Six reported they do not, and 23 indicated they did not know.

Seventy-one percent (54) of responding IHEs have dedicated staff to track the needs of global programs and activities participants. Thirty-five respondents identified the office or position

that these staff report to, and some provided multiple offices or positions, for a total of 38. Forty-five percent (15) report to the Provost or Academic Affairs offices, and 33% report to International Programs offices. Most IHEs have one to three dedicated staff.

The survey also asked which positions or offices are notified for any emergency situation regarding global programs and activities. Respondents were allowed to enter up to eight offices, meaning that some respondents identified only one, while others identified up to eight (see Figure 3). **Ninety-one percent of responding IHEs reported more than one individual or office is notified during emergencies.** Twenty-one percent of all answers were international offices; 15% risk or emergency management; 15% police or public safety; 12% student affairs or Dean of Students; 9% academic affairs or Provost; and 8% President or Vice President.

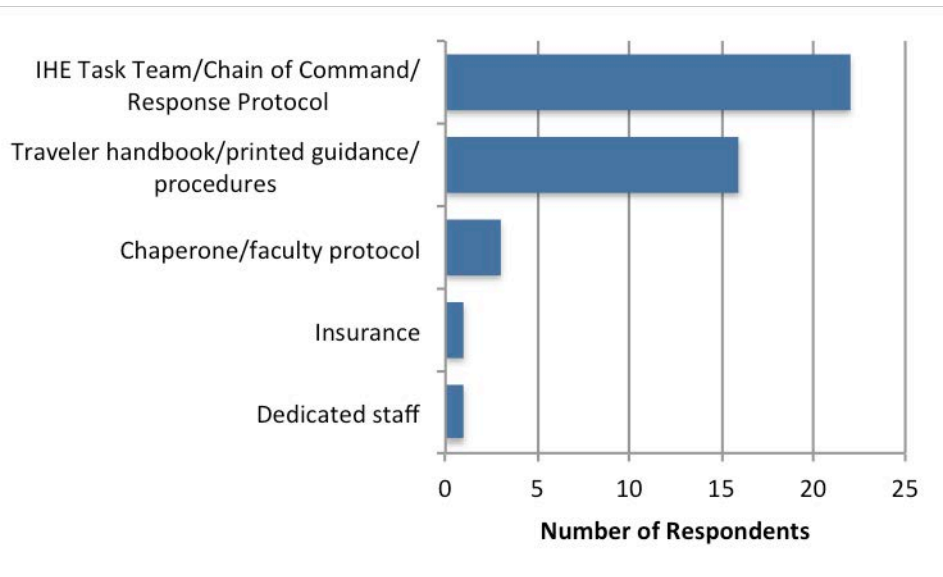
Figure 3. Who Is Notified in Emergency Situations Involving Global Programs and Activities?



Eighty-seven percent (48) of respondents have policies or procedures in place to address emergencies involving global programs and activities. Thirty-three respondents described their IHE's policy or procedure. Answers varied in length and type (see Appendix A). Twenty-two respondents described IHE response protocols; 16 described guidebooks or protocol for participants in global programs and activities. Specific policies or procedures varied widely between respondents

Two-thirds of respondents indicated they have specific emergency response protocols in place. Twenty-two respondents indicated their IHE had a task team, specified chain of command, and response protocols in place. A little more than half (16 of 34) indicated their IHE had some type of handbook or printed guidance.

Figure 4. Categories of Global Program and Activity Policies Implemented by Responding IHEs



Emerging Issues

We asked respondents to identify the three to six biggest risks to IHEs. This section used open-ended questions designed to solicit unbiased responses.

Table 2 shows respondents identified a broad range of potential risks. We categorized risk factors into the following categories:

- Risk related to IHE program management
- Risk to IHE
- Risk due to participant behavior
- Risk due to location
- Risk to participant

The categorization is somewhat subjective but is a starting point to frame subsequent discussions. Here are some key observations.

- **Medical emergencies and participant preparedness were the most frequently identified risks.** Medical emergencies included evacuation, exposure to communicable diseases, accidental death, alcohol poisoning, access to medical facilities, and standards of care. We recommend the focus group discuss and refine this list and identify strategies for managing medical risk.

With respect to participant preparedness, responses identified this broadly as pre-program “training.” Specific elements included travelers being unprepared for the risks/emergencies, age of participants, lack of information on cultural differences and travel safety, difficulty providing orientation to travelers, lack of institutional resources to support global situational awareness, preparing participants for what to do in the event of an emergency, language barriers, and running out of money.

- **Many of the most frequently identified risks pertain to program management.** These included participant preparedness, participant tracking, and communication. There is a lot here to process, and we recommend focus group participants read the individual responses. In our view, managing these risks requires (1) having systems in place, (2) creating a toolbox for IHEs, and (3) identifying best practices. All of these are outside the scope of this survey.

Table 2. Respondent Perception of IHE Risk in Managing Health, Safety, and Security of Global Programs and Activities Participants

| Category and Risk Factor | Number of Respondents Identifying Risk |
|--|--|
| Risk related to IHE program management | |
| Medical Issue | 23 |
| Participant preparedness | 23 |
| Communications | 16 |
| Tracking Participants (Location Awareness) | 11 |
| Travel/ Documentation | 9 |
| Unprogrammed Activities | 5 |
| Managing Risk | 4 |
| IHE lacks policies, resources for emergencies abroad | 3 |
| Non-vetted/ Unknown program | 3 |
| IHE Capability | 3 |
| IHE Authority to enforce policy | 1 |
| Risk to Institution | |
| Accountability (participant safety, location, managing crisis) | 4 |
| Post-event opportunity cost (loss of program, staff, etc.) | 3 |
| IHE Program Reputation | 2 |
| Export Control | 1 |
| Risk due to participant behavior | |
| Mental Health | 6 |
| Participant behavior | 5 |
| Alcohol/ Drug Use | 3 |
| Crime by participants | 3 |
| Risk due to location | |
| Foreign relations/ Civil unrest | 13 |
| Natural Disaster | 6 |
| Terrorism | 6 |
| Local Capabilities (police, medical) | 6 |
| Local Authority Interactions | 1 |
| Risk to participants | |
| Personal Safety/ Attack | 12 |
| Crime to participants | 10 |
| Sexual Assault/ Rape | 5 |

- Risks due to location.** Clearly, not all foreign locations present the same risks. Key risks identified by respondents include foreign relations (we think this pertains to the host countries' relationship with the U.S.), civil unrest, potential for natural disasters, potential for terrorist events, local police and health capacity, and ability to interact with local authorities.

- **Risks due to participant behavior.** This broadly included behaviors considered unsafe or illegal in the host country. Respondents also identified alcohol and drug use as a risk. Several respondents also identified mental health issues as a risk. These ranged from simple homesickness to more severe conditions that can require medical attention.
- **Risks to the institution.** These ranged from loss of the particular program to significant damage to the institution’s reputation. The management of reputational risks connects back to program management.

We asked respondents to identify the two risks they felt require the most immediate attention. Table 3 shows the responses. We used the same categories in table 2.

Table 3. Respondent Perception of Risks Needing the Most Immediate Attention

| Category and Risk Factor | Number of Respondents Identifying Risk |
|--|--|
| Risk related to IHE program management | |
| Medical Issue (Health, disease outbreak, etc.) | 14 |
| IHE Capability | 9 |
| Participant preparedness (awareness of policies, appropriate funding, etc.) | 7 |
| Accountability (participant safety, managing crisis) | 7 |
| Communications (with participant, family, IHE and departments/ programs, etc.) | 5 |
| Travel/ Documentation | 4 |
| Managing Risk | 3 |
| Awareness of participant location | 2 |
| IHE lacks policies, resources for emergencies abroad | 1 |
| Unprogrammed Activities | 1 |
| Risk to Institution | |
| Post-event opportunity cost (loss of program, staff, etc.) | 1 |
| Export Control | 1 |
| Risk due to participant behavior | |
| Mental Health | 2 |
| Participant behavior | 2 |
| Alcohol/ Drug Use | 1 |
| Risk due to location | |
| Foreign relations/ Civil unrest | 5 |
| Personal Safety/ Attack | 4 |
| Crime to participants | 3 |
| Local Capabilities (police, medical) | 3 |
| Terrorism | 2 |
| Natural Disaster | 1 |
| Local Authority Interactions | 1 |
| Risk to participants | |
| Sexual Assault/ Rape | 1 |

Key observations from table 3 include:

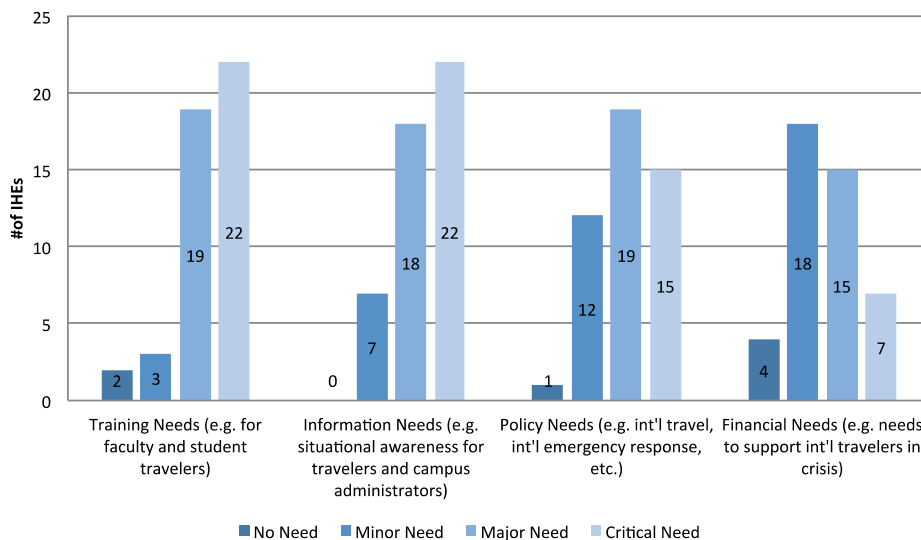
- **Risks due to program management were most frequently mentioned.** Capacity to respond to medical emergencies, the general capacity of the IHE to respond to issues in foreign countries, participant preparedness, program accountability, and communications were all identified by five or more respondents. Many of these risks point to development of protocols, best practices, and systems to better manage risk from global programs and activities.
- **Risks due to location were the second most frequently mentioned category.** None of these risks were identified by more than five respondents, however.
- **Other risks are important but may be lower priority.** These include risk to participants, risk to the IHE, and risk due to participant behavior.

Needs

The next section of the survey asked respondents to identify needs relating to management of global programs and their participants. Figure 4 summarizes how respondents ranked four categories of need: training, information, policy, and financial. **The responses clearly indicate that training and information needs are most urgent.**

A large majority of respondents (89%) ranked training as a “critical” or “major” need. Information needs were similarly ranked – 85% indicated informational needs were either a “critical” or “major” need. Seventy-two percent of respondents ranked policy as a “critical” or “major” need. Financial needs were ranked as a “critical” or “major” need by 50% of respondents.

Figure 4. Needs Relating to Health, Safety, and Security of Participants



We also solicited open-ended responses to perceptions of need. Several themes emerged:

- **Training and Information Needs:** Respondents discussed a need for more in-depth pre-travel training for students and faculty, staff and other employees. Better information was often discussed in concert with the need for better training. Areas for more training and information identified by respondents include:
 - Situational awareness knowledge specific to destination countries,
 - Legal knowledge specific to destination countries,
 - Scenario-based emergency training,
 - Knowledge of procedures for using travel insurance,
 - Knowledge of protocol for emergency situations,
 - More detailed participant itineraries to facilitate better tracking of participants, and
 - Contingency plans and “scenario-based management” to increase participant training.
- **Policy needs:** Responses primarily focused on internal policies and procedures. These related back to training and information – policies that require participant training, insurance, and reporting were all mentioned by respondents. Some comments address the need for consistency across programming.

Notably, none of the comments specifically referenced financial needs. Many global programs are fee-based, and that training and other elements could be built into program fees (and likely are at many IHEs).

APPENDIX A: FULL SURVEY RESULTS

Appendix A presents the full results of the online survey. The results come directly from Qualtrics. We did not address grammatical or typographic errors for open-ended responses.

Survey Results

Initial Report

Last Modified: 09/29/2015

1. Does your IHE have global programs and activities?

| # | Answer | Response | % |
|---|--------|----------|------|
| 1 | Yes | 134 | 93% |
| 2 | No | 10 | 7% |
| | Total | 144 | 100% |

2. If yes, what type(s)? (Select all that apply)

| # | Answer | Response | % |
|---|------------------|----------|-----|
| 1 | Study abroad | 102 | 96% |
| 2 | Student exchange | 61 | 58% |
| 3 | Field classes | 59 | 56% |
| 4 | Research | 55 | 52% |
| 5 | Other | 24 | 23% |

| Other |
|---|
| We have housing abroad run by a faculty member and instructing courses. |
| 3 global campuses |
| Business development training |
| Athletics Executives visiting other countries Recruiting in other countries |
| Athletic Teams trips abroad for tournament/competition |
| International competitions, international clinical experiences, and Study tours |
| Overseas meetings, conferences, symposiums, alumni events and overseas campuses |
| Faculty Led Tours |
| campus ministry programs |
| internships (non-credit bearing) |
| conferences, collaborative activities & meetings |
| Service learning and student activities |
| Online programs |
| There may be others. |
| Service Learning |
| ELS |
| RIT funded and/or administered global campus with faculty and staff assigned. |
| Mission Trips |
| Internships |
| affiliation agreements |
| Internships, Practicums, Spring Break educational opportunities |
| int'l internships |

3. Does your IHE require pre-travel orientation for students participating in a global program or activity?

| # | Answer | Response | % |
|---|--|----------|------|
| 1 | We have a formal training program that students must attend | 20 | 19% |
| 2 | We have a website and/or printed materials for students to study | 18 | 17% |
| 3 | Both | 47 | 46% |
| 4 | None | 7 | 7% |
| 5 | Other (please describe) | 11 | 11% |
| | Total | 103 | 100% |

Other (please describe)

all international travel must be coordinated through our International office. I am not aware of specific training that is given to those travelling.

Some schools and programs have a pre-travel orientation, others ask that travelers look at our policy and website

We have a mandatory meeting for those going abroad but I would not classify it as training. More informational than anything.

one on one orientation customized for the host country

For credit-bearing activities, we have a standardized pre-departure program that includes an in-person meeting and an online webinar (and quiz). For non-credit bearing activities, it depends on the department as to the pre-travel orientation that is provided.

Study Abroad/Student Exchange students are expected to participate in a pre-departure brief.

Credit bearing travel has these requirements. We are working to add for non-credit bearing activities.

Unknown

Student pre-departure meeting conducted by Office of Study Abroad (OSA) and Faculty/Staff Trip Leader.

Not sure






For study abroad and exchange, yes, for the others I do not know.

4. What office and position is the primary resource for providing pre-travel orientation to students participating in a global program or activity?

| Office | Position |
|---|---|
| Academic Affairs | Dean |
| Campus Ministry or education abroad company | |
| Center for Global Citizenship | Director |
| Center for International Education | Programs Abroad Coordinator |
| Dean of Students | Dean |
| Division of Student Affairs | Associate VP |
| Education Abroad | Education Abroad Advisor & Ongoing Orientation Coordinator |
| Global Affairs | Director of Global Engagement |
| Global Education Office | Executive Director GEO |
| Global Education, in cooperation with Institutional Resilience | orientation program includes Global Ed, Health Center and Institutional Resilience staffers |
| Global Learning | Director |
| Global Studies | |
| http://www.sfcollege.edu/international/ | Assistant Vice President Dr. Vilma Fuentes |
| International and Study Abroad Program | Assistant Director |
| International Center | Education Abroad Director |
| International Center for Students | Multiple |
| International Education | Dir. of International Education |
| International Off Campus Programs | Administrative Director |
| International Office | Director |
| International Office | Study Abroad Center |
| International Programs | Director |
| International Programs | Director and Staff |
| International Programs | |
| International Programs Center | |
| International Programs Office | Various |
| International Programs/Study Abroad | Director |
| International Students | |
| International students and Scholars | |
| international STUDENTS OFFICE AND TRAVEL | INTERNATIONAL STUDENT COORDINATOR |
| International Studies | various |
| International Studies | Director of International Studies |
| International Studies | |
| Notre Dame International | Risk Management & Mobility Services Program Coordinator |
| Off Campus Programming Office | Director of Off Campus Programming |
| Office of Education Abroad | Director, Education Abroad |
| Office of Global Affairs | Global Emergency Manager |
| Office of Global Education | Dean of Global Education |
| Office of Global Engagement | |
| Office of International Affairs and The College for Global Studies | International Program Coordinator; Director of Health, Safety & Security |
| Office of International Education | |
| Office of International Education | Director of International Education |
| Office of International Education | Director of Study Abroad |

| | |
|---|---|
| Office of International Programs Office of Learning Abroad | various directors |
| Office of Major Agreements | Program Manager, International Safety and Security |
| Office of Study Abroad and International Exchange | DeDe Long |
| Public Safety/Study Abroad Office | Both Directors |
| Safety & Loss Prevention and the Division sponsoring the trip | Director of Safety & Loss Prevention along with the respective faculty person |
| Safety, Security and Emergency Management | Director |
| Student Affairs | Dean of International Studies |
| Student Development | Director of Civic Engagement |
| Study Abroad | Director |
| Study Abroad | Director |
| Study Abroad | Assistant Director of Study Abroad Programs |
| Study Abroad | Director |
| Study Abroad | Director of Global Education |
| Study Abroad | Director of Dean Rusk International Studies Program |
| Study Abroad | Director |
| Study Abroad office | Assoc Dean of Students |
| Study Abroad Office | Director of Study Abroad |
| Syracuse University Abroad | Case Manager |
| TN Consortium for International Studies | Executive Director |

5. Does your IHE require pre-travel orientation for faculty participating in a global program, international travel, and/or international research activity?

| # | Answer | | Response | % |
|---|---|---|----------|------|
| 1 | We have a formal training program that faculty must attend |  | 12 | 15% |
| 2 | We have a website and/or printed materials for faculty to study |  | 20 | 24% |
| 3 | Both |  | 18 | 22% |
| 4 | None |  | 17 | 21% |
| 5 | Other (please describe) |  | 15 | 18% |
| | Total | | 82 | 100% |

Other (please describe)

We have printed materials, and a formal training program that faculty may attend.

Website and meet and work with Study Abroad Office

We have a program for this, but believe it needs to be augmented

Unknown

We have a required meeting all faculty must attend that are going abroad. Again not to the level I would consider it a training program but more informational

We use 3rd party tour programs. They have online information available as pre- travel orientation.

Faculty taking students abroad must attend an orientation. Faculty traveling abroad without students are not required to do any sort of orientation.

There are health and safety sessions for faculty traveling with students. These are strongly encouraged.

We offer programs, written material, and web based information but it isn't required (yet).

Faculty traveling with students must attend a Clery Campus Security Authority training session

Unknown

Study Abroad and Risk Management conduct one-on-one meetings with trip leaders.


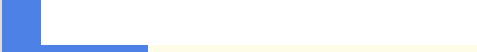

Not sure

Both, but repeat faculty must renew every three years.


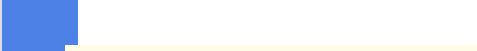

6. What office and position is the primary resource for providing pre-travel orientation to faculty participating in a global program, international travel, and/or international research activity?

| Office | Position |
|---|---|
| ? | ? |
| Academic Affairs | Dean |
| Academic Affairs | |
| Academic Dean | Provost |
| campus ministry or education abroad company | |
| Center for Global Citizenship | Director |
| Center for International Education | |
| Global Affairs | Director of Global Engagement |
| Global Studies | |
| http://www.sfcollege.edu/international/ | AVP Dr. Vilma Fuentes |
| International and Study Abroad Program | Assistant Director |
| International Center | Director |
| International Education | Dir. of International Education |
| International Office | Director |
| International Program Center | |
| International Programs | Director |
| International Programs | Director and Staff |
| International Studies | |
| International Study | various |
| International Travel Oversight Committee | International Travel Oversight Executive Body |
| Office of Global Affairs | Global Emergency Manager |
| Office of Global Engagement | |
| Office of International Affairs and The College for Global Studies | Director of OIA; Director of Health, Safety & Security, Program Directors |
| Office of International Education | |
| Office of International Programs | Various Directors |
| Office of Off Campus Programming | Director of Office of Off Campus Programming |
| Provost | Provost |
| Provost Office | Associate Provost |
| Public Safety/Study Broad | Both Directors |
| Research - International Office | |
| Risk Management | Risk Manager |
| Safety & Loss Prevention | Director of Safety & Loss Prevention |
| Safety, Security and Emergency Management | Director |
| Student Development | Vice President Student Development |
| Study Abroad | Assistant Director of Study Abroad Programs |
| Study Abroad | Director of Global Education |
| Study Abroad and Global Delivery | Director, Manager |
| Study Abroad and Risk Management | Director |
| Study Abroad Office | Director of Study Abroad |
| TNCIS | Executive Director |
| unknown | |

7. Does your IHE require global programs and activities participants to have travel insurance that provides security and natural disaster evacuation services in addition to medical evacuation and travel assistance services?

| # | Answer | | Response | % |
|---|------------|--|----------|------|
| 1 | Yes |  | 46 | 61% |
| 2 | No |  | 6 | 8% |
| 3 | Don't know |  | 23 | 31% |
| | Total | | 75 | 100% |

8. Does your IHE have dedicated staff to track the needs of global programs and activities participants?

| # | Answer | | Response | % |
|---|------------|--|----------|------|
| 1 | Yes |  | 54 | 71% |
| 2 | No |  | 12 | 16% |
| 3 | Don't know |  | 10 | 13% |
| | Total | | 76 | 100% |

9. If yes, how many FTE are on your staff? (please use numbers and indicate fractions if they exist)

| Text Response |
|---------------|
| 2 |
| 1 |
| 3 |
| 2 |
| 3 |
| 3 |
| 5.3 |
| 3 |
| 1 |
| 4 |
| 3 |
| 1.0 |
| 3 |
| 7 |
| 2 |
| 1 |
| 6 |
| 2 |
| 3 |
| 40 |
| 1 |
| 2 |
| 1 |
| 6 |
| 2 |
| 2 |
| 1 |
| 2 |
| 1.3 |
| 1.5 |
| 14 |
| 2 |
| 2 |
| 8 |
| 3 |

10. Who does this staff report to in the institution?

Text Response

Academic VP

An associate dean of the faculty. In response to the question above, I'd like to add: 2 FTE manage credit-bearing activities only (my responses to these questions are only for programs I manage which are credit-bearing)

Associate Provost

Associate Provost for Internationalization

Associate University Provost

Dean of Faculty

Dean of Students/VP Student Affairs

Director of Global Education

Director of Global Education- Direct report to Provost

Director of International Programs and Services

Director of Study Abroad (.3), Director of Institutional Relations (1)

Director, International Office

Director, International Programs

Executive Director of Academic Enrichment

Executive Vice President

Full time and part time reports to International. Others working on this are in the office of general counsel and in the division of campus safety (risk management & safety, police, emergency management).

Needs and Desires...Opportunities

Office of International Education

President

Provost

Provost

Provost

Provost Office

Provost/Academic Dean

Senior International Officer reports to Provost Executive Director of International Programs reports to Senior International Officer Director of Education Abroad Services reports to Executive Director of International Programs 2 staff report to Director Education Abroad Services Risk Manager reports to Director of Environmental Health Safety and Risk Management Deans report to Provost

Split between Academic Affairs and Finance & Administration

Study Abroad reports to Academic Affairs; Global Delivery reports to Finance & Administration

The President

Their director

They report within Academic Affairs

University Center for International Education

Via formalized chain through Academic Affairs

Vice President Human Resources

Vice Provost of Global Affairs

VP Student Life

11. What position(s) or office(s) is notified for any emergency situation regarding global programs and activities participants?

| Position or office | Position or office | Position or office | Position or office | Position or office | Position or office | Position or office | Position or office |
|---|--|---|-------------------------------|------------------------------------|--|---------------------|---|
| Office of International Education | | | | | | | |
| Safety, Security and Emergency Management | | | | | | | |
| Dean of Faculty | Dean of Students | Director of Emergency Management | | | | | |
| Risk Management | Emergency Management | | | | | | |
| International Center | Student Support Services | Emergency Management | Police | Provost | | | |
| Public Safety Dispatch | Director, Risk Management | Director, Study Abroad | SVP, Finance & Administration | SVP, Student Affairs | | | |
| Senior International Officer | Executive Director of International Programs | Director of Travel and Disbursement Services | Risk Manager | Police Department (Chief designee) | Student Health Services and Counseling Services (designee as appropriate to situation) | Chief Legal Officer | Dean and Chair of department(s) involved in program |
| Provost | Relevant Dean/Chair | Chief Risk Officer | International Center Director | | | | |
| Student Experience and Engagement | International Office | | | | | | |
| University Police | Office of Learning Abroad | Emergency Management | | | | | |
| Campus Police | Global Emergency Manager | | | | | | |
| Emergency Manager | Assistant Director of Study Abroad Programs | Director of International Programs and Services | Director of Risk Management | | | | |

| Position or office | Position or office | Position or office | Position or office | Position or office | Position or office | Position or office | Position or office |
|--------------------------------------|--------------------------------------|---|--|---------------------|---|--|--------------------|
| District Police | Chief of Police | President's Office | President | Chancellor's Office | Chancellor | | |
| Study Abroad | Dean of Students | Security & Campus Safety | | | | | |
| VP/Admin | Institutional Resilience | Student Life | College Communications | Public Safety | Information Technology | others as may be needed based on specifics of incident | |
| Department of Public Safety | Office of Global Education | Vice President of Academic Affairs/Provost's Office | Vice President of Student Affairs/Dean of Student's Office | President's Office | Vice President of Finance & Administration's Office | AVP for Finance & Administration - Business Services | |
| Director of Safety & Loss Prevention | Dean of associated program traveling | Vice President of Finance and Ops | Vice President of Student Affairs | | | | |
| Public Safety | Risk Manager | Director of Global Learning | Associate Provost | Program Director | Assistant Program Director | Academic Dean | General Counsel |
| Department of Public Safety | Dean of Students | Office of Global Engagement | Risk Management | | | | |
| Study Abroad | Public Safety | Risk Management | Associate Provost | | | | |
| Public Safety | Study Abroad | | | | | | |
| President Office | Student Involvement | Department of Public Safety | Risk Management | Human Resources | Legal | | |
| International Students | Provost | President | | | | | |

| Position or office | Position or office | Position or office | Position or office | Position or office | Position or office | Position or office | Position or office |
|---|--|--|---|---|--|---------------------------------------|------------------------------|
| Director of International Education | Assistant Director | Adjunct Instructor/English as a 2nd Language | Associate Director of International Education | Program Coordinator/International Education | Honors term student employee | | |
| Director of Emergency Management | Director of Risk Management & Insurance | Provost Office | Office of General Counsel | Chair of Crisis Management Team | Chancellor's Office | Dean's Office of affected traveler(s) | Overseas Office/Study Abroad |
| Vice Presidents | Public Safety | | | | | | |
| International Studies | Environmental Safety and Risk Management | Dean of Students/Provost | | | | | |
| President | VP for Finance and SAdmin | Office of International Studies | Risk Manager | Dean of Students | Dean of UG or Graduate School involved | Public Safety | PR |
| International Programs Office | Risk Management & Safety | Student Affairs VP | Academic Affairs VP | | | | |
| Director, Department of Campus Safety | Director, International Programs | Vice President of Student Affairs | President of the University | | | | |
| Director of Office of Study Abroad and International Exchange | | | | | | | |
| International Office | | | | | | | |
| Provost/Student Affairs | Campus Police | Risk Management | | | | | |
| Student Affairs | Public Safety | Academic Affairs | Marketing and Communications | | | | |
| International Office | Outbound Specialist | Executive Director | Provost | | | | |
| Provost | President | Vice President of Student Life | Counseling Center | Director of Campus Safety | Risk Manager | Health Services Director | |

| Position or office | Position or office | Position or office | Position or office | Position or office | Position or office | Position or office | Position or office |
|---|---|--|--------------------------|---------------------------------|---------------------------------|----------------------|--------------------|
| Executive VP | Executive Director of Business Services | Educational Dean | VP of Education Services | | | | |
| Executive Director campus ministry | Asst. Director registrar | Coordinator campus safety | Dean of Students | Title IX Coordinator | | | |
| Depends upon the nature of the emergency | Internally typically academic affairs | police | counseling | student affairs | legal office | President's office | Etc. |
| Director, International Programs | | | | | | | |
| Education Abroad | International Center Administration | Legal Counsel | Risk Management | Public Relations | Office of the President/Provost | | |
| Five College Risk Manager (colleges in the consortium share a risk manager) | Director of Education Abroad | Police Department (who would likely pass the call onto one of the above or to the administrator on call) | | | | | |
| International Risk Analyst | Study Abroad, if applicable | Risk Management | Office of the Provost | Dean of Students, if applicable | Office of the President | UA Police Department | Campus Health |

| Position or office | Position or office | Position or office | Position or office | Position or office | Position or office | Position or office | Position or office |
|--|---|---------------------------|--|---------------------------|---|--------------------|--------------------|
| International | Campus Safety (includes risk management and safety and police and possible activation of the EOC) | Provost | Student Affairs | General Counsel | Host academic department | | |
| President | Provost | Director of Public Safety | | | | | |
| Public Safety | Dean of Student Life | President of College | | | | | |
| Provost/Vice Chancellor for Academic Affairs | University Relations and Communications Executive Director | Risk Management | Vice Chancellor for Student Affairs | | | | |
| Police | International Programs | | | | | | |
| ? | | | | | | | |
| Office of the President | Academic VP | Student Affairs VP | Director of Marketing and Communications | Director of Public Safety | others in our Critical Incident Emergency Management Team | | |
| Public Safety | Risk Management | | | | | | |
| Do not know | | | | | | | |
| Provost | VP Student Affairs/Campus Life | Campus Safety | | | | | |
| 1. International SOS | 2. PM International Safety and Security | 3. Affected Department | 4. International Emergency Team | | | | |

| Position or office | Position or office | Position or office | Position or office | Position or office | Position or office | Position or office | Position or office |
|-------------------------------|-----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Center for Global Citizenship | Department of Public Safety | | | | | | |

12. Does your IHE have policies or procedures on addressing emergencies involving global programs and activities participants?

| # | Answer | Response | % |
|---|--------|----------|------|
| 1 | Yes | 48 | 87% |
| 2 | No | 7 | 13% |
| | Total | 55 | 100% |

13. If yes, please briefly describe the policy or procedure.

| Text Response |
|--|
| <p>https://studyabroad.uta.edu/_customtags/ct_FileRetrieve.cfm?File_ID=040E7377734F040203077170750A1C030E7B0F14020F05026E75060601777C03760100037207737B71</p> |
| <p>Institute Policy on approval to travel. Development of guidance brochures on travel.</p> |
| <p>Various policies regarding emergency procedures</p> |
| <p>We have an annex to our university EOP addressing emergencies while on official university activities while overseas.</p> |
| <p>An indication of a situation abroad comes from any of a dozen or so likely sources, then the Senior International Officer and Executive Director of International Programs gather the appropriate people (Chair, Dean, Risk Manager, Police Department designee, Student Health Services/Counseling designee, Chief Legal Officer, Public Information Officer, and others as necessary) to formulate a response. That response might include emergency repatriation, urgent medical care, relocation, etc.)</p> |
| <p>International calls for assistance come into police dispatch who capture the information and then notify the office of global affairs' global emergency manager.</p> |
| <p>Steps to take in notifying staff and the travel assistance provider. What steps to take to protect yourself and others when faced with an emergency overseas. Steps to take in handling the emergency by our incident support team.</p> |
| <p>Notification protocols and action steps to take where relevant</p> |
| <p>Our program includes an extensive array of insurance policies and related services to supplement the student and faculty orientations, as well as dedicated staff who monitor conditions for all programs abroad. Incidents are reported to our Situation Readiness & Response Team, who will collaborate as needed with applicable specialists.</p> |
| <p>In case of an emergency, call public safety. The Team will be notified according to protocol.</p> |
| <p>A written statement, which is also exercised each year with applicable departments/personnel.</p> |
| <p>Chaperone must coordinate response to incident with authorities and then notify appropriate University departments</p> |
| <p>In brief we give out important info pertinent the country to be visited. We give State Dept. info regarding the country as well as contact info for American Embassies and consulates. We also set up a communications plan with all phone numbers and contact info as well as recent photos of all Faculty, staff and students traveling.</p> |

They have a listing of all students who are studying internationally which includes their Name, emergency contacts (both at home and internationally), Country they are studying in, the City, the school, etc. There is an emergency contact information at Security for International Education Emergency Coordinator and emergency response team members. There is a policy which contains information about Calls taken in and outside of their office, who to contact, what is an emergency, with short directions for a few standard ones (personal ones for students & wider ones, such as epidemics, war, natural disasters, etc.) what is not an emergency, with short directions on what to do for some of those. Emergency response priorities & protocols for Media contacts, Responses for personal emergencies, like serious illness/injury, rape, missing participant, participant death, etc. and for wider emergencies, earth quake, flooding, military or civilian coups, violent demonstrations, etc.

Our overall policy states that students and employees must register their travel in our travel registry. For individuals or groups that are wanting to travel to higher risk countries, they must go through an application and petition process which may grant them travel or may forbid it.

<http://global.wustl.edu/international-policies-resources/international-travel-policy/>

There is a call tree for the order to notify. There are procedures to contact families of the students. And there is information of protocols in our International Travel Policy.

Policies are specific to students in programs related to the International Programs Office that has a specific emergency plan. Trips with students to countries with a travel warning also have a requirement to have a risk assessment/risk management plan approved as part of travel approval.

The policies and procedures are unique to the program and to the part of the world they will be traveling to. We use a number of sources to prepare for overseas studies to include the State Department, host country, our insurance provide, etc.

Internal policies, also coverage by insurance carriers for VCU for global rescue and medical emergencies

Depending on the emergency, information if first sent to outbound specialist. If irreconcilable, the issue is escalated to the executive director. If the executive director needs approval to act, then the issue goes to the provost. The provost acts and subsequently settles the matter. Generally issues concerning the safety of the student is carried out by the executive director. Issues that are critical but administrative or health related rests at the outbound specialist.

The College has an emergency response plan that addresses specific types of incidents and the responses members of the institution must take in addressing the emergency.

Rather lengthy policy and procedures from multiple crisis.

Written procedural guide - definitions, types of emergencies, who to contact, protocols etc.

We have a detailed emergency response handbook for study abroad programs with well-defined response protocols.

Our institution has a comprehensive crisis management plan that breaks down who should be notified and steps that should be taken in a variety of emergency situations.

For credit-bearing, we have relationships with third-party providers that will contact us in an emergency, but they are the primary responsible party.

The Emergency Planning Working Group of the International Travel Safety Oversight Committee is tasked with considering different types of travel and creating emergency response plans.

Written undergrad policies and developing graduate and faculty/staff policies. We have dedicated telephone number for contact to activate university resources (e.g. emergency operations plan). Written plans are in place as part of the overall emergency University plan.

Consulate notification in country. Emergency medical evacuation. Safety plans.

International Programs has an Emergency Management Plan. Plan outlines how to handle real and perceived emergencies which include: individual emergency (such as a personal health crisis or family crisis), death of a program participant, and a widespread emergency impacting an entire country or region. The plan includes the University's course of action, working with University Relations to manage communication and addressing rumors.

Communication to participants and their families. Member of the College will attempt to connect physically with students in the foreign country if possible. Communication with the host country embassy. Arrange for the immediate return of all students/staff that are abroad.

Faculty must familiarize themselves with local emergency responders, who to call in country and at RIT, as well as

no text

We have an extensive international emergency management plan that connects to the larger institutional plan.

14. What are the three to six biggest risks IHEs face in managing the global health, safety, and security of global programs and activities participants?

| 1. | 2. | 3. | 4. | 5. | 6. |
|--|---|--|--|---|--|
| Duty of Care - health and medical related | Natural disasters in areas of travel | Terrorist activities | | | |
| Medical issues abroad | Natural Disasters | Man-made threats (terrorism) | | | |
| Unknown programs taking students abroad | Unstable political environment | Non vetted programs | | | |
| Mental Health Issues | Civil Unrest | Alcohol Abuse | Transportation Risk | | |
| Reputation (press exposure following an event) | Internal Friction (community response to management programs put in place to deal with the reputational risk) | Opportunity cost (opportunities missed due to inaction or paralysis, whether due to fear or bureaucracy) | Hypersensitivity (future opportunities foregone following an event) | Personal tragedy | Operational losses following a personal tragedy |
| Theft/crime to participants | Tracking staff/faculty/students locations across the globe | Pre-departure orientation/risk assessments | Travel to high risk areas | | |
| No University Policies in place | Lack of Communication | Lack of understanding and importance | Not understanding the Step by Step procedures "what to do in case of..." | Not understanding who to contact within the University | |
| accountability of where persons are located at all times and ensuring their safe travel | accountability of persons in the event of a major emergency abroad | communication with the abroad programs and personnel | coordination with the university and key departments in the event of issues abroad | lack of procedures/protocols for emergencies abroad | lack of training for students/faculty for emergencies abroad |
| Legal issues relating to criminal activity against university students, faculty or interests | Major medical evacuations | Civil/political unrest in the area of interest abroad | Cybersecurity | Accountability following disasters that occur in countries with University students, faculty or interests | |
| Accurate tracking of participants locations | Law enforcement are not reliable depending on the country you are in | Faculty acting as the students' friend versus being the leader of the group | Alcohol and drug use | Sexual assaults | |

| 1. | 2. | 3. | 4. | 5. | 6. |
|--|--|---|---|---|---------|
| Outbreaks of disease | Victimization of students by local criminals | Acts of terrorism | | | |
| Health | Security and safety | Accidents | | | |
| Mental health | Medical situations | Political instability | | | |
| Students Health & Safety | Students who are victims of crime | Students who are taken into custody for a crime | Students who lose travel documents and/or identification | Students who have interrupted financial resources | |
| Exposure to acts of terrorism or events associated with political unrest | Exposure to communicable diseases | Exposure to criminal activity | Access to needed medical facilities | Interoperability of communication systems | |
| lost documents | exploring alone | running out of funds | homesick | language barrier | illness |
| Health | Safety | Emotional Health/Support | | | |
| Climate of issues with countries | Issues with passports or travel concerns | Dealing with authorities of country | | | |
| Sexual Assaults | Arrests | Terrorism | | | |
| Health issues | Lack of Resources | Change of purpose | | | |
| communications | authority to address issues with them | consistency of information sharing | not knowing where participants are at any time | | |
| A contagious medical issue | Terror attack | Air or travel tragedy | Accidental death abroad | | |
| Serious injury/illness/death | personal attack, rape, robbery, assault | Wider emergencies, earth quake, war, coups, riots | Lack of communication or loss of communication | | |
| People complying with the travel registry and policy | Travelers not being prepared for the risks/emergencies | Students on other university's study abroad programs that do not have adequate emergency procedures | Travel insurance company and the university have a difference in opinion on what the acceptable level of risk is for evacuation | | |

| 1. | 2. | 3. | 4. | 5. | 6. |
|---|---|---|---|--|-------------------|
| Reliable/consistent communications | Timeliness of notification and appropriate response decisions/actions | Access to appropriate emergency response services (medical, evac, safe harbor etc.) | Interactions with parents/family of involved students | | |
| Programs in high risk countries w/o internet or cell coverage-no way to communicate | Age of participants-young and possibly careless | Service trips to unstable countries | | | |
| Behavioral issues of global program participants | access to medical care outside the US | export control issues | response to natural or other disasters while overseas | | |
| Ensuring the overall safety while in country - so many parts of the world change so rapidly | Health related topics and personal injury | Natural disasters | | | |
| Notification of Emergencies or situations | Access to personnel in program | Notice of faculty travelling not related to students travel | | | |
| Keeping track of incidents abroad | | | | | |
| Transportation | Health and Safety | Unforeseen disasters | High Risk behaviors | | |
| International issues | travel to and from | illness | | | |
| Robbery- most likely | Identity Theft-possible | Kidnapping-rare | Alcohol poisoning- most likely | Flu-likely | Death-very rare |
| Travel warnings issued by the state department | safety for students during travel in country | Medical emergencies | safe housing | street crime (robberies, sexual assault, etc.) | natural disasters |
| increase of international students to campus | | | | | |
| Communication during an emergency | Quickly changing world conditions | Participant compliance with orientation and student code of conduct | Funding | | |

| 1. | 2. | 3. | 4. | 5. | 6. |
|---|---|--|---|--|---|
| health and medical problems | student conduct | lack of support on the ground | | | |
| pertinent information exchange with departments and resources that should have it | not much information given to participants | not much information given to employees | when itineraries change, the info is not shared by participants with IHE - deemed too costly to call home | | |
| in no particular order, safety of those traveling | effective communications | managing when crisis occurs | | | |
| Student behavior and action | International Logistics Risks | Crime | Health | | |
| Difficulty of tracking student/faculty/staff travelers | Difficulty of providing orientation to travelers | Difficulty of controlling information | Confusion regarding crisis management protocols | Providing adequate insurance coverage to international travelers | |
| Not knowing who is abroad and where: students traveling on a non credit-bearing, college-sponsored program that are not known to the college because we have no centralized system for capturing their travel (only credit-bearing activities are captured) | Non credit-bearing, college sponsored travel to countries where there is a US State Dept. Travel Warning and the student is unaware | Emergencies abroad on non-college sponsored activities, are students prepared? | | | |
| Lack of knowledge about institutional global activities | Lack of resources to support global situational awareness | Unprepared employees traveling with students | Unprepared students traveling abroad facing increasingly complex situations | | |
| political situations involving demonstrations, etc. (e.g. Egypt, Greece, etc.) | participants inadequately prepared for cultural differences they may experience and travel safety | unofficial travels of participants while on a sponsored program | mental health, physical health care and issues related to standards of care different than in North America | crime, including TIX issues | Institution's ability to respond abroad as we would on campus to an emergency |

| 1. | 2. | 3. | 4. | 5. | 6. |
|--|---|--|----|----|----|
| Training | Building Security | Culture | | | |
| Unknown number of travelers in a location | Travelers do not inform themselves fully of the risks | Not understanding to contact International SOS in an emergency | | | |
| Decentralization of campus and non-compliance of decentralized units | | | | | |

15. Which two of those risks requires the most immediate attention from IHEs in general?

| 1. | 2. |
|---|--|
| Access to appropriate services | Timeliness of notification and response |
| Accidents | Health |
| Accountability of university students/staff/faculty during time abroad and in the event of an emergency | lack of adequate training and procedures for students/faculty/staff for travel abroad |
| Accurate tracking of participants locations | Sexual Assaults |
| Any death while away and contagious medical behavioral issues | export |
| Capturing who's abroad, where and when so we can administer pre-departure (for non-credit bearing activities) | Emergencies during the above |
| Communication during an emergency | |
| communications | |
| Dealing with authorities | Passport or travel issues |
| Difficulty of tracking student/faculty/staff travelers | Providing adequate insurance coverage to international travelers |
| effective communications | managing when crisis occurs |
| Exposure to acts of terrorism or events associated with political unrest | Exposure to communicable diseases |
| Health | Safety |
| health and medical problems | lack of support on the ground |
| Health and medical related incidents | Natural disasters in areas of travel |
| Health and Safety | Transportation |
| Instability in the region/civil war/riots etc. | Getting a good quality level of medical attention when needed |
| Internal Friction | Opportunity Cost |
| Itinerary changes | participant eye opening |
| Keeping Track of Incidents abroad | |
| Lack of knowledge about manner in which and where global activities occur | Lack of resources and support to formulate accurate global situational awareness & response |
| Lack of Resources | Health Issues |
| loss documents | sickness |
| Medical | Increased threat levels |
| Medical Evacuations | Legal issues |
| Mental Health | Alcohol |
| Mental health | Political instability (i.e., we need to be poised to extract our people when things get dicey out there) |

| | |
|--|--|
| Notification organizational structure to unify international | Access to personnel in program |
| Outbreaks of disease participants inadequately prepared for cultural differences they may experience and travel safety Robbery | Acts of terrorism Institution's ability to respond abroad as we would on campus to an emergency Identity Theft |
| Serious injury/illness/death Student behavior and action | Wider emergencies International Logistics Risks |
| Students Health & Safety | Students who lose travel documents and/or identification |
| Students on other university's study abroad programs that do not have adequate emergency procedures | Not knowing where you people are or if you have people in the affected area |
| Tracking Training | Pre-departure orientation training Building Security |
| Travel Registry travel warnings issued by state department | Traveler Preparation street crime |
| University Policies regarding those who travel - students or faculty/staff We have no control over them except to deny travel! | Procedures - what to do, who to contact, etc.... |

16. Please indicate the extent of need you think exists relating to the health, safety, and security of global programs and activities participants at your IHE in each of the areas listed below.

| # | Question | No Need | Minor Need | Major Need | Critical Need | Total Responses | Mean |
|---|--|---------|------------|------------|---------------|-----------------|------|
| 1 | Training Needs (e.g. for faculty and student travelers) | 4.3% | 6.5% | 41.3% | 47.8% | 46 | 3.3 |
| 2 | Information Needs (e.g. situational awareness for travelers and campus administrators) | 0.0% | 14.9% | 38.3% | 46.8% | 47 | 3.3 |
| 3 | Policy Needs (e.g. int'l travel, int'l emergency response, etc.) | 2.1% | 25.5% | 40.4% | 31.9% | 47 | 3.0 |
| 4 | Financial Needs (e.g. needs to support int'l travelers in crisis) | 9.1% | 40.9% | 34.1% | 15.9% | 44 | 2.6 |
| 5 | Other Needs (please specify) | 40.0% | 20.0% | 20.0% | 20.0% | 5 | 2.2 |

17. In the space provided below, please elaborate on needs you think are major or critical. For example, if you think policy needs are critical, please explain what the specific need is and why.

Text Response

Awareness on potential health and medical impacts in travel. Understanding cultural variance in countries of travel and respecting diversity compared to their home country.

Medical has been the biggest. Individual gets injured and needs to get back to the US.

All of these are "critical needs" for IHE's in general. At UTSA, we have programs in place to meet these needs, so we have "no need" for extra work in most of these. We can share information better than we do, but most of our business travelers are seasoned.

All are critical to ensure the safety of students/faculty/staff.

There is little enforcement beyond the loss of insurance that is pursued by the University to ensure compliance with students, researchers and faculty.

Training Needs are major for faculty - we do a good job with the students.

Training and policies are most critical needs. The lack of training and policies places the IHE at great risk for lawsuits, bad publicity and overall poor management of their programs overseas.

It is crucial that we be prepared to respond swiftly and with appropriate resources when something goes awry abroad. We believe that for the most part we are ready for that, and have succeeded in actual cases over the last dozen years. So this answer is to simply to underscore the importance of this issue, not to imply that we do not think it is being addressed.

Our institution has good access to situational awareness and travel insurances. We certainly could use some good direction for solid travel policies. There is much disagreement about how much faculty and students should be directed by and compliant with policy when traveling abroad. Support with best practices and case studies would be helpful. Though we have travel orientation information and faculty does spend time preparing students for travel, it is something we could be more thorough and consistent in doing.

Training is essential when traveling to understand the laws of each country. It's critical because countries are different and training helps to stay on top of currency rates.

Policy and training are critical so all going are aware of needs and responsibilities for safe trip

Information/communication is a critical, because you can't react if you don't know what is going on. You can't direct your students to evacuate, shelter in place, go to the United States embassy, etc., if you can't communicate with them. Training with the staff and support staff (Dean of Students staff, Security, etc.) is essential, so that everyone knows the policies, and where to find them, so they can act appropriately regardless of the time of day.

Because we operate programs in so many countries, it would be difficult to provide training specific to each country and/or activity. What is more likely is to provide general awareness to emergencies overseas, resources, etc. In order for a policy related to overseas travel to be effective, you need to tie something to it (compliance in order to receive a grade for the class or to be reimbursed for travel).

Policy for pre-travel registration to include emergency contacts for all travelers, detailed itineraries, region/culture-specific orientation. Contingency plan for reasonably foreseeable events, including incapacitation of faculty leader. Emergency services/insurance secured prior to departure and capabilities and limits of those policies known to participants. Review and approval/denial of travel plans to hot spots.

Information needs-is the training staying with participants? Will they even remember they have travel insurance if they need it? Training-I don't feel it is detailed enough. And faculty doesn't receive any.

Training and awareness are key components of safety while traveling abroad.

Policy Needs: There is room for scenario based emergency response policy. I imagine this could be the 10 most common incidents abroad troubleshooted.

Based on interviews of returning students, they stressed the need for high quality training prior to going abroad as well as when they get to their country of destination. Students have mentioned not feeling well prepared on what to expect when they arrived to their country of origin. For that reason, the information needs, policy needs are a very important part of that equation.

Everyone needs to be on same page, especially when page changes. Having a base idea and then letting it flow in another country is not a good idea when you are responsible for others' lives.

Determining how university policy applies to graduate students and faculty/staff members is currently an ongoing conversation. A number of decisions need to be made that will determine how policies and procedures apply to various constituencies at the institution.

Training needs to move beyond talking to audiences (employees and students) and involve the audiences in consideration AND activities to better prepare for complex scenarios. There is little awareness of the scope of travel, involved risks in different locations and activities, and awareness of what is the full picture in different countries and regions. Policies are critical to supporting the ability to better inform and prepare travelers, or in the least identify their locations. There isn't much attention to creating necessary financial resources for assistance. A lot of reliance on insurance, but not for noncovered events.

18. Institution name:

| Text Response |
|---|
| University of Texas at Arlington |
| British Columbia Institute of Technology |
| Eckerd College |
| Wright State University |
| Wright State University |
| Rochester Institute of Technology |
| The University of Texas at San Antonio |
| University of Manitoba |
| University of Central Missouri |
| University of Washington |
| Suffolk University |
| Foothill - De Anza Community College District |
| Bates College |
| Westmont College |
| Wheaton College |
| Linn Benton Community College |
| Fairleigh Dickinson University Metropolitan Campus |
| Rockland Community College |
| Bethune Cookman University |
| State University of New York @ Farmingdale |
| Beloit College |
| Washington University in St. Louis |
| Dominican University |
| University of Wyoming |
| Augustana University |
| University of Arkansas |
| Hampton University |
| Virginia Commonwealth University, Richmond Virginia |
| Calvin College |
| Bradley University |
| Northeast Community College |
| Pellissippi State Community College |
| Santa Fe College |
| Austin Community College |
| University of Kentucky |
| Amherst College |
| University of Arizona |
| University of Notre Dame |
| NO text |

19. What is the average student enrollment (undergraduate and graduate) of your entire IHE, including branch campuses?

| # | Answer | | Response | % |
|---|-----------------|--|----------|------|
| 1 | < 2,000 | | 8 | 16% |
| 2 | 2,000 - 4,999 | | 9 | 18% |
| 3 | 5,000 - 19,999 | | 19 | 38% |
| 4 | 20,000 - 49,999 | | 12 | 24% |
| 5 | 50,000 or more | | 2 | 4% |
| | Total | | 50 | 100% |

20. What is the highest degree awarded by your IHE?

| # | Answer | | Response | % |
|---|---------------------|--|----------|------|
| 1 | Associate Degree | | 6 | 12% |
| 2 | Masters Degree | | 10 | 20% |
| 3 | PhD Degree | | 23 | 46% |
| 6 | BA and/or BS Degree | | 11 | 22% |
| | Total | | 50 | 100% |

21. Do you know how many students participate in your IHE's global programs and activities during an average academic year?

| # | Answer | | Response | % |
|---|--------|--|----------|------|
| 1 | Yes | | 32 | 64% |
| 2 | No | | 18 | 36% |
| | Total | | 50 | 100% |

22. Please indicate how many students.

| # | Answer | | Response | % |
|---|---------------|--|----------|------|
| 1 | 1 - 100 | | 8 | 25% |
| 2 | 101 - 250 | | 9 | 28% |
| 3 | 251 - 500 | | 4 | 13% |
| 4 | 501 - 1,000 | | 4 | 13% |
| 5 | 1,001 or more | | 7 | 22% |
| | Total | | 32 | 100% |

23. Do you know how many faculty, staff, and other employees participate in your IHE's global programs and activities during an average academic year?

| # | Answer | | Response | % |
|---|--------|--|----------|------|
| 1 | Yes | | 30 | 60% |
| 2 | No | | 20 | 40% |
| | Total | | 50 | 100% |

24. Please indicate how many faculty, staff, and other employees.

| # | Answer | | Response | % |
|---|---------------|--|----------|------|
| 1 | 1 - 100 | | 23 | 79% |
| 2 | 101 - 250 | | 0 | 0% |
| 3 | 251 - 500 | | 2 | 7% |
| 4 | 501 - 1,000 | | 2 | 7% |
| 5 | 1,001 or more | | 2 | 7% |
| | Total | | 29 | 100% |

25. Is your IHE public or private?

| # | Answer | | Response | % |
|---|---------|--|----------|------|
| 1 | Public | | 26 | 53% |
| 2 | Private | | 23 | 47% |
| | Total | | 49 | 100% |

26. Do you have any international campuses?

| # | Answer | | Response | % |
|---|------------|--|----------|------|
| 1 | Yes | | 10 | 20% |
| 2 | No | | 37 | 76% |
| 3 | Don't know | | 2 | 4% |
| | Total | | 49 | 100% |

27. Please provide any additional thoughts or comments in the space below.

Text Response

N/A

The Global Emergency Manager needs more staff to manage the volume of coordination. The University needs to establish regional liaisons the way several fortune 500 companies do that either live local to the region or can be sent to the region as a knowledgeable liaison.

Thanks for the opportunity to participate

Very interested in findings. The global learning programs are increasingly popular.

The number above related to faculty/staff engagement is only related to faculty/staff members who accompany students. There are well over 1,000 additional faculty/staff each year that travel internationally without student accompaniment.

I responded based on the activities I oversee - which are credit-bearing - and we have many non-credit bearing activities that are not administered through my office. There are offices that provide funding for international experiences but it's unknown where these students travel and how they are prepared (or not). We haven't even considered training faculty for international travel as it's assumed they know what they are doing and don't need it. I think if we offered a training or info session, they would voluntarily attend.

Travel is generally tracked by trips, not traveler. We have over 5,000 international trips a year. This could be by fewer than 1,000 travelers.

We estimate about 1200 faculty/staff international trips based on data from computer travel system. This is the number of trips--not the number of faculty/staff traveling (e.g. 1 person taking 10 trips).