Standards DO Exist for International Programs

An Introduction to the Standards of Good Practice for Education Abroad: Focus on Health, Safety, Security and Risk Management

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Outline

- Overview of the Forum and Field
- Introduction to the Standards
- Focus on Standard 8: Health, Safety, Security and Risk Management
- Case studies
- Resources available
The Forum on Education Abroad

• Not-for-profit association, founded 2001

• Recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for education abroad

• Members are committed to the Forum’s Standards of Good Practice for Education Abroad
Goals of The Forum

1. Establish Standards of Good Practice

2. Conduct research to assess outcomes of education abroad and collect useful data

3. Promote excellence in curriculum design

4. Advocate for education abroad at all levels
Membership

• Over 700 institutional members that collectively represent over 90% of U.S. students that study abroad

• Members are primarily U.S. colleges and universities, program provider organizations, overseas host institutions and programs, and affiliates that provide services to the field

• Members enjoy a wide range of benefits and services that help them to meet the Forum’s Standards of Good Practice for Education Abroad
Overview of the Field

Open Doors 2013
Report on International Educational Exchange

U.S. students studying abroad
The Open Doors U.S. Study Abroad Survey

- **Who is counted?** U.S. citizens and permanent residents who received academic credit at their home institutions for study abroad

- **Respondents:** 880 Accredited U.S. higher education institutions awarding credit for study abroad

- **History:** Since 1985 (annually since 1993/94)

- **Timeframe:** study abroad during the 2011/12 academic year, including summer 2012, with credit awarded upon return to campus

283,332 U.S. students received academic credit for study abroad in 2011/12, up slightly (3%) over the prior year.

Duration of Study Abroad, 1993/94- 2011/12

Short-term (summer, January term or 8 weeks or less during the school year)

Mid-length (one quarter, two quarters or one semester)

Long-term (academic or calendar year)

Education Abroad Destinations, 2011/12


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Leading Host Countries 2011/2012

- Italy 11%
- Spain 9%
- United Kingdom 12%
- France 6%
- China 5%
- Japan 2%
- Other destinations 43%

The United Kingdom, Italy and Spain host 32% of US students.

The Standards of Good Practice for Education Abroad

1. Mission
2. Student Learning & Development
3. Academic Framework
4. Student Preparation for the Learning Environment Abroad & Returning Student Support
5. Student Selection & Code of Conduct
6. Policies and Procedures
7. Organizational & Program Resources
9. Ethics & Integrity
Student’s death puts focus on studying abroad

Boston University mourns death of students in New Zealand van crash

St. Paul student dies after crash in Bolivia following study abroad term

FSU student dies while on study program in China

U.S. student Austin Bice’s body found in China

Bates College student found dead in Italy

Engineering junior dies while studying abroad

A Rape Response Gone Wrong

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$41.7 Million Verdict Against Hotchkiss School in China Trip Case; Appeal Planned

By KATHRYN BOUGHTON
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A federal jury on Wednesday awarded $41.75 million to a New York City woman who suffered a life-altering disease while on a Hotchkiss School-sponsored trip to China in 2007.

Orson Munn III and Christine Munn brought the suit on behalf of their daughter, Cara, who was 16 at the time she contracted viral encephalitis in China.

The disease resulted in "catastrophic personal injuries" to Cara, her family said, both in China and later in the United States.

Cara, who was then 20, will need "rehabilitation, medical care and treatment for the remainder of her life," the complaint states.

The family's attorney said the case was settled in the amount of $41.75 million. He declined to discuss the case further.
Focus on Standard 8: Health, Safety, Security and Risk Management

The organization assures continuous attention to the health, safety, and security of its students, faculty, and staff, from program development stages through program implementation, by way of established policies, procedures, student orientation, and faculty and staff training.
Standard 8: Health, Safety, Security and Risk Management

The organization assures continuous attention to the health, safety, and security of its students, faculty, and staff, from program development stages through program implementation, by way of established policies, procedures, student orientation, and faculty and staff training.

a. Health, safety, security and risk management in program development
b. Health issues for program students, faculty and staff
c. Safety of students, faculty and staff at all locations
d. On going risk-management review
e. Adherence to applicable laws and regulations
f. Risk assessments are conducted throughout
a. The organization considers *health, safety, security and risk management* in program development.

i. What are the organization’s *procedures for considering the safety* ....?

ii. What role does the *evaluation of risk* , ...?

iii. How does program development include *evaluations of the experience and competence of staff* in relation to ...?

iv. How does the organization consider *legal and ethical issues* ...?

v. How does the program determine *participant/staff ratio* ...? *What protocols are in place* ...?

vi. How does program development include a vetting of *all home-stay families*?

Pages 22 – 23
Case studies

• Read your entire case study.
• Focusing on the section assigned to your group, review Standard 8 (pages 22 – 25).
• Identify any queries that should have been addressed to avoid the situation or that would be helpful in managing the situation.
• Report out.
Case Studies – Belize (1, 2, 3, 4)
The Standards of Good Practice for Education Abroad (2011)

8. Health, Safety, Security and Risk Management: The organization assures continuous attention to the health, safety, and security of its students, faculty, and staff, from program development stages through program implementation, by way of established policies, procedures, student orientation, and faculty and staff training.

SUGGESTED RESOURCES:
NACUA (National Association of College and University Attorneys)/Higher Education Compliance Alliance: International Activities and Programs
NACUA Note: The Clery Act and Overseas/Distance Study: New Developments and Compliance Guidance (NACUA – National Association of College and University Attorneys) Updated April 5, 2012 to include additional guidance from the U.S. Department of Education.

Health and Safety (Northwestern University)
Parent Newsletter (Pennsylvania State University)
Responsible Study Abroad: Good Practices for Health & Safety (NASFAA)
SAFETI Program Audit Checklist (Center for Global Education, UCLA)
Sara’s Wish Foundation

a. The organization considers health, safety, security and risk management in program development.

   Health and Safety: Students (Academic Programs International)
   SAFETI Resources for Program Administrators (Center for Global Education, UCLA)

   i. What are the organization’s procedures for considering the safety of a particular program site: the safety of buildings, facilities, and equipment; fire precautions; health and hygiene, transportation and venues for excursions?

   ii. Does program development include evaluations of the experience and competence of staff in evacuation to program elements involving risk, including any necessary certification and qualification of staff? What specific certification and qualifications does the organization require in this regard?

   iii. How does the organization consider legal and ethical issues directly related to the program’s activities, including host country laws and the principles of the Forum’s Code of Ethics for Education Abroad, as part of the program development process?

   iv. How does the program determine participants/staff ratio appropriate to supervision of the program’s activities? What protocols are in place to ensure sufficient staff coverage in case of emergencies?

   v. How does the program vet home-stay families?

   vi. What are the mechanisms for providing training to all staff and faculty regarding awareness of and response to suspected mental health problems and substance abuse?

   vii. Recognizing Students Who May Need Professional Support (Northwestern University)

   viii. What are the mechanisms for collecting, storing and accessing all pertinent health information for all parties on site (students, faculty and staff), as permitted by local, state, and federal regulations, and by institutional/organizational policy?

   ix. Medical Report (Villanova University – see Appendix 12)

   x. What contacts have been established with appropriate health and mental health care providers on site and how are students made aware of how to contact health resources on their own?

      1) How is contact information for these providers disseminated to students, faculty and staff and updated as necessary?

      2) How are health care providers at the education abroad site assessed by the program? How often are such providers assessed?

      3) How does the program inform students about accessing local health and mental health resources on their own?

   xi. What are the established protocols for the regular reporting of health incidents to the home campus?

      Analysis of the 2014 Campus Accountability and Safety Act (CASA) Office of the General Counsel

      Incident Report (Memorial Polytechnic Institute)

      Policy and Programming Charges Pursuant to the Campus Safety Provisions of the Violence Against Women Act (CASA)

      Office of the General Counsel

      Title IX Coordinator (State University of New York at New Paltz)

      1) How are faculty and staff trained to complete incident reports?

      2) How are incident reports shared with program partners, as appropriate?

   c. The organization ensures continuous attention to the safety of students, faculty and staff at all locations, with particular attention to safety issues in more dangerous locations.

      EAP Travel Guidelines (University of California Education Abroad Program)

      Health and Safety: Students (Academic Programs International)

      IIEP Guidelines for Health and Safety Abroad (IIEP – International Student Exchange Programs)

      Policy on Study Abroad in Countries under Travel Warning (Indiana University)

      SAFETI Personal Safety and Awareness Workbook (Center for Global Education, UCLA)

      i. What are the organization’s written emergency and crisis management plans? How fully do they consider preparedness, prevention, and response to a range of situations and emergency actions, and do they include each of the following elements?

         Crisis Management (Villanova University – see p. 14-16)

         Crisis Management Handbook (Center for Global Education, UCLA)

         Crisis Management Workbook (Center for Global Education, UCLA)

         Crisis Response Plan: International Winter Term (Berkeley College)

         Rape Response Handbook: Center for Global Education, UCLA

         Title IX Coordinator (State University of New York at New Paltz)
The Forum’s Critical Incident Database

- Available at no cost to Forum members
- Program identity is protected
- Annual reports will be generated (in the aggregate)
  - You can compare your data to the complete data
- Clery categories identified with clearly identifiable tag **clery**

CONTRIBUTES TO RESEARCH IN THE FIELD

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The Forum's Annual Conference

The Forum's Eleventh Annual Conference
It Takes a Campus and More: The Faces of Education Abroad
March 25-27, 2015
New Orleans, LA

Learn more by visiting the Annual Conference home page.

- Hotel Information
- Registration
- Schedule at a Glance
- Sponsorship and Exhibitor Information
- Ron Koehn Conference Grant Award
- Travel Grant Award

Thank you!

Future Annual Conferences:

- April 6-8, 2016, Atlanta, CA
- March 29-31, 2017, Seattle, WA
- March 13-15, 2018, Boston, MA