



Duty of Care in Action: Keeping Your Students and Faculty Healthy, Safe and Secure

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Worldwide reach Human touch



Duty of Care in Action: Keeping Your Students and Faculty Healthy, Safe and Secure

Introduction

As students and faculty continue to travel abroad to a variety of destinations each year, colleges and universities struggle to determine their legal obligation to keep them healthy, safe and secure.

This briefing, based on a May 19, 2011 webinar entitled “Duty of Care in Action: Keeping Your Students and Faculty Healthy, Safe and Secure,” hosted by International SOS, explores the risks colleges and universities face as they work to meet their Duty of Care.

The speakers who presented during this webinar included:

Lisbeth Claus, Ph.D, SPHR, GPHR, *Professor of Global Human Resources, Atkinson Graduate School of Management, Willamette University*

Benjamin Evans, ARM, *Executive Director, Risk Management and Insurance, University of Pennsylvania*

Barbara Gorka, *Director, Study Abroad, University of Pennsylvania*

Gary Rhodes, Ph.D, *Director, Center for Global Education, University of California, Los Angeles*

John Rendeiro, *Vice President, Global Security and Intelligence, International SOS Assistance, Inc.*

Overview of Universities and their Duty of Care

Applying Duty of Care to Universities

- When incidents occur overseas, such as the Haiti earthquake, it's challenging for universities to assess their exposure because they have not always collected travel or location information for their students, faculty and staff.
- Employers have a duty of care to act in a prudent manner to promote safety and security of employees, faculty, administration and students. Employees have a duty of loyalty to follow the policies and procedures of their employer. There is often a “sweet spot” where employer and employee obligations overlap.
- Universities are generally aware of students traveling with faculty. However, they do not have as much information on other groups: employees, administration and staff.
- Faculty and staff, who frequently extend university-related travel for family vacation, are not always on the radar.

Preliminary findings from the 2011 Duty of Care and Travel Risk Management Global Benchmarking Study

- The study was designed to determine the Duty of Care activities organizations are currently undertaking.
- Finding 1: Universities are increasingly establishing branch campuses in perceived dangerous locations around the world. A general unfamiliarity with surroundings and the lack of preparation contributes to this risk.
- Finding 2: Universities have significantly lower risk perceptions than other industries or sectors, especially for faculty and employees. However, the findings revealed that incidents occurred at the same frequency as other organizations. When it relates to their students, universities typically perceive these risks as higher.
- Finding 3: Universities in general and their decision-makers have significantly less awareness of their Duty of Care obligations than other organizations.
- Finding 4: Universities rate lower than other sectors on all Duty of Care indicators.
- Finding 5: Universities operate below the Duty of Care baseline.
 - While many organizations struggle to implement their Duty of Care plan of action, universities still operate well below that baseline.

Recommendations for the University Setting

- Universities need to:
 - Increase awareness of Duty of Care among key stakeholders including: administration, staff, faculty, board of directors and students.
 - Identify a team of people crucial in the planning and implementation of an integrated Duty of Care and travel risk management strategy and know their specific vulnerabilities (i.e. branch campuses and traveling faculty).
 - Establish policies including: transportation, “I’m Okay”, hotel and accommodation, travel reimbursement and travel restriction.
 - Identify a method to track traveling students, faculty, staff and administration. The general rule is if the university pays for the travel, then the university is responsible.
 - Implement an emergency response system to be proactive in the event a crisis occurs.

Overview of University of Pennsylvania and the Global Activities Registry

International University Travel and Penn Abroad

- In 2008-2009 the University of Pennsylvania (Penn) had 1,857 students earning credits for study abroad with the majority of Penn’s undergraduate and graduate schools offering short-term international experiences.
- The Penn faculty is engaged in a wide range of international research projects including collaborative agreements with over 100 universities, hospitals and research institutions worldwide.
- Of the 1,857 students traveling abroad in 2008-2009, only 584 studied through Penn Abroad. A challenge to Penn was identifying the remaining students and where they were traveling.
- In a decentralized environment (university), how does one get the message conveyed that it is important to know where your students, faculty and employees are traveling? Can’t be done by one individual or office alone. There must be a team approach. Penn assembled a team representing the following disciplines: Risk Management; Office of International Programs; Travel Services; Compliance and Privacy; Public Safety; Officer of the Comptroller; and Offices of the Provost, Executive VP, Audit, General Counsel, VP for University Life, and Communications. This team used risk assessments, in-person interviews, focus groups, surveys and email blasts across the universities to harness the value of knowing where their students, faculty and employees are when traveling internationally.

University of Pennsylvania’s Global Activities Registry

- In October 2009, Penn recognized that although there were pockets of good data around the University, it had to develop its own database whereby students, faculty, and employees could enter trip details.
- Penn spent months developing, testing and conducting focus groups. In September 2010, the University of Pennsylvania rolled out their *Global Activities Registry*, a web-based Penn-key accessible tool.
- Example of how it works:
 - A group is going to China to study. The group leader goes to the Global Activities Registry and enters the name of the group, the travelers and all basic information.
 - An email is then sent to all participants advising that they enter their itinerary; flight information is required.
 - This travel data is automatically transmitted to International SOS and then entered into TravelTracker. Pre-trip advisories as well as any relevant medical and email alerts are then sent to all participants.

- Benefits of the Global Activities Registry:
 - Know in advance about university-related travel abroad for pre-departure planning.
 - Expedite identification and response to incidents.
 - Improve data capture about global engagements.
 - Promote collaboration across the University and cross-functional disciplines.
- Select Penn offices will have access to this information in the event of an emergency or crisis.

Global Activities Registry in Use in Japan

- Prior to the Registry, Penn Abroad would have only been aware of about four students who were in Japan during the tsunami and earthquake crisis. With the Registry in place, it was immediately determined that there were approximately 240 students and faculty in Japan at the time of the incident.
- With this knowledge, the safety of the travelers was easier to ascertain and confirm. In addition, emergency contacts and others who needed to be notified were available in one centralized travel tracking source.
- The Registry did not make decisions easier, but it helped with the critical step of identifying those who were in Japan.

Recommendations For the Education Abroad Professional

- Know and identify the institution's level of tolerance for risk. This is key to establishing policies and procedures.
- Build on existing campus protocols for student support, emergency and crisis management, and communication.
- Find a way to track when and where students, faculty and employees are traveling abroad.
- Know how decisions are going to be made before you need to make them.
- Don't use International SOS as a crutch. International SOS supports your crisis management protocol but should not be the crisis management protocol.

Overview of the Center for Global Education

The Changing Face of Study Abroad

- Since 1996, there has been significant growth in the number of students traveling abroad and students traveling to places where they are unfamiliar or have little background information.
- Many of the trips are short-term, limiting the student's ability to master language and cultural skills. In addition, universities do not collect quality data or disseminate the information properly regarding events occurring abroad, such as campus security, crime and safety practices.
- Universities should consider including parents in orientations prior to international departure.

Planning and Testing

- Universities should ask two important questions:
 - Is there an Emergency Action Plan in place?
 - Are emergency response plans fully tested with students, faculty and employees – both prior to travel and once they arrive abroad?

**Rhode's STAFF Model:
Whose Perceptions?**

Human Component	Perception in US	Perception Abroad
S: Student	Independent adult	Take care of me
T: Top-Level Administrator	Go global	Limited resources
A: Administrator	Focus expert	Broad focus
F: Faculty	Academics	Teach/academics
F: Family Member	Independent child/adult	Care for child

SAFETI Consortium and Clearinghouse

- The SAFETI Consortium is made up of over 200 US colleges and universities across all 50 states. This Consortium is committed to the health and safety of students as they travel abroad for international study.
- The SAFETI Clearinghouse was established to create and disseminate resources designed to study abroad programs across the country.

Incidents

- According to Gary Rhodes, the following incidents have occurred abroad:
 - Scotland: Pan Am 103
 - France: Five dead, 57 injured in fire in apartment
 - Japan: Earthquake, tsunami, and nuclear power plant damage
 - Spain: Student found dead after night out drinking
 - Europe: Volcanic ash results in travel cancellations and delays
 - Middle East: Political unrest, Egypt and other countries
 - Italy: Study abroad student found guilty of murder – under appeal
 - Costa Rica, South Africa and Thailand: Student drowning
 - Peru: Student left alone at medical facility, wrong body part removed and sexually assaulted under anesthesia
 - Guatemala: Bus pulled over, students robbed and sexually assaulted
 - India: Bus overturns, students and staff member die

Study Abroad Challenges

- Students are often ill-prepared when it comes to foreign languages and cultures.
- Students typically lack the resources needed to better ensure their health and safety while studying abroad.
- Students should be encouraged to spend time conducting on emergency planning before they leave.
- As the number of students traveling abroad increases, pre-travel learning is important to enhance their experience and support their overall safety.
- Institutions need to collaborate in order to find the appropriate level of support.

Attendee Questions with Answers from our Speakers

1. **Is the Penn database being sold to other schools? If so, how much is it and can it be customized further if needed?**
 - At this time, the Penn Global Activities Registry is for Penn use only and is not available to third parties.
 - There are other databases currently available that integrate with International SOS, which can be extremely helpful in this area.
2. **How do you incorporate social media into your risk management practices?**
 - With students using many social networking websites, it can be helpful to maintain information in a centralized database, so that you have other ways to locate them when traditional communication methods fail. Creating groups for your programs can be a positive way to engage students in thinking about the important issues that you have identified for the location where they are

traveling. Institutions should be cautious about engaging appropriately (i.e. using a general email account accessed by multiple staff members versus an individual email).

- I have not traditionally evaluated social media as a way to disseminate risk management best practices to the university community. I have regarded social media more from the aspect of exposure (risk) to the university. This is quickly becoming an emerging issue.
- 3. How do your institutions handle domestic travel programs, do you track those students traveling?**
- Institutions should consider having parallel support services and information sources for all off-campus programs, regardless of location. For a student from the rural US, a semester in Washington D.C. can be equally as challenging as a semester in another country.
 - Many clients used TravelTracker during the Hudson River plane crash in 2009 to determine who may have been on that flight especially since the flight manifest was not readily available.
- 4. Following the tsunami and nuclear accident, how long did it take you to make the decision to bring your students and employees back? Did you manage your study abroad students differently from the others who were there?**
- The majority of the 240 Penn students were already scheduled to come back since they were in Japan during their spring break. Some of those groups changed their flights to return a day or so earlier. Others came home on their originally scheduled return flight. Yes, the study abroad students were handled slightly differently than the students who were there for a short-term experience. In all cases, we worked closely with the students' schools at Penn, our partners abroad, the students, their parents, faculty, International SOS and other resources on and off campus. The decisions were difficult for all of us; the Global Activities Registry did not change that.
- 5. Of the schools you work with, are there many who train students directly regarding emergency response?**
- All institutions do things differently in the US and abroad. A broad mix of programs exists – some that do very little in terms of pre-departure and onsite orientation and others that provide field-study programs and more significant onsite training (with the expectation that students will be on their own and not be able to easily communicate as a part of program design). However, using a recent apartment fire in Paris as a case study, it would be important to ask the following questions: 1.) Was the apartment found by the institution or individual students? 2.) What checklist is provided to faculty, staff, or students about fire safety prevention and how often is this updated? As you evaluate the list of potential risks or crises, what other checklists should be undertaken by both institutional representatives and individual students? What should then be done to ensure that these processes are followed for prevention purposes and tested for crisis response effectiveness? The SAFETI Clearinghouse (www.globaled.us/safeti) resources can help faculty and staff. Student Study Abroad Handbooks (www.studentsabroad.com) and Online Courses for Study Abroad (www.globalscholar.us) can help institutions work more effectively with students.
- 6. Has the registry you developed exceeded your expectations? What lessons have you learned?**
- I would say that the expectations were mixed initially and early usage was slow. However, continued communication and taking the necessary steps to keep the tool in front of the university's constituents on a constant basis has significantly increased usage. Also, based on the successful usage of the registry in response to the Japan crisis, this tool has received increased exposure and attention. The University continues to conduct marketing, analytics and utilization studies, to determine where individuals are going and demonstrate its power in establishing educational collaboration.
 - Lessons learned include:
 - Assemble a team with clearly identified objectives.

- When soliciting feedback initially, diversify your focus groups.
- When developing any new system, stick with the basics and make it user friendly. Remember, “user friendly” to students may not be perceived this way by staff and faculty.

Overview of Speakers

Speaker: Lisbeth Claus, Ph.D, GPHR, SPHR, Professor of Global Human Resources, Atkinson Graduate School of Management, Willamette University

Lisbeth Claus, Ph.D., SPHR, GPHR, is a Professor of Global Human Resources at the Atkinson Graduate School of Management of Willamette University in Salem, Oregon (U.S.A.), where she also served as interim Associate Dean from 2007 to 2008. Prior to joining Willamette University, she held faculty and administrative positions at the Monterey Institute of International Studies and managerial positions at Safeway Inc. and Maritz Inc. Dr. Claus has been published widely in academic and professional journals on subject matters related to global HR management issues. A frequent keynote speaker at national and international HR conferences, she is the co-author of a leading textbook, *Briscoe, Schuler and Claus, International Human Resource Management* (3rd edition), Routledge, 2009. She was the 2003 President of SHRM Global (then the international division of the Society for Human Resource Management).

Speaker: Benjamin Evans, ARM, Executive Director, Office of Risk Management and Insurance, University of Pennsylvania

Ben Evans is the Executive Director of Risk Management and Insurance at the University of Pennsylvania. His responsibilities include oversight of the insurance and risk management programs for the University and the University of Pennsylvania Health System. Prior to joining Penn, Ben served as Director of Risk Management and Insurance at Temple University. In that role, Ben was responsible for management of various University and Health System insurance programs, leadership in development of a University-wide risk management initiative, and participation in various risk management and insurance associations.

Speaker: Barbara Gorka, Director, Study Abroad, Office of International Programs, University of Pennsylvania

Barbara Gorka recently assumed the position of Director of Study Abroad at the University of Pennsylvania. Penn Abroad currently sends approximately 600 undergraduate students abroad on semester or academic year programs, the majority through bilateral exchanges or direct enrollment experiences. Prior to Penn, she was the Director of Off-Campus Study/International Programs at Colgate University, where the majority of the 500+ undergraduates who studied off-campus participated on semester-long faculty-led programs.

Speaker: Gary Rhodes, Director, Center for Global Education, University of California, Los Angeles

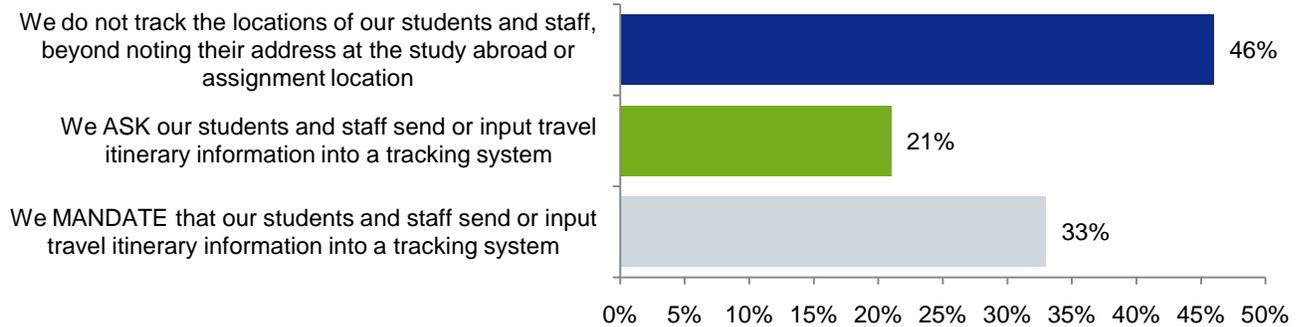
Gary Rhodes is Director of the Center for Global Education, at the Graduate School of Education and Information Studies, University of California at Los Angeles (UCLA). The Center is responsible for the SAFETI (Safety Abroad First - Educational Travel Information) Clearinghouse and includes many online resources in support of health, safety, crisis management and study abroad. His teaching and research interests concern the administration of international programs in U.S. higher education, the management of student services for international higher education programs, and student mobility issues in study abroad (diversity outreach; integrated international learning; and health, safety and legal issues for international program development and administration).

Moderator: John Rendeiro, Vice President, Global Security and Intelligence, International SOS Assistance, Inc.

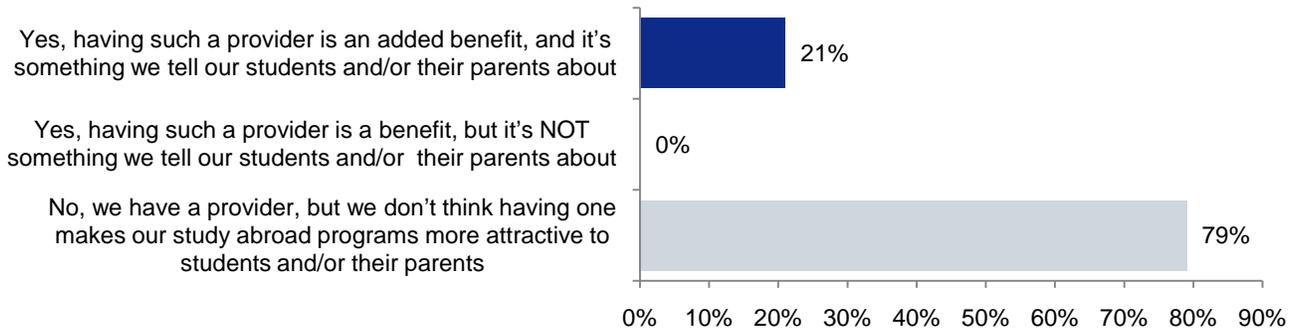
John Rendeiro joined International SOS in 2006 as Vice President, Global Security and Intelligence. Immediately prior to joining International SOS, Mr. Rendeiro was Assistant Director for International Programs of the Diplomatic Security Service, U.S. Department of State. In this capacity, he was responsible for directing Bureau of Diplomatic Security programs protecting the Department's international facilities and personnel from the threats of terrorism, espionage and crime. He is available to speak on or discuss security and anti-terrorism matters, with emphasis on traveler security and regional security issues.

Webinar Poll Results

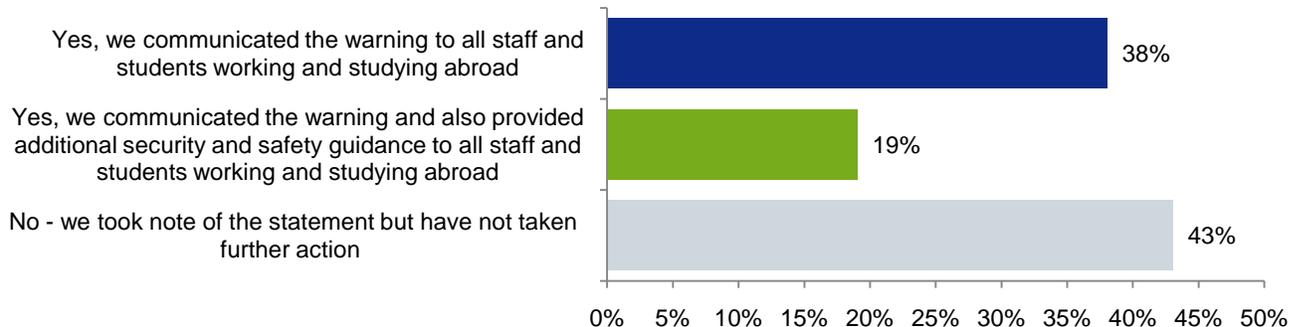
1. Which statement best describes your school or program's ability to track the locations of students and staff?



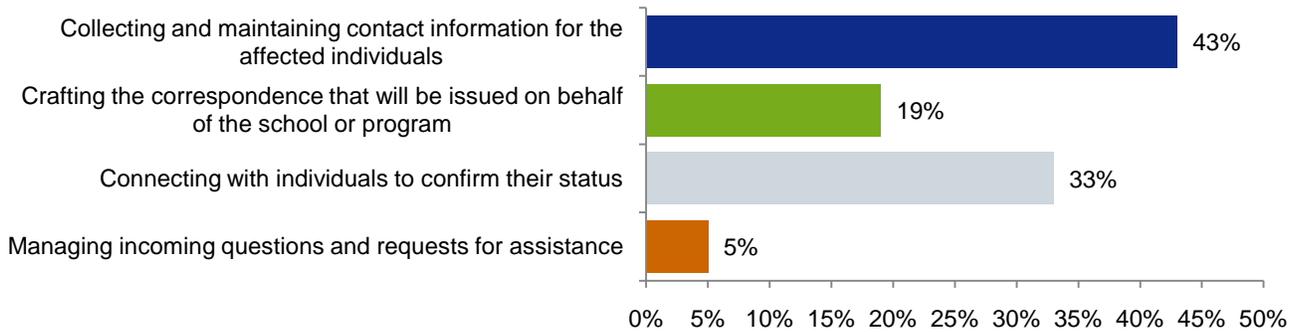
2. Do you believe that having a travel/medical/security assistance provider in place makes your study abroad programs MORE ATTRACTIVE to students and/or their parents?



3. Has your school or program taken any actions as a result of the US State Department travel warning issued following Osama bin Laden's death?



4. Which of the following do you consider to be the MOST challenging part of communicating with staff, students and parents when a crisis event occurs in a study abroad location?



Methodology

To obtain this data, International SOS surveyed security professionals, human resource executives, medical directors, corporate travel managers, among others, who attended a webinar on May 19, 2011 titled “Duty of Care in Action: How to Keep Students and Faculty Healthy, Safe and Secure.”

The survey was distributed to 63 attendees via the Webex polling feature. On average, the response rate per question was 36%. Respondents were from colleges, universities and other educational institutions, with the majority of respondents being based in the US.

About International SOS

International SOS (<http://www.internationalsos.com>) is the world’s leading international healthcare, medical and security assistance, and concierge services company. Operating in over 70 countries, International SOS provides integrated medical, clinical, security, and customer care solutions to organizations with international operations. A global team of over 8,000 employees led by 970 full-time physicians and 200 security specialists provides services including planning, preventative programs, in-country expertise and emergency response to 69 percent of the Fortune Global 500 companies.