



the
IES ABROAD MAP
MODEL ASSESSMENT PRACTICE
for Student Health, Safety & Crisis Management



Charting a course for quality. 

FIRST EDITION

Inside

- 1 Introduction to IES Abroad MAP Series
- 2 Preface
- 4 Introduction
- 10 The IES Abroad Standards for Crisis Management**
 - 12 I. Develop and Maintain a Plan
 - 13 II. Have a Well-Trained Team
 - 15 III. Have a Plan for Each International Program Site
 - 16 IV. Provide Training on the Plan
 - 18 V. Monitor News and Communicate As Needed
 - 20 VI. Respond Immediately When a Crisis Occurs
 - 21 VII. Communicate Swiftly with All Parties Involved
 - 22 VIII. Partner with a Global Security Firm
 - 23 IX. Conduct and Document Post-Crisis Reviews
 - 24 X. Designate a Trained Spokesperson
 - 25 XI. Build Redundancy in to Key Aspects of the Plan
 - 27 XII. Communicate Effectively, Swiftly, and Accurately in a Crisis

- 28 The IES Abroad Standards for Student Health & Safety**
 - 30 I. Begin Preparing Students Prior to Departure
 - 32 II. Provide Uniform, Comprehensive Student Health Insurance
 - 33 III. Maintain a Dean of Students Office with Experienced Staff
 - 34 IV. Provide On-Site Student Affairs Staff
 - 35 V. Orient All Students on Global and Local Health, Security, and Safety Issues
 - 36 VI. Identify, Assess, Manage, and Mitigate Key Risks and Dangers
 - 37 VII. Enhance Student Health and Safety with Strategic Partnerships
 - 38 VIII. Engage in Outreach to the Consortium and Field
 - 40 IX. Continue to Introduce Initiatives to Enhance Student Health and Safety
 - 41 X. Select and Provide Safe Student Housing

About IES Abroad

Founded by three optimistic post-World War II students in 1950, IES Abroad is a not-for-profit academic consortium based in Chicago. With more than 115 programs in 35 locations throughout the world, IES Abroad is one of the largest, oldest, and most respected third-party study abroad providers. Each year, more than 5,300 students from our 200+ college and university partners take advantage of IES Abroad's unmatched academic, cultural, and social experiences abroad. Learn more at www.IESabroad.org.



Introduction to IES Abroad MAP Series

In 1999, IES Abroad assembled outstanding leaders in both international and U.S. higher education to address the growing need for more effective program development and assessment in international education. The result of their research and analysis was the *IES Abroad Model Assessment Practice for Study Abroad Programs* (IES Abroad MAP), the first evaluation tool of its kind.

Today, these guidelines and assessment methods represent best practices in the field of education abroad and now serve as the benchmark for national standards. Based upon our experience sending 5,300+ students abroad annually, as well as our work with colleges and universities, we identified additional areas that would benefit from a similar examination and treatment. The resulting guidelines establish standards in language learning, as well as student health and safety.

The complete IES Abroad MAP series is intended to be shared with college and university administrators in international education, faculty, and governing committees that make decisions regarding education abroad for their students.

- **The IES Abroad MAP for Study Abroad Programs (2011, 5th edition)**
Educational tool for designing and evaluating study abroad programs.
- **The IES Abroad MAP for Language & Intercultural Communication (2011, 1st edition)**
Guidelines that offer practical strategies for language learning and assessing language learning programs.
- **The IES Abroad MAP for Student Health, Safety & Crisis Management (2013, 1st edition)**
Guidelines for addressing student safety and crisis management in study abroad programs.

We encourage the practical application of these guidelines to serve the best interest of all students embarking on the life-changing experience of studying abroad.

Preface

Peter McDonough

General Counsel | Princeton University

At Princeton University we have witnessed first-hand the transformative impact of student experiences overseas. They challenge and stimulate, they enable incredible awareness of self (and self-sufficiency), they open eyes to undetected interests and awaken passions, they provide unique perspectives regarding cultures and world affairs, and they often form the bedrock for incredible friendships. Whether it be junior year abroad or a summer term, a semester's internship or a spring break service trip, more often than not these opportunities become spectacular highlights of an undergraduate career.

By definition, however, they take young women and men out of their comfort zone, and off of our campuses. They may expose students to crises, illness, or injury. At a minimum, our student travelers abroad are likely to move about the world with at least a latent sense of concern about safety and security. (Indeed, as I type this preface, the headline in today's local paper sitting next to me says, "U.S. Issues Sweeping Travel Alert Amid Fear of Attack." Worrisome, sure; yet three days hence I'll say "bon voyage" to our 16-year-old twin daughters as they fly to Nice to visit a French college student who they met on a farm in New Jersey while she was interning here a couple summers ago. From that shared experience among horses and hay, they became friends for life.)

Despite the worries and risks, international travel and study abroad are destined to remain centerpieces of the U.S. college experience for many, including students from the more than 200 IES Abroad Member and Associate Member colleges and universities. Our Princeton University students travel abroad, often. They might well be heading into parts of the developing world with varied risk types and levels, and may engage in experiential learning or service, as well as more traditional residential study. At any given time, they are spread around the globe, increasing the opportunity for one or several to face unexpected challenges, or be caught amidst a crisis. We recognize that while the great majority of our student travelers will experience a safe and healthy time abroad, both minor emergencies (e.g. theft, illness, injury) and major crises (natural and environmental disasters, civil unrest, political uprising, terrorist attack, etc.) are possible. Institutionally and individually, it is incumbent upon travelers and travel organizers to become familiar with the resources that are available to them in an emergency or crisis, and to be prudent when planning and preparing for international experiences.

Given IES Abroad's six decades of putting feet on the ground abroad, and its tremendous breadth of offerings around the globe today, it is well positioned to encourage, and indeed lead, the conversation about best practices in study abroad crisis management and student health and safety. Bill Hoye has looked at and worked personally on these issues from a variety of perspectives, including as in-house counsel at the University of Notre Dame and, of course, as IES Abroad's Chief Operating Officer. When Bill graciously came to Princeton recently to share his knowledge and perspective with my administrative and faculty colleagues, it was



clear that he was extraordinarily well-versed regarding the risk, planning, and preparation issues we all struggle with, to one degree or another. Bill's contribution to IES Abroad's growing series of *Model Assessment Practices for Study Abroad Programs* (IES Abroad MAPs) is timely in the extreme, and much appreciated. Practical advice, planning, orientation, clarity regarding responsibility, resources...these are but a few of the things needed by our colleges and universities, and the organizations that arrange and support our students' travel.

Parents need them, too. Our oldest daughter recently graduated from Stonehill College. Her college years, wonderfully grounded in Massachusetts, were peppered with experiences abroad: a service trip to an orphanage and school in the Dominican Republic, touring with her chapel choir in Paris and its environs, a summer course in Belfast, and another service trip working at a Peruvian school for children with disabilities. Seven weeks after graduation, she was off again, returning to South America to teach English for six months in Chile's Elqui Valley. Four years, five countries...serving, singing, teaching, learning. A lucky young woman.

Our daughter's thoughts and planning ahead of each of her departures were doubtlessly similar to those of countless other young women preparing for an experience abroad. Her father's curiosity and questions, though, were influenced by the fact that I am the general counsel of a university, a position that probably should have "worrier" written into its job description. Yet, while our daughter was abroad, I slept well. In each case, it was my impression that there had been sensible planning and orientation, attentiveness, and leadership on the ground, and structural means of responding to the unexpected.

If Bill Hoye's *IES Abroad MAP for Student Health, Safety & Crisis Management* raises the bar a bit for the study abroad field with respect to protecting the most precious of American higher education's assets (our students), it will help not only other parents, but also other administrators and faculty, to sleep well, too. And, it will enable the international experiences of our students, and our daughters and sons, to be transformative in the most positive of ways.

Introduction

William P. Hoye, Executive Vice President and Chief Operating Officer,
IES Abroad

Everyone involved in international education has a shared interest in preserving student health and safety. In fact, year in and year out, students and their parents rate “safety” as one of their top priorities in selecting a study abroad program. Study abroad professionals on the home campuses of IES Abroad’s students also need and deserve to feel confident that they are advising their students to select high quality program providers like IES Abroad who are committed to the health and safety of their students above all else; and, who are well versed and experienced in proactively planning for and managing emergencies and international crises whenever and wherever they occur.

For more than 60 years, IES Abroad has provided safe, secure, and healthy study abroad programs for, literally, tens of thousands of American college and university students at dozens of locations around the world, educating more than 90,000 U.S. college and university students in more than 21 countries.

The health and safety of our students is IES Abroad’s highest priority. In fact, from the moment a student confirms their intent to participate in an IES Abroad program, we begin working with them to help them prepare for a safe and healthy study abroad experience. We provide our students and their parents with extensive written materials, email correspondence, webinars, and various online resources dedicated to health, safety, risk, and security issues before students leave home. We also provide students and their parents with access to knowledgeable and experienced advisors who can answer their questions and assist them predeparture.

Student health and safety is more than an IES Abroad issue. It begins on each student’s home campus during the program selection process, in the form of awareness of the health and safety practices of the providers and programs that study abroad professionals recommend to their students. It continues through on-campus predeparture preparation of students for study abroad, with a clear understanding by home colleges of location-specific risks and solid information about health and safety issues abroad. Students bear responsibility for their own health and safety abroad, too. College and university students are, after all, adults. They deserve to be treated and oriented as adults, with the expectation communicated to them that they are also responsible for their own health and safety abroad.

Once IES Abroad students arrive at one of our 35 locations worldwide, our on-site staff provides them with an extensive orientation that focuses on important, relevant local health, safety, security, and other issues in the location where they will be studying abroad.

Our philosophy is that proactively providing students with accurate, complete, and current information regarding potential risks—and treating them like the adults they are—helps educate and prepare students to make good decisions regarding their own well-being. Ultimately, this helps our students have a safer and healthier experience abroad. We strive to inform students about areas as well as behaviors to avoid in the locations where they will live and study. We also let them know how to reach IES Abroad personnel on-site at any time of the day or night for assistance with various types of emergencies that might occur. Although such incidents are thankfully rare during study abroad, our overarching goal is always to help prepare our students well for known risks, and to help provide them with the tools and information they’ll need if anything should go wrong.

Although it is impossible to anticipate everything, IES Abroad has extensive protocols in place for nearly every kind of emergency or crisis. We also have a very experienced and tested Crisis Management Team. Every IES Abroad location also has one or more designated staff members whose duties include providing student services on-site. The latter are supported by a Team of experienced student affairs professionals in our Dean of Students Office in Chicago.

Our Protocols

IES Abroad has a very extensive set of protocols for health and safety that include:

1. **Register Students with Embassy:** Before departure, IES Abroad registers every student who is a U.S. citizen with the U.S. Embassy or consulate in their country of study via the U.S. Department of State's online system. That way, in the unlikely event of a crisis or emergency evacuation, the Embassy or Consulate will already be aware of our students' presence in the country.
2. **Mandatory Orientation:** Promptly upon their arrival at each IES Abroad Center, our students participate in a comprehensive mandatory orientation program that focuses on known health, safety, and security risks in the city or region and how best to avoid or mitigate them.
3. **Required Cell Phones:** All IES Abroad students are required to have a cell phone that works where they will be studying abroad, in order to help our staff members and students stay in touch in an emergency or crisis. Our students are instructed to keep their cell phones with them, charged, and turned on at all times, and to respond promptly to calls, emails and text messages from IES Abroad staff, especially in an emergency or crisis.
4. **Emergency Contacts:** During orientation, IES Abroad provides all students with a dedicated emergency telephone number that is available to them 24/7 for any type of crisis or emergency they might experience while they are abroad.
5. **Provide Resources:** Every student is provided with detailed information and written materials prior to and during orientation, with resources such as local maps, local emergency numbers, and specific instructions regarding various health, safety, and security issues. Each student also is given a small card to be carried with them at all times that contains the full contact information of the IES Abroad office and key on-site staff members, as well as the IES Abroad emergency phone number, and the local equivalent of "911" to reach local police, fire, and other emergency services.
6. **Mandatory Crisis Drills:** IES Abroad conducts a mandatory crisis management drill at each of its Centers at the beginning of every academic term or program. The primary purposes of these drills are to educate students on our system for reaching them swiftly in an emergency or crisis, to test how long it takes for our students to respond, and to verify the accuracy of the cell phone number our staff has on file for each student. Any students who fail to respond or are slow to respond are counseled by our on-site staff regarding the rationale underlying the drill and the reasons it is important for them to respond promptly. After all, this is our primary means of letting their parents and their home campuses know that they have been located and are safe in a crisis.
7. **Travel Tracking:** Students going on independent travel are required to inform on-site IES staff of their specific travel plans before leaving town. This system is designed to help on-site IES Abroad staff locate traveling students swiftly in a crisis or emergency. They can either complete a paper travel form and leave it with on-site staff, or they can use the online web-based system IES Abroad makes available to them in order to log their travel itinerary and details into a secure, password protected website.

8. **Local Crisis Plans:** In addition to our extensive global crisis management plan, each IES Abroad Center around the world has its own local crisis management plan, as does IES Abroad Headquarters. These local plans identify key known risks and dangers in the city or region and explain what staff and students should do if and when they occur. They also specify predetermined primary and secondary meeting points for students and staff in a crisis, just in case telecommunications should be rendered unavailable temporarily in a crisis.
9. **Prompt Communication:** When a crisis occurs in a city or region where IES Abroad has a program or Center, we promptly notify our students studying in that location in order to make them aware, to provide them with instructions concerning where to go and what to do, and to confirm their location and safety. Once the students are located and their safety is accounted for, IES Abroad promptly emails their parents and the study abroad coordinators on their home campuses in order to make them aware of the situation, of IES Abroad's response to it, and (most importantly) of the fact that their students have been accounted for and are safe.
10. **Global Security Partner:** IES Abroad partners with a global security firm to assist with evacuating students, as well as IES Abroad on-site staff and their immediate families, from a city or region, if necessary, in the event of political or civil unrest and certain other types of crises. This firm can also arrange over-the-horizon security to help assist our students and on-site staff as necessary in a crisis or emergent situation.
11. **Medical Consultant:** IES Abroad has retained an experienced medical consultant to advise us on student health issues, to provide and review certain health-related messages and orientation content, and to help inform IES Abroad's response in a crisis or emergency involving health issues.
12. **Psychological Consultant:** We have retained an experienced psychological consultant to advise IES Abroad on student mental health issues in an emergency or crisis, to serve on our Behavioral Intervention Team, and to help our on-site staff and our Dean of Students Office respond to serious student mental health issues.
13. **Monitor Global Communication:** Every day, members of the IES Abroad Crisis Management Team monitor multiple governmental, private security, and intelligence websites and sources to keep abreast of risks, incidents, and dangers in the countries where our Centers are located. Members of the Team promptly follow up with IES Abroad Center staff when threats appear, in case they might adversely impact our students. In these communications, the Crisis Management Team Chair often suggests proactive steps designed to keep our students well-informed and help them reduce the risk of harm to themselves (e.g., by instructing them to avoid planned protests or demonstrations as they can turn violent).

These are just a few examples of the myriad ways in which IES Abroad proactively strives to promote and preserve the health and safety of our students. Many more such steps and examples are found throughout this publication.

Purpose

The purposes of the *IES Abroad MAP for Student Health, Safety & Crisis Management* are:

- To articulate IES Abroad’s standards for responding to crises and managing student health and safety emergencies;
- To share with students, parents, Study Abroad Coordinators, the study abroad field, and others our “best practices” with respect to responding to crises and handling student health and safety emergencies abroad; and
- To encourage others in the study abroad field to consider adopting these or similar standards in order to enhance the health and safety of the more than 275,000 U.S. college and university students who study abroad each year.

IES Abroad’s Standards for Student Health, Safety, and Crisis Management are designed to be consistent with, and in some ways to go beyond, Standard 8 of the Forum on Education Abroad’s “*Standards of Good Practice for Education Abroad*” (4th Ed. 2011):

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. The organization considers health, safety, security and risk management in program development.*
- b. The organization focuses continuous attention on health issues for program students, faculty and staff.*
- 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.*
- d. The organization maintains adequate insurance coverage and conducts regular risk management reviews involving appropriate training and personnel.*
- e. The organization is knowledgeable about and complies with applicable laws and regulations.*
- f. Risk assessments are conducted as part of the development process for new programs to evaluate and mitigate potential risks prior to the commencement of the program.*

IES Abroad is a founding member of the Forum on Education Abroad and has successfully completed the Forum’s Quality Improvement or “QUIP” process. To date, IES Abroad is the only program provider that has successfully completed the QUIP 2A category process. Moreover, the President and CEO of IES Abroad served as the Vice Chair of the Board of Directors for five years and as the Chair of the Board for six years in addition to being a founding member. The author of this publication, William Hoyer, is currently, and has been since 2005, a Director of the Forum on Education Abroad. Michael Steinberg, Executive Vice President of Academic Affairs at IES Abroad, served as the Chair of the Standards Committee of the Forum for many years. Importantly, the Forum has been recognized by the United States government’s Department of Justice and the Federal Trade Commission as the Standards Development Organization for the education abroad field.

Our fervent hope in publishing this *IES Abroad MAP for Student Health, Safety & Crisis Management* is to encourage Study Abroad Coordinators, faculty planning or leading international programs, university administrators, risk managers, university attorneys, and others to utilize the standards articulated in this MAP® as an impetus to review, reflect upon, discuss, and adopt their own institutional student health and safety standards as they plan, design, develop, deliver, and oversee their own international study abroad programs. After all, the entire international education field has a shared interest in providing safe, healthy, and secure study abroad experiences for all students.

Notably, this *MAP for Student Health, Safety & Crisis Management* is merely the latest extension of IES Abroad's longstanding commitment to continuous quality improvement based upon decades of experience. It builds on the original *IES Abroad MAP (Model Assessment Practice for Study Abroad Programs)*, which created the first guidelines for planning and assessing academic quality in international programs. Those guidelines subsequently became a benchmark for the field's academic standards, and many were subsequently adopted by the Forum on Education Abroad. Similarly, the *IES Abroad MAP for Language and Intercultural Communication*®, published in 2011, is setting a new standard for teaching and learning foreign languages in the field of international education.

The guidelines set forth in this publication, like those set forth in the first two IES Abroad MAPs, are based upon the premise that education abroad offers unique opportunities for students' global learning in a safe and healthy environment. Although these principles apply to all IES Abroad programs, their corollary is that no two programs are alike, and that local circumstances, conditions, cultures, learning environments, or learning objectives may on occasion necessitate departures from one or more these standards.

As with the other IES Abroad MAPs before it, the guidelines or standards contained in this MAP exist "to promote standards, not standardization, in international education." It is with this premise and these ambitious goals in mind that we begin this journey with a new "map" as our guide.

Sincerely,



William P. Hoye

Executive Vice President & Chief Operating Officer, IES Abroad

About the Author



William P. Hoye is Executive Vice President, General Counsel, and Chief Operating Officer at IES Abroad, where his duties include serving as the primary chair of the IES Abroad Crisis Management Team, overseeing the Dean of Students Office, chairing the Behavioral Intervention Team, and overseeing risk management, legal affairs, global real estate, insurance, the organization-wide budget, and risk assessment. He has been a member of the Board of Directors of the Forum on Education Abroad since 2005.

Before joining IES Abroad in 2007, Bill served as Associate Vice President and Deputy General Counsel, and a Concurrent Associate Professor of Law, at the University of Notre Dame. At Notre Dame, Bill helped develop, create, and implement a comprehensive risk assessment program for university-sponsored international programs. He has written and lectured extensively on legal and risk issues affecting international programs, giving more than 100 invited talks, lectures, and presentations on the subject in the United States and abroad. Bill is the author of a number of law review and other articles, a book chapter, and several monographs published by United Educators Insurance Risk Retention Group entitled “Understanding and Managing the Risks of Short-Term International Programs,” published in 2009, and “Managing Liability: Legal and Risk Management Issues Involving Student Foreign Travel,” published in 1999. He has served as a Visiting Fellow at the Centre for Higher Education Policy Studies at New College, Oxford University, and as Co-Faculty Editor of “The Journal of College and University Law”, the nation’s premier law review dedicated to the law affecting higher education.

Acknowledgements

The author wishes to thank the following colleagues and friends for reviewing and commenting on earlier drafts of this publication: Dr. Mary M. Dwyer, Dr. Michael Steinberg, and Dr. Matthew Rader of IES Abroad; Robert M. Zerr and Barbara Davey of the University of Notre Dame; Julie Anne Friend of Northwestern University; Dr. Martha Merritt of the University of Chicago; and Peter McDonough of Princeton University, who also generously wrote the Preface to this publication.

The author is also grateful to Richard Bartecki, Amy Ruhter McMillan, Erica Barraca, and Stephanie King of IES Abroad for their assistance, cooperation, and patience in helping to review, edit, design, and print this publication.



The IES Abroad Standards for Crisis Management

This publication is organized into two distinct sections. This first section articulates and discusses IES Abroad’s standards for responding to crises affecting its students and staff members. The second section sets forth IES Abroad’s standards for proactively planning for and responding to individual student health and safety cases, incidents, and emergencies that do not meet the definition of a “crisis”.

According to the *Merriam-Webster Dictionary*, a crisis is “an unstable or crucial time or state of affairs in which a decisive change is impending; especially one with the distinct possibility of a highly undesirable outcome.” Generally, an impending crisis puts multiple students, faculty members, and/or staff members at risk of injury or harm.

However one defines it, the key elements of a “crisis” tend to include the following. Crises tend to:

- Be sudden;
- Be unexpected;
- Need to be handled immediately;
- Require the attention of an organization’s senior management; and
- Have a serious impact on the organization and/or its key constituents.

When these elements are present at or near a location where IES Abroad hosts students, staff members or their families, IES Abroad considers it a crisis.

Naturally, the best time for an organization to develop a crisis management plan and supporting protocols is before a crisis occurs. Experience dictates that when organizations have a clear plan and protocols in place and follow them in a crisis, they are less likely to panic, to omit key people from the process, to miss important steps in the organizational response, to waste valuable time (e.g., by trying to write or create a plan during the crisis), or to make rash judgments in the moment when nerves are often frayed, people are often stressed, and tensions are running high. These are among the best justifications in support of IES Abroad’s Crisis Management Standard I.

Crisis Management Standard I:

Develop and Maintain an Extensive Crisis Management Plan and Protocols

Because young people travel more throughout the world today, and we cannot anticipate every risk, threat, or danger they will face, it is especially important that organizations providing, sponsoring, or hosting international programs for students be prepared with clear written crisis management plans and protocols in place to respond to known threats, risks, and dangers that might lead to a crisis and adversely affect their students, staff members, or their families.

For nearly 20 years, IES Abroad has had a detailed global crisis management plan and protocols in place, in addition to written student health and safety protocols for nearly every foreseeable type of incident, ranging from protests, demonstrations and coups to natural disasters, global pandemics, acts of terrorism, and more. These plans and protocols are proprietary to IES Abroad. They are based upon best practices, as well as many years of experience and lessons learned from managing the organization's response to a wide array of international crises affecting IES Abroad students, staff members, and their families. They, like this publication, represent IES Abroad's intellectual property and know-how.

The IES Abroad crisis management plan and protocols provide a clear framework and contain multiple elements. Key IES Abroad staff worldwide are trained to implement them. Experts in international security who have reviewed the IES Abroad Crisis Management Plan have found it to be thorough and comprehensive. Importantly, the IES Abroad Crisis Management Plan is a "living document," which means it has evolved and will continue to evolve over time based upon the Crisis Management Team's lessons learned, accumulated knowledge, and experience responding to numerous international crises. There is no substitute for having a plan, or for making sure the plan evolves and improves over time based upon experience. It has been often said, a good plan today is better than a perfect plan tomorrow. Each organization that creates and provides study abroad programs should develop its own crisis management plan and protocols. These should be specifically designed to reflect the organization's own unique culture, needs, structure, and resources.

The standards in this publication help illustrate the necessary components for building a customized institutional crisis management plan and protocols.



Crisis Management Standard II:

Have a Well-Trained, Experienced and Tested Crisis Management Team (CMT)

There is no substitute for experience. The IES Abroad Crisis Management Team is well-trained, experienced in responding to real world crises, and “battle tested” from successfully responding to multiple crises around the world over many decades. The creation and development of such an effective Team does not happen overnight, or by accident. It requires a significant investment of time, effort, talent, and money, as well as a great deal of team building, training, tabletop exercises, drills, and more. IES Abroad has focused on the following steps to build and maintain an effective Crisis Management Team:

Training

- Every Team member (and many non-members) are trained when hired or assigned to the Team (and periodically thereafter) on IES Abroad’s Crisis Management Plan, protocols, and procedures. This training is a requirement promptly upon hire for those who will serve on the Team, for each of their designated backup Team members, and for others in key positions such as Center Directors, Program Deans, on-site Student Services Coordinators at IES Abroad Centers, key employees in the Dean of Students Office in Chicago, and others.
- A system and process is in place to provide in-person training to relevant Headquarters staff, as well as written, Skype, telephone, or online training to Center staff abroad, concerning the IES Abroad Crisis Management Plan and protocols promptly upon hire or assignment to the Team.
- Ongoing training also occurs periodically concerning specific institutional resources the IES Abroad Crisis Management Team utilizes. This has included training on our medical and security evacuation procedures, worldwide travel assistance, student health insurance, and many of the resources available in Chicago and at the IES Abroad Centers in a crisis.
- IES Abroad’s medical consultant and psychological consultant also remain available 24/7 to assist and advise the IES Abroad Crisis Management Team’s Chair as needed.

Drills

The IES Abroad Crisis Management Team conducts and participates in drills in a variety of different ways. The entire Team is drilled periodically by sending all Team members unannounced text messages, emails to their business and personal email accounts, and by making telephone calls to their cellular, office, and home numbers, all in an effort to determine how quickly the CMT staff can reach all members of the Team.

These drills are randomly conducted during non-office hours in order to help maintain a state of constant preparedness, to keep CMT members aware of the 24/7 nature of their duties, and to help ensure their timeliness and responsiveness in real crises. The goal is to be able to reach all Team members quickly and at all hours in a crisis. Drills are logged by a Crisis Management Team member, and follow up communications are had as needed with any Team members who are slow to respond.

Tabletop Exercises

All members of the Crisis Management Team and their designated backups participate in periodic tabletop exercises (a series of crisis hypothetical drills escalating in complexity and severity) with a representative from the U.S. Department of State. The representative creates complex, mock crisis scenarios for the Team to manage together, with his oversight and facilitation, as well as his detailed feedback and recommendations for improvement of the plan, our crisis management protocols, our training regimen(s), and more. This is all part of the IES Abroad commitment to continuous quality improvement in every aspect of our enterprise.

Notably, every Team member has at least one designated and trained backup person to help cover for them on the Crisis Management Team if they are unavailable for any reason during a crisis. The Chair of the IES Abroad Crisis Management Team has up to six trained and experienced backups who can chair the Team effectively if s/he is unavailable or not on duty during a crisis.

Back-Up Support

IES Abroad rotates the Chair of its CMT in order to promote depth of leadership, relieve any one CMT leader from being over-extended, and assure the ability of the organization to manage multiple major crises simultaneously without jeopardizing the quality of leadership judgment. This redundancy on the Crisis Management Team allows us to manage multiple crises simultaneously when necessary, and to manage an individual crisis continuously in shifts on a 24/7 basis over a period a days or weeks, if that is needed. This approach is also intended to account for members of the Team not always being available due to scheduling conflicts, business travel, vacations, etc.



Crisis Management Standard III:

Have a Local Crisis Management Plan in Place for Each International Program Site

In addition to our global Crisis Management Plan, every IES Abroad Center around the world is required to maintain a local crisis management plan that identifies several of the major local risks, threats, and dangers that are known to exist in the city, state, or region where the IES Abroad Center is located. Naturally, these localized risks and dangers can vary widely across IES Abroad Center locations.

In some locations, the major risks might be earthquakes, tsunamis, and volcanoes, while in others the major risks might be civil unrest, public health threats, or terrorism. The key is to craft a local crisis management plan for each IES Abroad Center and program site that identifies the major threats, risks, and dangers in that location, along with a brief, yet clear, summary of how the Center staff and the IES Abroad Crisis Management Team will respond to each of the identified risks, threats, or dangers.

Our staff often consult local resources and/or liaise with local experts and authorities (e.g., U.S. Embassy or Consulate personnel, local police, local public health officials, regional or subject matter experts, local government officials, emergency medical personnel, and civilian authorities) in order to identify relevant student health, safety, and security issues in each Center location. In fact, at many IES Abroad Centers, U.S. Embassy staff or local law enforcement officers help IES Abroad staff orient our students on these issues at the start of each term.

Every IES Abroad local crisis management plan also establishes primary and secondary meeting points for students and staff members in a crisis, just in case the IES Abroad Center and/or the communications systems we rely upon are rendered unavailable during a crisis and the primary meeting point is inaccessible due to the crisis. The students at each IES Abroad Center around the world are informed during their on-site orientation of their particular Center's primary and secondary meeting points in a crisis. That way, if communications systems are not working during a crisis, the students will know in advance of both a primary and secondary location where they can find IES Abroad staff members and one another if that should become necessary.

The IES Abroad Headquarters, as well as each IES Abroad Center, is required to create its own evacuation plan with specific step-by-step protocols for implementation in the unlikely event that an evacuation, or temporary sheltering in place, should become necessary for IES Abroad students, staff members, or their families.

Local crisis management plans should be periodically reviewed and updated as needed, especially if conditions or risks in a particular location should change.

Crisis Management Standard IV: Orient and Train All Students, On-Site Staff, and Faculty on the Plan

In addition to having good local and global crisis management plans in place, it is important to have a system or process in place to train relevant on-site staff members, and to orient all students every term, on what they each need to know and understand about those plans. During student orientation, critical elements of the plan to cover each term include:

1. The major known risks, threats, and dangers identified in the local crisis management plan that are present in the city, region, and/or country of study.
2. The planned response to those key local risks, dangers, and threats if the worst should occur.
3. The IES Abroad Center's designated primary and secondary meeting locations in a crisis or emergency if the Center and/or the normal means of communications are unavailable in the wake of a crisis.
4. The importance of each student responding to IES Abroad staff immediately during drills, emergencies, or crises, as well as the reasons why it is important to do so (e.g., not only for their own personal safety, but also because their swift response allows IES Abroad to let their parents and home campuses know they are safe and have been accounted for).
5. The importance of logging all independent travel into the online, web-based system IES Abroad makes available to its students, and why it is important in the event of a crisis or emergency.
6. The expectation that all students will help take responsibility for their own personal health and safety, actively participate in on-site drills, and read all of the student health, safety, and crisis management materials we provide to them before and during their time abroad.

Required Drills

In addition to orienting all students on the local and global crisis management plans, each IES Abroad Center conducts at least one required crisis management drill for its students every academic term. This system primarily relies upon the cell phones IES Abroad requires for every student, which must work in the program location.

In conducting required crisis management drills, IES Abroad embraces technology, utilizing it as a primary means of reaching students swiftly via text messaging, email, and cell phone calls. In some cases, social media tools like Twitter® and Facebook® or our online educational technology systems have been used to help locate students and account for their safety in a crisis. In all cases, student responses and response times for each drill are to be tracked and logged by IES Abroad staff. Any incorrect or missing student telephone numbers or other information discovered in the course of a drill are to be promptly identified and corrected. In addition, slow and unsuccessful crisis management drills are repeated as needed.

As-Needed Drills

In addition to conducting a required drill at the start of each term, additional drills are sometimes conducted at IES Abroad Centers on an as-needed basis if the Crisis Management Team Chair determines that local risks, threats, or dangers warrant it (e.g., in the event of new events occurring on-site since the initial drill was conducted, such as new protests, demonstrations, or civil unrest in the program venue).

With all drills, IES Abroad staff are directed to counsel students who do not respond swiftly, emphasizing the rationale for conducting drills (to allow IES Abroad to locate them and account for their safety swiftly in a crisis; and, to let their designated family members and their home campuses promptly know they are safe and accounted for).

Training

In addition to orienting students and conducting student crisis management drills at every IES Abroad Center every term, designated Crisis Management Team members also train key on-site staff on IES Abroad's Global Crisis Management Plans and Protocols promptly upon hire, and as needed thereafter. This includes on-site staff members and/or certain faculty members who accompany students on field trips, activities, field studies, and other IES Abroad sponsored program-related events or activities.



Crisis Management Standard V: Continuously Monitor News Sources, Intelligence Alerts, and Consular Information

Communicating as Needed with On-Site Staff and Students

To be forewarned is to be forearmed. Around the clock and around the world, designated IES Abroad Crisis Management Team members monitor multiple news services, U.S. as well as foreign government consular information, and private intelligence alerts and subscription services for news of potential threats, risks, or dangers that might adversely affect IES Abroad students.

In addition, on-site staff members at each IES Abroad Center are trained to continuously monitor, and keep the IES Abroad Crisis Management Team Chair informed of, potential and developing risks and crises on-site. Specific IES Abroad Center Directors in Asia and in Europe are even tasked with monitoring from their respective regions for potential crises occurring during those hours when our U.S. staff members are likely to be sleeping. These individuals are expected to alert the Crisis Management Team Chair of any serious crises occurring during those hours. They each receive and monitor the same resources, routine daily updates, and real time alerts as our Team leaders.

As risks, threats, or dangers are identified by the Crisis Management Team that could adversely affect IES Abroad students at a particular or multiple IES Abroad Centers, information concerning that risk, threat, or danger is promptly conveyed to IES Abroad's on-site staff by the IES Abroad Crisis Management Team Chair or his or her designee. As part of this notification process, the Center Director is often given information and instructions to convey to their students in order to make the students aware of the specific threat, risk, or danger, and to help them take action to reduce the risk and any potential harm it may pose to them. For example, this notification could simply involve making the students aware of the time and location of planned demonstrations in the city, along with clear instructions to avoid the demonstrations and the areas around them as they could turn violent. Similarly, when travel delays are expected due to a local strike or work stoppage, the students might be alerted to the details of the strike, along with a suggestion that they consider altering their travel plans, changing airlines, or simply know to expect and plan for delays and related problems.

As a more serious example, if there is a threat of potential terrorist activity in a particular location, the students would be advised of it and might be directed to:

- Begin following local media reports on the subject on an ongoing basis;
- Stay alert to their surroundings at all times (e.g., avoiding behaviors such as putting in their ear buds and tuning the world out as they move about the city);
- If Americans are under threat, to avoid locations where Americans are known to congregate, as well as potential targets specified in alerts or media reports (e.g., government buildings, markets, etc.);
- Walk away at the first sign of any trouble or suspicious persons, behaviors, or packages—reporting them to authorities once they are safely away from the risk; and
- Respond immediately to email updates, texts, and calls from IES Abroad staff, local authorities, U.S. Department of State officials, or others.

These are, of course, merely examples, and this list is not intended to be exhaustive.

By reviewing, analyzing, and passing on relevant information to IES Abroad students regarding potential risks, threats, and dangers in a timely manner—along with clear instructions or suggestions to help reduce the risk of harm to them—the IES Abroad Crisis Management Team proactively helps our students and our on-site staff to make good decisions based upon reliable current information. This process directly enhances student safety and can help reduce the risks and dangers posed by a potential threat before a crisis occurs.



Crisis Management Standard VI:

Respond Immediately When a Crisis Occurs

When a crisis occurs, the Crisis Management Team Chair activates all or part of the Crisis Management Team as s/he deemed appropriate. Crisis management can and should be a collaborative process, especially since the collective wisdom of an experienced and well-trained Team working together is far less likely to miss important steps in managing a crisis than is one person acting alone. That being said, at the end of the day, crisis management is not a democracy. It requires leadership, as well as swift and timely decision making based upon the best information available, following input available from those on the ground, outside sources, and those Team members who are involved in managing the organization's response. By definition, crises are rarely conducive to long periods of reflection, debate, deliberation and collective decision making. That is why leadership by a single decision maker who does not fear accountability for his or her decisions is a vital part of effective crisis management.

At IES Abroad, when the Crisis Management Team is activated, on-site IES Abroad staff assess and reassess the situation and identify any threats, risks, or dangers the crisis poses to IES Abroad students, as well as to staff members and their families. Under our protocols, the on-site staff identifies any immediate steps necessary to help reduce the risk of harm, danger, or threat posed by the crisis to IES Abroad students or staff. The on-site staff is then responsible for contacting affected IES Abroad students to determine their current location and account for their safety swiftly, instructing the students concerning where to go and what to do in light of the crisis as they reach them. IES Abroad typically relies upon the students' required cell phones and text messaging as the first line of defense and our preferred mode of crisis communication. Landlines, email, social media, and other available means of reaching affected students swiftly are generally secondary options.

If telecommunications are unavailable during or in the wake of a crisis, and if the IES Abroad Center is rendered inaccessible in a crisis, we generally rely upon the Center's pre-designated primary and secondary meeting location sites (from the required local crisis management plan) in order to locate and account for the safety of the students. Time is of the essence in these circumstances, naturally, but this important factor must be balanced against the critical importance of thoroughness and attention to gathering and conveying accurate information about the location and safety of each IES Abroad student. The initial information received in the midst of a crisis is not always accurate. We strive to provide accurate information swiftly to our key constituencies in a crisis.

The IES Abroad Center Director on-site (or his or her designee) is responsible for keeping the Crisis Management Team Chair informed and updated concerning all significant developments related to a crisis on the ground, as well as on the Center staff's efforts to account for the location and safety of all IES Abroad students. The Center Director is ultimately responsible for the on-site response to the crisis. Documentation of every decision made and each significant step taken in a crisis case is vital, not only for the record but also for future learning purposes. IES Abroad's protocols require that a designated Headquarters-based staff member keep and maintain a detailed written log throughout the crisis of each significant step taken in response to it.

In managing a crisis, if the IES Abroad Crisis Management Team Chair determines that circumstances warrant it, s/he may consult with the global security firm IES Abroad has retained regarding possible evacuation from the program site, sheltering students and staff in place for a time, and/or the provision of physical security on-site for affected students, faculty, and staff. The Chair also may decide to consult with IES Abroad's medical consultant, psychological consultant, or other experts as circumstances warrant regarding relevant student health or mental health issues affecting (or that might affect) IES Abroad students, faculty, or staff members and their families.

Crisis Management Standard VII:

Communicate Swiftly with Students, Parents, and Study Abroad Coordinators

When a potential crisis looms in a city or region where IES Abroad has a Center, the Crisis Management Team and on-site IES Abroad staff members strive to communicate frequently, swiftly, and proactively with affected students regarding the threats, risks, or dangers posed and how best to avoid or mitigate them. In addition, Crisis Management Team Members often prepare and send timely email messages of reassurance to the affected students' designated contact persons (often their parents) and to the Study Abroad Coordinators on each affected student's home campus.

Once approved by the Crisis Management Team Chair and the Executive Vice President for Marketing and Institutional Relations (or their designees), these messages are sent utilizing a special online email campaign and list manager. This system can be used to communicate swiftly with all students at a particular IES Abroad Center, or in a particular country or region, as well as with their designated contact persons (generally their parents) and their home campus Study Abroad Coordinators. Messages of reassurance generally inform the recipients of the crisis and confirm that their students have been located and are safe despite the crisis. Separate detailed protocols exist for those rare instances where one or more students have not been accounted for or are injured during the crisis.

Even in the absence of a full blown crisis, though, when a serious risk, threat, or danger occurs at or near an IES Abroad Center location that could adversely affect our students on-site (whether the IES Abroad Crisis Management Team as a whole has been activated or not), IES Abroad often proactively communicates with affected students, their parents, and/or the Study Abroad Coordinators on their home campuses with informative messages.

In the event of a potential or actual crisis, the CMT Chair (or his other designee) will contact the IES Abroad staff at affected Centers, who in turn will contact their students directly with a message of reassurance, guidance, and/or instructions. IES Abroad staff members also often encourage affected students to contact their loved ones, too, in order to let them know they are safe and well.

In a perfect world, IES Abroad's initial message of reassurance informs a parent or Study Abroad Coordinator of an incident, and that their student is safe and well, as the first notice they receive that there has even been a problem in the program location. Of course, that's not always possible. But our Team always strives to communicate with our on-site staff swiftly in the wake of a crisis or developing crisis, and for our on-site staff to locate and account for the safety of all of our affected students as soon as possible. Swiftly and successfully completing these important steps allows us to reassure our students' parents and their home campuses sooner in a crisis, a perceived crisis, or when a serious risk, threat, or danger arises.

Crisis Management Standard VIII:

Extend the Team’s Reach by Partnering with a Global Security Firm for a Student Travel Database, On-site “Shelter in Place” and Security Arrangements for Students and Staff, and Evacuations

IES Abroad has partnered with a global security firm to help extend the reach of its Crisis Management Team. This firm can assist with voluntary evacuations of IES Abroad students and on-site staff members and their immediate families in the event of a crisis involving issues such as political unrest, civil unrest, or other similar matters. It also is able to provide over-the-horizon security and support “Shelter in Place” plans for students and staff at IES Abroad Centers and/or student housing as needed in a crisis or emergency using a network of vetted security firms. The firm also provides a web-based online system for IES Abroad students to use to log their independent travel online throughout the term. Finally, the global security firm provides key members of the IES Abroad Crisis Management Team with regular safety and security alerts regarding developing and current threats, risks, and dangers around the world.

The sources IES Abroad regularly consults for this purpose not only include those provided by its global security firm but also those from various other public and private subscription services. The Team often relies upon the U.S. State Department’s daily reports, regional desks in Washington, D.C., and country specific consular information; British Foreign and Commonwealth Office resources and source materials provided by other foreign governments; the World Health Organization and U.S. Centers for Disease Control websites and email alerts; and others.

A number of IES Abroad Centers also liaise directly with their local U.S. State Department OSAC Country Councils on-site, which can provide an important connection to the local security community for information sharing, as well as resources in a crisis. Having all of these resources available enhances student safety and has proved enormously useful to the IES Abroad Crisis Management Team in the wake of a number of global crises that have impacted our students or threatened to do so in recent years.

Crisis Management Standard IX:

Conduct Post-Crisis Reviews in Serious Cases

When the IES Abroad Crisis Management Team is activated and responds to a serious crisis, an ad hoc committee is appointed after the fact to review the Team's performance with an eye toward total quality improvement. Each crisis is a learning experience for the Team and its members. It is also an opportunity for institutional learning and systemic improvement.

Each post-crisis review committee generally reviews or examines the following issues:

1. Assess and identify what the IES Abroad Crisis Management Team did well in response to the crisis.
2. Examine and identify what the Team might have done better.
3. Identify lessons learned from the crisis by the Team and its members, focusing particularly on how the Team might perform even better in responding to similar future crises based upon the experience under review.
4. Identify any areas for needed improvement in similar future crises.
5. Recommend any changes deemed necessary or appropriate to the IES Abroad Crisis Management Team plan, protocols, or processes for future cases.
6. Seek feedback from affected clients and constituencies in the United States and abroad as warranted (e.g., to obtain suggestions or comments on our response, response times, message content, etc.).

This process provides an excellent opportunity for the Team's documents to be amended, revised, and updated based upon the Team's current knowledge level, thinking, and all it has learned from managing recent crises. As noted above, crisis management plans and protocols are living documents and they can, should, and do evolve as the Team gains experience and IES Abroad gains more institutional knowledge over time.



Crisis Management Standard X:

Designate a Trained Spokesperson on Behalf of the Organization in a Crisis

In the midst of a crisis, it is not unusual for local, national, or international media to write news stories concerning the evolving crisis. In such cases, the media may want to interview U.S. students who are on-site in the geographic area where the crisis is occurring, someone from the organization's Headquarters or perhaps staff members or faculty who are on-site.

It is important for an organization to decide at the highest levels whether or not it wishes to comment on the evolving crisis or related issues, and to determine in advance who makes that decision. If the organization does decide to comment in response to media inquiries, a spokesperson must be designated to communicate with the media. All staff members should be informed to direct all media inquiries to that designated spokesperson. This allows the organization to speak with “one voice” concerning the crisis and the organization's response to it. It also allows the organization to utilize a trained, knowledgeable, and experienced spokesperson to serve as its public face during an evolving crisis.

At IES Abroad, our protocols inform our on-site staff and relevant Headquarters staff where they should refer all inquiries from the media. Key senior members of the IES Abroad Crisis Management Team have received crisis communications training to help IES Abroad communicate with the media effectively in a crisis. In addition, IES Abroad has an outside crisis communications firm on retainer to assist with communications in the most serious crises on an as needed basis.

With advanced notice and preparation, IES Abroad has occasionally utilized an on-site Center staff member as its spokesperson with the media. This decision is generally made by senior management on a case-by-case basis following close consultation between our Headquarters in Chicago and our Center Director on-site. Of course, our students' safety and managing our response to the crisis on-site come first for our Team and our on-site staff in every case—which generally makes having an on-site staff member field media inquiries difficult and unadvisable.

Irrespective of who the designated spokesperson is, though, when communicating with the media in response to a crisis, it is important to present clear and accurate information, to stay on message, and to represent the organization and its interests well. Utilizing well-trained, experienced, and knowledgeable representatives to respond to media inquiries is essential to meeting these objectives.

Crisis Management Standard XI:

Build Redundancy into Key Aspects of the Crisis Management Plan

By their very nature, crises are chaotic and unpredictable. In no time at all, they can lay waste to even the best laid plans and confound extremely bright and careful planners. For example, if your primary plan is for students to meet near the statue in the town square when your offices are rendered unavailable due to a crisis, what happens if the crisis itself occurs in the town square? Or perhaps the town square itself is shut off to vehicular and pedestrian traffic so local officials can manage the crisis from their command post there? A secondary meeting point for students, faculty, and staff in a crisis is the answer. This is a great example of what is meant by the term “redundancy” in this context.

A key challenge for Crisis Management Teams is to build redundancy into each important aspect of their plans. But merely having a secondary meeting location for students is not enough. It's also important to have a primary and a secondary means of communicating with your students in a crisis. Following the London bombings in 2005, for example, the local cell phone system was shut down by British authorities due to the terrorists' use of cell phone activated bombs. Without the availability of cell phones, the U.K. landline telephone system was quickly overwhelmed with calls and rendered virtually unusable. What if your organization's primary and secondary means of communication in a crisis during the London bombings were cell phones and landline phones? Worse still, what if your organization's Headquarters were to be damaged or rendered uninhabitable or inaccessible in a crisis? Redundancy is the answer.

It is important that the CMT Chair, as well as on-site staff, have access to every on-site staff members' full and complete contact information (e.g., cell, office, and landline telephone numbers; email addresses; street addresses), as well as detailed itineraries (with dates, locations, telephone numbers, and the names and street addresses of everywhere the group will be stopping, going, or staying) for all program-sponsored out of town field trips and activities, and street addresses and telephone numbers for each student's housing location. This information is invaluable when on-site staff members are ill, injured, or rendered unable to communicate with Headquarters or the CMT during a crisis; and, when door-to-door communications, on-site security, sheltering in place, or evacuation pickup services are required.

Similarly, if the Headquarters itself is out of commission during a crisis, the rest of the organization will be impaired. Once again, redundancy is the answer. To help address this possible contingency, IES Abroad has a standing arrangement with a higher education institution located approximately 100 miles from our Headquarters that would allow key members of our Team and senior management to congregate there, and to utilize their facilities, equipment, and resources to help maintain IES Abroad's critical operations to manage a crisis impacting IES Abroad's Headquarters. This arrangement is reciprocal as well, which means representatives of our partner institution can use IES Abroad's Headquarters facilities, equipment, and resources to help manage a crisis adversely affecting their campus in a crisis, and to maintain their critical operations.

As even further redundancy, IES Abroad has identified, authorized, and trained one of our Center Directors abroad to help manage a crisis occurring at one of our Center locations around the world if all or part of our Team should be unable to do so for any reason. Finally, we have designated and pre-authorized several IES Abroad Board Members (one at a location in the United States and another abroad) to access funds and oversee IES Abroad's critical operations remotely during a crisis. This includes access to bank accounts and the funds necessary to do so.

Needless to say, having a backup plan is key. Sketching it all out in advance in your plan, and training your Team members, students, and staff on it can pay huge dividends. And sometimes the alternative answer is so simple. In London, for example, the Internet and the email system continued to work throughout the London bombings. Without cell phones or landlines, email became the best way to communicate. Despite having the best plan in place, managing crises occasionally requires the Team to adapt, to experiment, to think on its feet, and to improvise.

Finally, what if the sole Chair of your Crisis Management Team and three of its key members are all traveling and unavailable when a crisis occurs? For this possible contingency, it's critical to have trained and experienced people identified in advance who can back up each member of the Team. And these alternate Team members need to be thoroughly trained, drilled regularly, and given opportunities to help manage crises, so they can learn and don't forget the plan or what their duties are in a real crisis.

In short, building redundancy into every key aspect of your crisis management plan matters hugely in a crisis.

For these reasons, under the IES Abroad crisis management plan and protocols, IES Abroad has:

1. Trained backup people for each member of the Crisis Management Team (in some cases, the Team is five or six deep in terms of experienced backups).
2. Multiple senior Team members who have crisis communications media training and experience.
3. Arrangements in place to maintain critical operations of IES Abroad from a remote location.
4. Arrangements in place to manage crises from a backup location outside of Chicago, in case our Headquarters building is not available for a period of time during a crisis.
5. A remote, off-site back up of electronic records and data.
6. Backup email addresses available for each member of the Crisis Management Team (we generally use Team Members' personal email addresses for this purpose), just in case IES Abroad's email system or server is unavailable in a crisis.
7. IES Abroad Board Members located away from our Headquarters who are designated and empowered to operate our enterprise if the Headquarters should be rendered inaccessible and unusable for a time.

Before, or even during, a crisis, it is also helpful to identify faculty and staff members with particular expertise, knowledge, or skills needed to help manage a crisis, such as foreign language fluency in the language spoken where a crisis is occurring, experience living in the program location, a deep knowledge of its geography and topography, or expertise concerning the events underlying the crisis itself, etc. In other words, it is important not only to build redundancy into your plan generally, but also to be flexible, adaptive, and mindful of the relevant knowledge, experience, skills, and expertise your faculty or staff members might bring to bear on helping to better manage a particular type of crisis and/or a crisis occurring in a particular location.

Of course, it is not possible to think of every contingency, or to have contingency plans in place in advance for every small detail or eventuality. But, it is important to build in redundancy for the most important aspects or elements of a Crisis Management Plan. In addition, every Crisis Management Team needs creative people who are able to think on their feet, adapt, and improvise in a crisis, which may require varying from the plan if and as needed due to circumstances the plan did not (and perhaps could not) contemplate. Crisis management plans are merely a blueprint. They should generally be followed, of course, but not when it no longer makes sense to do so for compelling reasons in the midst of a crisis.

Crisis Management Standard XII: Communicate Effectively, Swiftly, and Accurately in Crisis

Like redundancy, swift, effective, accurate, and efficient communication is a critical element of effective crisis management. This not only applies to communications with students, their parents, and their home campuses, but also with respect to internal communications within the Crisis Management Team itself, between Team members and on-site staff, between on-site staff and affected students, between the Team and various internal and external constituencies (e.g., board members, local authorities on-site, experts, U.S. government officials), and between Team members and the press. At IES Abroad, efficient, effective, accurate, and swift crisis communications are greatly enhanced by:

1. The use of technology to communicate with various constituencies (e.g., required cell phones for all students, the use of text messaging and occasionally social media to locate students in a crisis, an email list manager system that allows us to send messages to all students in any program or region and/or to their parents or Study Abroad Coordinators with the push of a button).
2. Having an online system in place that logs independent student travel and can help IES Abroad determine whether they have students traveling in a particular city, region or country when a crisis event occurs there.
3. Having clear and efficient global and local crisis management plans and protocols in place.
4. Conducting effective regular training and orientation of staff, key faculty, and students on IES Abroad crisis management plans and protocols.
5. Conducting regular periodic drills and table top exercises involving CMT members, students, and staff.
6. Hiring experienced staff who have sound judgment and experience managing crises.
7. Having clear lines of decision making authority in a crisis.





The IES Abroad Standards for Student Health & Safety

This section discusses IES Abroad’s standards for proactively planning for and responding to individual student health and safety emergencies and incidents that do not meet the previous definition of a “crisis”. It also highlights various resources IES Abroad brings to bear upon orientation, training, and planning proactively for a safe and healthy study abroad experience, and responding to individual student health and safety emergencies as they arise. For IES Abroad, this process begins on the day a student confirms s/he will be participating in an IES Abroad program, and it continues until the IES Abroad program s/he has attended concludes.

Health & Safety Standard I:

Begin Preparing Students for a Safe and Healthy Experience Abroad Prior to Departure

Local Registry

IES Abroad registers all of its students who are U.S. citizens, predeparture, with the U.S. Embassy or Consulate in the country where they will be studying, using the U.S. State Department's Smart Travelers Enrollment Program ("STEP"). This program was formerly known as the "Warden System." In the unlikely event of a crisis necessitating an evacuation from the country, or U.S. Embassy staff needing to locate a student in an emergency, registration in STEP can help save valuable time and enhance communication. STEP also allows the U.S. Department of State to issue travel advice at the Washington, D.C. and Embassy or Consulate level, including security messages for U.S. citizens, emergency messages for U.S. citizens and, of course, Travel Alerts and Travel Warnings.

Medical Reports

For IES Abroad programs, all students complete and submit (post-acceptance and predeparture) medical forms signed by the student and by their physician. These forms provide opportunities for students to voluntarily self-disclose any medical conditions they may have, as well as any medications they are using or treatments they may require while they are abroad.

IES Abroad staff works with students who voluntarily disclose such information, predeparture, in order to discuss their concerns, help facilitate reasonable accommodations, and encourage students to work directly with their health care providers to make medical management plans for their time abroad. By way of example, if medications listed on a student's medical form are not available in the student's planned country of study, IES Abroad staff may suggest that the student contact their physician before they leave to explore with their doctor the possibility of an alternative medication for the student's time abroad. Importantly, IES Abroad staff never provide medical advice or make medical or treatment decisions of any kind, but refer the student back to their physician for advice on their medical condition.

Predeparture Preparation

IESAbroad provides comprehensive online predeparture information that is customized for each of our more than 115 programs. These resources contain useful information and tips concerning important steps to help students have a safe and healthy experience in the host country. They contain emergency numbers for a variety of resources, including for on-site IES Abroad staff members, U.S. Embassy or Consulate officials in-country, and for various IES Abroad Headquarters employees and departments who the students might need to reach in the event of an emergency.

Additional information we provide before departure includes:

- Access to IES Abroad webinars about travel, health, and safety in certain locations;
- Local cultural information that may have bearing on student health and safety;
- Resources for underrepresented students.

Some of the same information is handed out to students in person during on-site orientation at the beginning of each term, including emergency numbers for IES staff who are available to assist students in an emergency or crisis on a 24/7 basis.

IES Abroad staff provides each standard program student, predeparture, with a copy of the U.S. State Department Safety Report information for the country where the student will be studying. These documents contain useful information on a wide array of issues, including health, crime, safety, security, and other issues American citizens should know before traveling to the host country.

Family Support

In addition to providing written materials for students, IES Abroad also provides predeparture materials for students' families. The IES Abroad Family Guide is sent to the parents or designated contact persons of IES Abroad students after they have been accepted to an IES Abroad program. Among other things, the Family Guide contains information about preparing for departure, health and safety suggestions and precautions, IES Abroad policies and procedures, and crossing cultures.



Health and Safety Standard II:

Provide Uniform Comprehensive Student Health Insurance for All Participants

Prior to their departure from the United States, IES Abroad requires that each of its standard program students purchase comprehensive student health insurance with a wide array of coverages and services, currently including, by way of example only:

- i. Medical expenses coverage at 100%
- ii. Emergency medical evacuation
- iii. Prescription coverage for covered injury/illness
- iv. Specified therapies including physiotherapy
- v. Mental and nervous benefits
- vi. Home country coverage (if not covered by another plan) with a 30-day post return limit
- vii. Emergency medical reunion coverage (provides up to the covered limit for immediate family members' expenses to visit their injured or ill son or daughter in the hospital abroad)
- viii. Repatriation of mortal remains
- ix. Assistance services 24/7
- x. Pre-existing condition coverage
- xi. Security and natural disaster evacuation

Notably, all of these coverages, terms, and conditions are subject to change from term to term. They are also subject to limitations, exclusions, applicable deductibles, policy limits, and other terms and conditions contained in the specific policy of insurance.

English-speaking counselors have been identified at each IES Abroad Center who are willing and available to see IES Abroad students, and our required student health insurance provides certain select coverage for these services. Similarly, IES Abroad Center staff members have identified English-speaking doctors and hospitals in many locations that accept our student health insurance and will see IES Abroad students.

Health and Safety Standard III:

Maintain a Dean of Students Office with Experienced Student Affairs Professionals

IES Abroad not only provides at least one staff member at each Center whose duties include serving as a Student Affairs Coordinator, but also maintains a fully staffed Dean of Students Office at our U.S. Headquarters. All of the student affairs professionals in the Dean of Students Office have experience working on U.S. college and university campuses.

These professionals have assisted our students and their families with a wide array of issues, such as sending predeparture communications to students and parents, providing parent and student webinars on various student life issues, reviewing and augmenting on-site orientation materials, and (via the Academic Department) overseeing IES Abroad's Comprehensive Orientation and Re-Entry or "CORE" program.

The CORE program includes student goal setting for their study abroad experience at the start of each program, making goal adjustments during the program, and preparing the students for re-entry into their home culture as the term draws to a close.

The Dean of Students Office develops and maintains written protocols for nearly every type of student incident and oversees the administrative review or student disciplinary process along with a variety of other issues. They also respond to student illnesses, emergencies, and other student concerns on a 24/7 basis. The Dean of Students Office coaches overseas staff on the facilitation of our protocols with students so there is consistency of care for students around the world. Finally, IES Abroad maintains a 24/7 emergency telephone, which provides students with constant access to an academic dean or student affairs staff member who is on duty.



Health and Safety Standard IV:

Provide On-Site Student Affairs Staff at Every IES Abroad Center

IES Abroad employs trained Student Affairs personnel on-site at each of its Centers around the world. These individuals live in the local area where their Center is located, speak the local language, know the local culture, and are on-site and available to assist IES Abroad students on a 24/7 basis when emergencies arise.

IES Abroad Student Affairs Coordinators often take IES Abroad students to consult with English-speaking doctors, counselors, and hospitals when and as needed. In those rare instances when IES Abroad students are hospitalized, our Dean of Students Office staff members spend a great deal of time liaising with their parents, our on-site staff, and the student's home campus as needed. They also assist students' family members who are visiting students who are hospitalized.

On each IES Abroad-sponsored field trip or activity, multiple IES Abroad staff members, faculty members, or trained Resident Assistants (RAs) accompany the participants, in order to create staffing redundancy in case of an illness, incident, or injury affecting a student or an IES Abroad faculty or staff member. The IES Abroad Dean of Students Office in Chicago trains all on-site student affairs staff at IES Abroad Centers promptly upon their hire and maintains handbooks and protocols for various student issues and housing practices.

In addition, Dean of Students Office staff members visit IES Abroad Centers periodically for on-site training and evaluation of program services. They also conduct monthly webinars for all IES Abroad global student affairs staff on topics such as student health, student life, safety, wellness, security, and other relevant issues on an ongoing basis. Periodically, these individuals from multiple IES Abroad Centers meet in person for additional training and to share ideas and best practices.



Health and Safety Standard V:

Orient All Students on Key Local Health, Security, and Safety Issues Every Term

IES Abroad staff conduct on-site orientation sessions that cover important health, safety, security, and other issues at each IES Abroad Center every term. In many instances, these orientation sessions not only feature IES Abroad staff members but also a local law enforcement official or a Regional Security Officer or other representative from the U.S. Embassy or Consulate in the country.

IES Abroad strives to make its orientation sessions on health, safety, and security issues interactive, and we encourage on-site staff to utilize hypothetical scenarios and student role playing to engage students and increase comprehension and retention of learning.

IES Abroad orientations around the world contain certain content we want every IES Abroad student to hear and know. In addition, at each Center our students are oriented concerning location-specific health, safety, and security information that is tailored to address key risks, threats, and dangers in the city, region, and country where each student is studying.

In addition to crime, safety, security, and known health risks in the program venue, on-site orientations also include information concerning important IES Abroad policies and procedures, such as those governing harassment, non-discrimination, sexual assault, administrative review (disciplinary) procedures, and who to notify or contact at the IES Abroad Center if such issues arise.

During orientation, students are informed of localized natural disaster risks that can occur in the program location, as well as what to do and where to go in response to them. This is especially important information for students who do not live or go to school in areas of the United States or elsewhere in the world that experience the same types of natural disasters as their study abroad location sometimes does. Tsunamis, earthquakes, avalanches, and volcanic activity, for example, may be outside the realm of many students' experience.

IES Abroad's on-site orientations generally inform students of areas and behaviors to avoid in the city where they will be living and studying, and of certain counterintuitive laws in the host country. Some examples of the latter include: very severe penalties for drug-related offenses in some countries; long prison terms for things like distributing unauthorized religious literature, which would be constitutionally protected activity in the United States; and possible execution for criminal offenses that would not net the same (or even similar) punishments in the United States.

Following the on-site orientation, IES Abroad on-site staff members provide students with reminders and alerts during the academic term. These may include periodic orientation point reminders or refreshers on key risk issues, as well as sending out health or security messages when crimes or other incidents occur or circumstances arise that might adversely affect or concern IES Abroad students (e.g., heightened states of alert, planned demonstrations, natural disasters expected or occurring in the country or region, the presence or spread of infectious diseases, a spike in particular crimes occurring in areas our students tend to frequent, etc).

Health and Safety Standard VI: Comprehensively Identify, Assess, Manage, and Mitigate Key Risks and Dangers

Risk Assessments

Upon setting up new IES Abroad Centers around the world, and on a periodic basis at existing Centers, IES Abroad conducts comprehensive, periodic risk assessment audits. The risk assessment process, which was created by the author, William P. Hoye, and by Robert M. Zerr of the University of Notre Dame in the late 1990s, includes the following steps:

1. A review of key policies, processes, and procedures at the IES Abroad Center.
2. A walk-through visit of the IES Abroad Center under review, as well as a representative sampling of the student housing available at that location. Typically, a representative of IES Abroad's insurance broker's global network, who is knowledgeable of local fire, safety, and other codes in the host country, also participates in the walk-through visit.
3. In person interviews of at least three students.
4. In person interviews of at least three faculty members.
5. In person interviews of the Center Director, a student affairs staff member, the housing coordinator, and other relevant staff members on-site.
6. A review of field trips, field studies, potentially high-risk activities, and transportation arrangements for IES Abroad provided program components.
7. Retention of local legal counsel to review IES Abroad's legal status in the country, key agreements the Center has entered (e.g., with housing providers, tour companies, transportation providers, fire protection equipment services companies, and other vendors), compliance with local laws, and other legal issues.
8. A visit to the local U.S. Embassy or Consulate to meet with the Regional Security Officer or his/her designee for a discussion of health, safety, security, and crime issues likely to affect Americans in the venue.
9. The preparation of a privileged and confidential internal report by IES Abroad's General Counsel with recommendations for improvement at the Center.
10. Implementation of the approved recommendations resulting from the risk assessment audit.

Financial Audits

In addition to comprehensive risk assessments, IES Abroad also conducts in-house financial audits of IES Abroad Centers on a staggered periodic basis. This process identifies, assesses, and recommends steps to mitigate financial risks in areas such as:

- Cash handling procedures;
- Securing and reducing the usage and amount of petty cash to the extent practicable;
- Procedures for requiring dual signatories on checks;
- An extensive vendor approval system;
- The DocLink® invoice approval system; and
- An examination of the financial checks and balances in place on-site at the Center and at Headquarters to help prevent, discourage, and detect fraud as well as other financial irregularities.

In addition to financial audits, mandatory interactive fraud prevention training is provided annually for all Center Directors, Deans, Department Heads, and other key staff members. This training utilizes a case study methodology in order to provide interactive learning.

Student Incident Tracking System (SITS) Database

IES Abroad proactively identifies and manages risk by compiling and maintaining reports of critical student incidents occurring at every IES Abroad Center every term. These reports are reviewed and analyzed by IES Abroad staff to identify and track possible trends. They also help IES Abroad adapt and enhance its orientation sessions and communications with students and staff to address the latest risks and dangers in each unique to program location. Finally, this information is used to help inform training for staff around the world.

The maintenance and review of the SITS Database has proven useful in communications with students, parents, and Study Abroad Coordinators at IES Abroad member institutions concerning student health, safety, and security incidents. Its data is reported on an anonymous basis that does not include the disclosure of any personally identifiable student information.

Crime Statistics

IES Abroad voluntarily tracks and maintains statistics on crimes committed against IES Abroad students participating in IES Abroad programs each year, irrespective of whether those crimes occur on IES Abroad property, near IES Abroad property, or elsewhere. This statistical information is shared with the IES Abroad Board of Directors annually, along with crime statistics reported under the Clery Act by comparably sized U.S. universities located in major cities.

IES Abroad uses the crime statistics it compiles to track and identify key crime trends in particular cities, countries, or regions, and to proactively adapt or enhance orientation for students and training for relevant staff on safety and security issues in response to identified trends. Notably, IES Abroad Center staff promptly send crime alerts and reminders to students when serious crimes against IES Abroad students occur. No personally identifiable information is disclosed in these alerts or reminders.



Health and Safety Standard VII

Utilize Experts to Enhance Student Health and Safety with Strategic Partnerships

In order to help provide a safe and healthy study abroad experience for our students, IES Abroad has forged strategic partnerships with a global security firm, a medical consultant who specializes in student health issues and directs a campus travel clinic, and a psychological consultant with more than 25 years of experience directing counseling centers on major U.S. campuses. These important resources are available to assist and advise IES Abroad staff on a 24/7 basis and have proven invaluable over the years.

Global Security Firm

IES Abroad has partnered with a global security firm to help provide on-site security in the event of a crisis or emergency to IES Abroad students, as well as staff members, and their immediate families, at an affected IES Abroad Center. This firm is also available to assist with sheltering in place as well as security evacuations of IES Abroad students, staff members, and their immediate families in the event of political or civil unrest or other dangers that jeopardize their safety or security.

In addition, the global security firm provides IES Abroad with an online, web-based system to track IES Abroad students' independent travel during the academic term or breaks during the term. This system was designed for IES Abroad to allow our students to enter their own travel itineraries and contact information while traveling using any computer with Internet access. One of the system's key benefits is to help IES Abroad staff locate traveling students swiftly and efficiently in a crisis or emergency.

Psychological Consultant

For many years, IES Abroad has partnered with a psychological consultant to keep us apprised of recent developments in student mental health research (on- and off-campus), as well as the latest psychological issues facing students who study abroad. S/he does occasional training for select IES Abroad staff members, as well as external presentations along with IES Abroad staff from time to time on relevant and timely student mental health issues.

In addition, our mental health consultant advises key IES Abroad staff, serves on the IES Abroad Behavioral Intervention Team, and acts as a resource for IES Abroad in responding to complex student mental health cases. Our psychological consultant also periodically reviews relevant IES Abroad policies and protocols to help ensure that they are timely and representative of best practices on leading campuses.

Medical Consultant

IES Abroad has also retained an experienced medical consultant who directs a travel clinic on a U.S. campus and works in a student health center on campus. S/he keeps IES Abroad apprised of recent developments in student health issues on- and off- campus, reviews and augments orientation content and messages regarding student health issues, and informs IES Abroad staff of the latest medical research on health issues facing college students who study abroad.

The IES Abroad medical consultant has conducted internal training and presentations with IES Abroad staff on relevant and timely student health issues. Finally, s/he consults with IES Abroad staff and serves as an important resource for IES Abroad in responding to complex student health cases, infectious diseases, women's health issues, and other issues.

Health and Safety Standard VIII:

Engage in Outreach to the Consortium and the Field to Enhance Student Health and Safety

In addition to adopting and maintaining our own standards for student health and safety, IES Abroad makes a concerted effort to assume collaborative and leadership roles in the international education field and with its consortium members on these issues for the health and safety of all students.

Regional Workshops and Conference Presentations

IES Abroad conducts four to six regional workshops on campuses across the United States each year concerning legal and risk management issues affecting international programs. These workshops are jointly sponsored by the IES Abroad consortium member schools who host them and by IES Abroad. The attendees typically include Study Abroad Coordinators and advisors, senior international officers, administrators overseeing study abroad and international education on campuses, risk managers, university attorneys, faculty who lead international programs, counseling Center staff members, and others. These sessions are offered by IES Abroad free of charge and bring together groups of individuals from each region who share a commitment to protecting and preserving the health and safety of all students who study abroad.

Invited Talks and Expert Interviews

Senior IES Abroad officials are often invited to give talks, lectures, and conference presentations to a wide array of groups on student health and safety issues, such as:

- The Forum on Education Abroad;
- NAFSA: Association of International Educators;
- NACUA: National Association of College and University Attorneys;
- URMIA: University Risk Management and Insurance Association ;
- NASPA: National Association of Student Personnel Administrators; and
- ACPA: College Student Educators International

IES Abroad staff members have been featured, interviewed and quoted in numerous broadcasts and publications in recent years on the subject, including:

- National Public Radio;
- *The Today Show*;
- BBC;
- CNN;
- *The New York Times*;
- *USA Today*;
- *The Chronicle of Higher Education*;
- *Inside Higher Education*;
- and others.

Networking and Collaboration for Student Safety

IES Abroad also encourages its staff around the world to network and establish connections with U.S. colleges and universities sponsoring international programs abroad, other third party providers, universities abroad, and various U.S. and in-country governmental and non-governmental organizations. A key purpose of this collaboration is to share information, ideas, and resources that can help promote student health, safety, and security abroad, not only for IES Abroad students but for all students participating in study abroad programs.

Health and Safety Standard IX:

Introduce Innovative Initiatives to Enhance Student Health and Safety

IES Abroad has a long and rich history of introducing innovative and cutting edge initiatives in the study abroad field. From the original IES Abroad MAP[®] that set academic standards (many elements of which were later adopted by the Forum on Education Abroad for the entire field) to the more recent *IES Abroad MAP for Language and Intercultural Communications*[®], we have always been committed to continuous quality improvement in education abroad, not only for our students but for the benefit of all students who study abroad.

IES Abroad's longstanding commitment to quality also extends to the introduction of innovative initiatives designed to help enhance student health, safety, security, and well-being. By way of example, in recent years these initiatives have included:

Behavioral Intervention Team: IES Abroad was one of the first study abroad providers to take proactive steps to help close the gaps that too often existed, historically, in higher education in the identification and assessment of students with serious mental health issues on their campuses by establishing a Behavioral Intervention Team or (“BIT”). The IES Abroad BIT is designed to assess and proactively respond to serious student mental health or behavioral issues of which we become aware. The aim of the BIT is to focus on early detection, prevention, and intervention aimed at mental health and behavioral concerns.

The BIT is an interdisciplinary Team. It includes experienced student affairs professionals, on-site IES Abroad staff members, a risk assessment expert and long-time higher education lawyer, and a consulting psychologist with decades of professional experience in student counseling centers on U.S. campuses, to review, discuss, and make recommendations concerning critical cases.

The BIT has a policy and procedures manual with protocols for various types of serious student mental health incidents and emergencies, including, by way of example, major depressive episodes, serious eating disorders, substance abuse cases, thoughts of violence towards others, and/or suicidal ideations. Although the number of cases where the BIT has had to be convened during its history have been thankfully rare, the collaborative interdisciplinary approach it brings to bear on dealing with serious student mental health issues has proven extremely effective.

Comprehensive Orientation and Re-Entry Program (“CORE”): In 2009, IES Abroad established the Comprehensive Orientation and Re-Entry or (“CORE”) Initiative—the first of its kind in the field. This innovative program is now offered at every IES Abroad Center around the world each term in our standard programs. Its goals include helping students adjust to living abroad in a culturally healthy way, and increasing their intercultural understanding. On-site staff members meet with students at least three times during the academic term as part of the CORE program, including:

1. At the beginning of the term (often during on-site orientation) in small groups to facilitate the students' setting of goals for their study abroad experience.
2. Midway through the academic term in order to check in with the students on their progress toward meeting their goals and to discuss any necessary adjustments to their goals.
3. Near the end of the academic term to facilitate the students in assessing their goals achievements and anticipating and planning for their re-entry upon returning home.

Student Health and Safety Goal X:

Select and Provide Student Housing with Safety in Mind

IES Abroad takes a number of proactive steps to help enhance the level of safety and security in selecting the housing it provides to students. By way of example, required student housing inspections are conducted at each student housing location annually by an IES Abroad staff member. Staff training and a housing inspection checklist have been created and provided to on-site IES Abroad staff members for this purpose, and IES Abroad staff are required to promptly follow up to see that areas of identified non-compliance are swiftly corrected.

In addition to regular periodic housing inspections, each IES Abroad-provided student housing location must have a working smoke detector in the student's sleeping room, a door with a working lock on the student's bedroom door, and a carbon monoxide detector if CO₂ is a risk or danger (e.g., in homestays, residence halls, or apartments where cooking or heat are provided using natural gas). Similarly, a working and accessible "A-B-C type" fire extinguisher is required in each IES Abroad student housing location, including homestays, apartments, and residence halls.

In many locations, Resident Assistants or local student companions are provided to live with or among IES Abroad students in apartments or residence halls. These individuals are often local college or graduate level students who speak the local language as well as English. They tend to know areas and behaviors to avoid in and around the program venue, and they are asked to inform IES Abroad Center staff of significant concerns they have with respect to IES Abroad students or housing-related issues. They also serve as an important cultural bridge between IES Abroad students and the host culture.

With respect to homestays, each homestay family applicant participates in an interview with IES Abroad staff, supplies references, and undergoes a reference check. If they are selected as a homestay family, then a homestay inspection visit is made by an IES Abroad staff member. It is our goal that each homestay family undergo training by IES Abroad staff and be provided with IES Abroad's expectations, standards, rules, and key policies and procedures affecting homestay arrangements.

In all of these ways and more, IES Abroad strives to help its students have a safe, secure, healthy, productive, and fulfilling term abroad.

The IES Abroad Consortium

As of October 2013

Member Schools

Austin College
Barnard College -
Columbia University
Bates College
Bowdoin College
Brandeis University
Brown University
Bucknell University
Carnegie Mellon University
Catholic University of America
Claremont McKenna College
The College of Wooster
Connecticut College
Cornell University
Denison University
DePauw University
Dickinson College
Drake University
Emory University
Fordham University
Franklin & Marshall College
The George Washington University
Grinnell College
Gustavus Adolphus College
Haverford College
Hope College
Illinois Wesleyan University
Indiana University
Ithaca College
Kenyon College
Lafayette College
Lawrence University
Loyola University of Chicago
Millikin University
Morehouse College
Northwestern University
Occidental College
Pacific Lutheran University

Penn State University
Pomona College
Purdue University
Rice University
Santa Clara University
Skidmore College
Southern Methodist University
Southwestern University
Spelman College
Texas Christian University
Trinity University
Tulane University of Louisiana
University of California - San Diego
University of Denver
University of Illinois at Chicago
University of Illinois
Urbana-Champaign
University of Iowa
University of Minnesota
University of Missouri - Columbia
University of North Carolina
University of Pittsburgh
University of Portland
University of Puget Sound
University of Redlands
University of Richmond
University of Rochester
University of St. Thomas (MN)
University of Texas - Austin
University of the Pacific
University of the South
University of Tulsa
University of Vermont
University of Virginia
Villanova University
Wake Forest University
Washington University in St. Louis
Whitman College
Williams College

Wittenberg University
Wofford College
Yale University

Associate Member Schools

Albion College
Alma College
American University
Amherst College
Auburn University
Augsburg College
Babson College
Beloit College
Bentley University
Berea College
Boston College
Boston University
Bradley University
Bryant University
Bryn Mawr College
Carleton College
City College of New York
Clark Atlanta University
Clemson University
Colby College
College of Charleston
College of the Holy Cross
The College of William & Mary
Colorado College
Columbia University
Davidson College
Dominican University
Drew University
Duquesne University
Elmhurst College
Georgetown University
Gettysburg College
Grove City College

Hamline University	Rhodes College	University of Nebraska
Hampden-Sydney College	Rutgers State University	University of New Hampshire
Hampton University	Saint Joseph's University	University of North Florida
Harvard University	Saint Louis University	University of Notre Dame
Harvey Mudd College	Sarah Lawrence College	University of Pennsylvania
Hobart and William Smith Colleges	Scripps College	University of San Diego
Hofstra University	Seattle University	University of San Francisco
Howard University	Simmons College	University of South Carolina
International Christian University	Smith College	University of Southern California
James Madison University	St. Catherine University	University of Tennessee - Knoxville
Johns Hopkins University	St. Olaf College	University of Washington
Knox College	Stetson University	University of Wisconsin - Madison
Lake Forest College	Stonehill College	Vanderbilt University
Lehigh University	Susquehanna University	Vassar College
Luther College	Swarthmore College	Virginia Military Institute
Lynn University	Temple University	Virginia Tech
M.I.T.	Texas A&M University - College Station	Wabash College
Macalester College	Texas Lutheran University	Wagner College
Manhattan College	Transylvania University	Washington and Lee University
Manhattanville College	Trinity College (CT)	Washington State University
Marietta College	Tufts University	Wellesley College
Marist College	University of California - Berkeley	Wesleyan College
Maryland Institute College of Art	University of California - Davis	Wesleyan University
Marymount University	University of California - Irvine	Westminster College (MO)
Meredith College - Honors	University of California - Merced	Wheaton College (MA)
Miami University	University of Colorado - Boulder	Whittier College
Michigan State University	University of Connecticut	Whitworth University
Millsaps College	University of Florida	Willamette University
Mount Holyoke College	University of Georgia	William Jewell College
Muhlenberg College	University of Kentucky	Winthrop University Honors Program
North Carolina State University	University of Louisville	Xavier University (LA)
North Dakota State University	University of Maine	Xavier University (OH)
Northeastern University	University of Maryland - College Park	
Oberlin College	University of Massachusetts - Amherst	
The Ohio State University	University of Miami	
Pitzer College	University of Michigan - Ann Arbor	
Princeton University	University of Mississippi	
Providence College		
Randolph College		

Note to the Reader

The information contained in this publication is intended to assist faculty, staff, and administrators at institutions of higher education to better understand and proactively plan for and manage various student health, safety, risk, and crisis management issues that may arise in the course of study abroad programs. Neither this publication nor any of the content contained herein constitute legal advice or a substitute for legal advice. Every circumstance, international program, situation, and institution is unique. Therefore, each institution should seek its own legal and professional advice concerning particular legal or risk issues and determine for itself what steps are appropriate in each circumstance and each international program. This publication is not intended to create a legal duty or a duty of care for any person or entity. The statements and recommendations contained herein are aspirational in nature. They are not necessarily required under applicable law. Nor do they always apply in every circumstance, case, incident, crisis, or emergency, as each one is unique. IES Abroad reserves the right to vary from the standards or guidelines contained in this publication as circumstances warrant in particular cases, in IES Abroad's sole discretion. The failure to adopt or follow any statement, guideline, or recommendation contained herein is not evidence of unlawful conduct, negligence, or wrongdoing by any person or entity.

ARGENTINA

- BUENOS AIRES

AUSTRALIA

- SYDNEY

AUSTRIA

- VIENNA

BRAZIL

- RIO DE JANEIRO

CHILE

- SANTIAGO

CHINA

- BEIJING
- KUNMING
- SHANGHAI

COSTA RICA

- SAN JOSÉ

ECUADOR

- GALÁPAGOS ISLANDS
- QUITO

ENGLAND

- LONDON
- OXFORD

EUROPEAN UNION

FRANCE

- ARLES
- NANTES
- PARIS

GERMANY

- BERLIN
- FREIBURG

INDIA

- DELHI

IRELAND

- DUBLIN

ITALY

- MILAN
- ROME
- SIENA

JAPAN

- NAGOYA
- TOKYO

MOROCCO

- RABAT

THE NETHERLANDS

- AMSTERDAM

NEW ZEALAND

- AUCKLAND
- CHRISTCHURCH

SOUTH AFRICA

- CAPE TOWN

SPAIN

- BARCELONA
- GRANADA
- MADRID
- SALAMANCA

TURKEY

- ISTANBUL

Institute for the International
Education of Students

33 W. Monroe Street, Suite 2300

Chicago, Illinois 60603

800.995.2300 **ph** 312.944.1750

fax 312.944.1448

IES
ABROAD®

www.IESabroad.org