Impact of Technology on University International Travel Policies

Aaron D. Clevenger  
*Embry-Riddle Aeronautical University*, cleve515@erau.edu

Elaine Del Rossi  
*Terra Dotta*

Patrick Morgan  
*The University Of Michigan*

Gary Rhodes  
*State University at Dominguez Hills*

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Impact of Technology on University International Travel Policies

Aaron Clevenger, Ed.D Embry-Riddle Aeronautical University, Dean of International Programs

Elaine Del Rossi, Vice President Risk Solutions, Terra Dotta

Patrick Morgan, University of Michigan, Senior Advisor for International Health, Safety, and Security

Gary Rhodes, Ph.D., California State University at Dominguez Hills
Assoc. Dean & Senior International Officer; Director, Center for Global Education
Issues Impacting Travel Safety & Security

• Students and faculty members traveling more and more to non-traditional locations
• Profile of travelers has changed to include travelers with physical and mental health issues
• International programs have expanded from short projects to long-term, volunteer and development work.
• Traveler are exposed to increasing safety, security and health issues
Technology-Supported Travel Risk Management...helps to

- Sustain competitive advantage
- Respond effectively
- Avoid financial surprises/reputational hits
- Effectively manage scarce resources
- Determine the effectiveness of existing travel programs
- Improve risk assessments
Learning Objectives

Self-Reflection and Institutional Focus: Understand the data related to international travel and their relevance to creating institutional travel policies.

Policy Development: Examine the process of creating institutional travel policies that receive broad campus approval.

Policy Implementation: Explore the role technology can play in preparing and responding to risks.
Self-Reflection and Institutional Focus: Why do we have travel policies?

- Why a Travel Policy
- How have policies evolved
- Responsibility of the institution and of travelers
- Using Technology in Forming Policy
- Travel Policy Components
Why a Travel Policy?

- Defines the scope of university responsibility
- Sets parameters for acceptable risk and expected mitigation on university-sponsored travel
- Sets expectations for travelers and promotes good decision-making on safety
- Provides a structure when risk changes during travel
- Catalytic events often begin travel policy conversations on campuses
### Maturity of Travel and Risk Management Policies

<table>
<thead>
<tr>
<th>Novice: Ad Hoc Health and Safety Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disparate policies/processes from different departments with no clear travel registration</td>
</tr>
<tr>
<td>Single source of knowledge on risk assessment; no institutional knowledge contingency</td>
</tr>
<tr>
<td>Lack of international risk mitigation and emergency response strategies</td>
</tr>
<tr>
<td>HS responsibilities divided among other staff responsibilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maturity: Centralized Health and Safety Resources, Policies, and Emergency Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many units sponsor independent travel with varying responsibility</td>
</tr>
<tr>
<td>More independent travel; students must make safety decisions</td>
</tr>
<tr>
<td>University-wide policies and systems to set baseline for risk management</td>
</tr>
<tr>
<td>University-wide emergency response strategies</td>
</tr>
<tr>
<td>Full-time Int’l HS staff</td>
</tr>
</tbody>
</table>
## Technological Considerations when Forming Policy

<table>
<thead>
<tr>
<th><strong>Define ‘sponsored’ travel to set a reasonable scope</strong></th>
<th><strong>Set your institutional risk tolerance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover all travel you can control, <em>but avoid over-broad policies that pretend to control what you can’t</em></td>
<td>Allow or restrict higher risk travel based on mission / academic need; <em>manage risk with appropriate mitigation measures</em></td>
</tr>
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<tr>
<th><strong>Control and Allocation of Resources</strong></th>
<th><strong>Understand technological / communication capabilities</strong></th>
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<tr>
<td>Set realistic expectations of travelers and the institution based on who makes travel decisions and how resources are allocated.</td>
<td>Make risk information available and promote its use, <em>even for travelers not covered by policy</em></td>
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</table>
Using Technology –
Defining Traveler Scope

Define ‘sponsored’ travel to set a reasonable scope

Cover all travel you can control, but avoid over-broad policies that pretend to control what you can’t

- Who are your travelers?
- What activities are they undertaking?
- What to do with no travel registry or an under utilized travel registry?
- Using these questions with leadership to demonstrate the need for having a travel registry.
Travel Registry? What’s that?

- What is a travel registry?
- What do you do if you don’t have one?
- What technology is needed to create a registry?
- What policy needs to be enacted to make a travel registry effective?
U-M Education Abroad
Trip Detail

<table>
<thead>
<tr>
<th>Trip Count</th>
<th>Trip Type - for all schools/colleges</th>
<th>Interactive Filters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Credit</td>
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<tr>
<td>Study</td>
<td>3,296</td>
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<td>Internship</td>
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<td>Research</td>
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<td>428</td>
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<td>Other U-M Travel</td>
<td>16</td>
<td>857</td>
</tr>
<tr>
<td>Total</td>
<td>3,582</td>
<td>2,291</td>
</tr>
</tbody>
</table>

**Trip Duration**

- Less than 2 weeks: 1,071
- 2-8 weeks: 3,130
- 9-15 weeks: 865
- More than 15 weeks: 807

**Reporting Year**
- Fall 2017 to Summer 2018

**School/College**
- all schools/colleges

**Select Level**
- all levels

**Country**
- Albania
- Algeria
- Armenia
- Aruba
- Australia
- (All)
Using Technology – Control and Allocation of Resources

• Who makes travel planning decisions? How much involvement does your institution have in creating or managing these activities?

• What resources does your institution provide that makes travel possible (e.g. funding, credit, program management)?

• For which traveler types does your institution have the resources to support (e.g. insurance, ability to assess higher risk travel, ability to conduct program reviews or assessments, etc)?

• How does this help define "university related" or "sponsored" travel by indicating level of control and support for travel?

• How does this inform what resources are mandatory in an institution-wide travel policy vs. guidelines for unit level best practices?

Control and Allocation of Resources

Set realistic expectations of travelers and the institution based on who makes travel decisions and how resources are allocated.
Expectations for Institution

Lower

Independent travelers

Program participants on Managed Programs

Participants on Faculty-led

Higher

All of the above could be students, faculty or staff
Expectations for Travelers

Higher

Independent travelers

Program participants

Participants on Faculty-led Programs

Lower

All of the above could be students, faculty or staff
Expectations for Parents

Parents of Independent Travelers

Parents of Participants on Managed Programs

Parents of Participants on Faculty-led Programs

Parents of Graduate Students
Using Technology – Defining Geographic Scope

- Where are your travelers going?
- How does this travel footprint align with risk profiles of these locations:
  - US Department of State Travel Advisories
  - Assistance Provider Ratings
  - Bespoke ratings
- What is your institution’s risk tolerance?
- What type of travel is mission critical that necessitates higher risk travel, if any?
  - Undergrad travel
  - Grad travel
  - Faculty / Staff travel

Set your institutional risk tolerance

Allow or restrict higher risk travel based on mission / academic need; manage risk with appropriate mitigation measures
Study Abroad -- 561
Student Research Abroad-- 10
Language Acquisition-- 52
Internships-- 46
Student & Faculty Outgoing Exchanges-- 97
Total for the year-- 766
In Fall 2017 to Summer 2018, where did students from all schools/colleges go?

**Academic Level - for all schools/colleges**
- Freshman: 536
- Sophomore: 970
- Junior: 1,488
- Senior: 582
- Graduate/Professional: 1,851

**Trip Type - for all schools/colleges**

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<td>3,582</td>
<td>2,291</td>
<td>5,873</td>
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Using Technology – Information Transparency

- Where to house the travel policy, should it be public or internal?
- How to direct faculty, staff, and students to the travel policy?
- Who has access to the resources or guidelines detailed in the policy?

Keep travelers informed

Make risk information available and promote its use, even for travelers not covered by policy
Policy Development:

- Identify the needs.
- Identify policy leader.
- Assemble relevant stakeholders and gain their
- Identify the scope and requirements (e.g. types
  of travel, types of travelers)
- Develop an efficient way to determine who your
  travelers are (assessment and measurement)
- Gather disparate policies that currently exist
- Draft policy.
- Finalize policy.
- Communicate and implement policy.

- ERAU-- 2 policies
  - 1 for people who had to use Travel Registry
  - 1 that established our risk management policies
Policy Implementation:
How Technology Can Help

**Research Issues**
- Study Abroad
- Athletics
- Community Services
- International Research
- International Internships
- Clubs and organizations
- International development projects
- Other

**Crisis Issues**
- Lack of Emergency Plans/Practices
- Spring Break
- Weekend Free Time Travel
- Various classroom/housing locations
- Inconsistent communication devices
- Limited tracking capability
- Uncontrollable communication
  - Social Media: Facebook, Twitter, etc.
# Potential Health and Safety Issues

- Alcohol and drug use and abuse
- Conflict between students or students and program faculty/staff
- Crime and violence
- Crisis management
- Emergency communication
- Environmental challenges/disaster response
- Faculty and staff leaders with limited knowledge/skills to support effective decision-making for health and safety
- Fire safety
- Kidnapping and terrorism
- Medical/physical/mental health response

- Political instability challenges/response
- Responding to discrimination abroad
- Responding to guidance: U.S centers for Disease Control and Prevention/U.S. Dept. of State Abroad
- Science Laboratory Hazards
- Sexual Harassment and assault
- Supporting students with special needs and disabilities
- Transportation safety
- Tropical diseases/special health issues in developing world
- Water safety
- Other health and safety challenges
Who is trained to respond and/or lead?

- University faculty in the U.S.
- University staff in the U.S.
- College students before going abroad
- Student abroad during free time
- Travel subcontractor during excursions

- University faculty abroad
- University staff abroad
- Students abroad on program-sponsored activities
- Onsite student abroad providers
- Corporate staff hired from the local country
Do all your student receive a copy of..... (and can you prove it)....?

- U.S. Department of State country-specific information sheets (and Alerts or Travel Warnings, where relevant)
- Centers for Disease Control and prevention country-specific health information sheets
- Have you reviewed study abroad program safety issues (and could you provide a document to confirm the institutional response in court) Based on...?
- Interorganizational task force good practices
- Forum Code of Ethics and Forum Standards
Planning and Testing

- Do you have Emergency Action Plans?
- Do you test your emergency response plans with staff, faculty and students before they leave the U.S. and after they arrive abroad like fire drills on campus?
Critical Issues: Technological Support

- Institutional/individual crisis management plans/practice
- Centralized support; consistent policies & procedures
- Comprehensive insurance and emergency assistance
- Staff member with responsibility for safety issues
- Connect & collaborate with colleagues
- Require staff/faculty training

- Campus-wide crisis management team: US & Abroad
- Conduct risk/safety assessments with regular updates
- Maintain incident data & disseminate (Clery Act)
- Identify risks
- Inform faculty, staff, students & parents of known risks/incidents
- Require student training
QUESTIONS?
QUESTIONS?