



MAGNA ONLINE SEMINARS

Study Abroad & Student Affairs: Best Practices in Health/Safety

Tuesday, October 6, 2009

1:00 PM – 2:30 PM (Eastern)

12:00 PM – 1:30 PM (Central)

11:00 AM – 12:30 PM (Mountain)

10:00 AM – 11:30 AM (Pacific)

(Times listed refer to daylight saving time)

Presented by:

Michael C. Sachs

Gary Rhodes



Today's presenter:

Michael C. Sachs has been in student affairs for over 20 years. He currently holds the title of associate vice president and chief student affairs officer for LIM College in New York City. Michael is a licensed attorney in New York State and previously worked for the litigation law firm of Caro & Graifman, PC. Most recently Michael co-authored Chapter VI (Ethics) of the book *Student Affairs and Services in Higher Education: Global Foundation, Issues and Best Practices* published in 2009 by The United Nations Educational, Scientific and Cultural Organization (UNESCO). Michael currently serves as the program review and development chair for the Global Dimension in Student Development Directorate of ACPA.



Gary Rhodes, Ph.D. is director of the Center for Global Education and an Affiliated Faculty Member of the School of Education at Loyola Marymount University (LMU) in Los Angeles, California. He received his Ph.D. and MS.Ed. in Education and his M.A. in International Relations from the University of Southern California (USC), and his B.A. from the University of California at Santa Barbara. He has written and presented widely on issues of safety, risk and crisis management, and legal issues and study abroad and has served as an expert witness for cases involving safety and study abroad. The Center's SAFETI (Safety Abroad First - Educational Travel Information) Clearinghouse and the Project for Learning Abroad, Training, and Outreach (PLATO) and Project for Learning in the U.S. (PLUS) Projects have developed resources to support the study abroad and international student fields. This includes online courses for study abroad (GlobalScholar.us), diversity outreach resources for study abroad (AllAbroad.us), and Student Study Abroad Handbooks (www.StudentsAbroad.com) The Center also supports California collaboration for international education through the California Study Abroad Council and collaboration with California Colleges for International Education.



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Study Abroad & Student Affairs: Best Practices in Health/Safety

October 6, 2009
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**Student Affairs & Study Abroad
Best Practices in Health / Safety**

Michael Sachs, J.D.
Gary Rhodes, Ph.D.

Sponsored by:



First Questions

- Does study abroad use student affairs' best practices?
- Do all international programs use study abroad's best practices?
- If a problem occurred abroad and a jury reviewed the incident, would your practice on all your international programs stand up to your best practice on campus and abroad?

12 Issues

- Accommodations
- Alcohol / Drugs
- Student conduct
- Crisis management
- Insurance
- Health and Wellness
- Mental Health
- Diversity/Discrimination
- Transportation
- Sexual Harassment
- Orientation
- Communication

4

Health and Safety Keys

- Know your campus culture
- Collaborate
- Codify and follow policies
- Be consistent and fair
- Apply reasonable standards
- Know the regulations that affect your institution

5

1. Accommodations / Facilities Issues

- Fire alarms or suppression systems
- Potable water or alternative
- General condition
- Local vs. home campus standards
- Staff supervision and training
- Food service

6

1. Accommodations / Facilities Suggestions

- Develop a program review checklist
- Ensure that site has been certified by third party for health and safety
- Stick to reputable hotels / hostels
- Do on-site evacuation training

7

1. Accommodations / Facilities Suggestions

- Do pre-site and continuing visits
- Ask for copies of reports
- Check for 24/7 security or secure entrances
- Inform all participants in writing of facility limitations

8

2. Alcohol & Drug Issues

- Are students, faculty, or staff members subject to the same standards as at home?
- Is there a time when a student is no longer subject to the policy?
- How will you handle drug issues?
- How will you adjudicate violations?

9

2. Alcohol & Drugs Suggestions

- Specify if programs abroad are included or exempt from home campus policies
- Create a written agreement
- Include alcohol awareness and emphasize differences abroad during orientation
- Make sure your code of conduct addresses programs abroad

10

3. Student Conduct Issues

- How do you screen students?
- How do you remove a person from the program?
- Does the institution's student code cover study abroad?
- How do you follow the student code abroad if the code has "timing" requirements?
- How do you make the process fair?

11

3. Student Conduct Suggestions

Student pre-screening:

- Have students sign release of information about previous conduct and special support needs to allow communication between offices on campus and program abroad faculty and staff

12

3. Student Conduct Suggestions

- Provide lists of applicants to offices on campus, including conduct, health center, psychological services, students with special needs, etc. (after applicants sign release)
- Develop process for review and information sharing

13

3. Student Conduct Suggestions

Adjudicating violations abroad

- Processes: from meetings to removal
- Maintaining communication with on-campus colleagues and international partners (release of information)

-cont.-

14

3. Student Conduct Suggestions

Removing a student from the program

- Clearly state in your materials the process for removing a student
- Give examples of "some" issues (actions) which may warrant removal
- Clearly outline who is responsible for cost, transportation, and academic consequences

15

3. Student Conduct Suggestions

- Option: exclude programs abroad from the code and create a separate system.
- Option: incorporate study abroad into the code.
- Hybrid: Incorporate study abroad into the code but some types of adjudication will occur upon return (at program home campus or students' home campus).
- Make sure it is codified and signed by students.

16

4. Insurance Issues

- Does it cover travel abroad?
- Who will assess student insurance policies?
- Does it provide 24 hour emergency assistance?
- Does it cover emergency evacuations?
- Who pays for services at the point of service?

17

4. Insurance Issues

- Does the company have alarm centers around the world for regional response and expertise?
- Does it cover security evacuations?
- Does it fund family travel abroad to be with an injured student?
- Does it cover mental health issues?

18

**4. Insurance
Suggested Coverage**

Student and staff insurance should cover

- Coverage outside the US
- Emergency medical evacuation
- Emergency security evacuation
- Travel for family if student is injured
- Mental health care

19

**4. Insurance
Suggestions**

- Require all students to buy insurance for study abroad approved by the institution or incorporate it into program fees
- Ask who will pay for costs incurred abroad
- Make sure that those responsible have (or have access to) funds

20

**5. Crisis Management
Issues**

- Does your campus crisis management team address programs abroad?
- Do you have a point person on your home campus for all international programs with a centralized database with all contact information?
- Do all programs get reviewed to confirm that you are limiting risk in implementing programs?
- Do you allow programs in countries with a U.S. Dept. of State Travel Warning?

21

5. Crisis Management Issues

- Have you developed an Emergency Action Plan (EAP)?
- Do you have a 24-hour emergency assistance company?
- Do you have a communication system in place among participants, faculty, and staff abroad and in the U.S. and parents or emergency contacts?
- Do you have a point person for each program? ²²

5. Crisis Management Suggestions

- All leaders and agents should have emergency contact lists, with copies on the home campus
- Buy international cell phones and phone cards for staff (satellite phones for some locations)
- Have emergency contacts abroad and at the home campus in case of a group emergency

²³

5. Crisis Management Suggestions

- Create multiple layers of support in case a student is ill during an excursion or a staff member is hospitalized
- Have several "on call" staff at your home campus
- Become a member of OSAC
- Register all students with U.S. Embassies and Consulates abroad

²⁴

5. Crisis Management Suggestions

- Have available funding to cover costs in the event of an overseas crisis
- All students and staff should have an emergency card and EAP
- Test the EAP during staff training and during student orientation programming
- During orientation, clarify student “free time”
- Update the EAP

25

5. Crisis Management Suggestions

Crisis Management Team Members

| | |
|---------------------|-----------------------|
| Study abroad office | Legal counsel |
| Student affairs | Risk manager |
| Student conduct | Public relations |
| Campus police | Campus ministry |
| Student health | Mental health support |
| President's office | |

26

6. Health and Wellness Issues

- Do you have students do a health check?
- Do you check whether students have their vaccinations and health issues reviewed prior to final approval?
- Do you have appropriate health care professionals review special issues that come up — while protecting the privacy of the student?

27

6. Health and Wellness Issues

- Do you have faculty and staff reviewed for health issues?
- Are their medications available abroad?
- Are their medications reviewed for legality abroad?

28

6. Health and Wellness Issues

- Which health care providers abroad will be appropriate for what illnesses/injuries?
- Do they speak English?
- Who is responsible for caring for the ill person?
- If an illness occurs during travel, are there at least two staff members (so one can stay with the ill or injured student?)
- What if a staff member gets ill?

29

6. Health & Wellness Suggestions

- Designate a home campus official who can travel abroad in case of an emergency as a back-up (with active passport, budget, etc.)
- Set up protocols if participants are quarantined (H1N1)
- Identify appropriate English-speaking health care providers at all program locations
- Have a list of emergency contacts

30

**6. Health & Wellness
Suggestions**

- Give parents information about coming to be with student in case of special situations and whether insurance covers travel (suggest they have valid passports)
- Be prepared to stay with the hospitalized student until the situation improves or a caretaker arrives
- In more remote areas, have protocols for emergency evacuation and repatriation, medical, mental health, and dental services

31

**7. Mental Health
Issues**

An increasing number of students on college campuses require special mental health support

An increasing number of students on college campuses use psychiatric medications

According to the American Foundation for Suicide Prevention, Suicide is the second leading cause of death among college students and the third among all 15 – 24 year olds

32

**7. Mental Health
Issues**

- Psychiatric disorders
- Legal availability of alcohol
- Stress: culture shock highs and lows
- Medications illegal abroad (Adderall)
- Pharming (using prescription drugs to party)
- Non-compliance with medication
- Faculty/staff/student understanding of issues
- Student reluctance to seek help

33

7. Mental Health Suggestions

Involve your campus Psychological Services Office
Identify mental health professionals abroad
Evaluate legality of medications
Balance privacy issues and support for special needs
Develop emergency and non-emergency support protocols for mental health support abroad
Understand suicide prevention practices

34

7. Mental Health Suggestions

Train Students

- Include in pre- and on-site orientation
- Communicate often with students
- Offer checklists (reduces anxiety)
- Share information about available help abroad (confidentiality) with all students
- Ensure all students know how to access these services (e.g. insurance, cost)

35

7. Mental Health Suggestions

Train U.S. and On-Site Staff and Faculty

- How to identify distress early
- How to offer support
- How/when to refer student
- What to do if student is reluctant to seek help
- Notifying emergency contact

(From Presentation by Ines De Romana, University of California Education Abroad Program Office)

36

8. Diversity & Discrimination Issues

Conduct that might be legal in the U.S. may be illegal and punishable in a foreign state

- Homosexuality
- Religious tolerance
- Sexual relations before marriage

Women, some ethnic groups, and some religions may face discrimination

37

8. Diversity & Discrimination Suggestions

- Knowledge is key. Provide information to students about potential challenges
- Understand the country and its culture
- Train students and staff to be culturally sensitive. Study abroad is not the time for passive resistance!
- Be very careful with roommate placement

38

8. Diversity & Discrimination Suggestions

- Give students list of items that are not appropriate to bring
- Understand the concepts of free speech in the host country
- Train staff to be sensitive to differences in communication and expected support

39

9. Transportation Issues

Has international transportation and transportation abroad been reviewed for:

- Appropriate licensure of personnel
- If faculty or staff will drive, have you checked their driving record (history of DUI?)
- State Department Country Traffic Safety and Road Conditions information

40

9. Transportation Suggestions

- Review all forms of travel for best option
- Use established vendors
- Get references and ask for licensures
- Try to avoid driving at night
- Get road safety reports/information
- Have funds available for delays
- Have a back-up plan and confirm changes in plans with home campus staff when possible

41

9. Transportation Suggestions

- Enable faculty, staff, and students to review transportation plans in advance
- Check with local U.S. Embassy or Consulate for travel advice
- Check with emergency response provider for both appropriate travel and availability of 24 hour emergency support
- Have students take an active role in "free time" transportation planning

42

**10. Sexual Harassment
Issues**

- How do we protect our students and staff from sexual assault and harassment?
- How do we handle cases that arise?
- What information do we provide to students, faculty, and staff about avoiding and responding to sexual harassment and assault abroad?
- What training do we provide to international partners and their staff?

43

**10. Sexual Harassment
Suggestions**

For members of the group:

- Should be handled under guidelines from home campus, revised to be relevant abroad
- Students should sign a written statement knowing they are subject to policies
- Include issue in student orientation
- Faculty/staff training/materials should address faculty/staff relationships
- Include in staff, faculty, and student EAP

44

**10. Sexual Harassment
Suggestions**

For non-members of the group:

- Training is key
- Understand the male/female or same-sex dynamics
- Understand the U.S.-based policies and procedures and how they have been adapted for abroad
- Appropriate dress and decorum
- Include in staff, faculty, and student EAP

45

11. Orientation

Advertising materials

- Are you including information about health and safety incidents from past programs?
- Are you describing the program accurately (what is a "family" in Madrid?)
- What learning is necessary to put student in the place of an adult consumer abroad?
- What minimum language expertise is expected? What language training or resources are provided abroad?

46

11. Orientation

Pre-Departure Orientation

- Comprehensive support or one hour orientation meeting — variations for different international programs
- Special health and safety issues/meetings: Alcohol and drugs, transportation, etc.
- Multimedia resources for faculty/staff/students
- Special challenge for pre-departure orientation for students from off-campus

47

11. Orientation

On-Site Orientation

- Reinforce all information given to students prior to arriving abroad
- Include a review and update and practice the program and personal EAP
- Review special health and safety issues
- Document orientation topics covered and attendance of staff/faculty/students

48

11. Orientation

- Special challenges for pre-departure orientation for students not from home campus
- Online resources
- Consistent orientation for all students going abroad
- Orientation of program leaders

49

12. Communication Issues

- Special foreign language issues for students, faculty, and staff: academic and personal
- Do all administrators and faculty carry a cell?
- Where programs are out of cell phone range, do you provide a satellite phone?
- Do faculty and staff have contact numbers and protocol for support in place?
- What 24 hour support is available in the U.S. and abroad?

50

12. Communication Suggestions

- Maintain central database in U.S. and abroad
- Provide students with an emergency card with important communication information
- Provide students with information for their parents on who to contact in case of concerns or emergencies at home
- Emergency texting, cell, e-mail, and other communication ("Virginia Tech" response protocol) with confirmation from student or staff
- Test communication strategies during orientation and staff/faculty training

51

Study Abroad & Student Affairs Best Practices in Health and Safety

Resource List

Developed by Gary Rhodes and Michael Sachs
October 6, 2009

This list of resources is intended to provide a starting place to assist faculty and staff involved in student affairs and study abroad to enhance institutional policies and procedures for all institutional international programs. We would appreciate your feedback on additional resources and information as we expand this list following the Magna Online Seminar on October 6, 2009. Please send any additional references from the student affairs and international program field to Gary Rhodes: grhodes@lmu.edu and Michael Sachs: michael.sachs@limcollege.edu.

Resources Related to Special Issues:

1. Accommodations/Housing

ACUHO-I Central Office (Association of College & University Housing Officers-International)

www.acuho-i.org

941 Chatham Lane, Suite 318

Columbus, OH 43221-2416

Phone: 614.292.0099

Fax: 614.292.3205

e-mail: office@acuho-i.org

Professional Standards Review

Library on building maintenance issues

Housing Facilities conference

APPA (Leadership in Educational Facilities National Facilities Management Organization)

www.appa.org

1643 Prince Street

Alexandria, VA 22314

Phone 703-684-1446

Fax 703-549-2772

Resources and publication on facilities management and best practices

NACUFS

www.nacufs.org

The National Association of College and University Food Services

2525 Jolly Road, Suite 280

Okemos, MI 48864-3680

Phone: (517) 332-2494

Fax: (517) 332-8144

Resources and publication on facilities management and best practices

2. Alcohol and Drugs

CAADE California Association of Alcohol / Drug Educators

www.cade.org

Becca Porter, CAADE Central Office

PO Box 7297, Ventura, CA 93006

telephone/fax 805-641-1677

email: CaadeCentralOffice@yahoo.com

National Standard Advocacy for addiction personnel

Certification for addiction personnel

The BACCHUS Network

PO Box 100430

Denver, CO 80250-0430

(303) 871-0901

(303) 871-0907 (Fax)

admin@bacchusnetwork.org

Advocacy, publications, and resources

Inter-Association Task Force on Alcohol and Other Substance Abuse Issue

www.IATF.org

Organization of organizations for the purpose of collaborating on issues of substance abuse.

Center for Global Education SAFETI Clearinghouse

www.globaled.us/safeti

SAFETI Newsletter Articles on Alcohol and Study Abroad

http://globaled.us/safeti/v3n1_epstein.html

http://globaled.us/safeti/v1n2_rhodes_epstein.html

Alcohol Awareness for Study Abroad Orientation Video: www.GlobalScholar.us

Register on the website to create a login and password, then login, go to the homepage and click on “Share Your Study Abroad Video”, you will find the link to download the video.

3. Student Conduct

ASCA (Association for Student Conduct Administrators, formally ASJA)

www.theasca.org

Association for Student Conduct Administrators

PO Box 2237

College Station, TX 77841-2237

phone-979-845-5262

fax-979-458-1714

Resources and publication on model codes and legal issues

4. Crisis Management

NAFSA: Association of International Educators

Education Abroad Knowledge Community Resources (members only)

http://www.nafsa.org/knowledge_community_network.sec/education_abroad_1/

SAFETI Adaptation of Peace Corps Resources

Crisis Management Handbook

www.globaled.us/peacecorps/crisis_h.html

Crisis Management Workbook

www.globaled.us/peacecorps/crisis_w.html

Risk Management Workbook

<http://www.globaled.us/peacecorps/risk.html>

SAFETI Online Newsletter

Risk Management, Safety Issues and How WPI Meets the Inter-organizational

Task Force Good Practices for Health and Safety

http://www.globaled.us/safeti/v3n1_mello.html

Personal Safety Overseas: Safety Tips for Overseas Travel

http://www.globaled.us/safeti/v1n2_oneill.html

U.S. Department of State, Bureau of Consular Affairs

Emergency Assistance to American Citizens Abroad

http://www.travel.state.gov/travel/tips/emergencies/emergencies_1212.html

5. Insurance

NAFSA: Association of International Educators

Listing of Health Insurance Companies:

http://www.nafsa.org/knowledge_community_network.sec/recruitment_admissions/esl_administration_and_1/practice_resources_20/student_services/health_insurance/

SAFETI Clearinghouse, Center for Global Education

SAFETI Insurance Information:

<http://www.globaled.us/irl/insurance.html>

Student Study Abroad Handbook: Insurance Information:

<http://www.studentsabroad.com/insurance.html>

URMIA (University Risk Management and Insurance Association)

www.urmia.org

PO Box 1027

Bloomington, IN

47402-1027

Phone: 812-855-6683

Fax: 812-856-3149

US Department of State: Bureau of Consular Affairs

Country Specific Information - Medical Insurance

http://travel.state.gov/travel/cis_pa_tw/cis/cis_1470.html

6. Health and Wellness

ACHA (American College Health Association)

www.acha.org

American College Health Association

891 Elkridge Landing Road, Suite 100

Linthicum, MD 21090

(410) 859-1500

(410) 859-1510 (fax)

Advocacy, publication, resources and cross cultural resources

ACA (American College Counseling Association)

www.counseling.org/

5999 Stevenson Ave.

Alexandria, VA 22304

(703) 823-0252

ACA Toll-Free Numbers:

ACA: (800) 347-6647

FAX: (800) 473-2329

Advocacy, publication resources, standards

The Jed foundation

www.jedfoundation.org

The Jed Foundation

220 Fifth Avenue, 9th Floor

New York, NY 10001

212-647-7544

212-647-7542

Support, resources, advocacy and publication for suicide and emotional health

7. Mental Health Issues

The American Association of Suicidology

www.suicidology.org

American College Health Association

www.acha.org

American Foundation for Suicide Prevention

www.afsp.org

Active Minds (peer to peer resource)

www.activemindsoncampus.org

Bazelon Center for Mental Health Law

www.bazelon.org

NAFSA: Association of International Educators

Best Practices in Addressing Mental Health Issues Affecting Education Abroad

Program Participants

www.nafsa.org/mentalhealth

My Student Body

www.mystudentbody.com

Substance Abuse & Mental Health Services Administration

www.samhsa.gov

What a Difference a Friend Makes

www.whatadifference.org

SAFETI Adaptation of Peace Corps Resources

<http://www.globaled.us/peacecorps/index.html>

Maintaining Strong Mental and Emotional Health

<http://www.globaled.us/peacecorps/maintaining.html>

SAFETI Online Newsletter

Study Abroad and Mental Health: Identifying, Assisting, and Referring Students in Distress

http://www.globaled.us/safeti/v3n1_settle.html

8. Diversity/Discrimination

Diversity Web: An Interactive Resource Hub for Higher Education

<http://www.diversityweb.org/>

National Association of Diversity Officers in Higher Education

<http://www.nadohe.org/>

NAFSA: Association of International Educators

Underrepresented Populations in Education Abroad

http://www.nafsa.org/knowledge_community_network.sec/education_abroad_1/education_abroad_2/practice_resources_12/getting_started/underrepresentation_in/

AllAbroad.us:

Center for Global Education at Loyola Marymount University

www.allabroad.us

9. Transportation

Association for Safe International Travel (ASIRT)

www.asirt.org

Study Abroad Resources Including Country-Specific Transportation Issues

<http://www.asirt.org/StudyAbroad/tabid/58/Default.aspx>

U.S. Department of State, Bureau of Consular Affairs

Road Safety Overseas

http://travel.state.gov/travel/tips/safety/safety_1179.html

10. Sexual Harassment and Assault

Hubert H Humphrey Institute on Public Affairs, University of Minnesota

Sexual Assault on Campus: Bibliography and Resources

http://www.hhh.umn.edu/centers/wpp/research/sexual_assault_bibliography.html

SAFETI Adaptation of Peace Corps Resources

<http://www.globaled.us/peacecorps/index.html>

Rape Response Handbook

<http://www.globaled.us/peacecorps/rape.html>

SAFETI Online Newsletter

www.globaled.us/safeti/newsletter.html

Sexual Harassment and Prevention In College Students Studying Abroad

http://www.globaled.us/safeti/v1n2_newport.html

Treatment of Sexual Assault in College Students Studying Abroad

http://www.globaled.us/safeti/v1n1_usc_art2.html

11. Orientation

SAFETI Clearinghouse, Center for Global Education, Loyola Marymount University

SAFETI Resources for Program Administrators: Orientation

<http://www.globaled.us/irl/irlca4.html>

SAFETI Newsletter: Personal Safety Workshops: Good Opportunity for Study Abroad Students

http://www.globaled.us/safeti/v3n1_fitzsims.html

SAFETI Newsletter: Top Ten Ways Not to Become a Victim of Crime Around the World

<http://www.globaled.us/safeti/toptennotvic.html>

SAFETI Newsletter: Advice for Parents: Frequently Asked Questions

http://www.globaled.us/safeti/v2n1_hoffa.html

Student Study Abroad Handbooks: Pre-Departure Planning

<http://studentsabroad.com/traveldocs.asp>

Student Study Abroad Handbooks: Advice for Parents

<http://www.studentsabroad.com/adviceforparents.asp>

GlobalScholar.us Online Courses for Study Abroad

www.GlobalScholar.us

AllAbroad.us Diversity Outreach for Study Abroad

www.AllAbroad.us

US Centers for Disease Control and Prevention

Country Specific Information

<http://wwwnc.cdc.gov/travel/destinations/list.aspx>

US Department of State, Consular Affairs

International Travel Information

http://travel.state.gov/travel/cis_pa_tw/cis_pa_tw_1168.html

Students Abroad Website
<http://studentsabroad.state.gov/>

12. Communication

SAFETI Clearinghouse, Center for Global Education at Loyola Marymount University

www.globaled.us/safeti

SAFETI Resources for Program Administrators: Communication

<http://globaled.us/irl/irlca9.html>

SAFETI Adaptation of Peace Corps Resources Team Building Workbook

<http://globaled.us/peacecorps/team.html>

Student Study Abroad Handbooks Methods of Communication While Abroad

<http://studentsabroad.com/methodsofcomm.asp>

Student Study Abroad Handbooks: Communication Sheets

<http://studentsabroad.com/infosheet.asp>

Student Study Abroad Handbook Emergency Planning

<http://studentsabroad.com/planning.asp>

US Department of State, Consular Affairs

Travel.state.gov

Get Help in a Foreign Country

http://www.travel.state.gov/travel/tips/emergencies/emergencies_1205.html

StudentsAbroad Website: Contact Us

<http://studentsabroad.state.gov/>

General Study Abroad Health and Safety

- General Resources Available at No Cost -

- **Interassociational Advisory Committee on Safety and Responsibility in Study Abroad**

In 1998, a set of “Guidelines” was published, which was later revised to be “Good Practices and published as “Responsible Study Abroad: Good Practices for Health and Safety” with information for Program Sponsors, Participants, and Parents/Families/Guardians.

http://www.nafsa.org/knowledge_community_network.sec/education_abroad_1/developing_and_managing/practice_resources_36/policies/guidelines_for_health/

- **NAFSA: Association of International Educators (NAFSA)**

www.nafsa.org

1307 New York Avenue, NW
8th Floor
Washington, DC 20005-4701
202.737.3699 - phone
202.737.3657 - fax

NAFSA provides a wide variety of resources to support study abroad program development and administration within their “Education Abroad Knowledge Community.” Some resources are available only to members:

http://www.nafsa.org/knowledge_community_network.sec/education_abroad_1/

Strengthening Study Abroad: Recommendations for Effective Institutional Management

https://www.nafsa.org/knowledge_community_network.sec/international_education_4/chief_international_education/practice_resources_14/internationalizing_the/imsa_epub/

- **The Forum on Education Abroad**

www.forumea.org/

The Forum on Education Abroad is an organization whose exclusive purpose it is to serve the field of education abroad. It is recognized by the US Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for education abroad.

Standards of Good Practice for Education Abroad and Standards of Good Practice for Short Terms Education Abroad Programs

<http://www.forumea.org/standards-index.cfm>

Code of Ethics for Education Abroad

<http://www.forumea.org/forumethicsproject.cfm>

Standards Toolbox

<http://www.forumea.org/standards-toolbox.cfm>

- **SAFETI Clearinghouse, Center for Global Education at Loyola Marymount University**

The SAFETI Clearinghouse was developed with funding support from FIPSE: US Department of Education to serve as a national resource for the study abroad field. The SAFETI Clearinghouse includes a broad range of resources to help universities support the development and implementation of study abroad programs. The StudentsAbroad.com Study Abroad Student Handbooks and GlobalScholar.us online courses for study abroad provide resources and information to assist students.

Resources for Faculty and Staff: SAFETI Clearinghouse

www.globaled.us/safeti

Student Study Abroad Handbooks:

www.studentsabroad.com

Online Courses for Study Abroad:

www.globalscholar.us

- **US Government Resources**

U.S. Department of State

Bureau of Consular Affairs

Studying Abroad

http://travel.state.gov/travel/living/studying/studying_1238.html

International Travel Safety Information for Students

http://travel.state.gov/travel/cis_pa_tw/safety/safety_2836.html

State Department Students Abroad Website

<http://www.studentsabroad.state.gov/>

Travel Warnings, Country Specific Information & Travel Alerts

http://travel.state.gov/travel/cis_pa_tw/cis/cis_1765.html

- **Overseas Security Advisory Council**

www.osac.gov

- **US Centers for Disease Control and Prevention (CDC) Travelers Health Information**

wwwnc.cdc.gov/travel/

Travel Health Tips for U.S. Students Studying Abroad

<http://wwwnc.cdc.gov/travel/content/study-abroad.aspx>

Country Specific Travel Health Information

<http://wwwnc.cdc.gov/travel/destinations/list.aspx>

- **U.S. Peace Corps**

SAFETI Adaptation of Peace Corps Resources

<http://www.globaled.us/peacecorps/index.html>

The SAFETI Clearinghouse adapted Peace Corps resources for the study abroad field for issues including Risk and Crisis Management to Alcohol Use, Water Safety, and Maintaining Strong Mental and Emotional Health

- ***Student Affairs and Services In Higher Education: Global Foundation, Issues and Best Practices***

Ludeman, Osfield, Hidalgo, Oste, Wang, United national Educational Scientific and Cultural Organization (UNESCO) , 2009

Counseling
Food Service
Disability Services
Discipline / conduct

- General Resources Available for Members Only or For Purchase -

- **Counsel for the Advancement of Standards in Higher Education**

Laura S. Dean, Editor, seventh edition, 2006. Washington DC
<https://www.cas.edu/>
One Dupont Circle NW Suite 300
Washington, DC 20036-1188
202-862-1400

The CAS Standards include a section focused specifically on study abroad.

- **United Educators**

United Educators provides insurance and support for the specialized liability needs of education through fair and appropriate pricing. We were founded by educational institutions, and operate solely for educational institutions. They have developed some publications focused on managing risks for study abroad, available to members.

Other Important Higher Education Resources

Counsel for the Advancement of Standards in Higher Education

Laura S. Dean, Editor, seventh edition, 2006. Washington DC
<https://www.cas.edu/>
One Dupont Circle NW Suite 300
Washington, DC 20036-1188
202-862-1400

Alcohol
Counseling
Housing / Food Service
Student Conduct
Standards

The Law of Higher Education

Kaplin, W.A. & Lee, B (1995)
(1995) Jossey-Bass.

ACPA (College Student Educators International)

www.myacpa.org

One Dupont Circle, NW, suite 300
Washington, DC 20036
202-835-2272

Disability Services
Counseling
Housing
Special Needs

NACUA (National Association for College and University Attorneys)

www.nacua.org

One Dupont Circle, Suite 620
Washington, DC 20036
voice: 202.833.8390
fax: 202.296.8379

NASPA (Student Affairs Administrators in Higher Education)

www.naspa.org

1875 Connecticut Ave., NW, Suite 418
Washington, DC 20009
202-265-7500

Alcohol and Drug
Special Needs
Health

Mobility International USA (MIUSA)

www.miusa.org

132 E. Broadway
Suite 343 Eugene
Oregon USA 97401
Phone: (541) 343-1284 (Tel/TTY)
Fax: (541) 343-6812

Since 1995, MIUSA has served as the National Clearinghouse on Disability and Exchange (NCDE), a project sponsored by the Bureau of Educational and Cultural Affairs of the United States Department of State. NCDE provides conference presentations, collaborative initiatives, publications and resources, and information and referrals to disability and international exchange professionals, and students, volunteers and individuals with disabilities interested in international exchange opportunities.

AHEAD - The Association on Higher Education and Disability

www.ahead.org

107 Commerce Center Drive, Suite 204

Huntersville, NC 28078 USA
Phone: (704) 947-7779
Fax: (704) 948-7779

Professional and Program Standards Downloadable PDF
Advocacy, resources and publications

STUDENT AFFAIRS LEADER

SEPTEMBER 15, 2009

VOL 37, NUMBER 18

Time to Retire 'Helicopter Parent'?

It would be tempting to think that after years of use, "helicopter parent" is ready to be retired. But some parent program directors say that the term and its siblings have retained their power to be hurtful and unhelpful. Others in student affairs find the terms too broadly applied to parents who interact with their students appropriately, while others say that it's too bad that the terms ever took on negative connotations at all.

But the people who spoke with *Student Affairs Leader* agree on two things: that parent involvement, when appropriate, is a positive and that families benefit from guidance on what "appropriate" is.

Calling names

Marjorie Savage, director of parent programs at the University of Minnesota, is not a fan of the term. "Personally, I hate the helicopter name and all the spin-offs—'lawnmower parents,' 'stealth bombers,' 'submarine parents,' et cetera," she says. "I'm amazed that while we try to teach our small children not to call people names, educators are somehow willing to call parents derogatory names."

Jody Donovan, executive director of parent and family programs at Colorado State University, also dislikes the term because it belittles family members' good intentions. "It denigrates and makes fun of the love that parents and families have for their students," she says.

But there *have* been significant changes in how family members interact, compared to previous generations, and in some cases, parents do create problems. "Helicopter parent" and similar terms have offered parents, institutions, and the general public a shorthand—albeit an imperfect shorthand—to recognize and talk about it.

"Even parents use the terminology to describe themselves," says Savage, author of *You're on Your Own (But I'm Here If You Need Me): Mentoring Your Child During the College Years* (2003).

In fact, terminology for overinvolved parents is not common just to North America or Anglophone countries, Savage says.

"In England, a professor has dubbed parents as 'agents' (as in football agents who step in to handle the student's contracts and deal with authorities when problems arise) or 'bankers' (who put up the money for whatever the student wants and needs) or 'white knights' (who charge in to save the day and then ride away into the distance). In Japan, there are '*koiku* mamas,' [or] 'education mamas,' who do whatever is necessary to ensure their children get the best education possible. Even Scandinavian countries have their own version—'curling parents' who sweep the ice clear of anything that might keep their students from precisely hitting their goals," Savage says.

According to the student affairs professionals *Student Affairs Leader* spoke with, the problem with these terms is that in addition to being derogatory, they're often applied to a whole generation of parents, when only a small proportion of parents are actually overinvolved to the point of damaging their students' development or are aggressive with college staff.

"I probably have ten to fifteen really positive experiences with parents and families for every negative one," Donovan says. "I think we tend to hold on to the negative ones to have war stories. We get mileage out of the negative ones: 'I can top your story.'"

Trading war stories can be fun, Donovan admits, "but when you're the brunt of it, when you're a parent trying to do the best you can, that doesn't create a very welcoming environment."

In research Donovan has conducted at Colorado State, students initiate contact with their parents about half the time, suggesting that parents aren't "hovering" as much as interacting.

"We have this assumption that the parents are bugging the students, and what [the results] told us was that ... the students are reaching out and asking their parents and families to be involved."

Perry Francis, coordinator of counseling services in Eastern Michigan

continued on page 2



President - William Haight
billh@magnapubs.com

Publisher - David Burns
dburns@magnapubs.com

Editor - Therese Kattner
tkattner@magnapubs.com

Creative Services Manager - Mark Manghera

Art Director - Deb Lovelien

Customer Service Manager - Mark Beyer

Contributing Editors:

Arthur Sandeen, University of Florida;
Margaret Barr, Northwestern University;
Kathleen Manning, University of Vermont

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'HELICOPTER PARENT'? from page 1

University's Education Clinical Suite, agrees that aggressive parents are in the minority. They are, however, disproportionately vocal, making it seem as if they are the rule rather than the exception.

"It's what I call the 90-10 rule," Francis says. "Oftentimes we don't hear about the 90 percent of the things that are going right."

Alternatives

So what terminology can we use to describe the appropriate involvement that Donovan and Francis say most parents exhibit?

Donovan says that she and her colleagues use an "umbrella" analogy. "We created it in direct opposition of the 'helicopter,' and it helps families and parents know what to do."

The analogy goes as follows: If you were in the rain with an umbrella and noticed someone else without one, you'd probably offer to share. You'd wait to see if the other person accepted your offer of assistance. And if the offer was accepted, you'd walk slightly behind or alongside—but not in front of—the other person. And you wouldn't follow that person around with your umbrella on a sunny day, just in case.

"That same thing would hold true if your student is struggling. Parents and families have an umbrella of life skills, life lessons, and family values," Donovan says. "And if you're holding the umbrella, your students' hands are free do to the work of the university."

Colorado State not only introduces parents to that analogy during admissions and orientation, but also introduces staff and faculty to the analogy to help them understand the process students and their families are going through, Donovan says.

"We've been able to impact the institutional philosophy around working with parents and families so that the knee-jerk reaction isn't 'I hate talking to parents.' The reaction is 'Let me see if I can help them, and if I can't, I'll pass them to Jody.'"

Marcia Baxter Magolda, distinguished professor of educational leadership at Miami University in Ohio, uses a tandem bike metaphor in her books *Authoring Your Life: Developing an Internal Voice to Navigate Life's Challenges* (2001) and *Making Their Own Way: Narratives for Transforming Higher Education to Promote Self-Development* (2009).

In this metaphor, the front rider of the bicycle is called the "captain" and the rear rider is the "stoker." The captain maintains control of the ride by guiding the direction of the bicycle and controlling the gears. The stoker contributes to the journey by adding extra power to the pedaling. In *Authoring Your Life*, Baxter Magolda recommends that college educators take the stoker role, allowing the student to assume control of the bicycle's speed and direction.

Baxter Magolda's metaphor is also useful for describing how parents and students can work together, Eastern Michigan's Francis suggests: The parent and student are both on the bicycle, pedaling toward the same goal. As the student grows and develops throughout high school, he or she gets practice time on the front seat. In college, the student takes over the front seat and full responsibility for the direction in which the bicycle is headed.

James Boyle, president of the College Parents of America, says he hasn't heard of any fresh analogies for appropriate involvement but personally likes the long-standing coach-athlete metaphor.

"The coach is on the sidelines, but the player or student is in the game. The coach can make suggestions about how to approach the game and can help instruct during the game, but it's the student who has to do the work."

Rehabilitation?

Although these analogies are good teaching tools for families, staff, and faculty, they don't have the punchy, sound-bite quality of some of the negative terms, Savage says, so those

continued on page 5

H1N1 campus preparedness and response guide:

The Centers for Disease Control and Prevention have released guidance on how colleges and universities should respond to influenza during this academic year. Available at www.flu.gov/plan/school/higheredguidance.html, the document recommends that institutions

- help faculty, staff, and residential students with flu-like symptoms self-isolate (except for accessing medical care) by reviewing and revising policies such as student absenteeism and faculty and staff sick leave policies
- discourage ill people from visiting campus
- permit high-risk students, faculty, and staff to stay at home if flu is spreading in the campus community
- consider suspending classes or exploring distance education options if there is an outbreak

Locking classrooms from the

inside: A University of Michigan Senate advisory committee recently proposed reviewing the advisability of equipping classrooms with doors that lock from the inside to help protect students and faculty

from potential on-campus shooters. Classroom doors currently cannot be locked from inside due to state fire codes that require that classroom doors be opened with only one motion. A new locking system would be needed for the current doors to meet the existing code while being able to be locked from inside. Those in favor of the interior locking plan cite the increased security that locks could bring. Those opposed say the cost and inconvenience of interior locks are not worth the effort.

Updated alcohol risk assessment

guide: The Higher Education Center of the U.S. Department of Education has updated its publication *College Alcohol Risk Assessment Guide: Environmental Approaches to Prevention*. The guide is designed to help administrators identify campus environmental factors that contribute to alcohol-related problems. The update incorporates recent prevention research. The guide can be downloaded from or viewed at www.higheredcenter.org/services/publications/college-alcohol-risk-assessment-guide-environmental-approaches-prevention.

Students and emotional and physical violence:

Nearly 20 percent of college students visiting their institutions' health clinics say they were victims of emotional or physical violence in the last six months, according to a study of students at campuses in Washington, Wisconsin, and British Columbia. Students who visited the health clinics at these campuses were asked to fill out surveys. The results, reported in a recent *Journal of Adolescent Health*, show that among female respondents, 15 percent reported experiencing emotional violence (including threats, ridicule, and property destruction) and 3 percent reported experiencing physical violence. Among male respondents, 9 percent reported experiencing emotional violence and another 9 percent reported experiencing physical violence. One-third of the women and two-thirds of the men said that they had been drinking alcohol when the violence occurred. There were no significant differences between Canadian and U.S. responses. ●

PERSPECTIVES from page 6

professionals should be well aware of who holds the authority to answer those questions within the institution's various schools and colleges. It is essential that when such information is provided to entering transfer students, it is as accurate as possible.

Finally, **understand the mix of your transfer students and how they are accessing higher education.** This understanding will dramatically improve the quality of their educational experience at your institution.

Many transfer students will appear to have "hopped" from institution to institution. Data indicates that there is a great

change in how students are enrolling in higher education. Borden (2004) discusses "swirling students," identifying them as students who may enroll concurrently in more than one institution or students who take some courses online or students who enroll for purposes other than getting a degree or students who stop in and out of the higher education experience, depending on their life circumstances.

Understand that as transfer students are changing, so must institutions as they work with them. In fact, we may have to redefine just what "retention" means as students "swirl" through the options that are available in American higher education.

References

Borden, V.M.H. "Accommodating Student Swirl," *Change*, 2004, 35(2), 10-17.

Handel, S.J. "Transfer Students Apply to College, Too. How Come We Don't Help Them?" *The Chronicle of Higher Education*, 54(9), B20.

Arthur Sandeen, Ph.D., and Margaret J. Barr, Ph.D., together have more than 45 years' experience as vice presidents of student affairs. They are both contributing editors to Student Affairs Leader. Send your questions for them to editor Therese Kattner at tkattner@magnapubs.com. ●

The Benefits of Collaborating with Study Abroad

Our February 1 cover story “Why Student Affairs Should Care about Study Abroad” explored why student affairs and study abroad administrators should collaborate to improve the health and safety of students abroad.

In the following interview, Gary Rhodes, Ph.D., director of the Center for Global Education at Loyola Marymount University, and Michael Sachs, J.D., associate vice president for student affairs at LIM College, expand on this idea as well as discuss how a student affairs/study abroad collaboration benefits faculty and staff as well.

SAL: What are the benefits of a study abroad/student affairs collaboration?

Rhodes: The collaboration is particularly important in areas that have significant health and safety implications for students. It minimizes the chance of students getting inconsistent messages. If, for instance, on-campus policy prohibits all students under 21 from drinking alcohol, but the program abroad in France considers a 19-year-old to be of legal drinking age and considers learning about French wine a part of cultural understanding, we may be missing an opportunity to provide appropriate use training for students, providing on-site faculty and staff with methods to support responsible drinking practices, and being clear about conduct policies. Alcohol use and abuse is connected to many of the safety challenges students face abroad—inconsistency about policy goes against effective student support practices.

Sachs: I also want to emphasize the need for students to understand their rights and responsibilities with regard to their participation in study abroad. Does the student code apply [at the study abroad site], and if so, are exceptions made for study abroad?

Rhodes: A study abroad/student affairs collaboration also benefits staff. Many of our campuses claim global

learning and understanding as a part of their missions, so not training staff on how to effectively develop and administer programs in which students go abroad excludes that staff member from the campus’ international learning goal. It’s also a missed professional development opportunity.

U.S. campuses are sending many students abroad on programs outside the study abroad office—from athletics to international internships, community service, and research projects. [Yet] most higher education administration programs provide limited training when it comes to international program administration.

Sachs: The question is, Are we doing the same emergency training in study abroad [that we do for on-campus programs]? For example, do we go over escape plans with participants in case of fire? Have we trained our faculty and staff to be “live in” staff members during the study abroad program?

We would never allow our residence hall staff to be responsible for a group of students without extensive training, yet institutions often do with regard to study abroad. When the [study abroad/student affairs] collaboration works, students will know their rights and responsibilities and health and safety issues will have been fully addressed.

SAL: What are the challenges to creating or improving this partnership, and how can they be overcome?

Rhodes: I think it starts with training. Many who get into the study abroad field don’t go through a traditional higher education or student affairs administration program, and those who go through training focused on international education administration may not get the student affairs training. On the other hand, many who go through student affairs or higher education administration training in graduate programs traditionally don’t get much

coursework focused on international program development and administration.

In addition, the faculty who lead programs don’t usually get recognized in promotion and tenure reviews for the work they’ve done in support of study abroad program development and administration—or for additional learning about higher education administration or student affairs. One of the benefits of additional support is that those with the appropriate expertise on issues of travel health or alcohol use or abuse could help develop consistent policies for on campus and study abroad and do so working with the faculty and staff with international expertise.

Sachs: There is also the silo challenge. Comments such as “That is not my area,” “That has nothing to do with us,” or “I don’t have time” need to be overcome. Trying to integrate study abroad into a host of often disconnected areas of the institution (judicial affairs, disability services, housing, food service, student life, academic advising, etc.) can be an enormous challenge, particularly since each area does not speak the same language.

SAL: In your experience, is there an area that campuses tend to neglect when planning for the health and safety of study abroad students?

Rhodes: This varies from campus to campus and with changes in staff. One year an institution may have one of the best study abroad infrastructures in the country, and then the leadership may leave or be replaced and have only limited expertise and campuswide collaboration.

One area that the study abroad field is looking closer at is the collection of incidents abroad, to provide better data on what happens to students abroad in terms of health and safety incidents: the

continued on page 5

'HELICOPTER PARENT'? from page 2

terms might not die off any time soon.

But perhaps the terms can be rehabilitated, or at least made a little less derisive of parental and family involvement. College Parents of America president Boyle wrote a November 2007 column titled “In Defense (Again) of Helicopter Parents”

(www.collegeparents.org/cpa/news.html?j=1240) to question the idea that hovering is always a bad thing. He writes

I can't predict exactly how future press coverage of college parents will turn out, but I am not happy that the term “helicopter parent” has seemed to take on such a negative connotation. ... After all, we humans use helicopters to perform some important and essential jobs. Traffic reporters use choppers to help us keep an eye on local traffic and to suggest alternate routes if our commute becomes clogged. Emergency personnel use helicopters to perform search and rescue operations, and

those individuals really value the fact that these mechanical birds can hurtle into the sky on a moment's notice, flying whenever and wherever it is necessary.

W. Scott Lewis, a partner of the National Center for Higher Education Risk Management and previous judicial affairs director at the University of South Carolina, avoids the helicopter analogy altogether to describe what he asserts is the most difficult type of parent to work with, the “*Gilmore Girl* parent” (named after the television show in which a young mother and her adolescent daughter interact more as peers than as parent and child).

“These folks are a little more difficult [to work with] because they want there to be no negative impact on their children,” Lewis says. “They want the students to grow and be successful, just like you and I do, but they want there to be minimal or no stumbling blocks along the way.”

In contrast, helicopter parents from

Your ideas

Do you have an analogy or term you find useful in describing healthy family-student interactions? Share them with other readers by contacting editor Therese Kattner at tkattner@magnapubs.com. We'll print your ideas in an upcoming issue.

Blackhawk (large and intimidating) to Cobra helicopters (light and quick-strike) are “very educable,” and their engagement is a positive—if colleges are willing to introduce them and support them in using parenting strategies that aid their students' development.

“They want the same thing for their student that we want. This is important because once they understand that, they're very, very amenable to partnering with you.” ●

STUDY ABROAD from page 4

Clery Act–type data you find on campus is poorly kept and disseminated for most study abroad programs.

Another area where additional collaboration could make a significant impact is collaboration with offices that support students from diverse backgrounds. One of the resources we've developed, AllAbroad.us, provides resources to support greater collaboration between these sectors and to provide additional support and mentorship to students from diverse backgrounds for study abroad. More needs to be done to increase participation rates by underrepresented groups, and this collaboration could make a significant impact.

Sachs: As I noted, issues of student health, safety, and rights are infrequently integrated into study abroad. It is assumed that the program is fully vetted, but no one really asks by whom and by what standards. I believe that most institutions believe that host institutions' facilities are at the same level as those in the U.S., but that is often not the case. Institutions tend to do a very good job assessing the academic programs in study

abroad but fail to take the next step and assess the nonacademic components.

Rhodes and Sachs will present the online seminar “Study Abroad and Student Affairs: Best Practices in Health/Safety” on October 6. More information is available at www.magnapubs.com/calendar/362.html. ●

Call for Proposals

Magna Publications is accepting proposals for its online seminar series. These seminars share practical advice on student success, student services, and student development. For more information on how our online seminars work, visit www.magnapubs.com/calendar/index-cat-type.html. To submit a proposal, visit www.magnapubs.com/mos/proposal.html.

perspectives

Five Ways to Improve the Transfer Student Experience

Q: *At a recent staff meeting we were discussing programs and services for new freshmen, when someone remarked, “Don’t forget we have three hundred transfer students also coming in.” As I left I realized that we had not spent any time considering transfer students. Are we alone in overlooking them in our planning and programming?*

Margaret Barr and Art Sandeen reply:

Unfortunately, transfer students are often an afterthought as institutions plan each year for newly entering students. Programs and activities for transfer students are often merely seen as additions to the freshman orientation program. Often the institutional focus for transfer students is on the transfer of credits rather than on the transfer of the person. Your institution is not alone in giving transfer students less consideration than new freshmen, and the transfer student issue has been a topic of recent articles in both *The Chronicle of Higher Education* and *Inside Higher Ed*.

We think transfer students deserve greater attention, and with the current economic conditions, it is likely that many institutions will be receiving greater numbers of transfer applications, particularly from students in community colleges. There are several perspectives that may be useful in determining if your institution is adequately responding to the needs and concerns of transfer students.

First, **try to understand the reasons why students are transferring to your institution.** Have they changed their educational focuses? Are they changing institutions because of financial considerations beyond their control? Are they transferring from community colleges in order to complete the baccalaureate degree? Did they begin their college work as members of the armed services? Are they students returning to school after long absences

caused by raising a family or work issues? The answers to these questions, and any additional issues you may think of, truly define the needs and aspirations of transfer students coming to your institution. Just like freshmen, transfer students will bring a variety of levels of preparation, experience, motivation, and engagement.

Second, **examine what information the institution makes available to potential transfer students as they are making the decision to transfer to your institution.** Handel (2007) indicates that information for transfer students is very sparse both when general searches are made on the Web or when the potential student goes to the written information or website provided by the institution. Although much of the information provided for potential freshmen can help transfer students too, most transfer students, according to Handel, have additional questions, including the following:

- Does your institution accept transfer students?
- Should a student attempt to transfer after completion of one or two years of collegiate work?
- Is financial aid available to transfer students?
- What specific academic advising is available to help transfer students make the transition as seamless as possible?
- What unique programs and services are available at your institution for transfer students?

Third, **evaluate the effectiveness of your current program offerings for transfer students.** Does the timing of program offerings or the content of the programs create barriers for transfer student participation? What, from a transfer student’s perspective, could be done to improve the transition process? Such evaluations could include focus

groups of recent transfer students as well as transfer students who have been at the institution for some time. These students can provide valuable insights about what information and support is most helpful and inviting to transfer students.

Often transfer students do not believe that they need to be oriented to the new institution, because they are experienced college students. But the decision to transfer without participation in institutional orientation and support programs can interfere with the ability of the transfer student to immerse himself or herself quickly in the new educational environment. Learning from transfer students about what they feel they need to know and what methods of marketing information make the most sense to them will go a long way toward improving the effectiveness of your transfer student program. In addition, you should consider designating a student affairs staff member to serve as a continuing point of contact and support for transfer students. A generalist with knowledge of the institution can assist transfer students in connecting with student groups and sources of assistance.

Fourth, **make sure someone on staff is knowledgeable about articulation agreements and can answer questions about course credit transfer.** Many states have well-developed articulation policies between community colleges and public colleges and universities within their borders. (New Jersey, New York, Pennsylvania, and Texas are a few examples.) But such articulation agreements are less well developed across state lines and with independent institutions within the state. As a result, some transfer students may encounter difficulty in transferring credits. We understand that the issue of articulation of course credit is an academic one, but student affairs pro-

continued on page 3

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