NAFSA Health and Safety Subcommittee Members

Andrea Drake, University of Massachusetts Amherst (co-chair)
Chris Cook, Cornell University (co-chair)
Dianne De Salvo, Central Michigan University
William Huser, New York University
Daniel Kampsen, Lafayette College
Katie Kirkland, Providence Day School
Colin McElroy, CIEE
Jennifer Wilkinson, London Metropolitan University
Today’s Agenda

10:00-10:30
Three Perspectives on Restarting Education Abroad

10:30-10:40
Responding to the Change in Travel Advisories

10:40-11:00
Q&A

11:00-11:45
Breakout rooms

11:45-12
Q&A and Closing Remarks
Polls!

Please answer the poll questions
UMass Amherst’s Approach to Restarting Education Abroad
UMass Amherst Institutional Profile

- Commonwealth’s flagship campus
- Large public research university
- Enrollment (Fall 2020)
  - 24,233 undergraduate students
  - 7,409 graduate students
  - 31,642 total students

Education Abroad
- Students mainly go abroad for semester or academic year instead of short-term program
- Approx 1,200 undergraduate students abroad annually
Education Abroad Numbers

Pre-Covid enrollment

• Fall
  230 undergrads

• Spring
  750-800 undergrads

• Summer
  300 undergrads
  7 faculty-taught programs

Covid enrollment

○ Fall 2020
  17 students*
  *includes home country internships (2)

○ Fall 2021
  approx 150 students

○ Spring 2021
  47 students*
  *includes those who haven’t departed yet (3), virtual (2), and home country internships (4)

○ Summer 2021
  approx. 60-70 undergrads
  2 faculty-taught programs (we hope!)
UMass Amherst’s Approach

1. Narrow options by country
   a. Continually evaluate a large variety of data sources on country’s COVID rates, have no-go thresholds

2. Narrow options by program
   a. Carefully narrow program options, based on data from partners

3. Prepare students, set expectations
   a. COVID-19 Acknowledgement Form
   b. Vaccinations required starting Summer 2021

“It's definitely a great experience so far, despite covid.”

“Despite everything, I am still extremely grateful that I am able to spend my time here.”

“The pandemic has put up many roadblocks, but they have all been such growing experiences.”
## Approach to the new advisories

- Already use as one of several factors
- Why? Well:

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>REGION</th>
<th>Vaccination Rates, at least one dose of COVID-19 vaccine (5.4.21)</th>
<th>CDC (5.4.21)</th>
<th>US DOS (5.4.21)</th>
<th>WHO Efficiency of Care (static)</th>
<th>Global Health Security Index assessment (static)</th>
<th>Harvard Metrics on Case Rates (5.4.21)</th>
<th>WHO current COVID infection rates/spread (5.4.21)</th>
<th>Our World in Data Daily Positive Test Rates (5.4.21)</th>
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<td>US DOS Level 4</td>
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<td>Community transmission</td>
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<td>CDC Level 4</td>
<td>US DOS Level 4</td>
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<td>CDC Level 4</td>
<td>US DOS Level 4</td>
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<td>Orange</td>
<td>Community transmission</td>
<td>0.00%</td>
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<td>US DOS Level 4</td>
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<td>Yellow</td>
<td>Clusters of cases</td>
<td>0.40%</td>
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<td>CDC Level 4</td>
<td>US DOS Level 4</td>
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<td>1.50%</td>
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<td>Yellow</td>
<td>Community transmission</td>
<td>4.60%</td>
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</table>
Lessons Learned

● Know your programs inside out (understand the testing, quarantine definitions in that country)
  ○ Lean on partners

● SET EXPECTATIONS with students
  ○ Pre-Departure Orientation

● Maintain routine contact with students abroad

● Faculty travel requests--treat as dialogue, compromise
Studying Abroad in a Pandemic
Example of Pre-Departure Orientation Info Shared

Before you go:

● Quarantine before you go! Stop the spread!
● Learn and prepare for your entry requirements--each country is different
  ○ E.g. quarantine, present a negative test result, take a test upon arrival, airport transfer, etc.
● Prepare and pack what you will need in order to quarantine
● **GET VACCINATED (REQUIRED)!

While abroad:

● Quarantine upon arrival (next slide)
● No weekend travel, plan for no travel outside your study abroad location
● You are a guest, and a part of the culture and community you are going to--follow all local rules and regulations around COVID

Upon return:

● Plan for a safe re-entry
Prepare for Quarantine

Example of Pre-Departure Orientation Info Shared

- Learn exactly what a quarantine looks like in your host country
  - Different definitions of “quarantine”!! (e.g. London vs. Seoul)

- Up to 14 days of physical isolation--what do you need to feel well?
  - Many programs are doing virtual on-site orientations during this time
  - Connect with other students, make plans for after quarantine
  - Consider bringing favorite foods/snacks
  - Consider virtual classes, exercises, virtual tours, etc.

- Prepare for more quarantines as needed (e.g. in case of exposure)!
- Who is your support network?
- You are not alone--so many people all over the world have had to quarantine during these times
Cornell University’s Approach to Restarting Education Abroad
Fall Restart

Foundations

• We generally don’t do summer programming and the study abroad office does not currently administer faculty-led.
• Study abroad administers most of the programming, but not all. Some units manage a few key partnerships.
• Study abroad programs would run outside the general travel prohibitions or policies.

• We started the process of looking ahead to fall 2021 in October with an eye to a reduced portfolio….The strategy has been adjusted but we ended up landing on THE PLAN in Feb.
The Plan

- Two reviews of programming—just not feasible to review country specific info too soon.
- March Review (Partner & Sponsoring Unit Assessment)
  - Borrowed heavily from the OSAC TPP questions doc.
  - Purpose was to gather info about the partner (Fall 2021 plan, can they go virtual, do they have solid mitigation measures, etc.).
  - Every partner was asked to complete this.
  - Sponsoring unit also filled out a survey for every program (agree to offer PDO, agree to ensure students register, agreement in place).
  - Sent to me and I assessed and made a recommendation of “viable” or “have concerns.”
- April-May (On-Watch Period)
- June Review (Site Assessment)
  - Sponsoring units will submit a list of programs that still may run & verify key info from partner (still planning in-person).
  - I will conduct a review (border restrictions, healthcare infrastructure, COVID impact and virus trends).
  - Travel Risk Committee will make a recommendation on go/no-go.
  - Even with a “go,” we will continue to monitor, and cancel if we must.
Lessons Learned

- Units wanted guidance on how to speak to students and parents about the process.
  - “What does “contingent” mean? Is it safe to study abroad? Why would you let me go to DoS 4?
- Units wanted suggestions for COVID-related Pre-departure topics.
- Pretty much everyone had solid mitigation plans in place a year into all of this.
- Not every partner was able to respond to the survey.
- What is important is a moving target.
  - Vaccination
  - Intelligence sources
CIEE’s Approach to Restarting Education Abroad
Multiple sources for institutions to monitor (WHO, John Hopkins, Worldometer, Deep Knowledge Group, IHME, DoS, CDC, paid/open-source intelligence services, etc.)

Safety Framework:
- Monitoring and detection capacities
- Medical system capabilities
- Quarantine efficacy

Risk Framework:
- Infection Presence and Spread
- Healthcare availability
- Disease Management: Testing
- Governmental Responsiveness

CIEE HEALTH RISK INDEX (HRI)

https://www.ciee.org/about/blog/health-risk-index-report
COVID-19 Cases on CIEE Programs
4,650 Participants / 24 Cases*

• % CIEE Participants confirmed cases = < 1%
  • Confirmed locally acquired infections = 3 (.06%)
  • Total Non-positive Quarantines/Exposures = 12
  • Large Teach (post-Grad) case numbers in Spring
    • unauthorized party during arrival hotel quarantine
  • Positive On-Arrival or On-Arrival fellow student exposure= 87% of confirmed cases

• Fall 2020
  • 1 x France (High School) - Local
  • 2 x Germany (Study) - 1 x On Arrival
  • 1 x Thailand (Teach) – On Arrival

• Spring 2021
  • 1 x Costa Rica (High School) – On Arrival
  • 1 x France (Study) - Local
  • 15 x Spain (Teach) – On Arrival
  • 3 x South Korea (Teach) – On Arrival

*No serious illness or hospitalizations reported
NAFSA’s Response to the Travel Advisories

● Letter to Department of State from NAFSA CEO
  ● DOS response to NAFSA’s letter
  ● NAFSA Town Hall Resources and Recording

● And hot off the press...Letter to Secretary of State Blinken in collaboration with other professional organizations
Benchmarking Results

https://docs.google.com/forms/d/1q_SRJde7PpRlmsNAt88uj-8VBYIUF84HqISDxubwaJ0/edit#responses
That’s nice but...I’m a small or understaffed University, so what should I do?

- Options to Transfer Risk: based on your resources, you should determine if your organization can (or wants to) assume risk or if you should outsource and transfer risk. For example:
  - Utilize the services of a study abroad Provider (outsource)
  - Partner with another University abroad program (outsource)
  - Transfer risk to the Student (waivers)
  - Programs have variable risk levels (partner program vs. faculty led)

- Also consider:
  - Develop an International Risk Management Committee/Team and make decisions with key stakeholders across the university
  - Utilize the services of a paid-intelligence provider (outsource)
  - Utilize the services of a study abroad provider to provide health and safety back-up (outsource)
  - Hiring a dedicated position to international health, safety, and security
Sample Letter to Recommend Change in Travel Policy

https://docs.google.com/document/d/1V3n0eT_u8AfJKRH_FzoEHlof4sTU8bWCTs3gWJFLldQ/edit?usp=sharing
Also forthcoming: Shared Resource for Evaluating Risk Abroad During COVID

Joint effort by the NAFSA EARP and EAKC Health and Safety Subcommittee!

Stay Tuned!
Questions?

eakc@nafsa.org