

CRISIS MANAGEMENT PLANNING IN US  
INTERNATIONAL EDUCATION

By

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INTERNATIONAL EDUCATION

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Title of Study: Crisis Management Planning in US International Education

Major Field: EDUCATIONAL LEADERSHIP & POLICY STUDIES

**Purpose** – This dissertation informs the state of crisis management planning in US international education and its impact on managing crises during a pandemic.

**Objective** – The objective of this empirical study was to inform the current state of crisis management planning in US international education. It also examines if there are significant group differences in the level of preparedness, management of a pandemic, and impact of a pandemic. Finally, it attempts to determine if there is a positive relationship between level of involvement in crisis management planning and the time to recovery.

**Key results** – The results revealed that while 82.9% of institutions had an institutional CMP, only 47.1% of international divisions were involved or considered in the development of those plans. Data also revealed that 50.9% of international divisions had their own separate written CMP with the average review of the plan occurring every 1-5 years. Contingency planning data showed that 35% of institutions had written step-by-step instructions on how to respond to a crisis. Finally, data showed that there was no significant group difference in preparedness, management, or impact nor an increase to recovery time based on the international department's level of involvement in CMP development.

**Conclusion** – The results of this study show that many international departments are not engaged in crisis management planning at either the institutional or departmental level. This suggests that international offices are responding to crisis and would benefit from crisis management planning. Results also showed that crisis management planning had no impact on preparedness, management, impact, or time to recovery during a pandemic. This was not surprising as it is nearly impossible to prepare for crises that emerge during such an event (Taleb, 2007).

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## CHAPTER I

### INTRODUCTION

This dissertation was an examination of the state of crisis management planning in US international education. The study was based on Fink's Crisis Management Theory (1986; 2002) that posits that a crisis management plan (CMP) will help an organization respond to a crisis quickly and efficiently while reducing the long-term impact of the crisis. This first chapter includes a discussion of the current state of international education, a review of the various crises facing international education, discusses the professional significance of the study, provides an overview of the methodology, and presents the limitations and delimitations of the study.

#### **Background**

International education is an important part of the United States. International students bring money to spend in their host communities and on their campuses (Cantwell, 2019). They also add diversity to the populations and share unique foods, holidays, ideas, and customs many Americans would never experience if they were not in the community (Altbach & De Wit, 2018). Plus, in today's divided world, international students return home with first-hand knowledge of the United States that can be shared with others who may have a negative opinion about the United States (Dassin, Marsh, & Mawer, 2017; Peters, 2019). Some individuals may even find themselves in politics or working for an

important company and further strengthen ties between their country and the United States (Redden, 2016). Indeed, international education is very important to the United States.

### **International Education and Crises**

While the value of international education in the U.S. is well established, it is important to acknowledge that the field faces many unique challenges. These challenges can come from global politics such as the Islamic Revolution of Iran that impacted student exchange and partnerships between institutions as well as students (Shannon, 2017). Challenges can also emerge from global financial crises such as the Asian financial collapse of 1997 that impacted students and partnerships with institutions from Korea and Japan (Gulzar, 2019). Additional challenges can stem U.S. legal action such as those that called to sever ties with Chinese institutions and pay closer attention to Chinese scholars due to academic espionage (Allen, 2018). Finally, challenges can emerge on campus as most international students are far away from home and face challenges with a new language, strange smells and tastes, unfamiliar behaviors, foreign rules and regulations, and other differences that make many international students feel alone, frustrated, or depressed with no one to turn to since their support communities are potentially thousands of miles away (Gautam et al., 2016).

It is also important to note that not every international student, international partnership, visiting scholar, or study abroad activity is impacted by any specific crises. In fact, most international crises have had little effect on international educational in the United States. Rather, international student numbers continued to increase, new programs and partnerships were launched, student support programs were improved, and international

education in the United States became referred to as a ‘cash cow’ (Cantwell, 2019; Dassin, Marsh, & Mawer, 2017; Peters, 2019).

### **International Education in Crisis**

However, a series of escalating crises over the past five years have impacted all parts of international education (Altbach & De Wit, 2018; Peters, 2019). These range from image problems, changes to funding for international education, political rhetoric, immigration policy changes, greater international competition, and the rise of nationalism (Dassin, Marsh, & Mawer, 2017; Hinkle, 2018; Redden, 2016; Peters, 2019; Zamudio-Suarez, 2018). It was amidst this backdrop that the COVID-19 pandemic occurred. This created additional crises as campuses were evacuated but many international students had nowhere else to go; study abroad participants were recalled but either did not want to return or could not book a flight (Mok, et al., 2021; Sahu, 2020). Classes moved online, but some countries had firewalls that would block student access; support systems were hosted virtually but a language barrier or cultural norm resulted in many international students not using these services (Mok, et al., 2021; Sahu, 2020). Also, the closure of borders and embassies prevented many international students from getting a US Visa, further reducing the number of international students in US higher education (Mitchell, 2020; Ozili & Arun, 2020). In addition, social unrest has created an image of the USA as an unsafe destination as visuals of riots and police brutality were covered daily by national and international news outlets with many prospective students rethinking the value of an U.S. education (Mok, et al., 2021).

One could argue that international education is facing the most challenging time in its history, one that many programs may not survive. However, the field of crisis management provides guidance for leaders during a time of crises. In short, crisis management is when an

organization accounts for as many current and future threats it faces and creates an advance written plan to navigate each crisis (Crandall et al., 2013; Fink, 2002; Zdziarski et al., 2007). These plans, theoretically, help institutions respond more quickly to crises, manage crises more effectively, and lessen the long-term impact of crises. This study investigated how many international programs have crisis management plans, the international divisions involvement in the development of crisis management plans, and the perceived impact of these plans on institutions' preparedness, management, and the potential long-term impact.

### **Problem Statement**

For twenty-five years (1990-2015), international education faced very few threats, and those that emerged did not have a significant impact on the field (Altbach & De Wit, 2018). In this environment, crises typically were small localized events that could be responded to quickly and likely had little lasting impact on the institution. Twenty-five years is a significant amount of time to face few major crises, and international education became referred to as the cash cow of education. Unfortunately, this resulted in a lackadaisical attitude for many programs unprepared for the onslaught of crises that would plague the field beginning in 2016 (Altbach & De Wit, 2018). Almost overnight, funding for international education disappeared, America's public image plummeted, policy made it more difficult to get to the United States, international competition drove students away from the United States, and nationalism took over as the leading worldview. At the same time, crises abroad and on campus became more complex and research showed that these groups have special needs and face unique challenges.

As expected, after five years of increasing crises, the devastating impact of COVID-19, international programs across the United States are struggling with many closing,

downsizing, or merging with another unit on campus (García-Peñalvo, et al., 2021; Mok, et al., 2021). Programs that have survived are looking for possible solutions. One solution may be a crisis management plan—something every institution should have in place to prepare effectively for and manage crises (Studenberg, 2017). Although crisis plans theoretically help an organization respond more quickly to a crisis and reduce potential long-term impacts, little information is available on crisis management within international education. The purpose of this study is to gain insight into the current crisis management practices in international education in the United States.

### **Significance of the Study**

This study was professionally significant in that it added to the body of knowledge on crisis management in higher education. Most of the available literature on crisis management is related to campus crisis as perceived by student affairs. This line of research began with Eugene Zdziarski (2001) who designed a survey instrument to collect descriptive data for his dissertation on the state of institutional preparedness for crisis as perceived by student affairs professionals. This instrument has since been used, both with and without modification, in five additional studies to investigate improvements in preparedness, preparedness at Christian-affiliated schools, preparedness at institutions with small enrollments, student perceptions of preparedness for an active shooter, and whether a director of emergency management position has a significant impact on preparedness; all investigations are based on the perception of student affairs (Burrell, 2009; Catullo, 2008; Covington, 2013; Grimsley, 2015; Studenberg, 2017). It is also important to note that these studies took place during a time when student affairs offices were facing mounting crises and reflect the need to better manage campus crisis. Assuming this is accurate, these studies have improved the field

of student affairs. For example, in the original study 79.2% of universities and 46.8% of student affairs offices had a crisis management plan, with most institutions responding rather than acting to crises (Zdziarski, 2001). Today, nearly all student affairs offices have a crisis management plan and feel well prepared to manage crises (Studenberg, 2017). This research has clearly improved crisis preparedness within student affairs and has the potential to do the same for international education.

This study also had personal professional significance. As the former director of an English language program, I have firsthand experience of how crises can impact an individual, department, and institution. I have also been part of the conversation on how to deal with some new crisis within international education and have observed reactions that act as band aids rather than cures to the larger problem. There must be a better way, and crisis management may be the answer or, at least, be an additional tool for international educators.

### **Methodology Overview**

The methodology for this study will be discussed in detail in Chapter Three. However, the general elements related to the research questions, the population, sampling techniques, the instrument, and data analysis are presented here.

### **Research Questions**

Reflecting a postpositivist worldview, a research paradigm that states that truth exists and data can be used to understand, predict, and control and any related outcomes (Creswell & Creswell, 2017), this quantitative study investigated the following research questions:

1. What is the current state of crisis management within international education in the United States?



2. Does the level of crisis management planning involvement within international education in the United States have a significant effect on the level of preparedness for a pandemic?
3. Does the level of crisis management planning involvement within international education in the United States have a significant effect on the quality of management during a pandemic?
4. Does the level of crisis management planning involvement within international education in the United States have a significant effect on the level of impact of a pandemic?
5. Is there a correlation between the time to recovery after a pandemic and the level of the international division's involvement in crisis management planning?

### **Population and Sample**

The population for the study was senior international administrators in the United States whose two or four-year public or private institution was a member of the Institute of International Education (IIE) in 2019.

The sample for the study was produced by compiling a list of all 2019 IIE network members in the United States. This information was then entered in an Excel spread sheet with fields for the name of each institution, the degree offered, and the name and email of the senior international officer at each institution. An attempt was made to find this information online, but a telephone call or email was made to institutions that did not have this information online. These efforts resulted in the name and email for the senior international officer at each of the 526 members of the sample.

## **Instrument**

The instrument used for this study was a survey instrument designed by Eugene Zdziarski as part of his dissertation work at Texas A&M (2001). This instrument was designed to investigate institutional preparedness for crises as perceived by student affairs professions. This instrument has since been used in multiple studies providing further validation of the instrument's reliability and validity. Written permission to use and modify the survey instrument was granted by Zdziarski as part of the design of this study. Both the instrument and letter of permission are included in the appendix section.

Slight modifications were made to the original instrument. First, questions to solicit demographic information were added to the instrument. Second, four specific questions were added to assess how well institutions are managing the pandemic. Finally, options were modified to align with the population. A short pilot study was also conducted to assess validity and trustworthiness of these changes. Specific details on the survey instrument, the modifications, and the pilot study are included in Chapter Three.

## **Data Analysis**

All statistical tests were conducted using IBM SPSS version 26. To investigate the first question, descriptive data on the category of crisis, NAFSA region, type of institution, institutional international enrollment, crisis planning, and other variables is presented. Descriptive data included measures of central tendency, measures of frequency, measures of dispersion or variation, or measures of position (Mills & Gay, 2016). Presentation of this data were supported with the tables, graphs, and titles used in Zdziarski's (2001) original study.

Inferential statistics were included in this study "to determine the probability (or likelihood) that a conclusion based on the analysis of data from a sample is true in the

population” (Cole, 2019). Specifically, tests were conducted to determine if the level of crisis management planning involvement had a significant effect on (1) preparedness, (2) the quality of crisis management, or (3) the level of impact of the pandemic. Levels of involvement included (1) no plan exists, (2) not involved in crisis management planning at any level, (3) involved in crisis management planning at the departmental level, (4) involved in crisis management planning at the institutional level, and (5) involved in crisis management planning at the departmental and institutional levels. In addition, tests were conducted to determine if there is a positive correlation between the time to recovery and the existence of a CMP. More detailed information on data analysis is included in Chapter Three and Four.

### **Limitations and Delimitations**

The main limitation of this study was that it was set during a time of crises rather than a time of calm. During a time of calm, some respondents likely never would have experienced a crisis and would respond to a hypothetical situation. On the other hand, everyone completing this survey had experienced one of the worst crises in recent history. An additional limitation of this study was that it focused only on international education in the United States. It did not provide information on crisis management in other parts of higher education or in other areas of the world.

There were also several delimitations in this study. First, higher education in the United States is diverse. Thus, this generalization of the data is not be transferable for all institutions. It will only be generalizable for institutions in the United States. Data were also collected during the COVID-19 pandemic, so information related to crisis management post pandemic was not available.

## **Definition of Terms**

There are several terms that were utilized in this study. They are defined as follows:

- **Crisis Management Plan (CMP):** A strategic written plan, reviewed and regularly updated, that begins with a survey of the external and internal landscape, identifies current and potential threats, provides a response plan for each phase of a crisis, and establishes a response committee.
- **Contingency Plan** – A supplemental written plan that accompanies the crisis management plan that prepares specific plans for specific types of crises. These plans may include any or all of the three phases of crisis: pre-crisis, crisis, and post-crisis.
- **Crisis Portfolio** – A crisis portfolio includes a CMP and at least one contingency plan.
- **International Education** – Any part of higher education that is involved in the international efforts of the institution. This includes all inbound internationals and internationally outbound domestic students, staff, and faculty.
- **Senior International Administrator** – The individual with significant responsibility for the international efforts at an institution and all related policies, programs, and services.

## **Conclusion**

The Institute of International Education has drafted a powerful vision statement that encompasses the value of international education.

We believe that when education transcends borders, it opens minds, enabling people to go beyond building connections to solving problems together. Our vision is a

peaceful, equitable world enriched by the international exchange of ideas and greater understanding between people and cultures (Our Vision, 2020).

However, the ability to do these things is at risk unless international administrators can determine how to manage the numerous crises facing the field. This study was an attempt to understand the state of crisis management planning in international education as well the role it played during the pandemic as it relates to international education in the United States.

## CHAPTER II

### REVIEW OF THE LITERATURE

Crises are a natural part of any society. Indeed, crises will emerge when a natural disaster, social unrest, external or internal conflict, disease, or other events severely impact the normal operations of a society. The field of crisis management and strategic planning have also been important topics for leaders, politicians, and scholars since antiquity (Zamoum & Gorpe, 2018). In fact, scholars have found that some ancient leaders took steps to prepare for natural and man-made disasters, sought to understand the impact of social abuses and religious disagreements, and took steps to mitigate violence and prevent social failures due to crisis (Allen & Neil, 2013).

However, in many if not most cases, societies have been unprepared for crisis events; they react using unscripted responses, and do not use knowledge gained from the event to prepare for future crises (Neil & Allen, 2011). In fact, it was not until the 1970s and 1980s that scholars begin collectively to investigate crisis management and strategic planning with the work of three of the most important pioneers in their field: Edward Develin, Howard Chase, and Steven Fink. These pioneers, in the aforementioned order, established the first crisis management and strategic planning company in the early 1970s, drafted the first theory of crisis management and coined the phrase “issue management” in the late 1970s, and published the first book on crisis management

in 1986 (Devlin, 2006; Fink, 2002; Zamoum & Gorpe, 2018). These efforts, in turn, laid the foundations for the field of crisis management and strategic planning. This review of the literature discusses how this field evolved and how knowledge has been applied to crisis management within higher education, reviews crises faced by international educators, and concludes with a discussion of how the COVID-19 pandemic has impacted international education in the United States.

### **Defining Organizational Crises**

People deal with crises throughout their lives and understand the basic premise of the word. However, providing a basic definition that includes all components of the term *crises* is difficult. Thankfully, scholars have provided a variety of definitions to lay out a foundation for the study of organizational crises. Some of the most used definitions of a crisis include the following:

- “a low-probability, high-impact event that threatens the viability of the organization and is characterized by ambiguity of cause, effect, and means of resolution, as well as by a belief that decision must be made swiftly” (Pearson & Clair, 1998, p. 60).
- “an untimely but predictable event that has actual or potential consequences for stakeholders’ interests as well as the reputation of the origination suffering the crisis” (Millar & Heath, 2003, p. 2).
- “an event, often sudden or unexpected, that disrupts the normal operations of the institution or its educational mission and threatens the wellbeing of personnel, property, financial resources, and/or reputation of the institution” (Zdziarski et al., 2006, p. 5).

- “an unpredictable, major threat that can have a negative effect on the organization, industry, or stakeholders if handled improperly” (Coombs, 2006, p. 2).

Although there are several definitions, all share certain elements, including that the crisis is unexpected and potentially devastating to an organization and its members. In addition, crises must be handled promptly and effectively. Finally, as Coombs (2006) first noted, the definition of crises must account for the myriad of voices within an organization, each reacting and viewing events differently. Therefore, the researcher has elected to use the following definition for this dissertation as it encompasses all elements of the definition:

A crisis is an event that has a low probability of occurring, but should it occur, can have a vastly negative impact on the organization. The causes of the crisis, as well as the means to resolve it, may not be readily clear; nonetheless, its resolution should be approached as quickly as possible. Finally, the crisis impact may not be initially obvious to all of the relevant stakeholders of the organization. (Crandall et al., 2013, p. 4)

### **Elements of Crises**

Another way to contextualize crises is through a discussion of the types of crises, the lifecycle of crises, the role of stakeholders in crises, and strategies to manage crises (Bataille & Cordova, 2014; Crandall et al., 2013; Zdziarski et al., 2007). Unfortunately, there is little to no consensus on how to categorize crises, how many stages are involved in the life of a crisis, or how best to deal with a crisis. This is evident in the multitude of books and workshops available to help organizations understand and deal with crises, all



of which have a unique view of the subject. With so many irons in the fire, it is difficult to determine to which voice to listen. However, this review will present some of the most cited of each type.

### **Crisis Categories**

Crises come in all shapes and sizes. They can be localized events that impact a specific group, or they can be national catastrophes that disrupt the lives of every citizen in the country. Fink (1986) first noted that these incidents could be grouped based on specific characteristics and categories. This idea was expanded on by Marcus and Goodman (1991) who established three categories of crisis: “Accidents,” “Scandals,” and “Product Safety and Health Incidents.” Their categories are based on an incident’s level of deniability and its victim impact. For example, an electrical fire in a dormitory would be categorized as an “Accident” because there is a high level of deniability with a clear impact on victims. However, there was no consensus on what the categories should be, and researchers continued to introduce new groups and categories of crises throughout this era.

Pearson and Mitroff (1993) presented seven categories that included external economic crisis, external information crisis, crisis cause by environment accidents, crisis from breakage, crisis due to occupational health diseases, crisis caused by damage to an organizations reputation, and crisis due to “psycho” events. These differ greatly from the categories presented by Coombs et al. (1995) who proposed the crisis categories natural disasters, organizational misdeeds, technical breakdowns, human breakdowns, challenges, workplace violence, malevolence, and rumors. Lerbinger’s (1997) categories offer a slight variation to these categories. The variation includes crisis from nature,

technology, confrontation, deception, malevolence, misconduct, and differing values.

Others such as Mitroff (2000) introduced categories including economic, informational, physical, human resource, reputational, psycho, and natural crises.

The terrorist attacks of September 11, 2001, were a catalyst for additional ways to categorize crises (Crandall et al., 2013; Frandsen & Johansen, 2016; Gigliotti, 2019). One of the earliest attempts was conducted by Ulmer and Sellnow (2002) who used the idea that crises involve renewal and growth to establish the categories: stakeholder commitment, commitment to correction, and core values. Coombs (2006) used similar considerations to create the categories: “attacks on the organization, when things go bad, and when organizations misbehave” (p. 13). Others simply added a category to earlier works, such as Rovenpor’s (2008) Wicked Problem category, those that impact entire systems. More recent categories, such as Lerbner’s (2012) categories, also include crises that arise from social media and technology. However, there remains a desire to simplify categories into as few as possible, such as Marsen’s (2020) proposal to categorize crises based on traits and level of responsibility.

Today, there remain many ways to categorize crises, and there is no consensus on the best way to do this (Gigliotti, 2019). However, researchers have found that most categories include the “type of crisis, degree of company responsibility, extent of the damage, number of stakeholders involved, kind of industry involved, and the organization’s existing reputation and history” (Marsen, 2020, p. 164). Nonetheless, Timothy Coombs’ categories remain the most widely used in the field with over 23,000 citations to his credit (Profiles, 2020).

## **Crisis Stages**

In addition to creating crisis categories, scholars have attempted to create a framework to contextualize the stages of a crisis (Crandall et al., 2013). These attempts emerged alongside the aforementioned efforts to categorize crises, and similar to the various ways to categorize crises, there are many ways to evaluate the lifecycle of a crisis. What all have in common is that all crises have a birth, growth, and aftermath (Bataille & Cordova, 2014; Bundy et al., 2017; Crandall et al., 2013; Zdziarski et al., 2007).

As with the notion that critical incidents can be categorized, Fink (1986) is credited as the first to recognize that crises have a lifecycle. However, what this lifecycle looks like is a point of contention beginning with Smith (1990) who is one of the first to label the parts of the life of a crisis. Smith investigates several organizational crises from the 1980s and concludes that in every crisis there is a “precipitation phase in which the potential for a crisis is created, the operation phase of the crisis, and the post-crisis phase” (1990, p. 263). Since then, variations of the three-stage model have been presented by various researchers, such as Richardson (1994), Coombs (2014), and Bowen and Lovari (2020). Other scholars propose additional stages within this framework. For example, Crandall, Parnell, and Spillan’s (2013) four-stage model separates the pre-crisis phase into two parts: a survey of the landscape stage and a strategic planning stage. Jordan (2016) also proposes a four-stage model that separates the crisis phase into two parts: the crisis and assigning blame. Others suggest even more micro-stages within Smith’s original framework. Pearson and Mitroff (1993) propose that the life cycle of a crisis consists of five parts: two stages before and two after the crisis while Chandler (2015)

proposes a total of six phases: warning, risk assessment, response, management, resolution, and recovery. With so many variations available, it can find it difficult to select the framework to use. However, Coombs' framework remains one of the most cited in the literature (Profiles, 2020).

### **Stakeholders in a Crisis**

One of the most important elements in crisis management is identifying stakeholders (Ndlela, 2019). Stakeholders are individuals who “identify with the organization and care about [its] performance” (Nason et al., 2018, p. 259). Stakeholders can be further understood by examining their relationship with the organization. Those who are employed by the organization are referred to as internal stakeholders. These generally consist of the administrative staff, the workers, and the organization's owners. The external stakeholders are those who are not employed by the company, yet they have a vested interest in what is happening within the company. This includes, politicians, customers, shareholders, other companies, community members, fans, and others who identify and have a vested interest in the organization. Identifying who the stakeholders are is key to managing a crisis for several reasons.

First, scholars have noted that stakeholders will have different perspectives. Some may view an incident as very serious and potentially a crisis event while others may think it is not an issue. Many will also have strong opinions on how best to respond and deal with the crisis or how it could have been avoided. They will also differ in their opinions on how the crisis was dealt. These voices can also have a disastrous effect on an organization in this age of social media when every stakeholder's voice can be expressed and heard (Frandsen & Johansen, 2016).

Second, researchers point out that crises impact stakeholders differently. Some stakeholders may be physically harmed or face psychological issues while others may not (Coombs, 2015). For example, internal and external stakeholders would be impacted by a store closure very differently. While the community and government will be impacted by the loss of services and tax revenues, employees will lose their source of income, insurance, and benefits. Other situations like natural disasters can impact all stakeholders differently.

Finally, a one size fits all model for crisis management will not work because the make-up of the stakeholders in any given organization is different (Sinha, 2011). They differ in purpose, responsibilities, accountability, resources, complexity, perceived threat level, and other elements. The importance of this consideration is seen by examining the national Tylenol and the church poisoning crises (Holstege, 2010). Both could be grouped in the same category of crisis, had the same lifecycle, involved both internal and external stakeholders, and presented similar response options. However, it is unrealistic to assume that these organizations were impacted or could have responded to these crises in the same way. Tylenol, owned by Johnson & Johnson, is a massive international organization. They have incredible resources available and are held to a high level of responsibility by both the public and the government. In addition, they have an extremely complex network of internal and external stakeholders while focusing on their primary purpose which is to make a profit. The church, on the other hand, was part of a small community and had limited resources to deal and respond to the crisis. Also, the purpose of the church differs from that of a commercial organization and would change the way stakeholders react, their level of responsibility, and other elements. This is especially true

for higher education, a very unique organization in regard to its purpose, stakeholders, and threat level.

### **Strategies to Deal with Crises**

Categorizing, investigating the life-cycle of crises, and understanding the role of stakeholders have made it possible for organizations to prepare, respond, and deal with the short and long term implications of a crisis using strategies that emerged from these stages (Bowen & Lovari, 2020; Kamei, 2019). Crandall, Parnell, and Spillan's (2009) model for responding to crises used a four-stage life cycle model in which managers should consider potential external and internal challenges, understand the various stakeholders, establish and crisis management team. This team would create a crisis management plan and work quickly to address and resolve any crisis that may arise. They would also review and learn from past crises.

Another unique way to use the stages of crisis is found in scenario planning or a contingency plan (Wade, 2012; Zdziarski, 2001). This ten-step process is founded on the idea that organizations can predict and prepare for almost any crisis. Using this method, managers evaluate the landscape to identify possible future crises. Next, a scenario for each is created with detailed hypothetical but research-based storylines of what may happen for each scenario. Next, the author discusses how the scenario may impact their organization and possible responses to the crisis event. Finally, the plan provides signposts to watch for to signal the crisis is emerging. This plan is then reviewed and modified until one of the scenarios happens when it is used to navigate the crisis.

Other scholars have used crisis categories to frame ways to respond to crises. One of the most cited of these is Coombs' (2007) Situational Crisis Communication Theory

(SCCT). SCCT asserts that the type of crisis determines the response. In this theory, there are three types of crises: victim-based crisis for which the organization is not responsible, accident-based crises for which the organization has little responsibility, and preventable crisis for which the organization has major responsibility. Because all are negative events, managers respond to all types of events, making efforts to address the situation and prevent further harm. However, preventable crisis response must be coordinated and carefully planned by all stakeholders in a “respond in kind” manner. The organized response model should also be used in accident and victim crises if the reputation of the organization has been damaged or if there were similar crises in the past.

### **Crises Within Higher Education**

The study of crisis in higher education is not unique with regard to the types or stages of a crisis. However, higher education is unique with regard to the variety of stakeholders within any given organization. Each of these has its own values, goals and priorities (Kerr, 2001). For example, internal stakeholders such as students, teachers, and administrators might have a very different option than would external stakeholders such as donors, parents, government officials, or vendors (Burrows & Harvey, 1992; S. J. Marshall, 2018). This creates a challenge for crisis management in higher education as leaders must determine the impact on the various stakeholders, understand how best to communicate with them, and provide platforms for these groups to share their voices. Many institutions have focused on internal stakeholders, but some have included external stakeholders. This section will discuss these as well as present the Crisis Matrix, a new crisis response model specific to higher education.

## **Internal Stakeholders**

The internal workings of higher education systems are extremely complex. Within an institution there are various academic and service departments, each with its own interests, goals, values, responsibilities, students and leadership team. Within each department, staff, faculty, and administrators also have their own beliefs, goals, and interests. This creates a multitude of internal stakeholder groups on campus, yet only a handful are represented in the crisis planning and management process (Seale et al., 2020). Also, while chancellors, provosts, vice presidents, deans, and other senior leadership work to oversee the overall operation of these institutions, departments typically focus and protect their own interests, goals, and values. This is an important consideration when faced with a crisis because each department becomes a unique stakeholder with different views and options. It also creates an issue with regard to who is in charge of responding to a crisis (Bataille & Cordova, 2014). Is it the president, senior leadership, a crisis management team, or someone else? Cythia Lawson (2014), who played a critical role in responding to crises resulting from the bonfire incident at Texas A&M, argued that every institution needs to have a crisis communication plan with roles for each member of the senior leadership team. She argued that each member of the team must understand their specific role, be familiar with the whole plan, and rehearse the plan for it to be effective. Seeger et al. (2020) pointed out that this system ignores many of the internal stakeholders within the institution and argued for more transparent leadership; their research supports the need to involve “all stakeholders” in the process. The logistics of this are difficult if not impossible, but it is worth considering, especially with regards to how diverse the internal stakeholders are.



One way to do this is to evaluate the purpose of education as these principles guide policy, planning, resources, and response. However, stakeholders define the purpose of higher education differently (Drezner et al., 2018). For example, Texas A&M states, “The university's mission is to provide the highest quality undergraduate and graduate programs and develop new understandings through research and creativity” (Texas A & M, 2020). Here, the purpose of higher education appears to be more of a private good than a public good. On the other hand, Oregon State University offers what appears to take the stance that higher education is more of a public good. Their mission statement reads, “Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world” (Core Values, 2020). These differences in purpose impact internal stakeholders because they are the basis for which decisions are made within an institution (Drezner et al., 2018).

Differences in purpose can also be found between departments. For example, the purpose of student affairs is to care for students, staff, and faculty (Gigliotti, 2019; Zdziarski et al., 2007), while the purpose of diversity is to promote inclusion, collaboration, and equality, and fairness on a campus (Gill, 2016; Wang, 2017). These purposes, in turn, dictate what the department focuses on and what constitutes a crisis, and informs and guides reaction and response. These differences also explain why faculty may view an incident differently than other stakeholders. For example, the purpose of the business department at Community College of Rhode Island reads, “[Our purpose] is to provide degree and certificate candidates the opportunity to acquire the knowledge and skills necessary for transfer and career success” (Mission Statement of the Department of Business Administration, 2020). Thus, issues that impact knowledge and skills likely

would be more important to departments that are related to care or diversity. This is not to say that these issues are not important to these stakeholders; rather, they are the primary purpose that guides the departments and the stakeholders.

### **External Stakeholders**

Much like internal stakeholders, external stakeholders differ in their opinion on what constitutes a crisis, how the crisis should be responded to, and who is responsible for the crisis. However, the number of external stakeholders is much more complex than the internal stakeholders. This results in a challenge for crisis management teams who need to not only account for the various stakeholders but identify them. Just consider the various stakeholders Marshall (2019) presented: “students; alumni; donors; parents; other institutions or providers; accrediting agencies; vendors and suppliers; employers; taxpayers; non-government organizations; government; and academic faculty, both individually and collectively in disciplinary groups and as members of other organizations such as unions and advocacy bodies” (p. 77). Most of these groups are external stakeholders with various sub-groups contained therein, each within their own bubble of interests, goals, values, and opinions. This makes for a much more complex system than that of internal stakeholders.

Although it is complex and difficult to navigate the various external stakeholders, many leaders have decided to include external stakeholders in crisis management. One example of this is Joseph Urgo (2014) who led the response to the housing crisis at St. Mary’s College of Maryland in which students had to leave the residential halls due to black mold and live on a cruise ship, thereby including the community in the crisis. In his own words:

We never defined the problem as belonging to the president, or the senior staff, or residence life – we defined the problem as a campus crisis, a crisis of mission and purpose. At every step, we called for campus cooperation. Dozens of staff and faculty assisted students when it was time to move out of their rooms or on board the ship. We held a series of open meetings to educate the campus about model and its remediation, and we invited parents to attend. We hired experts and consultants as needed, for advice and guidance. And we used the opportunity to satisfy public curiosity by leading the media to see the solution as emerging from who we are as a community and allowing that definition to inform the storyline. (Urgo, 2014, p. 89)

These efforts are especially important in the age of social media where everyone has a voice and small incidents can escalate to major crises (Kaufhold et al., 2019; Lachlan et al., 2016). For example, Chuba Hubbard released a post to boycott Oklahoma State University after a picture of the university's football coach wearing an OAN shirt emerged (Boone, 2020). This exploded on social media with various stakeholders sharing very different opinions. The university eventually responded, and the crisis seemed to pass; however, it reflects how quickly an incident can become a crisis through social media. Thus, including as many stakeholders as possible throughout the stages of a crisis is important.

### **Crisis Management Planning within Higher Education**

While it may seem that there is significant information available on crisis management in higher education, nearly all research is contextualized within student affairs. These efforts were pioneered by Zdziarski (2001) who investigated the state of

preparedness as perceived by student affair professionals for his dissertation. His findings concluded that student affairs administrators were not prepared for crisis and were left to react to crisis.

These findings would eventually lead to the creation of the Campus Crisis Matrix, a framework for crisis management in higher education (Zdziarski et al., 2007). This system contextualizes crisis in higher education by first assessing the crisis. This is done by evaluating 1) the level of crisis: a critical incident, a campus emergency, or a disaster, 2) the type of crisis: an environmental crisis, a faculty crisis, or a human crisis, and 3) the intentionality of the crisis: an unintentional crisis or an inattentive crisis. This analysis is not meant to be a static assessment of a crisis as crises evolve and expand; rather, the matrix is meant to be used through the life of an incident fully to assess changes to the severity, types, and intentionality. This, in turn, creates a circular crisis management system in which preparation, prevention, response, recovery, and learning take place throughout the crisis event (Zdziarski et al., 2007).

Researchers have continued to investigate the state of crisis management in student affairs. Catullo (2008) replicated Zdziarski's original study and found that even after the September 11, 2001, attacks and multiple crisis events, student affair professions were still ill-prepared to handle crises. This instrument was then used, both with and without modification, in four additional studies to investigate preparedness at Christian-affiliated schools, preparedness at institutions with small enrollments, student perceptions of preparedness for an active shooter, and whether a director of emergency management position has a significant impact on preparedness; all studies were based on the perception of student affairs departments and personnel (Burrell, 2009; Covington, 2013;

Grimsley, 2015; Studenberg, 2017). These and other studies found that universities are better prepared and are able to respond well to crisis with many institutions employing a director of emergency manager and crisis training systems in place (Bataille & Cordova, 2014; Gigliotti, 2019; Studenberg, 2017). Yet, the population of these studies are primarily student affairs professionals, and the results of these studies likely are not transferable to international education, a part of higher education that provides financial stability, diversity, research opportunities, and can lead to “a peaceful, equitable world enriched by the international exchange of ideas and greater understanding between people and culture” (Our Vision, 2020).

### **International Education in Crisis**

International education is in tatters (Peters, 2019). According to one expert, “What one might call ‘the era of higher education internationalization’ over the past 25 years (1990–2015) that has characterized university thinking and action, might either be finished or, at least, be on life support” (Altbach & De Wit, 2018, p. 2). There are many reasons for this, but a few stand out: the United States is a less attractive destination, the era of government funded internationalization has come to an end, and liberal western education is less appealing on the global stage (Altbach & De Wit, 2018; Peters, 2019).

### **An Image Problem**

Scholars argue that the first reason fewer international students are coming to America is because America is viewed as unsafe (Peters, 2019). Stories of shootings, riots, muggings, police violence, murder, sexual assault, and other serious crimes are reported every day. To make it worse, schools are the settings for many of these crimes with school shootings, student attacks, and on-campus murders reported on a regular

basis (Ahmed & Walker, 2018; “Gunman who killed,” 2017). These stories make front page news around the world, causing many students and scholars to stay home or select safer study-abroad destinations. In fact, safety is the number one concern of prospective international students coming to the United States (“Global International Student,” 2018).

Another issue with image is related to what has been dubbed the Trump Effect (Laws & Ammigan, 2020; McClure, 2020; Peters, 2019). President Trump’s political rhetoric and social media tweets suggest that he has no interest in international visitors. News reports that Trump recognizes people who promote hate and racist on-campus hate speech and his negative comments on Africans, Mexicans, Muslims, and other groups suggest that he has no interest in diversity and inclusion (Hinkle, 2018). Additionally, Trump’s administrative policies have increased the cost of getting a visa and increased the number of visa denials; this also creates an image that the United States does not value international visitors (Zamudio-Suarez, 2018).

### **Government and Institutional Funding**

Scholars have also noted that changes to government and institutional funding reduced the number of international students and scholars coming to America (Dassin, Marsh, & Mawer, 2017; Peters, 2019). The most notable example is the Saudi Arabian Cultural Mission (SACM) scholarship (Redden, 2016). This scholarship paid for tuition, fees, materials, housing, meals, and provided a significant monthly stipend as well as tickets to return home each year. As expected, the number of Saudi students studying in American higher education grew significantly in 2005-2014 (Taylor & Albasri, 2014). However, enrollment of Saudi Arabian students in the United States dropped from 61,258 in 2015 to 37,080 by 2019 (All Places of Origin, 2020). At the same time, the reduction

and elimination of other scholarship programs such as Proyecta, Brazil Scientific Mobility Program, and Fulbright have also impacted the number of international students from other countries able to come to America (Bhandari, 2017; Dassin et al., 2017; Peters, 2019). Other scholarship programs have removed several American institutions as eligible to receive a scholarship. This is the case in Kuwait which signed a memorandum of understanding (MOU) with a for-profit company. This means that international students from Kuwait will attend only schools with which their country has a partnership (Juza, 2018). Collectively, these changes in government sponsorship have had a severe impact on international education in the United States.

### **The Devaluing of Western Education**

Another reason scholars believe international education is “in tatters” is change to the value of a western education (Peters, 2019). Countries like Singapore and China now have institutions that can compete with the top western schools. English-based universities and colleges are available around the world to citizens who have studied the English language since they were young. Declines in population have caused countries like Japan to keep their college-aged population at home. Collectively, these have made the United States a less attractive destination; however, some argue that the core values on which American international education is based is under attack. Researchers have noted that American international education based on “understanding and collaboration, free trade, interventionism, world peace, [and] the promotion of democracy and justice” may be the most concerning reason to international educators (Peters, 2019, p. 2). These values have no place in a world where civil liberties are under attack and nationalism is the dominant value (Altbach & De Wit, 2018). In fact, global freedom has been in decline

since 2006 with 113 of the world's countries experiencing a net decline in political rights, civil rights, and social liberties as of 2017 (Peters, 2019, p. 2). This directly conflicts with the core values of international education in the United States.

Important to note is that while there is ample literature stating that international education is in crisis, the researcher was unable to find any international education studies related to strategic planning, the stages of crisis, stakeholders, how the field can learn and adjust to these challenges, or anything related to the field of crisis management. Instead, current research in the area largely focuses on explaining the reasons and origins of the crises.

### **The Impact of COVID-19 on Higher Education**

COVID-19, or the novel coronavirus, originated in Wuhan China in December 2019 and quickly spread around the world. The World Health Organization (WHO) declared it a "Public Health Emergency of International Concern" on January 30, 2020, released a preparedness guide for health ministers around the world on February 27, 2020, and characterized the disease as a pandemic on March 11, 2020 (WHO: Rolling Updates, 2021). In the US, the disease was declared a national emergency on March 13, 2020, and a level one incident on March 18, 2020 (Coronavirus: DOD Response Timeline, 2021). This level is defined as:

An incident involving hazardous materials that can be contained, extinguished, and/or abated using resources immediately available to the public sector responders having jurisdiction. Level 1 incidents present little risk to the environment and/or to public health with containment and cleanup (Association, 2002).



Thus, social distancing measures were announced by the White House that resulted in the closure of all non-essential resources, travel, and trade through April 30, 2020 (Coronavirus: DOD Response Timeline, 2021). After April 30, all 50 states began work on individual plans to reopen their economies that would last well into the summer. Since then, governments around the world have worked to contain the spread of the disease while providing financial assistance to improve medical facilities, help the unemployed, support small businesses, and assist higher education. In the US this has included such things as funding vaccine and treatment development, additional funding and extension of unemployment benefit, forgivable small business loans, and funds for US higher education (Coronavirus: DOD Response Timeline, 2021). Yet, as of February 22, 2021, the disease had infected 110,974,862 individuals with 2,460,792 of those fatal around the world (Situation Report, 2021). In the United States where all 50 states continue to face outbreaks, new strains of the virus, and quarantine and mask mandates are still in place, the numbers of infected has reached 27,882,557 and the number of dead 496,112 (Cases in the U.S., 2021). However, a vaccine for the virus now exists and has been administered to over 82 million people in the United States, 13.5% of the total population (Huang, P. & Carlsen, A. 2021). This has brought hope to the world and many to believe that the pandemic will soon end.

Still, the pandemic has impacted all parts of higher education as classrooms went online, services went virtual, campuses closed, and prospective student numbers dwindled (García-Peñalvo, et al., 2021; Mok, et al., 2021; Sahu, 2020). International students were hit especially hard. Those living on campus had nowhere to go as borders and campuses closed, and incoming students could not get a visa with embassies closed.

They could not stay on campus and they could not go home. International partnerships also suffered as students were recalled from their study abroad experiences and future programs were cancelled around the world. This in turn would impact the bottom dollar and future of a field already in “tatters,” exasperating the various crisis it already faced.

While all parts of the university must deal with these problems, international educators face additional challenges. First, international enrollment is expected to decline by as much as 25 percent due to US embassy closures that prevent students from applying for a student visa, the lack of clear plans for the fall semester from institutions, a desire to stay close to home during these uncertain times, and the inability to recruit international students (García-Peñalvo, et al., 2021; Mitchell, 2020; Mok, et al., 2021; Ozili & Arun, 2020; Redden, 2020; Sahu, 2020; Toner, 2020).

### **Student Affairs and International Education**

It is important to acknowledge that the student affairs play an important role in international education. This stems from the mission of higher education, to develop the whole student and not just the mind of the student (American Council on Education Studies, 1937). Therefore, a short review of literature related to the internationalization of student affairs is prudent.

The founding principles of student affairs were first presented in the ACE’s Student Personal Point of View (American Council on Education Studies, 1937). This document states the purpose of education is to develop the *whole student* and provides questions to guide practitioners in defining the *whole student*. These questions include (1) what changes occur in a student during college, (2) how do these changes occur, (3) how does the college experience effect change, and (4) what is the ideal whole student? These

questions would then be used to guide research into college student development and to inform the policies, programs and services found in student affairs offices in higher education (Hephner, 2019).

Most of these efforts have focused on traditional student in higher education (Patton et al., 2016). This, in turn, has produced a wealth of knowledge on what changes occur in a traditional student during college, how these changes occur for traditional students, how the college experience effects change for traditional students, and what is the ideal whole traditional student. This knowledge was then used in student affairs to develop policies, programs, and services that have had a positive impact on the success of traditional students (Patton et al., 2016).

Over time, student development scholars and student affairs practitioners began to recognize that theories, programs, policies, and procedures designed for traditional students were not transferable to other student populations (Patton et al., 2016). This led to research into the various marginalized groups in higher education and the development of theories, programs, and services for several groups, including international students, a group that has its own unique opportunities, challenges, and needs (Altbach & De Wit, 2018). The internationalization of the student affair office also coincided with a significant increase in the number of international collaborations and exchanges that began in the 1960s (Osfield, 2008). These programs brought large numbers of international students, and the student affairs office was largely responsible for meeting their needs (Dalton & Sulvian, 2008). Over time, student affairs developed support programs and services for this group; however, to this day it remains “an emerging trend

and not yet part of the fabric of what [student affairs professions] do” (Osfield, 2008, p. 3).

It is interesting to note that international students are discussed in two very different ways in the literature. The first, like other groups, include studies on international student development, what unique challenges they face, what programs are available to the group, and the effectiveness of programs and service (Almurideef, 2016; Altbach & De Wit, 2018; Gautam et al., 2016). However, other literature focuses on how international students impact other student groups on campus. This includes such things as how international students can be used to improve the global competency of other students, help diversify the community, improve social justice on campus, and promote inclusion at US institutions of higher education (Roberts, 2015; Roberts & Dunworth, 2012; Glass et al., 2015). This has created an interesting challenge for student affairs as institutions are recruiting more international students to improve diversity, inclusion, and social justice but not providing additional funds to support them (Yakabosi & Perozzi, 2018). This is not to say they have not made improvements to the service provided. Indeed, there are many support services available to international students. However, there is still much work to be done to support this group them (Yakabosi & Perozzi, 2018).

### **Conclusion**

Fink has not updated his book on crisis management since it was first published in 1986. When asked why, he argued that the key fundamentals of crisis management do not change, and it may be dangerous to suggest that they do by updating the text (Fink, 2002). Crises can be predicted and forecasted; they can be categorized; they have a

lifecycle; they can be prepared for; they can be managed; they impact stakeholders differently; they can be studied. Although his book has not been updated, it remains in print today and is used by executives around the world to help “prepare for the inevitable.” His observations have been used to better understand crisis and build models to better respond to crisis. While most of these efforts have focused on the business world, significant knowledge is available on crisis management in the field of student affairs. However, as higher education is a very complex entity, additional research on crisis management and strategic planning in other areas of the academy are needed to better understand, prepare, and respond to crises. This is especially true for international education which has faced numerous crises over the past decade cumulating with the COVID-19 pandemic. Better understanding of what types of crises have emerged, if plans were in place to respond to the emerging crisis, what stages of the crisis were prepared for, and what stakeholders were involved will not only help fill this gap in the knowledge but also better prepare international education leaders for the future.

## CHAPTER III

### METHODOLOGY

International education in the United States faced several unique crises related to on-campus emergencies, policy changes, social unrest, increased competition, economic issues, and changing worldviews with each crisis worsening during the COVID-19 pandemic. These impacted both the health and prosperity of international education in the United States and illustrated the need to investigate the current state of crisis preparedness and management within international education in the United States. The methodology for this study is discussed in this chapter.

#### **Research Design**

This study utilized a survey design (Fowler Jr, 2013). Survey research is used to better understand attitudes, beliefs, and opinions of the population being studied using large data sets (Leavy, 2017). The survey instrument used for the study was first designed by Zdziarski (2001) as part of his dissertation work at Texas A& M. This instrument has since been used multiple times to investigate the state of crisis preparedness within student affairs (Burrell, 2009; Catullo, 2008; Covington, 2013; Grimsley, 2015; Studenberg, 2017); however, this was the first time it has been used to investigate crisis management outside of student affairs. Therefore, for this study, a panel of international education experts evaluated the instrument and suggested modifications to ensure that the

questions aligned with the population. Their feedback was then used to modify the instrument to align with the population.

The instrument was then distributed to international education administrators in the United States whose two and four-year institutions were 2019 members of IIE, and the survey remained open from October 26, 2020 until December 4, 2020. Data were then analyzed using statistical tests as well as descriptive statistics using IBM SPSS version 26. Findings are presented and discussed in later chapters to inform the current state of crisis management within international education in the United States.

### **Researcher Positionality**

The researcher was born and raised in the United States and is a native speaker of English. His interest in international education began in 1991 when he volunteered as a conversation partner at the English language program at Central Oregon Community College. This experience opened the door to a new world of culture and diversity, and he decided to work toward a degree in teaching English as a second language. After graduating from college, he spent nearly twenty years teaching and interacting with people from around the world. Eventually, he thought it was time to move from the classroom to an administrative role and accepted an assistant director position at UT Arlington in 2012, and a director position at Oklahoma State University in 2016. Unfortunately, the move to program director coincided with the onslaught of crises described in this paper. Thus, the past five years have been a struggle to survive with many programs closing and international professionals moving to other fields. In turn, much of the focus of the Ph.D. journey has been to understand these problems and to find possible solutions to ensure that his department survives. It would be easy, therefore, to

conclude that this avenue is of interest to the researcher, but this is incorrect. The researcher's interest has always been in the international student experience, culture shock, and the adjustment process. Thus, while course papers and class discussions reflected a need to navigate crises, the researcher's residency work was on African American participation in study abroad and the impact of residing in a living learning community on the international experience. In addition, the original direction of the dissertation was a case study of Indonesian student affairs; however, after spending ten months working on the proposal and navigating the challenges of conducting research in another country, COVID-19 effectively derailed the proposal just a few short weeks before the defense. Faced with the decision to put the study on hold for at least one year or choose something else, the researcher decided to return to leadership during times of chaos. This is the product of this journey and reflects the anger and angst of dealing with nearly five years of crises and efforts that rarely have worked and resulted in the closure of the language program he was working at. Still, there must be some way to navigate crisis which is the impetus of this study.

### **The Research Context**

This study was based on Fink's Crisis Management Theory (1986, 2002). This theory posits that organizations with a comprehensive crisis management plan, response plan, contingency plan, and extensive stakeholder involvement are better prepared for crises, manage crises more efficiently, and are impacted by crises less (Coombs, 2015; Crandall et al., 2013; Fink, 2002; Zdziarski et al., 2007).

Because there are several variations of the types of crises, the stages of crisis, response strategies, stakeholder involvement, and how to develop contingency plans, this



study utilized the elements of a crisis management plan identified by Zdziarski (2001). The elements of this type of crisis management planning is included in Table 1.

**Table 1**

*Elements of Crisis Management Planning*

Planning		Stakeholder	Contingency Plans
Crises Planning	Response Planning	Involvement	
1. Departmental and division written plans	1. Response Team	1. Maximum involvement of internal/external stakeholders	1. Separate written plan for specific stages of crises (Pre/crisis/post)
2. A crisis audit	2. On-call system		
3. Regular reviews	3. Training programs	2. Level of involvement of stakeholder: on team, invited to team as needed, considered but not invited, or not considered	2. Supplemental plan for specific type of crises: natural, facility, criminal, and human
4. Crisis coordinator and committee	4. Critical Incident Stress Debriefing		

**The Research Participants**

The population for the study was two and four-year institutions in the United States who were 2019 IIE members, and the sample was a senior international administrator from each institution. To determine the sample, the researcher created an excel spreadsheet with all 526 IIE US members. He then conducted a Google search using the phrase “senior international officer at [name of institution]” for each institution. He would then navigate the institution’s website to identify a senior international officer

and record their name and email. Several institutions did not have this information online. For these instances, the researcher would call or email the institution directly to find the name and contact information of a senior international officer. This information was then used to distribute the requests to participate in the survey. During this phase, six emails were returned as undeliverable, and the contact person was updated. Copies of these letters are included in Appendix D.

The sample size,  $n$ , needed to attain normal distribution for the planned omnibus ANOVA, as calculated by G-Power using an effect size of .25 ( $f = 0.25$ ), error rate of .05 ( $\alpha = .05$ ), power of .8 ( $\beta = 0.8$ ), and number of groups set to 4 was 180. A total of 179 individuals participated in the survey with 105 completing it. The implications of this are discussed in Chapter Four.

### **Instrumentation**

The instrument used for this study was a survey instrument designed by Eugene Zdziarski (2001) as part of his dissertation work at Texas A&M on the state of institutional preparedness for crises as perceived by student affairs professionals. Survey questions and options were developed based on his literature review and feedback from a panel of crisis management and student affairs experts. The survey was then sent to ten participants for the pilot study. Minor edits were then made to the instrument before it was finalized. The survey instrument has been used by Catullo (2008), Burrell (2009), Covington (2013), Grimsley (2015), and Studenberg (2017) to investigate crisis management in student affairs and is considered a reliable and valid instrument. Written permission to use the survey instrument was granted by Zdziarski prior to the design of this study and is included in Appendix A.

While the survey instrument has been used for nearly 20 years, this was the first time it was used to assess crises management outside of student affairs. Therefore, the researcher modified the department names, positions, directions, and other areas related to the new population. The researcher also added demographic questions to the survey instrument; this information was collected separately in the original study. In addition, three questions were added to investigate whether the level of involvement of the international division in crisis management planning had a significant effect on preparedness, management, and impact. A fourth question was also added to investigate whether an international crisis management plan improved the expected time to recovery. Finally, an incentive was added to the survey instrument to increase participation.

Next, the researcher asked members of the international leadership team at his institution to review the survey instrument. Members included the chief international officer, director of student affairs, intensive English program director, and director of international programs. Based on their feedback, the word “campus” in “campus crises” was deleted in some questions. In addition, several of the external and internal stakeholder options were modified to align with those in international education.

After these modifications were made, the researcher sent the survey with all changes tracked in a Word document to the methodologist on his committee. Based on her feedback, a question on the general state of crisis management in international education was added to the beginning of the survey instrument. In addition, open-ended questions to explain preparedness, management, and impact were added. Finally, the modified survey instrument was returned to the original author for review and additional

edits were made to the stakeholder options on the survey. This email is included in Appendix A and serves as approval of the modifications.

After receiving approval from the original author to use the modified instrument, the researcher defended the proposal. This resulted in several additional changes to the instrument. First, the population was changed from all international officers at an institution to only one. Second, several questions were reworded to clarify which referred to the institution, which referred to international education, and which related to the pandemic. Next, options for “no plan”, “I’m not involved”, and “unsure” were added throughout the instrument. Fourth, the question “Does your university crisis management plan specifically address the needs of international education?” was added. Finally, the cover and introduction letters were revised for style and mechanics.

After the proposal was approved by the IRB, a pilot study was conducted. For the pilot study, the survey was sent to ten randomly selected international administrators with a request to complete the survey and provide feedback on how long it took to complete the survey, if the cover letter was clear, and if the survey questions, options, directions, organization, or flow needs to be modified. Four individuals participated in this, so the researcher randomly selected another ten international administrators and sent another request. In total, eight individuals provided feedback on the survey, and the following changes to the instrument were made. First, minor edits to font, word form, grammar, spelling, options, and progress markers were made. In addition, a progress bar was added to inform the respondent how much longer the survey should take. Second, two questions were added to the survey including a text entry question to explain the selection to Q37 and a demographic question to separate the undergraduate and graduate populations.

Last, the contingency plan section was modified. Here, the researcher created a new Qualtrics block for the section to improve the flow of the survey. He then added an “unsure” option to Q42. Next, he revised the definition of a contingency plan and the phases of a crisis. Lastly, he combined some of the “redundant” plans and added three options that were related to international divisions.

After completing the pilot study and making the changes, the researcher sent the instrument to his committee for a final review. Based on their feedback, he added a text entry question to explain the respondent’s selection to Q5 and moved the demographic information to the end of the survey. He then sent it to the original author for final review and approval. Dr. Zdziarski approved the final version with one additional edit which was made; an additional option to Q10. This letter is included in Appendix A.

The review by experts in international education, feedback from an expert on quantitative methodology, the pilot study, and the multiple times the survey has been used ensures the validity and reliability of the survey instrument (Gay & Mills, 2016). The final draft of the survey was also reviewed and approved by the IRB on October 22, 2020, and a thank you note was sent to everyone who participated in the pilot study.

### **Survey Questions**

The title, directions, questions, and response options for the survey instrument are presented below with a rationale for each question.

1. [Title] How International Education Manages Crisis

2. [Purpose and Consent] **D1 Background Information**

The purpose of this project is to gain insight into how international education manages crises as perceived by senior international administrators at two and four-year IIE member institutions in the United States.

This study is being conducted by Fred Griffiths.

**Risks and Benefits**

The research team works to ensure confidentiality to the degree permitted by technology. It is possible, although unlikely, that unauthorized individuals could gain access to your responses because you are responding online. However, your participation in this online survey involves risks similar to a person's everyday use of the internet. If you have concerns, you should consult the survey provider privacy policy at <https://www.qualtrics.com/privacy-statement/>.

This study may help the researcher learn more about how international educators manage crises, and it may help future researchers and international administrators manage crises.

**Compensation**

There is no compensation for participation. However, participants who provide their email in the survey will be entered into a drawing to win one of two \$50.00 Amazon gift cards. Winners will be chosen at random shortly after the survey closes.

**Confidentiality**

The information collected in the study will be handled confidentially. All data will be password protected and accessible only by the researcher and committee members. Your name and the name of your institution will not be identified in any published report or article.

**Voluntary Nature of the Study**

Your participation in this research is voluntary. There is no penalty for refusal to participate. You can stop the survey at any time or skip any questions that make you uncomfortable.

**Contact and Questions**

The Institutional Review Board (IRB) for the protection of human research participants at Oklahoma State University has reviewed and approved this study. If you have questions about the research study itself, please contact the Principal Investigator at 817-657-0228, [fred.griffiths@okstate.edu](mailto:fred.griffiths@okstate.edu). If you have questions about your rights as a research volunteer or would simply like to speak with someone other than the research team about concerns regarding this study, please

contact the IRB at (405) 744-3377 or [irb@okstate.edu](mailto:irb@okstate.edu). All reports or correspondence will be kept confidential.

### **If You Choose to Participate**

To participate in this study, click the arrow at the bottom of this page and complete the survey. By clicking the arrow, you are indicating that you freely and voluntarily agree to participate in the study, and you also acknowledge that you are at least 18 years of age.

The survey should take approximately 15 minutes to complete.

3. [Directions] Please Respond to each question by checking the appropriate box(es).
4. [Question] On a scale of 1 to 10, where 1 is poor and 10 is excellent, please describe your perception of the general state of crisis preparedness in international education across the U.S.

Response Options: A scale of 1 to 10 where 1 is poor and 10 is exceptional.

Rationale: This question helped inform the state of international education in the United States. According to the literature, the field is in chaos having suffered from crisis after crisis (Mitchell, 2020; Ozili & Arun, 2020; Redden, 2020; Sahu, 2020; Toner, 2020). This question will help quantify the overall impact of these crises in a general sense.

5. [Question] Describe why you chose that number for the general state of crisis preparedness.

Response Options: Open ended response

Rationale: This question was used to inform research questions two, three, and four.

6. [Question] Does your university have a written crisis management plan?

Response Options: (1) Yes, (2) No, or (3) Unsure

Rationale: This question was used to inform all the research questions in the study with data used as the independent variables of the study.

7. [Question] Who coordinates your university's response to crisis?

Response Options: (1) President, (2) VP Academic Affairs/Provost, (3) VP Administration/Business Affairs, (4) Student Affairs, (5) University Emergency Management Coordinator, (6) Chief/Director University Police, (7) Director Public Information/Relations, (8) Director of Health & Safety, (9) Dean of Students, (10) Director of Student Counseling, (11) Director of Student Health Services, (12) Director of Residence Life, (13) Director of Student Activities, (14) Unsure, or (15) Other

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

8. [Question] Does your university's crisis management plan specifically address the needs of international education?

Response Options: (1) Yes, (2) No, (3) Unsure

Rationale: This question was used to inform all the research questions in the study with data used as an independent variable of the study.

9. Is someone from your department involved in the development of the university's crisis management plan?

Response Options: (1) Yes, (2) No, (3) Unsure

Rationale: This question was used to inform all the research questions in the study with data used as an independent variable of the study.



10. [Question] Please indicate who coordinates the international division's response to campus crises.

Response Options: (1) Chief International Officer, (2) Director of Study Abroad, Director of International Students and Scholars, (3) VP Student Affairs, or (4) Other

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

11. [Question] Does your international division have a separate, written crisis management plan?

Response Options: (1) Yes or (2) No [skip to number 25]

Rationale: This question was used to inform all the research questions in the study with data used as an independent variable of the study. Respondents that answer (2) No will skip to number 25.

12. [Question] How long has the current international crisis management plan existed?

Response Options: (1) 1 year or less, (2) 1 to 5 years, (3) 5 to 10 years, (4) More than 10 years, or (5) unsure

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

13. [Question] How often is the international crisis management plan reviewed?

Response Options: (1) Annually, (2) Every 3 years, (3) Every 5 years, (4) unsure or (5) Other

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

14. [Question] A crisis audit refers to the process of assessing the internal and external environment to identify potential crises, and determine the impact and probability of various crises occurring. Has a crisis audit been conducted on your campus or by the department? (Check all that apply.)

Response Options: (1) No, (2) When the plan was originally created, (3) Each time the plan is reviewed, (4) Annually, (5) Whenever a crisis occurs, (6) Unsure, and (7) Other

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

15. [Question] Please indicate whether the international crisis management plan addresses one or more of the following phases of crisis. (Check all that apply.)

Response Options: (1) Pre-crisis: Actions to take prior to the onset of a crisis. These actions may include such things as preventative measures, preparation activities, and ways to detect potential crisis, (2) Crisis: Actions to take during a crisis event. These actions may include such things as activation of response procedures, measures of containing a crisis, and steps to resume normal operations, (3) Post-crisis: Actions to take after a crisis. These actions may

include such things as methods for verifying that a crisis has past, follow-up communication with stakeholders, and mechanisms to revise or improve procedures for the next crisis, or (4) unsure

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

16. [Question] How is the international crisis management plan communicated to members of the campus community? (Check all that apply.)

Response Options: (1) Not communicated, (2) Copy of plan available upon request, (3) Plan accessible on the web, (4) Annual notification, (5) New employee orientation, (6) New student orientation, (7) Optional crisis management training sessions, (8) Required crisis management training sessions, (9) Drills and exercises, (10) Unsure, and (11) Other

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

17. [Question] Does the international crisis management plan address the mental/emotional health of university caregivers who respond to campus crisis by providing Critical Incident Stress debriefings?

Response Options: (1) Yes, (2) No, or (3) Unsure

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

18. [Question] An "On-Call" or "Duty" system is a system in which a particular individual is identified as the initial or primary contact to be notified. In such a system, the responsibility of serving as the initial or primary contact rotates to another individual at specified time intervals (e.g. weekly, monthly, etc.). Is there an "On-Call" or "Duty" system in place to respond to crises that impact the international division?

Response Options: (1) Yes, (2) No, or (3) Unsure

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

19. [Question] Is there an established committee or team of individuals identified to respond to crises that impact the international division?

Response Options: (1) Yes, (2) No [Skip to number 22], or (3) Unsure [Skip to number 22]

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter. Respondents that select (2) No or (3) Unsure will skip to number 22.

20. [Question] How are individuals assigned to the international crisis management response committee or team? (check only one.)

Response Options: (1) Self-appointed, (2) Volunteer, (3) Appointed by Superior, (4) Specified in Job Description, (5) Recruited, (6) Unsure, or (7) Other

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

21. [Question] What type of training is provided to international crisis management response team members or for individuals involved in responding to a crisis? (Check all that apply.)

Response Options: (1) No Training Provided, (2) Crisis Management (campus procedures), (3) Crisis Management (general), (4) Legal Issues/Risk Management, (5) Working with Law Enforcement & Emergency Personnel, (6) Responding to Civil Disturbance or Demonstration, (7) Suicide Intervention, (8) Media Relations, (9) Campus Violence Issues, (10) Substance Abuse, (11) Grieving Process, (12) Orientation to Community & County Agency Assistance, (13) Critical Incident Stress Management/Debriefing, (14) Table-top exercises, (15) Crisis simulations or drills, (16) Unsure, and (17) Other

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

22. [Directions] Stakeholders are individuals or organizations affected by a crisis or could affect an institutions ability to respond to a crisis. Please indicate the level of involvement of each of the internal and external stakeholders listed below. Check only one level of involvement for each stakeholder for the international crisis management plan.

23. [Question] Internal Stakeholders

Levels of Involvement: (1) Level One: On Plan Development Team, (2) Level Two: Involved as Needed, (3) Level Three: Considered by not Directly Involved, (4) Level Four: Not Considered

Response Options: (1) President, (2) VP Academic Affairs/Provost, (3) VP Student Affairs, (4) Academic Deans, (5) Senior International Office, (6) Study Abroad Office, (7) International Students and Scholars, (8) Risk Management Office, (9) Export Control Office, (10) State Regents, (11) General Counsel, (12) University Police (13) University Relations/PIO, (14) Physical Plant, (15) Environmental Health, (16) Human Resources, (17) Student Health Services, (18) Student Counseling Services, (19) Employee Assistance, (20) Residence Life, (21) Student Activities, (22) Athletics, (23) Campus Ministers, (24) Students, (25) Faculty, and (26) Other

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

#### 24. [Question] External Stakeholder

Levels of Involvement: (1) Level One: On Plan Development Team, (2) Level Two: Involved as Needed, (3) Level Three: Considered by not Directly Involved, (4) Level Four: Not Considered

Response Options: (1) Emergency Respondents, (2) Health Providers and Agencies, (3) Mental Health Providers and Agencies, (4) Educational Organizations, (5) International Partner Institutions, (6) Recruiting Agents, (7) Donors, (8) Campus Ministers, (9) Red Cross, (10) Victims Assistance Program,

(11) US Department of State, (12) US Department of Education, (13) International Embassy Officials, (14) International Ministry of Education, (15) International Alumni Associations and Clubs, (16) Domestic Alumni Associations and Clubs, (17) International Parents, (18) Domestic Parents, (19) Local Community Members, and (20) Other

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

25. [Directions] A contingency plan is a written procedure or checklist that may supplement a basic crisis management plan and addresses unique circumstances or issues for a specific type of crisis. For example, an institution may have a step-by-step plan explaining what to do if a student goes missing while overseas on a study abroad program.

26. [Question] Does your institution have written contingency plans for potential crises that may impact the international division?

Response Options: (1) Yes, (2) No (Skip to number 32), or Unsure (Skip to number 32).

Rationale: This question was be used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter. Respondents who select (2) No or (3) Unsure will skip to number 32.

27. [Directions] Please identify the phases of crisis included for each contingency plan (select all that apply). You may skip plans that do not exist

The phases of crisis are defined as:

- A. Pre-crisis: Actions to take prior to the onset of a crisis. These actions may include such things as preventative measures, preparation activities, and ways to detect potential crisis.
- B. Crisis: Actions to take during a crisis event. These actions may include preventative measures, preparation activities, ways to detect potential crisis, etc.
- C. Post-Crisis: Actions to take after a crisis. These actions may include such things as methods for verifying that a crisis has past, follow-up communication with stakeholders, and mechanisms to revise or improve procedures for the next crisis.

28. [Question] Please identify the phases of crisis included in each contingency plan for the following **Natural Crises**. (Check all that apply.)

Phase Options: (1) Pre-crisis, (2) Crisis, and (3) Post-crisis

Response Options: (1) Tornado, (2) Hurricane, (3) Earthquake, (4) Flood, (5)

Other Severe Weather, and (6) Other

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

29. Please identify the phases of crisis included in each contingency plan for the following **Facility Crises**. (Check all that apply.)



Facility Response Options: (1) Embassy Closure, (2) Border Closure, (3) Evacuation of Campus, (4) Loss of Computer Data, (5) Loss of Utilities (electricity, A/C, telephone, Internet, etc.), and (6) Other

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

30. Please identify the phases of crisis included in each contingency plan for the following **Criminal Crises**. (Check all that apply.)

Criminal Response Options: (1) Homicide, (2) Assault, (3) Sexual Assault/Rape, (4) Sexual Harassment, (5) Domestic Abuse, (6) Burglary/Robbery, (7) Kidnapping/Abduction, (8) Hate Crime, (9) Terroristic Threat, (10) Vandalism, and (11) Other

31. Please identify the phases of crisis included in each contingency plan for the following **Human Crises**. (Check all that apply.)

Human Response Options: (1) International Travel Ban, (2) Student Death, (3) Faculty/Staff Death, (4) Emotional/Psychological Crisis, (5) Missing Person, (6) Alcohol/Drug Overdose, (7) Infectious Disease, (8) Campus Disturbance/Demonstration, and (9) Other

Rationale: This question was used to inform Research Question One with data informing various descriptive statistics discussed in detail in the data analysis section of this chapter.

32. [Directions] The COVID-19 pandemic has created many crises within international education. Please respond to the following questions as they relate to the international efforts at your institution.

33. [Question] On a scale of 1 to 10, where 1 is unprepared and 10 is well prepared, please indicate how prepared your institution was for the pandemic as it relates to the international efforts at your institution.

Response Options: A scale of 1 to 10 where 1 is unprepared and 10 is well prepared.

Rationale: This question was used to inform Research Questions Two, Three, and Four with data being used to test the related hypothesis discussed in the data analysis section of this chapter.

34. [Question] Describe why you chose that number for your level of preparedness.

Response Options: This is an open-ended question

Rationale: This question provided additional data on the previous question and insight into how prepared international education was for the pandemic.

35. [Question] On a scale of 1 to 10, where 1 is poor and 10 is excellent, please indicate how well your institution has managed the pandemic as it relates to the international efforts at your institution.

Response Options: A scale of 1 to 10 where 1 is poor and 10 is excellent.

Rationale: This question was used to inform Research Questions Two, Three, and Four with data being used to test the related hypothesis discussed in the data analysis section of this chapter.

36. [Question] Describe why you chose that number for quality of management.

Response Options: This is an open-ended question

Rationale: This question provided additional data on the previous question and insight into how well international educators managed the pandemic.

37. [Question] On a scale of 1 to 10, where 1 is no impact and 10 is extreme impact, what level of impact has the pandemic had on the international efforts at your institution?

Response Options: A scale of 1 to 10 where 1 is no impact and 10 is extreme impact.

Rationale: This question was used to inform Research questions Two, Three, and Four with data being used to test the related hypothesis discussed in the data analysis section of this chapter.

38. [Question] Describe why you chose that number for the level of impact.

Response Options: This is an open-ended question

Rationale: This question provided additional data on the previous question and insight into the level of impact the pandemic has had on international education in the United States

39. [Question] How long do you expect it will take your international division to recover from the pandemic?

Response Options: (1) 0-1 Years, (2) 1-3 years, (3) 3-5 years, (4) 5+ years

Rationale: This question was used to inform Research Question Five with data being used to test the related hypothesis discussed in the data analysis section of this chapter.

40. [Question] Which NAFSA Region is your institution part of?

Response Options: (1) Region I: Alaska, Oregon, Washington, (2) Region II: Arizona, Colorado, Kansas, Montana, Nebraska, New Mexico, Utah, Wyoming, (3) Region III: Arkansas, Louisiana, Oklahoma, Texas, (4) Region IV: Iowa, Minnesota, Missouri, North Dakota, South Dakota, (5) Region V: Illinois, Michigan, Wisconsin, (6) Region VI: Indiana, Kentucky, Ohio, (7) Region VII: Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, Puerto Rico, U.S. Virgin Islands, (8) Region VIII: Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia, (9) Region X: New Jersey, New York, (10) Region XI: Connecticut, New Hampshire, Maine, Massachusetts, Rhode Island, Vermont, or (11) Region XII: California, Hawaii, Nevada, Pacific Islands

Rational: This question allowed the researcher to compare responses by region. In addition, NAFSA is the leading organization for international educators and will be familiar to respondents.

41. [Question] What type of institution do you work for?

Response Options: (1) Four-year public, (2) Four-year private, (3) Two-year public, or (4) Two-year private

Rationale: This question allowed the researcher to compare responses by type of institution.

42. [Question] What is the full-time international undergraduate enrollment at your institution?

Response Options: (1) Less than 500, (2) 500 – 1,000, (3) 1,001 – 1,500, (4) 1,501 – 2,000, (5) 2,001 – 3,000, or (6) More than 3,000

Rationale: This question allowed the researcher to compare responses by undergraduate enrollment size.

43. [Question] What is the full-time international graduate enrollment at your institution?

Response Options: (1) Less than 500, (2) 500 – 1,000, (3) 1,001 – 1,500, (4) 1,501 – 2,000, (5) 2,001 – 3,000, or (6) More than 3,000

Rationale: This question allowed the researcher to compare responses by graduate enrollment size.

44. [Question] Please enter your email if you would like to be entered for a chance to win one of two \$50.00 Amazon gift cards.

Response Options: This is an open-ended question

Rationale: Incentives have been proven to increase the number of respondents.

### **Research Questions and Hypotheses**

Reflecting a postpositivist worldview that states that truth is constant, predictable, generalizable, and interpretable through an analysis of defined variables (Creswell & Creswell, 2017), this quantitative study investigated the following research questions, hypotheses, and presented tables that aligned with those used in the Zdziarski study (2001).

1. What is the current state of crisis management within international education in the United States?
2. Does the level of crisis management planning within international education in the United States have a significant effect on the level of preparedness for a pandemic?

H<sub>0</sub>1: Crisis management planning does not have a significant effect on the level of preparedness for a pandemic; there is no significant group difference in any of the group means.

H<sub>1</sub>1: Crisis management planning has a significant effect on the level of preparedness for a pandemic; there is a significant group difference in at least one of the group means.

3. Does the level of crisis management planning involvement within international education in the United States have a significant effect on the management of a pandemic?

H<sub>0</sub>2: Crisis management planning does not have a significant effect on the management of a pandemic; there is no significant group difference in any of the group means.

H<sub>1</sub>2: Crisis management planning has a significant effect on the management of a pandemic; there is a significant difference in at least one of the group means.

4. Does the level of crisis management planning involvement within international education in the United States have a significant effect on the level of impact of a pandemic?

H<sub>0</sub>4: Crisis management planning does not have a significant effect on the level of impact of a pandemic; there is no significant difference in any of the group means.

H<sub>1</sub>4: Crisis management planning has a significant effect on the level of impact of a pandemic; there is a significant difference in at least one of the group means.

6. Is there a correlation between the time to recovery after a pandemic and the level of the international division's involvement in crisis management planning?

H<sub>05</sub>: There is not a significant correlation between the time to recovery and the existence of a CMP; the level of stakeholder involvement has no impact on the time to recovery after a pandemic.

H<sub>15</sub>: There is a significant correlation between the time to recovery and the existence of a CMP; the level of stakeholder involvement has an impact on the time to recovery after a pandemic.

### **Corresponding Variables**

The independent variables for all research questions were categorical and include (1) no plan exists, (2) not involved in crisis management planning at any level, (3) involved in crisis management planning at the departmental level, (4) involved in crisis management planning at the institutional level, and (5) involved in crisis management planning at the departmental and institutional levels.

The dependent variables in the study differ for each research question. For the first research question, the variables were categorical and aligned with those used in the Zdziarski study (2001). They included the region, the type of institution, the size of enrollment, the phases included in the CMP, a crisis portfolio, how long the CMP had existed, how often a crisis audit occurred, how CMPs were communicated, crisis response teams, how individuals were assigned to the crisis response team, what training was provided to response team members, the level of involvement of external and internal stakeholders, the stages of crisis prepared for, and what contingency plans were available.

For Research Questions Two, Three, and Four, the dependent variables were all continuous. Specifically, in Research Question Two the dependent variable was the level of preparedness for the pandemic. In Research Question Three the dependent variable was management during a pandemic. Research Question Four's dependent variable was the level of impact of the pandemic.

Finally, for Research Question Five, the dependent variable was categorical. It was categorical in that it included four options: (1) 0-1 years, (2) 1-3 years, (3) 3-5 years, and (4) 5+ years.

### **Survey Distribution**

The survey was open from October 26, 2020 until December 7, 2020. It was distributed using a list of the senior international administrator at each of the 526 two and four-year US institutions that were 2019 members of IIE. This list was compiled and maintained by the researcher and was updated as needed during the distribution process. A copy of the letters used in this process is included in Appendix D.

The initial request to participate was sent on October 26, 2020, and 40 responses were received in the first week. A reminder email was sent on November 3, and a total of 78 respondents had taken the survey by the end of the second week. The final planned reminder email was sent on November 10, 2020, and a total of 105 individuals completed the survey by the end of the third week.

A request to extend the survey was made to the IRB on November 11, 2020, and the researcher was informed that he did not need to file a modification to extend the survey. Therefore, the survey was extended until December 8 with reminder emails being sent on November 17 and December 1. This produced a total of 152 responses by the end



of week five and 179 by the end of week six. Of these, 106 were complete and could be used for data analysis.

After the survey closed, emails for respondents who completed the survey and provided their email addresses were entered into a numbered spread sheet. A random number generator was then used to select two separate winners of the two \$50.00 Amazon gift cards. Winners received the gift cards via email with the researcher's advisor copied to the email on December 8, 2020.

### **Data Analysis**

All statistical tests were conducted using IBM SPSS version 26. For Research Question One, tables were produced using descriptive statistics. Descriptive data included measures of central tendency, measures of frequency, measures of dispersion or variation, or measures of position (Mills & Gay, 2016). These tables were grouped into four sections: (1) international crisis management at the institutional level, (2) international crisis management planning at the departmental level, and (3) contingency planning. Because it has been widely used to inform the state of crisis management planning, many of the analyses used aligned with those in Zdziarski's (2001) original study.

Inferential statistics were included "to determine the probability (or likelihood) that a conclusion based on the analysis of data from a sample is true in the population" (Cole, 2019). For research questions two through four, the researcher planned to use ANOVA. This test requires that the levels of measurement be categorical (independent variable) and continuous (dependent variable), and there must be independence of observation in the data (Cole, 2019; Mills & Gay 2016). These assumptions were ensured through careful design of the study. In addition, the assumption of normality and equal

variance between groups must be tested (Cole, 2019; Mills & Gay, 2016). Normality is tested using either the Kolmogorov-Smirnov test, Shapiro Wilk's test, or evaluating Skewness and Kurtosis. Equal variance within groups is tested using Levine's Test, Bartlett's test, or Brown and Forsythe's test (Cole, 2019, Mills & Gay, 2016). If either of these assumptions are violated, data should be analyzed using the non-parametric Kruskal-Wallis test (Cole, 2019; Mills & Gay, 2016). Specific information on the tests used are detailed in Chapter Four.

For Research Question Five, the research planned to use a Pearson Correlation to test if the variables are related in some meaningful way (Cole, 2016). This test requires that there is equality of variance, normality of observations, no outliers, a linear relationship, and homoscedasticity in the data (Mills & Gay, 2016). Homogeneity of variance is tested using Levene's test. Normality is tested using the Kolmogorov-Smirnov's test while outliers are visually evaluated on a box plot. A scatterbox is then used to visually verify that a linear relationship exists while a fit line added to the scatterbox can show that homoscedasticity exists. If any of these assumptions are not met, the non-parametric variation of the Pearson Correlations, the Spearman's Wallace test, should be used (Mills & Gay, 2016). Specific information on the tests used are detailed in Chapter Four.

### **Ethics**

All efforts to do no harm were considered in this study. All email addresses were entered in the blind carbon copy field. The email and survey instrument included information on the purpose of the study, who the population was, how the sample was selected, and participants consented to participate by responding to the survey. In

addition, the contact information for the Institutional Review Board – Human Subjects in Research at Oklahoma State University was provided. All responses remained confidential and the name of the individual or the name of the institution was not identified. Also, the researcher responded sensitively to requests and concerns (Mills & Gay, 2016). Finally, the incentive was provided in a timely manner with the winner and researcher’s advisor notified a day after the survey closed.

### **Summary**

This chapter provided a summary of the methodology used in this study. First, the population, sampling method, and sample size were presented. Next, the survey instrument was introduced and all modification to the instrument were documented and explained. This was followed by a discussion of the research questions, hypothesis, and tables. A discussion of the dependent and independent variables came next followed by the data analysis and distribution plans. Finally, the ethics of the study were discussed, and the researcher’s positionality presented.

## CHAPTER IV

### DATA ANALYSIS

As presented in Chapter One, this dissertation was an examination on the state of crisis management planning in U.S. international education. This chapter presents descriptive data to illustrate the current state of crisis management within international education in the United States. Next, Kruskal-Wallis test results are presented and reviewed to determine if there are significant group differences in the level of preparedness for a pandemic, management of a pandemic, and impact of a pandemic based on whether programs have a crisis management plan, rely on the university's crisis plan, are engaged in the plan, or do not have a plan. Finally, the results of the Spearman's Rho test are presented and reviewed to determine if there is a relationship between the existence of a crisis management plan and the time to recovery. The following research questions were used to guide this study:

RQ1: What is the current state of crisis management within international education in the United States?

RQ2: Does crisis management planning have a significant effect on the level of preparedness for a pandemic?

H<sub>02</sub>: Crisis management planning does not have a significant effect on the level of preparedness for a pandemic; there is no significant difference in any of the group means

H<sub>a2</sub>: Crisis management planning has a significant effect on the level of preparedness for a pandemic; there is a significant difference in at least one of the group means.

RQ3: Does crisis management planning have a significant effect on the management of a pandemic?

H<sub>03</sub>: Crisis management planning does not have a significant effect on the management of a pandemic; there is no significant difference in any of the group means.

H<sub>a3</sub>: Crisis management planning has a significant effect on the management of a pandemic; there is a significant difference in at least one of the group means.

RQ4: Does crisis management planning have a significant effect on the level of impact of a pandemic?

H<sub>04</sub>: Crisis management planning does not have a significant effect on the level of impact of a pandemic; there is no significant difference in any of the group means.

H<sub>a4</sub>: Crisis management planning has a significant effect on the level of impact of a pandemic; there is a significant difference in at least one of the group means.

RQ5: Is there a correlation between the time to recovery after a pandemic and the level of the international divisions' involvement in crisis management planning?

H<sub>05</sub>: There is not a significant correlation between the time to recovery and the level of involvement; the level of stakeholder involvement had no impact on the time to recovery after the pandemic.

H<sub>a5</sub>: There is a significant correlation between the time to recovery and the level of involvement; the level of stakeholder involvement had an impact on the time to recovery after the pandemic.

## **Study Variables**

The independent variables for all research questions were categorical and included (1) no plan exists, (2) not involved in crisis management planning at any level, (3) involved in crisis management planning at the departmental level, (4) involved in crisis management planning at the institutional level, and (5) involved in crisis management planning at the departmental and institutional levels. The dependent variables for the first research question included region, type of institution, size of enrollment, phases included in the CMP, crisis portfolio, how long the CMP had existed, how often a crisis audit occurred, how CMPs were communicated, crisis response teams, how individuals were assigned to the crisis response team, what training was provided to response team members, the level of involvement of external and internal stakeholders, the stages of crisis prepared for, and what contingency plans were available. For research questions two, three, and four, the dependent variables were all continuous. Specifically, in Research Question Two the dependent variable was the level of preparedness for the pandemic. In Research Question Three the dependent variable was management during a pandemic. Research Question Four's dependent variable was the level of impact of the pandemic. Finally, for Research Question Five, the dependent variable was categorical. It was categorical in that it included four options: (1) 0-1 years, (2) 1-3 years, (3) 3-5 years, and (4) 5+ years.

## **Assumption Testing**

The assumptions for parametric tests that compare means are that observations are independent of one another, the levels of measurement are categorical (independent variable) and continuous (dependent variable), data are normally distributed, and there is

homogeneity of variances (Cole, 2019). The assumption of independence was not tested but assumed based on the research design. Specifically, the participant responses used in this study were independent of one another. The independent variables used to answer research questions two, three, and four were categorical and the dependent variables were continuous; therefore, the assumption related to levels of measurement was met. The normal distribution of data were tested using the Shapiro-Wilk test for normality. The significance levels for the dependent variables in this study were less than .05, indicating that the assumption for normality was violated (see Table 2). Finally, the assumption of equality of variance within groups was assessed using the Brown and Forsythe Test. The significance levels for each variable were greater than .05, indicating that the assumption of homogeneity of variances was met (see Table 3). Because the assumption of normality was violated, the non-parametric alternative to the ANOVA, the Kruskal-Wallis Test, was used. Spearman’s Rho, the non-parametric alternative to Pearson’s Correlation Coefficient, was used to answer Research Question Five.

**Table 2**

*Tests of Normality*

	Shapiro-Wilk		
	Statistic	Df	Sig.
Level of Impact	.866	75	<.001
Quality of Management	.929	84	<.001
Level of Preparedness	.964	80	.002
Time to Recovery	.720	84	<.001
Stakeholder Involvement Level	.874	72	<.001

**Table 3***Test of Equal Variances Within Groups*

	Brown-Forsythe			
	Statistic <sup>a</sup>	df1	Df2	Sig.
Level of Preparedness	.084	4	40.865	.987
Quality of Management	1.281	4	39.360	.294
Level of Impact	1.754	4	28.804	.166

a. Asymptotically F distributed.

## Results

Survey data were collected from 179 respondents; however, only 106 cases were complete and useable for data analysis. Data were analyzed using IBM SPSS version 26. Descriptive statistical analyses, such as frequency tables, cross tabulations, and comparison of means, were conducted to answer Research Question One, independent-samples Kruskal-Wallis Tests were used to answer research questions two through four, and Spearman's Rho correlation was used to answer Research Question Five. The results of the descriptive analyses and hypothesis testing are presented in this section and organized according to the research question.

### Research Question One

Research Question One asked: What is the current state of crisis management within international education in the United States? This question can be answered by reviewing data on international involvement in the institute's CMP, crisis management planning within the international division, and contingency planning.

**The Perceived State of Preparedness.** Participants were asked to respond the general state of preparedness for crises that impact international education. Perceived levels of preparedness were rated on a ten-point scale, where one was unprepared and 10 was well prepared. Responses were organized according to type of institution and



enrollment (see Table 4). According to cross-tabulations, the highest rating from four-year public institutions was a level six (31.9%), the highest rating for four-year private institutions was a level seven (44.8%), and the highest rating for two-year public institutions was a 5 (28.6%). The highest rating based on undergraduate enrollment was for institutions with 1,000 students or less at level seven. The highest rating based on graduate enrollment was for institutions with 1,501-2,000 students at level seven.

**Table 4**

*State of Preparedness for International Crisis by Type of Institution & Enrollment*

		Perceived Preparedness										
			1	2	3	4	5	6	7	8	9	10
Type of Institution	Four-year Public	N	0	0	1	5	5	15	13	8	0	0
		%	0.0	0.0	2.1	10.6	10.6	31.9	27.7	17.0	0.0	0.0
	Four-year Private	N	0	2	1	0	1	6	13	4	1	1
		%	0.0	6.9	3.4	0.0	3.4	20.7	44.8	13.8	3.4	3.4
	Two-year Public	N	1	0	0	1	2	1	1	0	1	0
		%	14.3	0.0	0.0	14.4	28.6	14.3	14.3	0.0	14.3	0.0
Undergraduate Enrollment	Less than 500	N	0	0	0	1	0	0	2	0	0	0
		%	0.0	0.0	0.0	33.3	0.0	0.0	66.7	0.0	0.0	0.0
	500-1,000	N	0	0	0	0	0	0	2	1	0	0
		%	0.0	0.0	0.0	0.0	0.0	0.0	66.7	33.3	0.0	0.0
	1,001-1,500	N	0	0	0	0	0	1	0	3	0	0
		%	0.0	0.0	0.0	0.0	0.0	25.0	0.0	75.0	0.0	0.0
	1,501-2,000	N	0	0	0	0	0	0	4	2	0	1
		%	0.0	0.0	0.0	0.0	0.0	0.0	57.1	28.6	0.0	14.3
	2,001-3,000	N	0	0	0	0	0	2	4	1	1	0
		%	0.0	0.0	0.0	0.0	0.0	25.0	50.0	12.5	12.5	0.0
	More than 3,000	N	1	2	2	5	8	19	15	5	1	0
		%	1.7	3.4	3.4	8.6	13.8	32.8	25.9	8.6	1.7	0.0
Graduate Enrollment	Less than 500	N	1	1	2	5	7	20	17	10	2	0
		%	1.5	1.5	3.1	7.7	10.8	30.8	26.2	15.4	3.1	0.0
	500-1,000	N	0	0	0	0	1	1	5	1	0	0
		%	0.0	0.0	0.0	0.0	12.5	12.5	62.5	12.5	0.0	0.0
	1,001-1,500	N	0	0	0	0	0	1	1	1	0	0
		%	0.0	0.0	0.0	0.0	0.0	33.3	33.3	33.3	0.0	0.0

1,501-2,000	N	0	0	0	0	0	0	2	0	0	0
	%	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0
2,001-3,000	N	0	0	0	0	0	0	0	0	0	0
	%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
More than 3,000	N	0	0	0	0	0	0	2	0	0	0
	%	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0

**International Involvement in the Institution’s CMP.** The first section of the survey investigated the international divisions involvement in the institution’s CMP. Of the 105 respondents, 87 (82.9%) reported their institution had a CMP (see Table 5). In addition, participants were asked to select the level of involvement of the international division in the development of the institution’s CMP. Respondents reported that 46 (43.8%) of international divisions were considered in the development of plan while 49 (47.1%) reported that someone from the international division was involved in the development of the plan (see Table 6).

**Table 5**

*Crisis Management Plans (CMP) by Frequencies and Percentages for Institutional Plans*

	N	%
Yes	87	82.9%
No	5	4.8%
Unsure	13	12.4%

**Table 6**

*Level of International Involvement in CMP Development for Institutional Plans*

	Considered		Represented	
	N	%	N	%
Yes	46	43.8%	49	47.1%
No	41	39.1%	50	48.1%
Unsure	18	17.1%	5	4.8%

The frequencies and percentages of these plans are organized in Table 7 according to enrollment. Institutions with an undergraduate enrollment of more than 3,000 international students reported having university and college plans (67.2%) more than other institutions. For graduate enrollment, institutions with more than 3,000 international students reported university and college plans more frequently (55.3%).

**Table 7**

*Written Crisis Management Plan by Size of International Enrollment for Institutional Plans*

		Institutional Plan	
		N	%
Undergraduate Enrollment	Less than 500	2	3.1%
	500 - 1,000	3	4.7%
	1,001 - 1,500	3	4.7%
	1,501 - 2,000	6	9.4%
	2,001 - 3,000	7	11.0%
	More than 3,000	43	67.2%
Graduate Enrollment	Less than 500	0	0.0%
	500 - 1,000	1	2.6%
	1,001 - 1,500	4	10.5%
	1,501 - 2,000	6	15.8%
	2,001 - 3,000	6	15.8%
	More than 3,000	21	55.3%

Participants were also asked to report who coordinates the institute’s response to crises. The results of the descriptive analysis revealed that the university emergency manager (12.5%) and VP of academic affairs (12.3%) were the most frequently reported crisis response coordinator at universities and colleges (see Table 8). Other was selected by 26 respondents (12.5%) and included: “Emergency Manager”, “University General Counsel”, “Risk Manager”, “Executive Director or Internal Affairs”, and “International office . . . for travel [and] campus police [for] on-campus crisis.”

**Table 8***Crisis Response Coordinators for Institutional Plans*

Type of Plan	Coordinator	N	%
University	President	44	10.8%
	VP Academic Affairs/Provost	50	12.3%
	VP Administration/Business Affairs	35	8.9%
	VP Student Affairs	39	9.6%
	University Emergency Management Coordinator	51	12.5%
	Chief/Director University Police	44	10.8%
	Director Public Information Relations	27	6.6%
	Director of Health & Safety	29	7.1%
	Dean of Students	20	4.9%
	Director of Student Counseling	10	2.5%
	Director of Student Health Services	17	4.2%
	Director of Residence Life	8	2.0%
	Director of Student Activities	3	.7%
	Unsure	5	1.2%
	Other	26	12.5%

**International Crisis Management Planning.** The second section of the survey was on the state of crisis management within the international division. First, they were asked if their international division had its own separate written crisis management plan. Of the 106 respondents, 54 (50.9%) reported they had their own separate written international CMP while 52 (49.1%) did not (see Table 9).

**Table 9***International Crisis Management Plans (CMP) by Frequencies and Percentages*

	N	%
Yes	54	50.9%
No	52	49.1%

The frequencies and percentages of these plans are organized in Table 10 according to enrollment. Institutions with an undergraduate enrollment of less than 500 reported having international plans (78.7%) more than other institutions. The same was true for graduate programs (78.4%).

**Table 10***International Crisis Management Plan by Size of Institutional International Enrollment*

		International Plan	
		N	%
Undergraduate Enrollment	Less than 500	48	78.7%
	500 - 1,000	7	11.5%
	1,001 - 1,500	2	3.3%
	1,501 - 2,000	2	3.3%
	2,001 - 3,000	0	0.0%
	More than 3,000	2	3.3%
Graduate Enrollment	Less than 500	29	78.4%
	500 - 1,000	4	10.8%
	1,001 - 1,500	1	2.7%
	1,501 - 2,000	1	2.7%
	2,001 - 3,000	0	0.0%
	More than 3,000	2	5.4%

Participants were then asked to report who coordinates the international response to crises. The results of the descriptive analysis revealed that the chief international officer (32.4%), the director of study abroad (23.8%), and the director of international students and scholars (22.2%) were the most frequently reported crisis coordinator (see Table 11). Other was selected by 25 respondents (13.5%) and six comments were provided. These included: “Dean of Students”, “With the SIO excluded from the campus planning, the provost was responsible”, “Associated Director Internationalization Initiatives”, “Associate VP, International Education”, and “Associate Provost for Equity, Diversity & Inclusion”.

**Table 11***International Crisis Response Coordinators*

Type of Plan	Coordinator	N	%
International	Chief International Officer	60	32.4%
	Director of Study Abroad	44	23.8%
	Director of International Students and Scholars	41	22.2%
	VP Student Affairs	15	8.1%
	Other	25	13.5%

Next, participants were asked how long their international CMP had been in place. The options for length of time were one year or less, one to five years, five to ten years, or more than ten years. The most frequent length of time selected was one to five years (see Table 12).

**Table 12***How Long Crisis Management Plans Have Existed for International Plans*

	N	%
1 year or less	6	12.0%
1 to 5 years	18	36.0%
5 to 10 years	12	24.0%
More than 10 years	9	18.0%
Unsure	5	10.0%

Table 13 shows how frequently a crisis audit for international CMPs is conducted. The response options included no audit, when the plan was originally created, each time the plan is reviewed, annually, whenever a crisis occurs, unsure, and other. The most frequently recorded response was no audit (28.1%), and the second most frequently recorded response was each time the plan is reviewed (19.3%). Other was selected by four respondents (15.8%) and four comments were included. They included: “Periodically (not always in conjunction with plan review)”, “We were part of a larger audit”, “Prior to the plan being written, an audit was conducted. The plan was a result of

the audit,” and “additionally, the [department] conducts constant risk surveys of the global environment and creates/updates deliberate plans in response.”.

**Table 13**

*Frequency of Crisis Audit Conducted for International Plans*

	N	%
No Audit	16	28.1%
When the plan was originally created	8	14.0%
Each time the plan is reviewed	11	19.3%
Annually	4	7.0%
Whenever a crisis occurs	5	8.8%
Unsure	9	7.0%
Other	4	15.8%

Participants were also asked how often their international CMPs were reviewed. The available options were annually, every three years, every five years, no plan exists, unsure, and other. Based on results of the descriptive analysis, 36% of institutions reviewed their international plans annually and 32% of institutions conducted a review every three years (see Table 14). Other was selected by nine respondents (18.0%) and five comments were provided. They included: “Theoretically, annually; practically, every 2-3 years”, “No formal timeline”, “Ongoing. We update regularly.”, “constantly updated as needed”, and “Ongoing”.

**Table 14**

*How Often Crisis Management Plans are Reviewed for International Plans*

	N	%
Annually	18	36.0%
Every 3 years	16	32.0%
Every 5 years	2	4.0%
No plan exists	5	10.0%
Unsure	0	0.0%
Other	9	18.0%

Participants who had an international crisis plan were also asked whether their international CMP addressed one or more phases of crises: pre-crisis, crisis, and post-crisis. The crisis phase was the most frequently reported as included in the plan (see Table 15). Thirty-two (59.3%) respondents reported their plan addressed pre-crises, 45 (83.3%) reported their plan addressed post-crises, while 33 (61.1%) respondents reported their international plan addressed post-crisis.

**Table 15**

*Phase of Crisis Included in International Plans*

	N	%
Pre-Crisis	32	59.3%
Crisis	45	83.3%
Post-Crisis	33	61.1%
Unsure	3	9.3%

Participants were asked how their international CMP was communicated to campus members. The most frequently selected way international plans were communicated was by supplying a copy of the plan upon request (see Table 16). The second most common means of communication was through required crisis management training sessions. Other was selected by 10 respondents (9.4%) and five comments were provided. They included: “One Person Office (plan shared with the Provost’s Office)”, “Staff dispersment”, “Copy provided to employees”, “Shared documents file”, and “We meet with key players at the start of the year or other times”.



**Table 16***How Crisis Management Plans are Communicated for International Plans*

	N	%
Not communicated	4	3.8%
Copy of plan available upon request	27	25.5%
Plan accessible on the web	7	6.6%
Annual notification	8	7.5%
New employee orientation	12	11.3%
New student orientation	1	0.9%
Optional crisis management training sessions	6	5.7%
Required crisis management training sessions	15	14.2%
Drills and exercises	11	10.4%
Unsure	2	1.9%
Other	10	9.4%

Next, participants were asked whether there was an established crisis response team in their international division. According to the results of the descriptive analysis, 82.6% of four-year public, 84.6% of four-year private, and 66.7% of two-year public institutions had a crisis response team. When based on undergraduate enrollment, 23 participants reported a crisis response team for their institution with less than 500 students. However, the highest frequency of a yes response to having a crisis response team when based on graduate enrollment was for institutions with 500 to 1,000 students, and that number was four (see Table 17).

**Table 17***Crisis Management Team by Type of Institution & Enrollment for International Plans*

		Crisis Management Team					
		Yes		No		Unsure	
		N	%	N	%	N	%
Institution	Four-year Public	19	82.6%	2	8.7%	2	8.7%
	Four-year Private	11	84.6%	1	7.7%	1	7.7%
	Two-year Public	2	66.7%	1	33.3%	0	0.0%
Undergraduate Enrollment	Less than 500	0	0.0%	0	0.0%	0	0.0%
	500 - 1,000	1	100.0%	0	0.0%	0	0.0%
	1,001 - 1,500	4	100.0%	0	0.0%	0	0.0%
	1,501 - 2,000	5	83.3%	0	0.0%	1	16.7%
	2,001 - 3,000	6	100.0%	0	0.0%	0	0.0%
	More than 3,000	16	72.7%	4	18.2%	2	9.1%
	Graduate Enrollment	Less than 500	23	79.3%	3	10.3%	3
	500 - 1,000	4	80.0%	1	20.0%	0	0.0%
	1,001 - 1,500	1	100.0%	0	0.0%	0	0.0%
	1,501 - 2,000	1	100.0%	0	0.0%	0	0.0%
	2,001 - 3,000	0	0.0%	0	0.0%	0	0.0%
	More than 3,000	2	100.0%	0	0.0%	0	0.0%

Participants who reported having an international crisis management team were then asked how individuals within their institution were assigned to the team. The response options included self-appointed, volunteer, appointed by superior, specified in job description, recruited, unsure, and other. Of the 35 respondents, 19 indicated that crisis management team members were appointed by a supervisor, nine indicated that membership was specified in a job description, three indicated that members were recruited, one indicated that members volunteered, and three were unsure (see Table 18). Other was selected by three respondents (8.6%) and three comments were included. They included: “Team composed thru discussion with provost”, “Selected based on area expertise and current role on campus”, and there is a standing response team . . . tailored to the event by the Vice Provost based on the [departments] input”.

**Table 18***How Individuals are Assigned to Crisis Management Teams for International Plans*

	N	%
Self-appointed	0	0.0%
Volunteer	1	2.9%
Appointed by Superior	19	54.3%
Specified in Job Description	9	25.7%
Recruited	3	8.6%
Other	3	8.6%
Unsure	0	0.0%

Participants who indicated that their international division had a crisis management team were also asked about the type of training that was provided to team members. Of the response options, participants selected crisis management (campus procedures) as the type of training most frequently provided to crisis management team members. The second most frequently indicated type of training was general crisis management, which was followed closely by table-top exercises (see Table 19). Other was selected by four respondents (11.4%) and four comments were provided. They included: “Online workshops, etc.”, “No training provided at this time that is campus-wide, but we are working to implement something like this through our team”, “The standing Members of the [department] all benefit from the above trainings in various as part of their employed roles at the university, or have expertise in those arenas directly available to them on identified need”, and “the core international team receives targeted training. The campus responders receive more of the other options on this list. We do not replicate”.

**Table 19***Training Provided to Crisis Management Teams for International Plans for International Plans*

	N	%
No training provided	9	25.7%
Crisis Management (campus procedures)	19	54.3%
Crisis Management (general)	15	42.9%
Legal Issues/Risk Management	12	34.3%
Working with Law Enforcement & Emergency Personnel	4	11.4%
Responding to Civil Disturbance or Demonstration	4	11.4%
Suicide Intervention	8	22.9%
Media Relations	6	17.1%
Campus Violence Issues	6	17.1%
Substance Abuse	6	17.1%
Grieving Process	5	14.3%
Orientation to Community & County Agency Assistance	2	5.7%
Critical Incident Stress Management/Debriefing	7	20.0%
Table-top exercises	14	40.0%
Crisis simulations or drills	8	22.9%
Unsure	5	14.3%
Other	4	11.4%

Tables 20 and 21 present the level of involvement in various internal and stakeholders in the development of the international division's crisis management plan. Stakeholders at level one were development team while stakeholders at level two were involved as needed. Stakeholder at level three were considered but not involved in the development of the international CMP while stakeholders at level four would not be considered.

The stakeholders with the greatest level of involvement were senior international officers (84.2%) and the study abroad office (76.3%). Those that were the most likely to be involved as needed were international partner institutions (68.4%) and educational organizations. The stakeholders that are often considered but not involved were

international parents (43.2%), domestic parents (44.4%), and students (40.5%). Finally, domestic alumni associations (69.4%) and donors (64.9%) were least involved.

**Table 20**

*Level of Involvement of Internal Stakeholders in International CMP Development*

	Level One		Level Two		Level Three		Level Four		Total N
	N	%	N	%	N	%	N	%	
President	4	10.3%	23	59.0%	10	25.6%	2	5.1%	39
VP Academic Affairs/Provost	16	40.0%	21	52.5%	2	5.0%	1	2.5%	40
VP Student Affairs	15	38.5%	21	53.9%	3	7.7%	0	0.0%	39
Academic Deans	5	13.2%	15	39.5%	14	36.8%	4	10.5%	38
Senior International Officer	32	84.2%	4	10.5%	1	2.6%	1	2.6%	38
Study Abroad Office	29	76.3%	5	13.2%	2	5.3%	2	5.3%	38
International Students and Scholars	16	43.2%	12	32.4%	5	13.5%	4	10.8%	37
Risk Management Office	29	78.4%	5	13.5%	2	5.4%	1	2.7%	37
Export Control Office	1	3.0%	12	36.4%	9	27.3%	11	33.3%	33
State Regents	1	2.9%	4	11.8%	11	32.4%	18	52.9%	34
General Counsel	16	44.4%	11	30.6%	6	16.7%	3	8.3%	36
University Police	12	32.4%	19	51.4%	6	16.2%	0	0.0%	37
University Relations/PIO	8	24.2%	20	60.6%	3	9.1%	2	6.1%	33
Physical Plant	3	8.8%	9	26.5%	9	26.5%	13	38.2%	34
Environmental Health	4	11.8%	6	17.7%	12	35.3%	12	35.3%	34
Human Resources	3	8.6%	14	40.0%	12	34.3%	6	17.1%	35
Student Health Services	16	42.1%	15	39.5%	6	15.8%	1	2.6%	38
Student Counseling Services	9	23.7%	23	60.5%	6	15.8%	0	0.0%	38
Employee Assistance	3	8.3%	14	38.9%	7	19.4%	12	33.3%	36
Residence Life	6	16.2%	19	51.4%	9	24.3%	3	8.1%	37
Student Activities	3	8.1%	12	32.4%	12	32.4%	10	27.0%	37
Athletics	2	5.4%	13	35.1%	10	27.0%	12	32.4%	37
Campus Ministers	3	8.8%	9	26.4%	10	29.4%	12	35.3%	34
Students	4	10.8%	11	29.7%	15	40.5%	7	18.9%	37
Faculty	7	18.4%	14	36.8%	13	34.2%	4	10.5%	38
Other	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4

**Table 21***Level of Involvement of External Stakeholders in International CMP Development*

	Level One		Level Two		Level Three		Level Four		Total
	N	%	N	%	N	%	N	%	N
Emergency Respondents	1	2.7%	20	54.1%	9	24.3%	7	18.9%	37
Health Providers and Agencies	1	2.6%	24	63.2%	8	21.1%	5	13.2%	38
Mental Health Providers and Agencies	1	2.6%	25	65.8%	8	21.1%	4	10.5%	38
Educational Organizations	2	5.3%	26	68.4%	1	2.6%	9	23.7%	38
International Partner Institutions	3	7.9%	26	68.4%	4	10.5%	5	13.2%	38
Recruiting Agents	0	0.0%	6	16.2%	11	29.7%	20	54.1%	37
Donors	0	0.0%	2	5.4%	11	29.7%	24	64.9%	37
Campus Ministers	2	5.7%	6	17.1%	11	31.4%	16	45.7%	35
Red Cross	0	0.0%	7	19.4%	11	30.6%	18	50.0%	36
Victims Assistance Programs	0	0.0%	11	30.6%	12	33.3%	13	36.1%	36
US Department of State	3	8.1%	23	62.2%	8	21.6%	3	8.1%	37
US Department of Education	0	0.0%	12	32.4%	9	24.3%	16	43.2%	37
International Embassy Officials	2	5.6%	21	58.3%	7	19.4%	6	16.7%	36
International Ministry of Education	0	0.0%	14	38.9%	7	19.4%	15	41.7%	36
International Alumni Associations	0	0.0%	4	11.1%	10	27.7%	22	61.1%	36
Domestic Alumni Associations	0	0.0%	3	8.3%	8	22.2%	25	69.4%	36
International Parents	1	2.7%	16	43.2%	16	43.2%	4	10.8%	37
Domestic Parents	1	2.8%	15	41.7%	16	44.4%	4	11.1%	36
Local Community Members	0	0.0%	11	29.7%	8	21.6%	18	48.7%	37
Other	1	16.7%	2	33.3%	1	16.7%	2	33.3%	6

**Contingency Planning.** In the third section of the survey, participants were asked if their institution had any written contingency plans for potential crises that may impact the international division. Of the 92 respondents, 35 (38.0%) had a contingency plan, 37 (40.2%) did not have any contingency plans, and 20 (21.7%) were unsure (see Table 22).

**Table 22***Contingency Planning by Frequency and Percentage*

	N	%
Yes	35	38.0%
No	37	40.2%
Unsure	20	21.7%

Next, data were separated into two groups: those with an institutional CMP and contingency plans and those with a separate written international CMP and contingency plan. Crises were grouped into four categories: natural, facility, criminal, and human. Combined, these categories comprised 32 types of crises (see Table 23). The most frequently reported crises for university plans were student death (23), sexual assault (22), and sexual harassment (22). These most frequently reported crises were from the criminal and human categories. The most frequently reported crises for international plans were terrorist threat (18), missing person (18), sexual assault (17), and sexual harassment (17). These crises also fell under the criminal and human categories. No comments were provided for those who responded other.

**Table 23***Types of Crisis for which Institutions Have Prepared Contingency Plans by Category of Crisis*

		University Plan		International Plan	
		N	%	N	%
Natural	Tornado	15	93.8%	11	68.8%
	Hurricane	12	92.3%	11	84.6%
	Earthquake	13	81.3%	11	68.8%
	Flood	13	86.7%	10	66.7%
	Other Severe Weather	17	85.0%	13	65%
	Other	2	66.7%	3	100.0%
Facility	Embassy Closure	12	92.3%	10	76.9%
	Border Closure	13	92.9%	12	85.7%
	Evacuation of Building or Campus	17	85.0%	14	70.0%

Criminal	Loss of Computer Data	14	87.5%	11	68.8%
	Loss of Utilities	13	81.3%	12	75.0%
	Other	1	100.0%	1	100.0%
	Homicide	19	90.5%	16	76.2%
	Assault	19	82.6%	16	69.6%
	Sexual Assault/Rape	22	84.6%	17	65.4%
	Sexual Harassment	22	84.6%	17	65.4%
	Domestic Abuse	15	83.3%	14	77.8%
	Burglary/Robbery	18	81.8%	16	72.7%
	Kidnapping/Abduction	18	85.7%	16	76.2%
	Hate Crime	15	83.3%	12	66.7%
	Terrorist Threat	20	90.9%	18	81.8%
	Vandalism	12	85.7%	11	78.6%
	Other	1	100.0%	1	100.0%
Human	International Travel Ban	18	90.0%	14	70.0%
	Sudden Death	23	85.2%	17	63.0%
	Faculty/Staff Death	21	91.3%	17	73.9%
	Emotional/Psychological	19	86.4%	15	68.2%
	Missing Person	21	87.5%	18	75.0%
	Alcohol/Drug Overdose	19	82.6%	16	69.6%
	Infectious Disease	17	94.4%	15	83.3%
	Campus	16	80.0%	12	60.0%
	Disturbance/Demonstration				
	Other	1	100.0%	1	100.0%

Participants were also asked to indicate the phases for each individual crisis that is addressed in their contingency plan according to their institution's type of CMP (see Table 24). Overall, institutions with university plans reported more pre-crisis, crisis, and post-crisis contingency plans compared to institutions with international plans. As seen in Table 5, Table 12 shows more contingency planning for criminal and human crises than for other categories of crisis. No comments were provided for those who responded other.

**Table 24**

*Phase of Crisis Addressed in Contingency Plans by Type of Written Crisis Management*

*Plan*

		University Plan		International Plan	
		N	%	N	%
Natural	<b>Tornado</b>				
	Pre-Crisis	15	100.0%	12	80.0%
	Crisis	15	93.8%	11	68.8%
	Post-Crisis	15	100.0%	11	73.3%
	<b>Hurricane</b>				



	Pre-Crisis	12	100.0%	11	91.7%
	Crisis	12	92.3%	11	84.6%
	Post-Crisis	13	100.0%	11	84.6%
	<b>Earthquake</b>				
	Pre-Crisis	12	92.3%	11	84.6%
	Crisis	13	81.3%	11	68.8%
	Post-Crisis	13	86.7%	11	73.3%
	<b>Flood</b>				
	Pre-Crisis	13	92.9%	11	78.6%
	Crisis	13	86.7%	10	66.7%
	Post-Crisis	13	92.9%	10	71.4%
	<b>Other Severe Weather</b>				
	Pre-Crisis	15	93.8%	12	75.0%
	Crisis	17	85.0%	13	65.0%
	Post-Crisis	16	88.9%	12	66.7%
	<b>Other</b>				
	Pre-Crisis	3	100.0%	1	33.3%
	Crisis	2	66.7%	3	100.0%
	Post-Crisis	2	66.7%	3	100.0%
Facility	<b>Embassy Closure</b>				
	Pre-Crisis	4	100.0%	4	100.0%
	Crisis	12	92.3%	10	76.9%
	Post-Crisis	8	100.0%	6	75.0%
	<b>Border Closure</b>				
	Pre-Crisis	3	100.0%	3	100.0%
	Crisis	13	92.9%	12	85.7%
	Post-Crisis	9	100.0%	7	77.8%
	<b>Evacuation of Building or Campus</b>				
	Pre-Crisis	11	91.7%	9	75.0%
	Pre-Crisis	17	85.0%	14	70.0%
	Crisis	12	85.7%	9	64.3%
	Post-Crisis				
	<b>Loss of Computer Data</b>				
	Pre-Crisis	8	88.9%	4	44.4%
	Crisis	14	87.5%	11	68.8%
	Post-Crisis	8	88.9%	5	55.6%
	<b>Loss of Utilities</b>				
	Pre-Crisis	7	87.5%	6	75.0%
	Crisis	13	81.3%	12	75.0%
	Post-Crisis	10	83.3%	8	66.7%
	<b>Other</b>				
	Pre-Crisis	1	100.0%	1	100.0%
	Crisis	1	100.0%	1	100.0%
	Post-Crisis	0	0.0%	0	0.0%
Criminal	<b>Homicide</b>				
	Pre-Crisis	12	92.3%	9	69.2%
	Crisis	19	90.5%	16	76.2%
	Post-Crisis	17	94.4%	13	72.2%
	<b>Assault</b>				
	Pre-Crisis	14	87.5%	11	68.8%
	Crisis	19	82.6%	16	69.6%
	Post-Crisis	17	85.0%	13	65.0%
	<b>Sexual Assault/Rape</b>				
	Pre-Crisis	16	84.2%	13	68.4%
	Crisis	22	84.6%	17	65.4%
	Post-Crisis	18	81.8%	14	63.6%

	<b>Sexual Harassment</b>				
	Pre-Crisis	17	85.0%	14	70.0%
	Crisis	22	84.6%	17	65.4%
	Post-Crisis	19	82.6%	15	65.2%
	<b>Domestic Abuse</b>				
	Pre-Crisis	10	83.3%	9	75.0%
	Crisis	15	83.3%	14	77.8%
	Post-Crisis	13	86.7%	11	73.3%
	<b>Burglary/Robbery</b>				
	Pre-Crisis	15	93.8%	12	75.0%
	Crisis	18	81.8%	16	72.7%
	Post-Crisis	14	82.4%	12	70.6%
	<b>Kidnapping/Abduction</b>				
	Pre-Crisis	11	91.7%	10	83.3%
	Crisis	18	85.7%	16	76.2%
	Post-Crisis	16	88.9%	13	72.2%
	<b>Hate Crime</b>				
	Pre-Crisis	12	85.7%	9	64.3%
	Crisis	15	83.3%	12	66.7%
	Post-Crisis	15	88.2%	11	64.7%
	<b>Terrorist Threat</b>				
	Pre-Crisis	14	100.0%	13	92.9%
	Crisis	20	90.9%	18	81.8%
	Post-Crisis	17	94.4%	14	77.8%
	<b>Vandalism</b>				
	Pre-Crisis	8	88.9%	6	66.7%
	Crisis	12	85.7%	11	78.6%
	Post-Crisis	9	90.0%	8	80.0%
	<b>Other</b>				
	Pre-Crisis	1	100.0%	1	100.0%
	Crisis	1	100.0%	1	100.0%
	Post-Crisis	1	100.0%	1	100.0%
Human	<b>International Travel Ban</b>				
	Pre-Crisis	10	90.9%	8	72.7%
	Crisis	18	90.0%	14	70.0%
	Post-Crisis	14	93.3%	10	66.7%
	<b>Sudden Death</b>				
	Pre-Crisis	14	93.3%	10	66.7%
	Crisis	23	85.2%	17	63.0%
	Post-Crisis	21	87.5%	14	58.3%
	<b>Faculty/Staff Death</b>				
	Pre-Crisis	11	91.7%	8	66.7%
	Crisis	21	91.3%	17	73.9%
	Post-Crisis	18	94.7%	13	68.4%
	<b>Emotional/Psychological</b>				
	Pre-Crisis	16	94.1%	12	70.6%
	Crisis	19	86.4%	15	68.2%
	Post-Crisis	16	88.9%	11	61.1%
	<b>Missing Person</b>				
	Pre-Crisis	11	91.7%	9	75.0%
	Crisis	21	87.5%	18	75.0%
	Post-Crisis	18	90.0%	14	70.0%
	<b>Alcohol/Drug Overdose</b>				
	Pre-Crisis	14	93.3%	11	73.3%
	Crisis	19	82.6%	16	69.6%
	Post-Crisis	17	85.0%	13	65.0%

<b>Infectious Disease</b>				
Pre-Crisis	11	100.0%	9	81.8%
Crisis	17	94.4%	15	83.3%
Post-Crisis	15	100.0%	12	80.0%
<b>Campus Disturbance/Demonstration</b>				
Pre-Crisis	11	91.7%	8	66.7%
Crisis	16	80.0%	12	60.0%
Post-Crisis	13	81.3%	9	56.3%
<b>Other</b>				
Pre-Crisis	1	100.0%	1	100.0%
Crisis	1	100.0%	1	100.0%
Post-Crisis	1	100.0%	1	100.0%

The frequencies and percentages for the various types of contingency plans reported were also organized according to the type of institution, which included four-year public, four-year private, and two-year public institutions (see Table 25). The category of crises that showed the biggest difference in reports among public and private four-year institutions was natural crises. For example, 64.7% of four-year public institutions reported contingency plans for tornadoes, while only 29.4% of four-year private institutions reported the same. Responses to the other categories of crises seemed similar. No two-year private institutions reported any contingency plans, and thus, were not included in the table. No comments were provided for those who responded other.

**Table 25**

*Types of Crisis for which Institutions Have Prepared Contingency Plans by Type of Institute*

		Four-year Public		Four-year Private		Two-year Public	
		N	%	N	%	N	%
Natural	Tornado	11	64.7%	5	29.4%	1	5.9%
	Hurricane	8	57.1%	5	35.7%	1	7.1%
	Earthquake	8	47.1%	8	47.1%	1	5.9%
	Flood	9	56.3%	6	37.5%	1	6.3%
	Other Severe Weather	9	42.9%	10	47.6%	2	9.5%
	Other	1	50.0%	1	50.0%	0	0.0%
Facility	Embassy Closure	8	57.1%	5	35.7%	1	7.1%
	Border Closure	7	46.7%	6	40.0%	2	13.3%

	Evacuation of Building or Campus	8	38.1%	11	52.4%	2	9.5%	
	Loss of Computer Data	8	47.1%	7	41.2%	2	11.8%	
	Loss of Utilities	8	47.1%	8	47.1%	1	5.9%	
	Other	0	0.0%	0	0.0%	1	100.0%	
Criminal	Homicide	10	45.5%	10	45.5%	2	9.1%	
	Assault	10	43.5%	11	47.8%	2	8.7%	
	Sexual Assault/Rape	11	42.3%	12	46.2%	3	11.5%	
	Sexual Harassment	11	42.3%	12	46.2%	3	11.5%	
	Domestic Abuse	9	47.4%	8	42.1%	2	10.5%	
	Burglary/Robbery	10	45.5%	10	45.5%	2	9.1%	
	Kidnapping/Abduction	11	52.4%	8	38.1%	2	9.5%	
	Hate Crime	7	36.8%	10	52.6%	2	10.5%	
	Terrorist Threat	11	50.0%	8	36.4%	3	13.6%	
	Vandalism	7	46.7%	6	40.0%	2	13.3%	
	Other	0	0.0%	1	100.0%	0	0.0%	
	Human	International Travel Ban	12	60.0%	7	35.0%	1	5.0%
		Sudden Death	13	48.1%	12	44.4%	2	7.4%
Faculty/Staff Death		12	50.0%	10	41.7%	2	8.3%	
Emotional/Psychological		10	45.5%	10	45.5%	2	9.1%	
Missing Person		11	45.8%	11	45.8%	2	8.3%	
Alcohol/Drug Overdose		9	39.2%	12	52.2%	2	8.7%	
Infectious Disease		10	52.6%	7	36.8%	2	10.5%	
Campus		10	50.0%	9	45.0%	1	5.0%	
Disturbance/Demonstration								
Other		0	0.0%	1	100.0%	0	0.0%	

Tables 26 and 27 provide a comparison of the frequencies and percentages of the various types of crises for which institutions report having a contingency plan according to student enrollment. Table 26 represents undergraduate enrollment and Table 27 represents graduate enrollment. When looking at undergraduate enrollment, institutions with more than 3,000 students reported more contingency plans for each category of crisis compared to institutions with less students. However, when looking at graduate enrollment numbers, institutions with less than 500 students reported more contingency plans for each category of crisis compared to institutions with greater numbers of students. No comments were provided for those who responded other.

**Table 26***Types of Crisis for which Institutions Have Prepared Contingency Plans by**Undergraduate Enrollment*

Undergraduate		Less than 500		500-1,000		1,001-1,500		1,501-2,000		2,001-3,000		More than 3,000	
		N	%	N	%	N	%	N	%	N	%	N	%
Natural	Tornado	0	0.0	2	11.8	0	0.0	3	17.6	1	5.9	11	64.7
	Hurricane	0	0.0	1	7.1	0	0.0	3	21.4	1	7.1	9	64.3
	Earthquake	0	0.0	1	5.9	1	5.9	3	17.6	0	0.0	12	70.6
	Flood	0	0.0	1	6.3	0	0.0	3	18.8	0	0.0	12	75.0
	Other Severe Weather	0	0.0	0	0.0	1	4.8	3	14.3	0	0.0	16	76.2
	Other	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	1	50.0
Facility	Embassy Closure	0	0.0	1	7.1	1	7.1	1	7.1	1	7.1	10	71.4
	Border Closure	0	0.0	1	6.7	1	6.7	2	13.3	1	6.7	10	66.7
	Evacuation of Building or Campus	0	0.0	1	4.8	1	4.8	3	14.3	1	4.8	15	71.4
	Loss of Computer Data	0	0.0	2	11.8	1	5.9	2	11.8	1	5.9	11	64.7
	Loss of Utilities	0	0.0	2	11.8	1	5.9	2	11.8	1	5.9	11	64.7
	Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100
Criminal	Homicide	0	0.0	1	4.5	1	4.5	2	9.1	1	4.5	17	77.3
	Assault	0	0.0	1	4.3	1	4.3	2	8.7	1	4.3	18	78.3
	Sexual Assault/Rape	0	0.0	1	3.8	1	3.8	3	11.5	1	3.8	20	76.9
	Sexual Harassment	0	0.0	1	3.8	1	3.8	3	11.5	1	3.8	20	76.9
	Domestic Abuse	0	0.0	1	5.3	1	5.3	2	10.5	1	5.3	14	73.7
	Burglary/Robbery	0	0.0	1	4.5	1	4.5	2	9.1	1	4.5	17	77.3
	Kidnapping/Abduction	0	0.0	1	4.8	1	4.8	3	14.3	1	4.8	15	71.4
	Hate Crime	0	0.0	0	0.0	1	5.3	1	5.3	1	5.3	16	84.2
	Terrorist Threat	0	0.0	1	4.5	1	4.5	3	13.6	1	4.5	16	72.7
	Vandalism	0	0.0	1	6.7	1	6.7	1	6.7	1	6.7	11	73.3
Other	0	0.0	0	0.0	0	0.0	0	0.0	1	100	0	0.0	
Human	International Travel Ban	0	0.0	1	5.0	1	5.0	2	10.0	1	5.0	15	75.0
	Sudden Death Faculty/Staff	0	0.0	2	7.4	1	3.7	4	14.8	1	3.7	19	70.4
	Death	0	0.0	2	8.3	1	4.2	4	16.7	1	4.2	16	66.7
	Emotional/Psychological	0	0.0	1	4.5	1	4.5	3	13.6	1	4.5	16	72.7
	Missing Person	0	0.0	1	4.2	1	4.2	4	16.7	1	4.2	17	70.8
	Alcohol/Drug Overdose	0	0.0	1	4.3	1	4.3	3	13.0	1	4.3	17	73.9
	Infectious Disease	0	0.0	1	5.3	1	5.3	3	15.8	1	5.3	13	68.4
	Campus Disturbance/Demonstration	0	0.0	2	10.0	1	5.0	2	10.0	1	5.0	14	70.0
	Other	0	0.0	0	0.0	0	0.0	1	100	0	0.0	0	0.0

**Table 27***Types of Crisis for which Institutions Have Prepared Contingency Plans by Graduate**Enrollment*

Graduate		Less than 500		500-1,000		1,001-1,500		1,501-2,000		2,001-3,000		More than 3,000	
		N	%	N	%	N	%	N	%	N	%	N	%
Natural	Tornado	13	76.5	2	11.8	1	5.9	0	0.0	0	0.0	1	5.9
	Hurricane	10	71.4	2	14.3	1	7.1	0	0.0	0	0.0	1	7.1
	Earthquake	14	82.4	2	11.8	1	5.9	0	0.0	0	0.0	0	0.0
	Flood	13	81.3	2	12.5	1	6.3	0	0.0	0	0.0	0	0.0
	Other Severe Weather	17	81.0	3	14.3	0	0.0	0	0.0	0	0.0	1	4.8
	Other	2	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Facility	Embassy Closure	11	78.6	1	7.1	1	7.1	0	0.0	0	0.0	1	7.1
	Border Closure	12	80.0	1	6.7	1	6.7	0	0.0	0	0.0	1	6.7
	Evacuation of Building or Campus	17	81.0	2	9.5	1	4.8	0	0.0	0	0.0	1	4.8
	Loss of Computer Data	13	76.5	2	11.8	1	5.9	0	0.0	0	0.0	1	5.9
	Loss of Utilities	14	82.4	1	5.9	1	5.9	0	0.0	0	0.0	1	5.9
	Other	1	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Criminal	Homicide	18	81.8	2	9.1	1	4.5	0	0.0	0	0.0	1	4.5
	Assault	19	82.6	2	8.7	1	4.3	0	0.0	0	0.0	1	4.3
	Sexual Assault/Rape	22	84.6	2	7.7	1	3.8	0	0.0	0	0.0	1	3.8
	Sexual Harassment	22	84.6	2	7.7	1	3.8	0	0.0	0	0.0	1	3.8
	Domestic Abuse	18	84.2	1	5.3	1	5.3	0	0.0	0	0.0	1	5.3
	Burglary/Robbery	18	81.8	2	9.1	1	4.5	0	0.0	0	0.0	1	4.5
	Kidnapping/Abduction	17	81.0	2	9.5	1	4.8	0	0.0	0	0.0	1	4.8
	Hate Crime	16	84.2	2	10.5	0	0.0	0	0.0	0	0.0	1	5.3
	Terrorist Threat	18	81.8	2	9.1	1	4.5	0	0.0	0	0.0	1	4.5
	Vandalism	11	73.3	2	13.3	1	6.7	0	0.0	0	0.0	1	6.7
	Other	1	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Human	International Travel Ban	15	75.0	3	15.0	1	5.0	0	0.0	0	0.0	1	5.0
	Sudden Death	22	81.5	3	11.1	1	3.7	0	0.0	0	0.0	1	3.7
	Faculty/Staff Death	19	79.2	3	12.5	1	4.2	0	0.0	0	0.0	1	4.2
	Emotional/Psychological	18	81.8	2	9.1	1	4.5	0	0.0	0	0.0	1	4.5
	Missing Person	19	79.2	3	12.5	1	4.2	0	0.0	0	0.0	1	4.2
	Alcohol/Drug Overdose	19	82.6	2	8.7	1	4.3	0	0.0	0	0.0	1	4.3
	Infectious Disease	15	78.9	2	10.5	1	5.3	0	0.0	0	0.0	1	5.3
	Campus Disturbance/Demonstration	15	75.0	3	15.0	1	5.0	1	5.0	0	0.0	1	5.0
	Other	1	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Finally, it was assumed that responses to having contingency plans for natural crises would differ according to geographical region. Therefore, responses were organized into a frequency table organized according to NAFSA region (see Table 28). Regions V and VII reported more contingency plans for each natural crisis compared to the other regions. Region VI did not report contingency plans for any natural crises and region VIII only reported a contingency plan for the response option *other*. Overall, the response rate to the question regarding contingency plans for natural crises was low, and thus, may not provide an accurate depiction of the current state of natural crises contingency plans.

**Table 28**

*Natural Crisis by NAFSA Region*

		Tornado	Hurricane	Earthquake	Flood	Other Severe Weather	Other
Region I	N	1	1	2	1	4	0
	%	5.9	7.1	11.8	6.3	19.0	0.0
Region II	N	1	1	1	1	2	0
	%	5.9	7.1	5.9	6.3	9.5	0.0
Region III	N	2	1	1	2	2	1
	%	11.8	7.1	5.9	12.5	9.5	50.0
Region IV	N	1	0	0	0	0	0
	%	5.9	0.0	0.0	0.0	0.0	0.0
Region V	N	4	4	4	4	4	0
	%	23.5	28.6	23.5	25.0	19.0	0.0
Region VI	N	0	0	0	0	0	0
	%	0.0	0.0	0.0	0.0	0.0	0.0
Region VII	N	6	5	5	5	5	0
	%	35.3	35.7	29.4	31.3	23.8	0.0
Region VIII	N	0	0	0	0	0	1
	%	0.0	0.0	0.0	0.0	0.0	50.0
Region IX	N	1	1	1	1	1	0
	%	5.9	7.1	5.9	6.3	4.8	0.0
Region X	N	1	1	1	1	1	0
	%	5.9	7.1	5.9	6.3	4.8	0.0
Region XI	N	0	0	2	1	2	0
	%	0.0	0.0	11.8	6.3	9.5	0.0
Region XII	N	0	0	2	1	2	0
	%	0.0	0.0	11.8	6.3	9.5	0.0

## Research Question Two

Research Question Two asked: Does crisis management planning have a significant effect on the level of preparedness for a pandemic? The null hypothesis was that crisis management planning does not have a significant effect on the level of preparedness for a pandemic; there is no significant difference in any of the group means. The alternative hypothesis was that crisis management planning has a significant effect on the level of preparedness for a pandemic; there is a significant difference in at least one of the group means.

To compare institutions on the basis of their crisis management planning, institutions were grouped using their responses to Q3 (Does your university have a written crisis management plan?), Q6, (Is someone from your department involved in the development of the university's crisis management plan?), and Q8 (Does your international division have a separate, written crisis management plan?). This categorization yielded five groups (see Table 29).

**Table 29**

### *Crisis Management Groups*

Group Level	Description
1	No plan exists
2	Not involved in crisis management planning at any level
3	Involved in crisis management planning at the departmental level
4	Involve in crisis management planning at the institutional level
5	Involved in crisis management planning at the departmental and institutional levels

An independent-samples Kruskal-Wallis Test was used to test the hypotheses, which did not show significant differences across groups  $\chi^2(4, n = 54) = .41, p = .98$  (see Table 30). Therefore, the decision was to retain the null hypothesis.



**Table 30***Kruskal-Wallis Test for Level of Preparedness Across Stakeholder Involvement Level*

Total N	54
Test Statistic	.413 <sup>a,b</sup>
Degree of Freedom	4
Asymptotic Sig. (2-sided test)	.981

<sup>a</sup> The test statistic is adjusted for ties.

<sup>b</sup> Multiple comparisons are not performed because the overall test does not show significant differences across samples.

**Research Question Three**

Research Question Three asked: Does crisis management planning have a significant effect on the management of a pandemic? The null hypothesis was that crisis management planning does not have a significant effect on the management of a pandemic; there is no significant difference in any of the group means. The alternative hypothesis was that crisis management planning has a significant effect on the management of a pandemic; there is a significant difference in at least one of the group means. An independent-samples Kruskal-Wallis Test was used to test the hypotheses, which did not show significant differences across groups  $\chi^2(4, n = 57) = 3.92, p = .42$  (see Table 31). Therefore, the decision was to retain the null hypothesis.

**Table 31***Kruskal-Wallis Test for Quality of Management Across Stakeholder Involvement Level*

Total N	57
Test Statistic	3.925 <sup>a,b</sup>
Degree of Freedom	4
Asymptotic Sig. (2-sided test)	.416

<sup>a</sup> The test statistic is adjusted for ties.

<sup>b</sup> Multiple comparisons are not performed because the overall test does not show significant differences across samples.

### Research Question Four

Research Question Four asked: Does crisis management planning have a significant effect on the level of impact of a pandemic? The null hypothesis was that crisis management planning does not have a significant effect on the level of impact of a pandemic; there is no significant difference in any of the group means. The alternative hypothesis was that crisis management planning has a significant effect on the level of impact of a pandemic; there is a significant difference in at least one of the group means. An independent-samples Kruskal-Wallis Test was used to test the hypotheses, which did not show significant differences across groups  $\chi^2(4, n = 50) = 5.68, p = .22$  (see Table 32). Therefore, the decision was to retain the null hypothesis.

**Table 32**

*Kruskal-Wallis Test for Level of Impact Across Stakeholder Involvement Level*

Total N	50
Test Statistic	5.683 <sup>a,b</sup>
Degree Of Freedom	4
Asymptotic Sig. (2-sided test)	.224

<sup>a</sup> The test statistic is adjusted for ties.

<sup>b</sup> Multiple comparisons are not performed because the overall test does not show significant differences across samples.

### Research Question Five

Research Question Five asked: Is there a significant correlation between the time to recovery after a pandemic and the level of the international division's involvement in crisis management planning? The null hypothesis was that there is not a significant correlation between the time to recovery and level of involvement. The alternative hypothesis was that there is a significant correlation between the time to recovery and level of involvement. A Spearman's Rho correlation was used to test the hypotheses,

which did not show a significant correlation between time to recovery and stakeholder involvement level,  $r_s = -.06$ ,  $p = .68$  (see Table 33). Therefore, the decision was to retain the null hypothesis.

**Table 33**

*Correlation between Time to Recovery and Stakeholder Involvement Level*

			Time to Recovery	Stakeholder Involvement Level
Spearman's rho	Time to Recovery	Correlation Coefficient	1.000	-.056
		Sig. (2-tailed)	.	.677
		N	84	57
	Stakeholder Involvement Level	Correlation Coefficient	-.056	1.000
		Sig. (2-tailed)	.677	.
		N	57	72

### Summary

Survey data were collected from 179 respondents; however, only 106 cases were complete and useable for data analysis. Data were analyzed using IBM SPSS version 26. Descriptive statistical analyses, such as frequency tables, cross tabulations, and comparison of means, were conducted to answer Research Question One, independent-samples Kruskal-Wallis Tests were used to answer research questions two through four, and Spearman's Rho correlation was used to answer Research Question Five. The results of the descriptive analyses revealed that 78 (73.6%) of respondents reported they had a university CMP and 49 (46.2%) reported they had an international CMP. The null hypotheses for research questions two through five were retained based on insignificant results. Chapter five provides a discussion of implications and recommendations based on the findings.

## CHAPTER V

### Conclusion

As mentioned in previous chapters, this study was conducted to inform the state of crisis management in US international education and determine if the level of involvement in planning for crises impacted the level of preparedness, management, or impact of a pandemic. It also investigated if the existence of a CMP increased the time to recovery after the pandemic ended. The final chapter reviews the problem statement, methodology, and findings of the study. It concludes with a discussion of the results, recommendations for international educators, and suggestions for future research.

### **Statement of the Problem**

After five years of increasing crises cumulating with the devastating impact of a world-wide pandemic, international programs across the United States are struggling to survive. Many programs have closed, downsized, or merged with other departments (García-Peñalvo, et al., 2021; Mok, et al., 2021). Programs that have survived are looking for possible solutions. One solution may be a crisis management planning—something that every institution should have in place to prepare effectively for and manage crises (Studenberg, 2017). Although crisis plans theoretically help an organization respond more efficiently, recover more quickly, and reduce the potential long-term impacts of a crisis (Fink, 1986; 2002), little information is available on crisis management within

international education. The purpose of this study is to gain insight into the current crisis management practices in international education in the United States and its impact on managing a pandemic.

### **Review of the Methodology**

As detailed in Chapter Three, the study utilized survey design and was used to better understand the beliefs and options of international experts (Leavy, 2017). The instrument used in the study was originally designed by Zdziarski (2001) as part of his dissertation work at Texas A&M. The instrument has since been used several times to inform the state of crisis management in US student affairs (Burrell, 2009; Covington, 2013; Grimslye, 2015; Studenberg, 2017). This was the first time it has been used to investigate crisis management outside of student affairs, so the instrument was modified using input from experts in international education and approval from the original author.

The population for this study was two and four-year institutions in the United States who were 2019 IIE members, and the sample consisted of one senior international administrator from each of the 526 institutions. The instrument was distributed via email and remained open for seven weeks. Survey data were collected from 179 respondents; however, only 106 cases were complete and useable for data analysis.

Descriptive data were then used to illustrate the current state of crisis management within international education in the United States. In addition, Kruskal-Wallis test results were presented and reviewed to determine if there were significant group differences in the level of preparedness for a pandemic, management of a pandemic, and impact of a pandemic based on whether programs have a crisis management plan, rely on the university's crisis plan, are engaged in the plan, or do not

have a plan. Finally, the results of the Spearman's Rho test were presented and reviewed to determine if there is a relationship between the existence of a crisis management plan and the time to recovery.

### **Summary of the Results**

Descriptive data to illustrate the current state of crisis management within international education in the United States was presented in Chapter Four. In addition, Kruskal-Wallis tests were used to determine if there were significant group differences in the level of a preparedness for a pandemic, management of a pandemic, and impact of a pandemic based on level of involvement in crisis planning. Finally, the results of Spearman's Rho test were presented to determine if there was a relationship between the level of involvement in crisis management planning and the time to recovery after a pandemic. The following research questions were used to guide this study:

1. What is the current state of crisis management within international education in the United States?
2. Does the level of crisis management planning within international education in the United States have a significant effect on the level of preparedness for a pandemic?

$H_{02}$ : Crisis management planning does not have a significant effect on the level of preparedness for a pandemic; there is no significant group difference in any of the group means.

$H_{a2}$ : Crisis management planning has a significant effect on the level of preparedness for a pandemic; there is a significant group difference in at least one of the group means.

3. Does the level of crisis management planning involvement within international education in the United States have a significant effect on the management of a pandemic?

H<sub>03</sub>: Crisis management planning does not have a significant effect on the management of a pandemic; there is no significant group difference in any of the group means.

H<sub>a3</sub>: Crisis management planning has a significant effect on the management of a pandemic; there is a significant difference in at least one of the group means.

4. Does the level of crisis management planning involvement within international education in the United States have a significant effect on the level of impact of a pandemic?

H<sub>04</sub>: Crisis management planning does not have a significant effect on the level of impact of a pandemic; there is no significant difference in any of the group means.

H<sub>a4</sub>: Crisis management planning has a significant effect on the level of impact of a pandemic; there is a significant difference in at least one of the group means.

5. Is there a correlation between the time to recovery after a pandemic and the level of the international division's involvement in crisis management planning?

H<sub>05</sub>: There is not a significant correlation between the time to recovery and the existence of a CMP; the level of stakeholder involvement has no impact on the time to recovery after a pandemic.

H<sub>a5</sub>: There is a significant correlation between the time to recovery and the existence of a CMP; the level of stakeholder involvement has an impact on the time to recovery after a pandemic.

### **Research Question One**

For Research Question One, a total of 26 tables were presented that informed the state of US crisis management planning. These charts were separated into four groups: (1) tables that inform the general state of preparedness for crisis that impact international education, (2) tables that informed the international division's involvement at the institutional level, (3) tables that informed the state of crisis management planning in the international division, and (4) tables that informed what step-by-step plans are available to international divisions.

For tables on the perceived state of preparedness for crises in US international education, data showed that out of a scale of one to ten where one is poor and ten is exceptional, 31.8% of four-year public institutions rated preparedness at level six, 44.8% of four-year private institutions rated preparedness at level seven, and 28.6% of two-year institutions rated preparedness at level five. For all respondents, the average level of preparedness was 5.7 out of 10.

For tables related to the level of involvement of the international division in the institution's CMP, data showed that while 82.9% of respondents reported that their institution had a CMP, only 47.1% reported that someone from their international office was involved in the development of the plan. More concerning was that only 43.8% of respondents reported that the international division was considered in the development of these plans. In addition, only one respondent commented that the international office was



involved in the response to crisis at the university level; most responded that the university manager oversaw this responsibility.

Next, tables on the state of crisis management planning within the international office were then presented. The first table showed that only 54 (50.9%) of international offices had their own separate written crisis management plan. Of these, 71.9% were based on a crisis audit, 68% were reviewed every 1-3 years, and 78% were in place for at least one year. Interestingly, 42% of these plans had existed for more than five years while 36% of them were reviewed annually. Additional tables in this section informed how much detail was included in the international CMP. Data showed that 59.3% of plans included pre-crisis elements, 83.3% crisis elements, and 61.1% post-crisis elements. Finally, tables on stakeholder involvement in the development of the international crisis management plan were presented. Data showed that senior international officers (84.2%) and the study abroad office (76.3%) were the most involved in the development of the international CMP while international partners (68.4%) and educational organizations (68.42%) were the involved as needed. Interestingly, domestic parents (44.4%), international parents (43.2%), and students (40.5%) were often considered in the development of these plans while domestic alumni associations (69.4%) and donors (64.9%) were not considered in the development of most of the existing international CMPs.

The last group of tables in this section was based on the state of contingency planning. All respondents were asked if their institution had a contingency plan for potential crisis that may impact the international division. Of the 92 respondents, only 35 (38%) stated such plans exist with student death (23), sexual assault (22), and sexual

harassment (22) cited the most often. For those institutions with both a university and international plan, terrorist threat (18) and missing person (18) plans were also common.

### **Research Questions Two, Three, and Four**

Tables were also presented to illustrate the results of the Kruskal-Wallis test. Results did not show a significant difference in any of the group means, so the null hypotheses for research questions two, three, and four were retained:

H<sub>02</sub>: Crisis management planning did not have a significant effect on the level of preparedness for a pandemic; there was no significant group difference in any of the group means.

H<sub>03</sub>: Crisis management planning did not have a significant effect on the management of a pandemic; there was no significant group difference in any of the group means.

H<sub>04</sub>: Crisis management planning did not have a significant effect on the level of impact of a pandemic; there was no significant group difference in any of the group means.

### **Research Question Five**

Finally, tables were presented to illustrate the results of the Spearman's Rho test for Research Question Five. Results did not show a significant correlation between the time to recovery and the international division's involvement level, so the null hypothesis for Research Question Five was retained:

H<sub>05</sub>: There was not a significant correlation between the time to recovery and the existence of a CMP; the level of stakeholder involvement had no impact on the time to recovery during the pandemic.

## **Interpretation of the Findings**

There are various key meanings based on the results presented in the previous chapter. This section provides an interpretation of the results in line with the research questions. It also includes a discussion of the relationships to prior research.

### **Research Question One**

A foundational element in Research Question One was determining the level of involvement of the international division in crisis management planning. Overall, the level of preparedness, as rated on a 10-point scale, was low. That is, the highest rating from four-year public institutions was a level 6 (31.9%), the highest rating for four-year private institutions was a level 7 (44.8%), and the highest rating for two-year public institutions was a 5 (28.6%). Although this is the first research to determine higher education institutions' preparedness in responding to campus crises, previous research reported that international educators are facing a number of crises, and they are not well-equipped or prepared to deal with these crises (Catullo, 2008; Sahu, 2020; Mok et al., 2021). The finding of this study thus confirms that the leaders of international divisions do not feel prepared for the current crises facing the field and they need to find new ways to manage crises.

Another element that was critical to the first research question was to determine the level of involvement of the international division in crisis management planning. Prior research showed that planning for crises is a critical part of effective management of crises (Coombs, 2015; Crandall et al., 2013; Neil & Allen, 2011; Zdziarski et al., 2007). In fact, Fink's Crisis Management Theory (1986, 2002) states that organizations that have extensive crisis management plans are more prepared for crisis, will respond to

crisis more effectively, will be impacted by crises less, and recover more quickly. Therefore, it was important to determine in this study that the level of involvement of the international division in crisis managing planning is quite low. Respondent data showed that only 43.8% of international divisions were considered and 47.1% were represented on the institution's CMP. In addition, 50.9% of international administrators reported having their own separate written CMP. Finally, only 38% of respondents were aware of a contingency plan. Collectively, this shows that most international divisions are not engaged in crisis management planning. This lack of involvement is a concern in that organizations that are not involved in crisis management planning will feel less prepared (Coombs, 2015; Crandall et al., 2013; Fink 1986, 2002; Neil & Allen, 2011; Zdziarski et al., 2007). The study also extends research in this area by verifying the importance of crisis management planning and informing the state of international education in the United States.

After establishing the level of involvement in crisis management planning, it was important to evaluate the state of crisis management within the 54 (50.9%) international divisions that reported having their own separate written crisis management plan. Because there are several variations of crisis management plans in the literature, this study utilized the most common elements found in higher education (Zdziarski, 2001; Burrell, 2009; Covington, 2013; Grimsley, 2015; Studenberg, 2017). These include a review of how long the international CMP has existed, how often the international CMP is updated, what stages of crisis are included in most plans, how often a crisis audit is conducted, and information related to the international crisis response team provide

insight into the state of crisis management planning within these international departments.

Of the 54 (50.9%) respondents who reported having their own separate written international crisis management plan, most plans existed for one to five years, are updated annually, and are available upon request. In addition, most of these plans include all three phases of a crisis: pre-crisis (53.9%), crisis (83.3%), and post-crisis (61.1%). This suggests that crisis management planning in international education is a recent development coinciding with the increasing number of crises the field is facing (Catullo, 2008; Sahu, 2020; Mok et al., 2021). Although this is a positive development for the field, the literature states that it is important for a CMP to be developed using the results of a crisis audit (Zdziarski, 2001; Burrell, 2009; Covington, 2013; Grimsley, 2015; Studentberg, 2017). However, only 49.1% of these plans were based on a crisis audit; thus, most do not consider the variable external and internal challenges facing the field.

Additionally, in relation to international divisions that have their own separate written crisis management plan, the number of respondents who reported having a crisis management team in place to respond to crises was quite high. In fact, 80% of respondents reported having an established crisis response team with most (54.3%) of its members being appointed to the position by a supervisor and 74.3% receiving training for the assignment. These align with best practices for a crisis response team reported in the literature (Zdziarski, 2001; Burrell, 2009; Covington, 2013; Grimsley, 2015; Studentberg, 2017). In addition, the chief international officer was reported as being responsible for coordinating crises that impact the international efforts at the institution. This aligns with best practices that state that institutions with a specific person assigned to coordinate

crisis are better prepared to respond to crises (Bataille & Cordova, 2014; Gigliotti, 2019; Studenberg, 2017).

In relation to international divisions that have their own separate written crisis management plan, most respondents reported robust levels of involvement of internal and external stakeholders in the development of their plans. Those with the greatest level of involvement were from the international department and included the senior international officer (84.2%) and the study abroad office (76.3%). Several external partners were also reported to be highly involved in the plan development, including international partners and educational organizations (both 68.4%). Overall, the responses reflect that most international crisis management plans involve a wide variety of stakeholders, which aligns with best practices when considering stakeholders in crisis management planning (Coombs, 2015; Sinha, 2011; Ndlela, 2019).

The final section related to Research Question One was on contingency planning. Although only 38% of respondents reported any level of contingency planning, the most frequently reported crises from university plans and international plans were from the criminal and human categories. Namely, crises addressed in university plans were for student death, sexual assault, and sexual harassment, while crises for international plans were mainly terrorist threat, missing person, sexual assault, and sexual harassment. This aligns with past literature on contingency planning in higher education (Crandell et al., 2013; Catullo, 2008; Zdziarski, 2001; Zdziarski et al., 2007).

Collectively, these findings show that several international divisions are highly engaged in crisis management planning. However, there remains a significant number of departments that are not. According to the literature, these programs are unprepared for a

crisis event and should begin to develop their own plan as soon as possible (Fink 1986, 2002). However, it may be that the international division is not fully aware of what is going on at the institutional level. This is evident in the fact that only 38% of respondents reported having a contingency plan at either the institutional or departmental level. This is clearly a mistake on the part of respondents as the United States Department of Labor requires employers with more than 10 employees to have written contingency plans in place (Occupational Safety & Health Administration [OSHA], 1970). That respondents did not consider these plans when responding to the contingency planning is also evidence that it is in the international divisions best interest to be more involved with crisis management planning at the institutional level. These plans may also help the division navigate current crises.

#### **Research Questions Two, Three, Four, and Five**

After establishing the state of crisis management planning in US international education, the study sought to investigate the importance of crisis management planning during a pandemic. These tests were based on Crisis Management Theory (Fink, 1986, 2002) that posits that institutions with well-developed crisis management plans would be better prepared for crises, manage crises more efficiently, and be impacted by crises less. However, because no research had been conducted on a world-wide pandemic, it was unknown if crisis management planning would make a difference in navigating the pandemic.

To conduct the first four tests, respondents were first grouped in one of five categories. They included (1) international divisions with no plan at any level, (2) international divisions that are not involved in crisis management planning at any level,

(3) international divisions that are involved in crisis management planning at only the departmental level, (4) international divisions that are involved in crisis management planning at only the institutional level, and (5) international divisions that are involved in crisis managing planning at both the departmental and institutional levels.

These groups were then used to test if there was a significant difference in any of the group means using a series of Kruskal-Wallis tests with the results showing that there were no significant group difference in the level of preparedness, management of a pandemic, or the impact of a pandemic based on the international division's level of involvement in crisis management planning. In addition, a Spearman's Rho test was conducted to determine if crisis management planning might improve the time to recovery as suggested by Fink's theory. However, the results showed that there was no significant correlation between crisis management planning and time to recovery.

In summation, all four tests found that the level of involvement in crisis management planning had no impact on navigating the crises related to preparedness, management, impact, or time to recovery. One possible explanation is that the crisis management plans available did not account for many of the crisis encountered during the pandemic. According to current literature, the COVID-19 pandemic is a crisis that entails the closure of borders and embassies, hampering efforts by international students to obtain visas and come to the United States for higher education (Altbach & De Wit, 2018; Peters, 2019; Sahu, 2020). As such, the COVID-19 pandemic may be categorized as a facility crisis, as well as a human one. However, according to this study's key findings, few plans focused on facility crises, while most focused on human crises.



Therefore, Fink's Theory of Crisis Management may account for these findings in that institutions were just not prepared.

Another possible explanation why crisis management planning had no impact during the pandemic may be that a pandemic is a Black Swan Event (Taleb, 2007). A Black Swan Event is an event that is so disruptive, unexpected, and catastrophic that no amount of planning will prepare an organization to deal with the crises that emerge during the event; however, it is possible to identify missed opportunities for crisis planning after the event has passed. It is likely that the COVID-19 pandemic is such an event and provides an alternative explanation for the test results.

Regardless, it should be noted that having crisis plans is beneficial for higher education institutions, as these aid the organization in responding more quickly and effectively and reduce potential long-term impacts (Fink, 1986, 2002; Zdziarski, 2001; Studenberg, 2017). To date, there is little information available on crisis management within international education. As such, there is a need to further examine this topic and determine the ways in which crisis management within international education could be improved. The findings of the study could provide initial empirical information and address how international educators manage crises.

### **Recommendations**

This study on crisis management in higher education has several implications for international administrators, higher education leaders and institutions, policymakers for higher education, and related professionals in the field. These are presented based on recommendations at the organizational level, at the department level, and for contingency

planning. Collectively, they will help international divisions effectively prepare for and deal with new crises (Zdziarski, 2001).

### **Institutional Level Recommendation**

One of the key findings of this study was that only 12.5% of institutions employ an Emergency Manager. This does not align with best practices which state that an organization should employ an Emergency Management Coordinator (Bataille & Cordova, 2014; Gigliotti, 2019; Studenburg, 2017). Therefore, any institution that does not have this position already should create and fill the position as soon as possible. This position can be filled by an expert on crisis management planning and response who understands how to conduct a crisis audit, is educated in crisis plan development, has conducted research and understands crisis response, and is familiar with best practices and challenges related to recovery and impact. This will help to ensure that the institution is prepared for crises, manages crises effectively, can reduce the impact of crises, and can recover more quickly after a crisis passes.

### **Organizational Level Recommendations**

One of the key findings from the previous chapter showed that few international divisions are involved or considered at the institutional level. This is a concern for several reasons related to stakeholder involvement (Nason et al., 2018; Frandsen & Johansen, 2016; Coombs, 2015). First, the international office is an important stakeholder within an organization that faces unique challenges and responsibilities that are not currently considered in many institutions. For example, the increase in Asian hate crimes is a major point of discussion in US higher education. However, it is unlikely that the expected decline in the number of students from China will impact enrollment, faculty exchange,

international collaboration, and study abroad opportunities (Rauhala, 2020). Second, the knowledge from the international division is not being utilized to its full potential. For example, the international office could help student affairs and student advisors understand the unique challenges international students would face during a crisis event (Altbach & De Wit, 2018; Yakabosi & Perozzi, 2018). Specifically, when international students are victims of sexual assault, many face cultural biases, norms, and taboos that prevent them from reporting the assault or seeking support after the incident. Having someone from the international division available who understands these elements can help educate international students, improve international support services, and improve international student health and well-being. Finally, international divisions that are not involved at the organizational level are likely to be unaware of the resources, plans, and procedures related to crises management. This is a major concern and may have a severe impact on the international department (Nason et al., 2018). Therefore, the recommendation is for the international division to be more involved at the institutional level. To do this, the senior international officer should first request that the international division be part of the institution's crisis management planning team. Once this is approved, the SIO can assign someone who is familiar with crisis management planning to the team. This person would represent the international division, report on developments, and be part of the institution's crisis response team.

### **Departmental Level Recommendations**

At the departmental level, the study found that approximately half (50.9%) of international departments have their own separate written crisis management plans. While the development of the majority of these plans were not based on a crisis audit,

most were reviewed regularly, have existed for some time, account for each of the three stages of crises, and involve or consider numerous external and internal stakeholders. This aligns with most of the best practices for crisis management planning as discussed in the literature (Zdziarski, 2001; Burrell, 2009; Covington, 2013; Grimsley, 2015; Studentberg, 2017; Marshall 2018). However, these programs would be wise to also conduct a crisis audit to determine what external and internal challenges the field faces. In addition, those international divisions that do not have their own separate crisis management plan would be well advised to begin developing one as crisis management planning has been proven to help organizations prepare and manage crises (Coombs, 2015; Crandall et al., 2013; Fink, 2002; Zdziarski, 2001; Zdziarski et al., 2007). There are many ways to develop this CMP, but Wade's (2012) six-step process can help get the process started. In his model, the first step is for the team to "frame the challenge" (p. 31). This stage involves identifying stakeholders and reviewing the division's goals and mission. The next step is for the team to gather information on past crises, current trends, and potential future challenges in the field. At the same time, the team should consider how "social, technological, economic, business, methods, natural resources, political, demographic, international, legal, and environment" impact past, current, and future challenges (p. 36). These steps will result in several possible crises, so Wade (2012) recommends that the team next identifies which are likely to occur and would have a severe impact on the division. Once these are identified, the team should then begin to develop specific plans for each. Once this is completed, the division would have an effective CMP that they could communicate with others in the division and utilize to respond to crisis.

In addition, the findings of this study can be used to inform which internal and external stakeholders should be involved or considered in the international crisis management plan development. According to previous research, identifying the main stakeholders of managing a crisis is key to effective management and preparedness (Nason et al., 2018). Thus, as the first study to identify the stakeholders' level of involvement in international crisis management planning, the results can be used to inform which stakeholders are the most crucial to the development of an effective model for crisis management (Holstege, 2010; Sinha, 2011). For example, data showed that senior international officers and the study abroad office are typically on the development team, partner institutions and educational organizations are involved as needed, parents and students are considered but not involved, and donors and alumni are not considered or involved in the development of many international crisis management plans.

Finally, the findings of this study can be used to inform best practices related to the development of a crisis response team. According to the literature, a well-organized and trained response team can ensure that an organization effectively responds to and manages a crisis (Zdziarski, 2001; Nason et al., 2018). As the first study on crisis response teams in international education, the data can be used to determine who coordinates crises, how individuals are assigned to the response team, how information is communicated, and what type of training is most common in the field. For example, data showed that the senior international officer is responsible for leading the crisis response team, team members are appointed by their supervisor, and general training is provided at most institutions with a crisis response team. These findings carry the potential for

guidance in the development of a crisis response team for institutions that do not have them.

### **Contingency Planning Recommendations**

Regarding contingency planning, the results of the previous chapter showed that very few international divisions have contingency plans with step-by step directions for responding to a crisis. This is a concern as, according to the literature, contingency planning is a vital part of effective crisis management (Wade, 2012; Zdziarski, 2001). Therefore, international divisions are advised to develop contingency plans to respond to crises they are likely to encounter. To do this, data from this study can be used to identify which contingency plans are most common at other international divisions in the United States. For example, data showed that of the 35 international divisions that have contingency plans, the most common step-by-step guides were for terrorist threats (18), a missing person (18), a sexual assault (17) and sexual harassment (17). These carry the potential for positive social change, especially in the organizational and policy levels, given that contingency plans within the international division may help them become better prepared in managing crisis events.

In addition, 72% of respondents stated that their institution did not have any contingency plans. This is simply not possible as federal law mandates that higher education institutions have these plans in place (Occupational Safety & Health Administration [OSHA], 1970). That the senior international officer was unaware of these plans is of great concern and should be addressed immediately by contacting the institution's crisis management team and reviewing these plans.

## **Suggestions for Future Research**

This study primarily employs descriptive data to inform the state of crisis management planning in US international education. As such, it provides a foundation for future research related to best practices such as how often a crisis management plan should be reviewed. In addition, test results that contradict Fink's Crisis Management Theory (1986; 2002) provide additional opportunities for future research. These are discussed in detail below.

The first recommendation for further research is related to the international crisis management plan. This study used descriptive data to inform how many international divisions have a separate written crisis management plan, if a crisis audit was conducted, how often the plan was reviewed, and what stages of crisis are included in the plan. This was based on a review of the literature that stated that these were important elements of crisis management planning (Coombs, 2015; Crandall et al., 2013; Fink, 2002; Zdziarski et al., 2007). However, this study did not examine how often a plan should be reviewed, what should be included in this review, the importance of including the various stages of crisis, or if a crisis audit improves the quality of crisis management planning. Therefore, it is important for future research to analyze how to better audit, improve, and amend international CMPs, as needed.

The second recommendation for future research is related to crisis response teams, a major focus of this study. Similar to crisis management planning, descriptive data on the type of training available, how members are assigned, and who coordinates the response to a crisis was presented in this study. This was based on research that found that crisis response teams with training systems and a specific coordinator in place are

better prepared to respond to crises (Bataille & Cordova, 2014; Gigliotti, 2019; Studenberg, 2017). However, the current study did not examine how these various elements impact the ability of crisis management team members to manage effectively a crisis. Therefore, future research into which training is most effective, who is the best person to coordinate a crisis, and how should members be assigned is needed to extend the current knowledge on the impact of crisis training systems within international education, which is a crucial part of higher education (Our Vision, 2020).

The next suggested area for future research is related to contingency planning. According to Zdziarski (2001) and Wade (2017), contingency planning is an important element in crisis management planning. Therefore, this study used descriptive data to determine for which types of crises international divisions are most prepared. Findings showed that terrorist threats (18), a missing person (18), a sexual assault (17) and sexual harassment (17) were the most common. This information can be used to inform future research into the effectiveness of contingency plans by identifying which plans to focus on while ignoring those that are uncommon in the field.

An additional area of future research is related to the trickle-down effects of the COVID-19 pandemic specific to international education. Although it is impossible to prepare for a Black Swan Event, it is important to consider and prepare for future crises that the event may generate (Taleb, 2007). As it relates to the pandemic, there are already signs of several crises that may occur in the future related to international student mobility, economic instability, vaccine access, and trust in US higher education. In addition, the rise in Asian hate crimes in the United States may result in multiple crises for US campuses, especially considering that five of the top ten countries of international



student origins are from Asia (Facts Sheet, 2020). Thus, further research into what internationally related trickle-down effects occur, how institutions respond to them, and the role of crisis management planning in navigating the aftereffects of the pandemic is vital to maintaining healthy international enrollments, keeping international students safe, and promoting equality, inclusion, and diversity in US higher education.

A final suggestion for future research is related to how crisis management planning impacts the international division during a crisis event. The findings of this study demonstrated no significant differences across groups based on level of involvement for level of preparedness, the management, or the impact of a pandemic. The study also found no significant correlation between time to recovery after a pandemic and involvement. This may have been due to a lack of planning related to crises that impact facilities found in this study or because of a Black Swan Event (Taleb, 2017). However, further research is needed given that the study was conducted during a pandemic.

### **Conclusions**

This quantitative study was developed to gain insight into how international education manages crises as perceived by senior international administrators at two- and four-year IIE member institutions in the United States. Current literature on crisis management within international education is scarce, which is essential to address given that crisis plans theoretically help an organization respond more quickly to a crisis and reduce potential long-term impacts (Studenberg, 2017). In fact, there is very little available current research and academic literature regarding this topic.

Major conclusions were offered. Descriptive statistics found that the majority of international divisions are not involved or considered at the organizational level, 50.9%

of international divisions have their own separate written crisis management plan with most adhering to best practices in crisis management plan development, and few international divisions are aware of the existence of contingency plans. Kruskal-Wallis test results found that crisis management planning did not impact the level of preparedness for a pandemic, the management of a pandemic, or the level of impact of a pandemic. Finally, no significant correlation between the time to recovery and level of crisis management planning was found.

As previously noted, this study provides only the beginning of understanding crisis management within international education, as perceived by university international administrators. There is much more to investigate regarding crisis management in other parts of higher education or in other areas of the world. This is relevant given that the impact of the COVID-19 pandemic on higher education is global. There is a significant amount of data regarding the current state of crisis management within international education in the United States in this study. It was crucial first to understand how crisis is being managed and dealt with within international education, and how crisis management planning impacts the management of a pandemic and the level of preparedness for a pandemic. As more crises inevitably arise, it will be increasingly valuable for individuals working in crisis management within international education to have greater awareness and preparation for effectively mitigating their long-term effects.

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## APPENDIX A

### PERMISSIONS TO USE AND MODIFY SURVEY



## Permission to Use Instrument

RE: [EXT] Request to Use "Campus Crisis Management" Survey Instrument for Dissertation

Wed 6/3/2020

Zdziarski, Eugene [VeepGene@depaul.edu](mailto:VeepGene@depaul.edu)

To Griffiths, Fred

Cc Wanger, Steve

Dear Fred,

Wonderful research idea! You are welcome to use the survey instrument from my 2001 study:

Zdziarski, E. L. (2001). Institutional preparedness to respond to campus crises as perceived by student affairs administrators in selected NASPA member institutions. (Doctoral dissertation, Texas A&M University, 2001). *Dissertation Abstracts International*, 62, 3714.

My one request is that you share a pdf of your study once it is complete. I would welcome the opportunity to read your work.

As an alumnus, I am excited that someone from my alma mater is pursuing this study. If I can be of any assistance, please let me know!

Go Pokes!

Gene

**Eugene L. Zdziarski, II, Ph.D.**

Vice President for Student Affairs

DePaul University

1400 Lewis, 25 E. Jackson Blvd., Chicago, IL 60604

P: 312.362.5680

F: 312.362.5671

E: [VeepGene@depaul.edu](mailto:VeepGene@depaul.edu)

<http://offices.depaul.edu/student-affairs>



DePaul University COVID-19 Updates: [go.depaul.edu/covid](https://go.depaul.edu/covid)

## Permission to Modify Instrument

RE: [EXT] Request to Use "Campus Crisis Management" Survey Instrument for Dissertation

Mon 07/20/2020

Zdziarski, Eugene [VeepGene@depaul.edu](mailto:VeepGene@depaul.edu)

To Griffiths, Fred

Cc Wanger, Steve

Dear Fred,

Overall I think the changes/modifications are very appropriate for your study.

I did notice that in the stakeholder sections you had a few rather broad categories and I was wondering if you might want to be able to differentiate them more?

Internal – University Executives (Might it be useful to know if this were the VP Academic Affairs/ Provost or the VP Student Affairs?)

External – US Government officials ( Might useful to know if this was the State Department, DOE etc.)

Just my two cents.

As it relates to your pilot study, I can check with our Associate Provost for Global Engagement and see if he would be willing to participate in the pilot study.

Gene

**Eugene L. Zdziarski, II, Ph.D.**

Vice President for Student Affairs

DePaul University

1400 Lewis, 25 E. Jackson Blvd., Chicago, IL 60604

**P:** 312.362.5680

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<http://offices.depaul.edu/student-affairs>



DePaul University COVID-19 Updates: [go.depaul.edu/covid](https://go.depaul.edu/covid)

## Permission to Use Final Modified Version of Instrument

RE: [EXT] Proposed Final Draft of Survey  
Wed 10/21/2020  
Zdziarski, Eugene [VeepGene@depaul.edu](mailto:VeepGene@depaul.edu)  
To Griffiths, Fred  
Cc Wanger, Steve

Dear Fred,

Congratulations on successfully defending your proposal, that is truly a major accomplishment and you should be very proud.

The survey instrument [is] great and I approve of its use as presented.

If you are interested, I would offer a couple of very minor comments that you may choose to incorporate or not.

First, in Q8, Who coordinates your university's response to crises?, you might want to include "University Emergency Management Coordinator". Such positions did not exist back in 2001, but have become fairly common within the past decade, particularly at large institutions.

Second, (and I am not sure this really makes much difference) at the bottom of page 15, D4 it begins by defining "contingency plan". While contingency plan is still accurate, current terminology has also included "protocols", and "annex". In particular the latter is most common in community and governmental circles where Emergency Management Plan is used more likely than Crisis Management Plan.

Again, since you are defining the term for people, I am not sure this really matters.

Overall, it looks great and I wish you the best of luck in collecting your data. Please let me know if I can be of any additional assistance.

Go Pokes!

Gene

**Eugene L. Zdziarski, II, Ph.D.**  
Vice President for Student Affairs  
DePaul University  
1400 Lewis, 25 E. Jackson Blvd., Chicago, IL 60604  
**P:** 312.362.5680  
**F:** 312.362.5671

## Appendix B

### Pilot Study

## Email One

**From:** Fred Griffiths [fred.griffiths@okstate.edu](mailto:fred.griffiths@okstate.edu)  
**Subject:** Pilot Study Request: How International Education Manages Crisis  
**Date:** September 18, 2020  
**To:** [Bcc Group]

### Greetings from Oklahoma!

I am conducting research regarding how international education manages crisis for my dissertation. I am seeking experts in the field to participate in the pilot study, and I would greatly appreciate your involvement.

I am requesting feedback on the survey instrument. Specifically, I need to know how long it takes to complete the survey, if the cover letter, purpose, and consent sections are clear, and if any of the questions, options, directions, organization, or flow need to be modified. Your complete participation is expected to take 30 to 45 minutes, and I am requesting all comments to be provided by **Friday, October 2, 2020**.

Please respond to this e-mail by **Wednesday, September 23, 2020** if you are willing to participate in the pilot study.

Thank you for your time and consideration.

Sincerely,

Fred Griffiths



**Fred Griffiths, PhD Candidate**  
College of Education, Health and Aviation  
Oklahoma State University  
817.657.0228

## Email Two

**From:** Fred Griffiths [fred.griffiths@okstate.edu](mailto:fred.griffiths@okstate.edu)  
**Subject:** Pilot Study: How International Education Manages Crisis  
**Date:** September 23, 2020  
**To:** [Bcc Group]

Hello [Name of Person],

I hope this email finds you well, and you are managing the insanity that is 2020 as well as possible.

I wanted to send a follow up request to participate in the pilot study for my dissertation research.

If you would like to review the instrument before making a decision, it can be found at:

[https://okstatecoe.az1.qualtrics.com/jfe/form/SV\\_eLrGLHmMyNiUprT](https://okstatecoe.az1.qualtrics.com/jfe/form/SV_eLrGLHmMyNiUprT)

I'd appreciate any feedback you have especially on how long it took to complete, if the purpose and consent are clear, if any questions/responses need revised, or if the organization/flow needs to be modified.

Thank you in advance for your consideration and have a wonderful day.

Sincerely,  
Fred

**Fred Griffiths**

Oklahoma State University

Director, English Language Institute

Ph.D. Candidate, Educational Leadership and Policy Studies

[LinkedIn](#)

## Email Three

**From:** Fred Griffiths [fred.griffiths@okstate.edu](mailto:fred.griffiths@okstate.edu)  
**Subject:** Feedback Request  
**Date:** October 05, 2020  
**To:** [Bcc Group]

Dear [Name of Person],

I hope this email finds you well, and you are managing the insanity that is 2020 as well as possible.

I am reaching out to you in hopes that you are willing to review a survey instrument I plan to use for my dissertation. I expect it will take around 30-45 minutes to review, and I am hoping to receive feedback by next Monday (October 12) if possible.

The survey is on international education in crisis, and I am asking for feedback on how long it takes to complete the survey, if the cover letter, purpose, and consent sections are clear, and if any of the questions, options, directions, organization, or flow need to be modified.

The instrument can be found at:

[https://okstatecoe.az1.qualtrics.com/jfe/form/SV\\_eLrGLHmMyNiUprT](https://okstatecoe.az1.qualtrics.com/jfe/form/SV_eLrGLHmMyNiUprT)

Thank you in advance for your time and help! It is very much appreciated.

Sincerely,  
Fred

**Fred Griffiths**

Oklahoma State University

Director, English Language Institute

Ph.D. Candidate, Educational Leadership and Policy Studies

[LinkedIn](#)

## Email Four

**From:** Fred Griffiths [fred.griffiths@okstate.edu](mailto:fred.griffiths@okstate.edu)  
**Subject:** Pilot Study  
**Date:** October 08, 2020  
**To:** [Bcc Group]

[Name of Person],

I need a few more responses before I can start the main study, so I thought I should check if you had any technical issues or questions about the survey.

Again, it is located at [https://okstatecoe.az1.qualtrics.com/jfe/form/SV\\_eLrGLHmMyNiUprT](https://okstatecoe.az1.qualtrics.com/jfe/form/SV_eLrGLHmMyNiUprT) and I need feedback on things such as how long it takes to complete, if the sections are clear, or if anything needs to be modified.

Thanks in advance for the help and have a wonderful day.

Respectfully,

Fred

**Fred Griffiths**

Oklahoma State University  
Director, English Language Institute  
Ph.D. Candidate, Educational Leadership and Policy Studies  
[LinkedIn](#)



## Appendix C

### Survey Instrument

## Survey Instrument

### How International Education Manages Crisis

---

Start of Block: Purpose and Consent

## **D1 Background Information**

The purpose of this project is to gain insight into how international education manages crises as perceived by senior international administrators at two and four-year IIE member institutions in the United States.

This study is being conducted by Fred Griffiths.

## **Risks and Benefits**

The research team works to ensure confidentiality to the degree permitted by technology. It is possible, although unlikely, that unauthorized individuals could gain access to your responses because you are responding online. However, your participation in this online survey involves risks similar to a person's everyday use of the internet. If you have concerns, you should consult the survey provider privacy policy at <https://www.qualtrics.com/privacy-statement/>.

This study may help the researcher learn more about how international educators manage crises, and it may help future researchers and international administrators manage crises.

## **Compensation**

There is no compensation for participation. However, participants who provide their email in the survey will be entered into a drawing to win one of two \$50.00 Amazon gift cards. Winners will be chosen at random shortly after the survey closes.

## **Confidentiality**

The information collected in the study will be handled confidentially. All data will be password protected and accessible only by the researcher and committee members. Your name and the name of your institution will not be identified in any published report or article.

## **Voluntary Nature of the Study**

Your participation in this research is voluntary. There is no penalty for refusal to participate. You can stop the survey at any time or skip any questions that make you uncomfortable.

## **Contact and Questions**

The Institutional Review Board (IRB) for the protection of human research participants at Oklahoma State University has reviewed and approved this study. If you have questions about the research study itself, please contact the Principal Investigator at 817-657-0228, [fred.griffiths@okstate.edu](mailto:fred.griffiths@okstate.edu). If you have questions about your rights as a research volunteer or would simply like to speak with someone other than the research team about

concerns regarding this study, please contact the IRB at (405) 744-3377 or [irb@okstate.edu](mailto:irb@okstate.edu). All reports or correspondence will be kept confidential.

**If You Choose to Participate**

To participate in this study, click the arrow at the bottom of this page and complete the survey. By clicking the arrow, you are indicating that you freely and voluntarily agree to participate in the study, and you also acknowledge that you are at least 18 years of age.

The survey should take approximately 15 minutes to complete.

**End of Block: Purpose and Consent**


---

**Start of Block: Block 6**

D2 Please respond to each question by checking the appropriate box(es).

---

Q1 On a scale of 1 to 10, where 1 is poor and 10 is exceptional, please describe your perception of the general state of crisis preparedness in international education across the U.S.

	Poor					Exceptional				
	1	2	3	4	5	6	7	8	9	10
Preparedness										

---

Q2 Describe why you chose that number for the general state of crisis preparedness.

---

Q3 Does your university have a written crisis management plan?

- Yes (1)
- No (2)
- Unsure (3)

Q4 Who coordinates your university's response to crises? (Check all that apply.)

- President (1)
- VP Academic Affairs/Provost (2)
- VP Administration/Business Affairs (3)
- VP Student Affairs (4)
- University Emergency Management Coordinator (5)
- Chief/Director University Police (6)
- Director Public Information Relations (7)
- Director of Health & Safety (8)
- Dean of Students (9)
- Director of Student Counseling (10)
- Director of Student Health Services (11)
- Director of Residence Life (12)
- Director of Student Activities (13)
- Unsure (14)
- Other (15) \_\_\_\_\_

---

Q5 Does your university's crisis management plan specifically address the needs of international education?

- Yes (1)
- No (2)
- Unsure (3)

---

Q6 Is someone from your department involved in the development of the university's crisis management plan?

- Yes (1)
- No (2)
- Unsure (3)

---

Q7 Please indicate who coordinates the international division's response to crises. (Check all that apply.)

- Chief International Officer (1)
- Director of Study Abroad (2)
- Director of International Students and Scholars (3)
- VP Student Affairs (4)
- Other (5) \_\_\_\_\_

**End of Block: Block 6**

---

**Start of Block: Part 1**

Q8 Does your international division have a separate, written crisis management plan?

- Yes (1)
- No (2)

*Skip To: End of Block If Does your international division have a separate, written crisis management plan? = No*

---

Q9 How long has the current international crisis management plan existed?

- 1 year or less (1)
  - 1 to 5 years (2)
  - 5 to 10 years (3)
  - More than 10 years (4)
  - Unsure (5)
- 

Q10 How often is the international crisis management plan reviewed?

- Annually (1)
  - Every 3 years (2)
  - Every 5 years (3)
  - No plan exists (4)
  - Unsure (5)
  - Other (6) \_\_\_\_\_
-

Q11 A crisis audit refers to the process of assessing the internal and external environment to identify potential crises, and determine the impact and probability of various crises occurring. Has a crisis audit been conducted on your international division? (Check all that apply.)

No (1)

When the plan was originally created (2)

Each time the plan is reviewed (3)

Annually (4)

Whenever a crisis occurs (5)

Unsure (7)

Other (6) \_\_\_\_\_

---

Q12 Please indicate whether the procedures in your international crisis management plan address one or more of the following phases of crisis. (Check all that apply.)

Pre-crisis: Actions to take prior to the onset of a crisis. These actions may include such things as preventative measures, preparation activities, and ways to detect potential crisis. (1)

Crisis: Actions to take during a crisis event. These actions may include such things as activation of response procedures, measures of containing a crisis, and steps to resume normal operations. (2)

Post-crisis: Actions to take after a crisis. These actions may include such things as methods for verifying that a crisis has passed, follow-up communication with stakeholders, and mechanisms to revise or improve procedures for the next crisis. (3)

Unsure (4)

---



Q13 How is the international crisis management plan communicated to members of the international division? (Check all that apply.)

- Not communicated (1)
  - Copy of plan available upon request (2)
  - Plan accessible on the web (3)
  - Annual notification (4)
  - New employee orientation (5)
  - New student orientation (6)
  - Optional crisis management training sessions (7)
  - Required crisis management training sessions (8)
  - Drills and exercises (9)
  - Unsure (10)
  - Other (11) \_\_\_\_\_
- 

Q14

Does the international crisis management plan address the mental/emotional health of university caregivers who respond to campus crisis by providing Critical Incident Stress debriefings?

- Yes (1)
  - No (2)
  - Unsure (3)
-

Q15

An "On-Call" or "Duty" system is a system in which a particular individual is identified as the initial or primary contact to be notified. In such a system, the responsibility of serving as the initial or primary contact rotates to another individual at specified time intervals (e.g. weekly, monthly, etc.). Is there an "On-Call" or "Duty" system in place to respond to crises that impact the international division?

- Yes (1)
  - No (2)
  - Unsure (3)
- 

Q16

Is there an established committee or team of individuals identified to respond to crises that impact the international division?

- Yes (1)
- No (2)
- Unsure (3)

*Skip To: D3 If Is there an established committee or team of individuals identified to respond to crises that imp... = No*

*Skip To: D3 If Is there an established committee or team of individuals identified to respond to crises that imp... = Unsure*

---

Q17 How are individuals assigned to the international crisis management response committee or team? (Check only one.)

- Self-appointed (1)
- Volunteer (2)
- Appointed by Superior (3)
- Specified in Job Description (4)
- Recruited (5)
- Unsure (6)
- Other (7) \_\_\_\_\_

Q18 What type of training is provided to international crisis management response team members or for individuals involved in responding to a crisis? (Check all that apply.)

- No training provided (1)
- Crisis Management (campus procedures) (2)
- Crisis Management (general) (3)
- Legal Issues/Risk Management (4)
- Working with Law Enforcement & Emergency Personnel (5)
- Responding to Civil Disturbance or Demonstration (6)
- Suicide Intervention (7)
- Media Relations (8)
- Campus Violence Issues (9)
- Substance Abuse (10)

- Grieving Process (11)
- Orientation to Community & County Agency Assistance (12)
- Critical Incident Stress Management/Debriefing (13)
- Table-top exercises (14)
- Crisis simulations or drills (15)
- Unsure (16)
- Other (17) \_\_\_\_\_

---

D3 Stakeholders are individuals or organizations affected by a crisis or could affect an institutions ability to respond to a crisis. Please indicate the level of involvement of each of the internal and external stakeholders listed below. Check only one level of involvement for each stakeholder **for the international crisis management plan.**

---

<b>Q19 Internal Stakeholders</b>	<b>Level One On Plan Development Team (1)</b>	<b>Level Two Involved as Needed (2)</b>	<b>Level Three Considered but not directly Involved (3)</b>	<b>Level Four Not Considered (4)</b>
President (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VP Academic Affairs/Provost (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VP Student Affairs (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Deans (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior International Officer (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study Abroad Office (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Students and Scholars (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk Management Office (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Export Control Office (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State Regents (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Counsel (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Police (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Relations/PIO (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Physical Plant (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Health (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Health Services (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Counseling Services (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee Assistance (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residence Life (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Ministers (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

<b>Q20 External Stakeholders</b>	<b>Level One On Plan Development Team (1)</b>	<b>Level Two Involved as Needed (2)</b>	<b>Level Three Considered but not Involved (3)</b>	<b>Level Four Not Considered (4)</b>
Emergency Respondents (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Providers and Agencies (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental Health Providers and Agencies (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Organizations (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Partner Institutions (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruiting Agents (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Donors (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Ministers (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Red Cross (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Victims Assistance Programs (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
US Department of State (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
US Department of Education (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Embassy Officials (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Ministry of Education (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Alumni Associations (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic Alumni Associations (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Parents (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic Parents (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local Community Members (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**End of Block: Part 1**

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**Start of Block: Contingency Plan**

D4 A contingency plan is a written procedure or checklist that may supplement a basic crisis management plan and addresses unique circumstances or issues for a specific type of crisis. For example, an institution may have a step-by-step plan explaining what to do if a student goes missing while overseas on a study abroad program.

---



Q21 Does your institution have written contingency plans for potential crises that may impact the international division?

- Yes (1)
- No (2)
- Unsure (3)

*Skip To: End of Block If Does your institution have written contingency plans for potential crises that may impact the int... = No*

*Skip To: End of Block If Does your institution have written contingency plans for potential crises that may impact the int... = Unsure*

---

Q22

Please identify the phases of crisis included for each contingency plan (select all that apply). You may skip plans that do not exist.

The phases of crisis are defined as:

A. Pre-crisis: Actions to take prior to the onset of a crisis. These actions may include such things as preventative measures, preparation activities, and ways to detect potential crisis.

B. Crisis: Actions to take during a crisis event. These actions may include preventative measures, preparation activities, ways to detect potential crisis, etc.

C. Post-crisis: Actions to take after a crisis. These actions may include such things as methods for verifying that a crisis has passed, follow-up communication with stakeholders, and mechanisms to revise or improve procedures for the next crisis.

Q23

Please identify the phases of crisis included in each contingency plan for the following **Natural Crises**. (Check all that apply.)

	Pre-Crisis (1)	Crisis (2)	Post-Crisis (3)
Tornado (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hurricane (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earthquake (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flood (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Severe Weather (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q24

Please identify the phases of crisis included in each contingency plan for the following **Facility Crises**. (Check all that apply.)

	Pre-Crisis (1)	Crisis (2)	Post-Crisis (3)
Embassy Closure (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Border Closure (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evacuation of Building or Campus (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loss of Computer Data (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loss of Utilities (electricity, A/C, telephone, Internet etc.) (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q25

Please identify the phases of crisis included in each contingency plan for the following **Criminal Crises**. (Check all that apply.)

	Pre-Crisis (1)	Crisis (2)	Post-Crisis (3)
Homicide (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assault (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Assault/Rape (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Harassment (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic Abuse (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Burglary/Robbery (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kidnapping/Abduction (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hate Crime (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terroristic Threat (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vandalism (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q26 Please identify the phases of crisis included in each contingency plan for the following **Human Crises**. (Check all that apply.)

	Pre-Crisis (1)	Crisis (2)	Post-Crisis (3)
International Travel Ban (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Death (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty/Staff Death (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional/Psychological Crisis (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missing Person (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol/Drug Overdose (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infectious Disease (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus Disturbance/Demonstration (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of Block: Contingency Plan

Start of Block: Part V

D5 The COVID-19 pandemic has created many crises within international education. Please respond to the following questions as they relate to the international efforts at your institution.

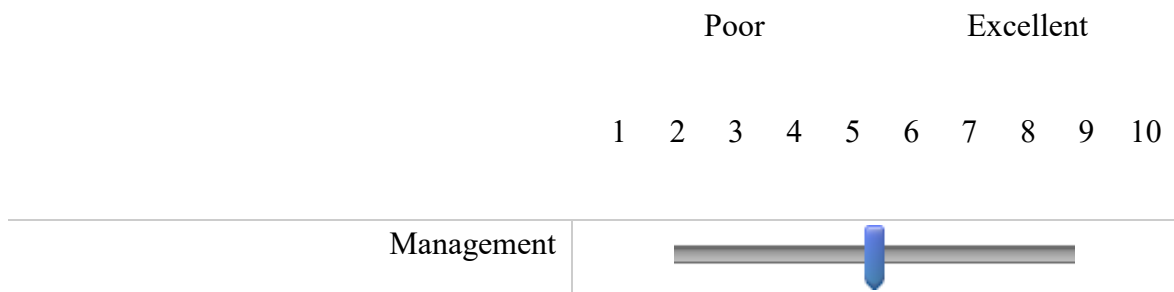
Q27 On a scale of 1 to 10, where 1 is unprepared and 10 is well prepared, please indicate how prepared your institution was for the pandemic as it relates to the international efforts at your institution.



Q28 Describe why you chose that number for your level of preparedness.

---

Q29 On a scale of 1 to 10, where 1 is poor and 10 is excellent, please indicate how well your institution has managed the pandemic as it relates to the international efforts at your institution.




Q30 Describe why you chose that number for how well your institution has managed the pandemic.

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Q31 On a scale of 1 to 10, where 1 is no impact and 10 is extreme impact, what level of impact has the pandemic had on the international efforts at your institution?

	No Impact	Extreme Impact								
	1	2	3	4	5	6	7	8	9	10

---

Impact	
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Q32 Describe why you chose that number for the level of impact.

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Q33 How long do you expect it will take your international division to recover from the pandemic?

- 0-1 years (1)
- 1-3 years (2)
- 3-5 years (3)
- 5+ years (4)

Q34 Describe why you chose that length of time to recover from the pandemic.

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End of Block: Part V

Start of Block: Demographics

Q35 Which NAFSA Region is your institution part of?

- Region I: Alaska, Idaho, Oregon, Washington (1)
  - Region II: Arizona, Colorado, Kansas, Montana, Nebraska, New Mexico, Utah, Wyoming (2)
  - Region III: Arkansas, Louisiana, Oklahoma, Texas (3)
  - Region IV: Iowa, Minnesota, Missouri, North Dakota, South Dakota (4)
  - Region V: Illinois, Michigan, Wisconsin (5)
  - Region VI: Indiana, Kentucky, Ohio (6)
  - Region VII: Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, Puerto Rico, U.S. Virgin Islands (7)
  - Region VIII: Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia (8)
  - Region X: New Jersey, New York (9)
  - Region XI: Connecticut, New Hampshire, Maine, Massachusetts, Rhode Island, Vermont (10)
  - Region XII: California, Hawaii, Nevada, Pacific Islands (11)
- 

Q36 What type of Institution do you work for?

- Four-year Public (1)
  - Four-year Private (2)
  - Two-year Public (3)
  - Two-year Private (4)
-



Q37 What is the full-time international undergraduate enrollment at your institution?

- Less than 500 (1)
  - 500 - 1,000 (2)
  - 1,001 - 1,500 (3)
  - 1,501 - 2,000 (4)
  - 2,001 - 3,000 (5)
  - More than 3,000 (6)
- 

Q38 What is the full-time international graduate enrollment at your institution?

- Less than 500 (1)
  - 500 - 1,000 (2)
  - 1,001 - 1,500 (3)
  - 1,501 - 2,000 (4)
  - 2,001 - 3,000 (5)
  - More than 3,000 (6)
- 

Q39 Please enter your email if you would like to be entered for a chance to win one of two \$50.00 Amazon gift cards.

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**End of Block: Demographics**

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## Appendix D

### Cover Letters

## Cover Letter Week One

**From:** Fred Griffiths [fred.griffiths@okstate.edu](mailto:fred.griffiths@okstate.edu)  
**Subject:** Survey: How International Education Manages Crisis  
**Date:** October 26, 2020  
**To:** [Bcc Group]

### Greetings from Oklahoma!

I am conducting a study on how international education manages crisis. I am requesting that you **complete the survey for the study available at:**

[https://okstateches.az1.qualtrics.com/jfe/form/SV\\_eLrGLHmMyNiUprT](https://okstateches.az1.qualtrics.com/jfe/form/SV_eLrGLHmMyNiUprT)

Participation in the study will close Friday, November 12, 2020.

This survey should take approximately 15 minutes to complete, and all respondents who complete the survey and provide their email address will be entered for the chance to win one of two \$50.00 Amazon gift Cards.

Your responses to this survey will remain confidential. Your name and the name of your institution will not be identified in any published report or article. By responding to the survey, you are giving your consent to participate in the study.

This research study has been reviewed and approved by the Institutional Review Board – Human Subjects in Research, Oklahoma State University. For research related problems or questions regarding subject’s rights, the Institutional Review Board may be contact through 223 Scott Hall, Stillwater, OK 74078, 405-744-3377 ([irb@okstate.edu](mailto:irb@okstate.edu))

Sincerely,

Fred Griffiths



**Fred Griffiths, PhD Candidate**  
College of Education, Health and Aviation  
Oklahoma State University  
817.657.0228

## Cover Letter Week Two

**From:** Fred Griffiths [fred.griffiths@okstate.edu](mailto:fred.griffiths@okstate.edu)  
**Subject:** Survey: How International Education Manages Crisis  
**Date:** November 3, 2020  
**To:** [Bcc Group]

**Greetings from Oklahoma!**

I am conducting a study on how international education manages crisis. I am requesting that you **complete the survey for the study available at:**

[https://okstatecoe.az1.qualtrics.com/jfe/form/SV\\_eLrGLHmMyNiUprT](https://okstatecoe.az1.qualtrics.com/jfe/form/SV_eLrGLHmMyNiUprT)

Participation in the study will close Friday, November 12, 2020.

This survey should take approximately 15 minutes to complete, and all respondents who complete the survey and provide their email address will be entered for the chance to win one of two \$50.00 Amazon gift Cards.

Your responses to this survey will remain confidential. Your name and the name of your institution will not be identified in any published report or article. By responding to the survey, you are giving your consent to participate in the study.

This research study has been reviewed and approved by the Institutional Review Board – Human Subjects in Research, Oklahoma State University. For research related problems or questions regarding subject’s rights, the Institutional Review Board may be contact through 223 Scott Hall, Stillwater, OK 74078, 405-744-3377 ([irb@okstate.edu](mailto:irb@okstate.edu))

Sincerely,

Fred Griffiths



**Fred Griffiths, PhD Candidate**  
College of Education, Health and Aviation  
Oklahoma State University  
817.657.0228

## Cover Letter Week Three

**From:** Fred Griffiths [fred.griffiths@okstate.edu](mailto:fred.griffiths@okstate.edu)  
**Subject:** Survey Reminder: How International Education Manages Crisis  
**Date:** November 10, 2020  
**To:** [Bcc Group]

**Greetings from Oklahoma!**

Thank you again to everyone who has completed the survey on how international education manages crisis. The survey will close this Friday, and I want to make sure everyone has a chance to participate.

**Please remember to complete the following survey on how international education manages crisis,**

[https://okstateches.az1.qualtrics.com/jfe/form/SV\\_eLrGLHmMyNiUprT](https://okstateches.az1.qualtrics.com/jfe/form/SV_eLrGLHmMyNiUprT)

You have the opportunity to be entered for a chance to win a \$50.00 Amazon gift card. The survey will close Friday, November 12, 2020.

As always, I appreciate your assistance in this project and look forward to sharing the results.

Sincerely,

Fred Griffiths



**Fred Griffiths, PhD Candidate**  
College of Education, Health and Aviation  
Oklahoma State University  
817.657.0228

## Cover Letter Week Four

**From:** Fred Griffiths [fred.griffiths@okstate.edu](mailto:fred.griffiths@okstate.edu)  
**Subject:** Survey Date Extension: How International Education Manages Crisis  
**Date:** November 17, 2020  
**To:** [Bcc Group]

### One more chance to participate!

I have about 2/3 of the responses needed to ensure the results of the study on how international educators manage crises are valid, so my advisor has suggested that I extend the deadline for the survey to Monday, November 23.

It is available at:

[https://okstateches.az1.qualtrics.com/jfe/form/SV\\_eLrGLHmMyNiUprT](https://okstateches.az1.qualtrics.com/jfe/form/SV_eLrGLHmMyNiUprT)

I also want to thank everyone for your help with this study. I realize these are trying times especially for international educators, and I am very grateful for all you do!

Sincerely,

Fred Griffiths



**Fred Griffiths, PhD Candidate**  
College of Education, Health and Aviation  
Oklahoma State University  
817.657.0228

## Cover Letter Week Five

**From:** Fred Griffiths [fred.griffiths@okstate.edu](mailto:fred.griffiths@okstate.edu)  
**Subject:** Final Chance to Part: How International Education Manages Crisis  
**Date:** December 1, 2020  
**To:** [Bcc Group]

### Final chance to participate!

Thanks to everyone who participated.

I now have enough responses to begin data analysis but with all the chaos in the world, I want to make sure that everyone has enough time to complete the survey.

It is available at:

[https://okstateches.az1.qualtrics.com/jfe/form/SV\\_eLrGLHmMyNiUprT](https://okstateches.az1.qualtrics.com/jfe/form/SV_eLrGLHmMyNiUprT)

Also the drawing for the Amazon gift cards will be next Tuesday, December 8.

Sincerely,

Fred Griffiths



**Fred Griffiths, PhD Candidate**  
College of Education, Health and Aviation  
Oklahoma State University  
817.657.0228

VITA

Fred Stephen Griffiths

Candidate for the Degree of

Doctor of Philosophy

Thesis: CRISIS MANAGEMENT PLANNING IN US INTERNATIONAL  
EDUCATION

Major Field: Higher Educational Leadership and Policy Studies

Biographical:

Education:

Completed the requirements for the Doctor of Philosophy in Educational Leadership and Policy Studies at Oklahoma State University, Stillwater, Oklahoma in May, 2021.

Completed the requirements for the Master of Arts in Teaching English as a Second Language at University of Illinois at Urbana-Champaign, Urbana, Illinois in 1999.

Completed the requirements for the Bachelor of Arts in English at the Southern Oregon University, Ashland, Oregon in 1997.

Experience:

Director, English Language Institute, Oklahoma State University, 01/16 – 12/20  
Assistant Director, English Language Institute, UT Arlington, 08/12 – 12/15  
Instructor, Hosanna Academy, Klamath Falls, OR, 08/09 – 06/12

Professional Memberships:

NAFSA Association of International Educators  
Phi Kappa Phi Honor Society  
TESL International Association