The background features a large, faint gear on the left side and a circuit-like graphic with three dots and lines in the top right corner. At the bottom right, there are more gear and circuit graphics.

# A Crisis Toolkit: the Critical Role of Collaboration on Campus

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# Today's Presenters

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# AGENDA

01

Why We're  
Here

02

Defining  
Crisis

03

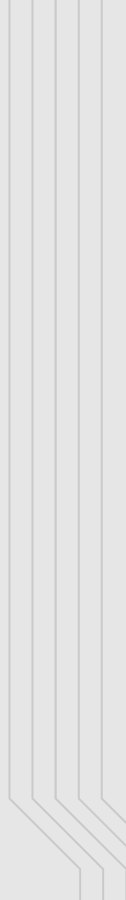
Building Your  
Own Toolkit

04

Collaborators &  
Stakeholders

05

Case Studies  
and Discussion





# WHY WE 'RE HERE

## PRESENTERS

Why are we invested in this topic? What perspectives do we bring to the table?

## AUDIENCE

Why did you come to this session today? What comes to mind when you hear the word “crisis?”



# 02

# WHAT DEFINES A CRISIS?

## DEATH

Injury, or Threat to People

## DAMAGE

To environment, animals,  
property, and/or data

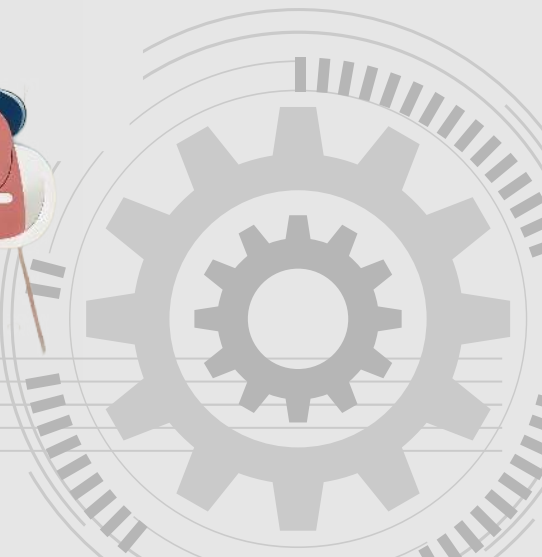
## DISRUPTION

The ability to carry out  
mission/operations, or the  
financial welfare, or the  
perception/image of the  
institution

Three basic elements of a crisis are: A **stressful** situation, **difficulty in coping**, and the **timing of intervention**.

03

# BUILDING YOUR OWN TOOLKIT



# ISSS/Organizational Role:



Organization Variables (campus, external, community)	Campus
Institutional Type	
Student Body/Int'l Population	
International Community	
Reporting structure	
Organization structure	
Aspects that impact crisis	
Counseling Infrastructure	
Health Center/Medical Access	
Community Infrastructure	
Responsibilities	
Campus health insurance policy	
Int'l role in insurance	
Campus risk tolerance	
Campus Resources	
Town and gown relationships	
Communications Protocol	
External stakeholders-primary relationships	
Internal Stakeholders-primary relationships	
Technology & Data	



## The ISSS Role: Your turn!

- What do you need to know in advance of campus crisis?
- What has worked- if known?
- What would you change if you could?





# BUILDING YOUR OWN TOOLKIT

## Step 1

Identify the current ISSS role in crisis management.

Consider your comfort level with this role.

What needs to change? What should stay the same?

# BUILDING YOUR OWN TOOLKIT

## Step 2

Identify current stakeholders and collaborators in crisis management.

Are any missing? Are international students well supported by these collaborations?

# BUILDING YOUR OWN TOOLKIT

## Step 3

Communicate the international student crisis plan to your staff, as well as to the institutional stakeholders.

Keep easy to follow instructions in everyone's office and implement in onboarding training.



04

# COLLABORATORS & STAKEHOLDERS





# COLLABORATORS & STAKEHOLDERS

## CAMPUS

These are individuals, departments, or policies/procedures on campus that are or could be involved in crisis response.

## COMMUNITY

These are external individuals, organizations, locations, or companies that can provide additional resources in a crisis response.

## LEGAL / GOVERNMENT (S)

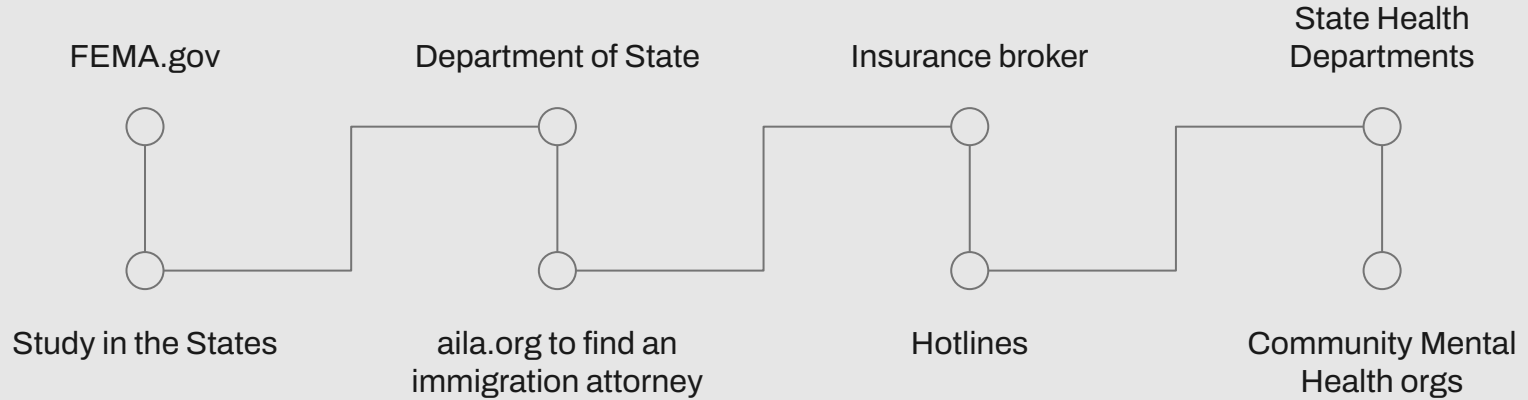
These are law offices or government officials, preferably trained in immigration law/immigration regulations, who can assist when needed in certain types of crises.

## OTHER

This might include insurance, professional networks, student family members, national resources and hotlines, and other resources outside the immediate community.



# Additional Resources :



# BUILDING YOUR OWN TOOLKIT - COLLABORATORS & STAKEHOLDERS

<i>TOOLKIT</i>	Pre-Crisis/Prevention	During Crisis	Post-Crisis
ISSS			
Campus			
Community			
Legal/Government			
Other			



# 05

## CASE STUDY DISCUSSION

Each table will be given a case study to discuss. Please read the case study and work with your partners to discuss the details of the case and who may need to be a part of the solution to the crisis provided.

Use the model we have discussed and think about how your particular university would respond. This exercise can help you in thinking about the various players and stakeholders that would be included in your toolbox.








05

# CASE STUDY DISCUSSION

## Crisis #1: Law & Criminal Case

An international student is arrested (along with their domestic student 'friend') for defacing a highway concrete wall by spray-painting graffiti. Court dates are scheduled and they need assistance and guidance from our office. He is worried about how this will affect F-1 status.







# 05

## CASE STUDY DISCUSSION

Crisis #2: Sexual Assault & Domestic Violence

A student and their on-campus girlfriend (both international students) have a very tumultuous relationship which results in other international students reporting issues about possible domestic violence to the ISSS office. Who should investigate? What should our response be?






05

## CASE STUDY DISCUSSION

### Crisis #3: Health/ Medical Emergency

Four international students travel to Nashville over Thanksgiving Break. They are driving at night in a rented vehicle. The driver swerves off of the road while trying to avoid a deer that is crossing the road. Two students are banged up but generally okay. One student is not wearing their seatbelt and is thrown from the car and dies. The student in the passenger seat has severely hurt and is in the ICU. She is in a hospital outside of Nashville when one of the students calls and tells you what has happened.







# 05

## CASE STUDY DISCUSSION

### Crisis #4: Mental Health



A student has a manic episode after discontinuing medication for Bipolar Disorder. Stops attending class, friends are worried. Residence Life is notified after several incidents reported in the dorm. A decision is made by several campus offices that the student needs to return home to continue treatment and will take a LOA from school. The student's record is terminated for AEW, however, they are still not taking meds. The student doesn't get on the plane to go home and is eventually put on a 72-hour psych hold at a facility. The family is contacted. Does the student need help flying home or can they fly home alone without assistance after release from psych hold? What is the college's due diligence in this situation?





# 05



## CASE STUDY DISCUSSION

### Crisis #5: Immigration

One of your Egyptian PhD students has been taken into ICE custody and is in a detention facility. He is in legal J1 status on your DS-2019, but is being told by ICE that his visa has been “revoked.”

His current visa, DS-2019, and I-94 are all valid (although he had previously been on a Fulbright DS-2019 for the Master’s program).

You attempt to contact ICE, but no one will give you any information. The student has no money to hire an attorney. The student has committed no crime or immigration violation. The entire Muslim community both on and off campus is calling regarding his situation.



Share your thoughts!





Please complete this  
session evaluation  
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Or **SAVE LINK** now  
and **EVALUATE** later!