

An abstract graphic of a globe, rendered in shades of purple and blue. The globe is composed of numerous curved lines and dots, creating a sense of motion and connectivity. The lines are of varying thickness and color, some solid and some dashed, and they curve around the globe's form. The dots are also of varying sizes and colors, some solid and some hollow, and they are scattered across the globe's surface. The overall effect is a dynamic and modern representation of a globe.

**MEETING THE
STANDARDS OF
GOOD PRACTICE
FOR EDUCATION
ABROAD:**

Prompts For
Self-Assessment

THE
FORUM
ON EDUCATION
ABROAD

Meeting the Standards of Good Practice for Education Abroad: Prompts for Self-Assessment, published by The Forum on Education Abroad, is the companion book for the *Standards of Good Practice for Education Abroad*, the only standards established by the Standards Development Organization (SDO) for the field of education abroad recognized by the US Department of Justice and the Federal Trade Commission. For more information, visit www.forumea.org/standards.

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4. GUIDING PRINCIPLES

4.1. MISSION AND GOALS

- a. What is your mission statement?

- b. How do you define the scope of the values and aspirations of your organization's work?

- c. In what ways do you prioritize educational objectives in the design and implementation of your programs?

- d. What are the goals, objectives, and outcomes for each program?

- e. Where is your organization's mission statement publicly available on your website?

- f. How do you train your personnel on your organization's mission and goals?

- g. How do you communicate your organization's mission and goals to partners and potential partners?

- h. How do you regularly assess the extent to which you are achieving your mission, goals, objectives, and outcomes?

- i. How do you use the results of these assessments for continuous improvement?

4.2. COLLABORATION AND TRANSPARENCY

- a. How do you communicate the goals and distribution of responsibilities within a partnership to each responsible party?

- b. What steps do you have in place to respect and promote each partner's values?

- c. How does each partner benefit from the partnership?

- d. Who determines the benefits to each partner?

- e. After finalizing the details of a partnership arrangement, where do the written terms and signed documents reside?

- f. How often do you revisit the terms of an agreement with each of your partners?

- g. How do collaborators evaluate all aspects of the partnership for continuous improvement and clarification of responsibilities?

4.3. ETHICS

- a. How does your ethical code align with the ethics outlined by The Forum on Education Abroad?

- b. How have you prepared responsible parties for ethical decision-making and practices?

- c. How do you advise students in an ethically responsible manner?

- d. How do responsible parties follow ethical practices in teaching, work, service/volunteering, and research?

- e. How do you actively promote respect for the cultures and values of the communities in which you operate among students and personnel?

- f. How do you sensitize students to the impact of their presence on the communities and environments they visit?

- g. What steps do you take to limit or mitigate negative impacts of your programming on local communities and environments?

4.4. EQUITY, DIVERSITY, AND INCLUSION

- a. How do you prioritize equity, diversity, and inclusion?

- b. How do you establish equitable and inclusive policies and procedures?

- c. How do you establish contacts and connections with diverse partners?

- d. How do students hear about education abroad and learn about how program offerings can support their goals and benefit their futures?

- e. What are the different patterns of participation in your education abroad programs based on race/ethnicity, socio-economic status, gender identity, sexual orientation, or physical/mental ability?

- f. How do you know that the programs offered are of interest to historically underrepresented and underserved students in terms of location, academic content, and length?

- g. What types of outreach efforts do you use to encourage historically underrepresented and underserved students to participate in education abroad?

- h. How do advising materials and resources intentionally address the needs and concerns related to the identities of historically underrepresented and underserved students?

- i. How do orientations and the experience on-site include discussions of diversity, equity, and inclusion/exclusion?

- j. How do responsible parties make an effort to identify resource opportunities regarding participation, assessment, or research related to student diversity, equity, and inclusion/exclusion issues in education abroad programs?

- k. How do the curricular and co-curricular programming, including assigned readings, excursions, and guest speakers, include diverse perspectives and practice inclusive pedagogy?

- l. How do you ensure that personnel and participants are aware of what constitutes discriminatory behavior in context?

5. ADMINISTRATIVE FRAMEWORK

5.1. POLICIES, PROCEDURES, AND GUIDELINES

- a. How do you ensure that all policies, procedures, and guidelines for your organization are transparent, accessible, equitable, and consistently implemented?

- b. How often do you evaluate the application and effectiveness of your policies, procedures, and guidelines and make necessary changes?

- c. How do you use assessments and evaluations to improve your program design and management?

- d. What are your organization's guidelines governing marketing practices, partnerships, and institutional relations?

- e. What are your policies and procedures related to evaluation, awarding and/or transfer of credit, grade conversions, grade appeals, research ethics, and academic integrity? How do you make them accessible to interested parties?

- f. How do you make students and other stakeholders aware of all program costs and financial policies?

- g. How do your policies represent your expectations concerning drug and alcohol use, culturally appropriate behavior, sexual misconduct, independent travel, housing, and any other behavior that might result in disciplinary action?

- h. What are your policies for student conduct? How do you make them accessible?

- i. What is the appeals process for disciplinary sanctions?

- j. In what ways do you make financial aid and scholarship sources accessible to students?

- k. What risks do your students face to their health, safety, security, and well-being? How do you consider these risks in program development, implementation, and management?

- l. What is your cycle for conducting risk assessments for program sites and activities?

- m. What are your written emergency action plans and protocols?

- n. What are your procedures for tracking and reporting critical incidents?

- o. How do you determine the appropriate kinds of insurance for your programs and participants?

- p. How do you ensure that you operate in compliance with local laws and regulations?

5.2. FINANCIAL AND HUMAN RESOURCES

- a. How do you ensure fiscal responsibility?

- b. What is your cycle of planning, delivery, evaluation, and assessment?

- c. How do you determine the funding and staffing levels needed for each program to meet its goals? How do you meet these levels?

- d. What are your policies governing hiring, training, compensation, benefits, and evaluation of personnel?

- e. How do you ensure that responsible parties' credentials and backgrounds are appropriate for your program?

- f. How do you train responsible parties to anticipate and respond to participant health, safety, and security risks in the education abroad context?

- g. How do you ensure that the facilities and infrastructure for a program suit the goals of the program?

- h. How do you ensure that facilities reasonably accommodate participants and personnel of varying needs and disability statuses?

- i. How do you prepare responsible parties to work with, educate, and serve historically underrepresented and underserved students?

6. STUDENT LEARNING AND DEVELOPMENT

6.1. BEFORE PROGRAM

- a. How do you prepare all students to be successful?

- b. How do you communicate the value of education abroad for students' personal, academic, and career goals?

- c. How do you recruit and advise students from all segments of the student population, including those that are historically underserved?

- d. How do you communicate the importance of understanding the social, historical, political, economic, linguistic, cultural, and environmental contexts they will be entering?

- e. How do you prepare the students for both the curricular and co-curricular programming at each site?

- f. How do you support applicants/participants to identify their goals for participation in education abroad?

- g. In what ways do you engage the students in academic planning relevant to their studies?

- h. How do you confirm that students have sufficient academic preparation and/or competencies before enrolling in a particular course or program?

- i. How do you inform students about your behavioral guidelines before departure?

- j. How do you ensure that students understand the potential sanctions they face for disciplinary infractions and the process to appeal?

- k. How do you prepare students for transitions necessary due to the social, linguistic, cultural, economic, historical, and environmental contexts they will be entering?

- l. How do responsible parties communicate to participants the significance of identities including but not limited to, race, ethnicity, sexuality, gender, religion, ability, and socioeconomic status?

- m. How do you help students prepare for personal, health, and safety issues that might arise and how to manage them or seek assistance when needed?

- n. What are the pre-departure discussions and activities (as part of orientations) that prepare students to recognize and explore the learning opportunities of a broadly diverse cohort?

- o. How do you prepare participants in managing program logistics including travel, housing, and group dynamics?

- p. How do you communicate governmental compliance issues (passports, visas, etc.) to participants of all citizenship statuses?

- q. How do your pre-departure trainings and orientations equip students to achieve academic success and broader program goals?

- r. How do you support participants on matters of credit articulation and/or course equivalency procedures?

- s. How do you prepare students to engage in culturally relevant, ethical, and reciprocally beneficial activities in the local context?

6.2. DURING PROGRAM

- a. How do you support student learning and development to achieve goals?

- b. How do you support participants' understanding of the social, historical, political, economic, linguistic, cultural, and environmental contexts?

- c. How do you support the students' participation in both the curricular and co-curricular programming at each site?

- d. How do you support participants so they interact in a respectful, ethical, mindful, and sustainable way in the local community?

- e. How do you address discrimination abroad, both in the local community and among program participants?

- f. How do you help students manage personal health, safety, and well-being issues that might arise and access support services if needed?

- g. Do historically underrepresented students perceive the climate on the host campus/in the host country differently than well-represented students?

- h. In what ways do your on-site offerings support the continuity of student learning and development?

- i. How does your on-site orientation equip students to achieve academic success and broader program goals?

- j. How does on-site advising encourage academic and professional planning?

- k. How do you offer all students structured or unstructured opportunities to reflect on diversity, equity, and inclusion/ exclusion issues that occur on-site?

- l. How do you offer all students structured or unstructured opportunities to reflect on diversity, equity, and inclusion/exclusion issues that occur among program participants?

- m. How do you measure student learning and development outcomes?

- n. How do you support students in obtaining and maintaining legal immigration status throughout the program?

6.3. AFTER PROGRAM

- a. What kinds of re-entry programming and support do you offer?

- b. How do your re-entry offerings include support for students' mental, emotional, and physical well-being as relates to program participation and re-entry?

- c. What opportunities do you give to students to reflect on their education abroad experience and share their experience with others?

- d. In what ways do your post-program offerings help students identify transferable knowledge and skills they developed while abroad? How do you support integration and application of those skills into future academic, professional, and personal growth?

- e. How do you offer all students structured or unstructured opportunities to reflect on diversity, equity, and inclusion/exclusion issues post-return?

- f. How do you facilitate students' continued engagement with their host communities after their return?

- g. How do you facilitate participation in additional culturally relevant ethical global engagement activities?

