STANDARDS OF GOOD PRACTICE FOR EDUCATION ABROAD

Sixth Edition

THE FORUM ON EDUCATION ABROAD

STANDARDS OF GOOD PRACTICE AS A TOOL FOR IMPROVEMENT

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The sixth edition of the *Standards of Good Practice for Education Abroad*, published by The Forum on Education Abroad, places equity, diversity, and inclusion as cornerstones for best practice in education abroad program design and management and student recruitment and support. This poster provides an overview of how the *Standards* apply to our work and how they can help identify strengths and areas for improvement on the quest for more equitable, inclusive, and diverse education abroad programs.

HOW TO USE THE *STANDARDS OF GOOD PRACTICE*

Sections 4, 5, & 6 are the core of the *Standards of Good Practice*. Each clause and sub-clause outlines an aspect of good practice for education abroad. Shall, should, and can indicate the expectations set by each clause:

- **shall** indicates minimum requirements
- **should** indicates recommendations
- **can** indicates further possibilities for improvement

Refer to section 3 if you are unsure of the definition of a particular term.

Refer to the Topical Index at the end of the document to identify all clauses and sub-clauses related to a particular theme.

ANNEX: TOPICAL INDEX

Equity, Diversity, Inclusion 3.10, 3.12, 3.13, 3.22, 3.23, 4.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 5.1.1, 5.2.2, 5.2.5, 5.2.7, 6.1, 6.1.3, 6.1.3.1, 6.1.4, 6.1.9.2, 6.1.11, 6.1.12, 6.1.15, 6.1.15.1, 6.1.16, 6.1.16.1, 6.2, 6.2.3, 6.2.6, 6.2.8, 6.2.9, 6.2.10

Ethics 2.0, 3.14, 4.3, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6, 4.3.7, 5.1.6, 5.1.8, 5.2.2, 5.2.2.1, 6.1.4, 6.1.9, 6.1.9.1, 6.2.5, 6.2.5.1, 6.3.6, 6.3.6.1

Evaluation 3.15, 4.1.4, 4.2.4, 5.1.2, 5.1.4, 5.2.1

See also: Assessment

CONSULT the *Prompts for Self-Assessment* for questions that will help you identify areas of strength and room for improvement in your own programs and practices. (Related prompts are also listed at the bottom of the webpage for each clause in our online format.)

- Make a list of formal policies and informal practices you currently apply to your education abroad programming. Take some time to reflect on the gaps that may exist. Brainstorm ideas you have about how you may be able to fill them.

VISIT The Forum's website and log-in to view examples of best practice shared by Forum members and vetted by experiences colleagues in the field in the Member Resources section at the bottom of each Standards webpage.

- These examples can provide inspiration, point you in the right direction when you're feeling lost for where to start, and be adapted to meet the needs of your programming. (But don't forget to give credit where credit is due!)

Equity, Diversity, and Inclusion as GUIDING PRINCIPLES in Education Abroad

From the *Standards*: "4.4 Each organization **shall** prioritize equity, diversity, and inclusion."

See also sub-clauses: 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7, which elaborate on how to do this.

Sample Prompts:

4.4.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?

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

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

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

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

Building Equity, Diversity, and Inclusion into your ADMINISTRATIVE FRAMEWORKS

From the *Standards*: "5.2.2. Personnel involved in all aspects of the program **shall** be equitably remunerated, qualified, and trained for their roles to meet the program objectives for all students."

Sample Prompts:

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

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

From the *Standards*:

5.2.5.   Each organization **shall** facilitate reasonable accommodations to enable students of varying needs and disability status to participate in education abroad.

5.2.7.   Responsible parties **shall** provide a safe environment that supports learning for all students.

Sample Prompts:

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

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

An Inclusive and Equitable Approach to STUDENT LEARNING AND DEVELOPMENT

From the *Standards*: "6.1.9.2. Responsible parties **shall** communicate to participants the significance of identities including, but not limited to, racial, ethnic, sexual, gender, religious, ability, citizenship or nationality, and socioeconomic status in relation to the program context."

Sample Prompts:

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

6.1.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?

From the *Standards*: "6.2.8. Responsible parties **shall** support students in managing their safety by providing resources related to concerns including:

- physical risks
- behavior
- property crime
- liability and legal issues
- sexual misconduct
- identity-based discrimination
- communication, social media use, and freedom of expression
- country-specific recommendations"

Sample Prompts:

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

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

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

Visit www.forumea.org/standards to view the full text of the *Standards* online or to order a paper copy to be shipped to you.

Contact me if you want to talk further!
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