Assessing How We Use The 5th Edition Standards
Presenters

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The ultimate goal of the Standards is to improve practices in education abroad, so that our students’ international educational experiences are as rich and meaningful as possible.
If you stand outside our field— if you are a parent or a legislator— the Standards represent the collective wisdom of study abroad practitioners. They provide a comprehensive picture of all that is involved in the work of education abroad.

If you work in this field, the Standards offer an opportunity to engage in critical thinking about what you do, and how your activity measures up. They are dialogic and self-reflective.
The Authority of the Standards

“The Standards are written as an invitation to critically assess our education abroad activities, to interrogate our programs and organizations. Not only are the Queries an essential part of the Standards that give it an explicitly dialogic nature, but the Statements, too, invite reflection rather than simplistic top-heavy, one-size-fits-all implementation.” ~Andrea Custodi
A Brief History: 2001-2011

- Standards as “the #1 goal of the Forum” in 2001
- Early iterations and the Forum as the field’s SDO
- 2004-2011: First four editions released; Queries, toolbox, and QUIP created
- 2011: Fourth edition; broadened Queries, more clarity of Standard 8, and new language regarding non-discrimination, assessment, and environmental/social responsibility
Moving into a Second Decade

- Change of Committee leadership in 2012
- Forum marking its 10-year anniversary
- Broad brush-stroke discussions about the growth and evolution of the Standards, and how to bring them into their second decade
- First, the guidelines!
- Then, we dug in.

- 5 pairs of reviewers
- Worked sequentially, not concurrently
- Applied “deep, fresh thinking”
- Encouraged to work towards a final product that’s:
  - Accessible and user-friendly; web-savvy
  - Concise/elegant and broadly applicable
  - Balanced between prescriptive and aspirational
- Solicited input beyond the committee
- Made final cuts during DC summit, focused on YOU
Standards in Practice

Queries

Toolbox

Statements

QUIP
The Standards Toolbox: A Brief Tour

The Forum is recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for the field of education abroad. The Forum’s commitment to developing and promoting standards of good practice for the field of education abroad lies at the core of The Forum’s mission. The ultimate goal of the Standards is to improve practices in education abroad, so that our students’ international educational experiences are as rich and meaningful as possible.

The Standards Toolbox

**Standards of Good Practice**

*Form and Function: Working with the Standards of Good Practice*

*Standards of Good Practice for Education Abroad, 5th ed. (2015)*
Standards of Good Practice

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The Standards Toolbox

FORM AND FUNCTION: WORKING WITH THE STANDARDS OF GOOD PRACTICE


- Standard 1: Mission and Goals
- Standard 2: Student Learning and Development
- Standard 3: Academic Framework
- Standard 4: Student Selection, Preparation, and Advising
- Standard 5: Student Code of Conduct and Disciplinary Measures
- Standard 6: Policies and Procedures
- Standard 7: Organizational and Program Resources
- Standard 8: Health, Safety, Security, and Risk Management
- Standard 9: Ethics

- Download the PDF
- Purchase a printed copy
The Standards Toolbox

FORM AND FUNCTION: WORKING WITH THE STANDARDS OF GOOD PRACTICE

The Standards of Good Practice for Education Abroad support the complex responsibilities inherent in offering education abroad opportunities to students. They act as a means to develop, manage, assess and improve education abroad programming. As a commonly-developed and accepted set of standards, they provide a framework for accountability.

Each Standard is structured by:

- **Statements**: the broad principles of the Standard, detailed in bullet points. These define the baseline best practices that should be observed by any entity operating within the field of education abroad, according to their type of education abroad activity.
- a set of **Queries** following the Statement: prompts for evaluation, designed to elicit a response that demonstrates how the Standard is being met and encourages discussion rather than a yes or no response.

Supporting each Standard are:

- **Fundamental elements**: a dynamic feature defining essential expectations of implementing the Standards;
- **Member Resources**: a resource featuring best practices, keyed to the Standards. These examples are vetted by The Forum’s Standards Committee, and are made available exclusively to Forum members;
- **Standards Guidelines**: guidance that contextualizes various specific areas of education abroad practices, particularly where these practices may differ from the same practice in the home campus context.
9. Ethics: The organization operates its programs in accordance with ethical principles, and trains its staff and students in A branch of philosophy that attempts to understand the nature of morality and to define what is right as distinguished from what is wrong. Ethics seeks to address questions such as what ought to be done or what. Read More

- The organization has adopted its own code of ethics or that of The Forum on Education Abroad.
- The organization conducts its activities and advises students in an ethically responsible manner, faculty adhere to ethical practices in teaching and student research, and students are sensitized to the ethical implications of their academic work and activities abroad.
- The organization promotes respect for the cultures and values of the communities in which it operates.
The Forum provides guidance for certain areas of learning abroad, which have specific considerations related to the education abroad context:

- Language Learning Abroad
- Undergraduate Global Health Programs
- Undergraduate Research Abroad
- Volunteer, Internship, and Work Experience (VIEW)

- Curriculum supports the program’s stated goals and leverages the unique learning opportunities offered by the host context.
- Students’ academic work is adequately supervised and fairly evaluated by faculty with appropriate training and credentials.
- The organization’s policies and procedures related to evaluation, awarding of credit, grade appeals, research ethics, and academic integrity are clear and accessible.
5. Student Code of Conduct and Disciplinary Measures: The organization articulates clear and accessible guidelines for student behavior and consequences resulting from violations.

- Expectations for student conduct are provided to students both prior to departure and on-site, with clearly articulated policies regarding drug and alcohol use, culturally-appropriate behavior, sexual harassment or assault, rules related to travel and housing, and any other policies that would carry disciplinary sanctions if violated.
- Sanctions for the violation of policies governing student conduct are clearly defined and shared with students prior to departure and on-site.
- An appeal process for disciplinary measures exists and is accessible to students.

QUERIES

1. What are your policies for student behavior and how are they made accessible?
2. Do your policies effectively represent your expectations concerning drug and alcohol use, culturally-appropriate behavior, sexual harassment or assault, travel and housing, or any other behavior that might result in disciplinary action?
3. Do you inform students about your behavioral guidelines both before departure and on-site?
4. Do students understand the potential sanctions they would face for disciplinary violations?
5. What is the appeal process for decisions about code of conduct violations?

Member Resources

- Query 1: Academic Honesty Policy (University of Adelaide)
- Query 1: Academic Integrity (The Alliance for Global Education)
- Query 1: Participant Agreement (North Carolina State University)
- Query 1: Student Conduct During Study Abroad Programming (NACUA - National Association of College and University Attorneys)
- Query 2: Education Abroad Substance Abuse Policy (University of California Education Abroad Program)
- Query 3: Student Agreement (University of California Education Abroad Program)
- Query 3: Study Abroad Program Contract (Wheaton College)
- Query 4 & 5: Education Abroad Program Student Conduct and Discipline Policy (University of California Education Abroad Program)
- Query 4 & 5: Judicial Review Policy (Worcester Polytechnic Institute)
Standards of Good Practice

- Standard 1
- Standard 2
- Standard 3
- Standard 4
- Standard 5
- Standard 6
- Standard 7
- Standard 8
- Standard 9
- Standards Guidelines

Standards Guidelines

Recognizing that Forum members were seeking guidance on specific practices and types of programs, particularly where these practices and programs are significantly different from the same in the home campus context, Standards Committee Working Groups have developed sets of guidelines:

- Home Institution Academic Advising for Education Abroad
- Institutional Relations and Marketing of Education Abroad
- Language Learning Abroad
- On-Site Academic Advising for Education Abroad
- School of Record Relationships
- Undergraduate Global Health Programs
- Undergraduate Research Abroad
- Volunteer, Internship Experience and Work (VIEW) Programs Abroad
Standards Toolbox: Revisiting its Purpose

What should the Toolbox aspire to?

- Provide current, practical, and diverse examples of how the Standards are applied
- Reflect and support the legitimacy of the Standards
- Give members the opportunity to highlight their best practices
- Serve as a resource for colleagues participating in the Professional Certification in Education Abroad program, workshops, and webinars
Standards Toolbox: Revisiting its Purpose

How is the Standards Committee involved in this process?

- Develop, and regularly evaluate, a rubric for vetting submissions
- Communicate a transparent process through which a resource is selected, and if not, why not
- Together with Forum staff, encourage resource submissions, gain feedback about how the Toolbox is being used, and guide future development
Standards Toolbox: Revisiting its Purpose

How is the Forum staff involved in this process?

- Facilitate logistics of submission and review process
- Strategically promote the Toolbox as a resource to members
- Champion best practices and recognize the organizations that developed the resource
Revising the Rubric: Submittor

- Be willing to field questions from members about the resource
- Identify which Standard and query the resource supports
- Frame the resource: explain how it is connected to the Standard/query

- Explain, more specifically, how this resource could be used by another member

In what specific ways does this resource:
  - Align with best practices
  - Comply with current legislation
  - Support considerations in the field
Revising the Rubric: Reviewer

• Do you agree with:
  o The suggested placement of this resource?
  o The submitter’s assessment of the relevance of the resource and how it might be used by another Forum member?

• Was this resource published within the last five years?

• Does this resource offer something unique that other resources do not, or could it replace an older, existing resource?

• Are there any questions about accuracy, authority, objectivity/motivation?

• Should this resource be included in Toolbox?
The Big Review & Call for Submissions

- Standards Committee Members have reviewed the majority of all current resources - close to 300
  - Keep
  - Edit
  - Move to another/additional Standard and/or query
  - 2nd reviewer
  - Remove

- The committee put out a call for submissions for Standard 5: *Student Code of Conduct and Disciplinary Measures*
Reviewing and Updating the Standards

- Provide current, practical, and diverse examples of how the Standards are applied

- Case Study: Standards 1 and 9
  - Observations
  - Reflections
  - Opportunities
Standard 1: Mission and Goals: The organization has a mission statement and articulates clear goals for its education abroad programming.

- Mission statements are plentiful but need resources that address how to design a mission statement.
- Resources for Query 6 (ongoing assessment) are limited.
- Many resources useful for different Standards and Queries:
  - Evaluation process (Standards I and II)
- Need additional resources that address strategies for crafting organizational and program-specific goals.
Reviewing Standard 9

Standard 9: Ethics: The organization operates its programs in accordance with ethical principles, and trains its staff and students in ethical decision-making and practices.

- Need more specific resources regarding IRB and Study Abroad
- Many resources focused on diversity and inclusion
- Staff + Ethics -- need more resources focused on staff training and ethical behavior
- Ethics + Internships/Service-Learning
Discussion & Feedback

- What are examples of your best experiences using the Standards? Worst experiences?
- Identify a problem you hope to solve, or a question you’d like answered. How would you use the Standards, queries, and Toolbox to identify examples of solutions?
- If you were to add a Standard 10, what would it be?