

What are others doing to attend to the three lines of inquiry (what are my social identities/how do these power dynamics present themselves in our host communities/what do I do with this learning back home) within their program offerings?

- Integrate social identity development and social justice themes into student learning outcomes (e.g. social dynamics, urban environments, and diversity)
- Collaborate with existing FYE on campus addressing social identity and incorporate/carry this work forward in study abroad preparation, implementation, and re-entry experiences
- Include a question on the application that addresses social identities (e.g. how might your identities impact your experience abroad?)
- Provide a pre-departure workshop on social identities; do the same workshop two-weeks into the program for students to compare; conclude with a third and final workshop with similar themes
- Provide students with pre-departure information detailing history and context of the location
- Encourage and equip faculty to provide the cultural and historic context - attending to voices and histories often neglected in mainstream education
- Bring a critical lens and discussion of reciprocity and positionality into service-learning experiences
- Ensure appropriate student support in-country for students with identities which may be challenging for them in terms of group dynamics of local culture
- Offer a prompt in post-program reflective essays that addresses identity and/or social justice
- Include social action plan in re-entry preparation (e.g. asking students to identify one area they are interested in or passionate about as a result of the program with three goals to learn or contribute towards change once home)

