

Standards: 2014 Revision Project



**FORUM ON EDUCATION ABROAD
ANNUAL CONFERENCE
SAN DIEGO, CA
APRIL 20, 2014**

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A Brief History, 2001-2011



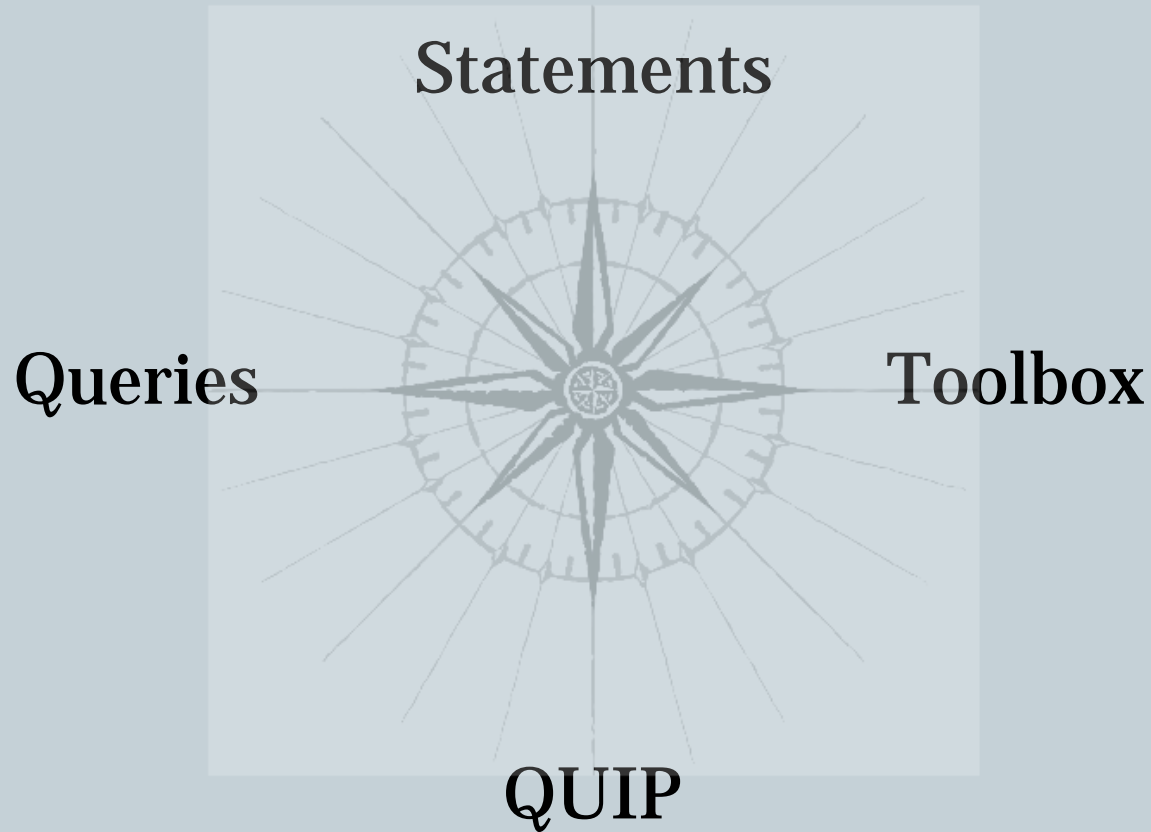
- Standards as “the #1 goal of the Forum” in 2001
- Early iterations and the Forum as the field’s SDO
- 2004-2011: First four editions released; Queries, toolbox, and QUIP created
- 2011: Fourth edition; broadened Queries, more clarity of Standard 8, and new language regarding non-discrimination, assessment, 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!**
- **Now, we dig in.**

Standards: Now and Forever



Standards: Now and Forever (cont'd)



- **Emphasis on implementation—the “doing” of education abroad**
- **Basic principles <—> complex challenges**
- **Designed to with the diversity of the field in mind—not “one-size fits all”**
- **Queries: dialogic, self-reflective**
- **Creative tension between aspirational & prescriptive**
- **Why? Students.**

Guiding Principles: Slash & Style



- **5 pairs of reviewers**
 - Bill Anthony + Chris Deegan: Standards 1 and 9
 - Scott Daby + Peter Kerrigan: Standards 2-3
 - Dennis Gordon + Michelle Gere: Standards 4-5
 - Trevor Goddard + Barbara Gorka: Standards 6-7
 - Mark Hayes + Angi Yucas: Standard 8
- **Worked sequentially, not concurrently**
- **Applied “deep, fresh thinking”**
- **Solicited input beyond the committee**

Guiding Principles: Slash & Style



- **Encouraged to work towards a final product that's:**
 - Accessible and user-friendly
 - Web-savvy
 - Concise/elegant
 - Broadly applicable
 - Maintaining a balance between prescriptive and aspirational
- **On time (March 1)**

Challenges & Next Steps



- **Revising the revisions: reading them as a group**
- **Applying improvements to all nine: implementing “assessment-friendly phrasing” for example**
- **Determining the place for the Queries**
- **Soliciting and implementing broader input before our Barcelona roll-out**

Discussion Questions



- How do you use the Queries and where would you want to position them in the Standards document?
- Prescriptive vs. aspirational: Are we striking the right balance?
- How can we improve our process in our next phase?

Standards 4 & 5



MICHELLE GERE AND DENNIS GORDON
APRIL 20, 2014

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Standards 4 & 5



General Goals:

- **Avoid duplication**
- **Speak to multiple constituencies: Study abroad professionals, faculty, administrators, students**
- **Link specific standards and queries to Toolbox resources**

Standards 4 & 5



- Move from general statements “how does your organization . . . ?” to “in what specific ways does your organization . . . ? “
- Include the goal of assessment as in “in what measurable ways do confirm the effectiveness of pre-departure orientation?”

Standards 4 & 5



Consolidate Standard and Query to focus on assessment:

- **Pre- and Post-Departure Advising and Orientation:** The organization provides appropriate advising and orientation support, and continually improves that support by using relevant qualitative and quantitative instruments to assess student needs, such as:

Standards 4 & 5



- **the past experiences of students, faculty, and staff**
- **course and co-curricular activity narrative and numerical evaluations**

Standards 4 & 5



- **current research on international education**
- **ongoing communication with participants, staff, and faculty**

Standards 4 & 5



Followed by Query:

- What type of data is collected to inform faculty and staff understanding of student needs?
- How are students advised on appropriate program selection?
- What specific procedures and assessment activities are used to ensure appropriate advising and pre-departure support?

Standards 4 & 5



Consolidated Standard, Query, Resource:

5. Student Recruitment, Selection and Code of Conduct: The organization maintains fair and transparent policies regarding student recruitment, selection and code of conduct.

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Student Recruitment and Selection: The recruitment and selection processes are fair and transparent.

In what specific ways do recruitment goals and admission standards reflect fair and transparent practices?

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Toolbox Web Resources – via link

- **Applying to Study Abroad (Northwestern University -- see p. 4)**
- **Democratizing Study Abroad (Barclay-Hamir)**

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Practical Examples:

- list admission standards on program website
- balance top down recruitment goals with staff capacity

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Colleague Comments

- Right amount of text, information
- More interesting depiction of the standards in action:
 - Timeline
 - Flow chart

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Example:

- Student selects non-approved program
- Credit and application process explained
- Consult Queries to assess effectiveness of application materials



Standards 4 & 5



- Explore Toolbox resources and examples



- Revise procedures, recruitment materials



- Include questions in post-application survey to assess value of materials to students

Standards 6 & 7



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APRIL 4, 2014

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Approach to Revision



- Consider standard as **prescriptive**, and convert queries to **bulleted guidelines** that describe elements of that standard
 - Standards that are prescriptive are in bold print
 - Bulleted guidelines are not bolded and intended to be used as:
 - ✦ aspirational goals
 - ✦ guide for implementation of new programs (your own or others')
 - ✦ guide for assessment of programs (your own or others')

Example of revised format (Standard 6a)



Policies: The organization has adequate and published policies that govern its education abroad programs.

This may include:

- Criteria for establishing and terminating programs
- Standards for accepting and reporting student credits from a program
- Waivers and agreements for students participating in programs
- Policies and procedures for negotiating, signing, and implementing agreements and contracts (whether with institutions abroad, program providers, or among consortial member schools)
- Academic and financial policies for students studying abroad

Approach to Revision



- Remove queries that could not be measured
- Reduce redundancy (within individual standards and across standards)
- Don't get hung up on any one bulleted guideline—when in doubt, we included our concerns, confusion, or questions in the version we sent back to the Forum for future discussion
- See handout for two examples of our “before” and “after” process

Discussion Questions



- How do you use the Queries and where would you want to position them in the Standards document?
- Prescriptive vs. aspirational: Are we striking the right balance?
- How can we improve our process in our next phase?