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

From the Standards: “4.4. Each organization shall prioritize equity, diversity, and inclusion.”

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 you advise materials and resources intentionally address the needs and concerns related to the identities of historically underrepresented and historically underserved students?

4.4.i. 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. 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?

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

5.2.g. Responsible parties shall provide a safe environment that supports learning for all students.

Sample Prompts:

5.2.h. How are you preparing students for transitions necessary due to the social, linguistic, cultural, economic, historical, and environmental context they will be entering?

5.2.i. How do you ensure that historically underserved students perceive the climate on the host campus/ in the host country differently than well-represented students?

5.2.j. How do you communicate to participants the significance of identities including but not limited to, race, ethnicity, sexuality, gender identity, religion, ability, citizenship or nationality, and socioeconomic status in relation to the program context?

Sample Prompts:

6.1.k. 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 underserved students perceive the climate on the host campus/in the host country differently than well-represented students?

6.2.j. How do you ensure that historically underserved students perceive the climate on the host campus/in the host country differently than well-represented students?

6.2.k. How do you ensure that historically underserved students perceive the climate on the host campus/in the host country differently than well-represented students?

An Inclusive and Equitable Approach to STUDENT LEARNING AND DEVELOPMENT

From the Standards: “6.1.2. Personal parties shall communicate to participants the significance of identities including but not limited to, race, ethnicity, sexuality, gender identity, religion, 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 you support students in managing their safety by providing resources related to concerns including:

- physical risks
- behavior
- property crime
- liability-based 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. How do historically underserved students perceive the climate on the host campus/in the host country differently than well-represented students?