SELECTED STANDARDS WITH HIGH FACULTY RELEVANCE

1. Mission: The organization, with respect to education abroad, has a formally-adopted mission statement for its overall operations and for its individual programs, that is known to and accepted by its faculty and staff.

b. Assessment of Mission Achievement: The organization regularly collects and analyzes data to assess the degree to which it is achieving its overall mission and its mission statements for each program and utilizes these findings to assure continuous improvement.

   ii. How clear is it to faculty, staff, and students how the institutional mission relates to education abroad?
   iii. How are individual programs' objectives shared with and by faculty, staff, and students?

2. Student Learning and Development: The organization has stated educational objectives that foster student learning and development, has an established process for regularly collecting and analyzing data to assess the degree to which it is accomplishing each; and utilizes these findings to monitor, maintain, support, and continuously improve student success.

c. Academic Growth: The program provides academic learning opportunities appropriate to the programs mission.

   iv. How often is the curriculum assessed by faculty from sending institutions?

3. Academic Framework: The organization maintains clearly stated and publicly available policies on academic matters related to education abroad; regularly reviews them for relevance and effectiveness; and implements appropriate changes as needed.

b. Academic Coursework: The organization provides an academically challenging program of study.

   ix. How does the program convey to its faculty the requirements of home institutions for course work abroad?

e. Academic Integration: The organization fosters the integration of student learning abroad with requirements and learning at the home institution and regularly evaluates its success in this area and identifies areas for improvement.

   i. What roles do the program faculty and the home institution faculty play in ensuring that the education abroad experience is integrated into the student's overall academic program?

   iv. How often and in what capacity do home institution academic leaders meet with program faculty and staff to discuss ongoing and possible new academic opportunities?

6. Policies and Procedures: The organization has in place policies and procedures that govern its education abroad programs and practices.

b. Personnel: The organization has defined policies with respect to personnel.

   i. What is the organization's policy of non-discrimination in hiring in the home location as well as abroad?

   ii. How do program faculty members establish professional working relationships with counterparts, academic leadership, and staff at organization headquarters and at universities that participate in the program?

   iii. How does the organization provide feedback to provider and program staff and leadership?

iv. What procedures does the program or provider have for evaluating faculty and staff?

v. What opportunities does the organization offer for program staff and faculty development?

vi. How does the organization act responsibly regarding compensation for its employees, taking into account locally-defined living wage and benefits standards?

d. Communications: The organization is committed to and practices open, accurate, and honest communications.

i. How does the organization inform faculty and staff about the goals of the programs?

ii. How does the organization inform faculty and staff about the activities of the programs?

iv. How is collegiality maintained among faculty and staff of the various entities involved with the programs?

vii. How are program and provider staff and faculty networked with relevant counterparts at other organizations, and what protocols exist that assure timely and open communication between program staff and faculty and relevant counterparts at students' home and host institutions?

g. Program Assessment: The organization has established, and regularly utilizes, formal review and evaluation processes for its policies and procedures and applies the results to continuously improve them.

iv. What faculty (or an equivalent qualified body) approves and monitors the organization's academic standards?

viii. Where appropriate, how does the organization share evaluation findings with home and host institution, provider, and program staff and academic leaders?

ix. What is the organization's protocol for data collection, analysis, and dissemination?

7. Organizational and Program Resources: The organization provides adequate fi nancial and personnel resources to support its programs.

a. Academic Personnel: Program faculty members have the qualifications, knowledge, and appropriate level of engagement to support the curriculum and the learning environment of students inside and outside the classroom.

i. How appropriate are the qualifications and in-depth experience of program faculty members to the mission of the program and the courses taught?

ii. How appropriate are the qualifications and in-depth experience of instructors in university courses at the site?

iii. How are program instructors made aware of, and trained to manage, cultural differences in order to work with international students in the host culture?

iv. What levels of academic credibility and appropriate credentials do program instructors have in their host country?

v. How well do the scholarly achievements of the program faculty meet local standards for university level instruction?

vi. How do program instructors ensure that student academic experiences meet the academic expectations of the home institutions?

vii. How extensively do program instructors accept their role as educators and fulfill their responsibilities to each student?

viii. How appropriate is the information that program faculty and/or staff have on learning styles and expectations of students from another culture, and how do faculty and/or staff employ appropriate teaching strategies to accommodate culturally mediated differences in learning styles, or to alert visiting students to key course benchmarks and expectations? T E S

ix. What are the necessary skills and background that program faculty and staff have to prepare students for the educational system they will be entering?

x. How productive are program faculty as scholars or practitioners in their field?

xi. How are program instructors involved in developing new courses according to the organization's approved curriculum design?

xii. How do program instructors assist students to make informed and independent academic choices?

d. <u>Learning and Academic Support Facilities</u>: Each program has facilities adequate to realize program mission, recognizing that amenities might vary according to the host environment and culture.

viii. How appropriately are classrooms equipped with instructional technology?

ix. How are faculty trained in the use of this technology?

f. <u>Assessment</u> results are linked to the institution's ongoing planning and resource allocation processes.

ii. How are appropriate education abroad professionals, faculty, and staff involved in planning and resource allocation decisions?

8. Health, Safety, Security and Risk Management. The organization assures continuous attention to the health, safety, and security of its students, faculty, and staff , from program development stages through program implementation, by way of established policies, procedures, student orientation, and faculty and staff training.

a. <u>The organization considers health, safety, security and risk</u> management in program development.

vi. In the development of program components such as excursions and field trips, by what means does the program evaluate the safety of transportation, orientation activities, itineraries, and venues?

1) How is transportation used by staff and students selected? What are the protocols utilized to vet the safety of all types of transportation?

2) What policies exist regarding staff, faculty, and students driving vehicles?

b. <u>The organization focuses continuous attention on health issues</u> for program students, faculty & staff.

i. What are the responsibilities of faculty, staff and students with respect to health and safety? How are these responsibilities determined and communicated?

ii. Which media does the program use for the dissemination of local health and safety concerns that may impact the program?

iii. What are the mechanisms for providing training to all staff and faculty regarding awareness of and response to suspected mental health problems and substance abuse?

iv. What are the mechanisms for collecting, storing and accessing all pertinent health information for all parties on site (students, faculty and staff), as permitted by local, state, and federal regulations, and by institutional/organizational policy?

c. <u>The organization ensures continuous attention to the safety</u> of students, faculty and staff at all locations, with particular attention to safety issues in more dangerous locations.

iii. What are the established protocols for the regular reporting of safety incidents to the home campus?

1) How are faculty and staff trained in how to complete incident reports?

iv. How does the emergency plan outline individual responsibility, the steps required to carry out the plan and how to maintain safety for the remainder of the students (if the emergency relates to a single individual or fewer than all students)? What are the specific roles and responsibilities of each staff member (teachers, instructors, housing coordinators, student services staff , internship coordinators, volunteers, etc) and how is this communicated to staff and students?

v. How are staff and faculty trained and practiced in their roles and responsibilities in emergency and safety plans and procedures?

9. Ethics and Integrity: The Organization educates its employees in and adheres to its own code of ethics and/or to the ethical principles of the Forum's Code of Ethics for Education Abroad.

a. Operations: The organization operates its programs in accordance with ethical principles.

  i. How does the organization inform its faculty and staff about its own ethical standards and those of the education abroad field?

  ii. What is the organization's policy for reconciling its ethical principles with host institution ethical principles, and for reconciling home and host country laws?

  iii. What ethical and legal standards does the organization apply in the marketing and operations of its programs?

  iv. How consistently do faculty and staff abide by home and host country laws, regulations, and guidelines that may affect programs?

  v. How does the organization keep faculty and staff apprised of these laws, regulations, and guidelines?

  vi. How are the organization and its personnel trained to recognize and enjoined to avoid conflicts of interest, and what is the protocol for addressing such conflicts?

  vii. What is the organization's conflict-of-interest policy, and how is it documented and distributed to personnel?

b. Student Life: The organization conducts its activities and advises students in an ethically responsible manner.

  i. What ethical guidelines are in place for advising and interacting with students?

  ii. How does the organization protect student rights to privacy and confidentiality?

  iii. How does the organization assure long-term protection of students' records?

  iv. How does the organization value, welcome, and provide a supportive environment for all students, regardless of gender, age, religion, disability, sexual orientation, and national or ethnic origin?

c. Intercultural Relations: The organization respects the cultures and values of the countries in which it operates or sponsors programs and from which it draws students.

  iii. How does the organization orient students, faculty and staff to home and host country ethics, culture, society, values and politics?

d. Environmental and Social Responsibility: The organization seeks to minimize a program's negative impact on the environment and host culture, and seeks to contribute positively to the welfare of the local society and economy?

  iii. Student Learning: How does the organization foster faculty, staff and student awareness of the impact of the program and its students on the local natural and social environment, and actively encourage the program staff and students to minimize behaviors that will negatively impact this environment?