

# LEADING SHORT-TERM EDUCATION ABROAD PROGRAMS: IMPLEMENTATION GUIDE



**THE FORUM**  
ON EDUCATION ABROAD



# LEADING SHORT-TERM EDUCATION ABROAD PROGRAMS: IMPLEMENTATION GUIDE

You have downloaded [Leading Short-Term Education Abroad Programs: Know the Standards](#). Maybe you have ordered print copies for yourself and your program leaders. Congratulations on taking the first step. Now what?

*Leading Short-Term Education Abroad Programs* was created by [The Forum on Education Abroad](#) to provide program leaders from outside the field with the foundational knowledge they need to lead successful programs. This guide was developed as a companion piece to assist those involved in the administration of short-term programs in implementing the *Leading Short-Term Education Abroad Programs* publication with program leaders. The target audience for this guide includes education abroad offices, or anyone charged with the oversight of short-term programming.

Maybe you are an education abroad professional interested in building stronger relationships with program leaders. Maybe you are a faculty member who has recently been tasked with administrative responsibilities related to education abroad. Maybe your institution is just starting to develop its first faculty-led programs. No matter what your role, this guide provides a framework for establishing effective and mutually beneficial partnerships between stakeholders in short-term education abroad programming. It will help you initiate conversations about how all involved can better work together to further institutional, departmental, and personal goals, while aligning your practices with the [Standards of Good Practice for Education Abroad](#). It includes a number of supporting tools and resources, designed to be flexible and adapted to meet the needs of your institution.

## LEARNING PARTNERSHIPS IN EDUCATION ABROAD

*Leading Short-Term Education Abroad Programs* emphasizes the importance of learning partnerships. If you are familiar with the field of education abroad, you likely already recognize that strong partnerships built on mutual respect are critical to running successful programs. Faculty-led programs, in particular, require partnerships that enable program administration and instructional design to be woven together effectively.

In building relationships with program leaders, we invite you to begin by acknowledging that both of you, along with students, international education organizations, host institutions, and local communities, are all partners in learning. It is important to recognize at the outset that everyone contributes important knowledge to the development and implementation of short-term programs. At the same time, all stakeholders have much to learn from each other. We encourage you to approach the process with curiosity, humility, and flexibility.

You have a critical role in communicating the importance of the [Standards of Good Practice for Education Abroad](#) to all stakeholders. When institutions invest the time to implement the *Standards*, all stakeholders benefit: students, program leaders, faculty, administrators at all levels, community members, and the education abroad office.

*Leading Short-Term Programs Abroad: Know the Standards* distills the elements of the *Standards* that are most relevant to program leaders into an accessible format.

# TOOLKIT RESOURCES AND HOW TO USE THEM

These tools have been designed to be adaptable to your own institutional context. You know your institution best and can customize the resources and implementation method to meet your needs.

## *LEADING SHORT-TERM EDUCATION ABROAD PROGRAMS: KNOW THE STANDARDS*

This publication for leaders of short-term programs is the foundation for successful collaboration. Developed with program leaders as the target audience, it explains what they need to know before running an academic program abroad. The guide provides a planning framework to inform conversations between all those involved in the design and implementation of the program. Order print copies for distribution at your institution or share the link to the digital download.

## IMPLEMENTATION GUIDE

This guide (the document you are currently reading) was developed to assist those involved in the administration of short-term programs in implementing the *Leading Short-Term Education Abroad Programs* with program leaders. The target audience includes education abroad offices, or anyone tasked with the oversight of short-term programming.

## PROGRAM LEADER PRACTICAL CHECKLIST

This checklist addresses the components of the Administrative Framework that may include program leaders, organized into the same phases of program development and delivery as the *Leading Short-Term Education Abroad Programs* publication. With fields to enter responsible parties and timelines, may be customized to your own institutional context, and then shared with program leaders.

## PROGRAM LEADER PROMPTS FOR REFLECTION

This workbook includes questions for reflection adapted from [Meeting the Standards of Good Practice for Education Abroad: Prompts for Self Assessment](#), focusing on Guiding Principles and Student Learning and Development, plus additional prompts unique to the role of program leaders. It invites leaders to reflect on ways in which designing a program is different from designing a course, and includes considerations for collaboration, ethics, equity, diversity, and inclusion, as well as considerations for learning outside of formal instruction.

## SUGGESTED READINGS

This suggested reading list includes recent research on short-term education abroad programming, and practical resources from The Forum which may be useful to you and your program leaders.

## BASIC BUDGET TEMPLATE FOR PROGRAM LEADERS

This simple Excel budget template can be shared with program leaders to help them understand the costs associated with their program. It is easily adaptable to meet the needs of your institution or of individual programs. For additional sample budget templates submitted by different institutions, see The Forum's [web-based resources](#).

## EMERGENCY CONTACT CARD TEMPLATE

This template is designed to be adapted for each program and distributed to students and program leaders, who should be instructed to complete it and carry it with them at all times. This information may also be stored in participants' phones, and shared with emergency contacts at home. The hard copies are useful in emergency situations in the case of lost or stolen phones, no Wi-Fi or cell service, etc. It also includes room to enter potentially life-saving information about the carrier's medical history.

# PREPARATION

Let's begin the implementation process by reflecting on the context and culture of your institution, and gathering feedback short-term programming from those involved.

**Consider the practical context.** Set yourself up for success by reflecting on these questions.

- In addition to program leaders, who should engage in this process?
- How much time do you expect the full cycle of program development, from course proposal, applications, preparation, departure and return, to take, for yourself and for program leaders? A recommended timeline is 12-18 months.
- What time of year would be best to engage in this process
  - for the education abroad office?
  - for program leaders?
- What challenges do you face in the development and delivery of short-term education abroad programs? What practices, policies, or traditions maintain these barriers?
- What assets and resources at your institution could support effective implementation of *Leading Short-Term Education Abroad Programs: Know the Standards*?
- Who are the people with influence at your institution who would be willing to learn and help lead the implementation of the guidelines? How can you develop relationships with these influencers to facilitate the adoption of *Leading Short-Term Education Abroad Programs: Know the Standards*?

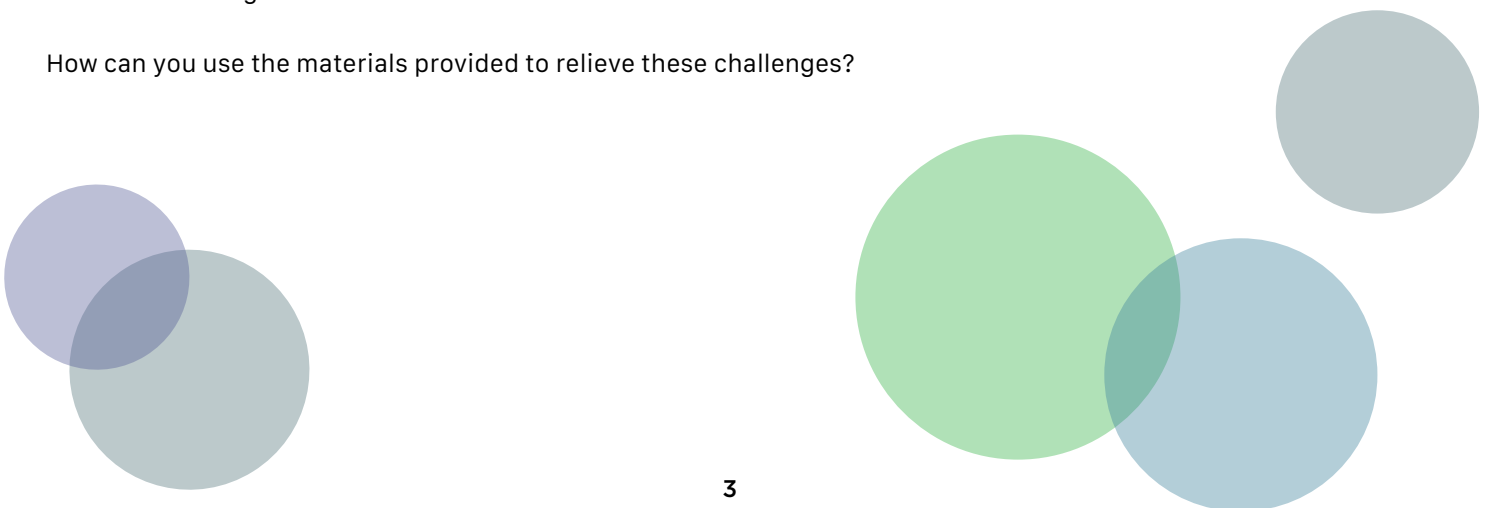
**Gather feedback from program leaders and other stakeholders.** Take the time to learn about their values, motivations and priorities. This can help you:

- Increase awareness of education abroad and global/intercultural learning at the institution
- Understand how global/intercultural learning is perceived relative to general education and/or disciplinary learning outcomes
- Generate enthusiasm and interest
- Help prioritize areas for improvement
- Build buy-in for the process of implementing the guidelines

What are the challenges or pain points related to faculty-led programs perceived by:

- Program leaders?
- Education abroad staff?
- Students?
- Institutional leaders?
- Receiving communities?

How can you use the materials provided to relieve these challenges?



## ESTABLISH GOALS AND PRIORITIES

Improving short-term faculty-led programming is an ongoing process, which takes persistence. It may not be realistic to accomplish all your goals in one cycle. While you may have a goal of aligning your programs and practices with the *Standards of Good Practice for Education Abroad*, program leaders have their own goals for their program. Other stakeholders might have different priorities as well. As you implement the guidelines, instead of focusing solely on the end result, we suggest you recognize the value in the process, and embrace the discussions they provoke, and the challenges they reveal.

- What are your short-, medium-, and long-term goals for faculty-led programming?
- What are program leaders' goals for their education abroad work?
- What are their departments' goals?
- What are the broader institutional goals related to education abroad and global/intercultural learning?
- What are the students' goals?
- How can you use *Leading Short-Term Education Abroad Programs: Know the Standards* to work towards these goals?
- How will you assess/evaluate the effectiveness and outcomes of your work in education abroad?
- Given your answers to the questions above, what are your top three priorities to address this cycle, that will result in mutual benefit?

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_



# DEVELOP YOUR CUSTOMIZED ACTION PLAN

Use this template to outline the steps necessary to achieve your desired results for this cycle of short-term programming.

*Need more support? [Forum Consulting](#) is available to help guide you and your colleagues through this process, while providing recommendations tailored to your institutional culture and context. Offerings range from 2-hour training sessions to comprehensive reviews of faculty-led programming.*

## PRIORITY 1:

Project Lead: \_\_\_\_\_

Team Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Desired Result: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Timeline: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Resources needed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Steps to complete: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## PRIORITY 2:

Project Lead: \_\_\_\_\_

Team Members: \_\_\_\_\_

\_\_\_\_\_

Desired Result: \_\_\_\_\_

\_\_\_\_\_

Timeline: \_\_\_\_\_

\_\_\_\_\_

Resources needed: \_\_\_\_\_

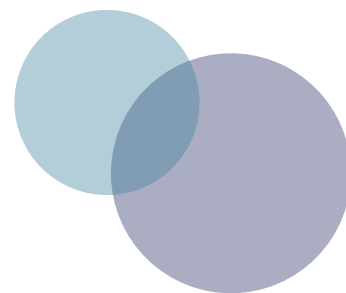
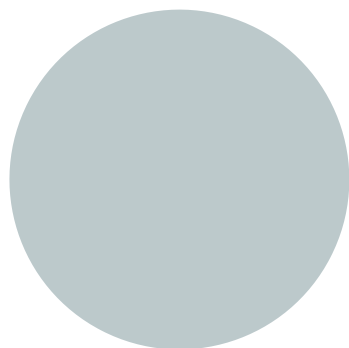
\_\_\_\_\_

Steps to complete: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### PRIORITY 3:

Project Lead: \_\_\_\_\_

Team Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Desired Result: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Timeline: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Resources needed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Steps to complete: \_\_\_\_\_

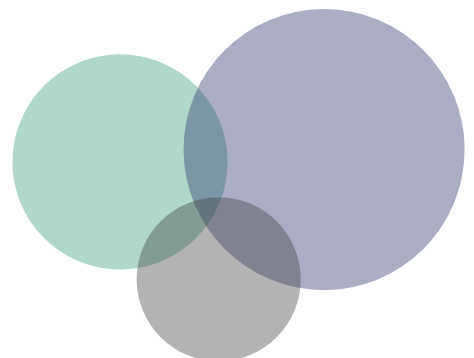
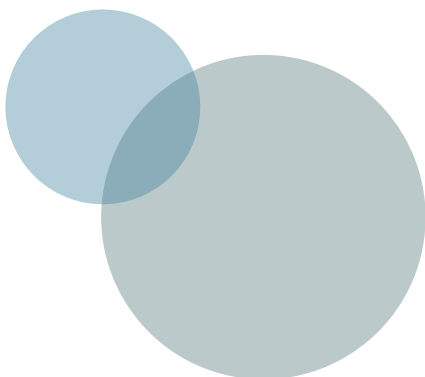
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## VALUE THE PROCESS, NOT JUST THE END RESULT

Effecting change at institutions of higher education is no easy task. It takes time and persistence. Your action plan is not just a means to an end, but a basis for improved communication, better understanding, and stronger relationships.

Be sure to:

- Approach this work with a sense of possibility and positivity.
- Celebrate wins, big and small.
- Show your appreciation for the program leaders. Ensure that there are formal mechanisms to acknowledge their achievements.
- Acknowledge that successful short-term programming will look different at different institutions.
- Let us know how it goes!

## PLAN FOR CONTINUED IMPROVEMENT

You have made it through the first cycle using *Leading Short-Term Education Abroad Programs: Know the Standards*. Congratulations! We hope that you found it valuable.

As the current cycle of short-term programming concludes, take time to reflect on your learning.

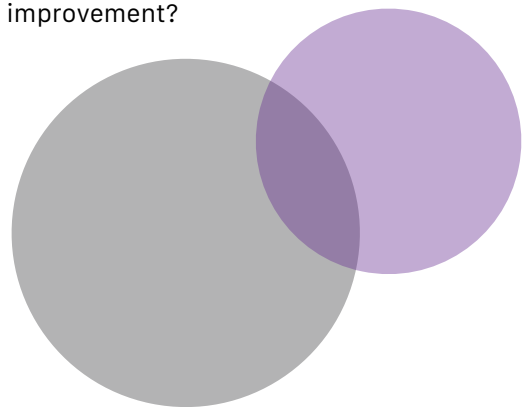
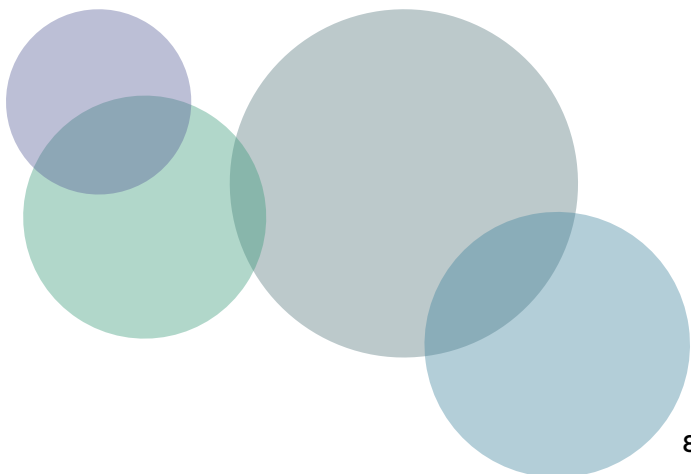
- In what ways was your approach to implementing *Leading Short-Term Programs* effective?
- Where is there room for improvement?
- What can you do in the next cycle, with the next cohort of program leaders to progress towards your goals?

Consider what you have learned from:

- Debriefs with program leaders and other stakeholders, including external partners
- Enrollment trends
- Student learning assessment data\*
- Student program evaluation survey data\*

\*See the *Standards of Good Practice for Education Abroad* Member Resources related to [Mission and Goals](#) for guidance and best practice examples that demonstrate how to use these assessments and evaluations for continuous improvement.

How will you continue to use the resources included in this toolkit for ongoing improvement?



## ADDITIONAL FORUM RESOURCES

Depending on the types of short-term programs you offer, you might consider sharing select Forum resources with your program leaders.

The *Code of Ethics for Education Abroad* is a concise resource designed to guide ethical decision making in education abroad. It outlines Shared Values and Principles of Professional Practice essential to the fair and just administration of education abroad programs.

- [Code of Ethics for Education Abroad, 3rd edition](#)

The Forum's Guidelines series addresses specific program types or facets of education abroad programming:

- [Guidelines for Community Engaged Learning Abroad](#)
- [Guidelines for Education Abroad Advising](#)
- [Advancing the United Nations Sustainable Development Goals Through Education Abroad](#)
- [Guidelines for Best Practices in Responding to Sexual and Gender-Based Misconduct](#)
- [Guidelines for Conducting Education Abroad during COVID-19](#)
- [An Education Abroad Professional's Guide to Online Global Learning Experiences](#)
- [Guidelines for Good Business Partnerships](#)
- [Guidelines for Undergraduate Research, Field Studies, and Independent Study Projects Abroad](#)
- [Guidelines for Internships Abroad](#)
- [Guidelines for Undergraduate Health-Related Experiences Abroad](#)
- [Guidelines for Language Learning Abroad](#)

For additional guidance on short-term programming, explore the range of [Forum Consulting services](#), which include bespoke consulting projects, customized training, coaching, invited presentations, and custom bundles designed to meet your needs.

## OPPORTUNITIES FOR FACULTY ENGAGEMENT WITH THE FORUM

- [Global Learning Launchpad](#), a new program sponsored by The Forum on Education Abroad to encourage faculty engagement and professional development. The program targets enhancing the quality of teaching and learning in faculty-led short-term study abroad programs and to nurture faculty in their growth as educators, professionals and scholarly practitioners.
- [Global Learning x the Disciplines](#), a webinar series that brings together program leaders, staff, administrators, and scholars to discuss their ongoing efforts to make global learning outcomes an integrative part of the essential learning that students need within their programs of study.
- Encourage program leaders to submit information about their education abroad course to the [Curriculum Toolbox](#), to be considered for The Forum's Award for Excellence in Education Abroad Curriculum Design.
- [Professional Certification in Education Abroad](#), a comprehensive workshop series covering the *Standards of Good Practice in Education Abroad*. Participants attend virtual or in person workshops and complete modules covering:
  - Introduction to the Standards of Good Practice
  - Designing Education Abroad Using the Standards of Good Practice
  - Managing Education Abroad from Implementation to Evaluation
  - Health, Safety, and Well-Being
  - Student Learning and Development I: Advising and Orientations
  - Student Learning and Development II: Integration, Reflection, and Assessment

Upon successful completion of the six modules and a Culminating Project, participants are awarded the Professional Certification in Education Abroad, the only recognized certification in application of the *Standards of Good Practice in Education Abroad*.