The Forum on Education Abroad
Incident Database Pilot Project

Preliminary Report
ACKNOWLEDGEMENTS

The Forum on Education Abroad would like to recognize Bill Frederick’s leadership and vision for the Education Abroad Incident Database Pilot Project.

The Forum thanks the following members of the Education Abroad Incident Database Pilot committee: Brian Brubaker (Dickinson College), Regine Lambrech (Columbia University), Natalie Mello (Worcester Polytechnic Institute), Christopher Powers (IIE), Adam Rubin (CIEE), Gary Rhodes (SAFETI), Arlene Snyder (Arcadia University College of Global Studies), and John Tansey (Dartmouth College).

The Forum is grateful to the pilot project participants and to Forum members for their support of this project.
THE FORUM ON EDUCATION ABROAD

PRELIMINARY REPORT
EDUCATION ABROAD INCIDENT DATABASE PILOT PROJECT

March 2010

www.forumea.org

©2010 The Forum on Education Abroad
I. Introduction
Bill Frederick, School for Field Studies

In February, 2009 at the Forum’s Fireside Dialogue, Making the Case: Beyond the Basics of Risk Management, in Portland, Oregon, a number of senior education abroad professionals gathered to review and discuss the state of the field with regards to managing risks. Among several conclusions was the conviction that education abroad needed an incident database.

Why an Incident Database?
Historically, the education abroad field has relied on the extensive experience of some of its most senior members to inform safety management. However, as has been discovered in many other fields, the subjectivity of individual experience that comprises conventional wisdom is often proved to be wide of the mark when contrasted with competent research and objective data. Data equals safety, and by making risk management choices and decisions based upon solid knowledge of what really happens in the field will afford us the opportunity to apply our safety resources in a more precise and effective manner. Once we can quantify the value of specific factors as causative or protective, we can then incorporate that knowledge into the way we structure our programs, our policies and procedures, and the education and training of our staff and students.

Industrial studies utilizing incident data have shown a consistent relationship between minor safety-related incidents and near misses, incidents with minor property damage, incidents with minor physical injury and significant injuries/fatalities. Bird and Germain (1992) demonstrated the ratio of 600/30/10/1, i.e., for every 600 safety-related events with little or no consequence, there were 30 instances of minor property damage, 10 instances of physical injury and 1 instance of severe injury or death. Furthermore, if an industry or organization were to examine and address the causes of the minor incidents with the goal of reducing their occurrence, they would also necessarily reduce the occurrence of the more consequential events. This general approach to risk management has been adopted and proven effective by fields as diverse as the aerospace industry, medicine and the adventure education field.

Goals for the Pilot Project
As it set out to design the pilot, the project committee outlined several goals. First, the committee wanted to collect a significant set of data that would allow it to make some quantitative statements about safety events in education abroad based on numbers of student programming days, i.e., it wanted to find out something about what actually happens. Secondly, the committee wanted to learn about incident databases. Was the process effective at capturing the data? Was the process user friendly, easily understandable and conducive to guideline compliance? What are the right questions? How do we weight different potential contributing factors? How can we minimize the subjectivity of the terminology? How do we build a process that will yield meaningful data without making the process overly cumbersome? And, once we have the data, what does it tell us? Lastly, the committee wanted to reveal all the obstacles and challenges that it had not as yet foreseen but had assumed that we might encounter, and then put everything together to determine the next steps for creating the incident database that will best serve the education abroad field.
II. Implementing the Pilot Project

The Pilot Project began during the summer of 2009 with all Forum institutional members being informed about the opportunity to participate in the project. 31 applications were received and represented well the diversity of the Forum membership, including U.S. colleges and universities, provider organizations, and overseas host institutions. The lone rejected application was due to the institution not running its own programs, which was a requirement of pilot reporting model. During the course of the project one participant withdrew, bringing the total number of participants to 29 Forum institutional members.

The Pilot Project Committee considered it essential to include the pilot participants in the decision about which categories to use for reporting. The committee and the participants decided to include the following variables in order to categorize the incidents: date; time; country; city; World Bank category of country; program length; program type; nature of incident; individuals involved; type of injury; primary illness symptoms; cause of illness; behavior/psychological event; type of activity/location of incident; contributing factors; and response actions.

The reporting process as well as the categories used tried to strike a balance between insuring an appropriate level of detail for reportable events and keeping the reporting process from being too cumbersome. Guidelines were sent to participants before the first reporting session in order to orient them to how the reporting would work. These provided specific, clear criteria for reporting, so that collected data would be consistently reported. The guidelines also defined some of the variables in the reporting form that may have had different meanings in other contexts, so that all pilot participants would be working from the same understanding of terms.

The committee studied methods employed for tracking incidents in the adventure education field and decided to adopt the unit of measure that has been successfully used; namely, the “student program day.” The participating organizations agreed that this unit, representing one student on a program for one day, was straightforward and easy to understand.

The committee recognized that education abroad programs include a number of program models and range of operational models. Students participate in education abroad in a broad diversity of ways, often situated in multi-layered relationships between their home institution, study abroad program provider, international university and other entities. Forum members (and the participants in this pilot project) come from each of these constituencies. This raised the question of how the incident database could ensure that a single incident was not reported multiple times, by being reported by each of the different entities that might be involved.

For the purposes of this pilot project, we determined that the most effective way to control for the complexity of relationships was to have only the entity that actually manages the day-to-day, on-site operations of the education abroad program to report incidents. This, we believe, prevented the potential of the double reporting of incidents.
The Pilot Project reporting period extended from August 15, 2009 to January 31, 2010. There were 6 specific reporting sessions spread out over this nearly six-month period. For each reporting session, an e-mail message containing a hyperlink to a secure online reporting form was sent to the contact person at each participating institution. During the first 3 reporting sessions, the online form was open for 2 days; for the last 3 reportings, the online reporting window was extended to one week to better accommodate the schedules of people responsible for the reporting at each of the participating organizations.

The committee wanted to guarantee complete anonymity in the reporting process and reassure the participating organizations that the data would not be associated in any way with particular programs or organizations. Therefore, the process of reporting information was anonymous, and incident data was not associated with a particular reporting organization. This insured the confidentiality of the project, and fostered an openness among the reporting institutions so that they would report the data accurately.

III. Participants and Programs of the Pilot Project

The Incident Database Pilot Project began with 30 participating institutions and organizations; one participant dropped out during the course of the project. The 29 remaining participants represent a broad range of the education abroad constituents that make up the Forum membership. Large universities were most represented in the project, with 10 participants, followed by small universities (6 participants) and program providers (6 participants). Five participating institutions represented liberal arts colleges. While there was only one institution located outside the United States represented, many of the other participants had students enrolled at overseas institutions.

Education Abroad Incident Database Pilot Project: Participating institutions and organizations

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts College</td>
<td>5</td>
</tr>
<tr>
<td>Small Public University</td>
<td>4</td>
</tr>
<tr>
<td>Large Public University</td>
<td>8</td>
</tr>
<tr>
<td>Small Private University</td>
<td>2</td>
</tr>
<tr>
<td>Medium Private University</td>
<td>1</td>
</tr>
<tr>
<td>Large Private University</td>
<td>2</td>
</tr>
<tr>
<td>International University</td>
<td>1</td>
</tr>
<tr>
<td>Program Provider Organization</td>
<td>6</td>
</tr>
</tbody>
</table>
When participants applied to join the project, they provided baseline data about their programs. This information included the location and type of program, the duration of program in days, the number of students enrolled on the program, and housing options for the program. The pilot project participants operated a total of 391 programs, with a total of 861,600 student program days. The programs were located in 60 different countries.

Education Abroad Incident Database Pilot Project: Program location, distribution by country

<table>
<thead>
<tr>
<th>Program Location: Country</th>
<th>Number of Programs in Pilot Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>51</td>
</tr>
<tr>
<td>Great Britain</td>
<td>45</td>
</tr>
<tr>
<td>Spain</td>
<td>24</td>
</tr>
<tr>
<td>Italy</td>
<td>21</td>
</tr>
<tr>
<td>China</td>
<td>20</td>
</tr>
<tr>
<td>Mexico</td>
<td>20</td>
</tr>
<tr>
<td>Finland</td>
<td>18</td>
</tr>
<tr>
<td>Germany</td>
<td>16</td>
</tr>
<tr>
<td>Australia</td>
<td>15</td>
</tr>
<tr>
<td>Japan</td>
<td>13</td>
</tr>
<tr>
<td>Netherlands</td>
<td>12</td>
</tr>
<tr>
<td>Korea</td>
<td>11</td>
</tr>
<tr>
<td>Austria</td>
<td>10</td>
</tr>
<tr>
<td>Sweden</td>
<td>10</td>
</tr>
<tr>
<td>Argentina</td>
<td>9</td>
</tr>
<tr>
<td>Ireland</td>
<td>7</td>
</tr>
<tr>
<td>Canada, New Zealand</td>
<td>6</td>
</tr>
<tr>
<td>Ghana, South Africa, Switzerland</td>
<td>5</td>
</tr>
<tr>
<td>Denmark, multi-country, Nicaragua, Thailand</td>
<td>4</td>
</tr>
<tr>
<td>Costa Rica, India, Panama, Puerto Rico, Russia</td>
<td>3</td>
</tr>
<tr>
<td>Bulgaria, Czech Republic, Estonia, French Antilles, Hungary, Iceland, Israel, Malta, Morocco, Norway, Turkey</td>
<td>2</td>
</tr>
</tbody>
</table>
Pilot project participants identified the types of programs for which they would be reporting. The most represented type of program was the facilitated direct-enroll program (245 programs); however, it should be noted that the proportion seen in the chart below does not necessarily correlate to raw numbers of students on the various types of programs.

Education Abroad Incident Database Pilot Project: Participating programs, by program type

Pilot project participants also identified the duration of programs for which they would be reporting. The baseline metric was the number of days a program would run overseas. Given the diversity of education abroad program models, one of the few measures that would be common across all programs was the number of days a program operated. The great majority of programs in the pilot project ran for 90 days or more, the length of a U.S. institutional semester. Some programs were full-year programs, for which incidents were reported only for the duration of the pilot project.

Education Abroad Incident Database Pilot Project: Participating programs, by program duration
IV. Incidents Reported

For the purposes of consistency in reporting, participants were provided with the following definitions for types of incidents:

Definition of Incidents

- **Injury** – An event that required professional medical attention beyond rudimentary first aid, or that resulted in an inability to participate in the program for a day or more. Not to include stubbed toes, minor splinters, minor muscle strains, etc.
- **Illness** – An event that required professional medical attention, or that resulted in an inability to participate in the program for a day or more. Not to include routine colds, sore throats, isolated low grade fevers, minor traveler's diarrhea, etc.
- **Physical Assault** – Any event involving any staff or student where there was a physical attack (empty handed or with weapon) delivered with the likely intention of injury.
- **Structure Fire** – Any event where there was a fire in a building that housed students where the fire was not easily contained and controlled within several minutes.
- **Theft** – Any event whereby a student or staff had their property taken without their consent without violence or intimidation. To include passports, credit cards, money or valuables worth more than US $100.
- **Robbery** – Any event whereby a student or staff had property seized from them via violence or intimidation.
- **Equipment Failure** – Any event where there was an equipment failure that did or had the potential to cause injury, i.e., the brakes on a vehicle fail; a boat motor dies without backup;
- **Motor Vehicle Accident (pedestrian, motorbike, car, truck, etc)** – Any event in which a staff or student was injured involving a motorized vehicle whether the injured person was the driver, a passenger or a pedestrian. Any event where someone was injured by program owned/hired vehicle. Any motor vehicle accident where over $1000 of damage was done to a program vehicle.
- **Missing/Separated Person** – Any event in which a student or staff was missing/overdue for more than 12 hours without the program's direct communication with them.
- **Sexual Harassment** – Any event whereby a staff or student felt that they had been victimized by unwanted and offensive sexual advances or sexually offensive remarks or acts.
- **Sexual Assault** – Sexual activity (defined as direct contact that involved genitals, breasts, mouth or anus) without the consent and against the will of the victim, with threat of force or harm. To include attempted rape and rape (defined as sexual intercourse) without the consent, and against the will of the victim. Sexual intercourse being defined as penetration of the penis and the vagina or anus.
- **Behavioral/Psychological** – Any event in which a student manifested an acute episode of behaviors associated with anxiety disorders, depressive disorders, eating disorders, etc. Any event in which a student showed evidence of suicide ideation, made a suicide gesture or attempted suicide. Any event in which a student behaved in a way that required disciplinary action. Any event in which a student was separated from the program owing to behavioral issues.
- **Natural Disaster (Tropical Cyclone, Earthquake, Wildfire, Flood)** – Any event that directly caused injury to staff or students, or caused damage in excess of $1000. Any event that necessitated a significant change in program schedule, itinerary or location. Any event which resulted in the suspension of the program.
- **Disease Outbreak** - Any event which directly caused illness to staff or students. Any event that necessitated a significant change in program schedule, itinerary or location. Any event which resulted in the suspension of the program.
- **Political Upheaval (War, Civil Unrest, Violent Protests, Riots, etc)** - Any event that directly caused injury to staff or students. Any event that necessitated a significant change in program schedule, itinerary or location. Any event which resulted in the suspension of the program.
- **Terrorist Event** - Any event that directly caused injury to staff or students. Any event that resulted in the suspension of the program.
Pilot project participants reported a total of 311 incidents. The figure below illustrates the types of incidents reported, and how many incidents were reported of each type. The most reported type of incident was illness (105 incident reports). Almost twice as many illness-based incidents were reported as incidents reported of the next three types. Behavioral/psychological events were the next most reported incidents (59 incident reports), with similar numbers of theft (55 incidents) and injury (53 incidents) incidents reported. 19 physical assaults were reported. The remaining types of incidents had significantly fewer incident reports.

Education Abroad Incident Database Pilot Project: Incidents reported, by nature of incident
The following two figures show the nature of illnesses reported, and the types of behavioral/psychological events reported.

Education Abroad Incident Database Pilot Project: Illnesses reported, by type or primary symptom

Education Abroad Incident Database Pilot Project: Behavioral/psychological events reported, by type
As seen in the figure below, the most commonly reported types of injuries were wounds, stable/weight-bearing injuries and broken bones.

**Education Abroad Incident Database Pilot Project: Injuries reported, by type**

The pilot project also sought to track where incidents occurred, and the location and type of activity in which the student was engaged at the time of incident. Most incidents were reported as occurring within the program's host city. The figure below shows a fairly even distribution of activities during which the incidents occurred, with free time at a pub or bar being the most-reported activity context for incidents.

**Education Abroad Incident Database Pilot Project: Incidents reported, by activity or location at time of incident**
More female students than male students were impacted directly by the incidents reported, as shown in the figure below. The incidents reported generally affected individuals, and did not have overall program impact.

Education Abroad Incident Database Pilot Project: Individuals directly impacted by incident (more than one answer possible)

The figure below shows that several actions were taken in response to each incident. With illness being the most reported type of incident, it follows that visits to medical facility were one of the most reported responses.

Education Abroad Incident Database Pilot Project: Actions taken in response to incident (more than one answer possible)
Participants were asked to indicate who assisted in responding to an incident. On-site program staff were most reported as assisting, and fewer students were reported as having assisted with the reported incidents.

Education Abroad Incident Database Pilot Project: Program-related individuals assisting with incident response (more than one answer possible)

Participants were asked to indicate what they understood to be contributing factors in the incidents reported. Poor judgment was indicated most as a factor contributing to incidents. Alcohol consumption, failure to follow program policies, undisclosed pre-existing conditions and cultural difference were reported as factors, with similar rates.

Education Abroad Incident Database Pilot Project: Contributing factors for incidents
V. Next Steps

In the coming weeks, the Incident Database Pilot Project Committee will continue to evaluate both the project data and its processes in order to fully appreciate and understand the lessons learned. Critical to this process will be the discussions to be held at the Standards of Good Practice Institute in Charlotte, North Carolina on March 24, 2010, where attendees will provide feedback and offer their ideas.

Besides mining all that we can from the Pilot Project, a critical question to answer is whether, based on this initial experience, the Forum should continue this work and expand the incident database project to include as many Forum members as possible. If so, there are many questions to ask regarding the benefits and the challenges of continuing this work. Some of these are: How do we best achieve a reporting sample that is representative of the field at large for statistical validity? What additional parameters should be included for incident reporting? What type of access should there be to the incident database? Will it contain raw data or summary narrative reports? Should reporting be conducted on a continuous basis, annually, or bi-annually? How will the Forum continue to maintain anonymity in the reporting process?

As with all Forum initiatives, discussions about these and other questions will proceed in a very open, transparent way, with opportunities for member comment and input, as well as feedback from the field at large and the general public.

It is evident that there is great value in the data contained in this Incident Database Pilot Project Preliminary Report. It offers for the first time objective information on the range of incidents that occur on a wide variety of education abroad programs. It provides data well beyond anecdotes and opinion about what types of incidents occur and how frequently incidents occur. The Pilot Project signals also that the education abroad field can successfully work together to report this critical information in a rigorous, effective way that ultimately benefits the students who participate in education abroad programs.
Members of the Forum on Education Abroad

Abroadco
Academic Management Systems
Academic Programs International
Academic Solutions
ACCENT International
Adelphi University
Agnes Scott College
AHA International
Alamo College
Albion College
Alliance for Global Education
American Councils for International Education
American Institute for Foreign Study
American University Center of Provence
American University of Cairo
Amherst College
AMIDEAST
Andalusian Education & Culture Solutions
Angelo State University
Anglo American Educational Services
Appalachian State University
APUNE
Arcadia University, College of Global Studies
Arizona State University
Asociacion Aviva
Associated Colleges of the Midwest
Association of American College and University Programs in Italy
Association of International Education Administrators
Association of Public and Land Grant Universities
Association of US Academic Programs in India
Athena Study Abroad
Augustana College
Austin College
AustraLearn/AsiaLearn/EuroLearn
Australian Education International
Azusa Pacific University
Babson College
Baruch College
Bates College
Baylor University
Bellarmine University
Beloit College
Bentley University
Bethel University
Boston College
Boston University
Bowdoin College
Bradley University
Brandeis University
Brethren Colleges Abroad
Brigham Young University
Brown University
Bryant University
Bryn Mawr College
California Colleges for International Education
California State University
Campbellsville University
CAPA International Education
Carleton College
Carroll College
CEA Global Education
Center for Cross-Cultural Study
Center for International Studies
Center for University Programs Abroad
Centers for Interamerican Studies
Central College Abroad
Champlain College
Chapman University
Charles Sturt University
Claremont McKenna College
Clark University
CM1 Insurance/MEDEX Global Group
Colby College
Colgate University
College Consortium for International Studies
College of Saint Scholastica
College of Staten Island, CUNY
College of William and Mary
College of Wooster
Colleges of the Fenway
College Year in Athens
Colorado College
Colorado State University
Columbia University
Compostela Group of Universities
Connecticut College
Consortium for North American Higher Education Collaboration
Cornell University
Costa Rica Spanish Institute
Council on International Educational Exchange
Cultural Insurance Services International
Curtin Institute of Technology
Danish Institute for Study Abroad
Dar Loughat
Dartmouth College
Davidson College
DePaul University
De Pauw University
Dickinson College
Dublin Business School
Dublin City University
Duke University
Duquesne University
Earlham College
East Carolina University
Eastern Illinois University
Eckerd College
Edge Hill University
Educational Directories Unlimited
Educators Abroad
Education Abroad Network
Embassy of Spain-Trade Commission Miami
Emory University
European Association for International Education
European Study Abroad
Fairfield University
Florida Atlantic University
Food for the Hungry
Fordham University
Foundation for International Education
Framingham State College
Franklin & Marshall College
Freie Universität Berlin
Georgetown University
George Washington University
Georgia Institute of Technology
Gettysburg College
Global College of Long Island University
Global Education Solutions LLC
Global Learning Semesters, Inc.
Gonzaga University
Goucher College
Griffith University
Grinnell College
Gustavus Adolphus College
Hamilton College
Hampden-Sydney College
Hampshire College
Harvey Mudd College
Hobart and William Smith Colleges
Harvard University
Hollins University
Hope College
HTH Worldwide
IES Abroad
Illinois State University
Indiana University
Institute for American Universities
Institute for Greater Roman Education
Institute of International Education
Institute of Shipboard Education
Institute for Study Abroad, Butler University
International Education Association of Australia
International Partnership for Service Learning
International Student Exchange Programs (ISEP)
International Studies Abroad
interstudy
James Madison University
John Carroll University
Johns Hopkins University
Juniata College
Kalamazoo College
Lafayette College
Lehigh University
Leiden University
Lenoir-Rhyne University
Lewis & Clark College
Linfield College
Living Routes
Loyola Marymount University
Loyola University Chicago
Loyola University New Orleans
Lynchburg College
Lynn University
Macalester College
Macquarie University
Mary Baldwin College
Marymount Manhattan College
Marquette University
Marymount University
Meredith College
Messaiah College
Miami University of Ohio
Michigan State University
Middlebury College
Mount Holyoke College
Muhlenberg College
Murray State University
National University of Ireland, Maynooth
National University of Ireland, Galway
New York University
North Carolina Agricultural and Technical University
North Carolina State University
Northeastern University
Northern Arizona University
Northwestern University
Oberlin College
Occidental College
Ohio University
Ohio State University
Ohio Wesleyan University
Oklahoma State University
Old Dominion University
Oregon University System
Pacific University
Pacific Lutheran University
Pennsylvania State University
Pepperdine University
Pitzer College
Platform 3000
Plymouth State University
Point Loma Nazarene University
Pomona College
Portland State University
Presbyterian College
Princeton University
Providence College
Purchase College, SUNY
Purdue University
Ramapo College
Rhodes College
Rice University
Rider University
Rochester Institute of Technology
Roger Williams University
Rollins College
Rutgers University
Saint Louis University
Saint Mary's College
Saint Michael's College
Samford University
Santa Clara University
Salve Regina University
Sarah Lawrence College
The School for Field Studies
School for International Training
Scripps College
Scuola Lorenzo de' Medici
SEA Education Association
Seattle University
Seminars International
Siena School for the Liberal Arts
Signature World Services
Smith College
South India Term Abroad
Southern Illinois University
Southern Methodist University
Southwestern University
Spain Education Programs CXXI
Spelman College
St. Lawrence University
St. Mary’s College of Maryland
St. Norbert College
St. Olaf College
SUNY Brockport
SUNY New Paltz
SUNY Plattsburgh
State University of New York System
Stetson University
Stonehill College
Studio Art Centers International
Study Abroad Italy
Studyabroad.com
Susquehanna University
Sweet Briar College
Swinburne University of Technology
Simplicity Corporation
Syracuse University
Tarleton State University
Tenon Tours
Terra Dotta
Texas Christian University
Texas Lutheran University
Texas State University, San Marcos
Texas Tech University
Tompkins Cortland Community College
Towson University
Transylvania University
The Triad Group
Trinity College
Trinity College, University of Dublin
Tufts University
Tulane University
UmbrA Institute
Union College
United States-India Educational Foundation
Universita Cattolica del Sacro Cuore
Universitat Pompeu Fabra
University College Dublin
University of Arkansas
University of Alabama
University of California Education Abroad Program
University of California, Riverside
University of Central Florida
University of Chicago
University of Cincinnati
University of Colorado at Boulder
University of Colorado at Denver
University of Connecticut
University of Dayton
University of Denver
University of East Anglia
University of Hartford
University of Houston
University of Illinois, Chicago
University of Illinois, Urbana-Champaign
University of Iowa
University of Kentucky
University of Limerick
University of Louisville
University of Maryland
University of Massachusetts, Amherst
University of Melbourne
University of Miami
University of Michigan
University of Minnesota, Twin Cities
University of Mississippi
University of Missouri, Columbia
University of Missouri, Kansas City
University of Nevada, Las Vegas
University of New Orleans
University of New South Wales
University of Newcastle
University of North Carolina, Asheville
University of North Carolina, Charlotte
University of North Texas
University of Notre Dame
The University of Oklahoma
University of Oregon
University of Pennsylvania
University of Pittsburgh
University of Puget Sound
University of Queensland
University of Redlands
University of Richmond
University of Rochester
University of Saint Thomas (MN)
University of San Francisco
University of Scranton
University of South Alabama
University of South Carolina
University of South Florida
University of Southern California
University of St. Thomas
University of Tennessee
University of Texas, Austin
University of the Pacific
University of the Sunshine Coast
University of Tulsa
University of Virginia
University of Wisconsin-Eau Claire
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
University of Wisconsin, Platteville
University of Wisconsin-Stevens Point
University of Wollongong
University Studies Abroad Consortium
Ursinus College
UPCES/CERGE-EI, Charles University
Vanderbilt University
Vassar College
Villanova University
Wake Forest University
Warren Wilson College
Washington and Jefferson College
Washington and Lee University
Washington College
Washington State University
Washington University in St. Louis
Webster University
Wellesley College
Wells College
Wesleyan University
Western Connecticut State University
Western Oregon University
Wheaton College
Whitman College
Whittier College
Whitworth University
Williamette University
Williams College
Wofford College
Worcester Polytechnic Institute
Xavier University
Yale University
ABOUT THE FORUM ON EDUCATION ABROAD

The Forum on Education Abroad is the only organization whose exclusive purpose is to serve the field of education abroad. Incorporated in 2001, the Forum holds 501 (c)(3) nonprofit status and is recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for education abroad.

Forum members include US colleges and universities, overseas institutions, consortia, agencies, and education abroad provider organizations. The Forum membership includes more than 400 institutions that together account for approximately 90 percent of U.S. students studying abroad.

The Forum develops and implements standards of good practice, promotes and supports research initiatives, and offers educational programs and resources to its members. The Forum's members, represented by the Forum Council and its goals committees, determine the scope and direction of these initiatives. The Forum's annual conference is known for its distinctive format that fosters thought-provoking dialogue, and promotes collegiality and the vibrant exchange of ideas.

THE FORUM ON EDUCATION ABROAD
MISSION STATEMENT

The mission of the Forum on Education Abroad is to promote high quality and effective education abroad programs on behalf of students at U.S. colleges and universities through providing opportunities for global discourse and information sharing among the educational institutions, faculty and staff, consortia, agencies and organizations that are its members.

By providing opportunities for discourse and information sharing, the Forum promotes high quality and effective programming through:
- Advocating standards of good practice,
- Promoting excellence in curricular development and academic design,
- Encouraging outcomes assessment and other research,
- Facilitating data collection, and
- Advocating education abroad at all levels.