



**2020 SURVEY OF**  
**DIVERSITY & INCLUSION**  
**AMONG INTERNATIONAL**  
**EDUCATORS**

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# ABOUT DIVERSITY ABROAD

Diversity Abroad is the leading membership organization that inspires and supports educators, policy makers, industry professionals and other stakeholders in leveraging global educational programs to support the academic success, interpersonal development and career readiness of students from diverse and underrepresented backgrounds.

With expertise, authenticity, and in collaboration with its 300+ members organization and a global community of thousands of professionals, Diversity Abroad drives the field of international education and cultural exchange toward inclusive excellence.

## OUR MISSION

Diversity Abroad's mission is to create equitable access to the benefits of global education by empowering educators, engaging stakeholders, and connecting diverse students to resources and opportunity.

## OUR VISION

That the next generation of young people from diverse and underrepresented backgrounds are equipped with the skills, knowledge, and global acumen to thrive in the 21st century interconnected world and global workforce.

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# SURVEY OF DIVERSITY & INCLUSION AMONG INTERNATIONAL EDUCATORS

## SUMMARY

The release of the third annual *Survey of Diversity & Inclusion Among International Educators* continues Diversity Abroad's efforts to provide tools and resources that advance access, diversity, equity, and inclusion in international education and cultural exchange. The annual survey was created to provide a comprehensive picture of the demographics and experiences of those who make up the field of international education and cultural exchange and to help the field make informed decisions on how we hire, develop professionals, and create inclusive employment practices in our offices, organizations, and institutions.

Prior to the [inaugural report](#), little to no data was available to make assertions about the professionals who work in international education and cultural exchange. Training professionals in the field of international education and cultural exchange on inclusive and equitable practices and hiring more diverse professionals are important to the conversation about how to attract and support a more diverse set of students from around the world to international opportunities. For this reason, it is critical to have a better understanding of who currently is—and is not—represented in the professional ranks of the field.

Now in its third iteration, the results of the 2020 survey provide comparative data that acts as a mechanism to track progress in areas such as gender and ethnic representation, among other matters. The 2020 survey expands on questions addressing the climate of diversity, equity, and inclusion in the workplace as well as measuring the impact of the coronavirus pandemic on employment in the sector, which, like many industries, has been impacted by the global pandemic.

The results summarized below are perhaps most useful for institutions and organizations interested in comparing their own progress in areas of hiring, compensation, and training with the understanding that demographics often differ significantly between institutions and organizations. This report helps build on other efforts in the field to understand the backgrounds and experiences of international educators, and how institutions and organizations can enhance efforts to better reflect the diversity of the students they currently serve and those they seek to attract. Additionally, the results reported here can help inform strategies and practices for those interested in addressing systemic inequities in the field and fostering inclusive work environments.

# HIGHLIGHTS FROM THE SURVEY

The 2020 *Survey of Diversity Among International Educators* garnered responses from 925 professionals working in international education and cultural exchange around the world, an 8% decrease from the 2019 responses. While this figure is lower than before, this is still a 35.8% greater response rate than the 2018 survey and will contribute to our understanding of the demographic makeup of the field.

The racial/ethnic makeup of the 2020 respondents is slightly less diverse than the 2019 pool with 29.3% identifying as Black/African American, Hispanic/Latinx, multiracial, Asian/Asian American, Native American/Native Alaskan, Pacific Islander/Native Hawaiian, or Middle Eastern/Arab. This roughly mirrors the U.S. study abroad student profile that is 69% white (Institute of International Education, 2020).

Respondents largely identify as female (77.9%), an increase from 2019 (75.6%). While women make up the majority of study abroad students (67%), women comprise an even larger portion of the professional field.

A majority of the survey participants (57.7%) identify as Millennials (born between 1980 and 2000), and 28.8% identify as Generation X (born between 1965 and 1979). More respondents identify as Baby Boomers (1946–1964) in 2020 (11.5%) than in 2019 (8.7%).

Nearly two-thirds (61.9%) reported holding a master's degree, and another 14.2% holding a doctoral degree. The majority of respondents (96.9%) hold at least a bachelor's degree, a slight decrease from 2019 (98.9%).

The large majority of respondents agreed or strongly agreed that their colleagues are on board with expanding international opportunities (83.3%), and most participants agreed or strongly agreed that supporting diverse and underrepresented students throughout the education abroad process is a priority (81.9%).

Respondents were asked to respond to several statements that asked them to distinguish between their level of agreement on diversity, equity, and inclusion priorities of their direct supervisors and the leadership of their institution/organization. In most cases, direct supervisors received higher levels of agree/strongly agree than leadership. The majority of respondents agreed or strongly agreed that they feel their opinions and ideas are valued and are considered when decisions are made (72.3%) and that they “feel respected and valued by my direct supervisor” (83.9%). Thirty-nine percent (39.2%) agreed/strongly agreed with the statement “The leadership demonstrates a commitment to meeting the needs of employees from diverse and underrepresented backgrounds,” while 28.3% disagreed/strongly disagreed.

The 2020 survey also included several new statements to capture a wider range of domains of the workplace that can influence an individual's sense of belonging. Most respondents were relatively neutral in their responses to many statements related to sense of belonging, with a quarter to a third of responses falling within the “neither agree nor disagree” category. Of particular interest, 35.5% of respondents disagreed or strongly disagreed with the statement that their employer's promotion and advancement practices are transparent and fair. A smaller proportion (30.5%) agreed or strongly agreed with the same statement. The level of agreement on providing training/professional

development for staff and faculty to develop competencies in diversity, equity, and inclusion is an institutional/organizational priority was higher in 2020 (65.2%) than in 2018 (59.8%) and 2019 (54.8%).

The 2020 survey included a series of questions asking respondents about the impact the COVID-19 global pandemic had on their employment status. Nearly seventy percent (69.4%) indicated that their employment was not affected during the early months of the pandemic (March–August), while nearly half of respondents (46.9%) indicated uncertainty as to whether or not their employment would be affected by the pandemic. Asked if they were considering options outside of the industry,

40.6% of respondents indicated they were doing so.

When answering open-ended questions about priority areas and emerging issues related to access, diversity, inclusion, and equity that impact their day-to-day job functions, respondents raised the following themes: concerns about funding for internationally focused activities in light of fiscal impacts of the global pandemic, hiring and retention of diverse staff, overburdened current team members, pay equity, transparency in promotion and advancement, training opportunities, xenophobia, racism, and systemic issues of inequity.

## METHODOLOGY

The survey opened in mid-July 2020 and closed September 3, 2020. Invitations were sent from Diversity Abroad staff via direct email messages to more than 10,000 individuals. The majority (63.7%) of respondents heard about the survey through this method. Diversity Abroad staff also posted multiple announcements regarding the availability of the survey on the listservs for international education professionals, including NAFSA, AIEA, and IIE, among others, and via social media (Twitter and LinkedIn). Reminder messages were issued on a biweekly basis utilizing the same email distribution lists and platforms. Participation in the survey was completely voluntary.

| SOURCE OF SURVEY  | RESPONSES |
|---|-----------|
| Diversity Abroad email  | 63.6%     |
| SECUSS-L  | 8.8%      |
| Social media  | 4.5%      |
| International education organization (e.g., AIEA, NAFSA, IIE) | 9.9%      |
| Colleague or friend   | 17.8%     |
| Other   | 4.0%      |

The questions were developed by Diversity Abroad staff and expert consultants in the industry and represent a range of domains including individual and institutional characteristics, position and role functions, and perceived areas of priorities in the field, among other topics. The 2020 survey, similar to the previous year, included several new statements to capture a wider range of domains of the workplace that can influence an individual's sense of belonging.<sup>1</sup> There were also modifications to statements related to priority areas of the institution/organization. Changes in questions are noted in the respective sections of the report.

The survey garnered 925 total responses, with several that were partially complete. Because the questions did not force responses (respondents were able to skip questions), there is variability in the response rate for each question. The responses from partially completed surveys are included in the analysis for the questions that had response data.

This is the third iteration of this survey that captures individual demographic information of professionals in the field. In many sections, data from the previous surveys is referenced to provide comparative analysis. For most sections of the report, data from previous surveys is presented as percentages rather than numerical data to draw more meaningful comparisons in proportional changes and trends.

The survey took approximately 10–15 minutes to complete and included topics related to respondents' background, experiences, and current positions. The responses were confidential with reasonable efforts made to protect respondents' anonymity and confidentiality.

## LIMITATIONS

The information captured from this survey relies solely on self-reported information and assumes the participants are providing accurate information about their current positions. Similarly, information related to institutional priorities and sense of belonging are based on respondents' perceptions of such matters.

The questions included in this survey were primarily drafted in the context of a Western, primarily United States context with heavy emphasis on international education in the higher education context. The wording may not capture the robust definitions of the terms frequently used throughout the survey (e.g., diversity, inclusion, institution type) that can be found outside of the United States.

As with any survey that requests information about socially constructed identities such as race, ethnicity, and gender, the resulting data has the potential to be subjective. Participants may have come to the questions with their own interpretations of the classifications. The sampling reflects the primary membership base of Diversity Abroad and may not be reflective of the diversity of institutions and organizations that maintain professional staff focused on international education and exchange.

The reader should be aware of these limitations when drawing conclusions from the data and information included in the subsequent report.

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<sup>1</sup> Sense of belonging is a contemporary addition to the conversation around diversity, inclusion, and equity in the workplace that emphasizes connection, support, and respect. Sense of belonging is increasingly cited as a characteristic of a work environment that contributes to employees' full participation in and engagement with their work.

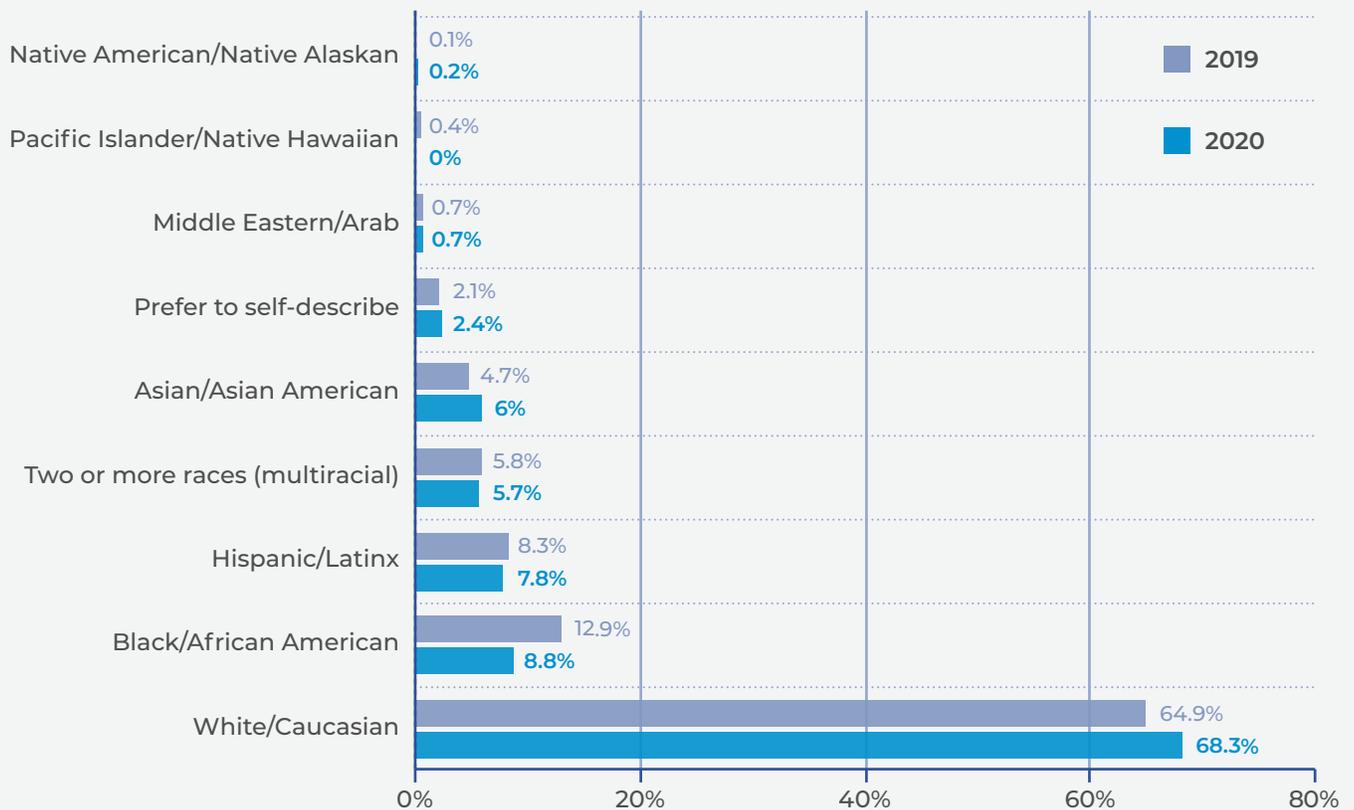
# [ RESULTS ]

## INDIVIDUAL CHARACTERISTICS

### Race & Ethnicity

The results from the survey show that 68.3% (64.9% in 2019) of the survey respondents identify as White, and 29.3% (35.1% in 2019) identify as being from historically underrepresented racial/ethnic populations. Two percent (2.4%) of respondents chose to self-describe and were not included in these calculations. In 2018, approximately 29% of respondents identified as being from a historically underrepresented racial/ethnic population.

Figure 1: **Racial or Ethnic Identity 2019 and 2020**



## Gender

Women represented 77.9% of the respondents, men 20.4%, non-binary or third gender made up 1.0%, 0.5% preferred not to disclose their gender, and 0.2% selected to self-describe their gender. Those who selected to self-describe included language such as “transgender” and “gender-fluid.”

Table 1: **Gender Identity in 2019 and 2020**

| RESPONSE OPTIONS        | 2019  | 2020  |
|-------------------------|-------|-------|
| Female                  | 75.6% | 77.9% |
| Male                    | 23.1% | 20.4% |
| Non-binary/Third Gender | 7.0%  | 1.0%  |
| Prefer not to say       | 0.4%  | 0.5%  |
| Self-describe           | 0.2%  | 0.2%  |

Compared to the U.S. student population going abroad, a greater proportion of international education professionals identify as female. Students’ gender identification is still reported using the male/female binary and shows that 67% of study abroad students identify as female (Institute of International Education, 2020).

## Sexual Orientation

Of the 920 participants that provided responses related to sexual orientation, the majority identified as heterosexual or straight (79.9%), relatively similar to 2019. Respondents preferring to self-describe included identifying language such as pansexual, undecided, and asexual, among others.

Table 2: **Sexual Orientation Identification**

| RESPONSE OPTIONS              | 2018         | 2019  | 2020  |
|-------------------------------|--------------|-------|-------|
| Heterosexual or straight      | 85.9%        | 80.2% | 79.9% |
| Gay                           | 5.5%         | 6.4%  | 5.5%  |
| Lesbian                       | 1.1%         | 1.5%  | 1.4%  |
| Bisexual                      | 3.7%         | 4.7%  | 6.0%  |
| Queer                         | Not reported | 3.7%  | 3.0%  |
| Prefer not to say             | Not reported | 2.3%  | 3.0%  |
| Other/Prefer to self-describe | 3.7%         | 1.1%  | 1.1%  |

## Country of Origin

The large majority of the 921 respondents who reported their country of birth were born in the United States (81.9%). The next top five countries of origin were Canada (1.2%), Mexico (1.1%), Germany (1.1%), the United Kingdom (0.9%), and the Philippines (0.9%). The remaining (18.1%) respondents reporting being born outside of the United States included many countries. Countries with seven respondents: South Africa, India, and China. Countries with six respondents: Japan, France, and Colombia. Countries with five responses: Spain, Peru, and Jamaica. Other countries represented in the responses include: Italy, Taiwan, Kenya, Ghana, Chile, Belgium, Venezuela, South Korea, Poland, Pakistan, Nigeria, Latvia, Indonesia, Guatemala, Greece, Egypt, Czechia, Argentina, Zimbabwe, Ukraine, Turkmenistan, Trinidad and Tobago, Sierra Leone, Russia, Norway, New Zealand, the Netherlands, Namibia, Mongolia, Malaysia, Iceland, Hong Kong, Finland, El Salvador, Ecuador, Cameroon, Brazil, Bolivia, Belize, Barbados, and Austria.

## Disability Identification

The majority of survey participants do not identify as having a disability (76.1%). Mental health conditions and chronic illness were the most frequent self-identified disability reported by participants.

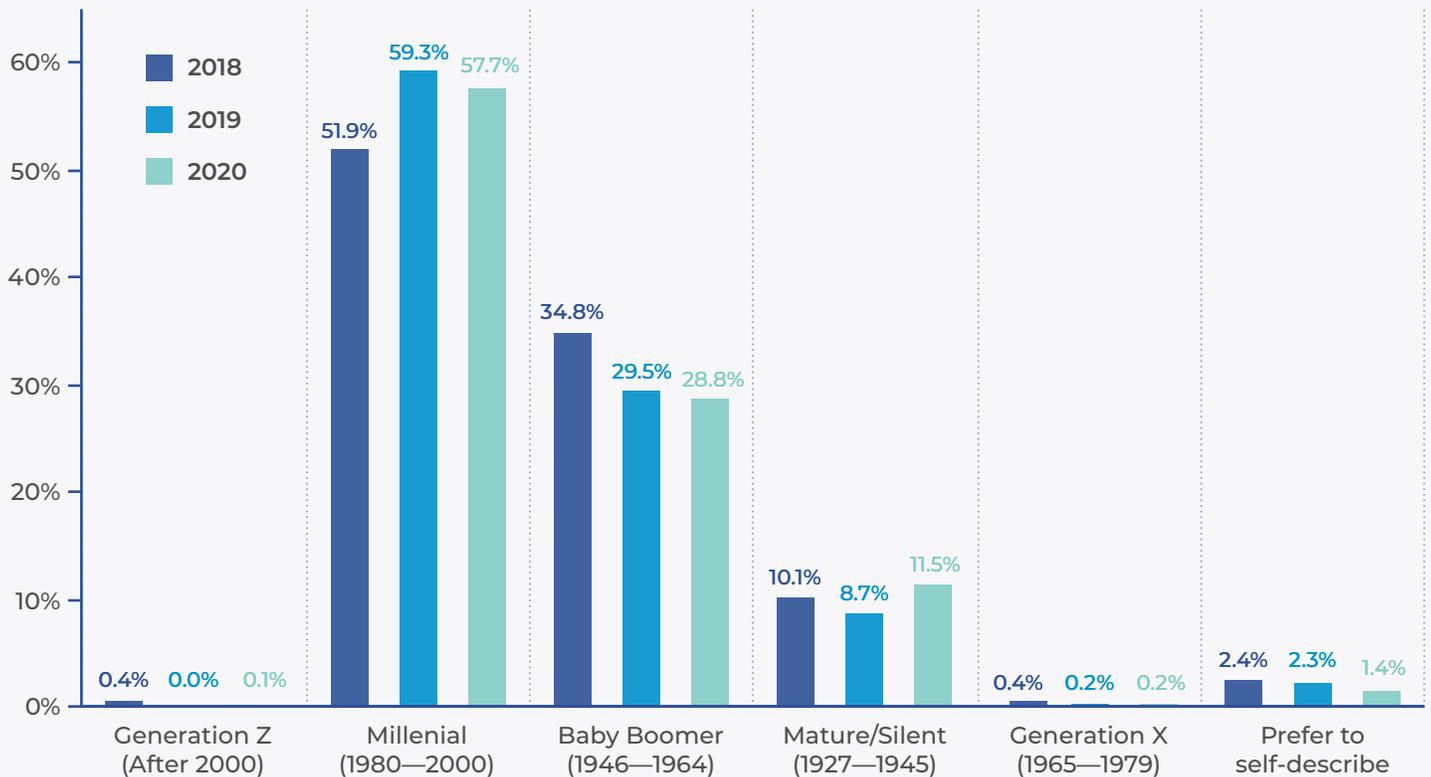
Table 3: **Disability Identification**

| DISABILITIES IDENTIFICATION                          | 2018         | 2019  | 2020  |
|--|--------------|-------|-------|
| I do not identify as having a disability/ impairment | 79.6%        | 78.5% | 76.1% |
| Mental health conditions                             | 10.8%        | 10.8% | 9.4%  |
| Chronic illness                                      | 5.2%         | 4.6%  | 9.4%  |
| Vision impairment (including blindness)              | 3.1%         | 2.9%  | 1.7%  |
| Two or more selected                                 | Not reported | 2.8%  | 7.5%  |
| Deafness or hard of hearing                          | 3.0%         | 1.2%  | 0.3%  |
| Learning impairment                                  | 1.0%         | 0.7%  | 0.4%  |
| Physical mobility impairment                         | 0.8%         | 0.6%  | 0.6%  |
| Autism spectrum disorder                             | 0.6%         | 0.2%  | 0.2%  |
| Speech or language impairment                        | 0.2%         | 0.2%  | 0.1%  |

## Age/Generation

Millennials (1980–2000) make up the largest proportion of respondents at 57.7%, followed by those identifying as Generation X (1965–1979) at 28.8%. Of those who responded “other,” the majority identified as the microgeneration referred to as Xennial that were born between 1977 and 1985. For context, the Pew Research Center found that Millennials are the largest generation in the U.S. labor force at 35% (Fry, 2018).

Figure 2: **Generation Cohort 2018–2020**



## First-Generation College Students

For the purpose of this survey, “first-generation college student” was defined as “an individual both of whose parents did not complete a baccalaureate degree; or in the case of any individual who regularly resided with and received support from only one parent, an individual whose only such parent did not complete a baccalaureate degree” (U.S. Department of Education, 2011).

Nearly a third (30.4%) of those who responded to the question related to first-generation status identified as the first in their family to complete a college degree. In 2019, 31.5% of respondents identified as first-generation college students. According to first-generation college student statistics available for currently enrolled students, approximately 30% of college students identify as the first in their family to attend college (Forrest Cataldi, Bennett, & Chen, 2018). Sixty-nine percent (69.2%) did not identify as first-generation college students.

## Religious Identity

Of the 920 respondents, nearly 40% self-identify as Christian and a quarter as non-religious. Several respondents included common self-described categories reflected in the table below. Of those self-described responses that did not fall within these categories, identifying language such as “non-practicing” and “raised in x faith” was used, while other respondents included multiple faith groups.

Table 4: Religious Identity

| RESPONSE OPTIONS                      | RESPONSES |
|---------------------------------------|-----------|
| Christian                             | 39.2%     |
| Not Religious                         | 26.5%     |
| Agnostic                              | 13.9%     |
| Atheist                               | 8.0%      |
| Self-describe: Other                  | 3.8%      |
| Jewish                                | 3.3%      |
| Muslim                                | 1.1%      |
| Self-describe: Catholic               | 0.8%      |
| Self-describe: Spiritual              | 0.8%      |
| Hindu                                 | 0.8%      |
| Buddhist                              | 0.7%      |
| Self-describe: Unitarian Universalist | 0.5%      |
| Self-describe: Unitarian              | 0.4%      |
| Self-describe: Jehovah's Witness      | 0.2%      |

## International Experiences

Of the 920 participants who responded to the question about what international experiences they have had, more than three-quarters had studied abroad (78.7%). The next most common international experience included working abroad for some period of time. Respondents were able to select multiple options, and for this reason the percentages are greater than 100%.

Table 5: **Types of International Experiences**

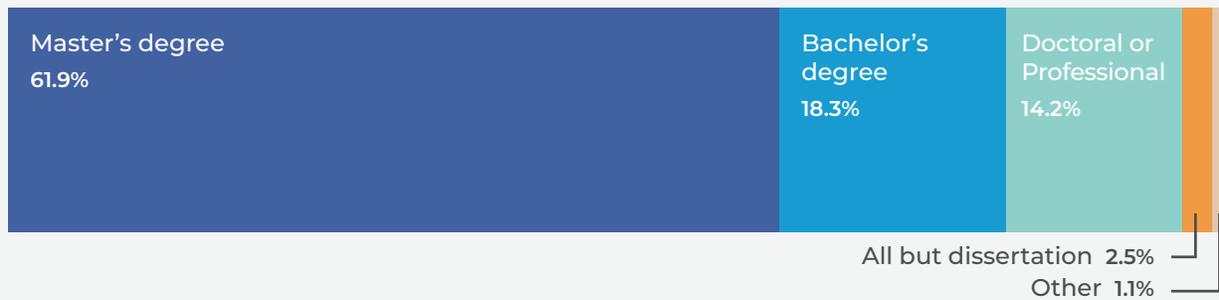
| <b>INTERNATIONAL EXPERIENCE TYPE</b>  | <b>2019</b> | <b>2020</b> |
|---|-------------|-------------|
| <b>Study abroad</b> (an educationally focused program taking place outside of your home country)  | 77.0%       | 78.7%       |
| <b>Work abroad</b> (full- or part-time employment outside of your home country)   | 38.2%       | 39.2%       |
| <b>Teaching a foreign language abroad</b> (e.g., English in South Korea, Chinese in the U.S.)   | 29.1%       | 29.7%       |
| <b>Research abroad</b>  | 19.8%       | 18.5%       |
| <b>Internship abroad</b>  | 19.0%       | 20.5%       |
| <b>Fellowship abroad</b> (Fulbright, Critical Language Scholarship, Rhodes, etc.)   | 11.4%       | 13.3%       |
| <b>Completed a master's or doctoral degree outside of your home country</b> (e.g., Nigerian student received an MA from UK institution) | 10.5%       | 11.2%       |
| <b>None of the above</b>  | 8.0%        | 7.4%        |
| <b>Other international experiences</b>  | 7.9%        | 9.1%        |
| <b>Peace Corps or long-term international service placement</b> (a year or more)  | 5.3%        | 4.9%        |
| <b>Completed your undergraduate degree outside of your home country</b> (e.g., U.S. student earned bachelor's from French institution)  | 4.0%        | 4.0%        |
| <b>Overseas military service</b>  | 1.0%        | 0.6%        |

### **Educational Background**

The majority of survey participants reported not having transferred from a community college or two-year institution (88.5% equivalent to 88.4% in 2019). Eleven percent (11.5%) of respondents indicated that they transferred from a two-year institution.

The majority of respondents reported having obtained a master's degree (61.9%). Of those who listed "other," the most common response was having obtained a bachelor's degree and completed some or were in the process of completing graduate-level coursework.

Figure 3: **Highest Level of Education Attained**



The areas of study reported in the following sections were taken from the U.S. Department of Education’s National Center on Education Statistics (NCES) (U.S. Department of Education, 2013). The options presented in the survey only reflected the top-level categorization of each area of study. NCES includes detailed sub-categories for each area of study; however, the current survey included fewer selection options rather than a larger comprehensive list to make the selection easier for respondents.

Undergraduate areas of study are represented in the following table. The majority of responses that were presented as “other” would generally be classified as social sciences and liberal arts fields (e.g., global studies, economics, anthropology, sociology). The most frequently cited “other” major was an iteration of international affairs/relations/studies.

Table 6: **Undergraduate Program Areas of Study**

| AREA OF STUDY   | 2018  | 2019  | 2020  |
|---|-------|-------|-------|
| Foreign languages, literature, and linguistics                      | 18.5% | 15.8% | 17.2% |
| Other   | 18.5% | 15.1% | 15.7% |
| Social sciences and history   | 13.6% | 13.4% | 15.7% |
| English language and literature/letters                             | 8.3%  | 8.7%  | 8.5%  |
| Business, management, marketing, and personal and culinary services | 6.7%  | 8.6%  | 7.3%  |
| Liberal arts and sciences, general studies, and humanities          | 5.9%  | 8.7%  | 7.5%  |
| Communication and communications technologies                       | 5.3%  | 5.3%  | 6.5%  |
| Psychology  | 5.3%  | 5.7%  | 6.2%  |

Table 6: **Undergraduate Program Areas of Study** (Continued)

| <b>AREA OF STUDY</b>                                 | <b>2018</b> | <b>2019</b> | <b>2020</b> |
|--|-------------|-------------|-------------|
| Area, ethnic, cultural, gender, and group studies    | 4.3%        | 3.6%        | 4.9%        |
| Biological and biomedical sciences                   | 2.9%        | 2.2%        | 1.9%        |
| Education  | 2.6%        | 3.1%        | 3.5%        |
| Visual and performing arts                           | 1.8%        | 2.7%        | 2.0%        |
| Philosophy and religious studies                     | 1.0%        | 1.1%        | 0.4%        |
| Public administration and social service professions | 1.0%        | 0.6%        | 1.5%        |
| Health professions and related programs              | 0.8%        | 0.1%        | 0.2%        |
| Engineering and engineering technologies             | 0.6%        | 0.5%        | 0.6%        |
| Parks, recreation, leisure, and fitness studies      | 0.6%        | 0.2%        | 0.3%        |
| Agriculture and natural resources                    | 0.4%        | 0.7%        | 0.1%        |
| Architecture and related services                    | 0.4%        | 0.8%        | 0.3%        |
| Family and consumer sciences/human sciences          | 0.4%        | 0.1%        | 0.0%        |
| Multi/interdisciplinary studies                      | 0.4%        | 1.1%        | 1.6%        |
| Mathematics and statistics                           | 0.2%        | 0.7%        | 0.1%        |
| Physical sciences and science technologies           | 0.2%        | 0.6%        | 0.7%        |
| Theology and religious vocations                     | 0.2%        | 0.2%        | 0.3%        |

For those who indicated holding a master's degree, the majority reported holding a degree in the area of education. Similar to the undergraduate major areas of study, the majority (42.7%) reported studying in the area of education. The most frequently cited "other" area of study was international education followed by an iteration of international affairs/relations/studies. The remaining responses presented as "other" would generally be classified as social sciences and liberal arts fields (e.g., global studies, economics, anthropology, sociology).

Table 7: Master's Program Areas of Study

| AREA OF STUDY  | 2018  | 2019  | 2020  |
|--|-------|-------|-------|
| Education  | 35.2% | 42.1% | 42.7% |
| Other  | 24.3% | 16.2% | 14.4% |
| Foreign languages, literature, and linguistics                               | 7.4%  | 5.8%  | 7.4%  |
| Social sciences and history  | 5.9%  | 5.5%  | 6.5%  |
| Business, management, marketing, and personal and culinary services          | 4.7%  | 6.2%  | 5.3%  |
| Area, ethnic, cultural, gender, and group studies                            | 4.5%  | 3.5%  | 4.3%  |
| Public administration and social service professions                         | 4.5%  | 4.6%  | 3.7%  |
| Liberal arts and sciences, general studies, and humanities                   | 4.0%  | 4.6%  | 3.2%  |
| English language and literature/letters                                      | 2.0%  | 2.8%  | 2.9%  |
| Communication and communications technologies                                | 1.7%  | 2.1%  | 3.1%  |
| Multi/interdisciplinary studies  | 1.0%  | 0.3%  | 0.6%  |
| Biological and biomedical sciences   | 0.7%  | 0.6%  | 0.6%  |
| Health professions and related programs                                      | 0.7%  | 0.0%  | 0.4%  |
| Psychology   | 0.7%  | 1.7%  | 1.4%  |
| Agriculture and natural resources  | 0.5%  | 0.3%  | 0.6%  |
| Engineering and engineering technologies                                     | 0.5%  | 0.1%  | 0.3%  |
| Philosophy and religious studies   | 0.5%  | 0.1%  | 0.3%  |
| Legal professions and studies  | 0.3%  | 0.4%  | 0.4%  |
| Library science  | 0.3%  | 0.3%  | 0.6%  |
| Physical sciences and science technologies                                   | 0.3%  | 0.4%  | 0.3%  |
| Theology and religious vocations   | 0.3%  | 0.6%  | 0.1%  |
| Visual and performing arts   | 0.3%  | 1.0%  | 0.6%  |
| Homeland security, law enforcement, firefighting, and related prof. services | 0.0%  | 0.1%  | 0.0%  |
| Computer and information sciences and support services                       | 0.0%  | 0.1%  | 0.6%  |
| Transportation and materials moving  | 0.0%  | 0.1%  | 0.0%  |

Approximately a third of respondents who reported holding a doctoral degree indicated studying an area within education (37.4%). Of the 17.4% who reported an area of study not reflected in the predetermined list, the following were indicated: Higher Education Leadership, Anthropology, Political Science/International Relations, Leadership in International & Intercultural Education, Archaeology, International Education Management, and Development Sociology, among others.

Table 8: **Doctoral Program Areas of Study**

| AREA OF STUDY   | 2018  | 2019  | 2020  |
|---|-------|-------|-------|
| Education   | 38.1% | 34.8% | 37.4% |
| Other   | 20.3% | 17.4% | 17.4% |
| Social sciences and history   | 11.0% | 9.6%  | 11.0% |
| Foreign languages, literature, and linguistics                      | 8.5%  | 6.7%  | 11.6% |
| English language and literature/letters                             | 5.9%  | 5.6%  | 5.8%  |
| Business, management, marketing, and personal and culinary services | 3.4%  | 4.5%  | 1.9%  |
| Legal professions and studies                                       | 2.5%  | 2.8%  | 3.9%  |
| Communication and communications technologies                       | 1.7%  | 0.0%  | 0.6%  |
| Liberal arts and sciences, general studies, and humanities          | 1.7%  | 5.1%  | 1.3%  |
| Philosophy and religious studies                                    | 1.7%  | 0.6%  | 0.0%  |
| Psychology  | 1.7%  | 0.6%  | 1.3%  |
| Area, ethnic, cultural, gender, and group studies                   | 0.9%  | 2.3%  | 3.2%  |
| Biological and biomedical sciences                                  | 0.9%  | 2.3%  | 1.3%  |
| Health professions and related programs                             | 0.9%  | 0.0%  | 0.0%  |
| Public administration and social service professions                | 0.9%  | 0.6%  | 0.0%  |
| Agriculture and natural resources                                   | 0.0%  | 0.6%  | 0.0%  |
| Engineering and engineering technologies                            | 0.0%  | 0.6%  | 1.3%  |
| Multi/interdisciplinary studies                                     | 0.0%  | 2.3%  | 0.0%  |

Of the 155 respondents who indicated holding a doctoral degree, the majority identified as White/Caucasian (63.2%). Black/African Americans accounted for 12.9%, Hispanic/Latinx for 9%, Asian/Asian American for 6.5%, multiracial for 5.2%, self-described for 2.6%, and Middle Eastern/Arab for 0.6% of those holding doctoral degrees. For context, the Department of Education reports that of the doctoral degrees conferred in 2017–18, 64.7% of recipients identified as White/Caucasian, 10.4% as Black, 13.2% as Hispanic, and 13.2% as Asian/Pacific Islander (U.S. Department of Education, 2019).

## Base of Work

Of the 848 respondents who reported their main base of work, 90.3% indicated that they work primarily from the United States. Italy accounted for the next top location (1.1%), followed by Spain (0.9%), Canada (0.8%), South Africa (0.7%), the United Kingdom (0.6%), China (0.6%), Mexico (0.5%), Czechia (0.4%), and Chile (0.4%). The remaining respondents indicated their primary base of work as Vietnam, Peru, Ireland, Greece, France, Ecuador, Costa Rica, Colombia, Belize, Zimbabwe, Ukraine, Taiwan, South Korea, Panama, Netherlands, Nepal, Namibia, Morocco, Kenya, Japan, Israel, and Australia.

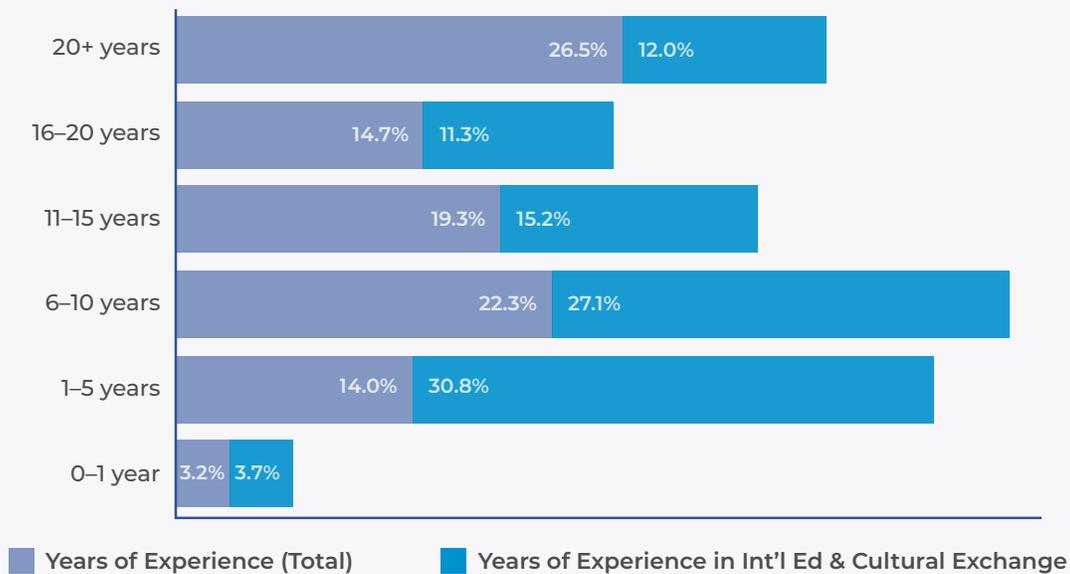
The list of countries was taken from the U.S. Department of State list of countries and nations (U.S. Department of State, n.d.).

## Work Experience

Survey participants were asked to respond to two questions related to the number of years of experience both in and outside of the field of international education. When asked about their experience working within international education, the majority of respondents were either early-career professionals or new to the field (30.8% with 0–5 years of experience) or mid-career professionals (42.3% with 6–15 years of experience). Twenty-three percent (23.3%) had significant work experience (16+ years).

When asked about their experience working outside of the field of international education, 41.6% reported having 6 to 15 years of experience, and 41.2% reported having 16 or more years of work experience. While the 2018 survey results suggested that most respondents with 16+ years had primarily worked in the international education sector, the 2020 results continue the trend from 2019 that suggests many seasoned professionals in the field may have worked in other industries prior to entering international education and exchange specifically.

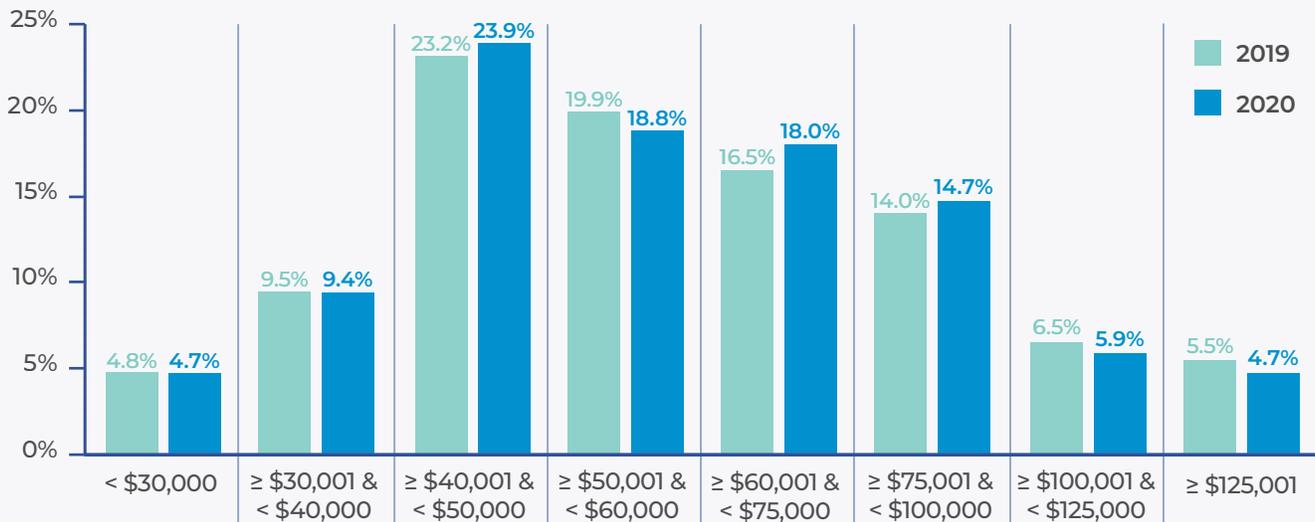
Figure 4: Total Years of Experience Compared to Years of Experience in Int'l Education and Cultural Exchange



## Salary Range

Participants were asked to report their current position's salary range. A quarter of respondents reported a salary range of \$40,000 to \$50,000. The distribution of respondents across salary ranges in 2020 remained relatively similar to 2019.

Figure 5: Salary Range



Salary data was broken out by gender, and while overall most respondents report a salary of between \$40,000 and \$100,000, the distribution is different for men and women. As reported earlier, the majority of respondents identified as female or male. The 0.2% of non-binary or third gender respondents reported salary ranges of \$40,000 to \$50,000 and \$100,001 to \$125,000. Those who preferred not to disclose reported being part of each salary range option between \$30,000 and \$50,000 and \$100,001 to \$125,000.

The difference in proportion of male respondents reporting salaries greater than \$100,000 remained about the same between 2019 and 2020; however, the number of female respondents in the same salary range decreased. Notably, the number of individuals who did not include a response to the question was greater in 2020 than in previous years.

Table 9: **2020 Full-Time Employee Salary Range by Gender Identification**

| <b>SALARY RANGE</b>        | <b>MALE RESPONDENTS</b> | <b>FEMALE RESPONDENTS</b> |
|----------------------------|-------------------------|---------------------------|
| Less than \$30,000         | 2.1%                    | 4.5%                      |
| Less than \$40,000         | 2.7%                    | 9.2%                      |
| Between \$40,000–\$60,000  | 26.6%                   | 38.7%                     |
| Between \$60,000–\$100,000 | 29.3%                   | 27.4%                     |
| Greater than \$100,000     | 22.3%                   | 5.7%                      |
| No response                | 17.0%                   | 14.5%                     |

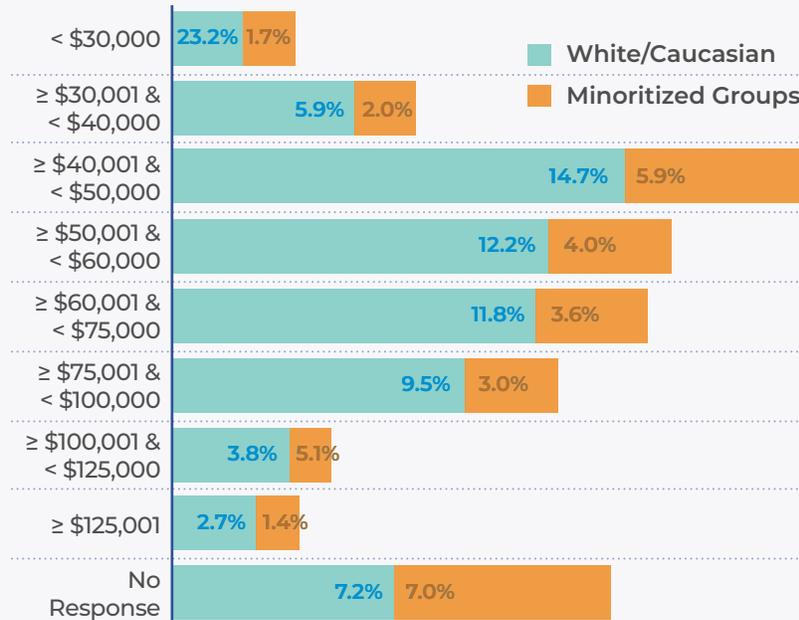
Table 10: **2019 Full-Time Employee Salary Range by Gender Identification<sup>2</sup>**

| <b>SALARY RANGE</b>        | <b>MALE RESPONDENTS</b> | <b>FEMALE RESPONDENTS</b> |
|----------------------------|-------------------------|---------------------------|
| Less than \$30,000         | 1.7%                    | 4.0%                      |
| Less than \$40,000         | 10.5%                   | 8.6%                      |
| Between \$40,000–\$60,000  | 33.7%                   | 48.2%                     |
| Between \$60,000–\$100,000 | 31.5%                   | 31.4%                     |
| Greater than \$100,000     | 22.7%                   | 8.7%                      |
| No response                | 7%                      | 7%                        |

<sup>2</sup>The 2019 survey included a question asking for information about employment status (i.e., full-time, part-time, contract). The salary data was filtered to only include full-time and contract respondents, however, the impact was minimal as respondents identifying as part-time employees accounted for less than 3% of respondents.

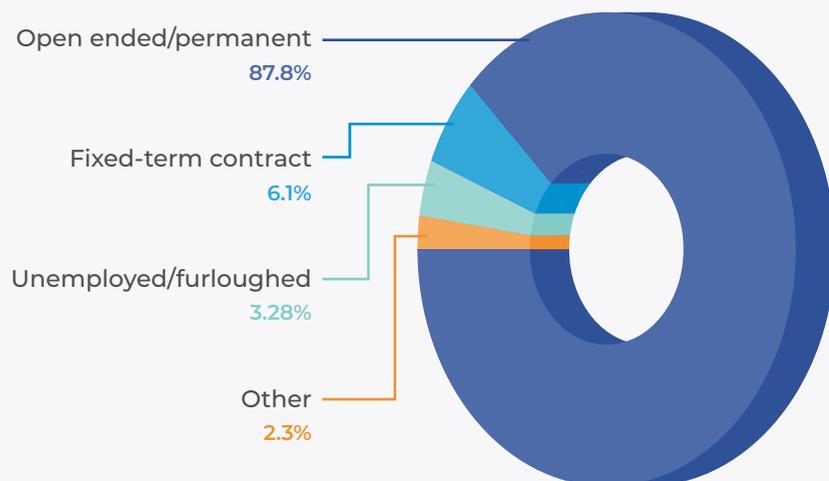
Salary data compared respondents who identified as White to those who identified as Asian, Black/African American, Latinx, Middle Eastern/Arab, Native American/American Indian, or multiracial. While most respondents report a salary of between \$40,000 and \$100,000, the distribution of responses from respondents from minoritized populations was roughly 55%, while White/Caucasian respondents was 48.5%.

Figure 6: **Salary Range by Racial/Ethnic Identification**



The majority of respondents reported holding open-ended or permanent positions (87.8%). Those who selected “fixed-term contract” most frequently reported terms of employment similar to open-ended or at-will agreements.

Figure 7: **Terms of Employment for Current Position**



When asked to report the employment category that best described their current position, respondents primarily reported serving in a managerial, professional, or technical capacity (47.1%). These roles may be best defined by developing, managing, and implementing programmatic and project-based activities. The next most frequently reported employment category included institutional or organizational administrators (38.2%), perhaps best described as positions that oversee the implementation of organizational-level initiatives, activities, and staff. The responses from those who selected “other” varied widely from founders, advisers, consultants, professional faculty, and more. This distribution is similar to that of the results from the 2019 and 2018 surveys.

Table 11: **Current Employment Category**

| <b>POSITION CATEGORY</b>                      | <b>2019</b>  | <b>2019</b> |
|---|--------------|-------------|
| Managerial, professional, and technical staff | 46.9%        | 47.1%       |
| Institutional/organizational administrator    | 41.0%        | 38.2%       |
| Other (please specify)                        | 4.7%         | 5.4%        |
| Faculty                                       | 3.5%         | 3.7%        |
| Clerical staff                                | 2.6%         | 2.5%        |
| Business owner/entrepreneur                   | Not reported | 1.4%        |
| Independent consultant                        | Not reported | 1.0%        |
| Graduate student                              | 1.4%         | 0.7%        |

**Department Affiliation**

Survey participants were asked which department they are most closely affiliated with. Two-thirds (63.3%) indicated being housed in the International Affairs/Global Engagement department. Those selecting “other” most frequently cited departments such as Office of International Education, Office of International Programs, Education Abroad, Office of International Affairs, Center for International Education, Center for Global Education, Study Abroad, Global Studies, Global Education Office, Office of Global Engagement, Institutional Relations, International Programs, Admissions, Office of the Provost, and Office of International Education and Development.

Table 12: **Department Affiliation**

| POSITION CATEGORY   | RESPONSES |
|---|-----------|
| International Affairs/Global Engagement department                        | 32.2%     |
| Academic Affairs  | 31.1%     |
| Other   | 10.5%     |
| Student Affairs   | 8.2%      |
| Academic department or Unit   | 7.5%      |
| Marketing/Outreach (e.g., at a provider organization)                     | 6.7%      |
| Operations (e.g., at a provider organization)                             | 5.7%      |
| President's Office  | 1.5%      |
| Finance/Administration/Human Resources (e.g., at a provider organization) | 1.0%      |

### Reporting Relationships

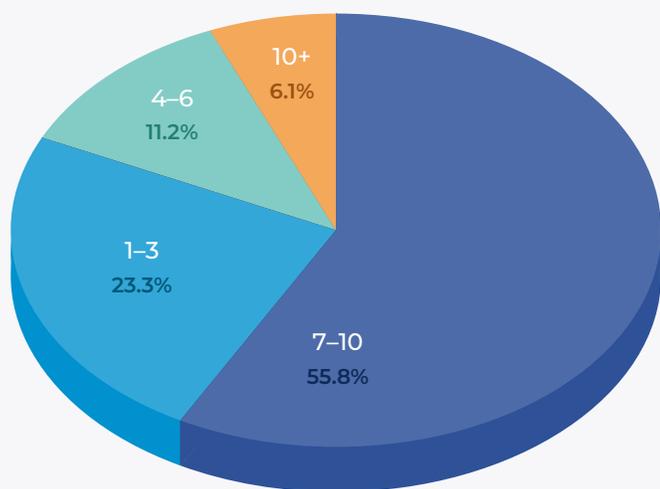
A third (34.9%) of respondents identified “Director” as the title most closely aligned to their direct supervisor. Those selecting “other” included responses such as entrepreneur, consultant, Dean, Associate Dean, and Vice Provost.

Table 13: **Office/Title of Direct Supervisor**

| TO WHOM DO YOU REPORT                      | RESPONSES |
|--|-----------|
| Director                                   | 34.9%     |
| Vice President or equivalent               | 18.9%     |
| Associate Director                         | 14.1%     |
| Other (please specify)                     | 11.4%     |
| Senior International Officer or equivalent | 10.7%     |
| Manager                                    | 7.5%      |
| President                                  | 2.4%      |

A little more than half (55.8%) of respondents indicated having no employees for whom they were responsible for supervising. Nearly a quarter (23.2%) reported having one to three employees reporting directly to them.

Figure 8: **Number of Direct Report Employees**



### Portion of Position Focused on International Education

Participants were asked to report their primary international education work functions, and the majority (62.8%) reported working mainly on activities related to education abroad outbound student exchange and services. Based on the 2019 survey responses, the 2020 survey included several new categories including administration, management, or leadership; marketing, communications, and outreach; and diversity, equity, and inclusion. Respondents were given the option to make multiple selections, and as a result the total percentage exceeds 100%.

The respondents who did not identify with any of the options indicated that their primary work functions did not include education abroad or international student/scholar services but opted not to describe their work function in another way.

Table 14: **Primary Work Functions**

| PRIMARY WORK FUNCTIONS  | 2018         | 2019         | 2020  |
|---|--------------|--------------|-------|
| Education abroad (outbound student exchange and services)   | 65.3%        | 58.2%        | 62.8% |
| Administration, management or leadership (human resources, budget/finance, development/fundraising, institutional partnerships) | Not reported | Not reported | 23.1% |
| Marketing, communications, or outreach  | Not reported | Not reported | 20.9% |
| International/foreign student and/or scholar services (inbound student services)  | 8.6%         | 14.7%        | 17.6% |
| Diversity, equity, and inclusion  | Not reported | Not reported | 15.5% |
| Both education abroad and international/foreign student and scholar services  | 16.2%        | 16.7%        | 13.3% |
| None of these   | 9.9%         | 4.8%         | 2.2%  |

Responses were disaggregated by race/ethnicity, and suggest that the majority of all racial/ethnic groups have primary work responsibilities related to education abroad. Most respondents from minoritized racial/ethnic backgrounds work in education abroad.

Table 14A: **Primary Work Functions by Race/Ethnicity**

| RACIAL/ETHNICITY                       | EDUCATION ABROAD | INTERNATIONAL/ FOREIGN STUDENT AND/OR SCHOLAR SERVICES | BOTH EDUCATION ABROAD AND INTERNATIONAL/ FOREIGN STUDENT AND SCHOLAR SERVICES |
|--|------------------|--|---|
| Minoritized Racial/ Ethnic Populations | 15.3%            | 4.4%   | 4.4%  |
| White/Caucasian                        | 47.1%            | 12.8%  | 8.8%  |
| Prefer to self-describe                | 0.7%             | 0.3%   | 0.1%  |
| Grand Total                            | 62.9%            | 17.6%  | 13.2%   |

**Impact of COVID-19 on Employment Status**

The 2020 survey included a series of questions asking respondents about the impact the COVID-19 global pandemic had on their employment status. Nearly seventy percent (69.4%) indicated that their employment was not affected during the early months of the pandemic (March–August), while only a third anticipate that their employment will not be affected after August. Nearly a quarter (23%) of respondents reported a reduction in their salary and/or full-time employment status, or being laid off or furloughed in the March–August 2020 period.

Table 15: **Employment Status Affected by Global Pandemic (March–August 2020)**

| EMPLOYMENT STATUS AFFECTED BY THE COVID-19 PANDEMIC MARCH-AUGUST? | RESPONSES |
|---|-----------|
| No.   | 69.4%     |
| Yes, I took a salary reduction/reduced FTE.                       | 15.3%     |
| Yes, I was laid off or furloughed.                                | 7.7%      |
| Other (please specify)  | 7.6%      |

Nearly half of respondents (46.9%) indicated uncertainty as to whether or not their employment would be affected by the pandemic.

Table 16: **Employment Status Affected after August 2020 (Expected)**

| <b>DO YOU ANTICIPATE YOUR EMPLOYMENT STATUS TO BE AFFECTED BY THE COVID-19 PANDEMIC AFTER AUGUST 2020?</b> | <b>RESPONSES</b> |
|--|------------------|
| I don't know.  | 46.9%            |
| No.  | 30.2%            |
| Yes, I expect to have a salary reduction/reduced FTE.  | 11.6%            |
| Yes, I expect to be laid off or furloughed.  | 7.7%             |
| Other (please specify)   | 3.6%             |

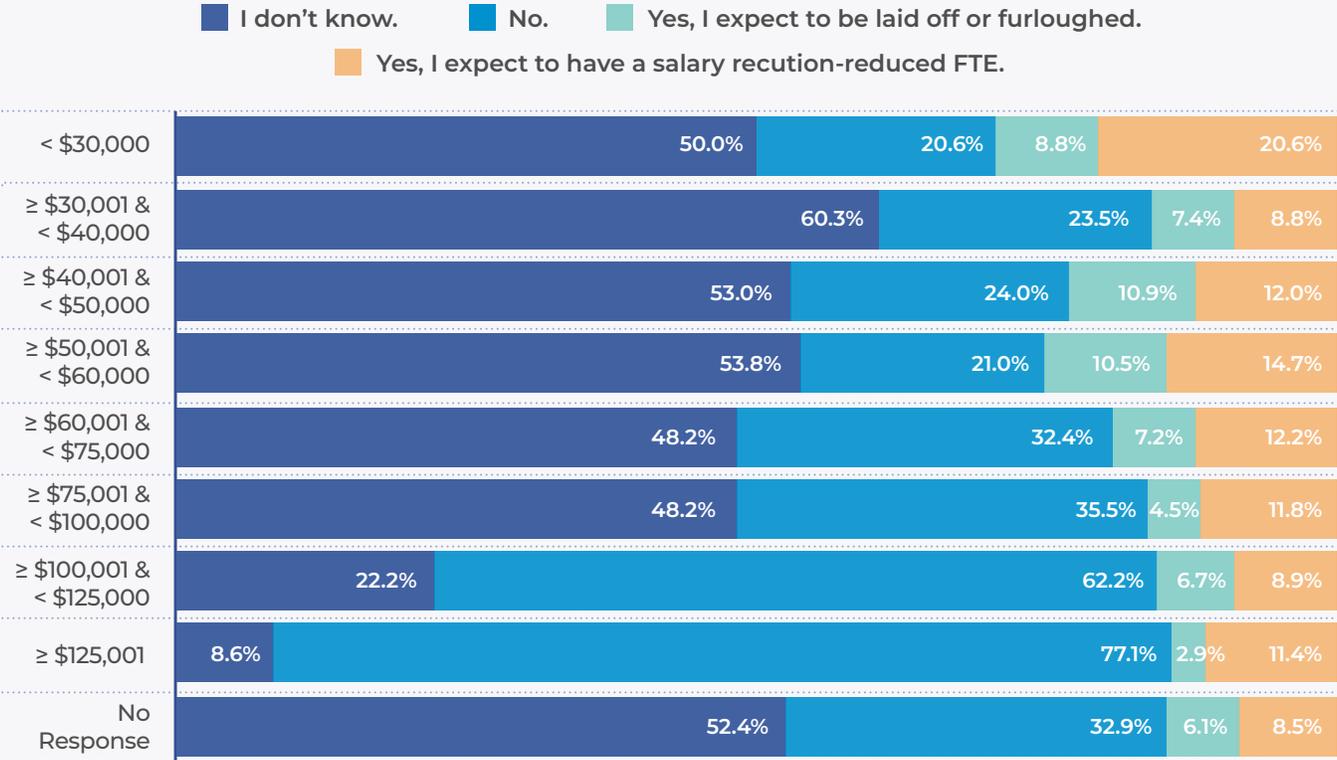
Notably, those who identified as working for an education abroad program provider had a higher proportion of responses indicating their employment was affected by COVID-19. Two-thirds of respondents from education abroad program providers (64.5%) responded that they either received a salary cut, were furloughed, or laid off.

Table 17: **Employment Status Affected March–August 2020**

| <b>INSTITUTION TYPE</b>              | <b>NO</b> | <b>YES (SALARY CUT)</b> | <b>YES (FURLOUGHED/LAID OFF)</b> |
|--------------------------------------|-----------|-------------------------|----------------------------------|
| 2-year private institution           | 100.0%    | -                       | -                                |
| 2-year public institution            | 71.4%     | 14.3%                   | 14.3%                            |
| 4-year private institution           | 74.3%     | 8.0%                    | 6.4%                             |
| 4-year public institution            | 80.3%     | 9.3%                    | 4.6%                             |
| Education abroad program provider    | 27.6%     | 46.1%                   | 18.4%                            |
| Educational organization/association | 77.1%     | 14.3%                   | 5.7%                             |
| Government agency                    | 75.0%     | -                       | -                                |
| Independent consultant               | 100.0%    | -                       | -                                |
| K-12/secondary school                | 66.7%     | -                       | -                                |
| Other                                | 95.7%     | -                       | 4.3%                             |

Respondents' perceived impact of COVID-19 on their employment status after August was compared by reported salary range. Notably, over three-quarters (77.1%) of those reporting an income range greater than \$125,000 responded "no" to the question "Do you anticipate your employment status to be affected by the COVID-19 pandemic after August 2020?" Nearly two-thirds (60.3%) of those in the \$30,000-\$40,000 salary range responded "I don't know" to the question.

Figure 9: **Reported Salary and Perceived Impact of COVID-19 on Employment Status After August 2020**



Respondents were asked if they were anticipating staying within the field of international education and exchange or if they were considering options outside of the industry. Nearly sixty percent (59.4%) reported expecting to remain in the field, while 40.6% indicated they were exploring their options.

### Professional Development Support

A little more than two-thirds of respondents (69.2%) indicated that they receive funding to pursue professional development and training activities, a decrease from previous surveys. Notably, nearly a quarter of respondents reported being unsure of whether or not they receive funding or support for professional development and/or training.

Table 18: Professional Development Funding

| PROFESSIONAL DEVELOPMENT FUNDING RECEIVED | 2018  | 2019  | 2020  |
|---|-------|-------|-------|
| Yes                                       | 81.8% | 77.5% | 69.2% |
| No  | 10.2% | 15.1% | 11.2% |
| Unsure                                    | 8.0%  | 7.5%  | 19.5% |

## Sources of Information on International Education

Respondents reported collecting information about international education issues from a variety of sources. Many receive their information from in-person and virtual professional training opportunities in addition to online sources. The 2020 survey included two new categories, social media and newsletters, to reflect a more comprehensive view of sources of information. Respondents were able to make multiple selections, and the total percentages therefore exceed 100%.

Table 19: Sources of Information Related to International Education

| SOURCES OF INFORMATION RELATED TO INTERNATIONAL EDUCATION  | 2018         | 2019         | 2020  |
|--|--------------|--------------|-------|
| Webinars, e-learning, and/or other virtual training  | 74.8%        | 67.0%        | 89.2% |
| Conferences, workshops, and/or other in-person training  | 93.4%        | 77.5%        | 87.7% |
| Association produced content (Diversity Abroad, NAFSA, Forum on Education Abroad, American Council on Education) | 84.6%        | 71.4%        | 85.4% |
| Word of mouth / colleagues from the field  | Not reported | 70.3%        | 77.1% |
| Newsletters or email listservs   | Not reported | Not reported | 76.7% |
| Education focused media (The Chronicle of Higher Education, Diverse Issues in Higher Ed)                         | 91.6%        | 60.7%        | 75.4% |
| Social media   | Not reported | Not reported | 48.1% |
| Scholarly articles and/or peer-reviewed journals   | 52.8%        | 41.3%        | 42.0% |
| Podcasts   | 12.6%        | 11.8%        | 18.1% |
| Other  | 9.3%         | 3.2%         | 1.8%  |

# PRIORITIES AND EMERGING ISSUES RELATED TO ACCESS, DIVERSITY, INCLUSION, AND EQUITY

Respondents were asked to list their top two to three priorities and emerging issues related to access, diversity, inclusion, and equity that impact their day-to-day job functions. The following is a summary of themes drawn from the open-ended comments of 535 individuals.

## Accessibility and Promotion of International Opportunities

A large portion of respondents noted that they will continue to prioritize attracting and supporting students from underrepresented, underserved, and minoritized backgrounds for international opportunities. Recruitment and outreach to more and more diverse students and ensuring students from these populations have access to information about international opportunities were the most frequently cited priorities.

## Funding

Consistent with previous years, funding and concern for students' ability to afford international opportunities were frequently cited by respondents. Concerns for the affordability of education abroad programs, funding for scholarships, and awards were also top priorities for professionals in the field. Continuing efforts to reduce costs and financial barriers to all students, but especially diverse student populations, remains a perennial concern for many practitioners in the field of international education and exchange.

Unique concerns around funding were also present in the responses, including the concern for losing funding for internationally focused activities as institutions prioritize immediate fiscal needs as a result of the impact of COVID-19. Specifically, respondents suggested that the loss or reduction in institutional and organizational funding for equity, inclusion, and diversity efforts are areas of concern. One individual's reflection exemplified this sentiment: "Now with the economic fallout from COVID, study abroad will take a backseat for those who must reassess financial priorities."

## Staffing and Human Resources

Many respondents referenced priorities related to staffing and human resources, including hiring and retention of diverse staff, overburdened current team members, pay equity, transparency in promotion and advancement, training opportunities, and institutional and organizational limits on hiring. Several of the more prominent sub-themes are included below with statements that exemplify them.

### » Hiring and Representation of Staff

- » "We have been in a hiring freeze forever. It's impossible to diversify staff when you can't hire any..."
- » "We need more staff in order to implement the initiatives."
- » "We have too few people to do everything we need to do to support our students so that they have equitable opportunities as compared to their PWI [predominantly white institution] peers."

## » Current Staff Capacity

- » “University staff are overwhelmed and overworked. It is hard for them to take time or energy to care about international education because they are so focused on just completing the basic compliance and requirements of their own positions.”



**Our education abroad office experienced significant loss of staff through layoffs, furloughs, and attrition. As such, we now lack the fiscal and human resources necessary to support students with high need.**

## » Retention

- » “Campus furloughs and layoffs due to COVID-19 and losing the experienced folks working towards DEI”
- » “Hiring and retention of staff who identify as a minority identity”



**Retaining enough staff [and] getting enough recruiting funding to be able to stay in diverse markets.**

## » Pay Equity and Issues Related to Promotion/Advancement

- » “Pay equity in hiring”
- » “Pay and lack of career advancement”
- » “Fair promotion and pay practices”

## » Staff Training and Professional Development

- » “Educating faculty/staff as to diversity & inclusion, social justice and antiracism initiatives and advocacy “



**My office needs diversity training to be able to better discuss these issues; need more funding allotted to underserved groups.**

- » “Maintaining momentum and expansion of staff training, resources, and investment in BIPOC employees and students during the pandemic”
- » “Increasing intercultural competency among employees / increasing awareness of international student needs / increasing international student enrollment”

- » “In general, providing training and support to staff and faculty”
- » “Needing to train faculty in inclusive support abroad on faculty-led programs”

## Responding to the Global Pandemic

The global pandemic was present in many of the comments and the many ways in which it has affected day-to-day operations, engagement with students and colleagues, and uncertainty of international education and cultural exchange opportunities in the near and long term. The majority of responses that referenced COVID-19 and the pandemic could be categorized into the following themes.

### » International Travel Restrictions

- » “Restrictions on international travel”
- » “Continuing challenges of COVID-19 and its effects on travel abroad”
- » “Sustainability of our field and int'l travel”

### » Impact on Administrative Processes

- » “Withdrawal processes impact during COVID-19”
- » “Review cancellation policies that will increase the cost of programs for students and limit access.”

### » Increased Economic Insecurity (Institutional and Individual)

- » “More challenging with the disproportionately more devastating impact of the pandemic on communities of color, first generation students, etc.”
- » “Economic need [and] digital divide”
- » “Maintaining relationships virtually with offices that support equity and inclusion
- » “Concerns over how an economic recession/depression affect people’s ability to afford education, and institutions’ capability to pay staff”



**The economic impact of the pandemic worries us in terms of maintaining funding to support study abroad. We want to make sure that our enrollments in study abroad keep reflecting the College’s student population, which is a majority POC [people of color].**

## Rapidly Shifting U.S. Immigration Policies

Respondents reflected concern for the ever-shifting immigration policies that influence both international students looking to study in the United States and the staff that ultimately support them in adhering to those policies. Since 2016, several mandates (e.g., country-specific travel bans, visa restrictions for certain countries) from the White House have greatly affected international student and scholar services and efforts to develop and maintain appropriate support.

- » “Whiplash over presidential immigration edict”
- » “Uncertainty from U.S. gov’t on international student guidance”
- » “Visa challenges”
- » “Changing immigration policies and procedures”

## Xenophobia, Racism, and Systemic Issues of Inequity

Several respondents indicated an interest in prioritizing addressing structural racism, xenophobia, and inequities related to students and staff from underrepresented and minority communities within institutions, organizations, and offices. The following reflect the distinct ways in which such topics were framed.



**Understanding that racism exists in different international contexts and supporting students of color in instances in which these racisms arise.**

- » “Xenophobia on campus”
- » “Anti-racism in the workplace and with students”
- » “View of immigrants in the U.S.”
- » “Services and fairness in equity for immigrant and international students”

- » “Non-US white faculty, students and staff seem second class citizens in US institutions outside the US.”
- » “Inequities are further exacerbated in remote environments (lack of access to wifi, technology, tech experience, etc.).”

## Program Design for Inclusion and Equity

Several respondents reflected here (and in other areas of the survey) that in addition to the efforts being made in other areas of programming, the design of education abroad and exchange programs are also important areas to consider. The following statements address some of the specific ways respondents are prioritizing program design.

- » “Program design that actually took into account the strengths and needs of non-traditional learners (e.g., heritage learners in a language program)”
- » “Inclusive program design”
- » “Designing inclusive programming that supports students of different identities”
- » “Decolonizing the curriculum”



**I've also noticed larger socioeconomic divides (financial and class identity) amongst my student groups, which has brought forward different challenges and opportunities for growth such as ensuring programs are designed in a way that, where possible, mitigate financial access issues while students are on program.**

# [ RESULTS ]

## INSTITUTIONAL CHARACTERISTICS

### Institution Type

The majority of respondents reported working at 4-year institutions, with 43.2% at public institutions and 28.6% at private institutions.

Table 20: **Institution Type**

| INSTITUTION TYPE                     | 2018  | 2019  | 2019  |
|--------------------------------------|-------|-------|-------|
| 4-year public institution            | 48.5% | 35.6% | 43.2% |
| 4-year private institution           | 27.2% | 30.3% | 28.6% |
| Education abroad program provider    | 14.1% | 18.6% | 17.4% |
| Other                                | 3.8%  | 3.5%  | 2.9%  |
| Educational organization/association | 3.6%  | 7.6%  | 4.1%  |
| 2-year public institution            | 1.6%  | 1.9%  | 2.7%  |
| Independent consultant               | 0.7%  | 0.6%  | 0.3%  |
| 2-year private institution           | 0.4%  | 0.0%  | 0.1%  |
| Government agency                    | 0.2%  | 1.0%  | 0.6%  |
| K-12/secondary school                | 0.0%  | 0.9%  | 0.3%  |

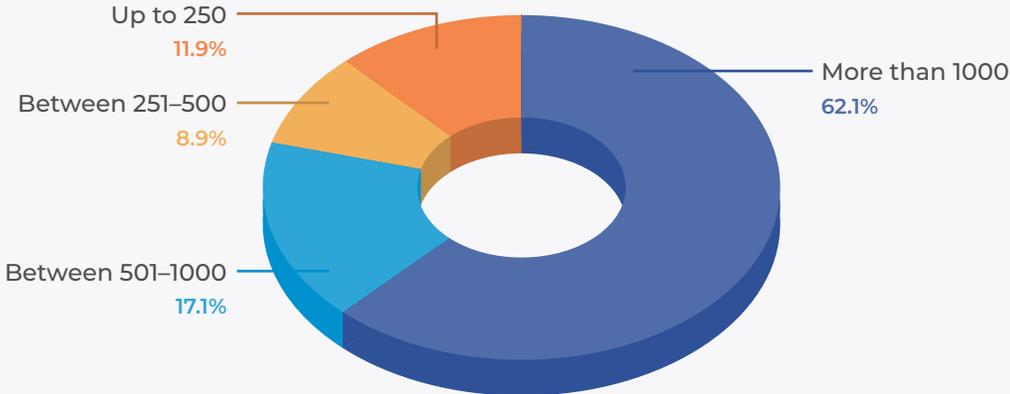
Institutions reporting student enrollment between 15,001 to 30,000 garnered the largest proportion of responses (28.8%). In previous iterations of the survey, the student enrollment was only asked of institutions. This year’s survey included a question that asked education abroad providers about student enrollment. The table below reflects the addition of a new question for education abroad provider student enrollment.

Table 21: **Total Student Enrollment When Applicable**

| TOTAL STUDENT ENROLLMENT                                 | 2018  | 2019  | 2019               |
|--|-------|-------|--------------------|
| Less than 1,000  | 7.4%  | 2.3%  | 2.5%               |
| Between 1,001 and 5,000                                  | 22.1% | 23.5% | 18.4%              |
| Between 5,001 and 15,000                                 | 15.0% | 22.6% | 22.9%              |
| Between 15,001 and 30,000                                | 16.1% | 25.8% | 28.8%              |
| Between 30,001 and 50,000                                | 21.9% | 19.9% | 19.0%              |
| Over 50,0001   | 10.3% | 5.8%  | 8.4%               |
| Other (for education abroad providers and organizations) | 7.1%  | 0.2%  | New Question Added |

In the 2020 survey, a separate question was added for those respondents who indicated they were based at an education abroad provider or organization. The majority (62.1%) of the 269 respondents in this category indicated having greater than 1,000 students enrolled in their programs.

Figure 10: **Total Student Enrollment for Education Abroad Provider Organizations**



Of those respondents who reported working at an institution, 11.6% identified as working for an institution with a minority-serving institution (MSI) designation, a decrease from the 16.9% reported in 2019. The remaining portion either indicated they did not have MSI designation or the designation was not applicable.

Of those who reported working for an MSI, the majority selected the Hispanic-Serving Institution designation (51.0%). Fourteen percent of respondents selected more than two designations, and as a result the percentage exceeds 100%.

Table 22: **Minority-Serving Institution Designation, If Applicable**

| <b>MSI DESIGNATION</b>   | <b>2018</b>  | <b>2019</b> | <b>2020</b> |
|--|--------------|-------------|-------------|
| Historically Black College or University (HBCU)                                    | 13.8%        | 19.1%       | 13.5%       |
| Hispanic-Serving Institution (HSI)   | 62.1%        | 65.0%       | 51.0%       |
| Tribal College or University (TCU)   | 0.0%         | 0.0%        | 0.0%        |
| Alaska Native-serving institution or a Native Hawaiian-serving institution         | 1.7%         | 2.0%        | 1.0%        |
| Predominantly Black Institution (PBI)  | 1.7%         | 1.0%        | 2.9%        |
| Asian American and Native American Pacific Islander-serving institution (AANAPISI) | 25.9%        | 12.0%       | 14.4%       |
| Native American-serving nontribal institution                                      | 6.9%         | 1.0%        | 2.9%        |
| Two or more designations (e.g., AANAPISI and HSI)                                  | Not reported | 14.0%       | 14.4%       |

### Regional Location of Institution or Organization

Nearly half of respondents reported working in a suburban/exurban region (49.7%), a decrease from 62.4% in 2019. Rural-based institutions or organizations accounted for 6.7%. New to the 2020 Survey was the option to select “virtual.” One percent (1.2%) identified their institution as virtual.

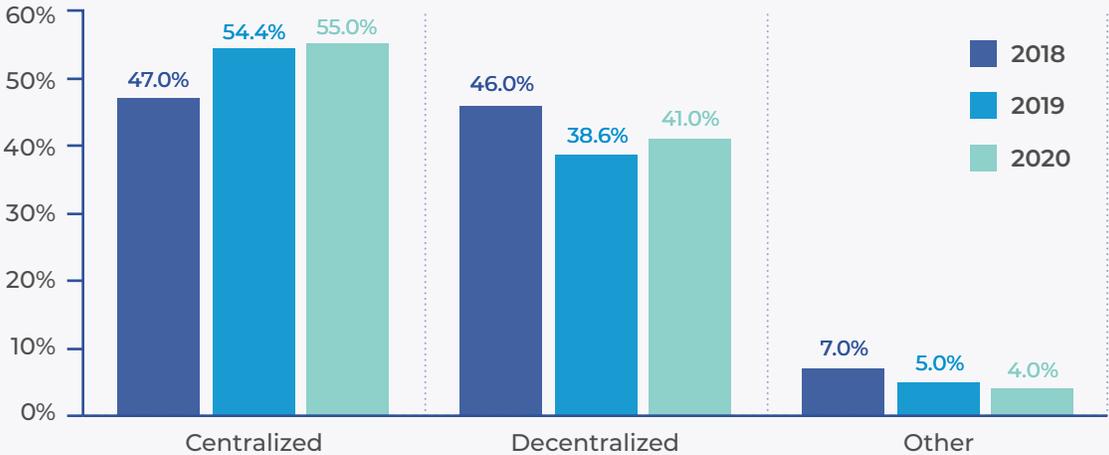
Table 23: Regional Location of Institution or Organization

| INSTITUTION/ORGANIZATION LOCATION                                | 2019  | 2020  |
|--|-------|-------|
| Suburban/Exurban (population between 10,000 to over a 1,000,000) | 62.4% | 49.7% |
| Urban (population greater than 1,000,000)                        | 32.2% | 42.3% |
| Rural (population less than 10,000 people)                       | 5.4%  | 6.7%  |
| Rural (population less than 10,000 people)                       | 5.4%  | 1.2%  |

### Institutional/Organizational Internationalization Structure

When asked to indicate the institutional or organizational approach to internationalization, 56.4% of respondents indicated their institution/organization has a centralized approach, 38.6% with decentralized, and 5.0% as “other.” Of those reporting “other,” a large portion of the responses indicated that their institution or organization used both approaches to structuring internationalization efforts, where portions of internationalization are centralized (e.g., international student enrollment) and other components are decentralized (e.g., study abroad). Several reported that they were not sure about their institution or organization’s structure or that their institution was in the process of transitioning their approach to internationalization.

Figure 11: Institution’s or Organization’s Internationalization Structure



## Institutional/Organizational Support for International, Diversity, and Inclusion Activities and Initiatives

The survey again included questions related to institutional/organizational support for international, diversity, and inclusion activities and initiatives. Several questions were added or modified in the 2020 iteration of the survey.

The vast majority of respondents agreed or strongly agreed that expanding international opportunities is an organizational/institutional priority (83.7%), similar to 2019 (84%). The majority of participants agreed or strongly agreed that supporting diverse and underrepresented students throughout the education abroad process is a priority (82%), slightly higher than 2019 (79.5%). The level of agreement with statements about providing funding (63.7%) and training (65.2%) for such efforts, and involving all stakeholders in the process (54.3%), were comparatively lower. However, the level of agreement on providing training/professional development for staff and faculty to develop competencies in diversity, equity, and inclusion is an institutional/organizational priority was higher in 2020 (65.2%) than in 2018 (59.8%) and 2019 (54.8%).

Two-thirds of respondents (66.6%) agreed or strongly agreed that expanding international student enrollment is a priority. When asked about developing opportunities/programming to connect international students to diverse local communities off and on campus, only half (48.9%) of respondents agreed or strongly agreed that this was a priority, similar to 2019 (47.2%). Yet in 2018, nearly two-thirds of respondents (63.8%) agreed or strongly agreed with this statement, thus demonstrating a decrease in levels of agreement over the last two years.

Table 24: **Agreement Level of Statements on Institutional or Organizational Support for International and Diversity Activities 2020**

| STATEMENT (2020)   | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE | N/A   |
|--|-------------------|----------|---------|-------|----------------|-------|
| Expanding global opportunities (e.g., education abroad, virtual exchange, in-person & virtual internships, language study) for all students is a priority. | 2.2%              | 4.2%     | 8.8%    | 32.2% | 51.5%          | 1.1%  |
| Expanding international student enrollment (e.g., undergraduate, graduate, ESL programs) is a priority.  | 2.4%              | 8.0%     | 11.8%   | 31.6% | 35.0%          | 11.2% |
| Supporting diverse and underrepresented students throughout the education abroad process is a priority.  | 2.6%              | 5.8%     | 8.7%    | 35.5% | 46.5%          | 1.0%  |

Table 24: **Agreement Level of Statements on Institutional or Organizational Support for International and Diversity Activities 2020** (Continued)

| STATEMENT (2020)  | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE | N/A   |
|---|-------------------|----------|---------|-------|----------------|-------|
| Developing opportunities/ programming that connect international students to diverse local communities off and on campus is a priority.   | 3.9%              | 13.4%    | 21.5%   | 27.9% | 22.9%          | 10.5% |
| Building an inclusive environment for international students/scholars is a priority.  | 2.1%              | 7.0%     | 13.0%   | 34.7% | 32.4%          | 10.8% |
| Providing <b>funding and resources</b> to make global education more accessible is a priority.  | 5.4%              | 11.6%    | 17.1%   | 30.8% | 32.9%          | 2.2%  |
| Providing <b>training opportunities</b> for staff and faculty to develop competencies in diversity, equity, and inclusion is a priority.  | 3.6%              | 11.7%    | 17.7%   | 35.0% | 30.2%          | 1.8%  |
| Involving all levels of staff and/or faculty in institutional efforts to increase the diversity of students, faculty, and staff who have access to international opportunities is a priority. | 4.7%              | 16.4%    | 21.8%   | 30.8% | 23.5%          | 2.7%  |
| Developing partnerships and/or integration of various campus/ organizational units that support global education programs is a priority.  | 2.6%              | 8.9%     | 21.3%   | 34.4% | 28.0%          | 4.9%  |

## Sense of Belonging

Sense of belonging was added to the Survey in 2019, and several questions were added or modified in the 2020 iteration of the survey. Sense of belonging describes a contemporary addition to the conversation around diversity, inclusion, and equity in the workplace that emphasizes connection, support, and respect. Sense of belonging is increasingly cited as a characteristic of a work environment that contributes to employees' full participation engagement with their work (Beyond Diversity, 2019).

The majority of respondents agreed or strongly agreed that they feel like they belong in their office or organization (80.1%) and that they feel respected and valued by their manager (80.1%), similar to 2019 (80.2%). Approximately three-quarters of respondents felt that when they speak up their opinion is valued (71.5%) and they could bring their full selves to work (69.1%). While the statement about bringing one's full self to work was new to the 2020 survey, responses from the 2019 survey to the statement about feeling as though one's opinion is valued reflected slightly higher agreement (78.4%).

Approximately two-thirds (67.8%) of respondents agree or strongly agree that they will be able to advance their career in the field of international education, a decrease from 2019 (78.3%). Fewer (52.6%) agree or strongly agree that they will be able to develop their career at their current institution or organization, also a marked decrease from 2019 (60.4%).

Respondents were asked to respond to several statements that asked them to distinguish between their level of agreement on the diversity, equity, and inclusion priorities of their direct supervisors and those of the leadership of their institution/organization. In most cases, direct supervisors received higher levels of "agree" and "strongly agree" than leadership. The majority of respondents agreed or strongly agreed that they feel their opinions and ideas are valued and are considered when decisions are made (72.3%) and that they "feel respected and valued by my direct supervisor" (83.9%). Thirty-nine percent (39.2%) agreed/strongly agreed with the statement, "The leadership demonstrates a commitment to meeting the needs of employees from diverse and underrepresented backgrounds," while 28.3% disagreed/strongly disagreed. A third of respondents feel their employer's promotion and advancement process is fair and transparent (33.5%), nearly the same proportion of those who disagree/strongly disagree on the matter (35.5%).

Table 25: **Agreement Level of Statements on Sense of Belonging in the Workplace**

| STATEMENT  | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE | N/A  |
|--|-------------------|----------|---------|-------|----------------|------|
| My opinions and ideas are valued and are considered when decisions are made.                               | 2.9%              | 8.4%     | 15.6%   | 50.8% | 21.5%          | 0.8% |
| I feel like I can bring my full self to work.  | 3.6%              | 10.7%    | 16.1%   | 41.9% | 27.2%          | 0.5% |
| I feel respected and valued by my direct supervisor.   | 3.2%              | 3.7%     | 8.0%    | 38.3% | 45.7%          | 1.1% |
| I feel confident I can develop a career in the <b>field of international education.</b>                    | 3.2%              | 8.3%     | 19.3%   | 37.7% | 30.1%          | 1.4% |
| I feel confident I can develop a career at <b>my institution/ organization.</b>                            | 7.4%              | 16.1%    | 22.4%   | 33.0% | 19.6%          | 1.4% |
| My employer's <b>hiring practices</b> are fair and equitable.  | 3.3%              | 10.2%    | 29.0%   | 43.5% | 11.5%          | 2.4% |
| My employer's <b>promotion and advancement practices</b> are transparent and fair.                         | 8.7%              | 26.8%    | 30.3%   | 23.6% | 6.9%           | 3.7% |
| My employer provides an environment for the free and open expression of ideas, opinions, and beliefs.      | 4.0%              | 12.1%    | 22.1%   | 45.4% | 15.7%          | 0.6% |
| My employer has done a good job providing training programs that promote diversity, equity, and inclusion. | 6.4%              | 22.6%    | 24.3%   | 34.5% | 11.0%          | 1.3% |
| The leadership shows that equity and inclusion is important through its actions.                           | 7.7%              | 18.8%    | 26.4%   | 31.2% | 15.4%          | 0.5% |
| My direct supervisor/team shows that equity and inclusion is important through their actions.              | 3.7%              | 8.7%     | 16.9%   | 39.3% | 30.4%          | 0.9% |

Table 25: **Agreement Level of Statements on Sense of Belonging in the Workplace** (Continued)

| STATEMENT  | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE | N/A  |
|--|-------------------|----------|---------|-------|----------------|------|
| The leadership demonstrates a commitment to meeting the needs of employees from diverse and underrepresented backgrounds.  | 6.4%              | 21.9%    | 30.7%   | 27.9% | 11.3%          | 1.8% |
| My direct supervisor/team demonstrates a commitment to meeting the needs of employees from diverse and underrepresented backgrounds.   | 3.7%              | 8.5%     | 23.6%   | 36.8% | 24.7%          | 2.7% |
| The leadership values perspectives from individuals whose identity (e.g., religion, race/ethnicity, class, nationality, sexual orientation) differs from their own.            | 4.5%              | 10.8%    | 26.9%   | 40.4% | 16.5%          | 0.9% |
| My direct supervisor/team values perspectives from individuals whose identity (e.g., religion, race/ethnicity, class, nationality, sexual orientation) differs from their own. | 2.8%              | 5.9%     | 13.5%   | 43.6% | 32.8%          | 1.4% |

When the data was analyzed to identify differences in responses to the eight statements related to sense of belonging based on race/ethnic identity, disability/impairment identity, gender, sexual orientation, and generation cohort, there were very few areas of difference. Almost all disaggregated data reflected relatively similar responses to those of the aggregated population with one exception reflected in the responses reported in Table 26. Notably, overall responses in 2020 fell more frequently in the neutral (neither agree nor disagree) or disagree/strongly disagree categories compared to 2019 responses. Neutral responses can be indicative of respondents who may not feel a strong sense of agreement or disagreement with the statement, may want to avoid committing to a level of agreement, and/or may not feel the question is immediately applicable to them. While the design of this survey does not clarify why respondents choose neutral responses, employers and those in positions of management may find it useful to explore whether apathy, lack of motivation, or other sentiments of disengagement may be at play.

## Sense of Belonging: Responses Based on Racial/Ethnic Identity

The 2020 survey included a different question on general belonging that asked respondents if they felt they could bring their whole selves to work. In the 2019 survey the statement was phrased as “I feel like I belong in the office or organization where I work.” While the disaggregated responses based on race/ethnic identity groups were more uniform across the 2020 statement, responses from white respondents expressed less agreement than to the 2019 statement. While the design of the survey does not offer insight into whether the difference is a result of the wording of the statements or a lower level of agreement in respondents’ sense of belonging, the results may be of interest to those looking for ways to improve sense of belonging across different populations.

Table 26: **Agreement Level of Statement on Feeling of Belonging in the Workplace by Racial/Ethnic Identity**

| 2019   |                                |                          |
|--|--------------------------------|--------------------------|
| I FEEL LIKE I BELONG IN THE OFFICE OR ORGANIZATION WHERE I WORK. | DISAGREE/<br>STRONGLY DISAGREE | AGREE/<br>STRONGLY AGREE |
| White/Caucasian  | 5.4%                           | 85.2%                    |
| Black/African American   | 18.6%                          | 62.9%                    |
| Hispanic/Latinx  | 11.3%                          | 79.0%                    |
| Asian/Asian American   | 10.3%                          | 69.2%                    |
| Two or More (Multiracial)  | 23.5%                          | 74.5%                    |

| 2020  |                                |                          |
|---|--------------------------------|--------------------------|
| I FEEL LIKE I CAN BRING MY FULL SELF TO WORK. | DISAGREE/<br>STRONGLY DISAGREE | AGREE/<br>STRONGLY AGREE |
| White/Caucasian                               | 14.8%                          | 68.1%                    |
| Black/African American                        | 14.8%                          | 72.1%                    |
| Hispanic/Latinx                               | 14.8%                          | 64.8%                    |
| Asian/Asian American                          | 11.4%                          | 65.9%                    |
| Two or More (Multiracial)                     | 12.2%                          | 75.6%                    |

Disaggregated responses based on race/ethnic identity groups resulted in some differences in levels of agreement with the following three statements, which are new to the 2020 survey. Overall, however, the majority of respondents still largely agree or strongly agree with all statements.

Table 27: **Agreement Level of Statements on Sense of Belonging in the Workplace by Racial/Ethnic Identity**

| <b>MY EMPLOYER'S PROMOTION AND ADVANCEMENT PRACTICES ARE TRANSPARENT AND FAIR.</b>  | <b>DISAGREE/<br/>STRONGLY<br/>DISAGREE</b> | <b>AGREE/<br/>STRONGLY<br/>AGREE</b> |
|---|--|--------------------------------------|
| White/Caucasian   | 36.6%                                      | 29.7%                                |
| Black/African American  | 32.8%                                      | 37.7%                                |
| Hispanic/Latinx   | 32.1%                                      | 28.3%                                |
| Asian/Asian American  | 40.9%                                      | 27.3%                                |
| Two or More (Multiracial)   | 31.7%                                      | 34.1%                                |
| <b>MY EMPLOYER HAS DONE A GOOD JOB PROVIDING TRAINING PROGRAMS THAT PROMOTE DIVERSITY, EQUITY, AND INCLUSION.</b>   | <b>DISAGREE/<br/>STRONGLY<br/>DISAGREE</b> | <b>AGREE/<br/>STRONGLY<br/>AGREE</b> |
| White/Caucasian   | 27.5%                                      | 35.9%                                |
| Black/African American  | 36.1%                                      | 29.5%                                |
| Hispanic/Latinx   | 34.0%                                      | 43.4%                                |
| Asian/Asian American  | 36.4%                                      | 20.5%                                |
| Two or More (Multiracial)   | 31.7%                                      | 26.8%                                |
| <b>THE LEADERSHIP VALUES PERSPECTIVES FROM INDIVIDUALS WHOSE IDENTITY (E.G., RELIGION, RACE/ETHNICITY, CLASS, NATIONALITY, SEXUAL ORIENTATION) DIFFERS FROM THEIR OWN.</b>            | <b>DISAGREE/<br/>STRONGLY<br/>DISAGREE</b> | <b>AGREE/<br/>STRONGLY<br/>AGREE</b> |
| White/Caucasian   | 13.8%                                      | 55.9%                                |
| Black/African American  | 24.6%                                      | 55.7%                                |
| Hispanic/Latinx   | 13.5%                                      | 59.6%                                |
| Asian/Asian American  | 20.5%                                      | 59.1%                                |
| Two or More (Multiracial)   | 17.1%                                      | 56.1%                                |
| <b>MY DIRECT SUPERVISOR/TEAM VALUES PERSPECTIVES FROM INDIVIDUALS WHOSE IDENTITY (E.G., RELIGION, RACE/ETHNICITY, CLASS, NATIONALITY, SEXUAL ORIENTATION) DIFFERS FROM THEIR OWN.</b> | <b>DISAGREE/<br/>STRONGLY<br/>DISAGREE</b> | <b>AGREE/<br/>STRONGLY<br/>AGREE</b> |
| White/Caucasian   | 8.4%                                       | 76.4%                                |
| Black/African American  | 11.5%                                      | 78.7%                                |
| Hispanic/Latinx   | 5.8%                                       | 75.0%                                |
| Asian/Asian American  | 15.9%                                      | 65.9%                                |
| Two or More (Multiracial)   | 9.8%                                       | 78.0%                                |

## Sense of Belonging: Generational Cohorts

While most responses related to a sense of belonging did not vary significantly along generational lines, one statement (“I feel confident I can develop a career at my institution/organization”) garnered different levels of agreement. While respondents identifying as Millennials had lower levels of agreement than other generational cohorts with this statement, all groups reported lower overall agreement with the statement than in 2019. Respondents identifying as Baby Boomers had higher levels of agreement than other groups.

Table 28: **Agreement Level of Statements on Sense of Belonging in the Workplace by Generation Cohort**

| I FEEL CONFIDENT I CAN DEVELOP A CAREER AT MY INSTITUTION/ ORGANIZATION. | 2019                        |                       | 2020                        |                       |
|--|-----------------------------|-----------------------|-----------------------------|-----------------------|
|  | DISAGREE/ STRONGLY DISAGREE | AGREE/ STRONGLY AGREE | DISAGREE/ STRONGLY DISAGREE | AGREE/ STRONGLY AGREE |
| Baby Boomer (1946–1964)  | 9.7%                        | 70.8%                 | 21.4%                       | 61.9%                 |
| Generation X (1965–1979)   | 13.1%                       | 65.4%                 | 19.0%                       | 58.0%                 |
| Millennial (1980–2000)   | 24.6%                       | 55.6%                 | 25.8%                       | 48.4%                 |
| Prefer to self-describe (please specify)                                 | 5.0%                        | 80.0%                 | 30.8%                       | 53.9%                 |

## Sense of Belonging: Career Advancement

In the 138 individuals who included comments in the open-ended field following the statements related to career advancement, there was a collective sentiment of limited opportunities to progress within the field of international education and exchange and more so within the institution or organization in which respondents were based. There were several themes toward which the comments tended to orient. The lack of opportunity to advance was viewed as a result of:

- » the impact of institutional/organizational staff cuts, furloughs, and hiring freezes as a result of COVID-19;
- » ceilings on promotion and advancement for individuals without terminal/professional degrees;
- » the lack of transparency in the requirements or criteria for promotion; and,
- » relatively flat organizational or office-level structures.

Overall, the comments were consistent with the current uncertainty in higher education. Many respondents indicated a sense of concern and trepidation related to future career possibilities and prospective professional advancement.

## Sense of Belonging: Institutional Efforts

Fifty-eight respondents included further reflection on their experiences and perceptions of inclusion and belonging within their institutions or organizations. The responses reflected a general perception of a disconnect between rhetoric and action around equity, inclusion, and diversity initiatives, as well as a sense that while institutional/organizational priorities do not always include equity, inclusion, and diversity, priorities at the office level more frequently do. Some language that respondents used to articulate these perceptions included the following statements.

- » In-Name-Only [efforts]
- » Rhetoric rather than action
- » Performative diversity and inclusion
- » Reactive and ad hoc responses to issues of equity and inclusion rather than systemic approaches to change

One respondent's comment succinctly captures both perceptions: "I would rate my direct supervisor positively in most of the above statements, but I would rate the department and university as a whole negatively. The school mostly embraces diversity in name only."

In addition to these sentiments, respondents frequently expressed perceptions that colleagues, particularly in homogenous offices/institutions, either lacked awareness of how their interactions could be perceived as hostile to difference (e.g., contributing to a work environment that minimizes or avoids difference, microaggressions) or noted that colleagues felt unprepared or insufficiently trained to engage with equity, inclusion, and diversity work.

Connected to this theme were responses that reflected this notion of lacking expertise to engage or comment on issues of equity, inclusion, and diversity. Several respondents commented that because they did not identify with an underrepresented identity or their office/department had few people from underrepresented backgrounds, they did not feel the statements were related to their experiences (e.g., answered "N/A" or "neither agree/disagree" because there are not any people from diverse/underrepresented backgrounds on their immediate team).

# [ CONCLUSION ]

The 2020 Survey of Diversity Among International Educators provides a rich source of information for practitioners, scholars, and others interested in better understanding the profession of international education and cultural exchange. Importantly, the results also provide data from which individual institutions and organizations can compare their own efforts to hire more diverse professionals, shape an inclusive workplace environment, and create more equitable opportunities for advancement.

Diversity Abroad firmly believes in the power of global education and that access to the benefits such experiences afford is a question of educational equity. To most effectively serve an increasingly diverse student body, it is essential that international education and cultural exchange professionals of all backgrounds are equipped with the skills and knowledge to champion equity and inclusion initiatives and that greater institutional/organizational commitment is needed to develop and support inclusive policies and practices within the realm of international education and cultural exchange. The global pandemic has undoubtedly impacted employment in our field and opportunities for career advancement. And as the higher education landscape adapts to new realities, the profession of international education and cultural exchange also has the opportunity to reimagine and shape a more equitable industry.

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