diversityabroad

2021 SURVEY OF

DIVERSITY & INCLUSION AMONG INTERNATIONAL EDUCATORS

[AUTHOR]

Lily Lopez-McGee, Ph.D.

[EDITORS]

Andrew Gordon, Diversity Abroad

Wagaye Johannes, Diversity Abroad

Diversity Abroad
1731 Delaware Street, Suite 100
Berkeley, CA 94703

+1 510-982-0635 ext. 704
diversityabroad.org
members@diversityabroad.org

ABOUT DIVERSITY ABROAD

Diversity Abroad is the leading consortium of educational institutions, government agencies, businesses, and non-profit organizations that share its 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 global marketplace. Together, Diversity Abroad and its partners achieve this vision by advancing diversity and inclusive policies and practices in the international education field and by connecting diverse students to resources and educational and career opportunities.

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 opportunities.

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 fourth 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 following publication offers timely and relevant insight into the background and experiences of the individuals working on internationally focused programming.

Before 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 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 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.

The primary goal of the *Survey of Diversity & Inclusion Among International Educators* continues to be to collect information related to the demographic composition of the field of international education and cultural exchange. Now in its fourth iteration, the results of the 2021 survey provide comparative data that acts as a mechanism to track progress in areas such as gender and ethnic representation, among other matters. The 2021 report 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 efforts to hire more diverse professionals and create more equitable opportunities for advancement.

The results summarized below are perhaps most useful for institutions and organizations interested in comparing their progress in areas of hiring, compensation, and training with the understanding that demographics often differ significantly across 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 developing inclusive work environments.

HIGHLIGHTS FROM THE SURVEY

The 2021 survey garnered responses from 497 professionals working in international education and cultural exchange around the world, a 46% decrease from the 2020 survey. The 2021 response pool is roughly the same as the inaugural 2018 survey. Many factors may have contributed to the smaller response pool.

The continued global pandemic caused by COVID-19 had a significant impact on the field of international education and exchange, halting nearly all day-to-day operations of organizations and institutions reliant on international travel and exchange. The unexpected duration of the pandemic resulted in many institutions of higher education and international education organizations making difficult decisions to suspend and eliminate programs; furlough and lay off staff; and in some cases, close offices, eliminate departments, and dissolve organizations. Because of these shifts in the field, professionals and practitioners sought opportunities in other sectors and industries. The impact of the pandemic on international education professionals and practitioners cannot be overstated.

In addition to the direct effects of the pandemic, many indirect effects may have affected individuals' interest or ability to respond to the survey. Zoom and online fatigue have influenced people's engagement in nearly every aspect of their work, including responding to non-essential or non-immediate requests, such as taking a survey. Additionally, those who became unemployed or employed in a new position (remaining in the field) may have lost access to email or other direct contacts to Diversity Abroad. Direct correspondence, as noted later, is the primary way in which individuals hear about and subsequently respond to the survey.

The results from the survey show that 69.0% (68.3% in 2020) of the survey respondents identified as White and 27.6% (29.1% in 2020) identified as being from historically underrepresented racial/ethnic populations. In 2019, approximately 35% of respondents identified as being from a historically underrepresented racial/ethnic population.

Similar to past years, women continue to represent the largest percentage in the respondent pool at 74.5% of the respondents, while 23.5% self-identified as male and 1.2% self-identified as non-binary/third gender. Of the 497 participants that provided responses related to sexual orientation, the majority identified as heterosexual or straight (76.5%). Millennials (1980–2000) made up the largest proportion of respondents at 57.7%, followed by those identifying as Generation X (1965–1979) at 29.3%. More than three-quarters of the respondent pool indicated they had studied abroad (78.8%).

While the majority of respondents reported not having a disability, this proportion decreased from 76.1% in 2020 to 64.5% in 2021. There was a slight increase in the proportion of respondents who reported managing mental health conditions, from 9.4% (2020) to 13.2% (2021). In 2019, the proportion of respondents who reported managing mental health conditions was 10.8%, so the increase may be related to general fluctuations in responses rather than other factors. The 2021 survey included a new option to select "I prefer not to say," and approximately 4% of respondents selected this option.

Responses to questions about current salary were more evenly distributed across salary groups in 2021 compared to previous years. Notably, 32.2% of 2021 respondents reported a salary range above $75,000, while 25.3% of respondents in 2020 reported a salary of $75,000 or greater. This may be a reflection of fewer participants from other salary ranges or other compensation trends in the field that have yet to be explored, such as the elimination of lower salary positions or more movement among professionals at these salary ranges.

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: concern for institutional and student-level funding and embedding inclusive and equitable practices into the daily activities, policies, and procedures of their offices and organizations that effect systematic change. As in past years, responses reflected a general perception of a disconnect between rhetoric and action around equity, inclusion, and diversity initiatives.

METHODOLOGY

The survey opened in mid-July 2021 and closed on September 13, 2021. Invitations were sent from Diversity Abroad via direct email messages to more than 10,000 individuals, and 74.4% of respondents heard about the survey through this method. Diversity Abroad 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	74.4%
Colleague or friend	14.3%
SECUSS–L	9.3%
International education organization (e.g., AIEA, NAFSA, IIE)	6.5%
Other	3.3%
Social media	2.0%

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 2021 version of the survey included several new questions centered on addressing a sense of belonging in the workplace[1]. There were also modifications to questions related to gender identity categories and statements related to priority areas of the institution/organization. Changes in questions are noted in the respective sections of the report.

The survey garnered 497 total responses, with several that were partially complete. However, 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.

The annual survey captures individual demographic information of professionals in the field. In many sections of this report, 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 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 a sense of belonging is based on respondents' perceptions of such matters.

The questions included in this survey were drafted in the context of a Western, primarily United States context with a 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 or in other industries.

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 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 cultural 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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[1] 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.

Race & Ethnicity

The results from the survey show that 69.0% (68.3% in 2020) of respondents identified as White, and 27.6% (29.1% in 2020) identified as being from historically underrepresented racial/ethnic populations. In 2019, approximately 35% of respondents identified as being from a historically underrepresented racial/ethnic population. For additional comparison, the Open Doors Report (Institute for International Education, 2020) reports that 68.7% of students going abroad identify as White.

In 2021, the *Survey of Diversity & Inclusion Among International Educators* did not garner responses from individuals who identified as Pacific Islander/Native Hawaiian or Native American/Alaska Native.

Figure 1: **Racial or Ethnic Identity 2020 and 2021**

Category	2020	2021
Native American/Native Alaskan	0.2%	0%
Pacific Islander/Native Hawaiian	0%	0%
Middle Eastern/Arab	0.7%	1.4%
Prefer to self-describe	2.4%	3.4%
Asian/Asian American	6%	5.8%
Two or more races (multiracial)	5.7%	3.6%
Hispanic/Latinx	7.8%	7.3%
Black/African American	8.8%	8.5%
White/European	68.3%	69%
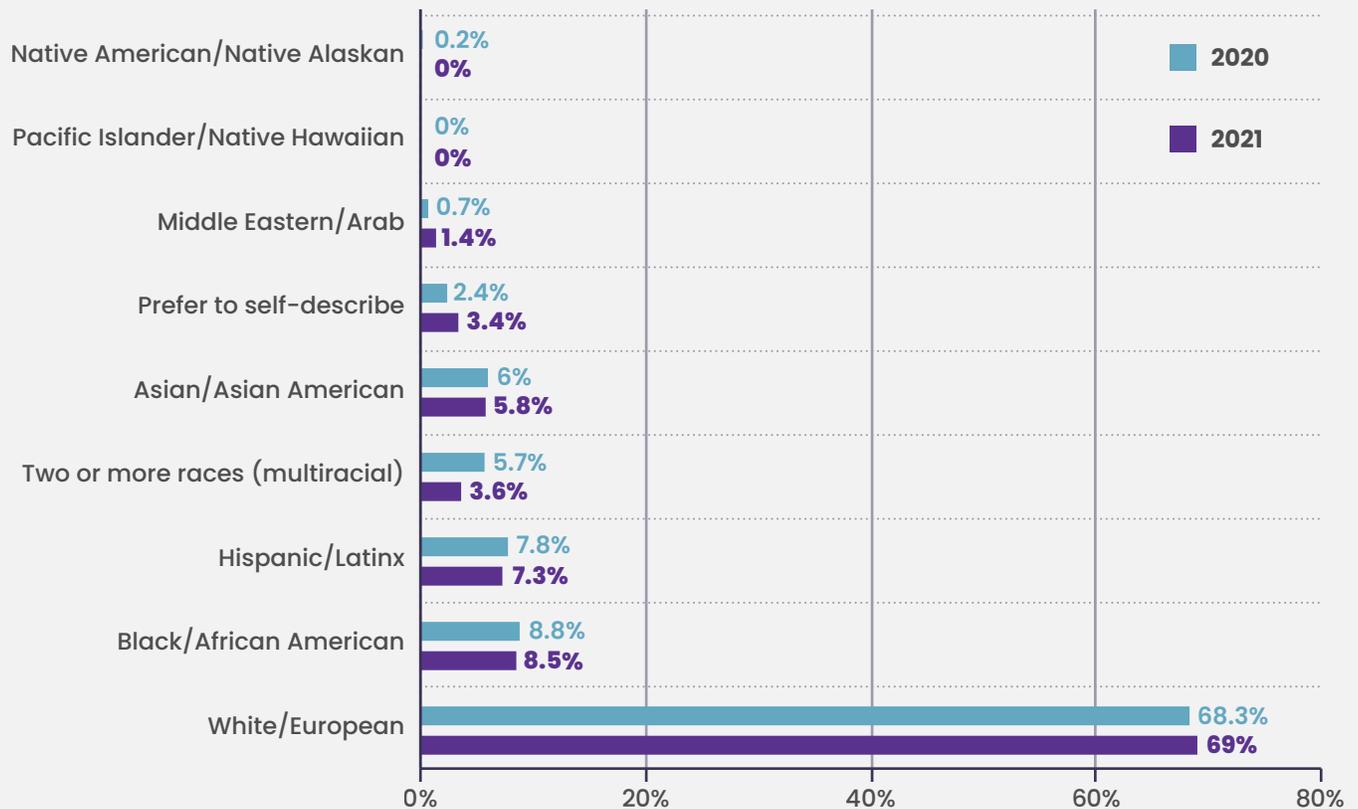
Gender

Women represented 74.5% of the respondents, men 23.5%, non-binary or third gender made up 1.2%, 0.4% preferred not to disclose their gender, and 0.4% selected to self-describe their gender.

Table 1: **Gender Identity in 2019–2021**

GENDER	2019	2020	2021
Female	75.6%	77.9%	74.5%
Male	23.1%	20.4%	23.5%
Non-binary/Third gender	7.0%	1.0%	1.2%
Prefer not to say	0.4%	0.5%	0.4%
Self-describe	0.2%	0.2%	0.4%

Sexual Orientation

Of the 497 participants that provided responses related to sexual orientation, the majority identified as heterosexual or straight (76.5%). Respondents preferring to self-describe included identifying language such as Pansexual, Undecided, and Asexual.

Table 2: **Sexual Orientation Identification**

RESPONSE OPTIONS	2018	2019	2020	2021
Heterosexual or straight	85.9%	80.2%	79.9%	76.5%
Gay	5.5%	6.4%	5.5%	8.0%
Lesbian	1.1%	1.5%	1.4%	1.8%
Bisexual	3.7%	4.7%	6.0%	Not reported
Queer	Not reported	3.7%	3.0%	4.8%
Prefer not to say	Not reported	2.3%	3.0%	1.2%
Other/Prefer to self-describe	3.7%	1.1%	1.1%	2.4%

Country of Origin

The large majority of the 492 respondents who reported their country of birth were born in the United States (80.3%). The next top three countries of origin were the United Kingdom (2.2%), Canada (1.2%), and Mexico (1.0%). The remaining (15.3%) of respondents reported being born outside of the United States. Countries with seven respondents: China, India, and South Africa. Countries with six respondents: Columbia, France, and Japan. Countries with five responses include Afghanistan, Argentina, Australia, Austria, Azerbaijan, Bahrain, Brazil, Bulgaria, Cameroon, Chile, Cuba, Czechia, Dominican Republic, Egypt, France, Germany, Ghana, Guatemala, Hong Kong (SAR), India, Iran, Ireland, Italy, Jamaica, Japan, Jordan, Kenya, Lebanon, Lithuania, Malaysia, Netherlands, New Zealand, Peru, Poland, Portugal, Russia, Sierra Leone, South Korea, Spain, Taiwan, Trinidad and Tobago, Ukraine, and Venezuela.

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

Disability Identification

The majority of survey participants did not identify as having a disability (64.5%). Mental health conditions and chronic illness were the most frequent self-identified disabilities participants reported. This year's survey included an option to select "I prefer not to say," which accounted for 3.7% of the responses. The 2021 survey replaced the term "impairment" with "disability."

Table 3: **Disability Identification**

DISABILITIES IDENTIFICATION	2018	2019	2020	2021
I do not identify as having a disability	79.6%	78.5%	76.1%	64.5%
Mental health conditions	10.8%	10.8%	9.4%	13.2%
Chronic illness	5.2%	4.6%	9.4%	5.6%
Vision disability (including blindness)	3.1%	2.9%	1.7%	1.4%
Two or more selected	Not reported	2.8%	7.5%	6.2%
Deafness or hard of hearing	3.0%	1.2%	0.3%	1.4%
Learning disability	1.0%	0.7%	0.4%	0.8%
Physical mobility disability	0.8%	0.6%	0.6%	1.7%

DISABILITIES IDENTIFICATION	2018	2019	2020	2021
Autism spectrum disorder	0.6%	0.2%	0.2%	0.2%
Speech or language disability	0.2%	0.2%	0.1%	0.0%
Other	Not reported	Not reported	Not reported	0.8%
Intellectual disability	Not reported	Not reported	Not reported	0.8%
I prefer not to say	Not reported	Not reported	Not reported	3.7%

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 29.3%. Of those who responded "other," the majority identified as the microgeneration referred to as Xennial that were born between 1977 and 1985. The proportion of respondents identifying as Baby Boomers (1946–1964) was 8.7%, similar to 2019 and down from 11.5% in 2020. 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 2019–2021**
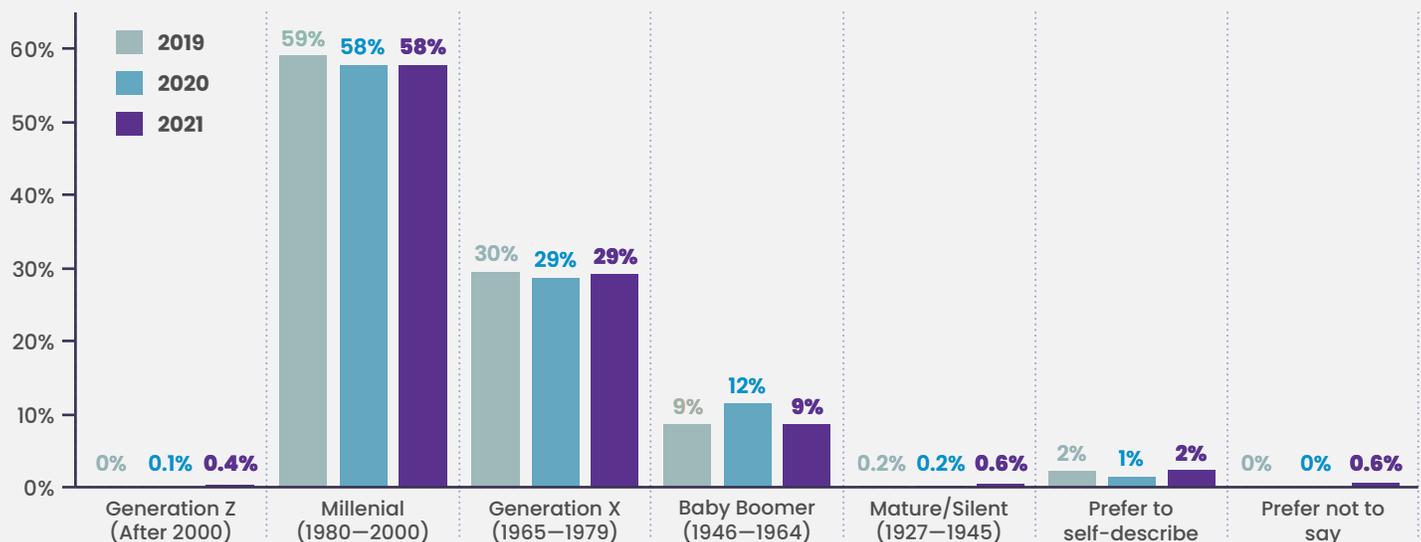
First-Generation College Students

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).

A little more than a quarter (28.3%) of those who responded to the question related to first-generation status identified themselves as the first in their family to complete a college degree. In 2020, 30.4% 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 families to attend college (Forrest Cataldi, Bennett, & Chen, 2018). Nearly three-quarters of respondents (71.3%) did not identify as first-generation college students.

Religious Identity

Of the 497 respondents, one-third (33.4%) 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," while others included multiple faith groups. A "prefer not to say" option was added to the 2021 survey, and 4.2% of survey takers selected that option.

Table 4: **Religious Identity**

RELIGIOUS IDENTITY	2020	2021
Christian	39.2%	33.4%
Not Religious	26.5%	24.3%
Agnostic	13.9%	11.9%
Atheist	8.0%	12.3%
Jewish	3.8%	4.0%
Muslim	3.3%	2.4%
Self-describe	1.1%	5.4%
Prefer not to say	0.8%	4.2%
Hindu	0.8%	0.6%
Buddhist	0.8%	0.6%

International Experiences

Of the 495 participants who responded to the question about what international experiences they have had, more than three-quarters had studied abroad (78.8%). More than half (59.4%) of respondents reported participating in two or more of these experiences. The next most common international experience was working abroad for some time. Respondents were able to select multiple options, and for this reason, the percentages are greater than 100%.

Other international experiences that individuals reported included international conferences, mission trips, and growing up abroad.

Table 5: **Types of International Experiences**

INTERNATIONAL EXPERIENCE TYPE	2019	2020	2021
Study abroad (an educationally focused program taking place outside of your home country)	77.0%	78.7%	78.8%
Work abroad (full- or part-time employment outside of your home country)	38.2%	39.2%	36.6%
Teaching a foreign language abroad (e.g., English in South Korea, Chinese in the U.S.)	29.1%	29.7%	32.1%
Research abroad	19.8%	18.5%	18.8%
Internship abroad	19.0%	20.5%	18.8%
Fellowship abroad (e.g., Fulbright, Critical Language Scholarship, Rhodes)	11.4%	13.3%	13.5%
Completed a master's or doctoral degree outside of your home country (e.g., Nigerian student received an MA from UK institution)	10.5%	11.2%	12.3%
None of the above	8.0%	7.4%	8.9%
Other international experiences	7.9%	9.1%	7.1%
Peace Corps or long-term international service placement (a year or more)	5.3%	4.9%	5.7%
Completed your undergraduate degree outside of your home country (e.g., U.S. student earned bachelor's from French institution)	4.0%	4.0%	4.2%
Overseas military service	1.0%	0.6%	1.0%

Educational Background

The majority of survey participants reported not having transferred from a community college or two-year institution (88.9%, similar to 88.5% in 2020). Eleven percent (11.1%) of respondents indicated that they transferred from a two-year institution.

The majority of respondents reported having obtained a master's degree (62.4%). 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**

| Master's degree 62.4% | Doctoral or Professional 19.6% | Bachelor's Degree 13.3% | | |

All but dissertation **2.0%**
Other **1.6%**
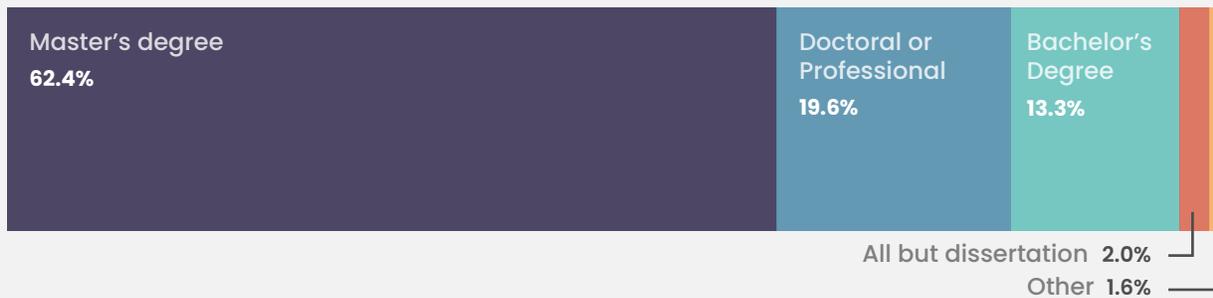
The areas of study reported in the following sections were taken from the U.S. Department of Education's National Center on Education Statistics (NCES) (U.S. Department of Education, 2013). The options presented in the survey only reflected the top-level categorization of each area of study. NCES includes detailed sub-categories for each area of study; however, the current survey includes 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	2019	2020	2021
Foreign languages, literature, and linguistics	15.8%	17.2%	18.3%
Other (please specify)	15.1%	15.7%	15.0%
Social sciences and history	13.4%	15.7%	15.0%

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

AREA OF STUDY	2019	2020	2021
English language and literature/letters	8.7%	8.5%	7.9%
Business, management, marketing, and personal and culinary services	8.6%	7.3%	6.2%
Liberal arts and sciences, general studies, and humanities	8.7%	7.5%	6.0%
Psychology	5.7%	6.2%	6.0%
Communication and communications technologies	5.3%	6.5%	5.8%
Area, ethnic, cultural, gender, and group studies	3.6%	4.9%	4.0%
Education	3.1%	3.5%	3.7%
Visual and performing arts	2.7%	2.0%	3.7%
Engineering and engineering technologies	0.5%	0.6%	1.0%
Biological and biomedical sciences	2.2%	1.9%	0.8%
Public administration and social service professions	0.6%	1.5%	0.8%
Agriculture and natural resources	0.7%	0.1%	0.8%
Philosophy and religious studies	1.1%	0.4%	0.6%
Health professions and related programs	0.1%	0.2%	0.6%
Multi/interdisciplinary studies	1.1%	1.6%	0.6%
Parks, recreation, leisure, and fitness studies	0.2%	0.3%	0.4%
Architecture and related services	0.8%	0.3%	0.4%
Family and consumer sciences/human sciences	0.1%	0.0%	0.4%
Mathematics and statistics	0.7%	0.1%	0.4%
Computer and information sciences and support services	0.0%	0.0%	0.4%
Physical sciences and science technologies	0.6%	0.7%	0.2%
Theology and religious vocations	0.2%	0.3%	0.2%
Homeland security, law enforcement, firefighting and related prof. services	0.0%	0.0%	0.2%
Legal professions and studies	0.0%	0.0%	0.2%

For those who indicated holding a master's degree, the majority reported holding a degree in the area of education (45.8%). "Other" areas of study made up the second-largest pool (12.8%). 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	2019	2020	2021
Education	42.1%	42.7%	45.8%
Other (please specify)	16.2%	14.4%	12.8%
Foreign languages, literature, and linguistics	5.8%	7.4%	8.7%
Social sciences and history	5.5%	6.5%	7.7%
Business, management, marketing, and personal and culinary services	6.2%	5.3%	5.6%
Public administration and social service professions	4.6%	3.7%	4.1%
Area, ethnic, cultural, gender, and group studies	3.5%	4.3%	3.1%
Liberal arts and sciences, general studies, and humanities	4.6%	3.2%	2.2%
Communication and communications technologies	2.1%	3.1%	2.2%
English language and literature/letters	2.8%	2.9%	1.7%
Psychology	1.7%	1.4%	1.0%
Theology and religious vocations	0.6%	0.1%	1.0%
Agriculture and natural resources	0.3%	0.6%	0.7%
Visual and performing arts	1.0%	0.6%	0.7%
Multi/interdisciplinary studies	0.3%	0.6%	0.5%
Computer and information sciences and support services	0.1%	0.6%	0.5%
Biological and biomedical sciences	0.6%	0.6%	0.2%

Table 7: **Master's Program Areas of Study** (Continued)

AREA OF STUDY	2019	2020	2021
Legal professions and studies	0.4%	0.4%	0.2%
Family and consumer sciences/human sciences	0.0%	0.0%	0.2%
Architecture and related services	0.0%	0.0%	0.2%
Health professions and related programs	0.0%	0.4%	0.0%
Engineering and engineering technologies	0.1%	0.3%	0.0%
Philosophy and religious studies	0.1%	0.3%	0.0%
Library science	0.3%	0.6%	0.0%
Physical sciences and science technologies	0.4%	0.3%	0.0%
Homeland security, law enforcement, firefighting, and related prof. services	0.1%	0.0%	0.0%
Transportation and materials moving	0.1%	0.0%	0.0%

More than a third of respondents who reported holding a doctoral degree indicated studying an area within education (39.7%). Of the 14.7% 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	2019	2020	2021
Education	34.8%	37.4%	39.7%
Other (please specify)	17.4%	17.4%	14.7%
Foreign languages, literature, and linguistics	6.7%	11.6%	13.8%
Social sciences and history	9.6%	11.0%	12.1%
English language and literature/letters	5.6%	5.8%	5.2%

Table 8: **Doctoral Program Areas of Study** (Continued)

AREA OF STUDY	2019	2020	2021
Agriculture and natural resources	0.6%	0.0%	1.7%
Business, management, marketing, and personal and culinary services	4.5%	1.9%	1.7%
Legal professions and studies	2.8%	3.9%	1.7%
Public administration and social service professions	0.6%	0.0%	1.7%
Architecture and related services	0.0%	0.0%	0.9%
Area, ethnic, cultural, gender, and group studies	2.3%	3.2%	0.9%
Communication and communications technologies	0.0%	0.6%	0.9%
Computer and information sciences and support services	0.0%	0.0%	0.9%
Engineering and engineering technologies	0.6%	1.3%	0.9%
Health professions and related programs	0.0%	0.0%	0.9%
Mathematics and statistics	0.0%	0.0%	0.9%
Psychology	0.6%	1.3%	0.9%
Theology and religious vocations	0.0%	0.0%	0.9%
Biological and biomedical sciences	2.3%	1.3%	0.0%
Liberal arts and sciences, general studies, and humanities	5.1%	1.3%	0.0%
Multi/interdisciplinary studies	2.3%	0.0%	0.0%
Philosophy and religious studies	0.6%	0.0%	0.0%

Base of Work

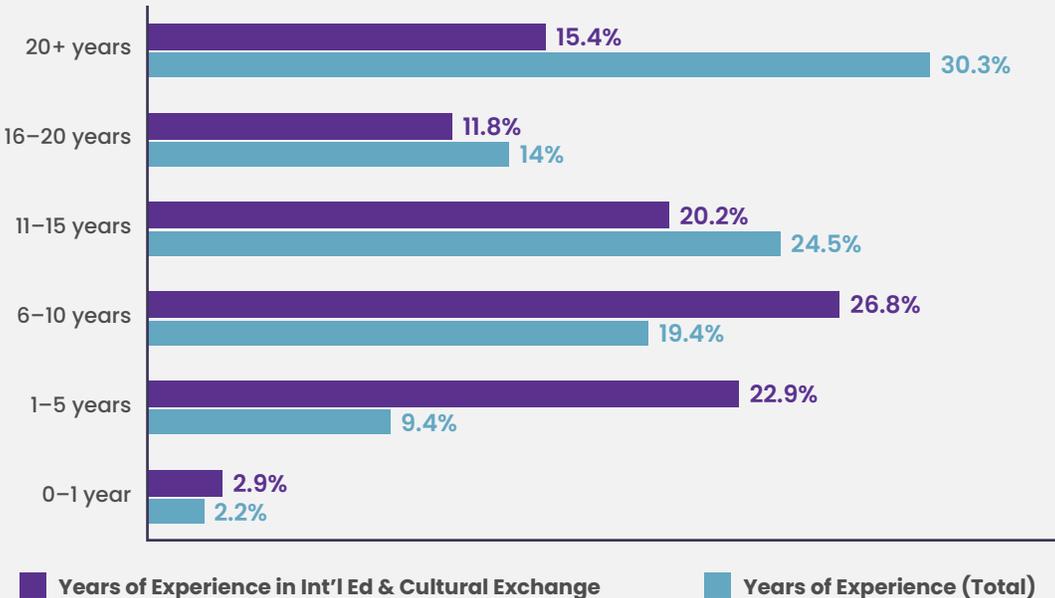Of the 450 respondents who reported their main base of work, 87.1% indicated that they work primarily from the United States. The United Kingdom accounted for the next top location (3.8%), followed by Spain (1.8%), Canada (0.9%), and Germany (0.9%). The remaining respondents indicated their primary base of work as Argentina, Australia, Azerbaijan, The Bahamas, Belize, Brazil, Cameroon, Canada, Chile, China,

Czechia, Denmark, Ecuador, France, Guatemala, India, Italy, Mexico, Peru, Russia, South Korea, and Sri Lanka. 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 those new to the field (25.8% with 0–5 years of experience) or mid-career professionals (47.0% with 6–15 years of experience). Twenty-seven percent (27.2%) had significant work experience (16+ years).

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

Years	Years of Experience in Int'l Ed & Cultural Exchange	Years of Experience (Total)
20+ years	15.4%	30.3%
16–20 years	11.8%	14%
11–15 years	20.2%	24.5%
6–10 years	26.8%	19.4%
1–5 years	22.9%	9.4%
0–1 year	2.9%	2.2%

When asked about their experience working outside of the field of international education, 43.9% reported having 6 to 15 years of experience (41.6% in 2020), and 44.3% reported having 16 or more years of work experience (41.2% in 2020). The 2021 survey results continue the trend of previous survey results suggesting that many seasoned professionals in the field may have worked in other industries prior to entering international education and exchange specifically.

Salary Range

Participants were asked to report their current position's salary range. Responses to current salary were more evenly distributed across salary groups in 2021 compared to previous years. Notably, 32.2% of 2021 respondents reported a salary range above $75,000, while 25.3% of respondents in 2020 reported a salary of $75,000 or greater.

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 1.2% of non-binary or third-gender respondents primarily reported salary ranges of $50,000 to $60,000. Those who preferred not to disclose reported being part of each salary range option between $60,000 and $100,000.
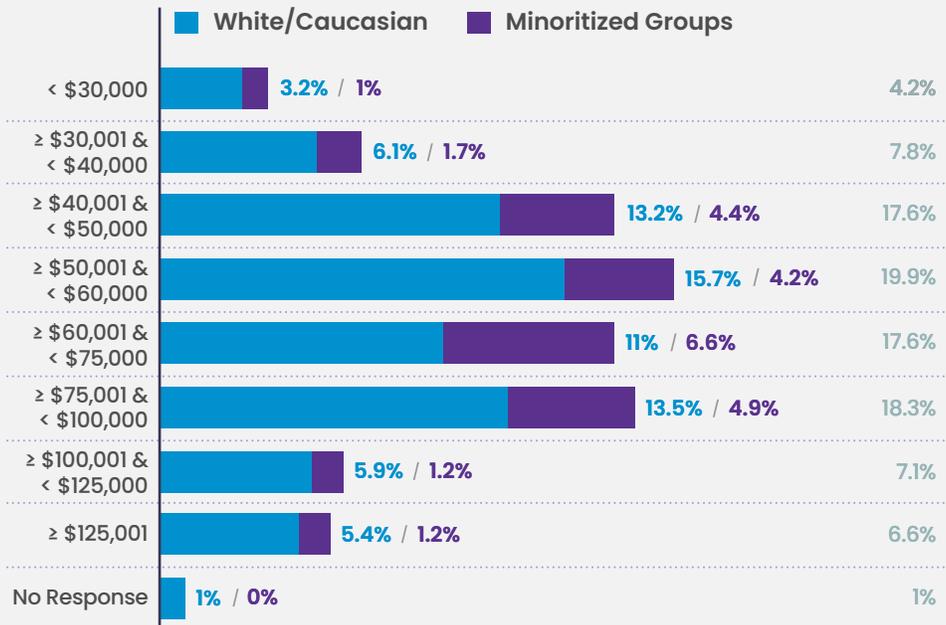
The difference in the proportion of male respondents reporting salaries greater than $100,000 remained about the same between 2020 to 2021; however, female respondents in the same salary range increased slightly.

Table 9: **2020 & 2021 Employee Salary Range by Gender Identification**

| SALARY RANGE	2020		2021	
	MALE RESPONDENTS	FEMALE RESPONDENTS	MALE RESPONDENTS	FEMALE RESPONDENTS
Less than $30,000	2.1%	4.5%	4.3%	3.2%
Less than $40,000	2.7%	9.2%	4.3%	7.0%
Between $40,000–$60,000	26.6%	38.7%	19.7%	34.1%
Between $60,000–$100,000	29.3%	27.4%	29.9%	29.7%
Greater than $100,000	22.3%	5.7%	22.2%	8.4%
No response	17.0%	14.5%	19.7%	17.6%

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 reported a salary of between $40,000 and $100,000, the distribution of responses across all racial/ethnic categories was relatively similar for each salary group. That is to say, there were no substantial differences between White and underrepresented minority respondents (as defined in the United States) across salary ranges.

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

White/Caucasian   Minoritized Groups

Salary Range	White/Caucasian	Minoritized Groups	Total
< $30,000	3.2%	1%	4.2%
≥ $30,001 & < $40,000	6.1%	1.7%	7.8%
≥ $40,001 & < $50,000	13.2%	4.4%	17.6%
≥ $50,001 & < $60,000	15.7%	4.2%	19.9%
≥ $60,001 & < $75,000	11%	6.6%	17.6%
≥ $75,001 & < $100,000	13.5%	4.9%	18.3%
≥ $100,001 & < $125,000	5.9%	1.2%	7.1%
≥ $125,001	5.4%	1.2%	6.6%
No Response	1%	0%	1%

The majority of respondents reported holding open-ended or permanent positions (88.9%).

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

Open ended/permanent
88.9%

Fixed-term contract
7%

Other
2.6%

Unemployed/furloughed
1.5%

[23]
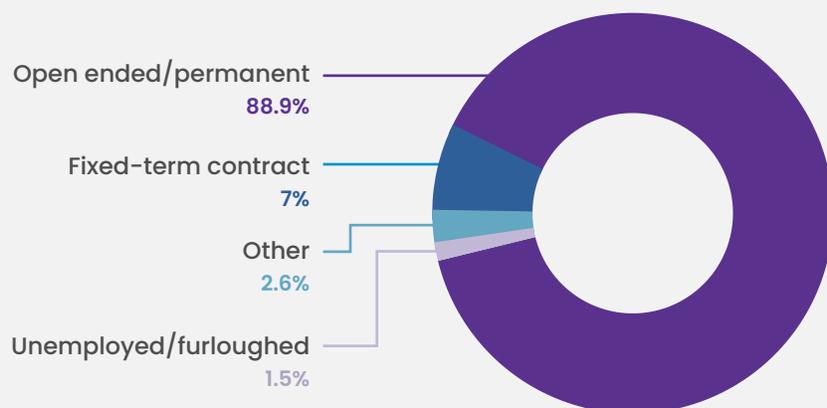
When asked to report the employment category that best described their current position, respondents primarily reported serving in a managerial, professional, or technical capacity (46.4%). These roles may be best defined by developing, managing, and implementing programmatic and project-based activities. The next most frequently reported employment category included institutional or organizational administrators (43.6%), 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. There was an increase in the representation of institutional/organizational administrators in the 2021 respondent pool and a decrease in those identifying as clerical staff. Other categories remain relatively consistent with past survey results and include responses such as temporary, retired, and part-time.

Table 10: **Current Employment Category**

POSITION CATEGORY	2019	2019	2021
Managerial, professional, and technical staff	46.9%	47.1%	46.4%
Institutional/organizational administrator	41.0%	38.2%	43.6%
Other (please specify)	4.7%	5.4%	3.9%
Faculty	3.5%	3.7%	2.6%
Clerical staff	2.6%	2.5%	0.9%
Business owner/entrepreneur	Not reported	1.4%	0.7%
Independent consultant	Not reported	1.0%	0.9%
Graduate student	1.4%	0.7%	1.1%

Respondents were asked which department they are most closely affiliated with. A little more than one-third of respondents (38.1%) indicated being housed in the International Affairs/Global Engagement department, a slight increase from 2020 (32.2%). There was a notable increase in representation of respondents who reported being affiliated with Academic Affairs departments, from 31.1% in 2020 to 41.7% in 2021.

Those selecting "other" most frequently cited departments such as Enrollment Management, Admissions, Office of Diversity and Inclusion, Office of the Dean, Office of the Provost, International Programs, and non-profit.

Table 11: **Department Affiliation**

DEPARTMENT IN WHICH OFFICE IS LOCATED	2020	2021
Academic Affairs	31.1%	41.7%
International Affairs/Global Engagement department	32.2%	38.1%
Other	10.5%	18.4%
Academic Department	10.9%	10.9%
Student Affairs	8.2%	7.6%
Operations (e.g., at a provider organization)	5.7%	7.1%
Marketing/Outreach	6.7%	4.8%
President's Office	1.5%	3.3%
Finance/Administration/Human Resources (e.g., at a provider organization)	1.0%	1.0%

Reporting Relationships

A third (31.2%) of respondents identified "Director" as the title most closely aligned to their direct supervisor. Those selecting "other" included responses such as nobody, consultant, Dean, Associate/Assistant Dean, Associate/Assistant Vice Provost, Chief of Staff, Executive Director, among others.

Table 12: **Office/Title of Direct Supervisor**

TO WHOM DO YOU REPORT	RESPONSES
Director	31.2%
Vice President or equivalent	16.1%
Other (please specify)	14.1%
Senior International Officer or equivalent	13.9%
Associate Director	12.4%
Manager	7.6%
President	4.6%

Half (50.0%) of respondents indicated having no employees for whom they were responsible for supervising. A little more than a quarter (28.6%) reported having one to three employees reporting directly to them.

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

Legend:
- 0
- 1–3
- 4–6
- 7–10
- 10+

Values shown: 50%, 28.6%, 9.7%, 5.1%, 6.6%

Portion of Position Focused on International Education

Participants were asked to report their primary international education work functions, and the majority (71.5%) reported working mainly on activities related to education abroad outbound student exchange and services. This is an increase from the 2020 survey results when 62.8% of participants reported this as their primary function. Respondents were given the option to make multiple selections, and so the total percentage exceeds 100%.

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

Table 13: **Primary Work Functions**

PRIMARY WORK FUNCTIONS	2019	2020	2021
Education abroad (outbound student exchange and services)	58.2%	62.8%	71.5%
Administration, Management, or Leadership (human resources, budget/finance, development/fundraising, institutional partnerships)	Not reported	23.1%	32.9%
Marketing, Communications, or Outreach	Not reported	20.9%	23.7%
International/foreign student and/or scholar services (inbound student services)	14.7%	17.6%	18.6%
Diversity, Equity, and Inclusion	Not reported	15.5%	21.0%
Both education abroad and international/foreign student and scholar services	16.7%	13.3%	18.4%
None of these	4.8%	2.2%	3.6%

Impact of COVID-19 on Employment Status

The 2021 survey included a question asking respondents about the impact the COVID-19 global pandemic had on their employment status. Nearly three-quarters (73.8%) of respondents reported that their employment status was not affected between August 2020 and September 2021.

Nearly half of respondents (46.9%) indicated uncertainty as to whether or not their employment would be affected by the pandemic. Six percent reported being laid off or furloughed. Those who responded "other" had a range of responses including the following:

► Reduced benefits (e.g., canceled employer contribution to 401K, less paid time off)

► Postponed/canceled promotions or pay increases

► Temporary reductions to salary during that period

► Temporary furloughs

► Loss of a job and finding a new one

► Transfer or move to another department/unit

Table 14: **Employment Status Affected by Global Pandemic (March–August 2020)**

EMPLOYMENT STATUS AFFECTED BY THE COVID-19 PANDEMIC MARCH–AUGUST?	RESPONSES
No	73.8%
Yes, I took a salary reduction/reduced FTE	12.4%
Other (please specify)	7.9%
Yes, I was laid off or furloughed	5.9%

Professional Development Support

Nearly two-thirds of respondents (70%) indicated that they receive funding to pursue professional development and training activities. Notably, the percentage of respondents who do not receive professional development support increased from the 2020 respondents.

Table 15: **Professional Development Funding**

PROFESSIONAL DEVELOPMENT FUNDING	2019	2020	2021
Yes	77.5%	69.2%	70.0%
No	15.1%	11.2%	18.2%
Unsure	7.5%	19.5%	11.4%

Sources of Information on International Education

Respondents reported collecting information about international education issues from various sources. Many receive information on such issues from professional training opportunities as well as online sources. Notably, the percentage of respondents reporting word of mouth and social media as sources of information decreased from 2020 to 2021. Respondents were able to make multiple selections, and the total percentages, therefore, exceed 100%.

Table 16: **Sources of Information Related to International Education**

SOURCES OF INFORMATION RELATED TO INTERNATIONAL EDUCATION	2019	2020	2021
Association produced content (Diversity Abroad, NAFSA, Forum on Education Abroad, American Council on Education)	71.4%	85.4%	87.0%
Webinars, e-learning, and/or other virtual training	67.0%	89.2%	86.1%
Conferences, workshops, and/or other in-person training	77.5%	87.7%	85.8%
Newsletters or email listservs	Not reported	76.7%	75.3%
Education focused media (*The Chronicle of Higher Education, Diverse Issues in Higher Ed*)	60.7%	75.4%	71.9%
Word of mouth/colleagues from the field	70.3%	77.1%	69.9%
Scholarly articles and/or peer-reviewed journals	41.3%	42.0%	42.5%

Table 16: **Sources of Information Related to International Education** (Continued)

| SOURCES OF INFORMATION RELATED TO INTERNATIONAL EDUCATION	2019	2020	2021
Social media	Not reported	48.1%	40.6%
Podcasts	11.8%	18.1%	16.1%
Other	3.2%	1.8%	1.8%

Total Student Enrollment

The proportion of respondents based at institutions of higher education was nearly equally distributed between institutions with student enrollment between 1,0001-5,000 (21.6%), 5,001-15,000 (26.5%), and 15,001-30,000 (22.8%). This is roughly the same as in 2020; however, representation of smaller institutions (less than 1,000 students) decreased significantly.

Table 17: **Total Student Enrollment When Applicable**

TOTAL STUDENT ENROLLMENT	2019	2020	2021
Less than 1,000	2.3%	2.5%	0.6%
Between 1,001 and 5,000	23.5%	18.4%	21.6%
Between 5,001 and 15,000	22.6%	22.9%	26.5%
Between 15,001 and 30,000	25.8%	28.8%	22.8%
Between 30,001 and 50,000	19.9%	19.0%	19.3%
Over 50,0001	5.8%	8.4%	9.2%

The majority of respondents indicating they were based at a global learning provider or organization (49.8%) indicated having greater than 1,000 students enrolled in their programs. In the 2020 survey results, nearly two-thirds (62.1%) reported serving more than 1,000 students.

Figure 9: **Total Student Enrollment for Education Abroad Provider Organizations**

More than 1000
49.8%

Up to 250
16.8%

Between 251–500
18.7%

Between 501–1000
14.8%
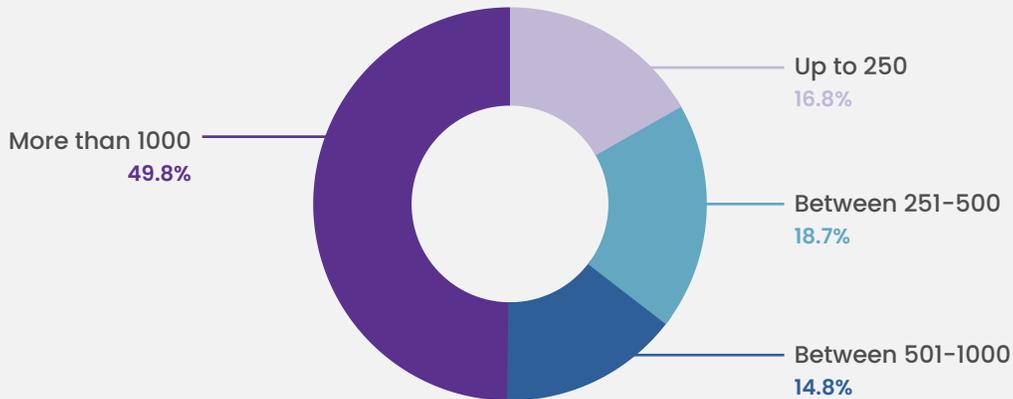
Of those respondents who reported working at an institution, 18.1% identified as working for an institution with a minority-serving institution (MSI) designation, an increase from the 11.6% reported in 2020. The remaining portion either indicated they did not have MSI designation or the designation was not applicable.

Of those that reported working for an MSI, the majority selected the Hispanic-Serving Institution designation (40.3%). Twenty-one percent (21.0%) of respondents selected more than two designations and included HSIs-AANAPISI, HSI-Native American-serving nontribal institution, AANAPISI-Native American-serving nontribal institution.

Table 18: **Minority-Serving Institution Designation, If Applicable**

MSI DESIGNATION	2019	2020	2021
Historically Black College or University (HBCU)	19.0%	13.5%	12.9%
Hispanic-Serving Institution (HSI)	65.0%	51.0%	40.3%
Tribal College or University (TCU)	0.0%	0.0%	1.6%
Alaska Native-serving institution or a Native Hawaiian-serving institution	2.0%	1.0%	0.0%
Predominantly Black Institution (PBI)	1.0%	2.9%	4.8%
Asian American and Native American Pacific Islander-serving institution (AANAPISI)	12.0%	14.4%	16.1%
Native American-serving nontribal institution	1.0%	2.9%	3.2%
Two or more designations (e.g., AANAPISI and HSI)	14.0%	14.4%	21.0%

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%. Approximately 3% (2.6%) identified their institution as virtual.

Table 19: **Regional Location of Institution or Organization**

INSTITUTION/ORGANIZATION LOCATION	2020	2021
Suburban/Exurban (population between 10,000 to over a 1,000,000)	49.7%	47.4%
Urban (population greater than 1,000,000)	42.3%	42.7%
Rural (population less than 10,000 people)	6.7%	7.3%
Virtual	1.2%	2.6%

Institutional/Organizational Internationalization Structure

When asked to indicate the institutional or organizational approach to internationalization, 55.9% of respondents indicated their institution/organization has a centralized approach, 39.1% with decentralization, and 4.9% 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 10: **Institution's or Organization's Internationalization Structure**
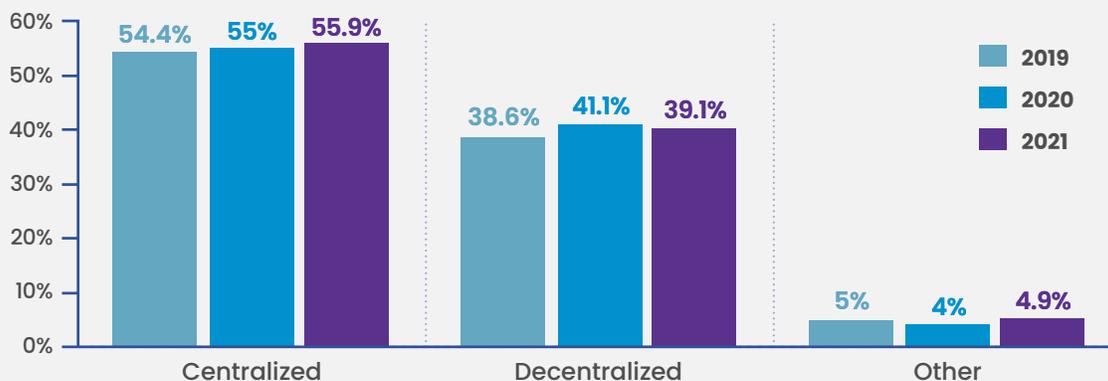
Institutional/Organizational Support for International, Diversity, and Inclusion Activities and Initiatives

The survey again included questions related to institutional/organizational support for international, diversity, and inclusion activities and initiatives were modified.

The large majority of respondents agreed or strongly agreed that expanding international opportunities is an organizational/institutional priority (78.9% in 2021 and 83.7% in 2020). The majority of participants agreed or strongly agreed that supporting diverse and underrepresented students throughout the education abroad process is a priority (79.5% in 2021 and 82% in 2020). The level of agreement with statements about providing funding (63.8%) for such efforts, and involving all stakeholders in the process (53.9%), however, was markedly lower.

About two-thirds of respondents (67.0%) agreed or strongly agreed that expanding international student enrollment is a priority, nearly the same as 2020. The statement that garnered the lowest level of agreement or strong agreement was "Developing opportunities/programming that connect international students to diverse local communities off and on campus is a priority." Fifty-two percent (52.0%) of respondents agreed or strongly agreed that this was a priority.

Table 20: **Agreement Level of Statements on Institutional or Organizational Support for International and Diversity Activities 2021**

STATEMENT	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.	3.0%	7.1%	9.1%	31.7%	47.2%	2.0%
Expanding international student enrollment (e.g., undergraduate, graduate, ESL programs) is a priority.	3.7%	8.4%	11.3%	32.0%	35.0%	12.8%
Supporting diverse and underrepresented students throughout the education abroad process is a priority.	2.5%	5.4%	10.3%	33.4%	46.2%	2.2%

Table 20: **Agreement Level of Statements on Institutional or Organizational Support for International and Diversity Activities 2021** (Continued)

STATEMENT	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%	16.3%	17.7%	28.8%	23.2%	10.1%
Building an inclusive environment for international students/scholars is a priority.	3.0%	9.0%	14.3%	34.6%	29.6%	9.6%
Providing **funding and resources** to make global education more accessible is a priority.	7.1%	10.8%	16.8%	33.7%	30.1%	1.5%
Providing **training opportunities** for staff and faculty to develop the competencies in diversity, equity, and inclusion is a priority.	3.2%	10.8%	14.3%	35.7%	34.7%	1.2%
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.	7.4%	14.0%	23.4%	27.8%	26.1%	1.2%
Developing partnerships and/or integration of various campus/organizational units that support global education programs is a priority.	4.4%	9.3%	20.4%	34.2%	27.8%	3.9%

Sense of Belonging

Added to the survey in 2019, *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 in and engagement with their work (Beyond Diversity, 2019).

The majority of respondents agreed or strongly agreed that they feel like they can bring their whole selves to work (68.4%) and that they feel respected and valued by their manager (84.1%). Approximately three-quarters of respondents felt like when they speak up their opinion is valued (73.5%).

Seventy-percent (71.4%) of respondents agree or strongly agree that they will be able to advance their career in the field of international education, a small increase from 2020 (67.8%) but still lower than respondents in 2019 (78.3%). Fewer (52.7%) agree or strongly agree that they will be able to develop their career at their current institution or organization, nearly the same as 2020 but still lower than 2019 (60.4%).

Approximately a quarter of respondents feel their employer's promotion and advancement process is fair and transparent (27.1%), a decrease from 2020 (33.5%). More respondents disagree/strongly disagree on the matter (38.2%); this question reflected the lowest level of agreement of all of the statements. Forty percent (40.5%) agreed/strongly agreed with the statement "The leadership demonstrates a commitment to meeting the needs of employees from diverse and underrepresented backgrounds," while 35.6% neither agreed or disagreed and 21.2% disagreed/strongly disagreed.

The following two statements also garnered relatively low levels of agreement. Approximately a quarter of respondents (23.4%) disagreed/strongly disagreed with the statement, "My employer has done a good job providing training programs that promote diversity, equity, and inclusion." The same percentage (23.5%) also disagreed/strongly disagreed with the statement "The leadership shows that equity and inclusion is important through its actions."

Table 21: **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.	4.2%	9.1%	12.3%	47.4%	26.0%	1.0%
I feel like I can bring my full self to work.	4.7%	8.6%	17.7%	42.7%	25.7%	0.7%
I feel respected and valued by my direct supervisor.	3.2%	4.9%	6.4%	34.2%	49.9%	1.5%

Table 21: **Agreement Level of Statements on Sense of Belonging in the Workplace** (Continued)

STATEMENT	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	N/A
I feel confident I can develop a career **in the field of international education**.	2.4%	8.1%	16.4%	36.4%	35.0%	1.7%
I feel confident I can develop a career **at my institution/ organization**.	8.3%	15.0%	22.1%	31.6%	21.3%	1.7%
My employer's **hiring practices** are fair and equitable.	3.5%	10.6%	27.8%	44.6%	11.3%	2.2%
My employer's **promotion and advancement practices** are transparent and fair.	9.4%	28.8%	32.0%	21.2%	5.9%	2.7%
My employer provides an environment for the free and open expression of ideas, opinions, and beliefs.	4.2%	13.3%	21.4%	45.1%	15.8%	1.2%
My employer has done a good job providing training programs that promote diversity, equity, and inclusion.	5.4%	18.0%	27.1%	37.0%	11.1%	1.5%
The **leadership** shows that equity and inclusion is important through its actions.	6.4%	17.1%	27.7%	33.7%	13.9%	1.2%
My **direct supervisor/team** shows that equity and inclusion is important through their actions.	2.7%	8.1%	16.8%	41.9%	29.6%	1.0%
The **leadership** demonstrates a commitment to meeting the needs of employees from diverse and underrepresented backgrounds.	7.2%	14.1%	35.6%	30.1%	10.4%	2.7%

Table 21: **Agreement Level of Statements on Sense of Belonging in the Workplace** (Continued)

STATEMENT	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	N/A
My **direct supervisor/team** demonstrates a commitment to meeting the needs of employees from diverse and underrepresented backgrounds.	3.5%	6.9%	22.2%	41.0%	24.2%	2.2%
The **leadership** values perspectives from individuals whose identity (e.g., religion, race/ethnicity, class, nationality, sexual orientation) differs from their own.	4.7%	10.1%	27.1%	42.4%	13.3%	2.5%
My **direct supervisor/team** values perspectives from individuals whose identity (e.g., religion, race/ethnicity, class, nationality, sexual orientation) differs from their own.	1.7%	5.0%	13.9%	46.8%	30.2%	2.5%

Similar to the 2020 responses, overall responses fell more frequently in the neutral (neither agree nor disagree) than in agreement or disagreement statements.

Sense of Belonging: Responses Based on Racial/Ethnic Identity

Disaggregated responses based on race/ethnic identity groups resulted in differences in levels of agreement with all six responses. Those who identified as White/European held stronger patterns of agreement with the statements than those who identified as Asian/Asian American. While Black/African American, Hispanic/Latinx, and Multiracial respondents also had lower levels of agreement with several statements (see Table 25), Asian/Asian American respondents had consistently lower levels of agreement across all statements than most other racial/ethnic groups.

While most statements garnered generally positive responses, two statements received overall lower agreement, particularly with minoritized groups. These statements include "My employer's promotion and advancement practices are transparent and fair" and "The leadership shows that equity and inclusion are important through its actions."

Table 22: **Agreement Level of Statements on Sense of Belonging in the Workplace by Race/Ethnicity**

I FEEL LIKE I CAN BRING MY FULL SELF TO WORK.	DISAGREE/ STRONGLY DISAGREE	AGREE/ STRONGLY AGREE
White/European	10.8%	70.9%
Black/African American	13.8%	65.5%
Hispanic/Latinx	4.0%	60.0%
Asian/Asian American	31.8%	50.0%
Two or More (Multiracial)	25.0%	75.0%

MY OPINIONS AND IDEAS ARE VALUES AND ARE CONSIDERED WHEN DECISIONS ARE MADE.	DISAGREE/ STRONGLY DISAGREE	AGREE/ STRONGLY AGREE
White/European	10.8%	75.3%
Black/African American	7.1%	60.7%
Hispanic/Latinx	8.0%	76.0%
Asian/Asian American	27.3%	50.0%
Two or More (Multiracial)	6.3%	75.0%

MY EMPLOYER HAS DONE A GOOD JOB PROVIDING TRAINING PROGRAMS THAT PROMOTE DIVERSITY, EQUITY, AND INCLUSION.	DISAGREE/ STRONGLY DISAGREE	AGREE/ STRONGLY AGREE
White/European	21.8%	49.8%
Black/African American	27.6%	51.7%
Hispanic/Latinx	20.0%	40.0%
Asian/Asian American	40.9%	18.2%
Two or More (Multiracial)	18.8%	56.3%

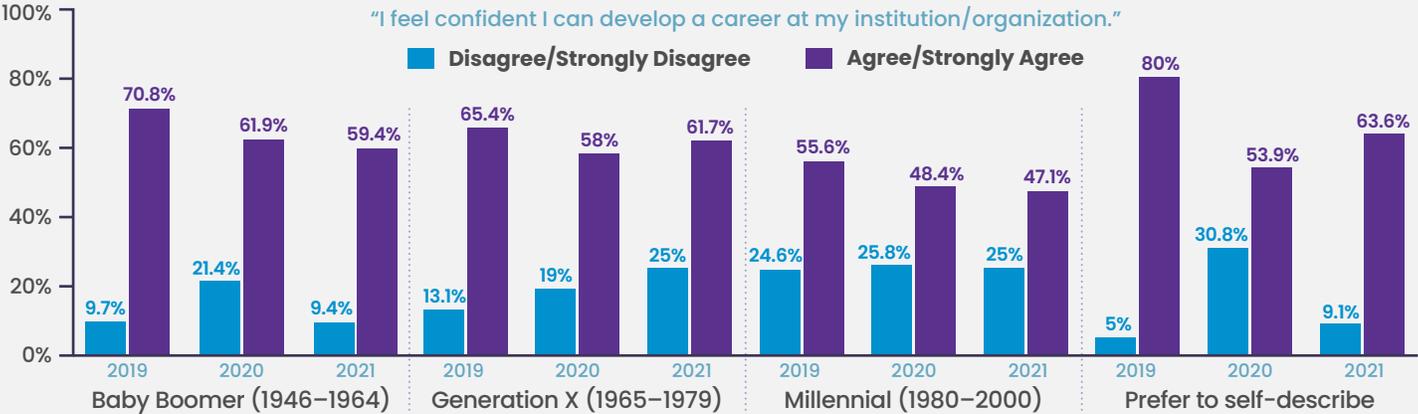| THE LEADERSHIP SHOWS THAT EQUITY AND INCLUSION ARE IMPORTANT THROUGH ITS ACTIONS.	DISAGREE/ STRONGLY DISAGREE	AGREE/ STRONGLY AGREE
White/European	19.9%	50.5%
Black/African American	13.8%	51.7%
Hispanic/Latinx	40.0%	32.0%
Asian/Asian American	59.1%	22.7%
Two or More (Multiracial)	25.0%	37.5%

MY EMPLOYER'S PROMOTION AND ADVANCEMENT PRACTICES ARE TRANSPARENT AND FAIR.	DISAGREE/ STRONGLY DISAGREE	AGREE/ STRONGLY AGREE
White/European	35.8%	27.6%
Black/African American	31.0%	24.1%
Hispanic/Latinx	52.0%	24.0%
Asian/Asian American	59.6%	13.6%
Two or More (Multiracial)	37.5%	31.3%

Sense of Belonging: Generational Cohorts

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

Figure 11: **Institution's or Organization's Internationalization Structure**

"I feel confident I can develop a career at my institution/organization."

Disagree/Strongly Disagree — Agree/Strongly Agree

Baby Boomer (1946–1964): 2019 — 9.7% / 70.8%; 2020 — 21.4% / 61.9%; 2021 — 9.4% / 59.4%
Generation X (1965–1979): 2019 — 13.1% / 65.4%; 2020 — 19% / 58%; 2021 — 25% / 61.7%
Millennial (1980–2000): 2019 — 24.6% / 55.6%; 2020 — 25.8% / 48.4%; 2021 — 25% / 47.1%
Prefer to self-describe: 2019 — 5% / 80%; 2020 — 30.8% / 53.9%; 2021 — 9.1% / 63.6%

REFLECTIONS ON SENSE OF BELONGING

In the 2021 survey, few respondents provided individual reflections in the open-ended comments. Of the nearly 500 respondents, 50 individuals provided comments on their perceptions of career advancement opportunities and 19 individuals included additional context for their responses to the questions on sense of belonging at their institution or organization. The number of responses is relatively low and may not suggest industry trends. The context is still useful in understanding how some in the field may be thinking about these issues. The lower response rate to open-ended questions in this section may confirm respondents' relatively neutral reactions to questions in this section—neither agreeing or disagreeing or feeling strongly enough to provide comments.

The comments that were provided 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.

Several noted a lack of upward mobility in their current places of employment and uncertainty about the direction of the field broadly speaking.

Uncertainty of Field and Career Advancement

▶ *"Given the current state of education abroad, it's hard to "strongly agree" with feeling confident about further career development in this field. I'm hoping that the next couple of years increase my level of confidence in this way."*

▶ *"I am in a tough position because my dream is to go further in the field, but our office was stripped to its bare bones with covid."*

▶ *"Feeling very disillusioned about the ability of our field to pivot/adapt to today's world, and therefore about the sustainability of building a long-term career in it."*

▶ *"I probably have to leave my current institution to be promoted at this point."*

Other respondents noted that as a field there is yet much work to do to prioritize diversity, equity, and inclusion, which may influence their decision to remain in the field.

International Education as Exclusive

▶ *"I think that the issues related to accessibility and sustainability are what give me pause when pursuing a continued career in this area."*

▶ *"International Education has learned nothing from the past year and a half and is extremely elitist and still perpetuating concepts of the "grand tour" that prioritizes white upper middle class voices."*

As in past years, responses reflected a general perception of a disconnect between rhetoric and action around equity, inclusion, and diversity initiatives. Also, when institutional/organizational efforts do reflect these priorities, the initiatives are often superficial or short-lived. Some language that respondents used to articulate these perceptions included the following statements.

Rhetoric versus Action

- *"The leadership and team verbalize that they value people who are different from themselves but their actions show otherwise."*

- *"My organization is solely focused on increasing the numbers of underrepresented individuals without addressing policies and practices that harm underrepresented individuals."*

- *"COVID-19 has shown to me that leadership may have good intentions but protecting the bottom line is the priority above all else and so much else is just lip service."*

Other respondents noted that their sense of belonging and perception of the institution's/organization's priorities of diversity, equity and inclusion is stronger at the office/department level but does not necessarily translate to the institutional/organizational level.

- *"I feel respected by my direct supervisor but not by our college leadership."*

- *"My direct supervisor is very supportive. However, the large organization as a whole is not always. "*

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 272 individuals.

Funding: Institutional and Student-Level

In previous years, funding has consistently been a top priority for respondents. Many respondents emphasized the need not simply to provide more funding for students to ensure international opportunities are more accessible but to ensure that institutions and departments provide consistent funding for international programming. Concerns for the affordability of education abroad programs and 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 persistent priority for many practitioners in the field of international education and exchange. As one respondent commented, "finding funding in the face of budget cuts/uncertainty" is incredibly important.

Unique concerns around institutional funding were also present in the responses, including the concern for regaining funding for internationally focused activities after reductions and cuts made in response to the pandemic. This included broad-based funding for international education and for diversity, equity, and inclusion programs specifically. One individual's reflection exemplified this sentiment: "[I] fear that institutional support for international education initiatives may be waning as 'survival mode' in the pandemic persists... [there is] uncertainty regarding what resumption of short-term study abroad will look like."

Other comments that reflect these sentiments of funding as a priority include the following.

▶ *"Increasing needs of students without increased resources or even an acknowledgment of the need for increased resources."*

▶ *"There is a desire but no financial backing to support diversity and equity related initiatives."*

▶ *"The top priorities that affect access, diversity, inclusion, and equity are having higher administration buy-in and a budget. Our university dismisses work related to this field... The institution does not provide funding as well so other offices have to dip into limited budgets to provide resources for access, diversity, equity, and inclusion that, once again, are not centralized."*

OPERATIONALIZING DIVERSITY, EQUITY, AND INCLUSION EFFORTS

A common thread through many of the individual reflections indicates that respondents are prioritizing embedding inclusive and equitable practices into the daily activities, policies, and procedures of their offices and organizations. Comments included references to developing inclusive practices, developing targeted resources, and identifying ways to effect systemic change.

Focusing on Systemic Change

Several comments reflected the broad priority of ensuring that DEI efforts are considered in all aspects of international education. These sentiments were best articulated by the following three responses.

▶ *"Operationalizing DEI values at an institutional level."*

▶ *"DEI shouldn't be centered around money, it should be centered around systemic change and eliminating the root causes that force DEI to need to be a focus."*

▶ *"Bring more awareness about diversity, inclusion, and equity in everyday life and in the working environment."*

Inclusive Practices

Advising, support, and programming are just a few ways in which respondents noted they would prioritize developing inclusive practices. Below are a few examples of how individuals are approaching this priority.

▶ *"Not only creating programs and infrastructures that welcome access, diversity and inclusion but also ensuring that the supports are in place that we're actually filling needs so that our programs and populations are diverse and inclusive."*

▶ *"Working to provide students with a more inclusive advising experience; and eliminating barriers to access (e.g., simplifying application process, financial aid advising, Gilman promotion, etc.)"*

▶ *"Offering more inclusive programming."*

▶ *"Supporting our students who are mostly Black in navigating study abroad in a world that is finally waking up to racial injustice."*

▶ *"Increasing and amplifying diverse voices on programs."*

▶ *"Inclusive practices at my institution applying to international students and scholars."*

▶ *"Funding for international students from less developed countries."*

Developing Resources

Many respondents pointed to the importance of developing resources that would make information related to international education and exchange clearer, more accessible, and relevant for specific populations. Some of these resources include the following.

▶ *"I would like to develop a library of AIDE resources for students participating on our programs that can be shared pre-, on-site, and upon re-entry. Further, I would like to develop parent resources in several languages to make materials available to non-English speakers."*

▶ *"Creating accessible resources for students with disabilities."*

▶ *"Fostering a sense of ethics, awareness, responsibility, and accountability with students of dominant identity backgrounds relating to the education abroad experience."*

▶ *"Expand on DEI resources and identity-focused activities for students on-site."*

▶ *"Working with DEI office to develop trainings for international students; Working with units such as Counseling Services to tailor outreach and support to address the specific needs and challenges of international students."*

STAFFING AND HIRING

A recurring theme among respondents was the need to review, assess, and modify hiring, staffing, and compensation policies and processes. This included specific recommendations for providing specific resources and support for minoritized staff to promote retention and ensure that hiring efforts are sustainable. Specific topics in this theme include hiring practices and compensation considerations, training and onboarding, and support mechanisms and policies for minoritized staff members.

Hiring Practices and Compensation

Respondents expressed an interest in prioritizing how candidates are hired and compensated from the outset.

▶ *"We aren't getting the best workforce because we can't pay a livable wage to those in entry level positions. It is hard for us to put energy towards getting underrepresented students abroad when we are so short staffed."*

▶ *"Compensation transparency."*

Training and Onboarding of New Staff

Repeatedly, respondents emphasized the importance of training for staff and stakeholders responsible for the various stages of the education abroad process including US-based staff, in-country staff, and faculty.

▶ *"I need to get my team trained up on some of these issues. They are very committed and passionate, but there's no training or coordinated strategy in their efforts."*

▶ *"Training on-site staff to work from a DEI perspective."*

▶ *"Training and support for faculty and staff to prepare them to work with diverse student populations."*

Supporting Staff and Creating Equitable Policies

A variety of issues related to staff support emerged from the responses. Respondents referred to specific goals to support minoritized individuals in the workplace as well as broader policies to support all staff. Some examples of these issues include the following.

▶ *"Overworking, lack of trust regarding remote work, lack of work flexibility to accommodate family life."*

▶ *"Reconciliation for past injuries within an organization for people who still work together and have to face/ work along with aggressors."*

▶ *"Remote/flexible work for employees; support so that young/new BIPOC employees have mentorship and support as they join the field/institution."*

▶ *"Tackling structural inequality in relation to the staff I manage and how to ensure this is part of our ongoing work."*

▶ *"Short on resources — short staffed, not enough time, not enough money."*

ACCESSIBILITY AND PROMOTION OF INTERNATIONAL OPPORTUNITIES

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

SUPPORTING INTERNATIONAL STUDENTS

Several respondents commented on the importance of supporting international students. These comments included general comments to develop inclusive spaces for international students, while others were more specific.

Building Community that Integrates International Students

Respondents reported an interest in wanting to cultivate a sense of community on campus that includes and integrates international students.

- ▶ *"Integrating international students and scholars into the community (campus and local surrounding communities)."*

- ▶ *"Inclusion of F1 international students/scholars in the DEI conversation across campus. Their presence and voices are consistently and completely ignored/minimized."*

- ▶ *"Community support / social license for our international students."*

- ▶ *"Introducing international students to diverse populations in the U.S."*

- ▶ *"Supporting our international students of color in relation to U.S. race relations."*

Responding to Changes to Visa/Immigration Policies

Several responses to the open-ended questions included references to helping international students manage the frequently shifting visa and immigration policies.

- ▶ *"International students' access to study in the United States - from financial and logistical perspectives. The wait time for visa appointments has greatly disrupted students' arrivals to the U.S. International students at our institution are assessed higher tuition/fees than domestic students with less access to financial aid and scholarships."*

- ▶ *"Continued impact of the pandemic on the ability of international students to study in the U.S. (travel restrictions, embassy closures, financial barriers, safety concerns, etc.)."*

- ▶ *"Immigration regulations access to student visas."*

CONCLUSION

The 2021 *Survey of Diversity & Inclusion Among International Educators* demonstrates that the continued global pandemic caused by COVID-19 had a significant impact on the field of international education and exchange, halting nearly all day-to-day operations of organizations and institutions reliant on international travel and exchange. This year's survey results provide a data snapshot for practitioners and scholars to better understand who makes up the field of international education and cultural exchange as well as for individual institutions and organizations to compare their own efforts in shaping an inclusive workplace environment and creating opportunities for career advancement.

As the world adapts to a new reality, like many sectors, the field of global education and cultural exchange is now focused on rebuilding while at the same time confronting a competitive labor market, the Great Resignation, and demands from stakeholders to center diversity, equity, and inclusion. It is in these uncertain times that practitioners and leaders in the field have a unique opportunity to think creatively and boldly about the future. We have the potential to emerge from a very difficult period with a new and audacious narrative of why international education and cultural exchange matters and to design innovative and inclusive ways of operating our programs and measuring success. We have the chance to identify opportunities to enact processes and policies that address educational inequities and to challenge the status quo when it comes to cultivating a more inclusive profession.

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DiversityAbroad.org
members@diversityabroad.org

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