diversityabroad

2022 Survey of

Diversity & Inclusion Among International Educators

[AUTHOR]

Lily Lopez-McGee, PhD

[EDITORS]

Andrew Gordon, Diversity Abroad

Jinous Kasravi, PhD, 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 membership consortium that inspires and supports educators, policy makers, and other stakeholders in advancing diversity, equity, and inclusion in and through global education and exchange.

Diversity Abroad firmly believes in the power of global education and exchange. The consortium's mandate is twofold. First, to ensure that all students—domestic and international—have equitable access to the benefits of global education and are able to leverage such educational opportunities to thrive in globally diverse academic settings, workplaces, and in the communities where they live. Second, to advance diversity, equity, and inclusive practices and policies that support diversifying the field and promote a climate of inclusion and belonging in the workplace.

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.

[**Contents**]

[RESULTS]

Survey of Diversity & Inclusion Among International Educators

SUMMARY

The 2022 *Survey of Diversity & Inclusion Among International Educators* marks the fifth year of the annual survey, which continues Diversity Abroad's efforts to provide tools and resources that advance access, diversity, equity, and inclusion in international education and cultural exchange. The *Survey of Diversity & Inclusion Among International Educators* continues to be the leading resource providing insight into the background and experiences of the individuals working on internationally focused programming.

The [inaugural report](#), released in 2018, provided a snapshot of the individuals who make up the international education and cultural exchange field where little to no data had previously been available. 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 cadre 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 fifth iteration, the results of the 2022 survey provide comparative data that acts as a mechanism to track progress in areas such as gender and ethnic representation, among other identities and important topics such as sense of belonging. The 2022 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, create more equitable opportunities for advancement, and retain team members.

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.

---

[1] Based primarily on the United States definitions of racial and ethnic groups.

HIGHLIGHTS FROM THE SURVEY

The 2022 survey garnered responses from 428 professionals working in international education and cultural exchange around the world, a 13% decrease from the 2021 survey. The 2022 response pool is roughly the same as the inaugural 2018 survey. Many factors may have contributed to the smaller response pool.

The field of international education and cultural exchange continues to recover from the significant impact caused by the COVID-19 global pandemic. Many institutions and global learning providers have not yet resumed operations to pre-pandemic levels, including previous levels of staffing. Moreover, high staff transition within and outside of the field has resulted in an increase in new professionals to the field as well as an exodus of professionals and practitioners seeking opportunities in other sectors and industries. The impact of the pandemic continues to affect and will likely continue to have long-term implications for the field of international education.

In addition to the direct effects of the pandemic, other factors 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, other organizations within the industry have expanded efforts to capture demographic information that may influence individuals' willingness to participate in multiple surveys. Finally, those who became unemployed or employed in a new position (remaining in the field) may have lost access to prior email addresses 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 64.0% (69.0% in 2021) of the survey respondents identified as White and 29.9% (27.6% in 2021) identified as being from historically underrepresented racial/ethnic populations.[1] In 2019 approximately 35% of respondents identified as being from a historically underrepresented racial/ethnic population.

Similar to past years, women represent the largest percentage in the respondent pool at 73.6% of the respondents, while 23.8% self-identified as male and 1.2% self-identified as non-binary/third gender. Of the 428 participants that provided responses related to sexual orientation, the majority identified as heterosexual or straight (73.1%). Millennials (1980–2000) made up the largest proportion of respondents at 62.0%, followed by those identifying as Generation X (1965–1979) at 26.8%. More than three-quarters of the respondent pool indicated they had studied abroad (76.6%).

While the majority of respondents reported not having a disability, this proportion increased from 64.5% in 2021 to 72.8% in 2022. There was a decrease in the proportion of respondents who reported managing mental health conditions, from 13.2% (2021) to 7.8% in 2022. In 2020, the proportion of respondents who reported managing mental health conditions was 9.4%, which may have been influenced by the impact the pandemic had on overall mental health and wellbeing. The 2021 survey included a new option to select "I prefer not to say," and approximately 3% of respondents selected this option.

On the question of current salary, there was an increase in the proportion of responses at salary levels greater than $50,000. Notably, the

proportion of respondents reporting earning less than $40,000 decreased by 6.3% 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, increased compensation for new positions, cost of living increases or more movement among professionals at these salary ranges.

The 2022 survey included a series of questions related to individuals' satisfaction with and enthusiasm for their work. Seven new questions were added that asked about perceptions of workload, productivity, engagement, and impact on mental health.

Respondents were asked three questions related to their employer's contributions to creating a flexible work environment, and respondents overwhelmingly agreed or strongly agreed that they had the support (75.8%) and flexibility (82.9%) from their employer. While most respondents were mostly positive about their productivity, respondents were less positive about how their workload affected their motivation and mental health at work.

While respondents report concerns in several areas, they tend to have a high level of enthusiasm for their current positions, with 21% of respondents reporting a 10 out of 10 for enthusiasm for their role.

METHODOLOGY

The survey opened in mid-July 2022 and closed on October 9, 2022. Invitations were sent from Diversity Abroad via direct email messages to more than 10,000 individuals. 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. Of the ways respondents came to hear about the survey, 82.2% selected word of mouth and 71.1% by way of newsletters or listservs. As participants were able to select more than one method of hearing about the survey, the percentage of responses totals more than 100%. Participation in the survey was completely voluntary.

SOURCE OF SURVEY	RESPONSES
Word of Mouth	82.2%
Newsletters or listservs	71.1%
Diversity Abroad email	63.7%
Social media	54.4%
Colleague or friend	15.8%
SECUSS-L	15.8%
Other	7.0%
International education organization (e,g. AIEA, NAFSA, IIE)	4.7%

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 2022 version of the survey included several new questions centered on addressing satisfaction at and enthusiasm for work. Changes in questions are noted in the respective sections of the report.

The survey garnered 428 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.

Results: INDIVIDUAL CHARACTERISTICS

Race and Ethnicity

The results from the survey show that 64.0% (69.0% in 2021) of respondents identified as White, and 33.2% (27.6% in 2021) 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.

The *2022 Survey of Diversity & Inclusion Among International Educators* changed the identity category of Native American/Alaska Native to Indigenous/First Nations/Aboriginal.

Figure 1: Racial or Ethnic Identity 2021 and 2022

Category	2021	2022
Indigenous/First Nations/Aboriginal	0%	0.2%
Pacific Islander/Native Hawaiian	0%	0.5%
Middle Eastern/Arab	1.4%	1.4%
Prefer to self-describe	3.4%	2.1%
Asian/Asian American	5.8%	5.4%
Two or more races (multiracial)	3.6%	4.7%
Hispanic/Latinx	7.3%	9.6%
Black/African American	8.5%	11.5%
White/Caucasian	69%	64%
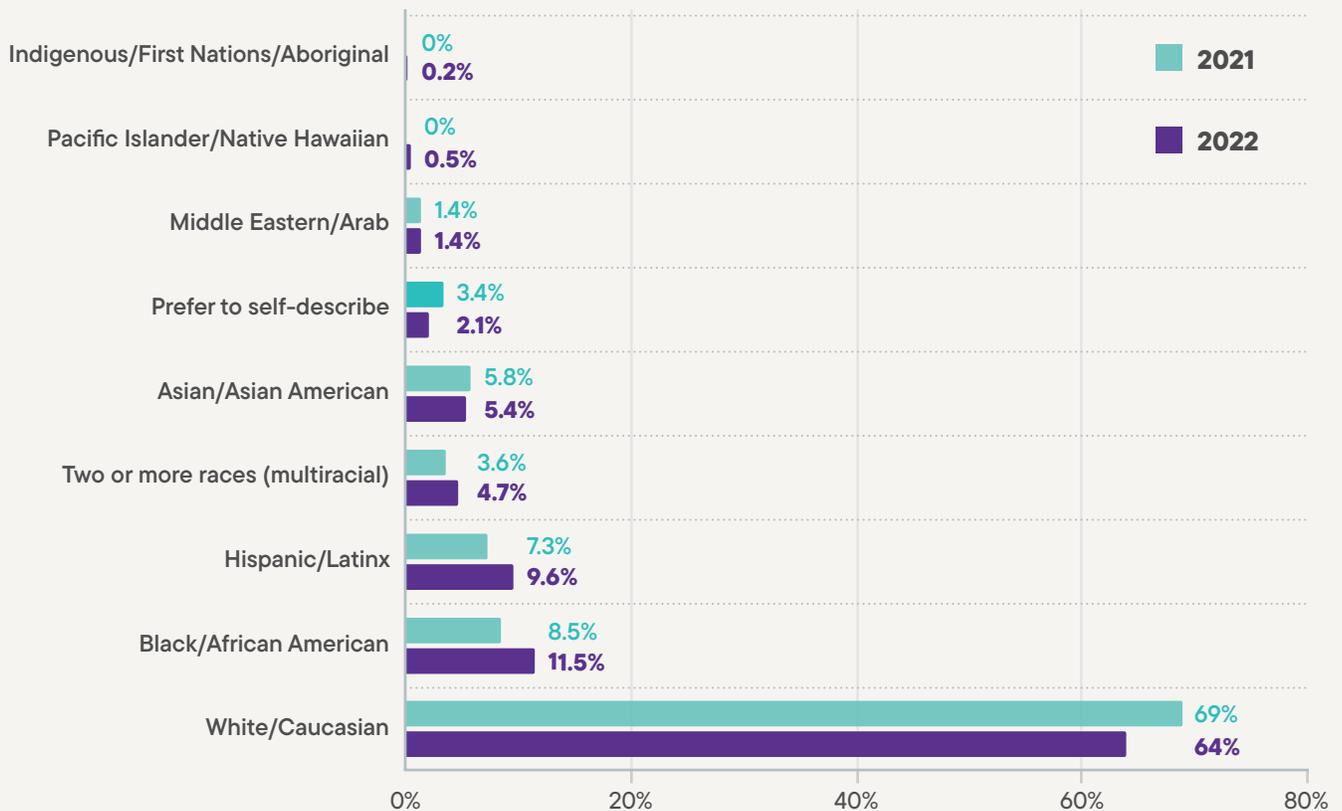
Gender

Women represented 73.6% of the respondents, men 23.8%, non-binary or third gender made up 1.2%, 0.3% preferred not to disclose their gender, and 1.2% selected to self-describe their gender.

Table 1: Gender Identity in 2020–2022

GENDER	2020	2021	2022
Female	77.9%	74.5%	73.6%
Male	20.4%	23.5%	23.8%
Non-binary/Third gender	1.0%	1.2%	1.2%
Prefer not to say	0.5%	0.4%	0.3%
Self-describe	0.2%	0.4%	1.2%

Sexual Orientation

Of the 428 participants that provided responses related to sexual orientation, the majority identified as heterosexual or straight (73.1%). Respondents preferring to self-describe included identifying language such as Pansexual, Demisexual, and Asexual.

Table 2: Sexual Orientation Identification

RESPONSE OPTIONS	2020	2021	2022
Heterosexual or straight	79.9%	76.5%	73.1%
Gay	5.5%	8.0%	8.6%
Lesbian	1.4%	1.8%	2.6%
Bisexual	6.0%	Not reported	Not reported
Queer	3.0%	4.8%	6.5%
Prefer not to say	3.0%	1.2%	1.6%
Other/Prefer to self-describe	1.1%	2.4%	1.6%

Country of Origin

The large majority of the 426 respondents who reported their country of birth were born in the United States (84.3%). The next top three countries of origin were the United Kingdom (1.9%), Spain (0.9%), and India (0.9%). In 2021 Canada and Mexico were included in the top three countries of origin. The remaining (12.0%) of respondents reported being born outside of the United States. Other countries included Peru, Brazil, South Africa, Romania, Mexico, Kenya, Jordan, France, El Salvador, Chile, Canada, Afghanistan, Venezuela, Turkey, Trinidad and Tobago, Sweden, Sierra Leone, Philippines, New Zealand, Morocco, Luxembourg, South Korea, Japan, Italy, Israel, Ireland, Iraq, Iran, Ghana, Egypt, Costa Rica, Colombia, China, Cameroon, Bolivia, Australia, and Argentina.

Disability Identification

The majority of survey participants did not identify as having a disability (72.8%). Mental health conditions and chronic illness were the most frequent self-identified disabilities participants reported. The "I prefer not to say" option accounted for 3.1% of the responses.

Table 3: **Disability Identification**

DISABILITIES IDENTIFICATION	2020	2021	2022
I do not identify as having a disability/impairment	76.1%	64.5%	72.8%
Mental health conditions	9.4%	13.2%	7.8%
Chronic illness	9.4%	5.6%	Not Reported
Vision disability (including blindness)	1.7%	1.4%	0.7%
Two or more selected	7.5%	6.2%	3.1%
Deafness or hard of hearing	0.3%	1.4%	3.1%
Learning disability	0.4%	0.8%	0.8%
Physical mobility disability	0.6%	1.7%	2.8%
Autism spectrum disorder	0.2%	0.2%	0.0%
Speech or language disability	0.1%	0.0%	0.2%
Other	Not reported	0.8%	3.3%
Intellectual, cognitive, or developmental disability	Not reported	0.8%	1.0%
I prefer not to say	Not reported	3.7%	3.1%

Age/Generation

Millennials (1980–2000) make up the largest proportion of respondents at 62.0%, followed by those identifying as Generation X (1965–1979) at 26.8%. Of those who chose to self-describe their generation, the majority identified as being in-between generations (i.e., Gen-X and Millennial or Baby Boomer and Gen-X) but identifying with one more than another. The proportion of respondents identifying as Baby Boomers (1946–1964) was 8.2%, similar to 2021 (8.9%). For context, the Pew Research Center found that Millennials are the largest generation in the U.S. labor force at 35% (Fry, 2018) and are likely to represent 75% of the global workforce by 2025.

Figure 2: **Generational Cohort 2020—2022**
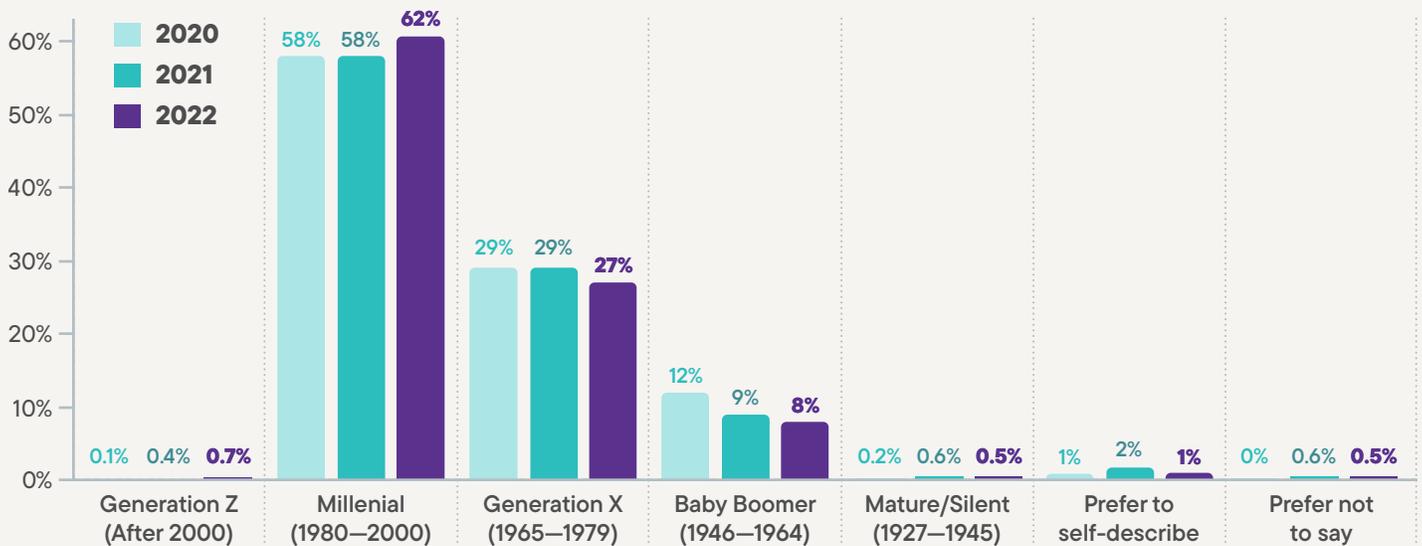
First-Generation College Students

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).

One-third (33.4%) 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. This represents an increase from the 28.3% who indicated they were first-generation college students in 2021. 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). A little more than two-thirds of respondents (65.9%) did not identify as first-generation college students.

Religious Identity

Of the 428 respondents, one-third (31.6%) self-identify as Christian and more than a quarter (27.9%) 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, respondents used 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 3.0% of survey takers selected that option.

Table 4: **Religious Identity**

RELIGIOUS IDENTITY	2020	2021	2022
Christian	39.2%	33.4%	31.6%
Not Religious	26.5%	24.3%	27.9%
Agnostic	13.9%	11.9%	13.6%
Atheist	8.0%	12.3%	7.7%
Jewish	3.3%	4.0%	4.0%
Muslim	1.1%	2.4%	2.6%
Self-describe	5.7%	5.4%	6.8%
Prefer not to say	Not reported	4.2%	3.0%
Hindu	0.8%	0.6%	1.4%
Buddhist	0.7%	0.6%	0.9%
Jehovah's Witness	0.0%	0.0%	0.5%

International Experiences

Of the 428 participants who responded to the question about what international experiences they have had, more than three-quarters had studied abroad (76.6%). More than half (63.1%) 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	2020	2021	2022
Study abroad (an educationally focused program taking place outside of your home country)	78.7%	78.8%	76.6%
Work abroad (full- or part-time employment outside of your home country)	39.2%	36.6%	40.2%
Teaching a foreign language abroad (e.g., English in South Korea, Chinese in the U.S.)	29.7%	32.1%	24.8%
Internship abroad	20.5%	18.8%	19.4%
Volunteer (short-term)	Not Reported	Not Reported	18.0%
Research Abroad	18.5%	18.8%	17.3%
Fellowship abroad (incl. Fulbright, Critical Language Scholarship, Rhodes, etc.)	13.3%	12.3%	14.7%
Completed a masters or doctoral degree outside of your home country (e.g., Nigerian student received an MA from UK institution) Research abroad	11.2%	13.5%	11.7%
None of the above	7.4%	7.1%	8.9%
Other International Experiences	9.1%	8.9%	7.5%
Peace Corps or long-term international service placement (a year or more)	4.9%	5.7%	6.5%
Completed your undergraduate degree outside of your home country (e.g., US student received bachelor's from French institution)	4.0%	4.2%	4.2%
Overseas military service	0.6%	1.0%	0.5%

Educational Background

The majority of survey participants reported not having transferred from a community college or two-year institution (87.4%, similar to 88.9% in 2021). Twelve percent (12.7%) of respondents indicated that they transferred from a two-year institution.

The majority of respondents reported having obtained a master's degree (61.3%). 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
61.3%

Doctoral or Professional
20.2%

Bachelor's Degree
14%

All but dissertation 2.4%

Other 2.1%
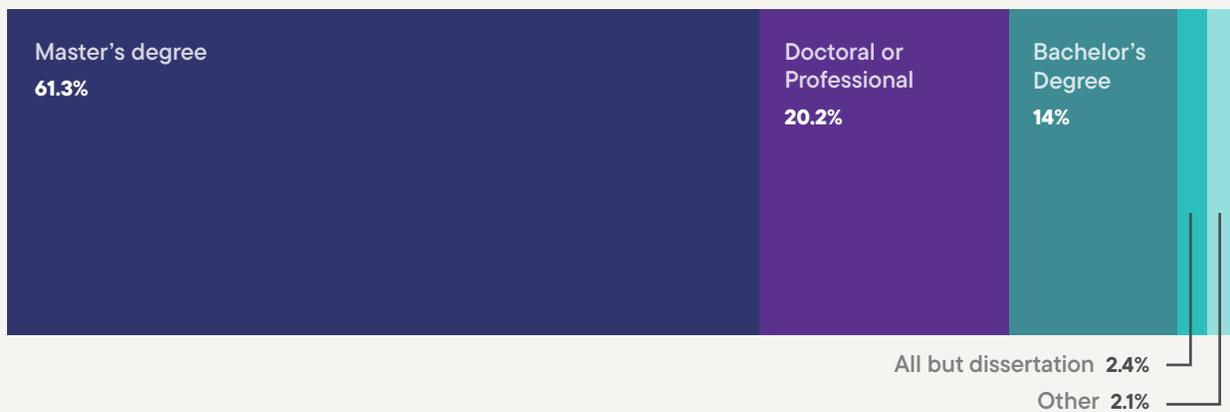
The areas of study reported in the following sections were taken from the U.S. Department of Education's National Center on Education Statistics (NCES) (U.S. Department of Education, 2013). The options presented in the survey only reflected the top-level categorization of each area of study. NCES includes 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	2020	2021	2022
Foreign languages, literature, and linguistics	17.2%	18.3%	18.3%
Other (please specify)	15.7%	15.0%	15.2%
Social sciences and history	15.7%	15.0%	14.2%
English language and literature/letters	8.5%	7.9%	7.9%
Business, management, marketing, and personal and culinary services	7.3%	6.2%	6.0%
Liberal arts and sciences, general studies, and humanities	7.5%	6.0%	8.2%
Psychology	6.2%	6.0%	7.0%
Communication and communications technologies	6.5%	5.8%	5.8%
Area, ethnic, cultural, gender, and group studies	4.9%	4.0%	3.9%
Education	3.5%	3.7%	3.4%
Visual and performing arts	2.0%	3.7%	2.2%
Engineering and engineering technologies	0.6%	1.0%	1.0%
Biological and biomedical sciences	1.9%	0.8%	1.2%
Public administration and social service professions	1.5%	0.8%	0.5%
Agriculture and natural resources	0.1%	0.8%	0.5%
Philosophy and religious studies	0.4%	0.6%	1.0%
Health professions and related programs	0.2%	0.6%	0.5%
Multi/interdisciplinary studies	1.6%	0.6%	1.7%
Parks, recreation, leisure, and fitness studies	0.3%	0.4%	0.5%
Architecture and related services	0.3%	0.4%	0.5%
Family and consumer sciences/human sciences	0.0%	0.4%	0.2%
Mathematics and statistics	0.1%	0.4%	0.0%
Computer and information sciences and support services	0.0%	0.4%	0.7%
Physical sciences and science technologies	0.7%	0.2%	0.7%
Theology and religious vocations	0.3%	0.2%	0.5%
Homeland security, law enforcement, firefighting and related prof. services	0.0%	0.2%	0.2%
Legal professions and studies	0.0%	0.2%	0.0%

For those who indicated holding a master's degree, the majority reported holding a degree in the area of education (43.4%). "Other" areas of study made up the second-largest pool (11.2%). 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	2020	2021	2022
Education	42.7%	45.8%	43.4%
Other (please specify)	14.4%	12.8%	11.2%
Foreign languages, literature, and linguistics	7.4%	8.7%	10.6%
Social sciences and history	6.5%	7.7%	6.3%
Business, management, marketing, and personal and culinary services	5.3%	5.6%	6.0%
Communication and communications technologies	3.1%	2.2%	4.3%
Public administration and social service professions	3.7%	4.1%	3.5%
Liberal arts and sciences, general studies, and humanities	3.2%	2.2%	2.9%
English language and literature/letters	2.9%	1.7%	2.9%
Area, ethnic, cultural, gender, and group studies	4.3%	3.1%	2.0%
Visual and performing arts	0.6%	0.7%	1.4%
Health professions and related programs	0.4%	0.0%	1.2%
Theology and religious vocations	0.1%	1.0%	0.9%
Psychology	1.4%	1.0%	0.6%
Library science	0.6%	0.0%	0.6%
Physical sciences and science technologies	0.3%	0.0%	0.6%

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

AREA OF STUDY	2020	2021	2022
Legal professions and studies	0.4%	0.2%	0.3%
Family and consumer sciences/human sciences	0.0%	0.2%	0.3%
Philosophy and religious studies	0.3%	0.0%	0.3%
Homeland security, law enforcement, firefighting, and related prof. services	0.0%	0.0%	0.3%
Mathematics and statistics	0.0%	0.0%	0.3%
Engineering and engineering technologies	0.3%	0.0%	0.3%
Agriculture and natural resources	0.6%	0.7%	0.0%
Multi/interdisciplinary studies	0.6%	0.5%	0.0%
Computer and information sciences and support services	0.6%	0.5%	0.0%
Biological and biomedical sciences	0.6%	0.2%	0.0%
Architecture and related services	0.0%	0.2%	0.0%
Transportation and materials moving	0.0%	0.0%	0.0%

More than a third of respondents who reported holding a doctoral degree indicated studying an area within education (39.8%). Of the 4.1% 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. Notably, the number of participants who selected "other" decreased by 10.6%.

Table 8: Doctoral Program Areas of Study

AREA OF STUDY	2020	2021	2022
Education	37.4%	39.7%	39.8%
Foreign languages, literature, and linguistics	11.6%	13.8%	15.3%
Social sciences and history	11.0%	12.1%	10.2%

Table 8: Doctoral Program Areas of Study (Continued)

| AREA OF STUDY	2020	2021	2022
English language and literature/letters	5.8%	5.2%	5.1%
Business, management, marketing, and personal and culinary services	1.9%	1.7%	5.1%
Legal professions and studies	3.9%	1.7%	5.1%
Other (please specify)	17.4%	14.7%	4.1%
Liberal arts and sciences, general studies, and humanities	1.3%	0.0%	4.1%
Area, ethnic, cultural, gender, and group studies	3.2%	0.9%	2.0%
Psychology	1.3%	0.9%	2.0%
Agriculture and natural resources	0.0%	1.7%	1.0%
Public administration and social service professions	0.0%	1.7%	1.0%
Communication and communications technologies	0.6%	0.9%	1.0%
Engineering and engineering technologies	1.3%	0.9%	1.0%
Health professions and related programs	0.0%	0.9%	1.0%
Theology and religious vocations	0.0%	0.9%	1.0%
Architecture and related services	0.0%	0.9%	0.0%
Computer and information sciences and support services	0.0%	0.9%	0.0%
Mathematics and statistics	0.0%	0.9%	0.0%
Biological and biomedical sciences	1.3%	0.0%	0.0%

Base of Work

Of the 428 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 that 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 (21.1% with 0–5 years of experience) or mid-career professionals (49.1% with 6–15 years of experience). Twenty-seven percent (26.4%) had significant work experience (16+ years).

Figure 4: **Total Years of Experience Compared to Years of Experience in International Education and Cultural Exchange**
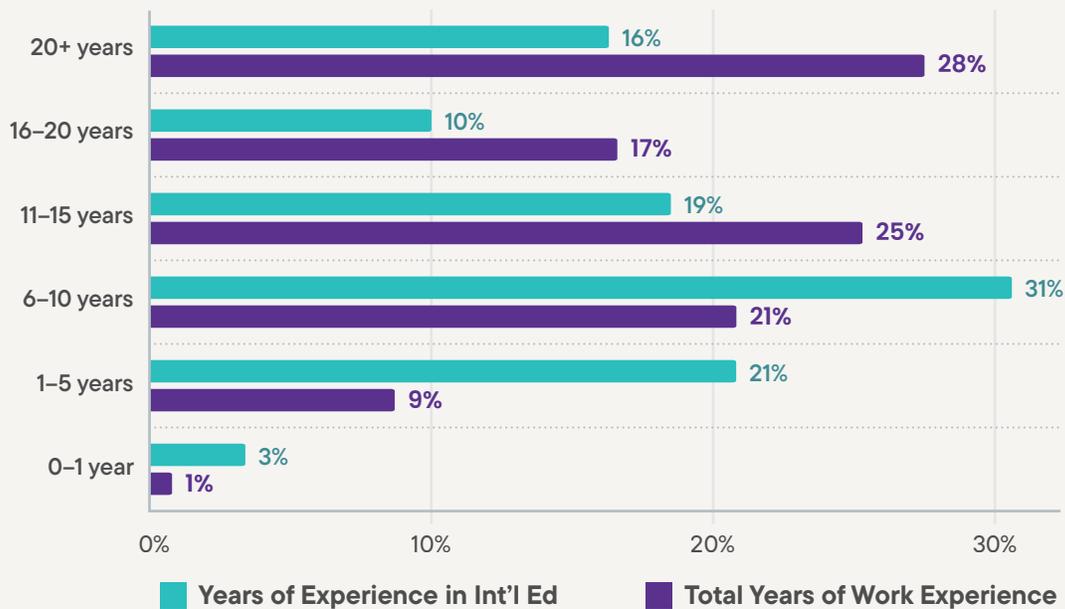
When asked about their experience working outside of the field of international education, 46.1% reported having 6 to 15 years of experience (43.9% in 2021), and 44.1% reported having 16 or more years of work experience (44.3% in 2020). The 2022 survey results continue the trend of previous survey results 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. A quarter of respondents reported a salary range of $50,000 to $60,000. Notably, the proportion of respondents reporting salaries below $40,000 decreased in 2022. In 2021 12% of participants reported a salary below $40,000 whereas in 2022 only 5.7% of respondents did.

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 $100,000. Those who preferred not to disclose reported being part of each salary range option between $60,000 and $100,000.
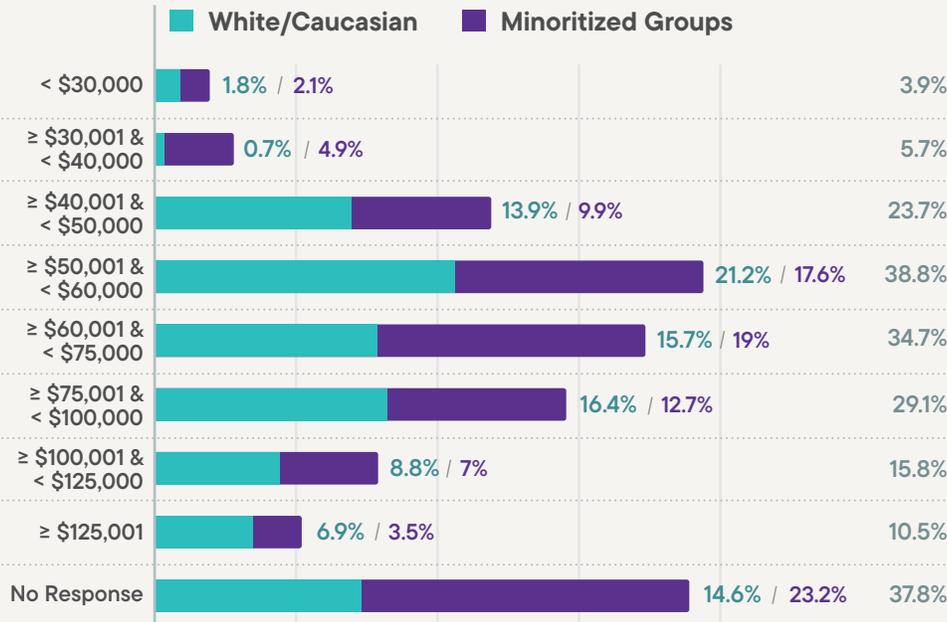
The difference in the proportion of male respondents reporting salaries greater than $100,000 remained about the same between 2021 to 2022; however, female respondents in the same salary range increased by 4.3%.

Table 9 & 10: 2021 & 2022 Employee Salary Range by Gender Identification

| SALARY RANGE	2021		2022	
	MALE RESPONDENTS	FEMALE RESPONDENTS	MALE RESPONDENTS	FEMALE RESPONDENTS
Less than $30,000	4.3%	3.2%	3.7%	3.1%
Between $30,001–$40,000	4.3%	7.0%	0.0%	2.5%
Between $40,000–$60,000	19.7%	34.1%	31.4%	30.4%
Between $60,000–$100,000	29.9%	29.7%	26.5%	33.0%
Greater than $100,000	22.2%	8.4%	20.6%	12.7%
No response	19.7%	17.6%	19.6%	17.8%

Salary data compared respondents who identified as White/Caucasian to those who identified as Asian, Black/African American, Latinx, Middle Eastern/Arab, Indigenous/First Nations/Aboriginal, 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. However, there were notable differences between White respondents and those from historically underrepresented racial groups (as defined in the United States) in the salary ranges below $40,000. The proportion of historically underrepresented respondents was higher for salary ranges less than $40,000.

Figure 6: Salary Range by Racial/Ethnic Identification

Salary Range	White/Caucasian	Minoritized Groups	Total
< $30,000	1.8%	2.1%	3.9%
≥ $30,001 & < $40,000	0.7%	4.9%	5.7%
≥ $40,001 & < $50,000	13.9%	9.9%	23.7%
≥ $50,001 & < $60,000	21.2%	17.6%	38.8%
≥ $60,001 & < $75,000	15.7%	19%	34.7%
≥ $75,001 & < $100,000	16.4%	12.7%	29.1%
≥ $100,001 & < $125,000	8.8%	7%	15.8%
≥ $125,001	6.9%	3.5%	10.5%
No Response	14.6%	23.2%	37.8%

The majority of respondents reported holding open-ended or permanent positions (90.2%).

Figure 7: Current Terms of Employment

Open ended/permanent
90.2%

Fixed-term contract
7.9%

Unemployed/furloughed
2.6%

Other
1.5%
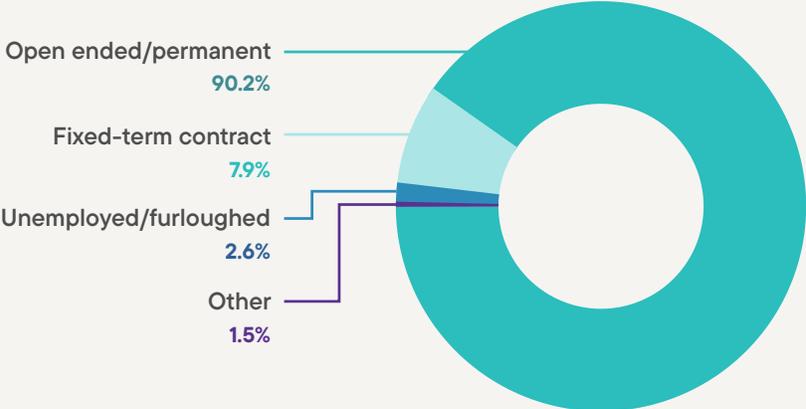
When asked to report the employment category that best described their current position, respondents primarily reported serving in a managerial, professional, or technical capacity (51.2%). These roles may be best defined by developing, managing, and implementing programmatic and project-based activities. The next most frequently reported employment category included institutional or organizational administrators (36.5%), perhaps best described as positions that oversee the implementation of organizational-level initiatives, activities, and staff. Those responding to this category reflected a decrease of 13% from 2021 (43.6%), which may account for professionals leaving the field for different professional fields or a higher salary. 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 11: Current Employment Category

POSITION CATEGORY	2020	2021	2022
Managerial, professional, and technical staff	47.1%	46.4%	51.2%
Institutional/organizational administrator	38.2%	43.6%	36.5%
Other (please specify)	5.4%	3.9%	4.5%
Faculty	3.7%	2.6%	4.5%
Clerical staff	2.5%	0.9%	0.8%
Business owner/entrepreneur	1.4%	0.7%	0.8%
Independent consultant	1.0%	0.9%	1.3%
Graduate student	0.7%	1.1%	0.5%

Respondents were asked which department they are most closely affiliated with. Approximately one-third of respondents (31.3%) indicated being housed in the International Affairs/Global Engagement department, a decrease from 2021 (38.1%). There was a notable decrease in representation of respondents who reported being affiliated with Academic Affairs departments, from 41.7% in 2021 to 31.3% in 2022. However, this proportion is similar to responses in 2020 (31.1%).

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 12: **Department Affiliation**

| DEPARTMENT IN WHICH OFFICE IS LOCATED	2021	2022
International Affairs/Global Engagement department	38.1%	32.3%
Academic Affairs	41.7%	31.3%
Other	18.4%	14.0%
Operations (e.g. at a provider organization)	7.1%	9.2%
Academic Department	10.9%	8.4%
Student Affairs	7.6%	6.9%
Marketing/Outreach	4.8%	6.1%
President's Office	3.3%	3.1%
Finance/Administration/Human Resources (e.g., at a provider organization)	1.0%	0.2%

Reporting Relationships

More than a third (36.2%) of respondents identified "Director" as the title most closely aligned to their direct supervisor (up from 31.2% in 2021). 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 13: **Office/Title of Direct Supervisor**

TO WHOM DO YOU REPORT	RESPONSES
Director	36.2%
Vice President or equivalent	17.4%
Other (please specify)	13.1%
Senior International Officer or equivalent	11.7%
Associate Director	9.7%
Manager	6.0%
President	6.0%

Figure 8: Number of Direct Report Employees

Legend:
- 0
- 1–3
- 4–6
- 7–10
- 10+

Pie chart values: 52.7%, 25.6%, 10.8%, 6%, 4.8%
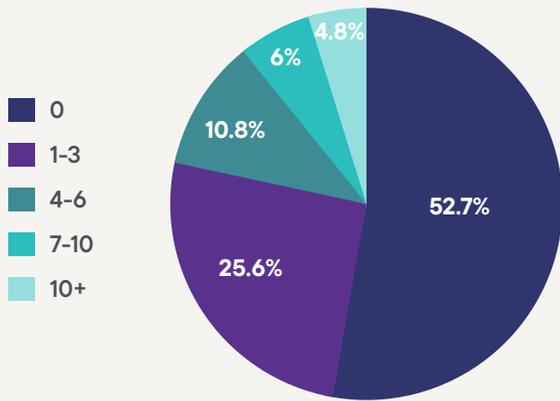
Half (52.7%) of respondents indicated having no employees for whom they were responsible for supervising. A quarter (25.6%) reported having one to three employees reporting directly to them.

Portion of Position Focused on International Education

Participants were asked to report their primary international education work functions, and the majority (68.2%) reported working mainly on activities related to education abroad outbound student exchange and services. This is a slight decrease from 2021 (71.5%) but still a higher percentage compared to 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. The trend in diversity, equity, and inclusion as a primary job function has continued to slightly increase through the years.

Table 14: Primary Work Functions

PRIMARY WORK FUNCTIONS	2020	2021	2022
Education abroad (outbound student exchange and services)	62.8%	71.5%	68.2%
Administration, Management or Leadership (human resources, budget/finance, development/fundraising, institutional partnerships)	23.1%	32.9%	32.4%
Marketing, Communications, or Outreach	20.9%	23.7%	25.6%
Diversity, Equity, and Inclusion	15.5%	21.0%	21.7%
Both education abroad and international/foreign student and scholar services	13.3%	18.4%	17.2%
International/foreign student and/or scholar services (inbound student services)	17.6%	18.6%	16.3%
None of these	2.2%	3.6%	2.3%

Impact of COVID-19 on Employment Status

The 2022 survey included a question asking respondents about the impact the COVID-19 global pandemic had on their employment status. Nearly three-quarters (72.9%) of respondents reported that their employment status was not affected between August 2021 and September 2022.

A quarter of respondents (27.1) indicated uncertainty as to whether or not their employment would be affected by the pandemic compared to 46.9% in 2021. Eight 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) permanently or temporarily

- Transfer or move to another department/unit

- Postponed/canceled promotions or pay increases

- Temporary reductions to salary during that period

- Temporary furloughs

- Moved to a position at another institution or organization

Table 15: **Employment Status Affected between August 2021 and September 2022**

WAS YOUR EMPLOYMENT STATUS AFFECTED BY THE COVID-19 PANDEMIC FROM AUGUST 2021 TO SEPTEMBER 2022?	RESPONSES
No.	72.9%
Yes, I took a salary reduction/reduced FTE.	12.4%
Yes, I was laid off or furloughed.	7.9%
Other	6.8%

Table 16: **Professional Development Funding**

PROFESSIONAL DEVELOPMENT FUNDING	2020	2021	2022
Yes	69.2%	70.0%	72.7%
No	11.2%	18.2%	18.8%
Unsure	19.5%	11.4%	8.5%

Professional Development Support

Nearly three-quarters of respondents (72.7%) indicated that they receive funding to pursue professional development and training activities. Notably, the percentage of respondents who reported being unsure of their professional development funding decreased from 2021 to 2022.

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 returned to 2020 levels. Respondents were able to make multiple selections, and the total percentages, therefore, exceed 100%.

Table 17: **Sources of Information Related to International Education**

SOURCES OF INFORMATION RELATED TO INTERNATIONAL EDUCATION	2020	2021	2022
Association produced content (Diversity Abroad, NAFSA, Forum on Education Abroad, American Council on Education)	85.4%	87.0%	80.1%
Webinars, e-learning, and/or other virtual training	89.2%	86.1%	82.7%
Conferences, workshops, and/or other in-person training	87.7%	85.8%	83.9%
Newsletters or email listservs	76.7%	75.3%	71.3%
Education focused media (*The Chronicle of Higher Education*, *Diverse Issues in Higher Ed*)	75.4%	71.9%	71.3%
Word of mouth / colleagues from the field	77.1%	69.9%	73.9%
Scholarly articles and/or peer-reviewed journals	42.0%	42.5%	37.2%
Social Media	48.1%	40.6%	44.0%
Podcasts	18.1%	16.1%	16.7%
Other	1.8%	1.8%	2.3%

Results: INSTITUTIONAL CHARACTERISTICS

Total Student Enrollment

The proportion of respondents based at institutions of higher education was nearly equally distributed between institutions with student enrollment between 1,001–5,000 (29.6%), 15,001–30,000 (23.9%), and 30,001–50,000 (21.8%). There was a notable decrease in the number of institutions represented at the 5,001–15,000 (15.4%) between 2021 and 2022.

Table 18: Total Student Enrollment When Applicable

TOTAL STUDENT ENROLLMENT	2020	2021	2022
Less than 1,000	2.5%	0.6%	1.4%
Between 1,001 and 5,000	18.4%	21.6%	29.6%
Between 5,001 and 15,000	22.9%	26.5%	15.4%
Between 15,001 and 30,000	28.8%	22.8%	23.9%
Between 30,001 and 50,000	19.0%	19.3%	21.8%
Over 50,0001	8.4%	9.2%	7.9%

The majority of respondents indicating they were based at a global learning provider or organization (46.4%) 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 Global Learning Organizations

Up to 250
14.4%

251-500
20.4%

501-1000
18.8%

> 1000
46.4%
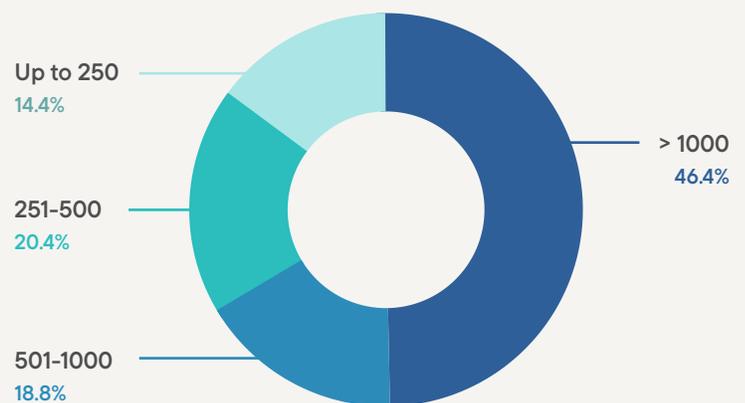
Of those respondents who reported working at an institution, 23.9% identified as working for an institution with a minority-serving institution (MSI) designation, an increase from the 18.1% reported in 2021. The remaining portion either indicated they did not have MSI designation or the designation was not applicable.

Of those that reported working for an MSI, the majority selected the Hispanic-Serving Institution designation (37.5%). Twenty-six percent (26.6%) of respondents selected more than two designations and included HSIs-AANAPISI, HSI-Native American-serving nontribal institution, AANAPISI-Native American-serving nontribal institution, an increase from 2021. Notably, the number of respondents from HBCU decreased significantly from 2021.

Table 19: **Minority-Serving Institution Designation, If Applicable**

MSI DESIGNATION	2020	2021	2022
Hispanic-Serving Institution (HSI)	51.0%	40.3%	37.5%
Two or more designations (e.g., AANAPISI and HSI)	14.4%	21.0%	26.6%
Asian American and Native American Pacific Islander-serving institution (AANAPISI)	14.4%	16.1%	9.4%
Historically Black College or University (HBCU)	13.5%	12.9%	1.6%
Alaska Native-serving institution or a Native Hawaiian-serving institution	1.0%	0.0%	1.6%
Predominantly Black Institution (PBI)	2.9%	4.8%	1.6%
Native American-serving nontribal institution	2.9%	3.2%	1.6%
Tribal College or University (TCU)	0.0%	1.6%	0.0%

Regional Location of Institution or Organization

Respondents working in a suburban/exurban region (42.5%) or urban region (44.5%), accounted for nearly 90% of responses. Rural-based institutions or organizations accounted for 8.3%. There was an increase in the number of respondents reporting working primarily from a virtual or remote location.

Table 20: **Regional Location of Institution or Organization**

INSTITUTION/ORGANIZATION LOCATION	2021	2022
Suburban/Exurban (population between 10,000 to over a 1,000,000)	47.4%	42.5%
Urban (population greater than 1,000,000)	42.7%	44.5%
Rural (population less than 10,000 people)	7.3%	8.3%
Virtual	2.6%	4.8%

Institutional/Organizational Internationalization Structure

When asked to indicate the institutional or organizational approach to internationalization, 57.1% of respondents indicated their institution/organization has a centralized approach, 39.3% with decentralization, and 3.6% 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 included questions related to institutional/organizational support for international, diversity, and inclusion activities and initiatives.

The majority of respondents agreed or strongly agreed that expanding international opportunities is an organizational/institutional priority (76.0% in 2022 and 78.9% in 2021). The level of agreement with this statement has continued to decrease over the last few years. In 2020 83.7% agreed or strongly agreed that expanding international opportunities was an institutional priority.

The majority of participants agreed or strongly agreed that supporting diverse and underrepresented students throughout the education abroad process is a priority (79.9% in 2022 and 79.5% in 2021). The level of agreement with statements about providing funding (63.6%) for such efforts, and involving all stakeholders in the process (49.4%), however, was markedly lower.

Approximately half of respondents (55.0%) agreed or strongly agreed that expanding international student enrollment is a priority, a decrease of 12% from 2020 (67.0%). This could be attributable to the rebound in international students since the height of the pandemic (IIE, 2022). 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." Forty-nine percent (49.2%) of respondents agreed or strongly agreed that this was a priority, a decrease from 2020 (52.0%).

Table 21: **Agreement Level of Statements on Institutional or Organizational Support for International and Diversity Activities 2022**

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.	4.8%	6.2%	10.7%	42.1%	33.9%	2.3%
Expanding international student enrollment (e.g., undergraduate, graduate, ESL programs) is a priority.	2.5%	7.1%	18.1%	33.4%	21.5%	17.3%
Supporting diverse and underrepresented students throughout the education abroad process is a priority.	1.4%	5.7%	11.6%	42.4%	37.6%	1.4%

Table 21: **Agreement Level of Statements on Institutional or Organizational Support for International and Diversity Activities 2022 (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.	5.1%	10.2%	19.9%	30.7%	18.5%	15.6%
Building an inclusive environment for international students/scholars is a priority.	1.7%	6.5%	17.2%	35.9%	24.6%	14.1%
Providing **funding and resources** to make global education more accessible is a priority.	7.6%	11.9%	15.0%	36.7%	26.8%	2.0%
Providing **training opportunities** for staff and faculty to develop the competencies in diversity, equity, and inclusion is a priority.	5.1%	12.8%	16.4%	38.8%	25.5%	1.4%
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.	5.9%	19.5%	20.1%	30.5%	18.9%	5.1%
Developing partnerships and/or integration of various campus/organizational units that support global education programs is a priority.	4.5%	9.6%	23.2%	34.8%	25.4%	2.5%

Results: SENSE OF BELONGING

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 (70.2%, a marginal increase from 2021 at 68.4%) and that they feel respected and valued by their manager (79.1%, a decrease from 2021 at 84.1%). Approximately three-quarters of respondents felt like when they speak up their opinion is valued (73.6%).

Seventy percent (69.1%) of respondents agree or strongly agree that they will be able to advance their career in the field of international education, consistent with 2021 levels (71.4%) but still lower than respondents in 2019 (78.3%). Fewer (52.0%) agree or strongly agree that they will be able to develop their career at their current institution or organization, nearly the same as 2021 but still lower than 2019 (60.4%).

Approximately a quarter of respondents feel their employer's promotion and advancement process is fair and transparent (31.7%), an increase from 2021 (27.1%). More respondents disagree/strongly disagree on the matter (40.9%); this question reflected the lowest level of agreement of all of the statements. Forty percent (40.4%) agreed/strongly agreed with the statement "The leadership demonstrates a commitment to meeting the needs of employees from diverse and underrepresented backgrounds," while 32.1% neither agreed or disagreed and 25.5% disagreed/strongly disagreed.

The following two statements also garnered relatively low levels of agreement. Approximately a quarter of respondents (26.9%) disagreed/strongly disagreed with the statement "My employer has done a good job providing training programs that promote diversity, equity, and inclusion," an increase from 2021 (23.4%). One-fifth of respondents (22.1%) also disagreed/strongly disagreed with the statement "The leadership shows that equity and inclusion is important through its actions."

Table 22: 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.	2.3%	9.2%	14.3%	49.3%	24.4%	0.6%
I feel like I can bring my full self to work.	2.0%	12.6%	14.6%	44.1%	26.1%	0.6%

Table 22: Agreement Level of Statements on Sense of Belonging in the Workplace (Continued)

STATEMENT	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	N/A
I feel respected and valued by my direct supervisor.	4.0%	6.9%	8.3%	33.8%	45.3%	1.7%
I feel confident I can develop a career in the **field of international education.**	2.9%	9.1%	16.6%	42.0%	27.1%	2.6%
I feel confident I can develop a career at **my institution/ organization.**	8.0%	14.9%	22.6%	31.1%	20.9%	2.3%
My employer's hiring practices are fair and equitable.	2.6%	9.4%	25.7%	47.1%	13.4%	1.7%
My employer's promotion and advancement practices are transparent and fair.	14.6%	26.3%	25.4%	25.7%	6.0%	2.0%
My employer provides an environment for the free and open expression of ideas, opinions and beliefs.	3.2%	11.8%	25.2%	42.1%	16.6%	1.2%
My employer has done a good job providing training programs that promote diversity, equity, and inclusion.	6.6%	20.3%	25.8%	33.5%	12.3%	1.4%
The leadership shows that equity and inclusion is important through its actions.	4.0%	18.1%	26.4%	33.9%	16.7%	0.9%
My direct supervisor/team shows that equity and inclusion is important through their actions.	5.5%	8.9%	17.0%	37.8%	29.1%	1.7%

Table 22: 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.	6.6%	18.9%	32.1%	28.4%	12.0%	2.0%
My direct supervisor/team demonstrates a commitment to meeting the needs of employees from diverse and underrepresented backgrounds.	4.3%	6.9%	20.8%	39.8%	25.4%	2.9%
The leadership values perspectives from individuals whose identity (e.g., religion, race/ethnicity, class, nationality, sexual orientation) differs from their own.	3.2%	10.3%	28.9%	36.7%	18.9%	2.0%
My direct supervisor/team values perspectives from individuals whose identity (e.g., religion, race/ethnicity, class, nationality, sexual orientation) differs from their own.	2.3%	5.2%	13.8%	42.4%	34.7%	1.7%

Overall, respondents continue to use the neutral category (neither agree nor disagree) frequently for many 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/Caucasian held stronger patterns of agreement with the statements "I feel like I can bring my full self to work" and "I feel confident I can develop a career at my institution/organization."

Hispanic/Latinx respondents reported higher levels of agreement with the statement "I feel like I can bring my full self to work" than respondents who identified with racially minoritized populations. Black/African American and Multiracial respondents expressed lower levels of agreement with the statement compared to White/Caucasian and Hispanic/Latinx participants.

While overall agreement with the statement "The leadership shows that equity and inclusion are important through its actions" was low, respondents from historically underrepresented populations expressed lower levels of agreement than their White/Caucasian counterparts.

While all groups had overall lower agreement with the statement "My employer's promotion and advancement practices are transparent and fair," White/Caucasian respondents reported higher levels of disagreement with the statement in 2022 (42.1%) than in 2021 (35.8%).

Table 23: 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/Caucasian	10.7%	73.4%
Black/African American	25.0%	58.3%
Hispanic/Latinx	17.2%	72.4%
Asian/Asian American	15.8%	68.4%
Two or More (Multiracial)	31.3%	50.0%

MY OPINIONS AND IDEAS ARE VALUED AND ARE CONSIDERED WHEN DECISIONS ARE MADE.	DISAGREE/ STRONGLY DISAGREE	AGREE/ STRONGLY AGREE
White/Caucasian	11.1%	76.1%
Black/African American	13.9%	63.9%
Hispanic/Latinx	6.9%	69.0%
Asian/Asian American	5.3%	78.9%
Two or More (Multiracial)	25.0%	68.8%

MY EMPLOYER HAS DONE A GOOD JOB PROVIDING TRAINING PROGRAMS THAT PROMOTE DIVERSITY, EQUITY, AND INCLUSION.	DISAGREE/ STRONGLY DISAGREE	AGREE/ STRONGLY AGREE
White/Caucasian	27.8%	46.6%
Black/African American	17.6%	50.0%
Hispanic/Latinx	31.0%	44.8%
Asian/Asian American	31.6%	31.6%
Two or More (Multiracial)	31.3%	43.8%

I FEEL CONFIDENT I CAN DEVELOP A CAREER AT MY INSTITUTION/ORGANIZATION.	DISAGREE/ STRONGLY DISAGREE	AGREE/ STRONGLY AGREE
White/Caucasian	23.9%	55.1%
Black/African American	22.2%	41.7%
Hispanic/Latinx	27.6%	44.8%
Asian/Asian American	15.8%	47.4%
Two or More (Multiracial)	18.8%	31.3%

| THE LEADERSHIP SHOWS THAT EQUITY AND INCLUSION ARE IMPORTANT THROUGH ITS ACTIONS.	DISAGREE/ STRONGLY DISAGREE	AGREE/ STRONGLY AGREE
White/Caucasian	19.3%	50.2%
Black/African American	26.5%	52.9%
Hispanic/Latinx	27.6%	48.3%
Asian/Asian American	31.6%	52.6%
Two or More (Multiracial)	31.3%	50.0%

MY EMPLOYER'S PROMOTION AND ADVANCEMENT PRACTICES ARE TRANSPARENT AND FAIR.	DISAGREE/ STRONGLY DISAGREE	AGREE/ STRONGLY AGREE
White/Caucasian	42.1%	34.0%
Black/African American	35.3%	23.5%
Hispanic/Latinx	44.8%	27.6%
Asian/Asian American	31.6%	31.6%
Two or More (Multiracial)	31.3%	18.8%

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 compared to other statements in this section.

Figure 11: **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."
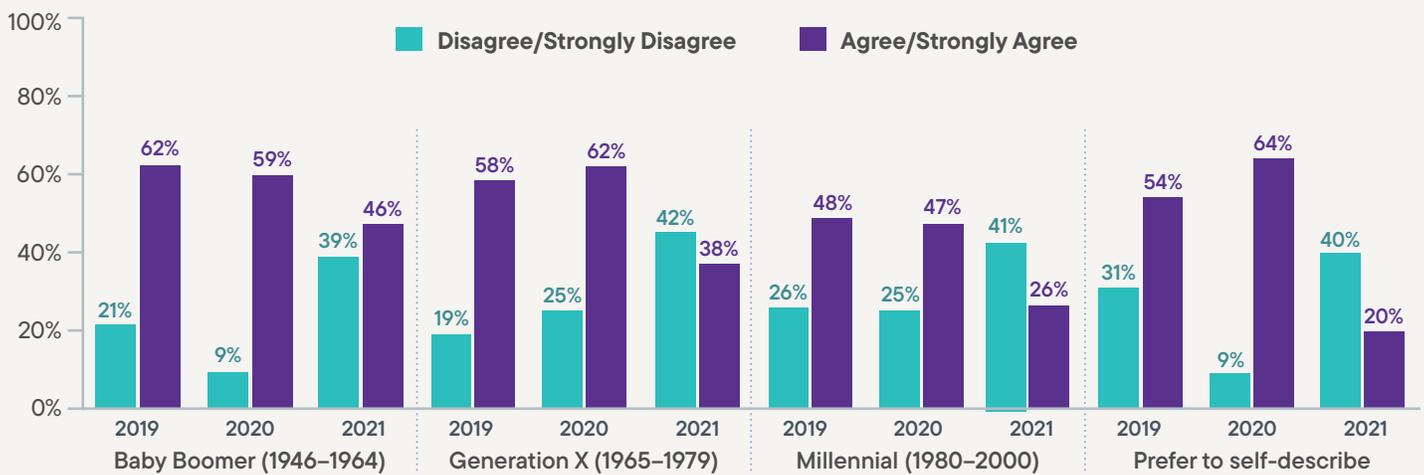
Reflections on Sense of Belonging

In the 2022 survey, few respondents provided individual reflections in the open-ended comments. Of the 428 respondents, 52 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 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, disagreeing, or feeling strongly enough to provide comments.

The comments that were provided were consistent with the current trends in perceptions about higher education's lower compensation models and few opportunities for mobility. Many respondents indicated a sense of concern and discouragement related to professional advancement at their institutions.

Several noted a lack of upward mobility in their current places of employment and uncertainty about the direction of the field broadly speaking. Of particular note many respondents indicated the inadequate and low-pay opportunities that exist in higher education and international education specifically.

Several noted a lack of upward mobility in their current places of employment and uncertainty about the direction of the field broadly speaking. Of particular note many respondents indicated the inadequate and low-pay opportunities that exist in higher education and international education specifically.

Lack of Career Advancement Opportunities

- *"I did not realize until I completed this how low my sense of belonging is at my current institution."*
- *"I don't feel there is upward movement possible within my current organization."*

Inadequate Compensation and Pay

- *"I feel confident I could stay in this field, but don't know if it's financially feasible."*
- *"I feel confident that I can develop a career, but I don't think I should based on low salary and opportunities for growth."*
- *"I feel like salary ranges available in this field make it difficult to find a position that can support a family."*
- *"I think I could advance in the field. Not sure I want to. Severely underpaid for level of work and responsibility."*
- *"There is minimal growth in International Education available. Pay is too low, work too demanding."*
- *"I didn't get into the field for money, but an entry level salary forever is not sustainable."*

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.

Perceived Degree Requirements

- *"I see no potential for advancement at my current institution without a PhD."*
- *"Developing a career in the field is difficult with all the gatekeeping within the field itself- i.e. needing a MA or EdD/PhD to advance in the field."*
- *"Positions 'above' mine are either more work for the same money or require degrees."*
- *"The field does not pay for the required education that is necessary to be in the field."*

International Education as Exclusive

- *"The past few years have been tremendously difficult and it is increasingly more difficult to work with the attitudes of privileged students, which impact our ability to support our underrepresented students."*

Exclusion and Isolation in the Workplace

- *"My work is taken for granted and I am effectively invisible. I have work from home accommodation due to a disability, and I think it has diminished my opportunities for advancement at my institution."*
- *"I'm trans and get misgendered all the time at work, so I don't really feel like I can be my full self."*
- *"I live in a country where homosexuality is illegal so I cannot be out at work."*
- *"Lack of sensitivity sometimes to different cultural and linguistic contexts abroad"*

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.

- *"My direct manager and team make me feel a high sense of belonging and value, but my institution as a whole is extremely not inclusive and I do not feel I belong at all."*

- *"My responses are based solely on institutional support, as I would strongly agree to all statements if considering only my direct supervisor."*

Validation in the Office

- *"This workplace is probably the first environment where my opinions and ideas are supported without me needing to justify or explain them."*

- *"I'm still fairly new to my position (<6 months), but I'm very energized & am enjoying my role & the organization."*

- *"At the institutional level, not really supported. Within my office, 1,000%."*

- *"I feel very comfortable and supported within my department, but not necessarily at the university as a whole. We are our own microcosm."*

As in past years, responses reflected a general perception of a disconnect between rhetoric and action around diversity, equity, and inclusion 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

- *"I think there could be a lot more action."*

- *"I hear the terms 'diversity and inclusion' a lot, but I don't see action about them."*

- *"Our leadership pays lip-service to increasing diversity, equity, and inclusion efforts."*

- *"Our strategic goal and all of the institution's conversations and internal professional development opportunities are focused on DEI. The reality is that the communication and the continued systems, such as HR, continue to be the opposite."*

- *"Overall, my feeling is that leadership acknowledges that DEI needs/support is necessary and wanted, but execution is lacking."*

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 215 individuals.

Funding: Institutional and Student-Level

As in previous years, funding continues to be a top priority for respondents. Nearly half of people who included comments mentioned funding or resources (for students and for programming). 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: "Not losing focus on and investment in access, diversity, inclusion and equity while also meeting the challenges that an uncertain economic landscape presents."

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

- Resources (funding) for students to have an international experience
- Program costs and financial aid gaps

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.

Several comments reflected the broad priority of ensuring that DEI efforts are considered in all aspects of international education. One comment helped summarize the challenge when DEI is not considered systematically: "DEI work is expected to come from all employees with no real support/direction, little is accomplished." Additional sentiments that articulated systemic change as a priority include the following.

- *"Institutions must deliberately work to address the issues related to systematic racism and regional discriminations that have characterized our society for centuries in order to address the issue of access, diversity, inclusion, and equity."*

- *"Range and variety of student (and staff) opinions on these matters - not reflected in institutional policy/ approach, which is far more monolithic"*

- *"Understanding and acknowledging systemic racism and biases within my organization"*

- *"The need for more insight into existing biases within our organization"*

Creating Inclusive Learning Environments On-Site

Respondents frequently cited the importance of considering the support and advising that students are offered prior to and throughout their international education experience. Participants suggested that they would like to prioritize DEI in on-site support in the following ways.

- *"Intercultural skills to understand and process diversity, inclusion, and equity abroad that need to be shared, discussed, and processed with students abroad (on-site)"*

- *"Integrating more inclusive language into course syllabi, [and] introducing Universal design"*

- *"Looking at program content on faculty-led programs in order to add decolonial perspectives"*

- *"Developing strategies to work with in-country program providers to support students' mental health while abroad"*

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 have framed this priority.

- *"Getting helpful identity-based resources to students before they decide whether or not to study abroad"*

- *"Psychological safety, lack of opportunities for promotion for candidates from underrepresented groups; more work can be done in the 'belonging' space"*

- *"Deepening global partnerships to create more accessible and inclusive programming"*

- *"Making academic advisement for study abroad more transparent and streamlined"*

Accessibility for Specific Identity Groups

More than simply making global education more accessible to a great number of diverse students, participants frequently cited specific student demographic groups they would like to focus on. The most frequently cited student populations included Black students, students with high financial need, and students with disabilities.

Health, Safety, and Security

While responding to the COVID-19 pandemic was not as frequently cited as a top priority, what emerged as a priority more so than in previous years was health, safety, and security in international education programming. A few examples of this are as follows.

- *"The safety of trans and genderqueer students abroad [and] the safety of Black, indigenous, and other students of color abroad"*

- *"Creating a bias incident reporting system"*

- *"Increasing concerns around mental and physical health of students abroad amid COVID-19"*

Accessibility and Promotion of Global Opportunities

Many respondents noted that they will continue to prioritize attracting and supporting students from underrepresented, underserved, and minoritized backgrounds to global learning opportunities that include both travel and virtual options. 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.

- *"US enrollment in virtual programs, technology access"*

- *"Teaching about race and identity in cross-cultural situations and how cultures perceive identities differently."*

- *"Getting the college to fund virtual embedded global content"*

- *"Obtaining funding to support students from underrepresented and disadvantaged backgrounds to participate in international opportunities, including funding for developing internationalization at home initiatives"*

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.

- *"Equitable treatment of international students"*

- *"Create an inclusive space for international students"*

- *"Advocating for appropriate support for international students"*

- *"How to provide better support to international students on campus"*

▶ **Providing DEI Resources and Support to International Students**

Offering DEI-related content and information to international students was included as a priority for several respondents. This included specific priorities such as the following.

- *"Determining how and when to talk about race and race-related issues with international students"*

- *"Providing more DEIB training/events to our international students"*

- *"Role of international students and scholars in [DEI] efforts and supporting undocumented students"*

- *"Funds are being shifted away from international recruitment and exchanges to support domestic diversity instead. International students are not being counted as diversity (which is frustrating)."*

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 resources and support for minoritized staff to promote retention and ensure that hiring efforts are sustainable. Topics in this theme include hiring practices and compensation considerations, training and onboarding, and support mechanisms and policies for minoritized staff members.

► **Hiring Practices**

Respondents expressed an interest in prioritizing how candidates are hired and compensated from the outset. One participant's comments summarized responses from several other participants:, "Hiring diverse staff... The job market is rough and HR practices make it really hard right now." Other frequently cited priorities include the following.

- *"Transparent, equitable hiring practices org-wide; executive leadership ability to listen to critical feedback."*

- *"Inclusive hiring and recruiting."*

► **Training Staff and Faculty**

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.

- *"There is a need for DEI training for colleagues on cultural differences, intersectionality, and international faculty visibility"*

- *"Staff support and training (or lack of) on this topic"*

- *"Ensuring all staff have access to high quality training and resources to adequately support students throughout their experiences, pre- / during / post-mobility, including providing bespoke and targeted support"*

► **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.

- *"Retaining staff/helping staff advance"*

- *"Pay transparency and equity"*

Results: SATISFACTION AT WORK

The 2022 survey included a series of questions related to individuals' satisfaction with and enthusiasm for their work. Seven new questions were added that asked about perceptions of workload, productivity, engagement, and impact on mental health.

Respondents were asked three questions related to their employer's contributions to creating a flexible work environment, and respondents overwhelmingly agreed or strongly agreed that they had the support (75.8%) and flexibility (82.9%) from their employer. Two-thirds agreed or strongly agreed that their employer supported them in taking time off for mental health and wellness (67.6%).

Survey participants were also asked about their perceptions of their workload and productivity. The last three statements were worded in such a way that disagreement is considered positive. While most respondents were mostly positive about their productivity (44.2% disagreed or strongly disagreed), respondents were less positive about how their workload affected their motivation (45.9% agreed or strongly agreed) and mental health at work (44.6% agreed or strongly disagreed). Notably, a fifth of respondents consistently selected the neutral option to these statements.

Table 23: **Agreement Level of Statements on Satisfaction with the Workplace**

STATEMENT	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
I had the support and resources to do my daily work.	4.0%	12.9%	7.9%	45.9%	29.9%
My employer was flexible with my work arrangements (i.e., hybrid, work from home).	2.6%	7.4%	7.1%	31.1%	51.8%
My employer supported taking time off for mental health and wellness.	2.9%	8.7%	20.8%	37.1%	30.5%
The workload made it difficult for me to remain motivated about my job.	7.7%	26.9%	19.5%	29.6%	16.4%
I found it difficult to stay productive at work.	10.9%	33.3%	20.6%	24.3%	10.9%
The workload affected my mental health.	9.2%	24.0%	22.2%	25.6%	19.0%

Participants were also asked about their enthusiasm for their current position on a scale from 1 to 10 where 10 was the highest level of enthusiasm. Respondents were relatively positive about their positions, with 21% indicating the highest level of enthusiasm for their current position. Approximately a fifth of respondents report lower levels of enthusiasm for their current role.

Figure 12: **Enthusiasm for Current Position**

- 10
- 7-9
- 4-6
- 1-3

2.8%
17.8%
21%
58.5%
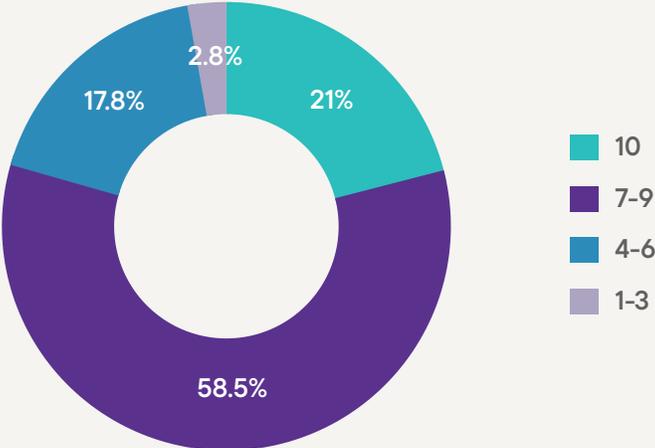
Conclusion

The *2022 Survey of Diversity & Inclusion Among International Educators* demonstrates a number of promising areas of progress related to representation and belonging. Respondents demonstrate a relatively positive sense of engagement and fulfillment with their current positions based on newly added satisfaction at work questions. Also, this year's respondents refer to the pandemic caused by COVID-19 with less frequency than the previous two surveys, suggesting that people's attention is being drawn to other priorities (e.g., return of programs, student recruitment). It is likely that the field is shifting focus to returning to pre-pandemic operations.

Several findings continue to parallel concerns from previous years. A few of these include a sense that opportunity for advancement in their current institutions/organizations is limited, the level of pay unstable in many international education positions is difficult to sustain, and discrepancies in institutional/organizational level commitment to DEI and that of the office/unit. Other trends that continue from previous years include marginal differences in salary based on gender and differences between some minoritized populations' sense of belonging in the workplace, such as being able to bring one's whole self to work.

The 2022 survey offers unique insights into how professionals in international education perceive a sense of belonging in the workplace, satisfaction in the workplace, and fairness in hiring and promotion practices. These are critical areas professionals in the field to understand, especially as many offices and organizations are rebuilding teams, identifying ways to retain talent, and advancing DEI initiatives. While the field slowly returns to pre-pandemic levels of operations, it will be imperative to ensure we do not simply revert back to strategies and approaches that were inequitable or exclusionary. Rather, leaders and managers would benefit from considering how lessons from the pandemic can improve DEI efforts in a meaningful way.

References

Beyond Diversity: How Firms Are Cultivating a Sense of Belonging (2019, March 26). *Knowledge@Wharton*. https://knowledge.wharton.upenn.edu/article/belonging-at-work/

Forrest Cataldi, E., Bennett, C. T., & Chen, X. (2018). First-generation students: College access, persistence, and postbachelor's outcomes. Stats in Brief: U.S. Department of Education. https://nces.ed.gov/pubs2018/2018421.pdf

Fry, R. (2018). Millennials are the largest generation in the U.S. labor force. *Pew Research Center*. http://www.pewresearch.org/fact-tank/2018/04/11/millennials-largest-generation-us-labor-force/

Institute of International Education. (2020). *Profile of U.S. Study Abroad Students, 2000/01–2018/19.* http://www.iie.org/opendoors

U.S. Department of Education (2011). 20 USC CHAPTER 28, SUBCHAPTER IV, Part A: Federal early outreach and student services programs. https://www2.ed.gov/about/offices/list/ope/trio/statute-trio-gu.pdf

U.S. Department of Education (2013). *National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2012, Completions component*. https://nces.ed.gov/programs/digest/d13/tables/dt13_318.30.asp

U.S. Department of State (n.d.). *A–Z List of Country and Other Area Pages*. https://www.state.gov/countries-areas/

DiversityAbroad.org

members@diversityabroad.org

Follow Us: @DiversityAbroad