



**2019 SURVEY OF  
DIVERSITY & INCLUSION  
AMONG INTERNATIONAL  
EDUCATORS**

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# ABOUT DIVERSITY ABROAD

Diversity Abroad is the leading consortium of educational institutions, government agencies, businesses, and non-profit organizations who 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 opportunity.

## OUR VISION

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

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# [ SUMMARY ]

In 2018, Diversity Abroad published the results of the first national survey to collect demographic information related to professionals working in the field of international education. The release of the second annual *Survey of Diversity & Inclusion Among International Educators* continues Diversity Abroad's efforts to provide tools and resources that advance access, inclusion, diversity, and equity in international education and exchange. The following publication offers timely and relevant insight into the background and experiences of the individuals working on internationally focused programming, an understudied topic in the field.

Prior to the inaugural [2018 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 second iteration, the results of the 2019 survey provide comparative data that acts as a mechanism to track progress in areas such as gender and ethnic representation, among other matters. With nearly double the response rate and the addition of several questions related to the climate of institutional/organizational inclusion, the 2019 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 own 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 own progress in areas of hiring, compensation, and training with the understanding that demographics often differ significantly between institutions and organizations. This report helps build on other efforts in the field to understand the backgrounds and experiences of international educators, and how institutions and organizations can enhance efforts to better reflect the diversity of the students they currently serve and those they seek to attract. Additionally, the results reported here can help inform strategies and practices for those interested in developing inclusive work environments.

# HIGHLIGHTS FROM THE SURVEY

The 2019 survey garnered responses from 1,003 professionals working in international education and cultural exchange around the world. While the response rate varies for each question (as is noted in the full report), the survey resulted in a 77% increase in responses from the 2018 survey. The increase in responses offers a more robust sampling of individuals working in the field and is a noteworthy progression toward understanding the demographic makeup of the field.

The racial/ethnic make-up of the 2019 respondents was more diverse than the 2018 pool with 35.1% identifying as Black/African American, Hispanic/Latinx, multiracial, Asian/Asian American, Native American/Native Alaskan, Pacific Islander/Native Hawaiian, or Middle Eastern/Arab.

Respondents largely identify as female (75.6%), a decrease from 2018 (79%). While women make up the majority of study abroad students (66.5%), women make up an even larger portion of the professional field.

A majority of the survey participants (59.2%) identify as Millennials (born between 1980 and 2000), and 29.5% identify as being part of Generation X (born between 1965 and 1979). This reflects a higher proportion of Millennials than the 2018 survey (52.3%) and a lower proportion of Gen Xers (34.3%).

Nearly two-thirds (61.1%) reported holding a master's degree, and another 15.4% holding a doctoral degree. The majority of respondents (98.9%) hold at least a bachelor's degree.

The large majority of respondents agreed or strongly agreed that their colleagues are on board with expanding international opportunities (84%) and that senior leadership also sees this as a priority (72%). And while most participants agreed or strongly

agreed that their colleagues see supporting diverse and underrepresented students throughout the education abroad process as a priority (79.5%), the level of agreement with statements about senior leadership's commitment related to expanding support for diverse and underrepresented students was markedly lower (63.9%).

The majority of respondents agreed or strongly agreed that they feel like they belong in their office or organization (80.1%), and that they "feel respected and valued by my manager" (80.1%). Approximately three-quarters of respondents felt that when they speak up their opinion is valued (78.4%) and that their colleagues know who they are (72.5%).

## METHODOLOGY

The survey opened July 7, 2019 and closed September 3, 2019. Invitations were sent from Diversity Abroad staff via direct email messages to more than 10,000 individuals. Diversity Abroad staff also posted multiple announcements regarding the availability of the survey on the listservs for international education professionals, including NAFSA, AIEA, and IIE among others and via social media (Twitter and LinkedIn). Reminder messages were issued on a biweekly basis utilizing the same email distribution lists and platforms. Participation in the survey was completely voluntary.

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 2019 version of the survey included several new questions centered on addressing sense of belonging in the workplace<sup>1</sup>. 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 1,003 total responses with 93 partially completed. The responses from the 93 partial completions are included in the analysis for the questions that had response data. Most reported sections are based on the 910 responses.

This is the second iteration of this survey aimed at capturing individual demographic information of professionals in the field. In many sections, data from the 2018 survey is referenced to provide comparative analysis. For most sections of the report, data from both surveys will be presented as percentages rather than numerical data to draw more meaningful comparisons in proportional changes and trends.

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

## LIMITATIONS

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

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

As with any survey that requests information about socially constructed identities such as race, ethnicity, and gender, the resulting data has the potential to be subjective. Participants may have come to the questions with their own interpretations of the classifications.

The sampling reflects the primary membership base of Diversity Abroad and may not be reflective of the diversity of institutions and organizations that maintain professional staff focused on international education and exchange.

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

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

# [ RESULTS ]

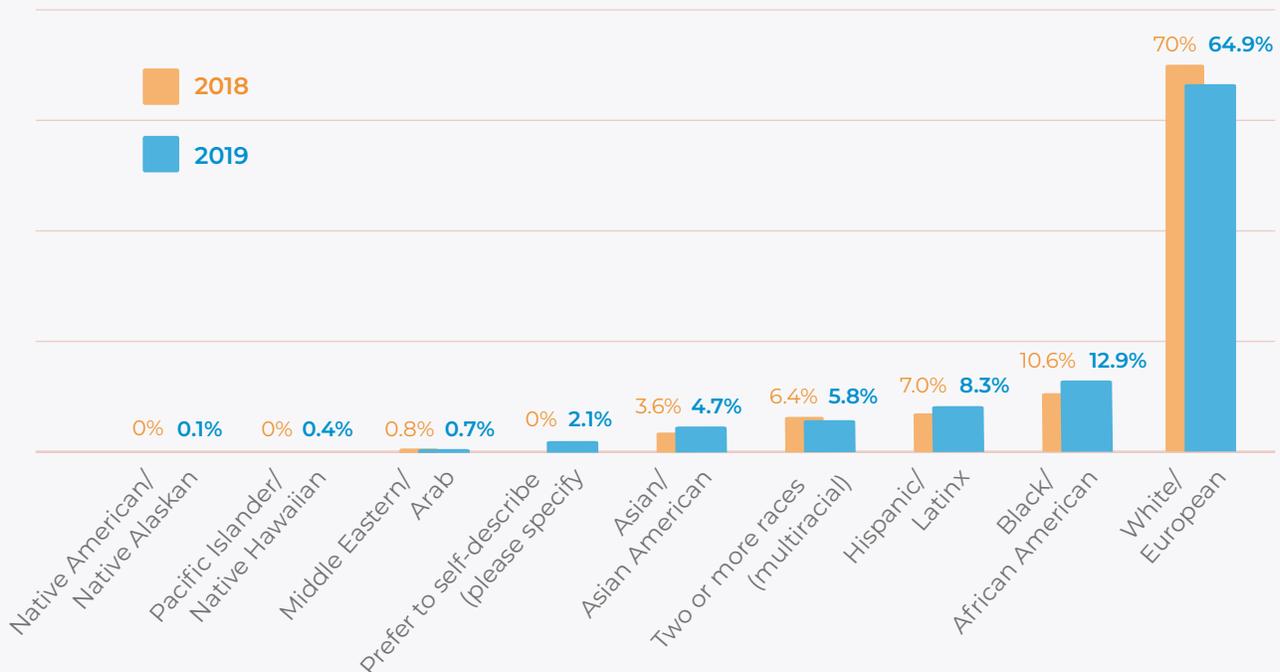
## INDIVIDUAL CHARACTERISTICS

### Race & Ethnicity

The results from the survey show that 64.9% of the survey respondents identify as White, and 35.1% identify as being from historically underrepresented racial/ethnic populations. In 2018, approximately 29% of respondents identified as being from a historically underrepresented racial/ethnic population.

In 2018, the *Survey of Diversity & Inclusion Among International Educators* did not garner responses from individuals who identify as Native American/Native Alaskan or Pacific Islander/Native Hawaiian. In the 2019 iteration of the survey, approximately 0.5% of respondents identified as being from/part of one of these groups.

Figure 1: Ethnic or Racial Identity



### Gender

Women represented 75.6% of the respondents, men 23.1%, non-binary or third gender made up 0.7%, 0.4% preferred not to disclose their gender, and 0.2% selected to self-describe their gender. Those who selected to self-describe included such language as “questioning” and “gender-fluid.” There were changes in the identifying categories from 2018 to 2019 where transgender was removed in favor of non-binary or third gender.

Compared to the U.S. student population going abroad, a greater proportion of international education professionals identify as female. Students' gender identification is still reported using the male/female binary and shows that 67% of study abroad students identify as female (IIE, 2019).

**Sexual Orientation**

Of the 908 participants that provided responses related to sexual orientation, the majority identified as heterosexual or straight (80.2%). This represents a decrease in the proportion of respondents who identified as heterosexual/straight. Two categories were added to the 2019 iteration of the survey ('queer' and 'prefer not to say') with the goal of providing more inclusive response options.

Table 1: **Sexual Orientation Identification**

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

**Country of Origin**

The large majority of the 899 respondents who reported their country of birth were born in the United States (83.3%). The next top four countries of origin were the United Kingdom (1.6%), Spain (1.5%), Mexico (0.7%), and India (0.7%)

The remaining (12.3%) respondents reporting being born outside of the United States included many countries. Countries with five respondents: Italy, France, Canada, and Brazil. Countries with four respondents: South Korea, South Africa, Philippines, Ireland, and Germany. Countries with two or fewer responses: Taiwan, Jamaica, Guatemala, Denmark, Czechia (Czech Republic), Chile, Barbados, Australia, Afghanistan, Venezuela, Trinidad and Tobago, Poland, Nigeria, Costa Rica, and Argentina. Countries with one respondent: Zimbabwe, Vietnam, Uzbekistan, Uruguay, Turkey, Tunisia, Thailand, Switzerland, Slovakia, Serbia, Senegal, Russia, Pakistan, Nicaragua, New Zealand, Nepal, Mongolia, Malta, Malaysia, Lithuania, Japan, Israel, Iran, Hong Kong, Haiti, Eritrea, El Salvador, Egypt, Ecuador, Colombia, China, Bulgaria, and Belgium.

## Disability Identification

The majority of survey participants do not identify as having a disability (78.5%). Mental health conditions were the most frequent self-identified disability reported by participants. Because applicants could select multiple responses, the percentages exceed 100%.

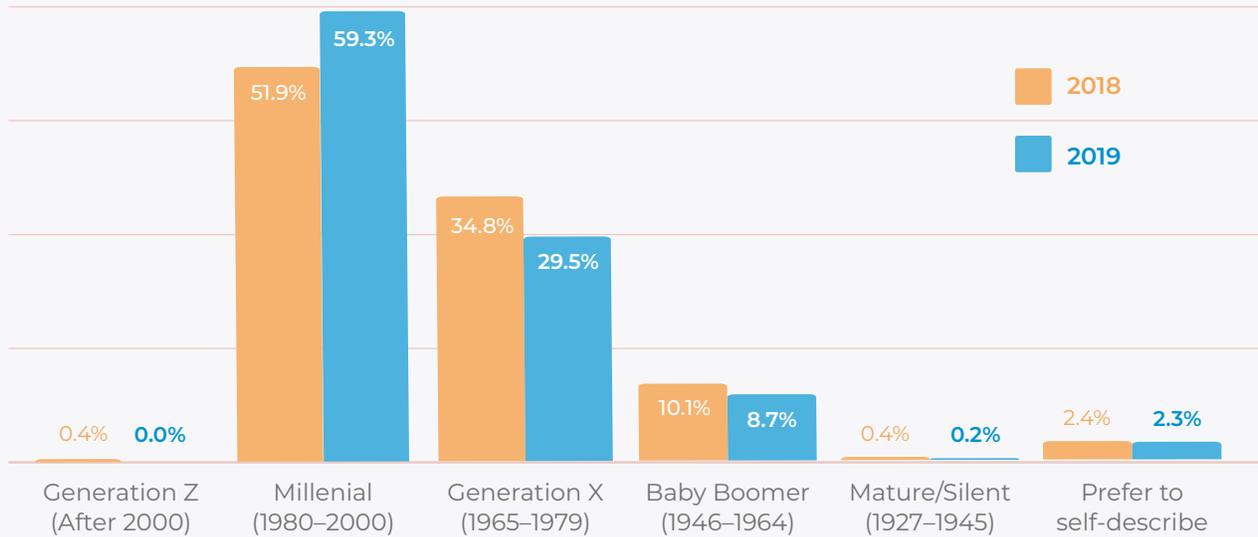
Table 2: **Disability Identification**

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

## Age/Generation

Millennials (1980–2000) make up the largest proportion of respondents at 59.3%, 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. 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**



### First-Generation College Students

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

Nearly a third (31.5%) of those who responded to the question related to first-generation status identified as the first in their family to complete a college degree. In 2018, 29.6% respondents identified as first-generation college students. According to first-generation college student statistics available for currently enrolled students, approximately 30% of college students identify as the first in their family to attend college (Forrest Cataldi, Bennett, & Chen, 2018). Sixty-seven percent (67.9%) did not identify as first-generation college students.

### International Experiences

Of the 907 participants who responded to the question about what international experiences they have had, more than three-quarters had studied abroad (77%). The next most common international experience included working abroad for some period of time. Respondents were able to select multiple options, and for this reason the percentages are greater than 100%.

Table 3: **Types of International Experiences**

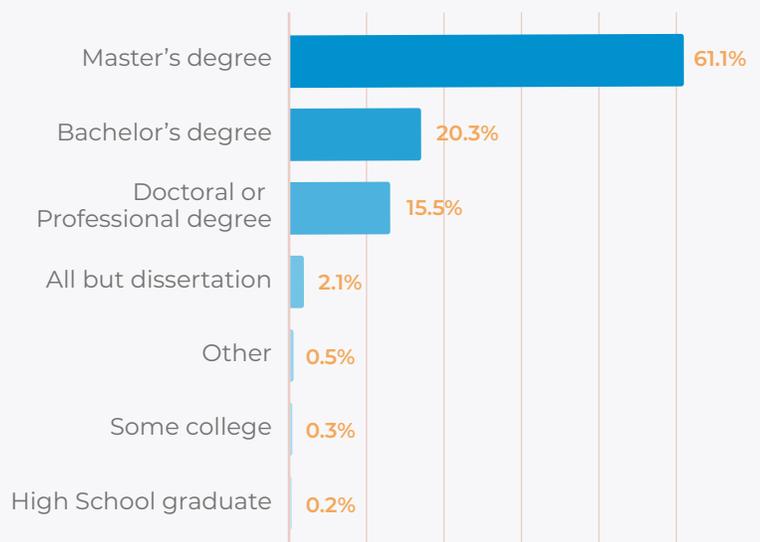
INTERNATIONAL EXPERIENCE TYPE	PERCENTAGE
<b>Study abroad</b> (an educationally focused program taking place outside of your home country)	77.0%
<b>Work abroad</b> (full- or part-time employment outside of your home country)	38.2%
<b>Teaching a foreign language abroad</b> (e.g., English in South Korea,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

### Educational Background

The majority of survey participants reported not having transferred from a community college or two-year institution (88.4% compared to 92.2% in 2018).

The majority of respondents reported having obtained a master's degree (61.1%). Of those who listed "other," the most common response was having obtained a bachelor's degree and completed some graduate-level coursework.

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



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

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

Table 4: **Undergraduate Program Areas of Study**

AREA OF STUDY	2018	2019
Foreign languages, literature, and linguistics	18.5%	15.8%
Other	18.5%	15.1%
Social sciences and history	13.6%	13.4%
English language and literature/letters	8.3%	8.7%
Business, management, marketing, and personal and culinary services	6.7%	8.6%
Liberal arts and sciences, general studies, and humanities	5.9%	8.7%
Communication and communications technologies	5.3%	5.3%
Psychology	5.3%	5.7%
Area, ethnic, cultural, gender, and group studies	4.3%	3.6%
Biological and biomedical sciences	2.9%	2.2%
Education	2.6%	3.1%
Visual and performing arts	1.8%	2.7%
Philosophy and religious studies	1.0%	1.1%
Public administration and social service professions	1.0%	0.6%
Health professions and related programs	0.8%	0.1%
Engineering and engineering technologies	0.6%	0.5%
Parks, recreation, leisure, and fitness studies	0.6%	0.2%
Agriculture and natural resources	0.4%	0.7%

Table 4: **Undergraduate Program Areas of Study** (Continued)

AREA OF STUDY	2018	2019
Architecture and related services	0.4%	0.8%
Family and consumer sciences/human sciences	0.4%	0.1%
Multi/interdisciplinary studies	0.4%	1.1%
Mathematics and statistics	0.2%	0.7%
Physical sciences and science technologies	0.2%	0.6%
Theology and religious vocations	0.2%	0.2%

For those who indicated holding a master's degree, the majority (42.1%) reported holding a degree in the area of education. The most frequently cited "other" area of study was international education followed by an iteration of international affairs/relations/studies. The remaining responses presented as "other" would generally be classified as social sciences and liberal arts fields (e.g., global studies, economics, anthropology, sociology).

Table 5: **Master's Program Areas of Study**

AREA OF STUDY	2018	2019
Education	35.2%	42.1%
Other	24.3%	16.2%
Foreign languages, literature, and linguistics	7.4%	5.8%
Social sciences and history	5.9%	5.5%
Business, management, marketing, and personal and culinary services	4.7%	6.2%
Area, ethnic, cultural, gender, and group studies	4.5%	3.5%
Public administration and social service professions	4.5%	4.6%
Liberal arts and sciences, general studies, and humanities	4.0%	4.6%
English language and literature/letters	2.0%	2.8%
Communication and communications technologies	1.7%	2.1%
Multi/interdisciplinary studies	1.0%	0.3%

Table 5: **Master’s Program Areas of Study** (Continued)

AREA OF STUDY	2018	2019
Biological and biomedical sciences	0.7%	0.6%
Health professions and related programs	0.7%	0.0%
Psychology	0.7%	1.7%
Agriculture and natural resources	0.5%	0.3%
Engineering and engineering technologies	0.5%	0.1%
Philosophy and religious studies	0.5%	0.1%
Legal professions and studies	0.3%	0.4%
Library science	0.3%	0.3%
Physical sciences and science technologies	0.3%	0.4%
Theology and religious vocations	0.3%	0.6%
Visual and performing arts	0.3%	1.0%
Homeland security, law enforcement, firefighting, and related prof. services	0.0%	0.1%
Computer and information sciences and support services	0.0%	0.1%
Transportation and materials moving	0.0%	0.1%

Approximately a third of respondents who reported holding a doctoral degree indicated studying an area within education (34.8%). Of the 17.4% who reported an area of study not reflected in the predetermined list, the following were indicated: Higher Education Leadership, Anthropology, Political Science/International Relations, Leadership in International & Intercultural Education, Archaeology, International Education Management, and Development Sociology.

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

AREA OF STUDY	2018	2019
Education	38.1%	34.8%
Other	20.3%	17.4%
Social sciences and history	11.0%	9.6%
Foreign languages, literature, and linguistics	8.5%	6.7%

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

AREA OF STUDY	2018	2019
English language and literature/letters	5.9%	5.6%
Business, management, marketing, and personal and culinary services	3.4%	4.5%
Legal professions and studies	2.5%	2.8%
Communication and communications technologies	1.7%	0.0%
Liberal arts and sciences, general studies, and humanities	1.7%	5.1%
Philosophy and religious studies	1.7%	0.6%
Psychology	1.7%	0.6%
Area, ethnic, cultural, gender, and group studies	0.9%	2.3%
Biological and biomedical sciences	0.9%	2.3%
Health professions and related programs	0.9%	0.0%
Public administration and social service professions	0.9%	0.6%
Agriculture and natural resources	0.0%	0.6%
Engineering and engineering technologies	0.0%	0.6%
Multi/interdisciplinary studies	0.0%	2.3%

## Base of Work

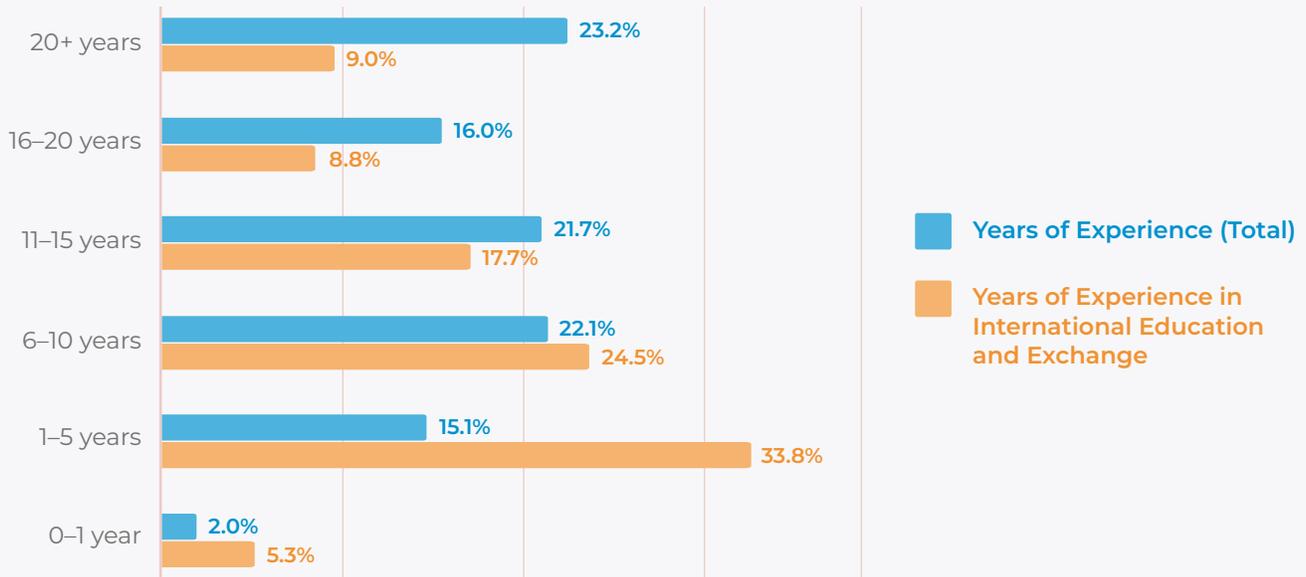
Of the 892 respondents who reported their main base of work, 89.7% indicated that they work primarily from the United States. Spain accounted for the next top location (2.0%), followed by Italy (1.2%), and the United Kingdom (0.8%). Czechia (Czech Republic) (6), France (5), South Africa (3), Qatar (3), Morocco (3), and Argentina (3) also garnered multiple responses. The remaining 4.7% indicated their primary base of work as United Arab Emirates, Peru, Mexico, Ireland, Germany, Denmark, Australia, Zimbabwe, Uruguay, Serbia, Saudi Arabia, Panama, Lithuania, South Korea, Japan, Hong Kong, Guatemala, Estonia, Dominican Republic, Costa Rica, China, Chile, Canada, Brazil, Belize, and Belgium.

The list of countries were 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. The majority of respondents were either early-career professionals (38.3%) or mid-career professionals (39.4%). Twenty-two percent (22.4%) had significant work experience (16+ years).

Figure 4: Total Years of Experience Compared to Years of Experience in International Education and Exchange

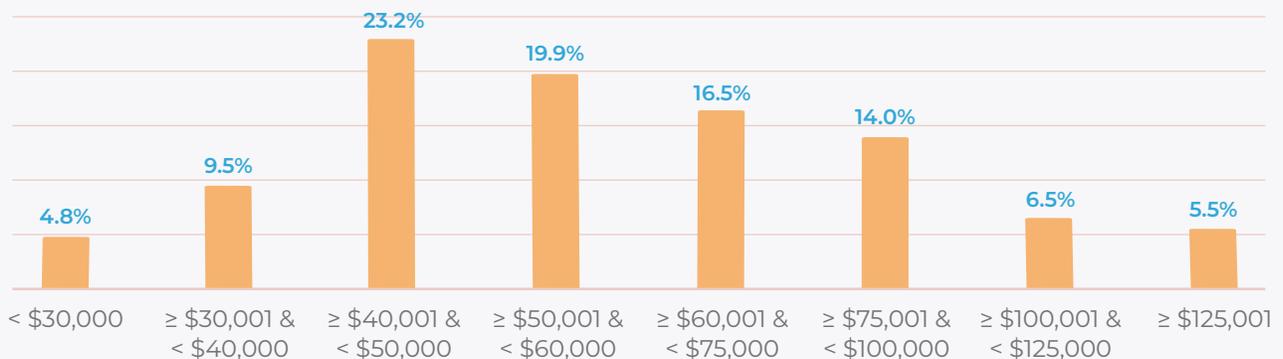


When asked about their experience working outside of the field of international education, 43.7% reported having 6 to 15 years of experience, and 39.2% reported having 16 or more years of work experience. Whereas the 2018 survey results suggested that most respondents with 16+ years had primarily worked in the international education sector, the 2019 results suggest 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 \$40,000 to \$50,000. For the following two sections on salary and gender and race/ethnicity, only those respondents who identified as being employed full-time were included in the analysis. Those who reported being part-time employees were not included.

Figure 5: Salary Range



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

Notably, the difference in proportion of male and female respondents reporting salaries greater than \$100,000 increased from 2018 to 2019, as did the difference between male and female respondents reporting salaries less than \$30,000.

Table 7: **2019 Full-Time Employee Salary Range by Gender Identification**

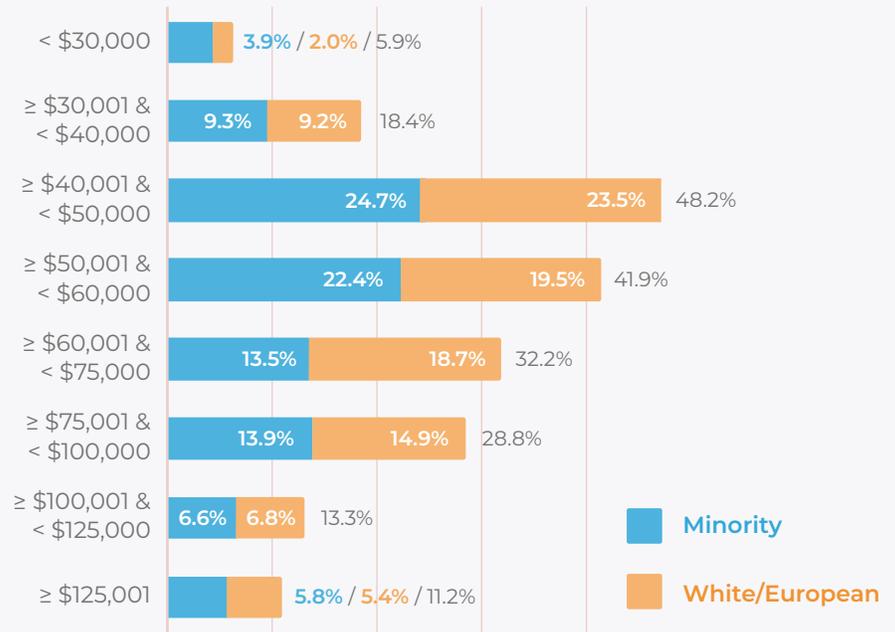
SALARY RANGE	MALE RESPONDENTS	FEMALE RESPONDENTS
Less than \$30,000	1.7%	4.0%
Less than \$40,000	10.5%	8.6%
Between \$40,000–\$60,000	33.7%	48.2%
Between \$60,000–\$100,000	31.5%	31.4%
Greater than \$100,000	22.7%	8.7%
No response	7%	7%

Table 8: **2018 Full-Time Employee Salary Range by Gender Identification**

SALARY RANGE	MALE RESPONDENTS	FEMALE RESPONDENTS
Less than \$30,000	4%	5%
Less than \$40,000	9%	15%
Between \$40,000–\$60,000	31%	42%
Between \$60,000–\$100,000	36%	29%
Greater than \$100,000	16%	7%
No response	7%	7%

Salary data compared respondents who identified as White to those who identified as Asian, Black/African American, Latinx, Middle Eastern/Arab, Native American/American Indian, or multiracial. While most respondents report a salary of between \$40,000 and \$100,000, the distribution of responses 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 across salary ranges.

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



The majority of respondents reported holding open-ended or permanent positions (89.5%). Those who selected “other” most frequently reported terms of employment similar to open-ended or at-will agreements.

Nearly all respondents reported holding full-time employment positions (95.4%).

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

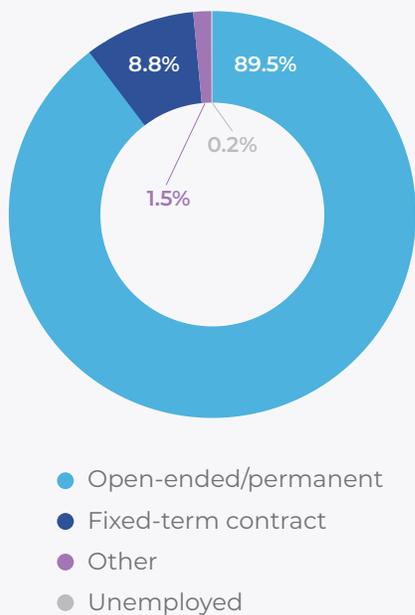
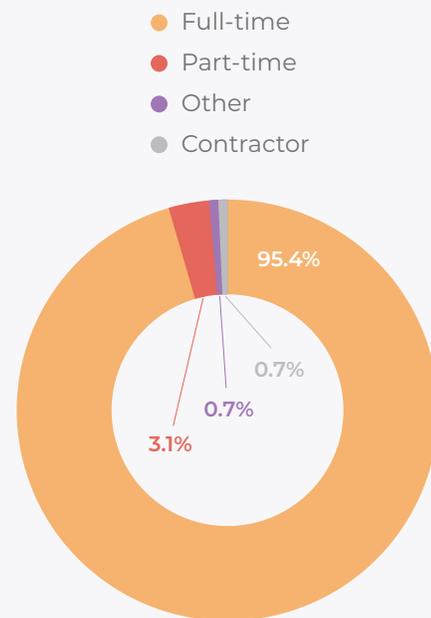


Figure 8: **Employment Status (Full-Time/Part-Time/Contractor)**



When asked to report the employment category that best described their current position, respondents primarily reported serving in a managerial, professional, or technical capacity (46.9%). 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 (41%), perhaps best described as positions that oversee the implementation of organizational-level initiatives, activities, and staff. The responses from those who selected “other” varied widely from founders, advisers, consultants, professional faculty, and more. This distribution is similar to that of the results from the 2018 survey.

Table 9: **Current Employment Category**

POSITION CATEGORY	PERCENTAGE
Managerial, professional, and technical staff	46.9%
Institutional/organizational administrator	41.0%
Other	4.7%
Faculty	3.5%
Clerical staff	2.6%
Graduate student	1.4%

**Portion of Position Focused on International Education**

Survey participants were asked to select the portion of their position that involves international education-related activities (e.g., education exchange, study abroad, international student services). Most (80.6%) indicated that international education activities made up 80% or more of their current position.

Table 10: **Proportion of Time Dedicated to International Education Activities**

PORTION OF POSITION THAT INVOLVES INTERNATIONAL EDUCATION RELATED ACTIVITIES	PERCENTAGE
< 20%	5.7%
≥ 20% and 40% <	3.5%
≥ 40% and 60% <	4.0%
≥ 60% and 80% <	6.2%
≥ 80%	80.6%

Participants were asked to report their primary international education work functions, and the majority (58.2%) reported working mainly on activities related to education abroad outbound student exchange and services. Another 16.7% reported working on both education abroad and international student and scholar services. There was a significant jump, from 8.6% in 2018 to 14.7% in 2019, of participants who indicated that they primarily work on activities related to international student and scholar services. Of those who selected “other,” responses included grant management, institutional internationalization, and strategy and senior leadership.

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 11: **Primary Work Functions**

<b>PRIMARY WORK FUNCTIONS</b>	<b>2018</b>	<b>2019</b>
Education abroad (outbound student exchange and services)	65.3%	58.2%
Both education abroad and international/foreign student and scholar services	16.2%	16.7%
None of these	9.9%	4.8%
International/foreign student and/or scholar services (inbound student services)	8.6%	14.7%
Other	Not reported	5.7%

When asked to detail the day-to-day functions of their work, respondents indicated that their daily tasks and activities are focused on student advising (58.5%), office management and operations (56.3%), institutional and departmental outreach (50%), and program design and development (46.5%). Other core daily functions included marketing and communications (41.6%), budget and finance (41.4%), international partnerships (39.5%), evaluation and assessment (37.2%), risk management and/or health and safety (35.7%), faculty-led programs (33.9%), and faculty support (32.8%). Respondents were able to select as many options as they liked. For this reason, the percentages exceed 100%.

Table 12: **Primary Work Functions on a Daily Basis**

<b>PRIMARY WORK FUNCTIONS</b>	<b>2018</b>	<b>2019</b>
Student advising	63.4%	58.5%
Office management/operations	67.2%	56.7%
Institutional/departmental outreach	64.9%	50.0%
Program design and development	56.3%	46.5%
Marketing/communications	Not reported	41.6%
Budget/finance	49.0%	41.4%
International partnerships	44.8%	39.5%
Evaluation/assessment	44.6%	37.2%
Risk management and/or health and safety	46.0%	35.7%
Faculty-led programs	42.3%	33.9%
Faculty support	43.5%	32.8%
Institution-wide internationalization efforts	38.7%	27.5%
Community outreach and engagement	24.9%	23.5%
International student and scholar services	19.7%	22.6%
Faculty/staff development	26.6%	20.3%
Scholarship/fellowship management	30.5%	19.1%
Human resources	20.3%	15.0%
Curriculum design	15.5%	14.9%
Represent institution in international negotiations	18.0%	13.9%
Curriculum internationalization	19.0%	13.7%
Teaching	12.1%	12.4%
Research	11.5%	9.8%
International admissions and recruitment	10.5%	9.6%
Grant or fundraising	9.4%	8.7%
Development/fundraising	12.8%	8.4%
Other	8.8%	3.5%
International training/ESL	5.0%	3.4%

## Supervisory Responsibilities

The majority of respondents reported having no direct-report employees (51.8%). While the question asked specifically about non-student employees, there may be individuals who do oversee student employees. Fewer reported having seven or more employees reporting directly to them in 2019 (3.8%) than in 2018 (12%).

## Supervisor's Position Level

Respondents were also asked to whom they report directly as an open-ended question. As with most institutions of higher education, the structures, titles, departments, and roles vary widely from institution to institution, and thus the responses varied widely as well. The responses were categorized into groups based on the titles provided. The groups reported in Figure 10 represent levels rather than specific department or office titles that were included in the survey participants' responses (for example, if someone included Vice Provost of Academic Affairs, the position was grouped with other Vice Provost responses). The majority of respondents indicated their direct supervisor to be either at the associate director or director level. Twelve percent (12.1%) report to Vice President or Vice Provost level supervisors.

The offices and departments that were included with the titles for these positions primarily reflected offices or departments with "international," "global," or "abroad" in their name.

Figure 9: **Supervisory Responsibilities**  
(not including student positions)

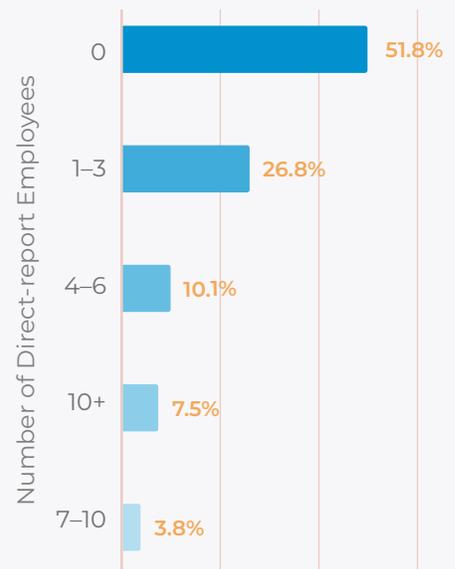
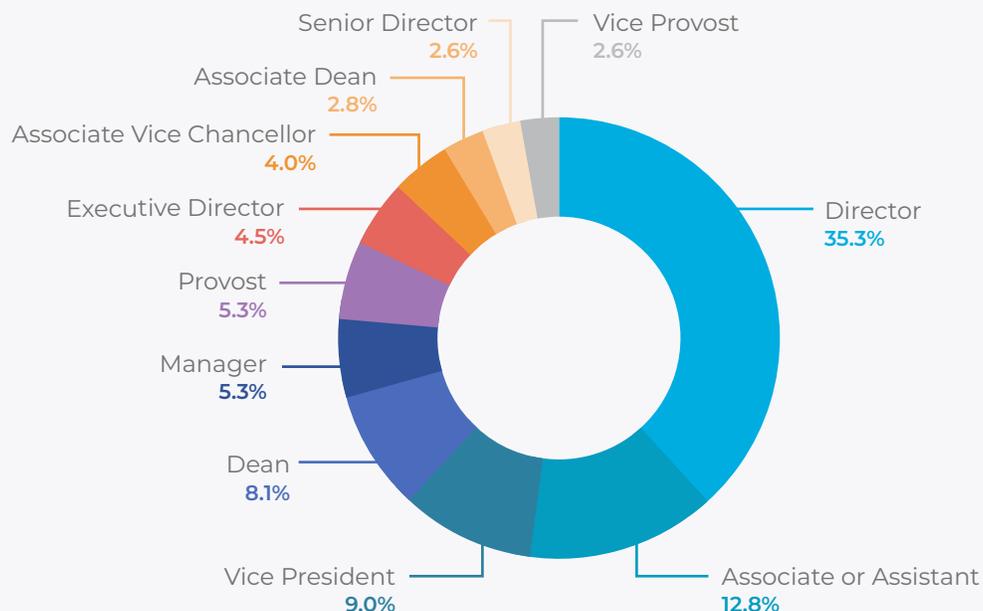


Figure 10: **Respondents' Supervisor's Position Level**



## Professional Development Support

Nearly three-quarters of respondents (77.5%) indicated that they receive funding to pursue professional development and training activities.

Table 13: **Professional Development Funding**

PROFESSIONAL DEVELOPMENT FUNDING RECEIVED	2018	2019
Yes	81.8	77.5%
No	10.2%	15.1%
Unsure	8.0%	7.5%

## 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. Respondents who selected “other” included references to other news sources, listservs (e.g., SECUSS-L), and social media.

Table 14: **Sources of Information Related to International Education**

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

## Priorities and Emerging Issues Related to Access, Inclusion, Diversity, and Equity

Respondents were offered a space to discuss two or three priority areas and emerging issues related to access, inclusion, diversity, and equity in international education in the form of open-ended questions. While the responses varied, several themes emerged from the data. These are the notable findings from participants' open-ended responses.

### » Funding and Finances

Funding and finances remain at the top of most international education professionals' list of concerns, especially as it relates to increasing access and support for students. As in 2018, respondents reported institutional funding limitations and budgetary constraints as priority areas to be addressed. Students' access to funding and financial support, particularly for diverse and underrepresented students, was frequently cited as another critical area for which international educators would need to focus. Identifying new sources of funding to support international education programming and opportunities and addressing issues of the perceived costs of going abroad were also mentioned in respondents' comments. Related to education abroad specifically, many cited program affordability as a critical issue at their institution or organization.

#### Below are several responses that represent some of these ideas:

- » "COST - high cost of study abroad, in general; lack of scholarship funding to support high financial need students; students having different experiences abroad due to economic diversity."
- » "Diversifying funding options. Providers and study abroad offices are creating scholarships and grants to encourage students to apply for government funding."
- » "The sustainability of equity programming and funding."

### » Increasing Diversity of Student Participants

Another consistently cited priority is that of increasing the diversity of the students who engage in international programming and activities. Similar to the 2018 results, there were many comments that focused on the importance of recruiting and engaging diverse students to pursue international opportunities. Respondents mentioned specific strategies that they plan to employ such as collaborating with other departments, providing more information to students, and working more closely with campus partners (in the case of education abroad providers).

### **Below are responses that represent this theme:**

- » “Finding ways to have the outbound study abroad cohort look much more like the overall student body.”
- » “Empowering study abroad offices to work with and recruit diverse student populations to study abroad.”
- » “Ensuring voices of marginalized students are present in all marketing and web materials to showcase that study abroad is for everyone.”

### **» Providing Resources and Support for Diverse Students**

Related to increasing student participation in education abroad, respondents also expressed an urgency for providing more resources and support for students of all backgrounds but particularly diverse and underrepresented students. Many responses included references to specific student populations on which they would like to focus (e.g., low-income, racial/ethnic minorities, LGBTQI+), while others indicated an interest in broad-based support (e.g., inclusive advising, mentorship) that would benefit all students. The comments reflected an interest in providing these tools and resources throughout the education abroad program cycle (i.e., pre-departure, while abroad, reentry). In addition to identifying specific target populations, several respondents also mentioned specific types of resources including support for mental health abroad, health and safety resources, and more.

### **Below are comments that reflect these themes:**

- » “Ensuring our advising practices for inclusivity are represented more on our website.”
- » “Ensuring diverse students are able to and supported in education abroad.”
- » “Addressing LGBTQ and gender issues within international population.”
- » “Adequately preparing underrepresented students for experiences abroad and supporting them while abroad.”
- » “Moving from recruitment-focused efforts to supporting students who are interested and engaged (preparatory resources, reflective etc.)”

### **» Institutional Climate**

Many respondents honed in on topics related to building a climate of inclusivity within their offices, organizations, and institutions. Issues of addressing bias, engaging students to build a sense of belonging, and taking seriously the goal of incorporating access, inclusion, diversity, and equity into all facets of the education abroad experience were mentioned in participants’ responses. Other comments also alluded to issues of campus/institution-wide climate concerns.

### Comments included such responses as:

- » “Disrupting inequalities (racial, economic, national and others) that are perpetuated within the structures of study abroad.”
- » “Ensuring [people of color, people from underrepresented institutions (e.g., community colleges)] feel true ‘belonging’ in our programs.”
- » “Creating an inclusive workplace through our Diversity and Inclusion Taskforce.”

### » Staff Training and Support

In the 2018 responses, staff training and support appeared to be more closely related to developing strategies for developing a climate of inclusivity. The responses in the 2019 survey, while similar, included more narrow references to training staff and faculty on working with diverse student populations, managing difficult conversations, and developing skills in communicating more effectively with students from all backgrounds. Responses included references to training both study abroad staff and on-site staff and engaging faculty.

### Comments included such responses as:

- » “Ensuring that international staff have the ability to connect with, understand, and communicate with diverse student populations that study at their center.”
- » “Better preparing staff to work with diverse individuals.”
- » “Training faculty directors on how to effectively lead diverse groups of students.”
- » “Prioritizing [diversity, inclusion, and equity] alongside already heavy workloads, both for myself and my staff.”
- » “Staff training and comfort to engage with topics that they don’t (or would be perceived not to) have personal experience with.”
- » “Training faculty to cope with access, diversity, inclusion, and equity in the classroom and while designing programs.”

### » Staffing and Hiring

In a similar thread of providing training to existing staff, respondents cited limitations in staffing and larger workloads with no increase in staffing. In addition to staffing limitations, several participants mentioned priorities related to hiring more diverse staff and employees at their institution or organization.

### Comments included such responses as:

- » “Insufficient staffing for effective student outreach and advising.”
- » “Hiring and retaining diverse staff. “
- » “[Ensuring] appropriate staffing.”
- » “Fair wages and career options.”

### » Political Climate in the United States (and Abroad)

The political climate and rhetoric in the United States and abroad have influenced the priorities of international educators. Many responses that included themes of political climate centered on the experiences of international students in the United States, especially related to identity (e.g., race, sexual orientation). Respondents also mentioned concerns about students with DACA status, students from immigrant backgrounds, and international students studying in the United States feeling welcome not only on campuses in the United States, but also feeling like they can engage in an education abroad experience.

### Comments included such responses as:

- » “Protecting current international students and language learners from both societal and institutional discrimination during these difficult times.”
- » “The current climate in America toward people of color and immigrants.”
- » “Changing financial aid regulations that affect low-income students (and disproportionately affect students of color) [and the] rise in xenophobic attitudes that affects education abroad participation rates.”

### Reasons for Working in International Education and Exchange

Respondents were offered the space in the form of an open-ended question to discuss their reasons for entering the field of international education and exchange. Responses cited numerous reasons for working in the field, and several themes emerged from the data. These are the notable findings from participants’ open-ended responses.

### » Personal Experiences with International Education

Many professionals in the field share a commitment to international education that was spurred by their own personal experiences with international travel, work, study, and volunteering (see [International Experiences](#)). This theme was frequently cited as a reason for pursuing a career in international education, with responses focusing on the transformational nature of study abroad

and the imprint such experiences have left on the individual. Notably, these comments were often followed by a comment related to providing others the same kind of experiences (a separate theme mentioned below).

**Below are several comments that exemplify this theme:**

- » “I was positively impacted as an undergraduate and experienced the transformation participation in education abroad provides. I want to offer this opportunity to students with high need.”
- » “I spent time living and studying abroad before and during my undergraduate career—something that impacted me deeply and gave me my passion for international ed.”
- » “I was initially very interested in learning other languages, which grew into exploring related careers. I want to support others with their international pursuits.”
- » “From my own experiences I understand how impactful an opportunity to live and learn abroad can be, especially for US citizens in a time where broadening worldviews of our future leaders is so evidently important as it will impact the future of this country for decades to come.”

**» Interest in Offering International and Intercultural Experiences to Young People**

Not completely removed from personal experiences in international education was respondents’ interest in “paying it forward” to young people so that they may have the opportunity to benefit from studying and traveling in different parts of the world. Several responses included references to specific student populations, and others focused on wanting to share the benefits of an international experience with students and young people.

**Responses included comments such as the following:**

- » “Because of the impact that I saw it could have on a student, not only during their time in college, but for the rest of their life.”
- » “The study abroad experience was transformative to me and it is rewarding to pay it forward by helping to make that opportunity accessible to other people.”
- » “After gaining much self-confidence and growing in a multifaceted way, I wanted to specifically encourage Black-identified students to study abroad.”
- » “To help students like me have a productive, educational, and rewarding international experience and to do so in an affordable way.”

### » Promote Understanding

Many respondents mentioned an interest in and commitment to encouraging students and young people to learn about others, promote peace, and encourage cooperation between communities around the world. Survey participants appeared to be aspirational in what they hope students gain from going abroad and referred to that as a reason for entering the field.

#### **Participants' responses included such comments as the following:**

- » "As lofty as it sounds, I wanted to reduce ethnocentrism in my fellow Americans by exposing them to difference."
- » "To promote peace and expand minds."
- » "I believe it is one of the most important areas of work. Only through meeting, thinking about, and understanding others can we create a more caring, compassionate and peaceful world. Individual relationships with those who are different change us all for the better."
- » "Deep interest in intercultural learning and to bring people-to-people learning to bear to solve the world's problems."

### » Consequence of Circumstance

Many survey respondents indicated their pursuit of the career as being a consequence of circumstance, with some highlighting that this was not their intended career plan and others emphasizing the serendipitous nature of traveling or studying and then consequently finding opportunities to develop a career in international education and exchange. This was one of the most frequently cited reasons for pursuing a career in the field.

#### **Responses included comments such as the following:**

- » "Happenstance."
- » "I fell into it."
- » "I came to it through my academic career and have stayed. Before I retire I will return to teaching."
- » "It evolved organically as I sought new career opportunities."

# [ RESULTS ]

## INSTITUTIONAL CHARACTERISTICS

### Institution Type

A little more than a third of participants reported working at 4-year public institutions (35.6%), followed by 4-year private institutions (30.3%), making up the majority of respondents. Notably, more respondents from organization types were represented in the 2019 respondent pool compared to 2018.

Table 15: **Institution Type**

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

Three sizes of institutions and organizations were nearly equally represented in the responses: 1,001 to 5,000 (23.5%), 5,001 to 15,000 (22.6%), and 15,001 to 30,000 (25.8%). While most of the respondents who reported being at institutions with an enrollment of less than 1,000 students and between 1,001 and 5,000 were education abroad providers, several were also institutions of higher education.

Table 16: **Total Student Enrollment When Applicable**

<b>TOTAL STUDENT ENROLLMENT</b>	<b>2018</b>	<b>2019</b>
Less than 1,000	7.4%	2.3%
Between 1,001 and 5,000	22.1%	23.5%
Between 5,001 and 15,000	15.0%	22.6%
Between 15,001 and 30,000	16.1%	25.8%
Between 30,001 and 50,000	21.9%	19.9%
Over 50,0001	10.3%	5.8%
Other (for education abroad providers and organizations)	7.1%	0.2%

Of those participants who reported working at an institution, 16.9% identified as working for an institution with a minority-serving institution (MSI) designation, an increase from the 12.1% reported in 2018. 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 (65.0%). Fourteen percent of respondents selected more than two designations, and as a result the percentages exceed 100%.

Table 17: **Minority-Serving Institution Designation, If Applicable**

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

### Regional Location of Institution or Organization

Nearly two-thirds of respondents reported working in a suburban/exurban region (62.4%), an increase from 56.5% in 2018. Rural-based institutions or organizations accounted for 5.4%.

Table 18: **Regional Location of Institution or Organization**

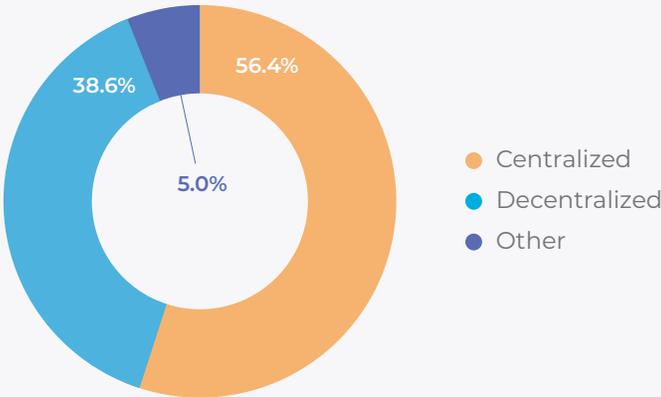
INSTITUTION/ORGANIZATION LOCATION	PERCENTAGE
Suburban/Exurban (population between 10,000 to over a 1,000,000)	62.4%
Urban (population greater than 1,000,000)	32.2%
Rural (population less than 10,000 people)	5.4%

### Institutional/Organizational Internationalization Structure

When asked to indicate the institutional or organizational approach to internationalization, 56.4% of respondents indicated their institution/organization has a centralized approach, 38.6% with decentralized, and 5% 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.

In 2018, centralized (47%) and decentralized (46%) were nearly the same.

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



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

The 2019 version of the questions related to institutional/organizational support for international, diversity, and inclusion activities and initiatives were modified from the 2018 survey to distinguish more clearly individual/office-level support for specific initiatives and support from senior leadership. Additionally, two questions were not included in the 2019 version<sup>2</sup>.

The large majority of respondents agreed or strongly agreed that their colleagues are on board with expanding international opportunities (84%) and that senior leadership also sees this as a priority (72%). And while most participants agreed or strongly agreed that their colleagues are on board with supporting diverse and underrepresented students throughout the education abroad process is a priority (79.5%), the level of agreement with statements about senior leadership’s commitment related to expanding support for diverse and underrepresented students was markedly lower (63.9%).

Close to 60 percent (58.1%) of respondents agreed or strongly agreed that expanding international student enrollment is a priority for their colleagues and senior leadership. The statement that garnered the lowest level of agreement or strong agreement was “developing opportunities/programming that connect international students to diverse communities of Americans off and on campus is a priority.” Only 47.2% of respondents agreed or strongly agreed that this was a priority.

<sup>2</sup>The two statements that were not included are: “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” and “Developing partnerships and/or integration of various campus/organizational units that support international education programs is a priority.”

Table 19: **Agreement Level of Statements on Institutional or Organizational Support for International and Diversity Activities 2019** (All Responses)

STATEMENT (2019)	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	N/A
Expanding international opportunities (e.g., education abroad, overseas, internships, language study) for all students is a priority for <b>my colleagues</b> .	1.9%	4.1%	8.0%	31.2%	52.8%	2.1%
Expanding international opportunities (e.g., education abroad, overseas, internships, language study) for all students is a priority for <b>senior leadership</b> .	2.2%	10.1%	13.8%	35.1%	36.9%	1.9%
Expanding international student enrollment (e.g., undergraduate, graduate, ESL programs) is a priority for <b>my colleagues</b> .	2.4%	7.3%	16.1%	26.5%	31.6%	16.1%

Table 19: **Agreement Level of Statements on Institutional or Organizational Support for International and Diversity Activities 2019** (Continued)

STATEMENT (2019)	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	N/A
Expanding international student enrollment (e.g., undergraduate, graduate, ESL programs) is a priority for <b>senior leadership</b> .	3.1%	9.7%	15.3%	25.6%	32.5%	13.8%
Supporting diverse and underrepresented students throughout the education abroad process is a priority for <b>my colleagues</b> .	2.1%	5.4%	10.3%	27.2%	52.3%	2.7%
Supporting diverse and underrepresented students throughout the education abroad process is a priority for <b>senior leadership</b> .	4.1%	12.0%	17.6%	30.9%	33.0%	2.5%
Developing opportunities/programming that connect international students to diverse communities of Americans off and on campus is a priority.	3.7%	13.8%	20.0%	28.5%	18.7%	15.3%
Providing funding and resources to make education abroad more accessible is a priority.	5.7%	13.1%	13.7%	30.8%	32.3%	4.2%
Providing professional development support for staff and faculty to address the needs of diverse and underrepresented students is a priority.	5.3%	16.0%	20.8%	34.2%	20.6%	3.1%

Responses from the overall participant pool were compared to that of four-year institutions (public and private) to assess any differences in respondents' level of agreement related to institutional/organizational support for international and diversity activities. While there were few statements that garnered large differences in agreement, there was a 4% lower agreement between overall responses and responses from four-year institutions on perceived commitment of senior leadership to expand international opportunities for all students.

Responses from education abroad provider organizations and associations compared to the overall responses differed in some areas. Most notably, respondents from education abroad provider organizations and associations responded with higher levels of agreement to statements about senior leaderships' support for expanding opportunities to international experiences and supporting diverse and underrepresented students in the education abroad process. Generally, respondents who identified as working for education abroad provider organizations and associations agreed more strongly across all statements.

Individuals working at education abroad provider organizations and associations, importantly, selected "Not Applicable" for three statements (percentages starred in Table 20). Readers should take caution when interpreting differences in percentage rates across groups for these three statements.

Table 20: **Agreement Level of Statements on Institutional or Organizational Support for International and Diversity Activities**  
 (4-Year Institutions and Education Abroad Provider Organizations/Associations Compared to Overall Responses)

STATEMENT	AGREE/ STRONGLY AGREE (GENERAL)	AGREE/ STRONGLY AGREE (4-YEAR INSTITUTIONS)	AGREE/ STRONGLY AGREE (EDUCATION ABROAD PROVIDERS/ ASSOC.)
Expanding international opportunities (e.g., education abroad, overseas, internships, language study) for all students is a priority for <b>my colleagues</b> .	84.0%	83.5%	93.0%
Expanding international opportunities (e.g., education abroad, overseas, internships, language study) for all students is a priority for <b>senior leadership</b> .	72.0%	68.0%	86.5%
Expanding international student enrollment (e.g., undergraduate, graduate, ESL programs) is a priority for <b>my colleagues</b> .	58.1%	61.3%	55.7%*
Expanding international student enrollment (e.g., undergraduate, graduate, ESL programs) is a priority for <b>senior leadership</b> .	58.1%	60.4%	55.6%*
Supporting diverse and underrepresented students throughout the education abroad process is a priority for <b>my colleagues</b> .	79.5%	80.7%	84.6%
Supporting diverse and underrepresented students throughout the education abroad process is a priority for <b>senior leadership</b> .	63.9%	61.7%	75.2%
Developing opportunities/programming that connect international students to diverse communities of Americans off and on campus is a priority.	47.2%	50.3%	43.3%*
Providing funding and resources to make education abroad more accessible is a priority.	63.1%	60.2%	74.4%
Providing professional development support for staff and faculty to address the needs of diverse and underrepresented students is a priority.	54.8%	52.1%	64.7%

\*Approximately 30% of education abroad providers/associations marked N/A, accounting for a third of responses.

## Sense of Belonging

New to the 2019 survey, 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 (Beyond Diversity, 2019).

The majority of respondents agreed or strongly agreed that they feel like they belong in their office or organization (80.1%), and that they feel respected and valued by their manager (80.1%). Approximately three-quarters of respondents felt like when they speak up their opinion is valued (78.4%) and that their colleagues know who they are (72.5%).

While 78.3% of respondents agree or strongly agree that they will be able to advance their career in the field of international education, fewer (60.4%) agree or strongly agree that they will be able to develop their career at their current institution or organization.

When asked about hiring individuals from diverse backgrounds, more respondents agreed or strongly agreed that their colleagues have identified this as a priority (62.6%). Roughly half (54.8%) agree or strongly agree senior leadership has identified hiring diverse individuals as a priority.

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

STATEMENT	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	N/A
I feel like I belong in the office or organization where I work.	2.4%	5.8%	11.1%	37.8%	42.4%	6.3%
When I speak up my opinion is valued.	2.1%	7.8%	11.1%	46.1%	32.3%	6.3%
I feel my colleagues understand who I am.	1.9%	10.0%	14.9%	42.6%	30.0%	7.5%
I feel respected and valued by my manager.	3.1%	5.6%	10.1%	33.2%	46.9%	1.0%
I feel confident I can develop a career <b>in the field</b> of international education.	2.4%	4.7%	12.7%	31.6%	46.7%	1.9%
I feel confident I can develop a career <b>at my institution/organization</b> .	6.0%	13.4%	18.3%	32.0%	28.4%	2.0%
Hiring people from diverse backgrounds is a priority for <b>my colleagues</b> .	4.0%	10.5%	20.5%	35.8%	26.7%	2.5%
Hiring people from diverse backgrounds is a priority for <b>senior leadership</b> .	7.4%	12.0%	23.0%	32.5%	22.3%	2.8%

When the data was analyzed to identify differences in responses to the eight statements related to sense of belonging based on race/ethnic identity, disability/impairment identity, gender, sexual orientation, and generation cohort, there were very few areas of difference. Almost all disaggregated data reflected relatively similar responses to those of the aggregated population. With one exception, most disaggregated responses reflected the responses reported in Table 21.

**» Sense of Belonging: Responses Based on Racial/Ethnic Identity**

Disaggregated responses based on race/ethnic identity groups, however, did result in differences in levels of agreement with all eight responses. Those who identified as White/European held stronger patterns of agreement with the statements than those who identified as Black/African American. While Hispanic/Latinx and Multiracial respondents also had lower levels of agreement with several statements (see Table 22), Black/African American respondents had consistently lower levels of agreement across all statements than most other racial/ethnic groups. Overall, however, the majority of respondents still largely agree or strongly agree with all eight statements.

Table 22: **Agreement Level of Statements on Sense of Belonging in the Workplace by Racial/Ethnic Identity**

<b>I FEEL LIKE I BELONG IN THE OFFICE OR ORGANIZATION WHERE I WORK.</b>	<b>DISAGREE/ STRONGLY DISAGREE</b>	<b>AGREE/ STRONGLY AGREE</b>
White/European	5.4%	85.2%
Black/African American	18.6%	62.9%
Hispanic/Latinx	11.3%	79.0%
Two or More (Multiracial)	23.5%	74.5%
<b>WHEN I SPEAK UP MY OPINION IS VALUED.</b>	<b>DISAGREE/ STRONGLY DISAGREE</b>	<b>AGREE/ STRONGLY AGREE</b>
White/European	8.1%	80.3%
Black/African American	18.6%	69.1%
Hispanic/Latinx	11.3%	79.0%
Two or More (Multiracial)	14.0%	74.0%

Table 22: **Agreement Level of Statements on Sense of Belonging in the Workplace by Racial/Ethnic Identity** (Continued)

<b>I FEEL MY COLLEAGUES UNDERSTAND WHO I AM.</b>	<b>DISAGREE/ STRONGLY DISAGREE</b>	<b>AGREE/ STRONGLY AGREE</b>
White/European	8.2%	77.3%
Black/African American	29.9%	50.5%
Hispanic/Latinx	11.3%	79.0%
Two or More (Multiracial)	15.7%	62.7%
<b>I FEEL RESPECTED AND VALUED BY MY MANAGER.</b>	<b>DISAGREE/ STRONGLY DISAGREE</b>	<b>AGREE/ STRONGLY AGREE</b>
White/European	6.9%	82.4%
Black/African American	15.5%	69.1%
Hispanic/Latinx	8.1%	80.6%
Two or More (Multiracial)	14.0%	80.0%
<b>I FEEL CONFIDENT I CAN DEVELOP A CAREER AT MY INSTITUTION/ORGANIZATION.</b>	<b>DISAGREE/ STRONGLY DISAGREE</b>	<b>AGREE/ STRONGLY AGREE</b>
White/European	17.8%	61.6%
Black/African American	26.8%	51.6%
Hispanic/Latinx	22.6%	58.1%
Two or More (Multiracial)	21.6%	60.8%
<b>HIRING PEOPLE FROM DIVERSE BACKGROUNDS IS A PRIORITY FOR MY COLLEAGUES.</b>	<b>DISAGREE/ STRONGLY DISAGREE</b>	<b>AGREE/ STRONGLY AGREE</b>
White/European	12.2%	67.2%
Black/African American	21.7%	50.5%
Hispanic/Latinx	21.0%	54.8%
Two or More (Multiracial)	19.6%	54.9%

Table 22: **Agreement Level of Statements on Sense of Belonging in the Workplace by Racial/Ethnic Identity** (Continued)

<b>HIRING PEOPLE FROM DIVERSE BACKGROUNDS IS A PRIORITY FOR SENIOR LEADERSHIP.</b>	<b>DISAGREE/ STRONGLY DISAGREE</b>	<b>AGREE/ STRONGLY AGREE</b>
White/European	17.1%	58.1%
Black/African American	23.7%	47.4%
Hispanic/Latinx	21.0%	53.2%
Two or More (Multiracial)	32.0%	44.0%

### » **Sense of Belonging: Generational Cohorts**

While most responses related to 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. Respondents identifying as Millennial had lower levels of agreement than other generational cohorts with this statement. Respondents identifying as Baby Boomers had higher levels of agreement than other groups.

Table 23: **Agreement Level of Statements on Sense of Belonging in the Workplace by Generation Cohort**

<b>I FEEL CONFIDENT I CAN DEVELOP A CAREER AT MY INSTITUTION/ORGANIZATION.</b>	<b>DISAGREE/ STRONGLY DISAGREE</b>	<b>AGREE/ STRONGLY AGREE</b>
Baby Boomer (1946–1964)	9.7%	70.8%
Generation X (1965–1979)	13.1%	65.4%
Millennial (1980–2000)	24.6%	55.6%
Prefer to self-describe	5.0%	80.0%

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