



SURVEY OF
DIVERSITY & INCLUSION
AMONG INTERNATIONAL
EDUCATORS

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ABOUT DIVERSITY ABROAD

ABOUT US

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.

[SUMMARY]

Diversity Abroad has been working for more than 10 years to provide tools and resources that advance access, diversity, equity, and inclusion in global education and exchanges, and has sought to continue these efforts by releasing the findings from the first survey to capture demographic information about the international education professionals. The information outlined in the following report offers unique insight into the background and experiences of the individuals working on internationally focused programming.

Previously, little to no data has been available to make assertions about the professionals who work in international education. Training professionals in the field of international education on inclusive and equitable practices, and hiring more diverse professionals, has become increasingly 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 *Survey of Diversity among International Educators'* primary goal, therefore, was to collect information related to the demographic composition of the field of international education and exchange. The results of the survey provide baseline data against which future surveys can be measured and a mechanism to track progress in areas such as gender and ethnic representation, among other matters. 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 lead to a range of conclusions, many of which are perhaps best addressed by institutions at the institutional and organizational level, as demographics tend to differ significantly across institutions and organizations. There is much work to be done to understand the backgrounds and experiences of international educators, and how institutions and organizations can enhance efforts to be more reflective of the diversity of the students they currently serve and those they seek to attract.

HIGHLIGHTS FROM THE SURVEY

From the more than 500 survey participants, 79% identified as women and 71% as White. The racial/ethnic make-up is on par with the current demographic profile of a study abroad student (71.6%). While women make up the majority of study abroad students (66.5%), women make up a larger portion of the professional field.

A majority of the survey participants (52.3%) identify as Millennials (born between 1980 and 2000) and 34.3% identify as being part of Generation X (born between 1965 and 1979).

Nearly two-thirds (61.5%) reported holding a master's degree, and another 17.2% holding a doctoral professional degree. The majority studied in the field of education.

Most participants agreed or strongly agreed that their institution or organization was on-board with supporting diverse and underrepresented students throughout the education abroad process (78.4%). Fewer, however, felt that their institution or organization was committed to 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 (46.1%), and 19% stated their disagreement with the statement.

METHODOLOGY

The survey was fielded from December 2017 and was closed on February 28, 2018. Invitation emails were sent from the 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 SECUSS-L listerv, a professional listserv for international education professionals, and via social media (Twitter and LinkedIn). Reminder messages were issued on a bi-weekly basis utilizing the same email distribution lists and platforms. The survey was completely voluntary.

The questions were developed by Diversity Abroad staff, consultants, and experts 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 survey garnered 555 total responses with 52 only partially completed. The responses from the 52 partial completions are included in the analysis for the questions to which they responded. Most reported sections are based on the 503 responses.

The survey took approximately 10-20 minutes to complete and included topics related to respondents' backgrounds, experiences, and current positions. The responses were confidential with reasonable efforts made to protect anonymity and confidentiality.

LIMITATIONS

This is the first iteration of this survey and first survey to capture the individual demographic information of professionals in the field. As such, there is no previous data to which the current data can be compared. Additionally, this information relies solely on self-reported information and assumes the participants are providing accurate information about their current positions.

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

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 be coming to the questions with their own interpretations of the classifications.

The sampling reflects the primary membership base of the Diversity Abroad Network 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.

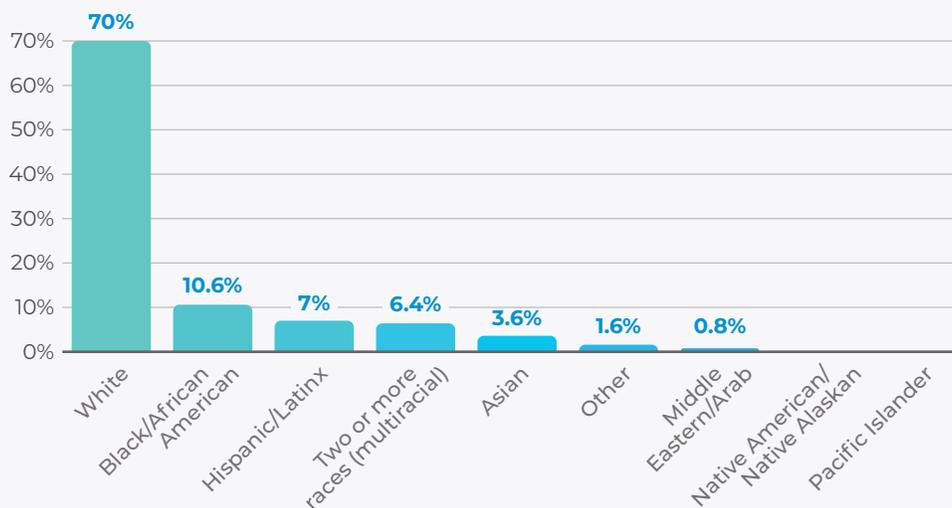
[RESULTS]

INDIVIDUAL CHARACTERISTICS

Race & Ethnicity

The results from the survey show that 71% of the survey respondents identify as White, and 29% belong to historically underrepresented groups. For comparison purposes, the Open Doors Report (Institute for International Education, 2017) reports that 71.6% of students going abroad identify as White. Notably, no respondents identified as Native American/Native Alaskan or Pacific Islander/Native Hawaiian.

Figure 1: **Ethnic or Racial Identity**



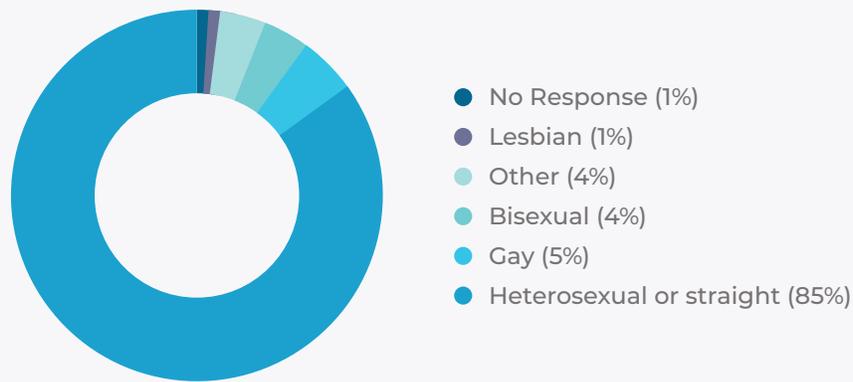
Gender

Women represented 79% of the respondents, men 20%, .2% identified as transgender, and .8% preferred not to disclose their gender. While there is not national data on study abroad students' gender identification outside of the female/male binary, 66.5% of study abroad students identify as female (IIE, 2016).

Sexual Orientation

The majority of respondents (85.1%) identified as heterosexual or straight. Five percent (5.4%) identified as gay, 4% as bisexual, 3.8% as "other," and 1% as lesbian. Less than 1% (0.8%) did not report their sexual orientation. Of those who identified as "other," 1.4% identified as Queer, 0.6% as pansexual, 0.6% as asexual, and 0.6% chose not to disclose their orientation.

Figure 2: **Sexual Orientation/Identity**



Country of Origin

The large majority of the 497 respondents who reported their country of birth were born in the United States (86.7%). The next top three countries of origin included Germany (1.0%), Mexico (1.0%), and Canada (0.8%).

The remaining respondents (10.5%) who reported being born outside of United States represented many countries. Countries with three respondents: Japan, Peru, and Poland. Countries with two respondents: Australia, Colombia, Czechia (Czech Republic), France, Guatemala, Iran, Philippines, United Kingdom, and Venezuela. Countries with one respondent: Argentina, Austria, Bosnia and Herzegovina, Brazil, China, Costa Rica, Denmark, El Salvador, Ethiopia, Greece, Guyana, India, Ireland, Jamaica, Kenya, Malaysia, Morocco, Nigeria, Romania, Spain, Sweden, Switzerland, Trinidad and Tobago, Turkey, and Zimbabwe.

Disability Identification

The majority of survey participants do not identify as having a disability or impairment. Mental health conditions were the most frequent disability or impairment reported by participants.

Table 1: **Disability Identification**

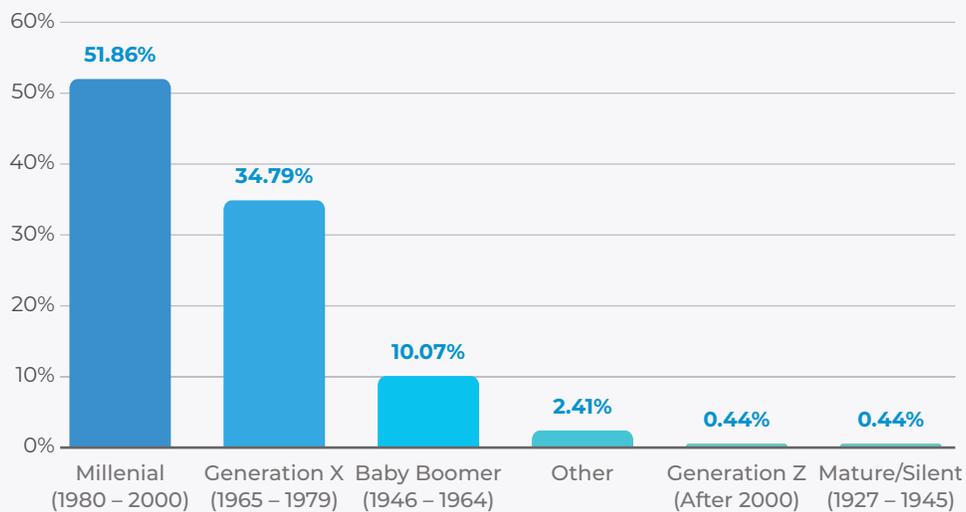
Disability Identification	Percentage
I do not identify as having a disability/impairment	79.6%
Mental health conditions	10.8%
Chronic illness	5.2%
Vision impairment (including blindness)	3.1%

Deafness or hard of hearing	2.3%
Other health impairment	1.7%
Learning impairment	1.0%
Physical mobility impairment	0.8%
Autism spectrum disorder	0.6%
Intellectual disability	0.4%
Speech or language impairment	0.2%

Age/Generation

Of those who responded as “other,” the majority identified as the microgeneration referred to as Xennial that were born between 1977 and 1985. There was one person who identified as falling between the Generation X and Baby Boomer generations. For context, the Pew Research Center found that Millennials are the largest generation in the U.S. labor force at 35% (Fry, 2018).

Figure 3: **Generation Cohort**



First-Generation College Students

The definition for first-generation college student for the purpose of this survey 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 (29.6%) of survey participants identify as the first in their family to complete a college degree. For context, 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. Seventy percent (70.4%) of survey respondents did not identify as first-generation college students.

Educational Background

The majority of survey participants reported not having transferred from a community or two-year institution (92.2%), though 7.9% indicated that they had.

The majority of respondents reported having obtained a master’s degree (61.8%). Of those who listed “other,” the most common response was having obtained a bachelor’s degree and having completed some master’s level coursework. One person listed having completed trade school training.

Figure 4: **Transferred from a Community College or Two-year Institution**

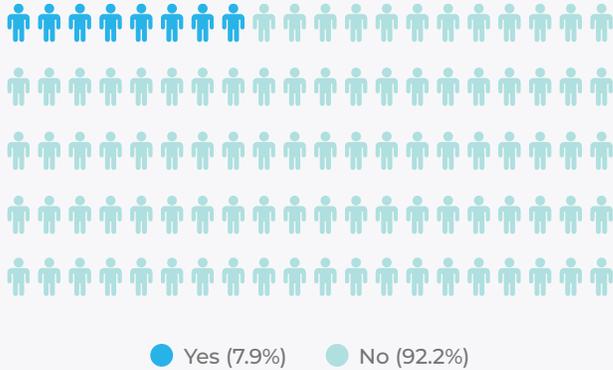
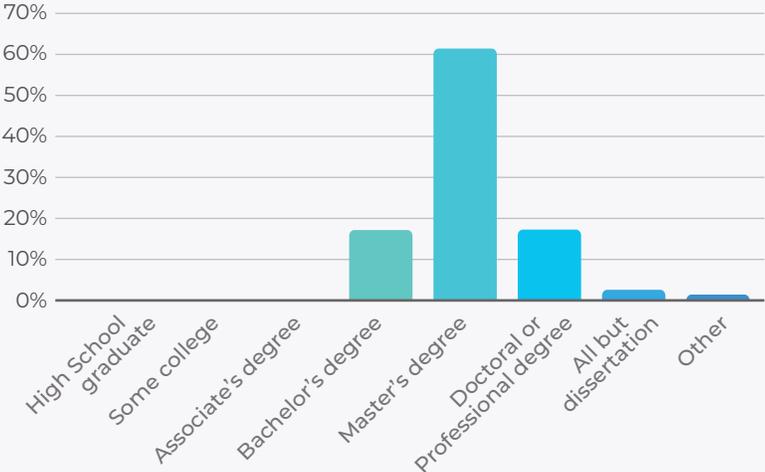


Figure 5: **Highest Level of Education Attained**



The areas of study reported in the following sections were taken from the U.S. Department of Education’s National Center for 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, fewer selection options were preferred to a larger, more 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 2: **Undergraduate Program Areas of Study**

Areas of Study	Percentage
Foreign languages, literatures, and linguistics	18.5%
Other	18.5%
Social sciences and history	13.6%
English language and literature/letters	8.3%
Business, management, marketing, and personal and culinary services	6.7%
Liberal arts and sciences, general studies and humanities	5.9%
Communication and communications technologies	5.3%
Psychology	5.3%
Area, ethnic, cultural, gender, and group studies	4.3%
Biological and biomedical sciences	2.9%
Education	2.6%
Visual and performing arts	1.8%
Philosophy and religious studies	1.0%
Public administration and social service professions	1.0%
Health professions and related programs	0.8%
Engineering and engineering technologies	0.6%
Parks, recreation, leisure, and fitness studies	0.6%
Agriculture and natural resources	0.4%
Architecture and related services	0.4%
Family and consumer sciences/human sciences	0.4%
Multi/interdisciplinary studies	0.4%
Mathematics and statistics	0.2%
Physical sciences and science technologies	0.2%
Theology and religious vocations	0.2%

For those who indicated holding a master’s degree, the majority reported holding a degree in the area of education. The majority (35.2%) of master’s degree holders reported studying in the area of education. The most frequently cited “other” area of study was an 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 3: **Master’s Program Areas of Study**

Areas of Study	Percentage
Education	35.2%
Other	24.3%
Foreign languages, literatures, and linguistics	7.4%
Social sciences and history	5.9%
Business, management, marketing, and personal and culinary services	4.7%
Area, ethnic, cultural, gender, and group studies	4.5%
Public administration and social service professions	4.5%
Liberal arts and sciences, general studies and humanities	4.0%
English language and literature/letters	2.0%
Communication and communication technologies	1.7%
Multi/interdisciplinary studies	1.0%
Biological and biomedical sciences	0.7%
Health professions and related programs	0.7%
Psychology	0.7%
Agriculture and natural resources	0.5%
Engineering and engineering technologies	0.5%
Philosophy and religious studies	0.5%
Legal professions and studies	0.3%
Library science	0.3%
Physical sciences and science technologies	0.3%
Theology and religious vocations	0.3%
Visual and performing arts	0.3%

For those who reported holding a doctoral degree, the majority indicated studying an area within education (38.1%). Of the 20.3% 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 4: **Doctoral Program Areas of Study**

Areas of Study	Responses
Education	38.1%
Other	20.3%
Social sciences and history	11.0%
Foreign languages, literatures, and linguistics	8.5%
English language and literature/letters	5.9%
Business, management, marketing, and personal and culinary services	3.4%
Legal professions and studies	2.5%
Communication and communication technologies	1.7%
Liberal arts and sciences, general studies and humanities	1.7%
Philosophy and religious studies	1.7%
Psychology	1.7%
Area, ethnic, cultural, gender, and group studies	0.9%
Biological and biomedical sciences	0.9%
Health professions and related programs	0.9%
Public administration and social service professions	0.9%

Base of Work

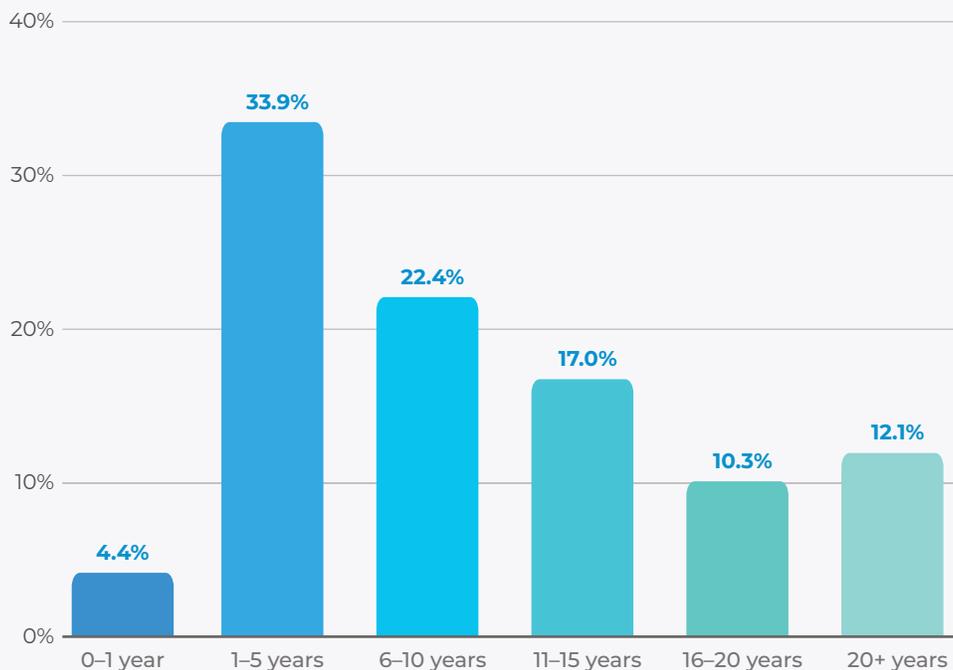
Of the 549 respondents who reported their main base of work, 92.9% indicated that they work primarily from the United States. Four individuals (0.7%) reported being based in Canada, three (0.6%) in Switzerland, and two (0.4%) in each of the following countries: Japan, Morocco, New Zealand, Peru, Philippines, and Singapore. The remaining 3.6% indicated their primary base of work as Argentina, Australia, Belize, China, Colombia, Denmark, France, Greece, India, Indonesia, Israel, Italy, Luxembourg, Mexico, Qatar, Russia, Spain, Sweden, Thailand, or the United Kingdom.

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

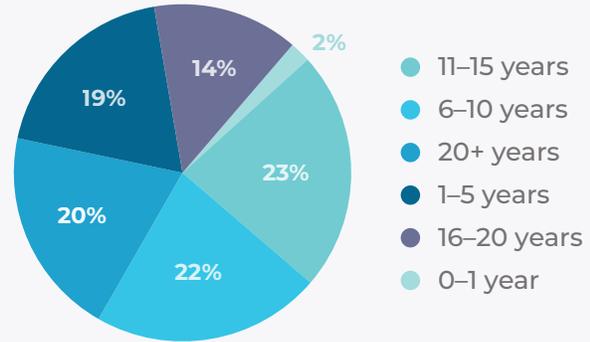
Survey participants were asked to respond to two questions related to the number of years of experience both in and outside of the field of international education. The majority of respondents were either early-career professionals (38.3%) or mid-career professionals (39.4%). Twenty-two (22.4%) had significant work experience (16+ years).

Figure 6: **Years of Experience in International Education**



When asked about their experience working specifically in the field of international education, 55% reported having six to 15 years of experience and 34% reported having 16 or more years of experience working in the field, suggesting that the majority of respondents have worked in international education for most of their career.

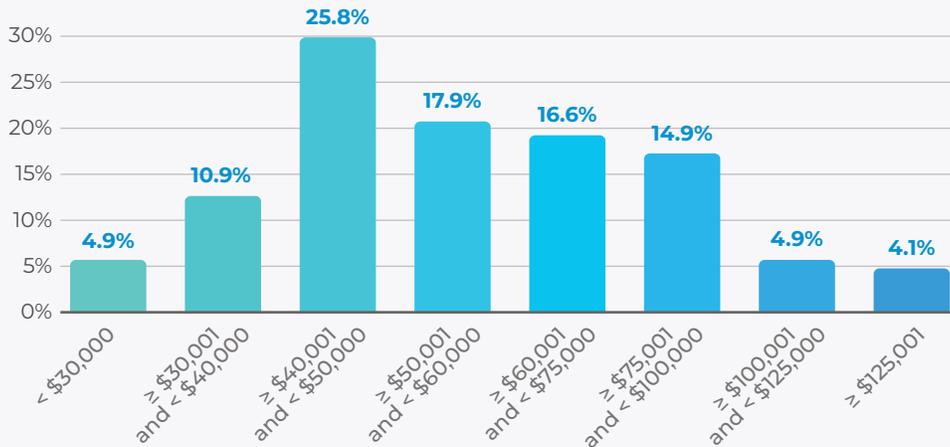
Figure 7: Years of Experience Including non-International Education Work



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.

Figure 8: Salary Range



Salary data was broken out by gender, and while 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 .2% of transgender respondents reported salary ranges of \$30,000 to \$40,000. Those who preferred not to disclose their gender reported being part of each salary range option between \$30,000 and \$75,000.

Table 5: **Salary Range by Gender Identification**

The question allowed respondents to check more than one selection.

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%

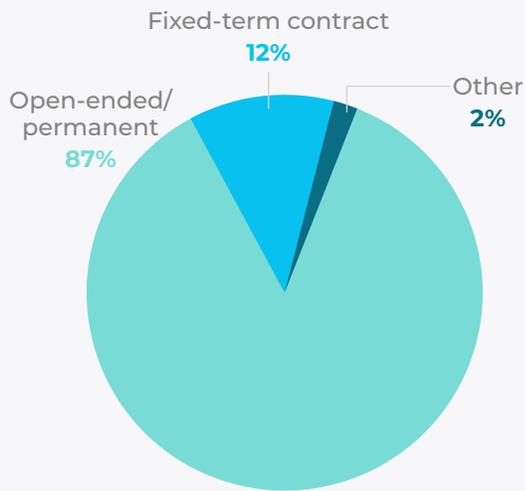
Salary data compared respondents who identified as white to those who identified as Asian, Black/African American, Latinx, Middle Eastern/Arab, Native American/American Indian, or two or more races. While most respondents report a salary of between \$40,000 and \$100,000, the distribution is different for white and minority respondents, most notably in the less than \$30,000 salary range.

Figure 9: **Salary Range by Racial/Ethnic Identification**



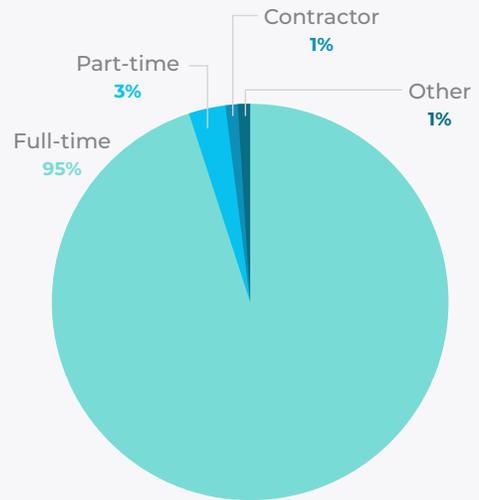
The majority of respondents reported holding open-ended or permanent positions (86%). Those who selected “other” most frequently reported terms of employment similar to open-ended or at-will agreements.

Figure 10: **Terms of Employment**



Nearly all respondents reported holding full-time employment positions (95%).

Figure 11: **Employment Status (Full-Time/Part-Time/Contract)**



When asked to report the employment category that best described their current position, respondents primarily reported serving in a managerial, professional, or technical capacity (46.2%). These roles may be best defined by developing, managing, and implementing programmatic and project-based activities. The next 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.

Figure 12: **Current Employment Category**

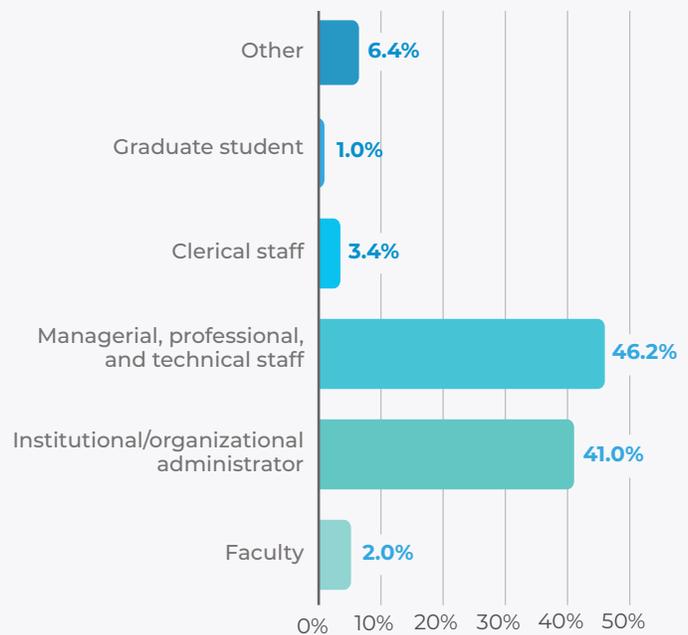


Table 6: **Proportion of Time Dedicated to International Education Activities**

Answer Choices	Responses
≥ 80%	86.7%
< 20%	5.5%
≥ 40% and < 60%	3.4%
≥ 60% and < 80%	2.5%
≥ 20% and < 40%	1.9%

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 (86.7%) indicated that international education activities made up 80% or more of their current position.

Participants were asked to report their primary international education work functions, and the majority (65.3%) reported working mainly on activities related to education abroad outbound student exchange and services. Another 16.2% reported working on both education abroad and international student and scholar services.

Table 7: **Primary Work Functions**

Primary Work Functions	Responses
Education abroad (outbound student exchange and services)	65.3%
Both education abroad and international/foreign student and scholar services	16.2%
None of these	9.9%
International/foreign student and/or scholar services (inbound student services)	8.6%

When asked to detail the day-to-day functions of their work, respondents indicated that their daily tasks and activities are focused on office management and operations (67.2%), institutional and departmental outreach (64.9%), student advising (63.4%), and program design and development (56.3%). Other core daily functions included budget and finance (49%), risk management and/or health and safety (46%), international partnerships (44.8%), evaluation and assessment (44.6%), faculty support (43.5%), and faculty-led programs (42.3%). Respondents were able to select as many options as they liked.

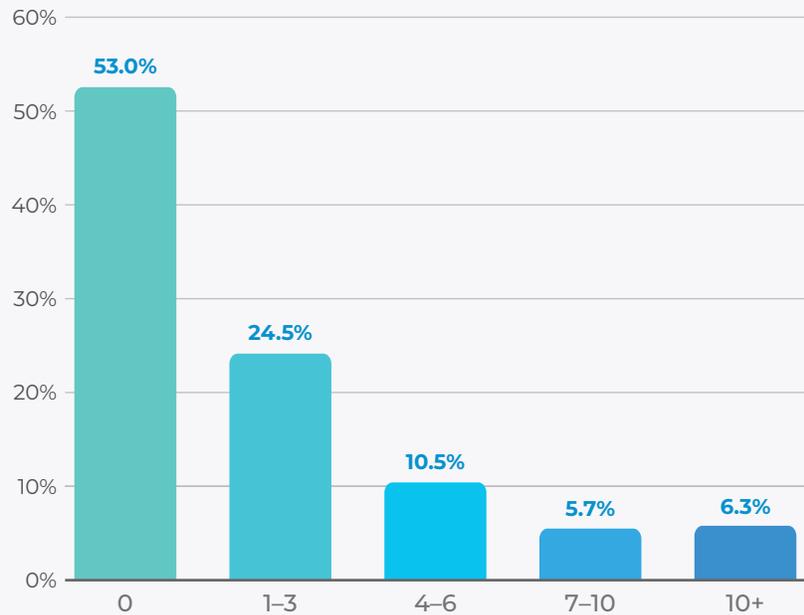
Table 8: **Primary Work Functions on a Daily Basis**

Day-to-Day Work Functions	Responses
Office management/operations	67.2%
Institutional/departmental outreach	64.9%
Student advising	63.4%
Program design and development	56.3%
Budget/finance	49.0%
Risk management and/or health and safety	46.0%
International partnerships	44.8%
Evaluation/assessment	44.6%
Faculty support	43.5%
Faculty led programs	42.3%
Institution-wide internationalization efforts	38.7%
Scholarship/fellowship management	30.5%
Faculty/staff development	26.6%
Community outreach and engagement	24.9%
Human resources	20.3%
International student and scholar services	19.7%
Curriculum internationalization	19.0%
Represent institution in international negotiations	18.0%
Curriculum design	15.5%
Development/fundraising	12.8%
Teaching	12.1%
Research	11.5%
International admissions and recruitment	10.5%
Grant or fundraising	9.4%
Other	8.8%
International training/ESL	5.0%

Supervisory Responsibilities

The majority of respondents reported having no direct-report employees (53%). The question asked specifically about non-student employees, and there may be individuals who oversee student employees. Twelve percent (12%) of respondents reported having seven or more employees reporting directly to them.

Figure 13: **Supervisory Responsibilities**

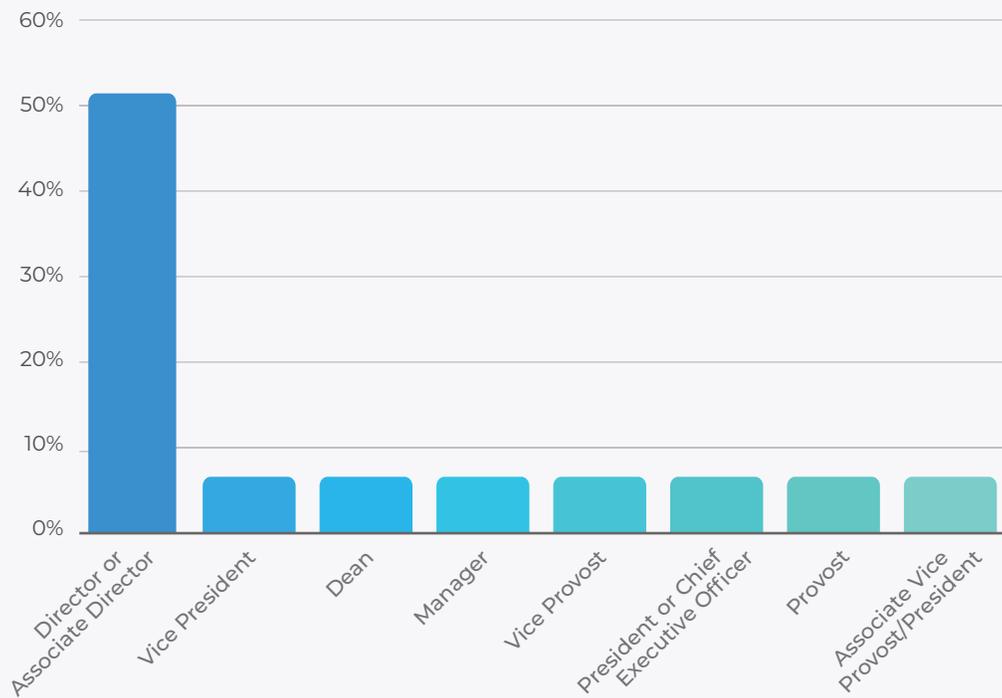


Supervisor's Position Level

Respondents were also asked to whom they reported 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 11 represent levels, rather than specific department or office titles, that were included in 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 14: **Respondents' Supervisor's Position Level**



Professional Development Support

A large majority (81.8%) of respondents indicated that they receive funding to pursue professional development and training activities.

Table 9: **Professional Development Funding**

Professional Development Funding Received	Percentage
Yes	81.8%
No	10.2%
Unsure	8.0%

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. A little more than half (52.8%) reported getting information for scholarly articles and/or peer-reviewed journals.

Table 10: Sources of Information Related to International Education

The question allowed respondents to check more than one option.

Sources of Information Related to International Education	Percentage
Conferences, workshops, and/or other in-person training	93.4%
Association produced content (Diversity Abroad, NAFSA, Forum on Education Abroad, American Council on Education)	84.6%
Webinars, e-learning, and/or other virtual training	74.8%
Education focused media (The Chronicle of Higher Education, Diverse Issues in Higher Ed)	91.6%
Scholarly articles and/or peer-reviewed journals	52.8%
Podcasts	12.6%
Other	9.3%

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

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

» Funding and Finances

For many survey participants, funding and finances are key areas of concern with regard to increasing access and support for students. Many respondents reported institutional funding limitations and budgetary constraints as priority areas to be addressed. Availability of funding for students, particularly for diverse and underrepresented students, was also mentioned as a key area on which international educators would need to focus, both in terms of making funding available as well as identifying new sources of funding to support international education programming and opportunities. Related to education abroad specifically, many cited program affordability as a critical issue at their institution.

Below are several responses that represent these ideas.

- » “How to run programs that are affordable and accessible.”
- » “Developing more financially accessible programs.”
- » “Targeting underrepresented international populations through grant-funded programs.”
- » “Main priority is finding more financial support to support our very diverse campus.”

» Increasing Diversity of Student Participants

Increasing the diversity of the students who engage in international programming and activities was seen as a priority for many. There were numerous responses that centered on recruiting and engaging diverse students as a way to encourage more to pursue international opportunities. Additionally, respondents indicated that working with other departments, offices, and organizations would be increasingly important to growing the number of diverse students who seek out international opportunities.

Below are responses that represent this theme.

- » “Outreach and visibility of international opportunities for students of ethnic minorities, lower SES, first-generation college students, students with disabilities, students who identify as LGTBQA+, students from underrepresented fields of studies (i.e. STEM).”
- » “Inclusive marketing and mindful recruitment.”

» **Staffing**

Respondents frequently mentioned limitations in staffing and the small number of individuals working in education abroad and international education programming. In addition to staffing limitations, several participants mentioned priorities related to hiring more diverse staff and employees in their office or organization.

Comments included such responses as:

- » “Insufficient staffing for effective student outreach and advising.”
- » “Recruiting, hiring, and retaining diverse full time employees.”
- » “Increasing gender diversity on staff.”

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

Respondents frequently cited an interest in providing more resources and support for students of all backgrounds, but particularly diverse and underrepresented students. Many identified specific student populations on which they would like to focus (e.g., low-income, racial/ethnic minorities, LGBTQI+). The comments reflected an interest in providing 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.

- » “It is important to me to prepare all students from all backgrounds for the type of experience they might have abroad.”
- » “Supporting students with mental health needs.”
- » “Increasing student support, meaning, how do students who have limited access to parental support (or parents don’t know how to support) manage the many requirements of their education layered with study abroad?”

» Institutional Climate

Developing a climate of inclusivity was a frequently mentioned area of interest. Some respondents mentioned training staff and faculty on issues of diversity to develop more inclusive learning and advising environments, while others reflected on issues of campus/institution-wide climate concerns.

Comments included such responses as:

- » “Inclusion of staff members of color and increasing awareness of microaggressions and areas to improve intercultural sensitivity.”
- » “Providing an inclusive environment for students.”
- » “We’ve lost key faculty in the last year, including leaders from our faculty-led programs, because they were unhappy with the campus climate. Not only did we lose important faculty on campus, but our programs are one of the tragic consequences.”

[RESULTS]

INSTITUTIONAL CHARACTERISTICS

Institution Type

The respondents to this survey primarily reported working at 4-year public institutions (48.5%) and 4-year private institutions (27.2%), making up nearly three-quarters of the respondents.

Table 11: **Institution Type**

Institution Type	Percentage
4-year public institution	48.5%
4-year private institution	27.2%
Education abroad program provider	14.1%
Other	3.8%
Educational organization/association	3.6%
2-year public institution	1.6%
Independent consultant	0.7%
2-year private institution	0.4%
Government agency	0.2%

The institutions were also relatively large, with 32.3% of participants based at institutions with student enrollments of 30,000 or more. While most of the respondents who reported being at institutions with an enrollment of less than 1,000 students were education abroad providers, several were also institutions of higher education.

Table 12: **Total Student Enrollment When Applicable**

Total Student Enrollment	Percentage
Less than 1,000	7.4%
Between 1,001 and 5,000	22.1%
Between 5,001 and 15,000	15.0%
Between 15,001 and 30,000	16.1%
Between 30,001 and 50,000	21.9%
Over 50,000	10.3%
Other (for education abroad providers and organizations)	7.1%

Of those participants who reported working at an institution, 12.1% identified as working for an institution with a minority-serving institution (MSI) designation, 71.1% reported working for non-minority-serving institutions, and 16.8% reported working for an organization or international education entity.

Of those that reported working for an MSI, the majority selected the Hispanic Serving Institution designation (62.1%).

Table 13: **Minority-Serving Institution Designation, if Applicable**

MSI Designation	Percentage
Historically Black College or University	13.8%
Hispanic Serving Institution	62.1%
Tribal College or University	0.0%
Alaska Native-serving institution or a Native Hawaiian-serving institution	1.7%
Predominantly Black Institution	1.7%
Asian American and Native American Pacific Islander-serving institution	25.9%
Native American-serving nontribal institution	6.9%

Regional Location of Institution or Organization

Most participants reported working in a suburban/exurban region (56.6%). Rural-based institutions and organizations represented 6.7% of responses.

Figure 15: Regional Location of Institution or Organization

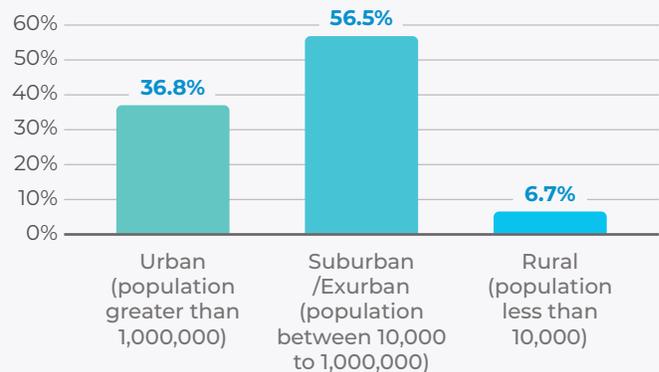
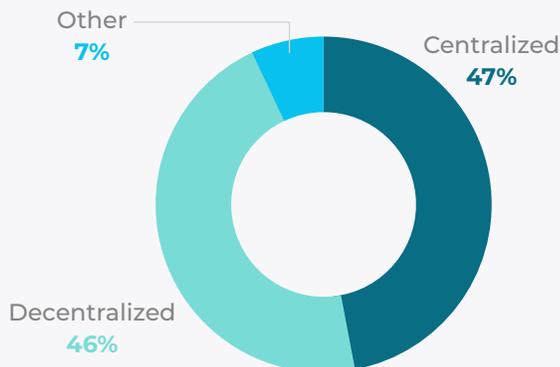


Figure 16: Institution's or Organization's Internationalization Structure



Institutional/Organizational Internationalization Structure

When asked to indicate the institutional or organizational approach to internationalization, there was nearly an even split between centralized and decentralized. Of those reporting “other,” a large portion of the responses indicated that their institution or organization used both approaches to structuring internationalization efforts. Several reported that this was either not applicable to their organization or institution or that their institution was in the process of determining how to approach internationalization.

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

Most participants agreed or strongly agreed that their institution or organization was on board with supporting diverse and underrepresented students throughout the education abroad process and made it a priority (78.4%). Fewer, however, felt that their institution or organization was committed to 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 (46.1%), and 19% stated their disagreement with the statement.

Table 14: **Agreement Level of Statements on Institutional or Organizational Support for International and Diversity Activities**

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Expanding international opportunities (e.g., education abroad, overseas, internships, language study) for all students is a priority.	4.2%	4.4%	7.0%	36.4%	48.0%
Supporting diverse and underrepresented students throughout the education abroad process is a priority.	4.2%	7.4%	10.0%	37.7%	40.7%
Developing opportunities/programming that connect international students to diverse communities of Americans off and on campus is a priority.	6.8%	11.5%	25.0%	38.8%	17.9%
Providing funding and resources to make education abroad more accessible is a priority.	5.3%	10.6%	16.1%	33.9%	34.1%
Providing professional development support for staff and faculty to address the needs of diverse and underrepresented students is a priority.	5.1%	13.6%	22.9%	36.9%	21.6%
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.	5.7%	19.0%	29.2%	26.6%	19.5%
Developing partnerships and/or integration of various campus/organizational units that support international education programs is a priority.	4.0%	7.7%	21.1%	39.6%	27.7%

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