



STATE OF THE FIELD REPORT:

Data from the Comprehensive 2022 Survey



About The Forum on Education Abroad

The Forum is a 501(c)(3) non-profit association recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for the field of education abroad. The Forum provides training and resources to education abroad professionals, using the *Standards of Good Practice for Education Abroad* as our core measure of the quality of education abroad programs and a tool for continuous improvement to achieve programmatic goals. Through our service to our organizational and institutional members as well as to the field at-large, The Forum's mission is to cultivate educators who champion high quality education abroad experiences that ignite curiosity, impact lives, and contribute to a better world.

The Forum's institutional members include U.S. colleges and universities, overseas institutions, consortia, agencies, organizations, and foundations who are committed to improving education abroad. Under the strategic leadership of the Board of Directors, the Forum staff develops and manages member programs, resources, services, and benefits. The Forum Council represents the interests of the Forum membership, communicates the needs of the field, and works collaboratively with Forum staff to assess and move initiatives forward. The Forum relies heavily on the expertise of colleagues in and outside of the education abroad field, and much of The Forum's work is accomplished through the support of committees, working groups, facilitators, assessors, reviewers, and volunteers.

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The Forum on Education Abroad

P.O. Box 425

Warren, RI 02885

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Executive Summary

The Forum on Education Abroad conducted its ninth State of the Field survey from September through December 2022. This year's effort included a more comprehensive set of questions and a renewed purpose as the Forum community and the education abroad profession sought to reinvent and innovate after a long period of uncertainty and change. The 2022 iteration of the survey drew on components from past State of the Field and other Forum surveys. It also included new questions, which comprised the following segments:

- **Institutional Survey:** As The Forum has done since 2006, this section asks questions about current trends and challenges and delves into details about particular practices employed by institutions and organizations.
- **COVID-19 Legacy Questions:** Drawing on questions asked in the 2020 and 2021 State of the Field COVID Snapshot surveys, this section asked the same or updated questions to observe how the pandemic continued to influence education abroad in the previous year.
- **Individual Survey of International Educators:** This new portion of the survey asked individuals working in education abroad to answer questions about their job titles, descriptions, responsibilities, and compensation packages, as well as to gauge their affect and satisfaction as relates to their work in the past year. Additional recommendations, drawing on this section of the survey plus focus group insights and primary source documents, are available in the white paper [Changing Needs and Realities of the Current and Future International Educator](#).

The data collection efforts have been expanded in these ways in response to a tangible increase in requests for evidence to inform practice and be used as an advocacy tool. People and organizations across the field seek data that can help them face the challenges posed by the on-going evolution of the landscape of higher education and the changing realities of education abroad program management and student support. As education abroad program operations were mostly resumed, but institutions and individuals were still reportedly struggling under the weight of understaffing, high turnover, reduced budgets, and collective emotional and mental fatigue, 2022 represented an opportune juncture for reflection and to record this moment in time for posterity. The survey captures a snapshot that can help the field take action now on pressing issues and serve as a benchmark that will allow us to look back and see what progress has been made in the future.

Key findings from the 2022 State of the Field Survey from each of these areas are as follows.

COVID-19 In the Rearview

- The pandemic represents a time of significant innovation and updating of policies and procedures, especially, but not exclusively, in the areas of risk management, contingency planning (both academic and financial), and strategies for communicating with students.
- As of November 2022, many institutions have already recovered or are quickly approaching recovery in terms of rates of student participation in education abroad programming.
- While student participation is up, staffing and budget recovery still lag behind, exerting continued pressures on already taxed teams.

Threats and Opportunities for Institutions Committed to Education Abroad

- Colleagues committed to expanding education abroad participation have concerns that could get in the way of them reaching that goal, namely: financial barriers, rising costs, and the need for appropriate support for underrepresented students, students with disabilities, and students dealing with mental health challenges.
- Top strategies for growing education abroad participation in the face of these challenges include increasing financial support to students, expanding marketing and outreach, and collaborating across institutional/functional boundaries.
- Despite rich dialogues and good intentions about how the field could use the time of program shut-downs to reinvent and reimagine education abroad to be more just and inclusive and a boom in resource development and thought leadership in this area, nearly half of respondents still report not actively considering or addressing the environmental, social, or economic impacts of their work on local communities. There is more work to be done in these areas.

The Experience of International Educators

- High turnover in recent years and continued high levels of job-seeking are driven by non competitive pay, lack of flexibility or autonomy, and deteriorated organizational support.
- Despite the challenges, international educators report a strong commitment to the mission to educate students and provide them access to global learning opportunities.
- Managers and leaders can retain staff and attract new recruits by offering increased pay, developing a supportive team culture even when institution-level structures limit pay raises, managing workloads and resources to avoid employee burnout, and showing staff respect for their professionalism through greater autonomy and flexibility.

This year's results have given the field of education abroad as many answers as they have generated new questions. It is our hope that readers will find the data insightful, affirming, and useful to help them achieve strategic goals. At The Forum, we look forward to continuing the conversation in the months and years ahead.

Amelia J. Dietrich, Ph.D., Senior Director for Research and Publications

About the State of the Field Survey

The Forum on Education Abroad has conducted the State of the Field Survey of its membership since 2006, usually in alternating years, making the 2022 survey the ninth iteration. Since its inception, the State of the Field survey has sought to identify key trends and common practices in education abroad programming among Forum member organizations while also looking to the horizon to forecast upcoming challenges to the field and spot practices on the leading edge. The 2022 iteration of the survey consisted of three components:

- 1) **Institutional Survey:** As The Forum has done since 2006, this survey asks questions about current trends and challenges and delves into details about particular practices employed by institutions and organizations. Many of the questions have been repeated over several years of the survey, though some have been added or adjusted to keep pace with changes in the field over time. An institutional representative from each Forum member institution is asked to complete the survey on behalf of their institution.
- 2) **COVID-19 Legacy Questions:** Drawing on questions asked in the [2020](#) and [2021](#) State of the Field COVID Snapshot surveys, this section asked the same or updated questions to observe how the situation has continued to evolve in the past year. These questions were included at the end of the institutional survey described above.
- 3) **Individual Survey of International Educators:** Using The Forum's 2008 and [2013](#) Pathways to the Profession survey as a jumping off point, we developed this arm of the survey to ask individuals working in our field to answer questions both about their job titles, descriptions, responsibilities, and compensation packages, as well as to gauge their affect and satisfaction as relates to their work in the past year. Institutional survey respondents were asked to respond to the survey themselves and share the link to the survey with their colleagues. An open call for respondents was also distributed via email and social media outreach on Forum channels, resulting in a convenience sampling method. Participation in this portion of the survey was not limited to employees of Forum member institutions.

Acknowledgments

This multifaceted effort would not have been possible without the following colleagues who contributed to the project by refining questions, analyzing data, and interpreting results:

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Amanda Kelso, Duke University
Wendy Lombardo, Arcadia University – The College of Global Studies
Deirdre Sheridan, National University of Ireland, Galway
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Sally Roberts, University of Maryland

Research Advisory Group:

Louis Berends, *chair*, CEA CAPA Study Abroad
Emily Gorlewski, Wesleyan University
Marisa A. Gray, Morgan State University
Martina Hamanaka Serizawa, London Metropolitan University
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Members of The 2022-2023 Forum Council and The Forum staff

The hundreds of colleagues who took the time to complete the survey this year and share their experiences, especially the winners of our incentive drawing:

- AIB Akademie für internationale bildung in Bonn, Germany
- Christopher Newport University in Newport News, Virginia, United States
- Jess Mercier of the University of Florida
- Alison Terry of Principia College

Sarah Spencer, OnPoint Global Strategies and Coaching, and Lisa Donatelli, Arcadia University – The College of Global Studies, and the countless colleagues who have contributed to previous iterations of this work since 2006.

How to Use this Report

When reading insights from institutions or organizations similar to your own, use them as a jumping off point for critical self-reflection:

- How do your practices compare to what is reported in the survey? Discuss observations with colleagues and see where the conversation takes you.
- Have you identified gaps in your practice? Perhaps the survey offers examples or perspectives to help you fill them. Share this information with your team, your supervisor, and your senior leadership. Use these data points to advocate for resources or support to fill those gaps if needed.
- Is your institution doing better than average on some of the measures reported here? Share that information with your team, your supervisor, and your senior leadership. Celebrate! Share examples of what you're doing to achieve that success.

When reading insights from institutions or organizations different from yours, consider:

- What does this tell me about my current partners? The insights reported here may help you better understand the realities of working at a different kind of organization or provide points of reference to explore practices employed by your partners.
- How can this information facilitate my next conversation with a future or prospective partner? Can I use these data to better understand their needs? Or to support my position when asking for certain accommodations or terms of our agreement?
- Should I be asking different questions? Perhaps the data reported here will identify blindspots in your current approach to partnership development and relationship-building.

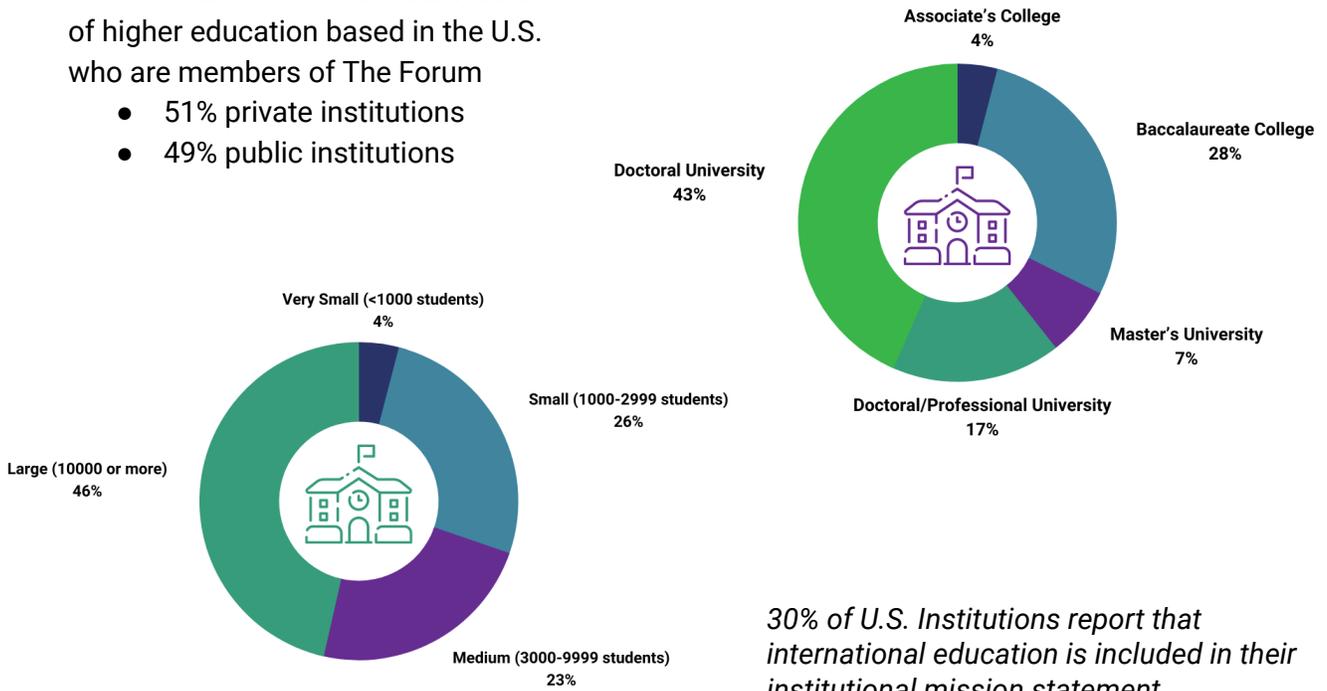
Remember that no single source of data tells the whole story. When additional references are offered on results that interest or surprise you, they are worth exploring to add additional nuance or another perspective to the data presented here.

2022 Survey Respondents

A total of 151 Forum member institutions responded to the 2022 State of the Field survey between September and December 2022. These included:

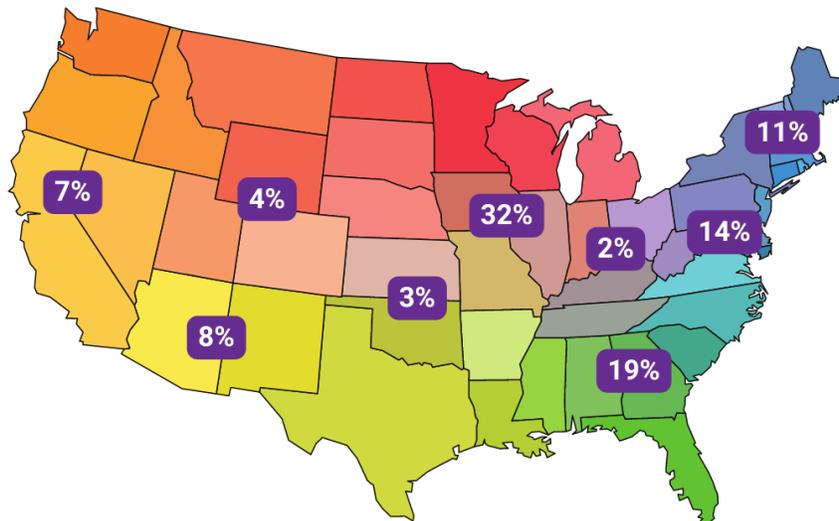
99 U.S. Institutions: Institutions of higher education based in the U.S. who are members of The Forum

- 51% private institutions
- 49% public institutions



30% of U.S. Institutions report that international education is included in their institutional mission statement.

Geographic Distribution of U.S. Survey Respondents



How many students participated in education abroad in 2021-2022?



How many programs does your institution have in your portfolio?

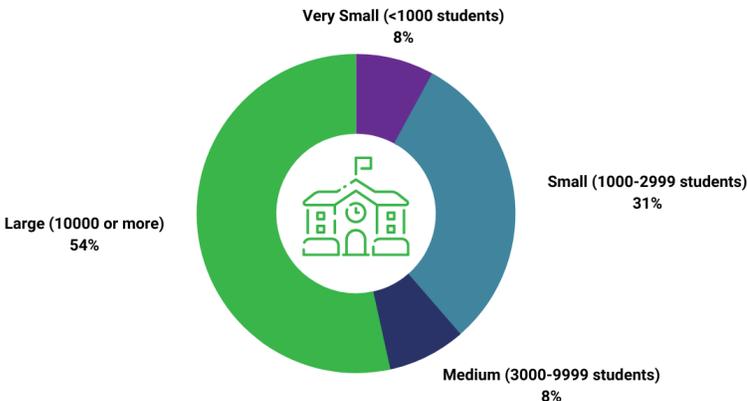
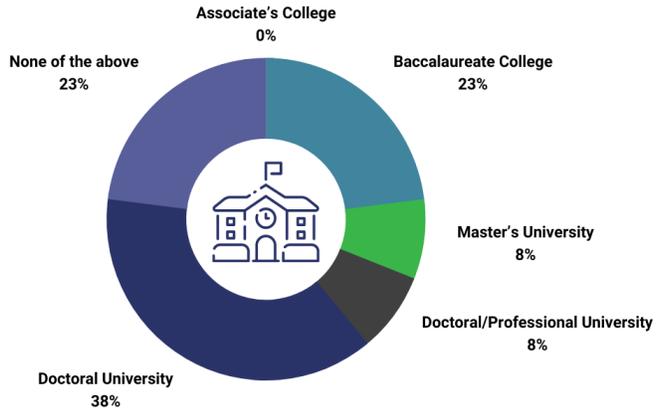


13 Worldwide Institutions:

(previously referred to as international institutions or non-U.S. institutions)

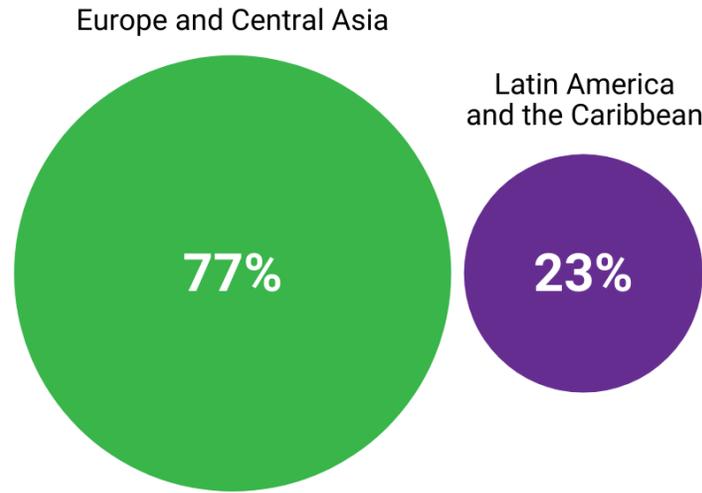
Institutions of higher education based in a country other than the U.S. who are members of The Forum on Education Abroad

- 54% private institutions
- 38% public institutions (the rest did not respond)



83% of Worldwide Institutions report that international education is included in their institutional mission statement.

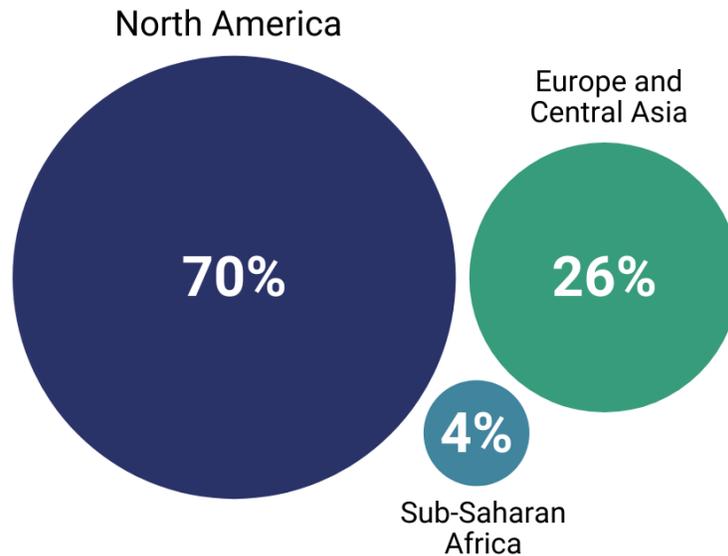
Geographic Distribution of Worldwide Institution Survey Respondents



27 Education Abroad Organizations: (previously referred to as provider organizations, program provider organizations, third-party providers)

- 67% not-for-profit entities
- 27% for-profit entities

Geographic Distribution of Base Operations for Education Abroad Organizations



12 Affiliates and Service Providers: organizations that provide services or support for education abroad programs, but do not operate programs, e.g., insurance companies, emergency response services, travel companies, application management software, etc.

A Note on Participation Rates and Group Reporting: Unless otherwise indicated, results report the aggregate responses from all respondent categories. Later chapters of this report will focus on U.S. Institutions and Education Abroad Organizations separately. Because of the small sample size of Worldwide Institutions responding to certain questions and the disparate business models of the respondents in the Affiliates and Service Providers category, there is no reporting of their responses as separate groups included in this survey. The Forum makes every effort to maintain the anonymity of the organizations that respond, and to ensure that data reported is not misleading or misinterpreted simply because the number of respondents answering a question is small.

Reaching Our Goal to Increase Education Abroad Participation

The majority of survey respondents reported having the goal to increase student participation in education abroad. For those with that goal, despite the challenges, most of them achieved it in the past year.

Institutional Commitment to Increasing Education Abroad Participation & Success

		U.S. Institutions	Worldwide Institutions	Education Abroad Organizations
Is your institution or organization actively trying to send more students abroad each year?	Yes	88%	91%	95%
	No	12%	9%	5%
If so, did you increase participation last year?	Yes*	72%	80%	80%

* % Yes is the sum of respondents answering “Yes, slightly” and “Yes, significantly.”

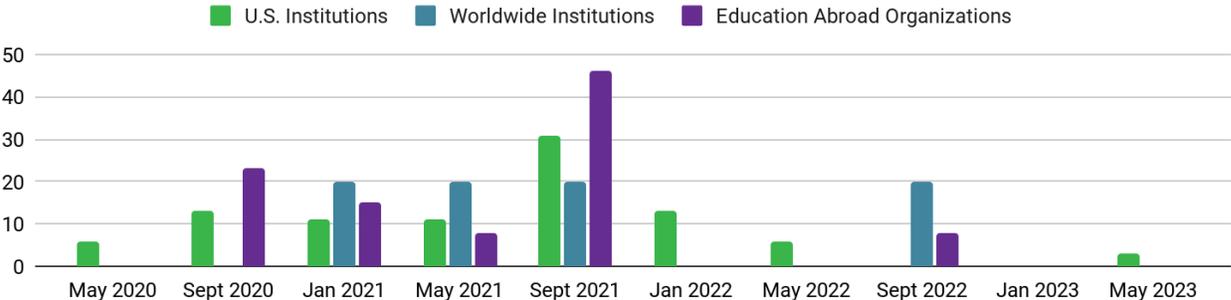
COVID-19 Three Years On

The onset of the COVID-19 pandemic brought education abroad programming to a near-total halt as borders closed and communities implemented lock down restrictions. Three years after the emergence of the virus, we asked these questions to reflect on the progress the field has made towards recovery and the marks left behind on our work.

Back to “Normal”

September 2021 was the most common date for education abroad program operations to resume after the onset of the COVID-19 and near-complete halt of education abroad programming by our members, though responses ranged May 2020 to May 2023.

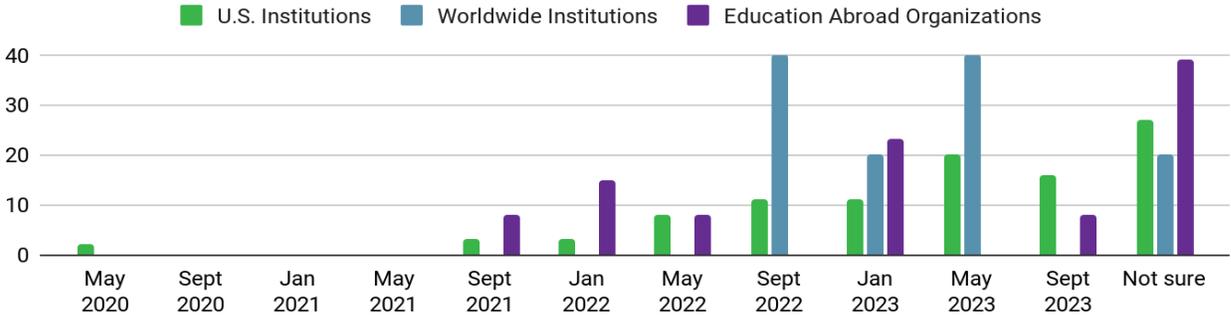
Approximately when/did your education abroad programs resume operations?



While many organizations were back to pre-COVID levels of participation in their education abroad programs by late 2022 and early 2023, about 1 in 3 survey respondents reports that they still are not sure when to anticipate participation rates recovering.

“Our student participation numbers have dropped, I think partially because all of our study abroad alumni have graduated so there’s less word of mouth. The excitement is still there so we hope to have numbers back to our normal in a few semesters.” – Respondent from a U.S. Institution

When did/will your organization return to pre-COVID levels of education



COVID's Legacy

Strained Budgets

48% of U.S. institutions reported budget cuts during the pandemic. Only 29% of those institutions reported restored budgets in 2022.¹

“COVID-19 Impacted our faculty-led program process and the destinations to which we normally send groups. We found that we were constantly improving or moving programs to new destinations. We figure we did double the work.”

– Respondent from a U.S. Institution

Refreshed Policies and Procedures

Innovation and efficiency were key to helping institutions and organizations keep their operations moving forward amidst the uncertainty of the pandemic. More than half of survey respondents report making policy changes in response to COVID-19. Here are some ways Forum members made changes in recent years.

Policies or Procedures that Changed as a Result of the COVID-19 Pandemic

Policy/Procedure Update	Percentage of respondents
Established academic continuity plans	67%
Increased insurance coverage	55%
More frequent communication with students	55%
Changed policy for assessing risk	50%
Changes to program itineraries (e.g. fewer or different destinations or excursions)	50%
Adjusted deposit/cancellation deadlines	46%
Developed a closer relationship with our risk managers	46%
Updated refund policies	40%

¹ Very few respondents from other member categories responded to this question, so their responses are not reported here.

Changed housing arrangements	29%
More frequent communication with families	28%
Changed process for vetting partners/providers	24%
Changed our approach to financial reserves	23%
Engaged a new provider for insurance or risk assessment	18%
Renegotiated MOUs or partnership agreements	16%
Other	1%

“COVID-19 made us face our vulnerability and the needed resilience to confront international happenings. It also has demonstrated the value that all stakeholders, especially students, put on international experiences.”

– Respondent from a Worldwide Institution

“Phew!”

– Respondent from Education Abroad Organization

Top Challenges and Strategies to Overcome Them

Survey respondents were asked to rate a series of concerns raised by respondents to past surveys on a 5-point Likert scale from very unconcerned to very concerned. Based on their ratings, the top concerns facing the field this year are ranked as follows:

Top 10 Concerns Facing the Field in the Year Ahead (weighted average rating in parentheses)

Need for better funding for students (4.59)
Supporting underrepresented students (4.53)
Program costs and rising costs (4.45)
Crisis and risk management (4.38)
Student support services related to disability, wellness, or mental health (4.25)
Adequate preparation of students (4.11)
Current political climate (4.03)
Helping students maximize their experience (4.0)
Recovery and/or reinvention of the field after the COVID-19 pandemic (3.97)
General health and safety (3.94)

Other concerns polled which ranked lower were (in order):

Curriculum integration (3.92), Commodification of education abroad (3.73), Disparity between student expectations and the reality of the experience (3.72), compliance with U.S. federal mandates (Title IX, Clery, etc.) (3.53), Academic quality (3.5), Career integration (3.5), Increasing participation on short-term programs (3.41), Parent involvement (3.31), and Fears of terrorist attacks abroad (2.88).

Respondents from U.S. institutions and education abroad organizations who indicated a desire to increase education participation among their students were asked to rank the barriers they encounter when trying to achieve that goal and the strategies they believe are most effective for overcoming them.

Barriers to Increasing U.S. Student Education Abroad Participation²

According to U.S. Institutions	According to Education Abroad Organizations
Competition with home campus activities, sports, and U.S. internships	Competition with home campus activities, sports, and U.S. internships
Rising cost for program operation, marketing, and administration	Geopolitical environment (including travel advisories)
Lack of portability of financial aid, tuition waivers, scholarships, work study jobs, or other benefits abroad	Not enough interest on the part of faculty to integrate education abroad into degree requirements for credit transfer
Geopolitical environment (including travel advisories)	Rising cost for program operation, marketing, and administration
Not enough interest on the part of faculty to integrate education abroad into degree requirements for credit transfer	Not enough support from or access to institutional leaders
Not enough support from or access to institutional leaders	Lack of portability of financial aid, tuition waivers, scholarships, work study jobs, or other benefits abroad
Resistance from students' families; fear; lack of encouragement	Impact of education abroad on on-campus enrollment
Not enough faculty or staff interested in leading experiences or teaching courses abroad	Resistance from students' families; fear; lack of encouragement
Impact of education abroad on on-campus enrollment	Not enough faculty or staff interested in leading experiences or teaching courses abroad

Other barriers cited by survey respondents include:

“Student persistence; since the pandemic more students have withdrawn from study abroad or been unable to persist with the requirements of advance paperwork/visas/etc. due to mental health, burnout, etc.”

– Respondent from a U.S. Institution

² For information about how institutional perceptions of barriers compare with student perspectives, read the mini-report, [Barriers and Opportunities in Education Abroad](#), prepared in conjunction with VIA.

“Overwhelmed advisors at partner schools. Since they don't have time, students are simply advised en masse to major cities. This limits growth of our programs in a smaller, lesser known city.”

– Respondent from an Education Abroad Organization

Respondents were asked to rank the strategies they find most effective for increasing education abroad participation.

Most Effective Strategies for Increasing U.S. Student Education Abroad Participation

According to U.S. Institutions	According to Education Abroad Organizations
Increasing financial support for students for education abroad	Expanding marketing tools, outreach, and messaging
Expanding marketing tools, outreach, and messaging	Collaborating with institutional offices such as admissions, alumni, development, athletics, career services, disability/diversity, financial aid, residential life, research, etc.
Collaborating with institutional offices such as admissions, alumni, development, athletics, career services, disability/diversity, financial aid, residential life, research, etc.	Exploring new models to provide greater access to a greater diversity of students
Exploring new models to provide greater access to a greater diversity of students	Increasing financial support for students for education abroad
Increasing staff support and advising for students	Increasing staff support and advising for students
Increasing the diversity of programs offered	Increasing the diversity of programs offered
Assessment and/or documenting the impact of education abroad to make the case for internationalization	Increasing the number of programs available
Increasing the number of programs available	Assessment and/or documenting the impact of education abroad to make the case for internationalization
Domestic programs	Domestic programs
Exploring new markets, e.g., continuing education, adult learners	Virtual programs
Virtual programs	Exploring new markets, e.g., continuing education, adult learners

Other strategies shared by respondents who are using them to overcome their challenges:

“Working directly with departments at U.S.-based partners to ensure course equivalencies for major credit.”

– Respondent from Institution Outside the U.S.

“Increased engagement with faculty leading and developing programs.”

– Respondent from U.S. Institution

“We are adding to our advising team to take visa advising off our partners' shoulders, hoping that gives them more time for location and academic advising.”

– Respondent from Education Abroad Organization

Staffing: The Institutional Perspective

Each year, the State of the Field Survey gathers an overview of staff size at respondent institutions. This year's survey also asked about appropriateness of staffing to work demands.

Only 20% of respondents report that their institution or organization was adequately staffed at the time of answering the 2022 State of the Field survey. Nearly half of understaffed organizations report that just one more FTE (full-time equivalent) would suit their staffing needs.

Average FTEs Dedicated Primarily to Education Abroad by Institution Type

U.S. Institutions	U.S.	Abroad*
Full-Time	6 (range = 0-60)	0.9 (range = 0-10)
Part-Time	1 (range = 0-10)	0.8 (range = 0-14)
Student Workers	4 (range = 0-26)	0.2 (range = 0-1)
Unpaid/Volunteers	3 (range = 0-50)	0

*Over 80% of responding institutions reported no overseas staff of any kind.

Worldwide Institutions	U.S.*	Abroad
Full-Time	0	8 (range = 0-20)
Part-Time	0.8 (range = 0-3)	2 (range = 1-5)
Student	0	4 (range = 0-15)
Unpaid/Volunteers	N/A	0.3 (range = 0-2)

*More than half of responding institutions reported no U.S.-based staff of any kind.

Education Abroad Organizations*	U.S.	Abroad
Full-Time	26 (range = 0-150)	45 (range = 0-300)
Part-Time	1 (range = 0-15)	24 (range = 0-300)
Student	17 (range = 0-200)	1 (range = 0-20)
Unpaid/Volunteers	6 (range = 0-40)	0

*Group includes organizations with offices based in the U.S. and Abroad.

Health and Safety Focus Endures

On average, U.S. institutions report having .75 FTE dedicated to health and safety. Education abroad organizations report 2.6 FTE on average dedicated to health and safety. This represents a slight increase in dedicated health and safety FTE since 2017.

The Emergence of Equity, Diversity, and Inclusion Specialists

New this year, we also asked survey respondents to indicate how many FTE positions were dedicated to equity, diversity, and inclusion in education abroad. U.S. institutions reported an average of .66 FTE while education abroad organizations reported .5 FTE on average.

Workloads

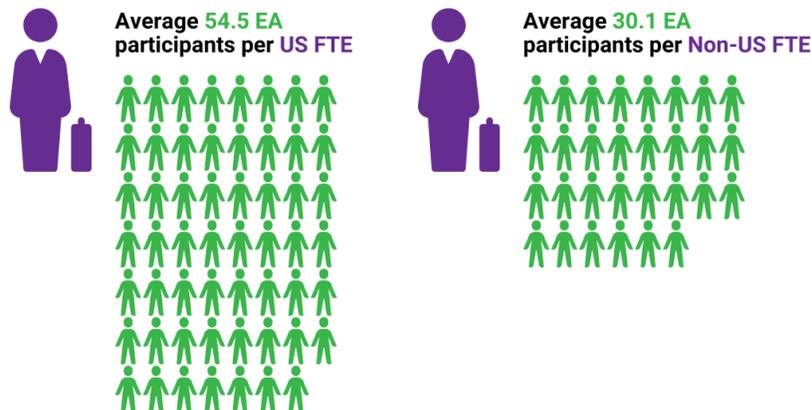
Each year, the State of the Field estimates the average workloads for education abroad staff based on the staffing, student participation, and program portfolio numbers provided by our respondents. These averages should be considered as a point of reference, not best practice. In reality, advising loads for dedicated advising staff may be much higher, as these estimates are based on total count of all staff, including many who may have little or no direct contact with students during the advising and pre-program phase of their education abroad experience.

Staff-to-Student ratio (based on students who study abroad)

US Institutions

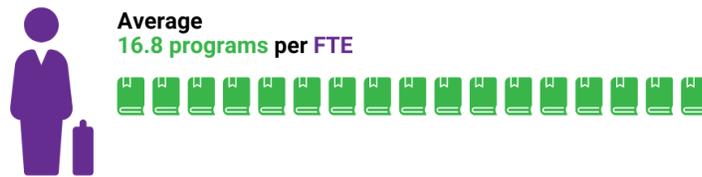


EA Organizations



Staff-to-program ratio (based on how many programs are in an organization's portfolio)

US Institutions



EA Organizations



Staffing Post-COVID

In an open-ended question, respondents were asked how their current staffing compares to pre-COVID numbers. About half said their staff size was the same as before the pandemic. Slightly less than half said the staff had been reduced from its pre-COVID size. The remainder, less than 15%, said their staff have grown.

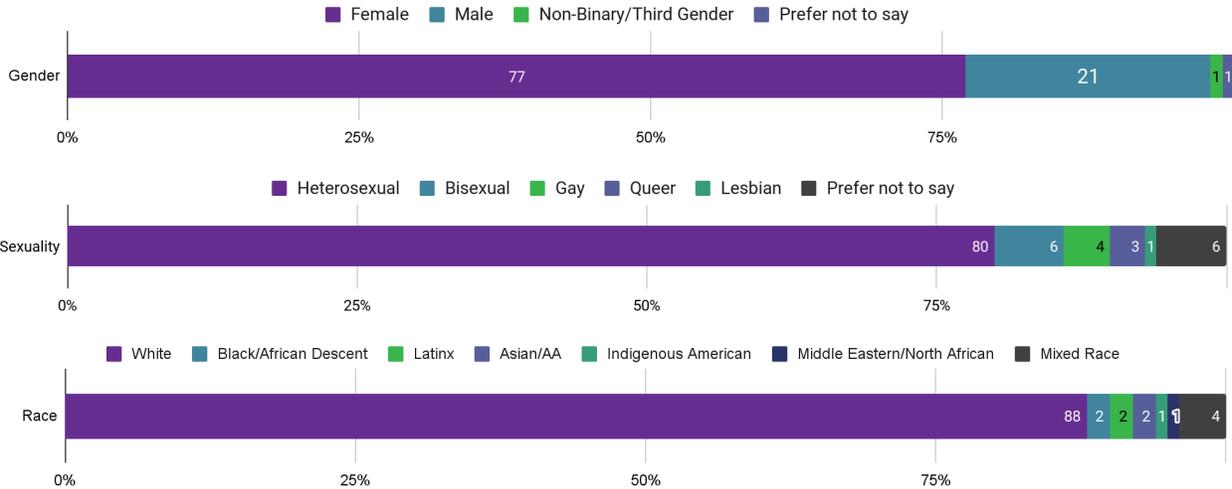
Across all categories, the comments included ample commentary related to high turnover and/or major restructuring of their staffs since March 2020, meaning that even those offices who have held steady or grown in size are operating with many new and/or less experienced colleagues on those teams.

Employment: The Individual Perspective

About The Participants

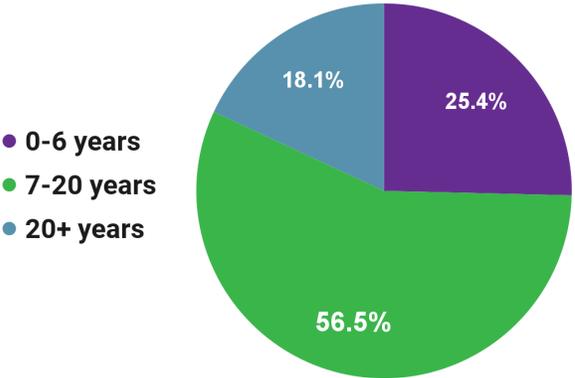
444 colleagues from across the field completed the individual portion of the 2022 State of the Field survey. 343 of those colleagues are based in the United States, 61 in Europe, and 40 from countries throughout the rest of the world. Due to low participation rates from colleagues based outside the U.S., reporting of this inaugural effort will focus on the jobs and experiences of U.S.-based colleagues.

Demographics of U.S.-Based Respondents



A highly educated group, 86% of respondents have an advanced degree (masters, professional doctorate, or research doctorate) and another 4% indicated that their highest degree obtained is a degree currently in progress.

Years of Experience in International Education



> 56% of respondents lived or studied abroad at some point before their work in education abroad

> 53% of respondents speak more than one language

Job Titles and Work Responsibilities

A profile of the current positions held by respondents at the time of completing the survey follows. It is important to remember that due to the convenience sampling methods employed in this survey, these data are only representative of the participants in the sample, and cannot be interpreted as representative of the distribution of these characteristics across the population of international educators as a whole.

Current Employer Institution Type

- **Public Institution 42.7%**
- **Private Institution 29.8%**
- **For-profit EA Organization 13.4%**
- **Non-Profit EA Organization 8%**
- **Consortium 1.9%**
- **Service provider 1.9%**

Word Cloud of Respondents' Current Job Titles*

Larger text size indicates more frequent occurrence of the term in the responses provided.



Work format



Hybrid
50%



In-person
34%



Remote
16%



Average estimated
time spent on work
travel this year
10%



Average
percentage of time
in-office for hybrid
54%

Commonly Required Skills of the Profession (% respondents whose job requires this skill)

Education Abroad program development	65%
Education Abroad program management	64%
Outreach and marketing	64%
Strategic management and planning	62%
Advising	59%
Program evaluation	55%
Crisis Management	55%
Orientation	55%
Risk management	54%
Personnel management	53%
Enrollment management	52%
Finance/budget management	51%

Are there any skills required by your job which you have been asked to perform but for which you have not received formal education or training?

Years in Field	Yes
0-6	38%
7-20	51%
20+	48%
Overall	47%

Top 5 Skills Required for Position but For Which Respondent Did Not Receive Training

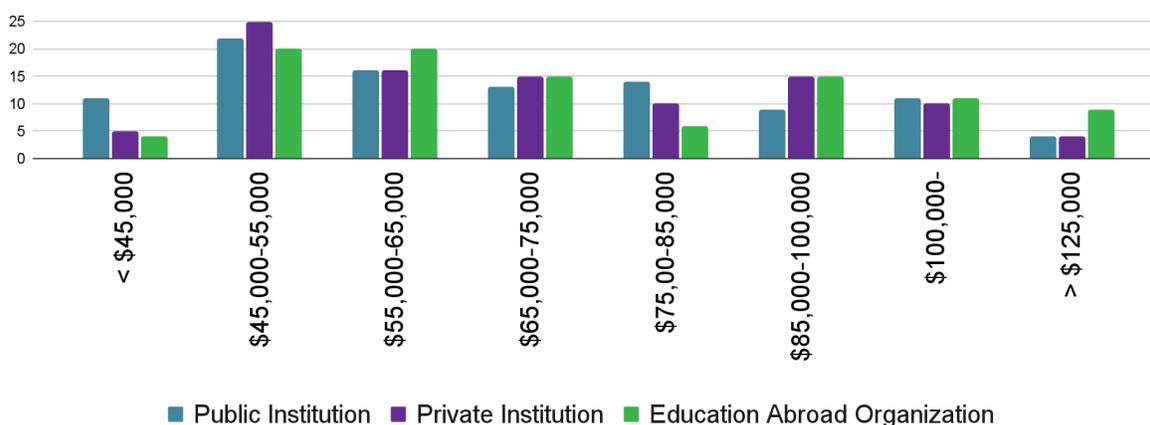
- 1. Finance/Budget Management
- 2. Risk Management
- 3. Technology
- 4. Crisis Management
- 5. Outreach & Marketing

➤ 4 out of 5 of these skills ranked among the 10 most required skills for education abroad positions in the chart above.

Compensation

Participants answered questions about their compensation packages, including salary range and benefits.

Respondents' Salary Distribution by Institution Type



Common Additional Benefits Included in Compensation and Benefits Packages (listed in order from most to least common)*

Vacation Time/Annual Leave
Healthcare
Retirement plan/Retirement savings matching
Sick/Medical Leave
Dental Care
Life Insurance
Tuition remission/reimbursement

*More than 50% of respondents indicated that these benefits are included in their benefits packages.

Recruitment & Retention Strategies

More than half of all survey respondents indicated that they had been looking for a new position in the past year or were actively doing so at the time of completing the survey. When separated by the number of years of experience, mid-career professionals showed a higher rate of job-seeking than other groups (63%). Colleagues working at U.S. Institutions, especially public ones, reported higher rates of job-seeking than colleagues employed by education abroad provider organizations.

Percentage of Respondents Seeking a New Position Currently or in the Past Year, By Years of Experience in International Education

Years of Experience	Yes
0-6	49%
7-20	63%
20+	42%
Overall	56%

**Percentage of Respondents Seeking a New Position Currently or in the Past Year,
By Employer Type**

Employer Type	Yes Responses
Education Abroad Organizations	47%
For-Profit Program Provider	40%
Independent Programs	50%
Non-Profit Program Provider	57%
Consortium	67%
Institutions	57%
Community College	40%
Private Institutions	53%
Public Institutions	62%

Based on the answer to the previous question, respondents who were seeking a new job were asked what could be done to make them stay in their position. Respondents who were not recently job searching were asked what keeps them. Respondents with managerial responsibilities were also asked what strategies they use to retain staff on their teams.

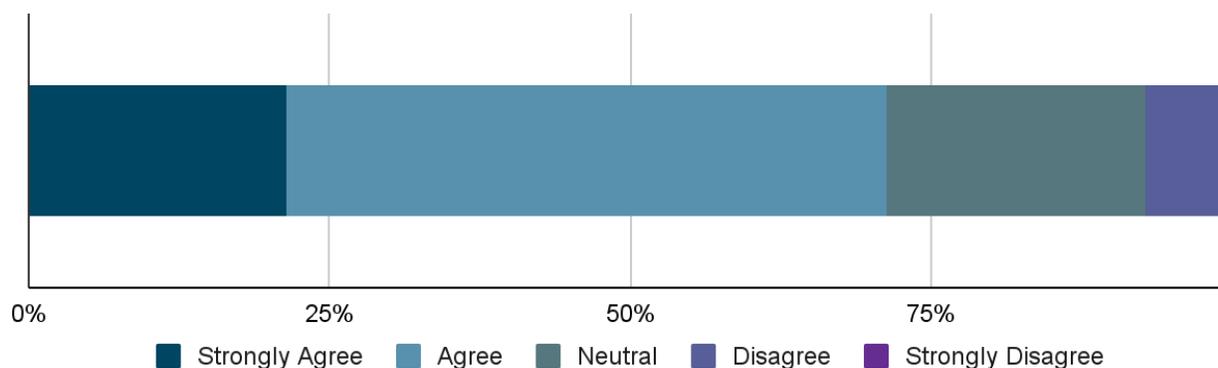
Top Employee Retention Strategies

People Who Are Seeking New Employment	People Who Are Not Seeking New Employment	Strategies for Supervisors Seeking to Retain Employees
Compensation & benefits	Passion for the role/organization	Team culture & communication
Organizational support and culture (resources, staffing, autonomy, workload)	Team culture & communication	Professional development opportunities
Path for promotion	Compensation & benefits; Organizational support and culture	Flexible scheduling (remote/hybrid/reduced)

Using The Forum’s Resources to Achieve Best Practice

Each year, the State of the Field Survey asks members to share whether or not they’re using key Forum resources to help them in their work, and if so, how.

The *Standards of Good Practice for Education Abroad* are being used to shape our institutional/organizational policies on education abroad.



In what ways are you using the *Standards*?

	n	rank
To train home office staff	54	1
To set the standards to adopt new education abroad programs	53	2
In the development of new programs	48	3
To advocate for education abroad	48	3
To evaluate education abroad programs	48	3
To train home campus faculty	44	6
To assess other programs for approval of students’ participation	40	7
To train on-site faculty	20	8
To train on-site staff	14	9

In 2020, the Sixth Edition of the *Standards of Good Practice* was released. In 2022, 28% of respondents reported being unfamiliar with the latest edition.

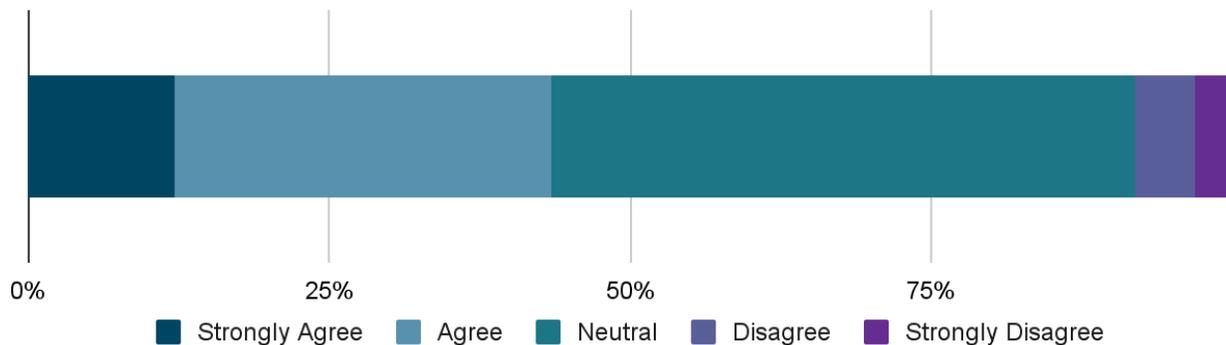
What changes have you implemented as a result of the new edition?

“The updated Standards have motivated me to advocate more strongly for better health, safety, and risk management support and resources for our institution's mobility.” – Respondent from a U.S. Institution

“...the new edition is helpful in requiring EDI considerations in all programming aspects, as well as to bring in the principles. The prompts for self-assessment are very useful.” – Respondent from Education Abroad Organization

“We have many new staff members, so it is a helpful way for them to learn more about the field and the implementation of our programs.”
– Respondent from Education Abroad Organization

The ***Code of Ethics for Education Abroad*** is being used to inform decisions regarding institutional/organizational policy on education abroad.



What impact has the *Code of Ethics* had on your organization?

	n	rank
Our institution refers to and substantially follows the guidelines of the <i>Code</i> .	38	1
Our institution has its own ethical guidelines.	25	2
Our institution has not found the <i>Code</i> to be of help.	9	3
Our institution used the <i>Code</i> to develop our own code of ethics.	8	4
Our institution has adopted the <i>Code</i> as our governing code for education abroad.	7	5

A new edition of the *Code of Ethics for Education Abroad* (the third) was also released in 2020. In 2022, 51% of respondents said they were not yet familiar with the new edition.

Respondents shared that the new Code has influenced their work:

"We review all of our materials annually, and this year are adding a specific set of additions to our international partnership agreements. But overall, look for updates across things like terms and conditions, codes of conduct, especially in terms of requirements for international partners."

– Respondent from Education Abroad Organization

"Accessible language/writing; Elevating local cultural ethics in business partnerships." – Respondent from U.S. Institution

Committing to ethical practice and continuous improvement also means having systems in place to identify issues. While most respondent organizations have whistleblower policies in place, many colleagues responded that they weren't sure. Colleagues are encouraged to inform themselves about the existence of such a policy. Leaders are encouraged to make employees aware of existing policies or work to establish whistleblower safeguards if one does not already exist.

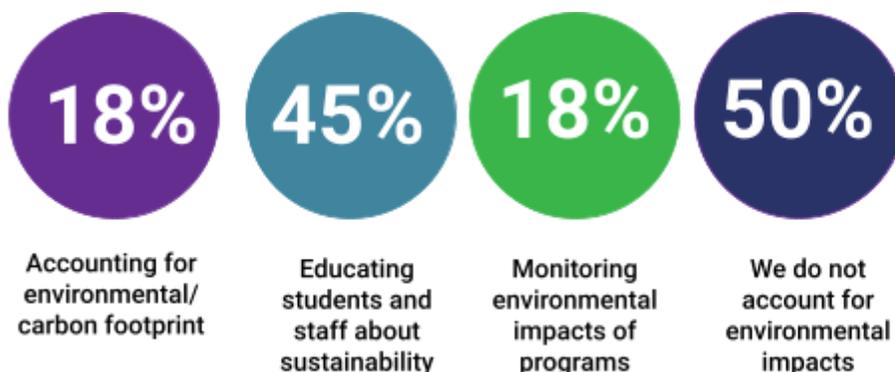


Organizations with a whistleblower policy

Understanding Our Industry's Impact

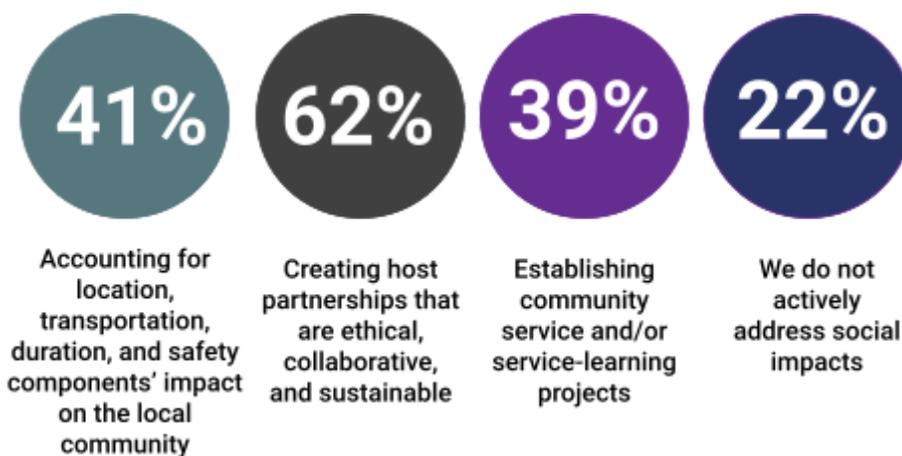
The survey asks a series of questions to gauge how Forum members are thinking about the impacts of their work on their students, partners, and communities.

In what ways does your institution/organization actively consider or prepare for the environmental consequences of programs?



While progress has been made by institutions and organizations to be aware of the impact that education abroad has on the environment, half of all respondents are not actively considering or preparing for environmental consequences. Among those responding “Other,” many institutions shared that they are beginning to do this work, e.g., by piloting sustainability initiatives in a small subset of programs first, adopting more sustainable practices in their offices, etc.³

In what ways does your institution/organization actively consider or prepare for the social impact of programs on host communities?



³ Recent Forum publications and resources that can aid in the implementation of this work include: [Sustainable Education Abroad: Striving for Change](#); [Guidelines for Advancing the UN SDGs through Education Abroad](#), and [more](#).

Respondents overwhelmingly identify collaborative partner relationships as the top strategy for managing the social impacts of education abroad programming, a solid foundation for ensuring culturally appropriate engagement with the local communities with which programs and institutions are in contact.⁴

In what ways does your institution/organization actively consider or prepare for the economic consequences of programs on host communities?



While many respondents (43%) indicate observing local legal and financial standards to align with local practices as a strategy employed for managing economic impacts of education abroad on local communities, a near equal number say they are not considering this at all in their current practices.

Measuring the Outcomes of Our Work

Assessing what students learn from participating in education abroad is a strategy that can track student progress, articulate the value of education abroad, and generate information that helps practitioners on their quest for continuous improvement. Here's how to do that.

Set Goals.

- 28% of respondent organizations have established learning outcomes for education abroad.
- 54% are in the process of establishing them.
- 16% said their organization does not have learning outcomes established.

Measure Success.

- 24% of survey respondents said their organizations have a plan for assessing education abroad learning outcomes

⁴ Recent Forum publications and resources that can aid in the implementation of this work include: [Voices from the South: Decolonial Perspectives in International Education](#), [Guidelines for Good Business Partnerships](#), and more.

- **48%** said they are in the process of developing a plan
- **15%** of respondents reported having no plan for assessing learning outcomes

Reflect on Results.

The most common ways survey respondents use the results of their outcomes assessment are:

- To improve or **refine program content**/design (71%)
- For **marketing** purposes (51%)
- To determine **program renewal** (51%)

Repeat.

Best practice guides us to seek continuous improvement in our work. After reflecting on outcomes assessment and identifying gaps or areas for improvement, begin the cycle of assessment again to deliver better results for your students and institutions in the future.

Practices and Policies of U.S. Institutions

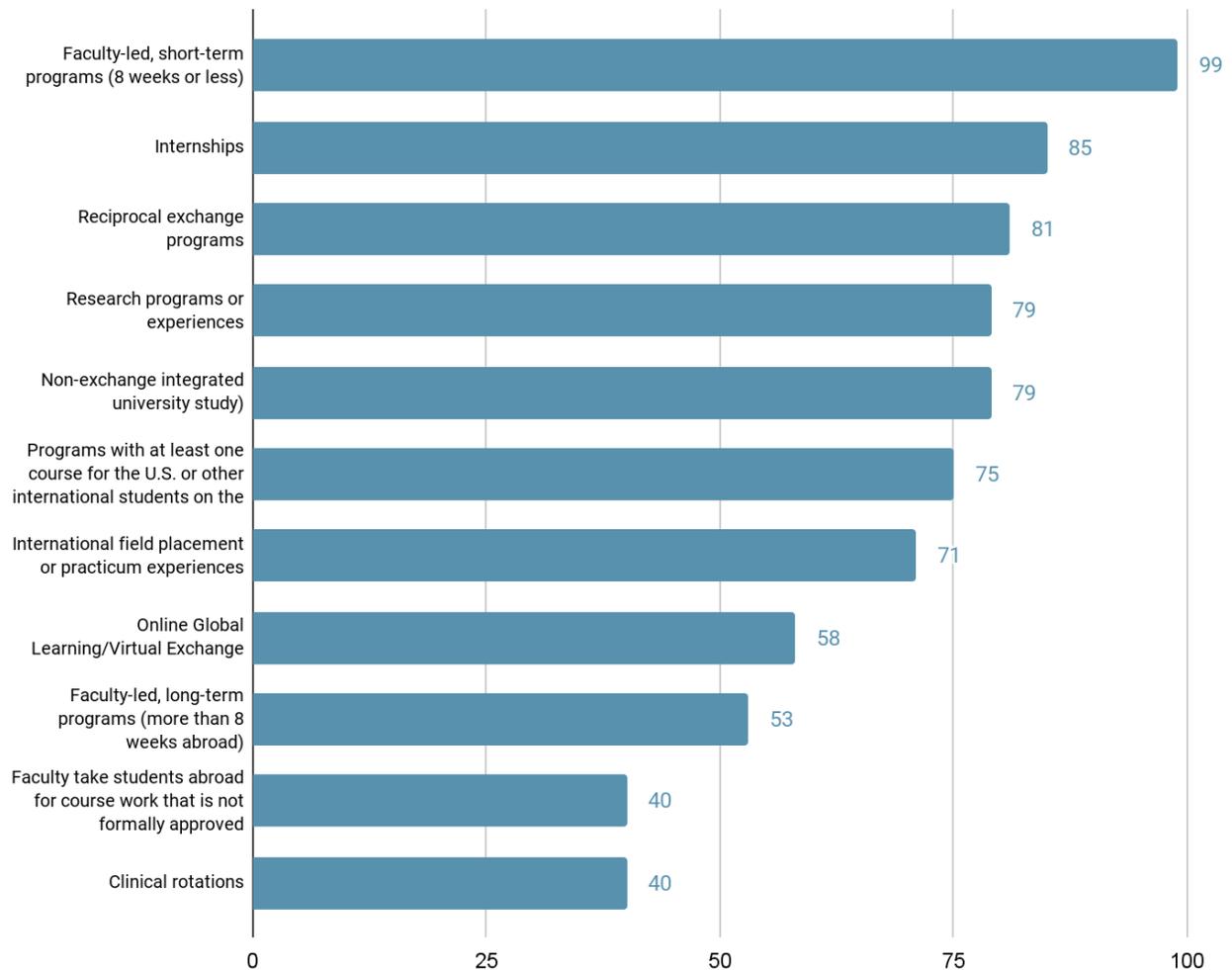
This section explores more deeply the practices and policies of the 99 U.S. institutions who completed the 2022 survey. It can be used by other U.S. institutions as a reference point and benchmark for their own practices. It can be used by partners to better understand the realities of U.S. institutions and target strategies for establishing or sustaining partnerships accordingly.

Administrative Structures to Support Education Abroad

➤ **75% Primarily Centralized** ➤ **20% Hybrid** ➤ **4% Primarily Decentralized**

Program Portfolios

Does your institution offer or approve this type of program?



➤ **22% increase in institutions offering online global learning/virtual exchange**

Only 26% of respondents reported offering online global learning programming before the COVID-19 pandemic, suggesting a significant increase in these kinds of programs generated by program pauses during the pandemic.

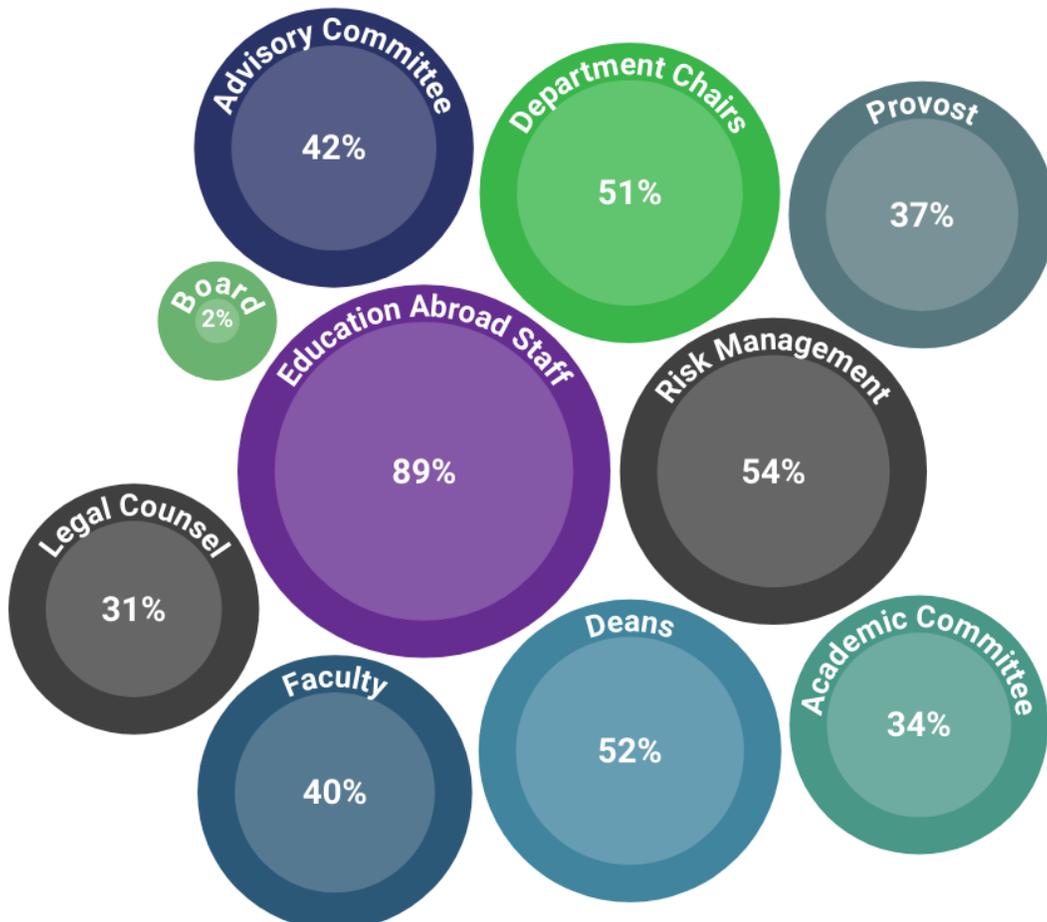
When asked about who manages the programs institutions offer, responses run the gambit, from entirely homegrown programs to entirely outsourced portfolios.

Average percentage of U.S. institutions' portfolios managed by education abroad provider organizations in 2021-22

44%

Program Approval Procedures

Entities Involved in Education Abroad Program Approval on Campus
(% of respondents indicating that this group is involved on their campus)



Top Factors U.S. Institutions Considering When Deciding Whether to Affiliate with or Approve Programs Offered by Other Institutions or Organizations

- ✓ Academic Quality
- ✓ Cost
- ✓ In-country support
- ✓ Management of risk and crises
- ✓ Health and student services
- ✓ Quality of program administration & ease of working with the program provider
- ✓ Experience of past students
- ✓ Program Structure
- ✓ Range of program offerings
- ✓ Transparency in relationships

Ranked low: Possibility for exchanges; personal faculty contacts; Possibility of involvement by the home campus in program oversight, policy-making, etc.

Essential Strategies for Gathering Information before Program Approval*

*80% of survey respondents indicated that they always or sometimes do this

Evaluate program's crisis management policy and support services on-site (99%)

Gather feedback from colleagues at other institutions who send students on the programs (97%)

Review existing portfolio of programs to avoid overlapping program options (96%)

Evaluate the receptiveness of the program provider to listen to and act on evaluative comments about their programs (93%)

Have department faculty review curriculum and syllabi for compatibility for credit equivalents at home campus (93%)

Evaluate the program related to ability to support compliance (Title IX, Clery, etc.) (91%)

Conduct site visits or participate in group familiarization visits (84%)

Host visits to your institution by program representatives (84%)

Consider whether the program recognizes the Standards of Good Practice and best practices as published by The Forum or other relevant professional bodies (81%)

Determine whether the program contributes to the site's local community through service learning, community-based learning, or other means (81%)

How U.S. Institutions Approve Internally Operated Programs on Campus

Staff informally evaluate programs on a continuous basis. (63%)
Professional staff from our institution evaluate programs when they conduct site visits. (47%)
We have a formal internal evaluation process (42%)
We use our regular campus-based course evaluation process (23%)
Organization does not have an evaluation process. (17%)
The formal evaluation process utilizes the Standards of Good Practice for Education Abroad. (13%)
The formal evaluation process includes external reviewers. (5%)

Common Internal Program Evaluation Processes on U.S. campuses

Survey students after program
Analyze and review student evaluations
Conduct a site visit periodically
Review academic work completed by students on the program
Review all correspondence and written materials (e.g., student handbooks, course booklets)

Other sources used as needed:

- Participate in a regional group that shares information about programs
- Survey on-site faculty and liaisons
- Survey our (campus) faculty

Site Visits and Familiarization Tours

According to The Forum's Glossary of education abroad terminology, a site visit is:

"A trip by U.S.-based study abroad professionals or home campus faculty to an overseas program site where one has a relationship or might have a relationship in the future.

Goals that drive site visits include meeting with colleagues and/or gathering information for program development, to evaluate the program, to learn more about the program, or for other needs."

- **72%** of surveyed institutions participate in site visits
- **9%** of institutions report having a policy that prevents faculty/staff from participating in site visits
- **19%** of respondents have no formal policy regarding site visits

How do U.S. Institutions financially support their faculty/staff's participation in site visits?

By paying all or part of on-site lodging and meals (52%)

By paying all or part of the participant's airfare (50%)

By always paying all related expenses (45%)

By paying one fee to cover all expenses (21%)

Institution does not pay any of the expenses (6%)

At times for financial reasons, at times to avoid perception of conflict of interest, different institutions take different approaches to when and how they spend money to support participation in site visits. Responses to the 2022 survey suggest that participating in site visits where all expenses are paid for by the partner or potential partner is very infrequent. Institutions often pay all related expenses, or at least bear a portion of the costs while accepting support from other sources.

Funding Models

Funding models for education abroad can be broadly divided into three categories:

- Primarily centrally-funded offices cover the vast majority of the overhead expenses for their education abroad operations with money budgeted to them via the institution's general fund.
- Primarily self-sustaining offices must generate revenue from their own activities to cover such expenses.
- Hybrid offices combine funds from both sources in a more balanced mix to cover the costs of operating their education abroad programs.

U.S. Institutional Rating of Efficacy of Operational Funding Models

	# of institutions with this model	Our current funding model is an impediment to achieving our goals for education abroad.	Our current funding model neither supports or impedes achievement of our goals.	Our current funding model supports achievement of our goals for education abroad.
Primarily Self-Sustaining	11	60%	40%	0
Hybrid	33	37%	16%	47%
Primarily Centrally-Funded	19	6%	39%	55%

One way that offices generate necessary revenue is by charging an administrative fee to students who study abroad. This and other common elements included in respondents' program fees are ranked below.

Items Included in Program Fee Paid by Students, Ranked from Most to Least Commonly Included (% of institutions that include item in fee)

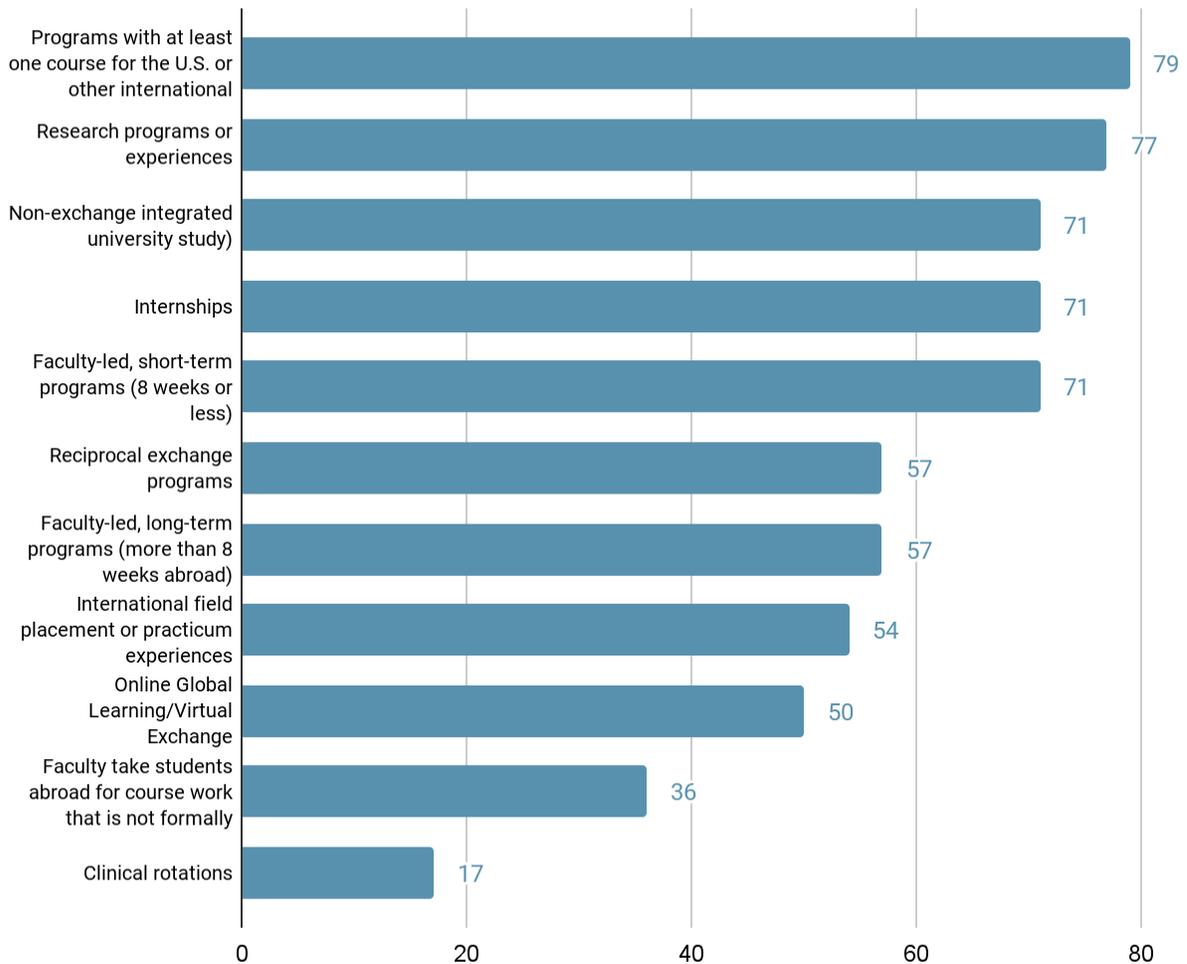
Tuition/coursework (58%)
Health insurance (57%)
Education Abroad Office Admin Fee (55%)
Program Provider Fee (49%)
Room & Board (49%)
Travel Insurance (28%)
Application Fee (22%)
Airfare (17%)
Visa & Passport Fees (5%)
N/A - We never collect a comprehensive fee. (12%)

Practices and Policies of Education Abroad Organizations

This section explores more deeply the practices and policies of the education abroad organizations who completed the 2022 survey.

Program Portfolios

Does your organization offer or approve the following types of programs? (% responded yes)



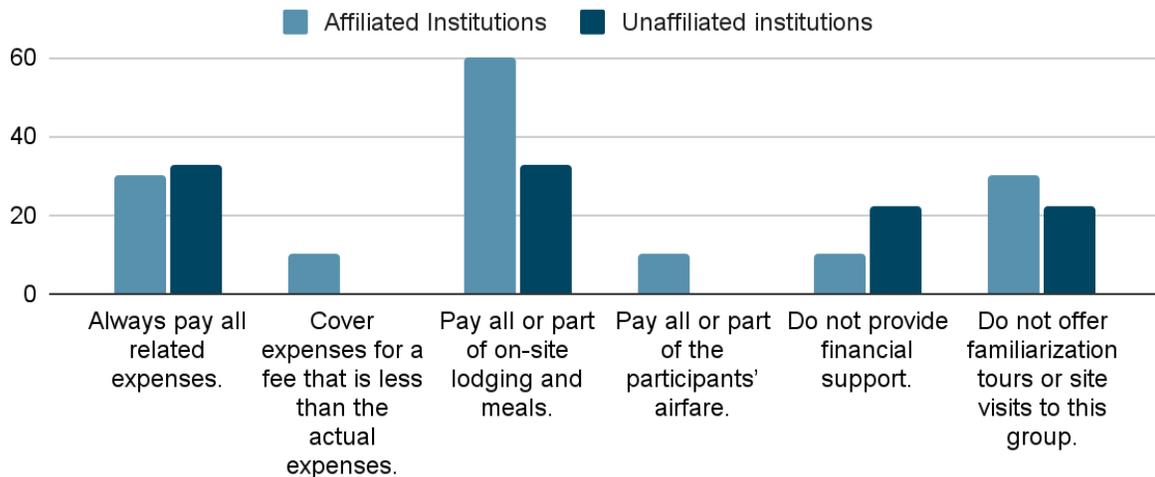
➤ 21% increase in institutions offering online global learning/virtual exchange

Only 29% of respondents reported engaging in online global learning programming before the COVID-19 pandemic, indicating a significant increase in these kinds of programs being offered by education abroad organizations in recent years.

Site Visits and Familiarization Tours

For education abroad organizations, approaches to who covers the costs associated with a site visit vary depending on whether the visiting individual comes from an existing or prospective partner institution.

Financial Support Provided by Education Abroad Organizations Hosting Site Visits.



Partner Support

The relationship between sending institutions and education abroad organizations is essential to establishing opportunities for students, ensuring those opportunities are of good quality, and being prepared to respond if a crisis emerges. Organizations work hard to keep lines of communication open and understand the unique realities of their partner institutions.

Supports Commonly Offered to Partners by Education Abroad Organizations

Visits by program representatives **88%**

Student tuition or fee reductions to affiliated institutions for each student sent, regardless of enrollment **63%**

Representation of college/university staff or faculty on advisory bodies for programs **50%**

Student tuition or fee reductions to affiliated institutions for a certain number of students sent (i.e., volume discounts) **50%**

The opportunity for faculty members from institutions to serve as directors or instructors on your programs periodically **50%**

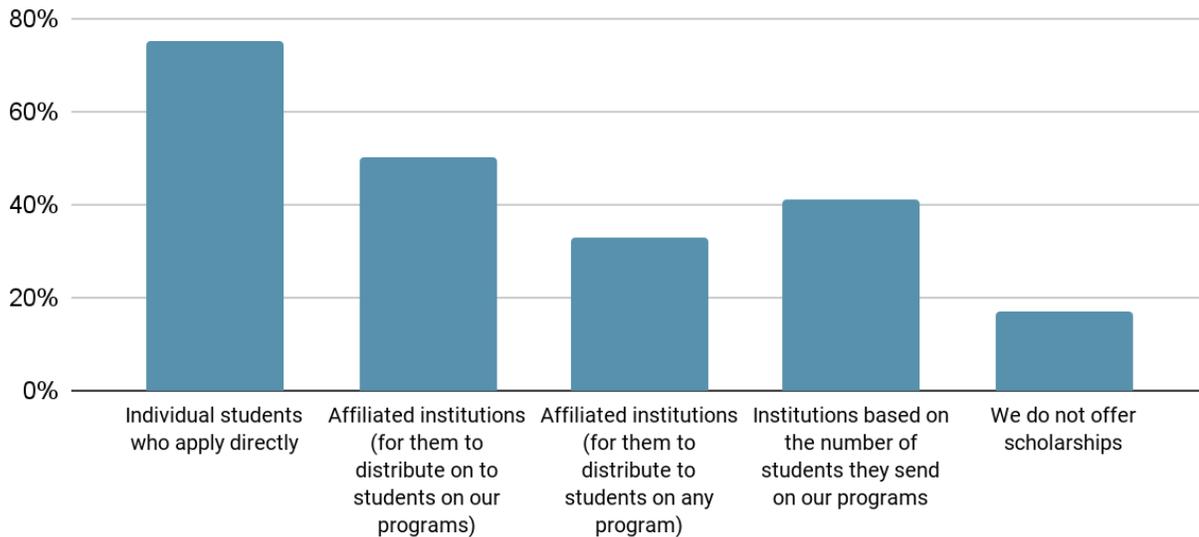
Less common forms of support:

Funds to support institutional office operations (38%); Rebates to affiliated institutions for a certain number of students sent (i.e. volume discounts) (13%); Rebates to affiliated institutions for each student sent (13%)

Scholarship funding for students is another way to support partners or potential partners and the students you both educate.

Education Abroad Program Scholarship Availability

Our organization offers scholarships to...



Program Evaluation & Oversight

How Education Abroad Organizations Evaluate Their Programs (% institutions who selected this option; check all that apply)

- Staff informally evaluate programs on a continuous basis. (61.5%)
- Organization employs a formal internal evaluation process. (53.9%)
- The formal evaluation process includes external reviewers. (53.9%)
- Professional staff from sending institutions evaluate programs when they conduct site visits. (46.2%)
- The formal evaluation process utilizes the Standards of Good Practice for Education Abroad. (7.7%)
- Organization does not have an evaluation process. (15.4%)

39% of responding organizations have an Advisory Board or Committee to aid them in their mission. Most organizations' board members are selected by their staff (80%), and sometimes the organization's board of directors is involved in the decision, as well (20%). We asked these organizations about the roles and responsibilities of their advisory boards.

Role of Education Abroad Organization Advisory Boards

Advisory Boards usually...	Advisory Boards sometimes...
Provide guidance on the needs of students	Approve programs
Provide feedback on the organization's proposed plans	Formally evaluate programs
Provide feedback on the needs of institutions	Are designed to recognize key partners
	Give credibility to the organization's offerings

Future Directions for the State of the Field Survey

Readers who have reached this point in the report may have realized that the institutional State of the Field Survey has become a long survey which can be cumbersome to complete. Within larger teams or more decentralized structures, there may be many different people who are best equipped to answer certain questions, placing a significant administrative burden on the institutional representative asked to complete the survey for their institution. In a year where burnout is high, this seems to have contributed to the decreased participation by Forum members as compared to pre-COVID surveys.

In the coming year, Forum staff and the volunteer experts that comprise the Research Advisory Group will undertake a comprehensive review of the survey and consider ways to make it more streamlined without losing valuable data and insights that the field has come to expect from the State of the Field survey. The goal is to develop a plan that makes responding to the survey more convenient for members so that we can achieve higher rates of participation while also enabling the team to produce survey results and outputs more quickly after the survey closes.

A working group of the Forum Council's 2023-2024 work plan will continue to work with the data from the Individual Survey of International Educators to derive additional insights from these data that will help to level-set job titles and responsibilities for U.S.-based positions in our field. That group will also provide recommendations to the staff and the Research Advisory Group around plans and strategies for future iterations of this survey, including ideas for increasing participation by colleagues working in other countries around the world to strive for more inclusive and comprehensive reporting in the future.

The Forum on Education Abroad looks forward to sharing the results of these efforts and the exciting insights they will yield when we publish our milestone tenth State of the Field survey.