



Welcome to the State of the Field Survey.

**The 2022 version of the Institutional Survey has been adjusted in light of recent world events in order to serve two purposes:**

- 1) To ask the questions we've been asking for years so that we can compare the current state of the field with what was observed in previously instantiations of this survey.**
- 2) To take a reading on some of the specific impacts of COVID-19 on on the field over the past couple of years.**

**We estimate that the survey should take about 30 minutes to complete. If you cannot complete the survey in a single session, you can leave the page and come back to it at a later time. The survey will save the information up through the *last completed page*.**

**Please remember to use the "PREV" and "NEXT" buttons--not your browser's "back" button--to navigate through the survey.**

**Member organizations that complete the 2022 State of the Field Survey and enter their email address at the end of this survey will be entered into a drawing for a FREE FORUM CONFERENCE REGISTRATION to be used in 2023.**

**Note: The questions in this survey refer to activities and policies of the institution or organization you represent; where 'you' or 'your' is used, those terms do not refer personally to the individual completing this survey.**

**CONFIDENTIALITY: The answers provided in this survey are confidential. Only Forum staff will have access to the individual survey response data. Any publications or presentations prepared by The Forum will include only information about group data or fully anonymized individual comments in such a way that responses will not be identifiable to any individual institution or organization. For more information about The Forum's Privacy Policy [click here](#).**

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\* I give my consent for The Forum on Education Abroad to collect and use the information provided in this survey as outlined in their [Privacy Policy](#).

Yes

No



## About Your Organization

My institution is a:

- for profit
- not-for-profit
- None of the above

Please select the world region where your organization is based:

- North America
- Latin America & Caribbean
- Europe & Central Asia
- Middle East & North Africa
- Sub-Saharan Africa
- South Asia
- East Asia & Pacific



## Basics

**These first few questions tell us some basic information about the Forum member organization that you are representing as you complete this survey.**

Is international education included in the mission statement of your institution/organization?

- Yes
- No
- N/A

Have rising costs and/or declining resources led your institution/organization to change its education abroad programming for the coming academic year?

- Yes, significantly
- Yes, slightly
- No
- N/A



## 2021-2022 Student Participation and Program Portfolios

**NOTE: For these questions, please count for-credit and not-for-credit participation by both undergraduate and graduates students on all of your organization's managed or approved education abroad programs.**

How many students participated in education abroad programming through your organization during the 2021-2022 North American academic year, including summer 2022 (i.e., between August 2021 and July 2022).

How many education abroad programs are being offered or approved by your organization during the current academic year (August 2022 through July 2023)?

Is your organization actively trying to send a greater number of students abroad each year?

- Yes
- No



## Providers

If yes, did you increase participation in the last year?

- Yes, significantly
- Yes, slightly
- Remained about the same
- Decreased
- N/A - We just began actively trying less than a year ago



## Providers

If no, are you:

- Staying at current levels (maintaining)
- Increasing (without actively promoting)
- Declining
- Other (please specify):



### Strategies for increasing education abroad participation

Rank in order which strategies you believe most effectively increase the number of education abroad students from your organization. (Please rank with 1=Most Effective; select N/A if you don't use a listed strategy)

	<input type="text"/>	Assessment and/or documenting the impact of education abroad to make the case for internationalization	<input type="checkbox"/> N/A
	<input type="text"/>	Collaborating with institutional offices such as admissions, alumni, development, athletics, career services, disability/diversity, financial aid, residential life, research, etc.	<input type="checkbox"/> N/A
	<input type="text"/>	Expanding marketing tools, outreach, and messaging	<input type="checkbox"/> N/A
	<input type="text"/>	Exploring new models to provide greater access to a greater diversity of students	<input type="checkbox"/> N/A
	<input type="text"/>	Increasing financial support for students for education abroad	<input type="checkbox"/> N/A
	<input type="text"/>	Increasing staff support and advising for students	<input type="checkbox"/> N/A
	<input type="text"/>	Increasing the diversity of programs offered	<input type="checkbox"/> N/A
	<input type="text"/>	Increasing the number of programs available	<input type="checkbox"/> N/A
	<input type="text"/>	Domestic programs	<input type="checkbox"/> N/A
	<input type="text"/>	Virtual programs	<input type="checkbox"/> N/A
	<input type="text"/>	Exploring new markets, e.g., continuing education, adult learners	<input type="checkbox"/> N/A

Are there any strategies not listed above that have been particularly effective for your organization in increasing student participation in education abroad?

Please elaborate on how, if at all, you are measuring effectiveness of your strategies.



## Barriers to increasing participation

Are there barriers that impede your organization's ability to increase the number of students participating in education abroad?

Yes

No





### Barriers to increasing education abroad participation

Please rank each of the following barriers, in order of difficulty, to increasing the number of U.S. students participating in education abroad at your organization. (Please rank with 1=Most Challenging; select N/A if the listed item is not a barrier for your institution)

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

Are there other barriers not listed above that have been particularly difficult for your organization in increasing student participation in education abroad?

Please elaborate on how, if at all, you are addressing any of your barriers.



Staffing

Please indicate how many paid **U.S.-based** staff in your institution or organization are dedicated primarily to U.S. students studying abroad.

Full Time	<input type="text"/>
Part Time (15-30 hours/week)	<input type="text"/>
Student Workers (up to 15 hours/week)	<input type="text"/>
Unpaid staff (e.g., peer advisors, volunteers)	<input type="text"/>

Please indicate how many paid **non-U.S.-based** staff in your institution or organization are dedicated primarily to U.S. students studying abroad.

Full Time	<input type="text"/>
Part Time (15-30 hours/week)	<input type="text"/>
Student Workers (up to 15 hours/week)	<input type="text"/>
Unpaid staff (e.g., peer advisors, volunteers)	<input type="text"/>

What is the number (or FTE-equivalent) of education abroad staff dedicated to health & safety within your organization?

What is the number (or FTE-equivalent) of education abroad staff dedicated to equity, diversity, and/or inclusion within your organization?

How does your current staffing compare to pre-March 2020 staffing within your organization? Comment on total number of staff as well as structures/roles/organization of roles.

Describe the rate of staff turnover experienced by your organization/department over the last 5 years.

How many years does the person with the longest tenure within your department/organization have?

Do you consider your office to be appropriately staffed for the workloads you currently handle?

- Yes, we are staffed appropriately today for the workloads we presently handle.
- No. We are on the threshold of not having enough staff to handle the workload that we foresee developing within the next year or less.
- No. We are on the threshold of not having enough staff to handle the workload that we foresee developing within the next 3 years.

If you do not consider your office to be appropriately staffed for today's workload, what do you consider your current and future staffing needs to be?

- 1 more staff person or FTE
- 2 more staff people or 2 FTEs
- 3 or more additional staff people or 3+ FTEs



## Goals and Outcomes

**Please answer the following questions based on current practices at your institution or organization as of October 2022 unless otherwise indicated.**

To what extent has your institution/organization identified learning outcomes for education abroad programs beyond discipline-specific knowledge? (e.g., language acquisition, cross-cultural competence)

- Not at all
- Not yet but in progress
- Overall but not for specific programs
- For some programs but not all
- Yes, completed
- N/A

If your institution/organization has articulated learning outcomes for education abroad, does it have an assessment plan to measure achievement of the learning outcomes?

- No
- Not yet but in progress
- Overall but not for specific programs
- For some programs but not all
- Yes, completed
- N/A

In what ways do you use the assessment information and data collected? (Check all that apply.)

- For marketing purposes
- For reporting to university administration
- To advocate for education abroad
- To determine program renewal
- To improve or refine program content/design
- To assess employee performance
- N/A
- Other (please specify):

What assessment instruments are your institution/organization using to measure student learning outcomes of education abroad programs? (Check all that apply.)

- Beliefs, Events, Values Inventory (BEVI)
- Global Perspectives Inventory (GPI)
- Intercultural Development Inventory (IDI)
- Pre/post language testing (e.g., SOPI )
- N/A
- Other (please specify/describe):



## Standards of Good Practice and Code of Ethics

Please indicate your level of agreement with the following statement:

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

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

If your institution/organization has applied The Forum's *Standards of Good Practice for Education Abroad* in its work, in what ways has it done this? (Check all that apply)

- In the development of new programs
- To advocate for education abroad
- To assess other programs for approval for our students' participation
- To evaluate education abroad programs
- To set standards for the approval and adoption of new education abroad programs
- To train home institution/organization faculty
- To train home institution/organization staff
- To train on-site faculty
- To train on-site staff
- Other (please describe):

The Forum released the 6th Edition of the Standards of Good Practice for Education Abroad in April 2020.

Are you familiar with the new edition of the *Standards*?

- Yes
- No

If so, please describe what, if any, changes the new edition of the *Standards* has motivated you to implement in your work.

Please indicate your level of agreement with the following statement.

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

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

What impact has The Forum's *Code of Ethics for Education Abroad* had on your institution/organization? (Check all that apply)

- Our institution/organization has adopted the Code as our governing code for education abroad.
- Our institution/organization refers to and substantially follows the guidelines of the Code for education abroad.
- Our institution/organization has its own ethical guidelines.
- Our institution/organizations used the Code to develop our own code of ethics.
- Our institution has not found the Code to be of help.
- Other (please specify):

The Forum released the 3rd Edition of the Code of Ethics for Education Abroad in 2020.

Are you familiar with the new edition of the *Code*?

- Yes
- No

If so, please describe what, if any, changes the new edition of the *Code* has motivated you to implement in your work.

If your institution/organization follows a different code of ethics, please identify or describe it:





## The Impact of Education Abroad

**Reminder: Answer this question based on your organization's current practices as of October 2022.**

In what ways does your institution/organization actively consider or prepare for the **environmental** consequences of programs? (Check all that apply)

- Accounting for carbon/environmental footprint
- Educating students and staff about sustainability
- Monitoring environmental impact of programs
- N/A - We do not actively address environmental consequences.
- Other (please describe):

In what ways does your institution/organization actively consider or prepare for the **social** impact of programs on host communities? (Check all that apply)

- Accounting for location, transportation, duration, and safety components' impact on the local community
- Creating host partnerships that are ethical, collaborative, and sustainable
- Establishing community service and/or service learning projects
- N/A - We do not actively address social impacts.
- Other (please describe)

In what ways does your institution/organization actively consider or prepare for the **economic** consequences of programs on host communities? (Check all that apply)

- Investing in local entities and understanding the consequences of payments made to those entities
- Observing local legal and financial standards to align with local practices
- Teaching students about their economic impact on the local community
- N/A - We do not actively address economic consequences.
- Other (please describe):

Does your institution or organization have a whistleblower policy or another type of confidential and anonymous ethics and business practices reporting policy?

- Yes
- No
- I'm not sure

Please provide additional comments:



## Advocacy

In the past year, have you or someone in your office advocated for the following within your institution?

- Assessing your programs/operations based on the *Standards*
- Building new alliances with internal and external stakeholders
- Ending policies that are detrimental to education abroad
- Improving policies to support education abroad
- Increasing faculty engagement in education abroad
- Increasing or improving evaluation of the impact of education abroad
- Increasing staffing or professionalization of existing staff
- Integrating education abroad programs into the curriculum
- None of the above
- Other (please describe):



Providers

Does your institution offer or approve this type of program?

	Yes	No
Non-exchange programs where students take only regular university courses designed for host university students (i.e., <u>integrated university study</u> )	<input type="radio"/>	<input type="radio"/>
<u>Faculty-led</u> , long-term programs (more than 8 weeks abroad)	<input type="radio"/>	<input type="radio"/>
<u>Faculty-led</u> , short-term programs (8 weeks or less)	<input type="radio"/>	<input type="radio"/>
Opportunities where your faculty take students abroad for course work on sojourns that are not formally approved education abroad programs for credit	<input type="radio"/>	<input type="radio"/>
Reciprocal <u>exchange</u> programs	<input type="radio"/>	<input type="radio"/>
Programs with at least one special course developed for the U.S. or other international students on the program (and no on-site participation by your faculty)	<input type="radio"/>	<input type="radio"/>
Online Global Learning or Virtual Exchange programs	<input type="radio"/>	<input type="radio"/>
Internships	<input type="radio"/>	<input type="radio"/>
Clinical rotations	<input type="radio"/>	<input type="radio"/>
Research programs or experiences	<input type="radio"/>	<input type="radio"/>
International field placement or practicum experiences	<input type="radio"/>	<input type="radio"/>

Prior to the COVID-19 pandemic, did your organization offer or approve online global learning experiences, whether hybrid or 100% online (e.g., COIL, virtual exchange, remote internships, etc.)?

Yes

No



Providers

During North American Academic Year 2021-2022 (August 2022 to July 2022), approximately what percentage of your students enrolled in each type o program? (Enter numerical whole numbers that sum to 100).

Non-exchange programs where students take only regular university courses designed for host university students (i.e., integrated university study)

Faculty-led, long-term programs (more than 8 weeks abroad)

Faculty-led, short-term programs (8 weeks or less)

Opportunities where your faculty take students abroad for course work on sojourns that are not formally approved education abroad programs for credit

Reciprocal exchange programs

Programs with at least one special course developed for the U.S. or other international students on the program (and no on-site participation by your faculty)

Online Global Learning or Virtual Exchange programs

Internships

Clinical rotations

Research programs or experiences

International field placement or practicum experiences





Site visits, etc.

**REMINDER: Answer these questions based on your organization's current practices as of October 2022.**

If your organization offers familiarization tours or site visits to affiliated/sending institutions, how much financial support do you provide? (Check all that apply)

- You always pay all related expenses.
- You cover expenses for a fee that is less than the actual expenses.
- You do not offer familiarization tours or site visits to this group.
- You do not provide financial support.
- You pay all or part of on-site lodging and meals.
- You pay all or part of the participants' airfare.
- Other (please specify):

If your organization offers familiarization tours or site visits to unaffiliated institutions currently not sending students how much financial support do you provide? (Check all that apply)

- You always pay all related expenses.
- You cover expenses for a fee that is less than the actual expenses.
- You do not offer familiarization tours or site visits to this group.
- You do not provide financial support.
- You pay all or part of on-site lodging and meals.
- You pay all or part of the participants' airfare.
- Other (please specify):

Does your organization offer scholarship funding to: (Check all that apply)

- Affiliated institutions (for them to distribute to students attending one of your programs)
- Affiliated institutions (for them to distribute to students attending any education abroad program of the institution's choosing)
- Individual students who apply directly to your organization
- Institutions based on the number of students they send on your programs
- No scholarships offered
- Other (please specify):

Does your organization offer any of the following to institutions who send students on your programs? (Check all that apply)

- Funds to support institutional office operations
- Rebates to affiliated institutions for a certain number of students sent (i.e. volume discounts)
- Rebates to affiliated institutions for each student sent
- Representation of college/university staff or faculty on advisory bodies for programs
- Student tuition or fee reductions to affiliated institutions for each student sent, regardless of enrollment
- Student tuition or fee reductions to affiliated institutions for a certain number of students sent (i.e. volume discounts)
- The opportunity for faculty members from institutions to serve as directors or instructors on your programs periodically
- Visits by program representatives
- Other (please specify):

How are your organization's programs evaluated? (Check all that apply)

- Our staff informally evaluate programs on a continuous basis.
- Professional staff from the sending institutions informally evaluate programs when they conduct site visits.
- We have a formal internal evaluation process.
- We have a formal evaluation process that includes external reviewers.
- We have a formal evaluation process that utilizes the Standards of Good Practice.
- We do not have an evaluation process.
- Other (please specify):

Do you have an Advisory Board/Committee (or similar group)?

- Yes
- No



### Advisory Councils/Boards

How are members of your Advisory Board/Committee selected (Check all that apply)

- Elected by consortium members
- Selected by current Advisory Board members
- Selected by our Board of Directors/Trustees
- Selected by our staff
- Other (please specify):

What are the goals and responsibilities of the Advisory Board/Committee (or similar group)?  
(Check all that apply)

- To approve programs
- To formally evaluate programs
- To give credibility to the program provider's offerings
- To provide guidance on the needs of institutions
- To provide guidance on the needs of students
- To recognize key partners at institutions
- To provide feedback on the organization's proposed plans
- Other (please specify):



## COVID-19 GLOBAL PANDEMIC

**The following section includes new questions added to the State of the Field survey this year to track the specific impacts of the COVID-19 pandemic on our field.**

***Please answer all questions to the best of your ability to ensure that your responses are counted in our final reports.***



COVID-19 Questions

Approximately when did/will your education abroad programs resume operations?

- May 2020
- September 2020
- January 2021
- May 2021
- September 2021
- January 2022
- May 2022
- September 2022
- January 2023
- May 2023
- September 2023
- Unknown

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

- May 2020
- September 2020
- January 2021
- May 2021
- September 2021
- January 2022
- May 2022
- September 2022
- January 2023
- May 2023
- September 2023
- Not sure

Was your organization's budget cut as a result of COVID-19?

- Yes
- No

If so, has your budget been restored?

- Yes
- Not yet
- Other (please specify)

How have your policies or procedures changed as a result of the COVID-19 pandemic? (Select all that apply)

- Increased insurance coverage
- Change policy for assessing risk
- Changed housing arrangements
- Adjusted deposit/cancellation deadlines
- Updated refund policies
- Established academic continuity plans
- More frequent communication with students
- More frequent communication with families
- Developed a closer relationship with our risk managers
- Changed process for vetting partners/providers
- Renegotiated MOUs or partnership agreements
- Engaged a new provider for insurance or risk assessment
- Changed our approach to financial reserves
- Changes to program itineraries (e.g. fewer or different destinations or excursions)
- Other (please specify)

Use this space as an optional section to share your reflections on COVID-19's impact on the field of education abroad.

Check here to have your above comment identified for inclusion in the COVID-19 Archive being collected by The Forum on Education Abroad (<https://forumea.org/2020/02/27/coronavirus/>)

- Yes
- No
- Enter your name and affiliation as you would like them to appear in the archive.



Top concerns in the field

The following is a list of items that were identified as the top overall concerns in education abroad by respondents to previous State of the Field Surveys.

Please indicate how concerned you are about each item in terms of its bearing on the education abroad field today.

	Very unconcerned	Somewhat unconcerned	Neutral	Somewhat concerned	Very concerned
Academic quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate preparation of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commodification of education abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compliance with U.S. federal mandates (Title IX, Clery, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crisis and risk management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current political climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disparity between student expectations and the reality of the experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fears of terrorist attacks abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General health and safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students maximize their experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing participation on short-term programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need for better funding for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Program costs and rising costs

Student support services related to disability, wellness, or mental health

Supporting underrepresented students

Recovery and/or reinvention of the field after the COVID-19 pandemic

What other issues and topics should be included in the next State of the Field survey?



## General Comments

Please use the space below to share any additional comments with us about your responses above.



**DRAWING ENTRY**

Enter your email address here to be entered in the drawing for free professional development registrations from The Forum on Education Abroad.