

THE FORUM PATHWAYS TO THE PROFESSION SURVEY 2008

REPORT AND RESULTS

THE FORUM ON EDUCATION ABROAD

ACKNOWLEDGEMENTS

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REPORT AND RESULTS

The Forum Pathways Project

Professionalizing the Field: Salaries, Workload and Other Job-Related Topics

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Background

Pathways to the Profession has been a multi-tiered project that has looked at the profession of education abroad and the individuals who serve in the profession. The first Pathways survey was conducted by Dr. Joe Brockington of Kalamazoo College. His findings were first presented at the NAFSA conference in May, 2002. The text of a report on the **original** findings can be found at www.forumea.org/documents/PathwaysReporttoSECUSSAPathways2003.pdf. Additional PowerPoint slides providing an overview of the original data collected can be found at www.forumea.org/research-data.cfm.

The first survey analyzed how people came to the field of education abroad, what knowledge and skills they brought with them and what knowledge and skills they felt they needed to do their jobs. Other important issues facing the field were also identified. Originally, the researchers planned to include questions about individual salaries and institutional workload data. Because of the sensitivity of such information, it was determined that a separate, follow-up survey should address those questions at a later date.

Concurrently, the Mid-Career Education Abroad Professionals network identified salary and workload as one of their top priorities for future advocacy and support. In addition, individual requests made through the SECUSS-L listserv continued to ask similar questions:

- *Is there a specific number of students that one study abroad person should advise?*
- *How many short-term, faculty-directed programs should one FTE support?*
- *What are median salaries in the field?*
- *What are job descriptions for various positions in the field?*

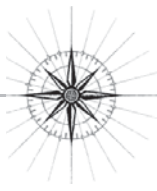
Purpose of the 2008 Survey

The current Pathways survey conducted by the Forum on Education Abroad took up where the first survey left off, asking questions on workload, salary, titles and related issues. To gather this information, two online survey instruments were developed to address the complexities of data gathering. Part One of the survey included questions on Organizational Background and was made available to organizations and institutions that work in education abroad. This part of the survey addressed issues related to organizational/institutional structure, such as growth and workload. The second instrument, Part Two: Individual Responses was developed for professionals to address their work in education abroad, including title, job function or responsibilities and salary range.

In addition, Dr. David Shallenberger conducted 15 in-depth interviews with volunteers who indicated their interest in following up on the quantitative survey.

Response to the Survey

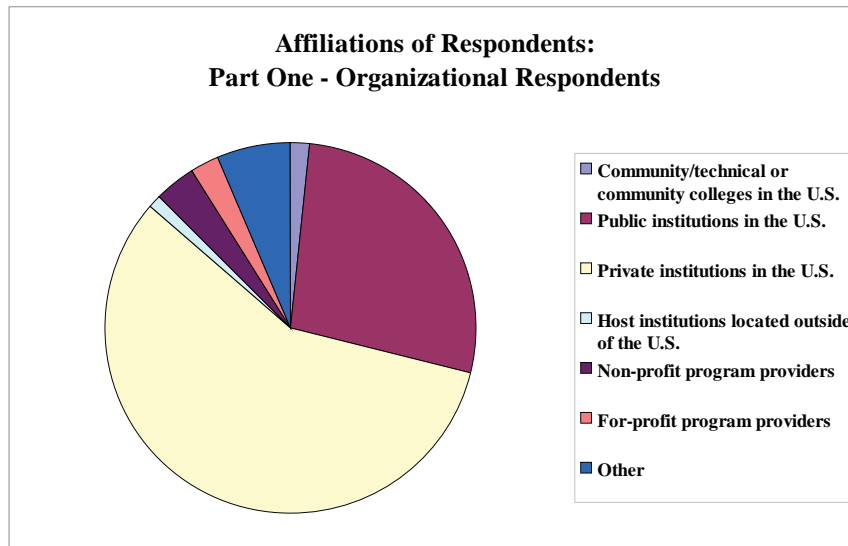
The survey opened on January 17, 2008 and closed on February 20, 2008. It was announced in the Forum's electronic newsletter, the Forum News, in direct emails to Forum members, on the SECUSS-L listserv to the education abroad field at large, and on the Mid-Career Professionals listserv. It is estimated that these e-mails reached a total of over 4,000 individuals. A link embedded in the announcements and e-mails pointed to the web site that hosted the survey. The survey asked that only one representative from any organization or institution respond to Part One: Organizational Background; 110 organizations responded. 309 individuals responded to Part Two: Individual Responses.



Results from Part One: Organizational Background (Growth & Workload)

An overwhelming 93% of organizations that responded to Part One were campus-based institutions, and 7% identified themselves as program providers or other (Figure 1). While the full breadth of institutional type is represented, the top four types of U.S.-based institutions represented are: 1) private institutions offering bachelor's, master's and doctoral degrees (24 respondents), 2) public institutions offering bachelor's, master's and doctoral degrees (24 respondents), 3) private institutions offering bachelor's degrees only (21 respondents) and 4) private institutions offering bachelor's and master's degrees (17 respondents). Unfortunately, community colleges make up only 2% of respondents.

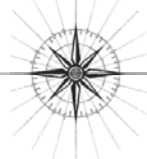
Figure 1: Affiliations of Organizational Respondents



Source: Forum on Education Abroad Pathways Survey 2008

Organizations and institutions that completed the survey were asked to provide information about their programs and offices to provide a context for the data:

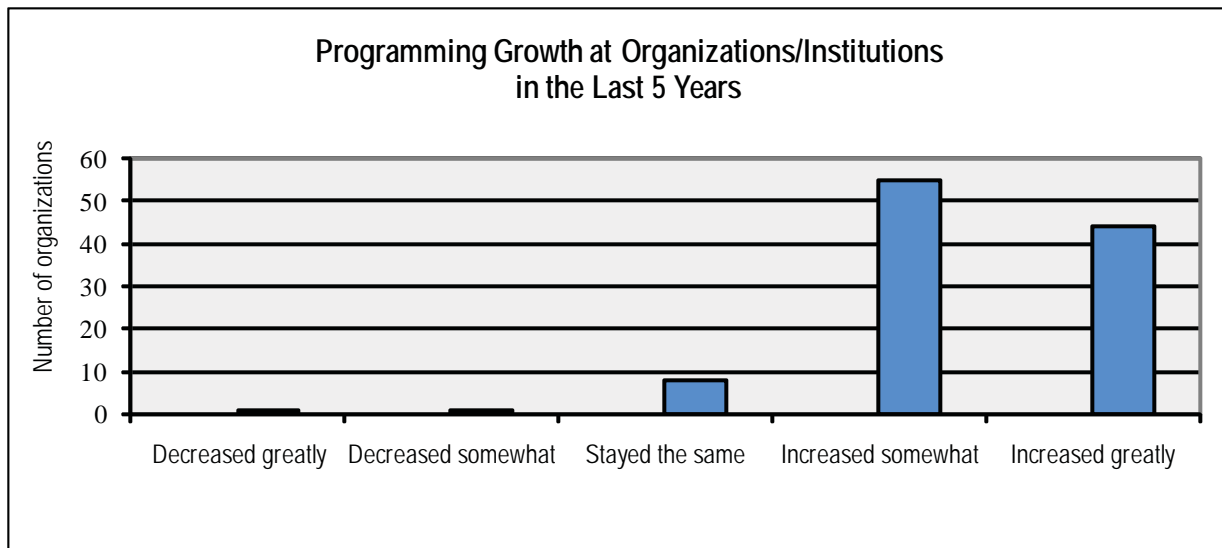
- **Overall participation** - For colleges and universities, the average (mean) annual student participation on programs outside the U.S. in 2006-2007 was 631. For program providers, the mean participation was much higher, 2597 students. These figures reflect organizations of varying sizes.
- **Duration** - For colleges and universities, the distribution of students between quarter/semester/year and short-term/summer programs is nearly equal (with a mean of 340 students participating on quarter/semester/year programs and a mean of 343 student participating on short-term/summer programs). For program providers the distribution of students by duration is quite different (with a mean of 991 student participating on quarter/semester/year and a mean of 290 on short-term/summer programs).
- **Respondents** - 92% of institutional respondents work in an Education Abroad or International Programs office.
- **Location and cost of living** - Almost half of respondents, 46%, characterize the location of their organization as having an average cost of living. 38% report their location as having a high or very high cost of living.



Growth

85% of respondents have experienced an increase in student participation and in programming over the last five years. (Figure 2a). These increases mirror data in the annual IIE *Open Doors* report, which also indicate substantial student participation growth.

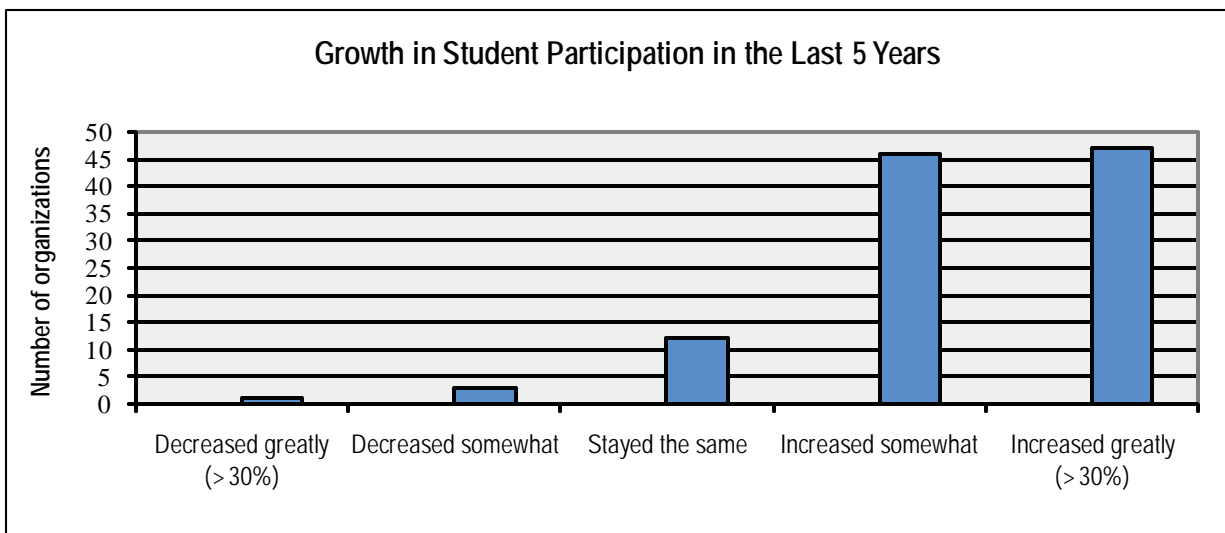
Figure 2a. Programming Growth in the last 5 years



Source: Forum on Education Abroad Pathways Survey 2008

90% of respondents report that programming “increased somewhat” or “increased greatly” over the last five years. *Open Doors* measures student participation, but does not collect data on programming, and to our knowledge only the Forum State of the Field survey asks such questions. Obviously, programming levels have an impact on daily workload distribution, and relate directly to potential staffing issues. Unfortunately, we have yet to examine if education abroad has become more complex - due to expansion of locations, and the development of new programs, administrative and funding models- during the same period. This is an area for further research.

Figure 2b. Growth in Student Participation in the Last 5 Years



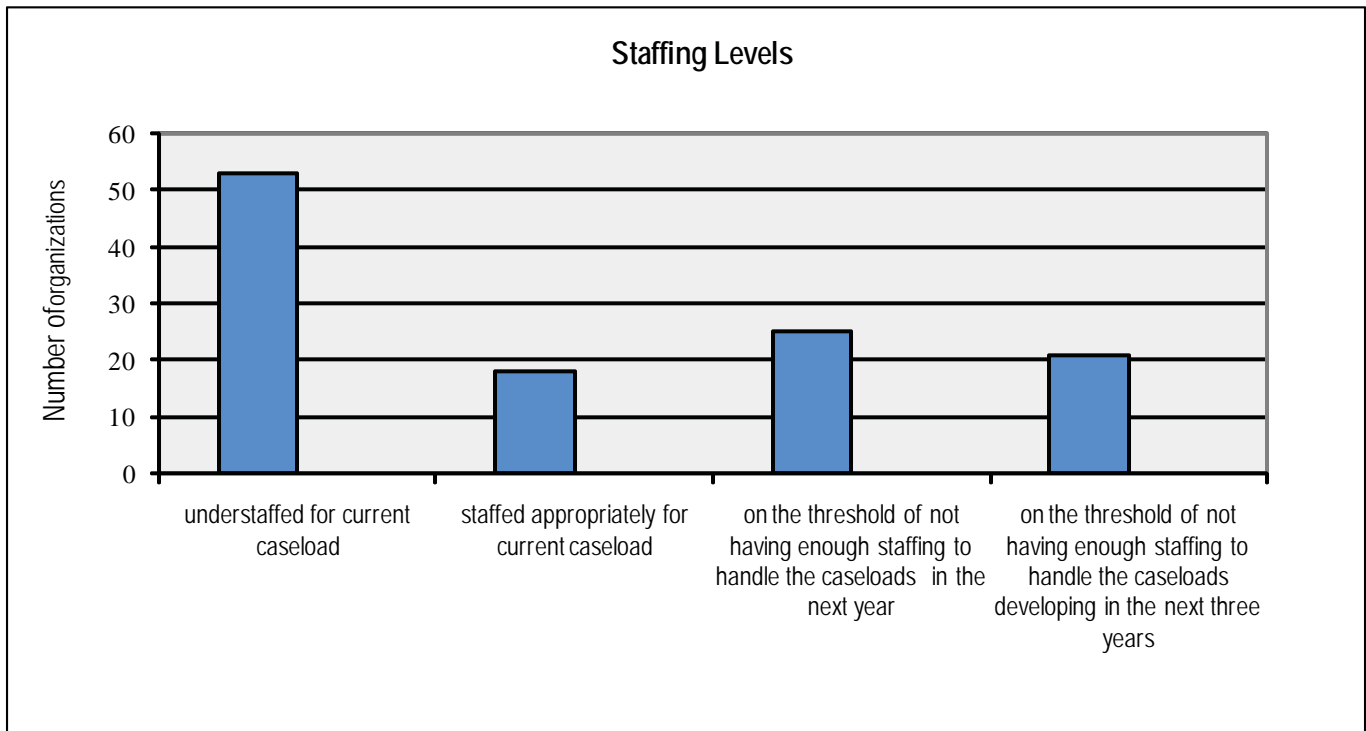
Source: Forum on Education Abroad Pathways Survey 2008



Workload

One of the questions consistently asked on listservs and at conferences is how organizations perceive their current and predicted workloads (Figure 3). Over one-half of the respondents describe their office as being understaffed for their current caseloads. Another significant portion – over 40% - indicate that they have reached the limit of being appropriately staffed for present caseloads, and may be on the threshold of not having enough staff to meet predicted growth.

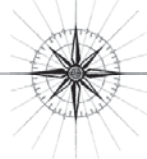
Figure 3. Staffing Levels



Source: Forum on Education Abroad Pathways Survey 2008

We also asked about any useful strategies for handling growth beyond the necessity of having patience and endurance. Strategies that organizations report having used include:

- Closed a program that was draining resources
- Changed funding from soft money to increased fee revenue
- Used fees to support growth
- Convinced administration that if they were serious about internationalization, they had to invest serious resources
- Developed cogent business plans with clear financial information
- Built strong faculty support
- Called for an external review
- Increased student employees
- Threatened to leave [*sic*: an individual, not organizational, strategy]

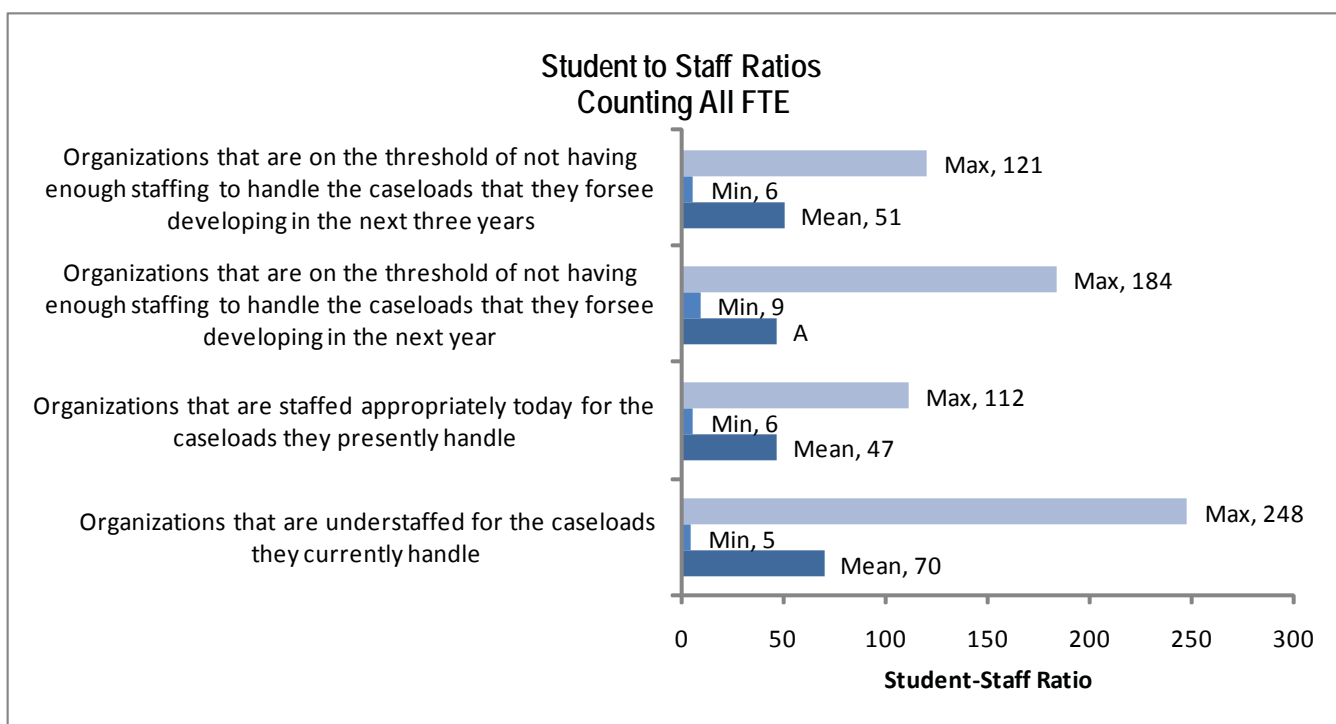


Measuring Workload

One of education abroad's significant challenges is to find methods to measure workload within the profession. For the last decade, the student participation to staff ratio has been used, especially because it parallels how classroom staffing is measured. This is a rough measure because different offices provide different levels of service to students, but it does provide a starting point. To provide more useful information, we further analyzed the staffing levels by comparing the data we collected on student to staff ratios with the data on how well staffed organizations feel they are. Figure 4 looks at student to staff ratios where the number of students is based on the number an organization sends abroad annually, and the number of employees is based on the total number of employees, at all levels, in an office.

Organizations that feel they are staffed appropriately today have a mean student to staff ratio of 47:1. Organizations that feel they are currently understaffed have a mean student to staff ratio of 70:1.

Figure 4. Student to staff ratio counting all FTE

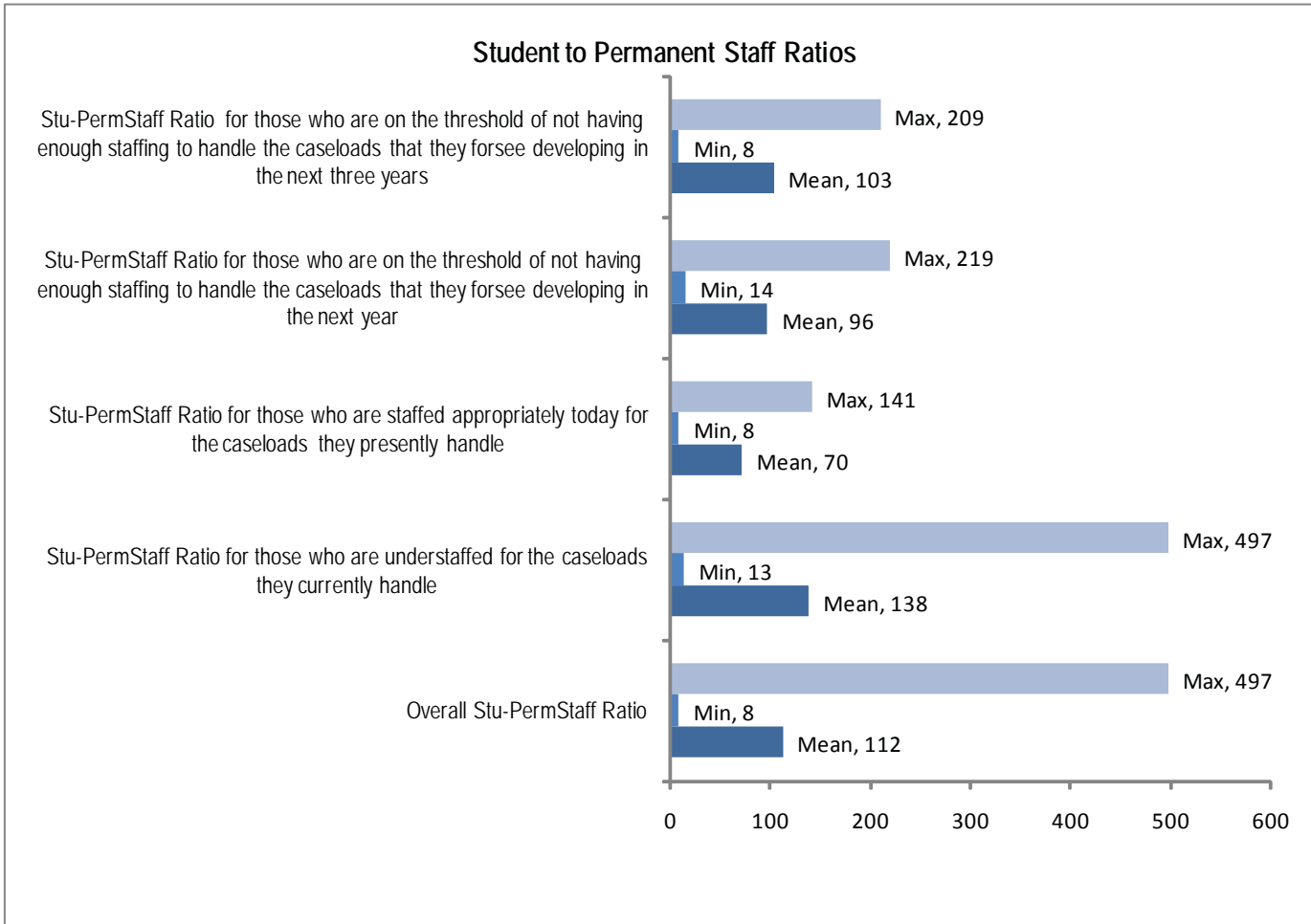


Source: Forum on Education Abroad Pathways Survey 2008



Next we looked at the same group of students, those an organization sends abroad annually, but counted only *permanent* staff (Figure 5). Organizations that feel they are staffed appropriately today have a mean student to permanent staff ratio of 70:1. Organizations that report that they are currently understaffed have a mean student to permanent staff ratio of 138:1.

Figure 5. Student to Permanent Staff Ratio



Source: Forum on Education Abroad Pathways Survey 2008

Concluding Remarks: Organizational Growth and Workload

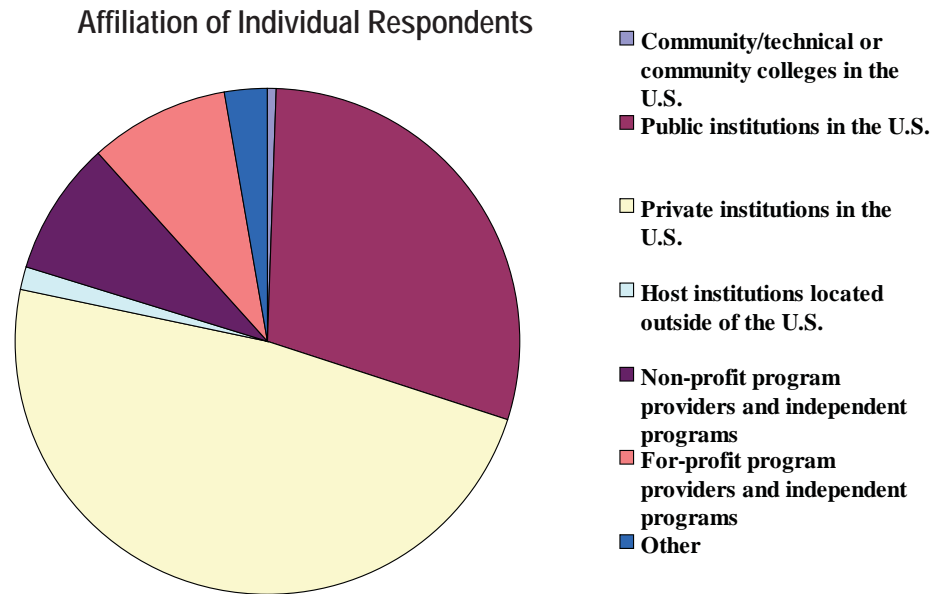
In order to make the case for expanding staffing levels to meet current and future needs, the field should consider establishing various benchmarks on what are appropriate ‘caseloads’ for various positions, such as advisors or program managers. At the same time, we must expand our methods of measuring workload, especially as we look at future capacity issues. Such advocacy and planning will assist our organizations – and our students and program directors – to be better prepared to meet current workload demands, and those brought about by future expansion.



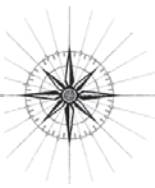
Part Two: Individual Responses: Titles and Responsibilities

309 individuals from a variety of organizations answered the individual survey. Overall, 80% are campus-based and 20% work for independent program providers or other organizations (Figure 6).

Figure 6. Affiliation of Individual Respondents



Source: Forum on Education Abroad Pathways Survey 2008

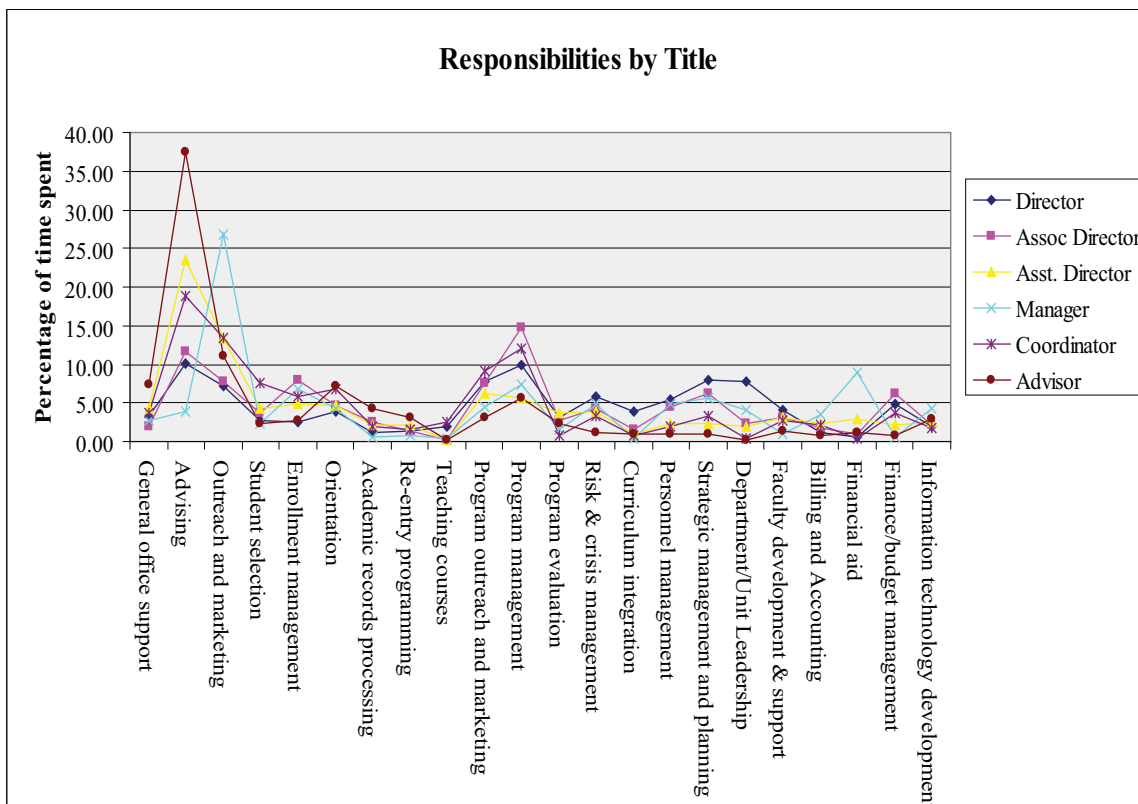


Titles

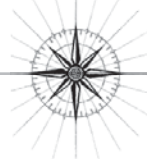
The 309 individual participants in this survey have 146 different job titles. This is the case even after adjusting for minor inconsistencies (for example, we counted “study abroad advisor ” and “education abroad advisor” as the same). Several titles are shared by over 20 respondents, but most are unique, reflective of the particular needs and structure of individual offices and institutions. For example, the titles suggest that institutions appear to differ in whether they allocate responsibility for education abroad to offices of “international programs,” “education (or study) abroad,” “off-campus (or study away) programs,” or some other entity. Within these units, job titles still manifest a fairly broad range, but tend to include some commonalities; the most common included advisor, director, dean, program assistant, and program manager. Of course, there are many variations of these, including ranks (assistant and associate directors and deans, for example). The complete list of titles appears in Appendix 2 of this report.

Responsibilities for a given position vary (Figure 7). Having the same title does not mean that the day-to-day tasks one performs are the same. The roles described by respondents are often multi-faceted and complex, and the particular constellation of responsibilities varies from individual to individual. As is clear from Figure 7, advisors tend to have the most focused job, while directors’ responsibilities are the most varied. More detailed charts for each of the key positions can be found in Appendix I.

Figure 7. Responsibilities by Title



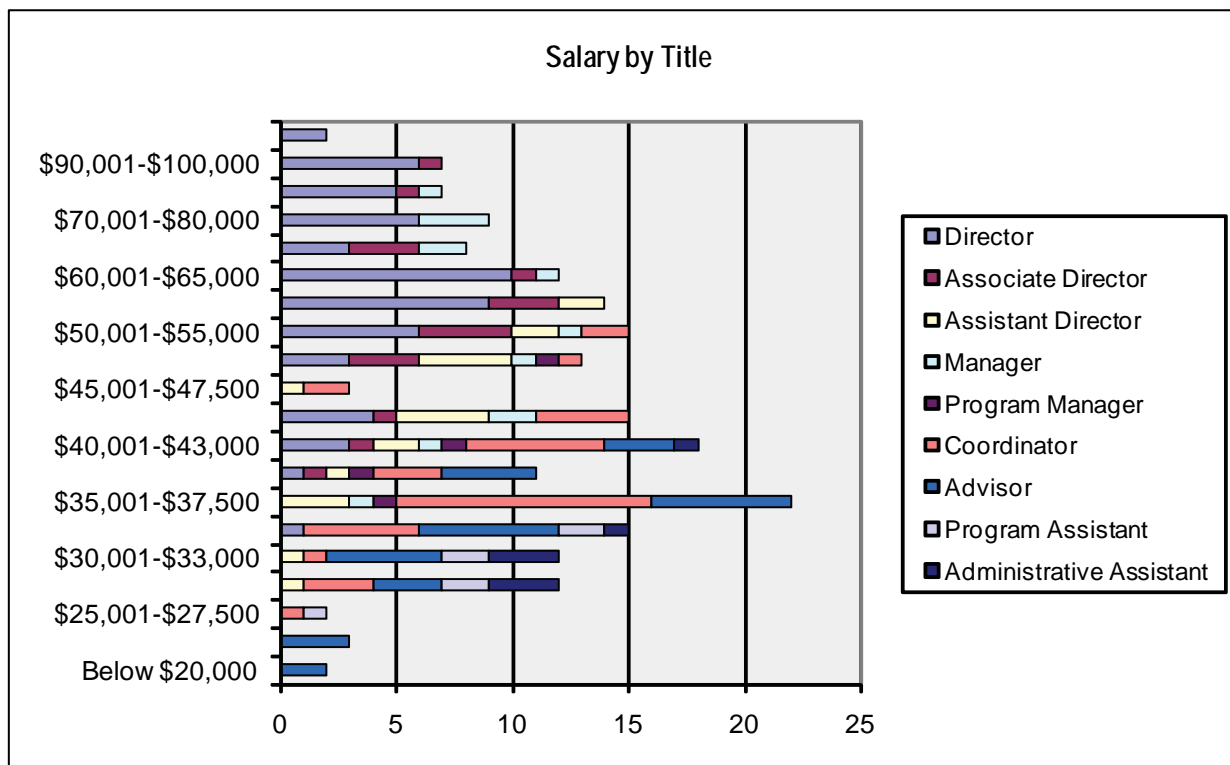
Source: Forum on Education Abroad Pathways Survey 2008



Compensation

Salaries across positions vary widely. Among the most common positions, directors tend to earn the most and advisors the least; however, there is significant variation, as shown in Figure 8. This diagram reflects salaries for job categories for which there were four or more respondents.

Figure 8. Salary by Title



Source: Forum on Education Abroad Pathways Survey 2008

Directors' salaries range from less than \$35,000 to over \$100,000, while Advisors earn salaries that range from below \$20,000 to over \$40,000, representing the significant variation in salaries in the field. CUPA-HR, which provides higher education survey data, found in its 2007-2008 study that Directors of International Education earned an average salary of \$81,032, while Advisors earned an average of \$39,087. By comparison, Pathways respondents who are Advisors have a mean salary of \$34,341. CUPA-HR does not collect data on other education abroad positions at this time.

It is important to note that CUPA-HR's definition of Director of International Education has broader responsibilities than a Director of Study Abroad, overseeing all activities of the institution's international education programs. Responsibilities may include oversight of international study, English language programs, international visitors, visa certification, education abroad, and international student admission functions, as well as other areas of responsibility.

Education level appears as an important factor influencing compensation. Considered separately (from such factors as experience in the field, for example), the respondents with the highest degrees (doctorate-level) tend to earn the highest salaries, while those with only a bachelor's degree for the most part have salaries in the lower ranges. Anomalies, however, do exist (Figure 9).

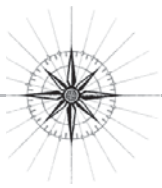
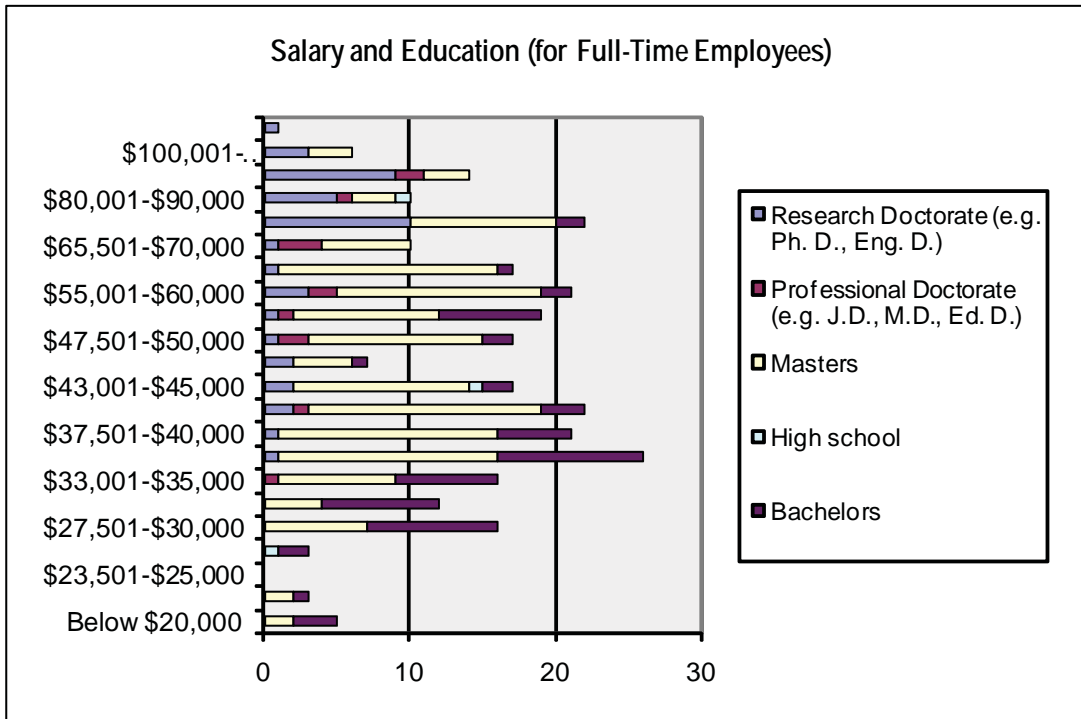


Figure 9. Salary and Education

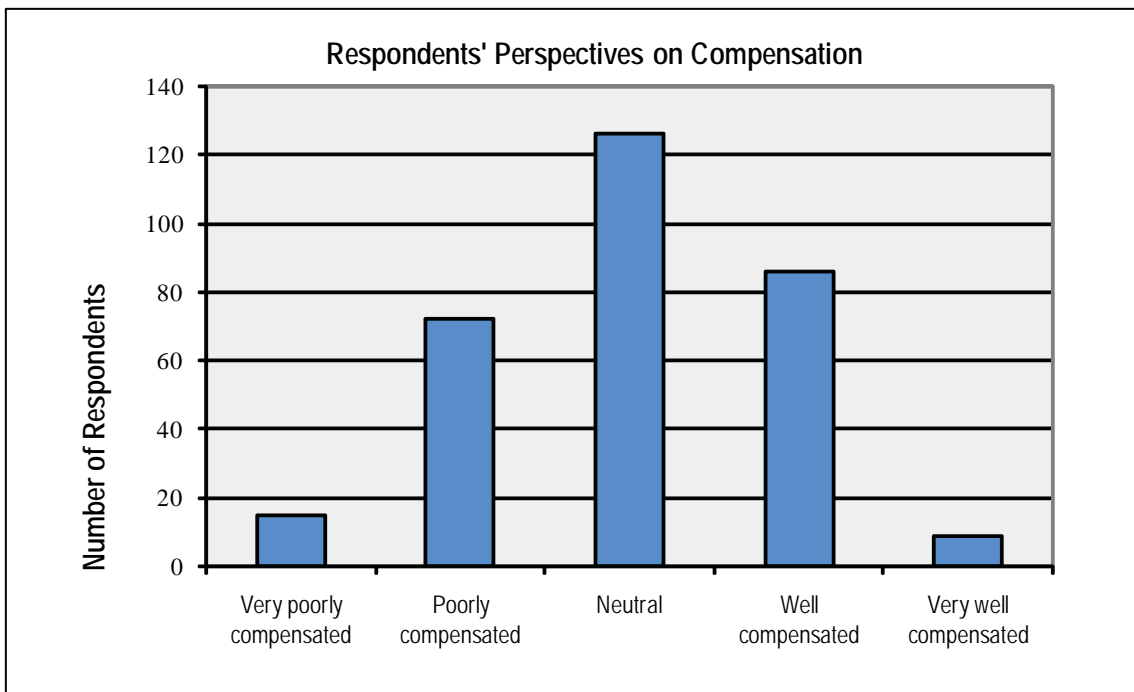


Source: Forum on Education Abroad Pathways Survey 2008

Respondents' Perspectives on Compensation

Perhaps the richest data in this survey is the respondents views of the adequacy and fairness of their compensation, given their experience, education and level of responsibility. Beyond a multiple-choice question that asked participants to rate their satisfaction with their compensation, there were numerous reflections provided through open-ended comments and follow-up interviews.

Figure 10. Respondents' Perspectives on Compensation

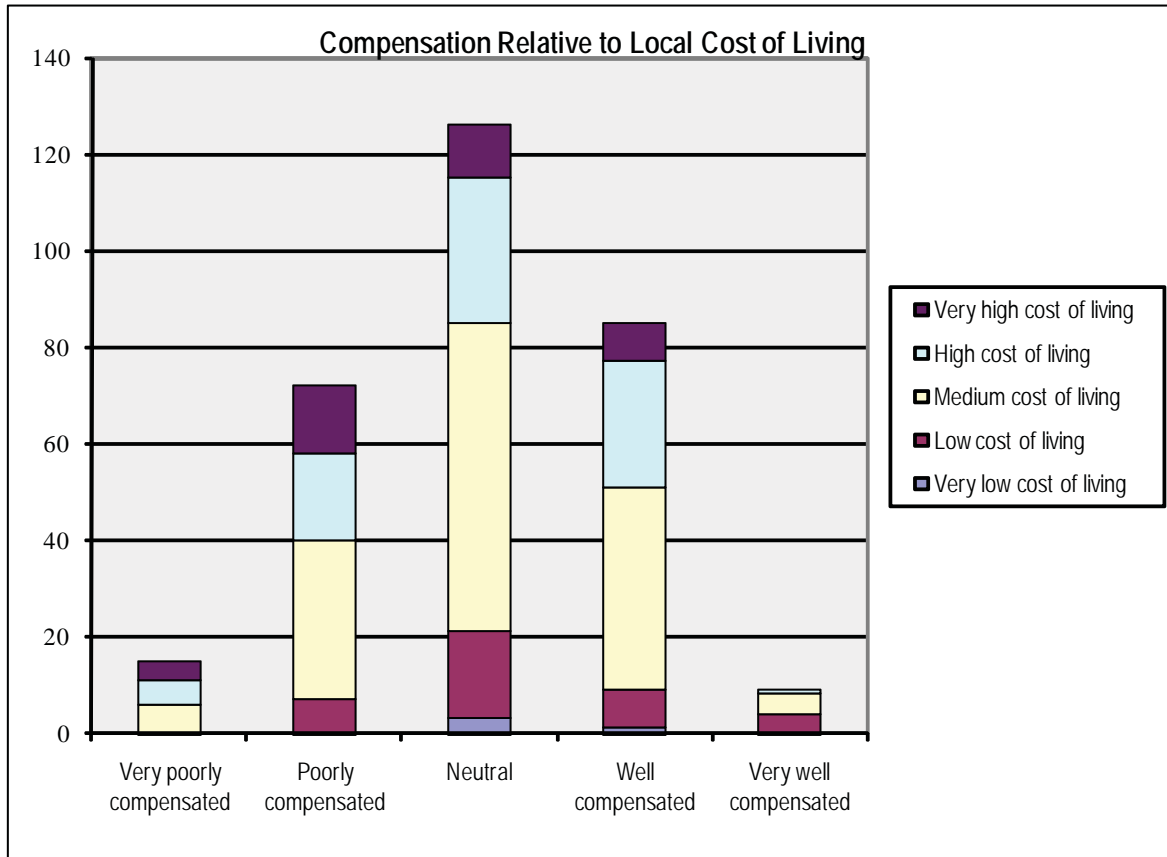


Source: Forum on Education Abroad Pathways Survey 2008



Figure 11 shows how well compensated respondents feel *relative to the cost of living in the respondents' regions*. (We asked participants to identify the relative cost of living in their region, giving them a link to a website that could help them make this classification.)

Figure 11. Compensation Relative to Cost of Living



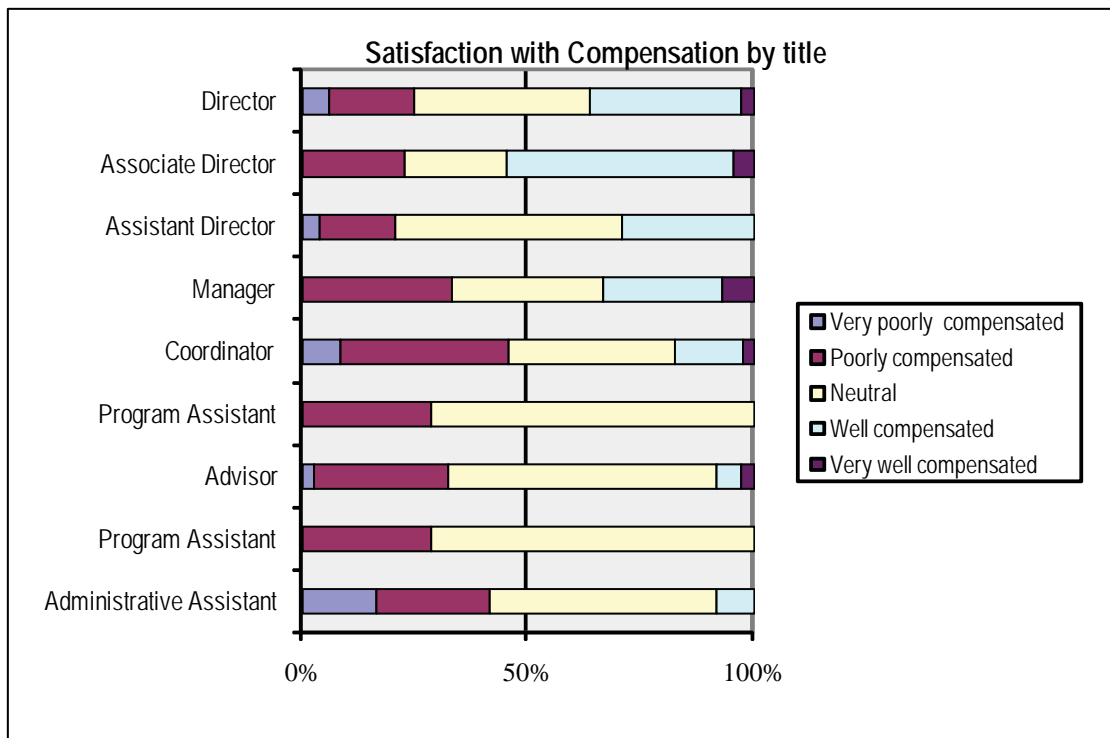
Source: Forum on Education Abroad Pathways Survey 2008

Not surprisingly, those respondents who feel that they are “very poorly compensated” tend to live in regions with a high cost of living; none live in regions where the cost of living is very low or low. Those who feel “neutral” about their compensation are distributed fairly evenly among the different cost-of-living levels. None of the respondents who feel “very well compensated” live in areas with either a very low or a very high cost of living.

Within each of nine major job categories, there is a range of perspectives on the adequacy of compensation; indeed, within seven of these title categories, respondents chose at least four of the five possible choices from “very poorly” to “very well-compensated.” As demonstrated in this data, one can feel unsatisfied at junior or senior levels, relative to one’s own expectations and circumstances.



Figure 12. Satisfaction with Compensation, by Title



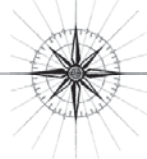
Source: Forum on Education Abroad Pathways Survey 2008

Many individuals cite the relatively lower compensation they feel they receive when compared to colleagues in other offices within their institution, or to those outside of academia. One individual, for example, notes how individuals who work in the study abroad field are poorly compensated and undervalued as a whole:

I think that we undersell ourselves, I think that our field asks a lot from people in director positions, and even in the . . . coordinator and assistant director positions. We ask people to have higher ed. degrees, usually master's and PhD's, we ask them to have international expertise, we ask them to have expertise in strategic planning and program development and mediation across international boundaries. We ask people to have a second language, a third language. There's a lot that we require of the folks in my type of position . . . if you looked in the private sector all of those would equal higher compensation levels, where as in our field these are just minimum requirements to even be considered as a member of the field. Now you can't even be considered for my type of position if you don't have these qualifications, but yet the compensation is not equal to the expectation.

Another respondent cites the greater level of risk management, the complexities of advising, and the concomitant demands for greater expertise that this field requires. Many respondents express that the greatest inequities in salaries are for those working in positions at the junior levels. A senior administrator spoke of the difficulty in particular for those in entry-level positions:

I do worry that the demands for people entering the field. . . it's . . . getting to the point to enter the field with a significant kind of workload, a bachelor's degree is not enough. Even when we look for an opening here, I'm hoping to find people who have done some graduate work and have some international experience, but my fear is that the entry requirements we have compared with the compensation don't really match up. We're asking a lot for someone to come in, and then we're not offering to compensate them at a really high level, and I worry sometimes that that will limit the quality of people who feel like they can enter the field. I think frankly we're fortunate to get high quality people to enter the field, given the fact that compensation isn't all that great, at least in the starting out levels.



It is generally assumed that people do not enter the field of international education for the compensation, but instead are drawn by other factors such as the opportunity to make an impact on students' growth, contribute to greater levels of intercultural sensitivity, and travel abroad. Yet there seems to be a strong sense among respondents that these benefits do not justify a low salary. As one individual notes:

We concentrate on the work that we do and the students and the educational mission and are just so thrilled to have a job that we love that we forget it's okay to love your job and be well compensated. I think some people feel guilty if they think they should be paid more, but again I think it's time for us as a field to really start to look at the fact that we are a professionalized field, we're not people that have stumbled into study abroad anymore. And until we start taking that seriously, our campuses and our organizations are not going to start taking that seriously.

It needs to be noted that some universities and individuals do not find themselves in the position of feeling under-compensated or undervalued. One individual, coming from a large state university, said:

Internationalization is valued [at my university]; all of our classified staff got very substantial raises from our legislature last year and so they all finally are compensated what they should.

Concluding Remarks on Part Two: Individual Responses

There was significant acknowledgement that the field of education abroad is in great flux, in particular regarding the role it plays in overall campus internationalization. While many institutions have articulated education abroad as part of an overall campus strategic plan, few have invested in it to the degree to which education abroad professionals believe it should be. As one director noted:

Too often administrators don't want to put money into study abroad for staff, whether it's the professional or the support staff. . . For some reason we have a lot of rhetoric about how important international education is, it certainly gets spouted a lot, but when it comes to putting the resources behind the rhetoric it's not happening and that's been going on for years. Some universities are changing and other universities need to change, and our university is one of those that needs to change. We're working on that.

Next Steps

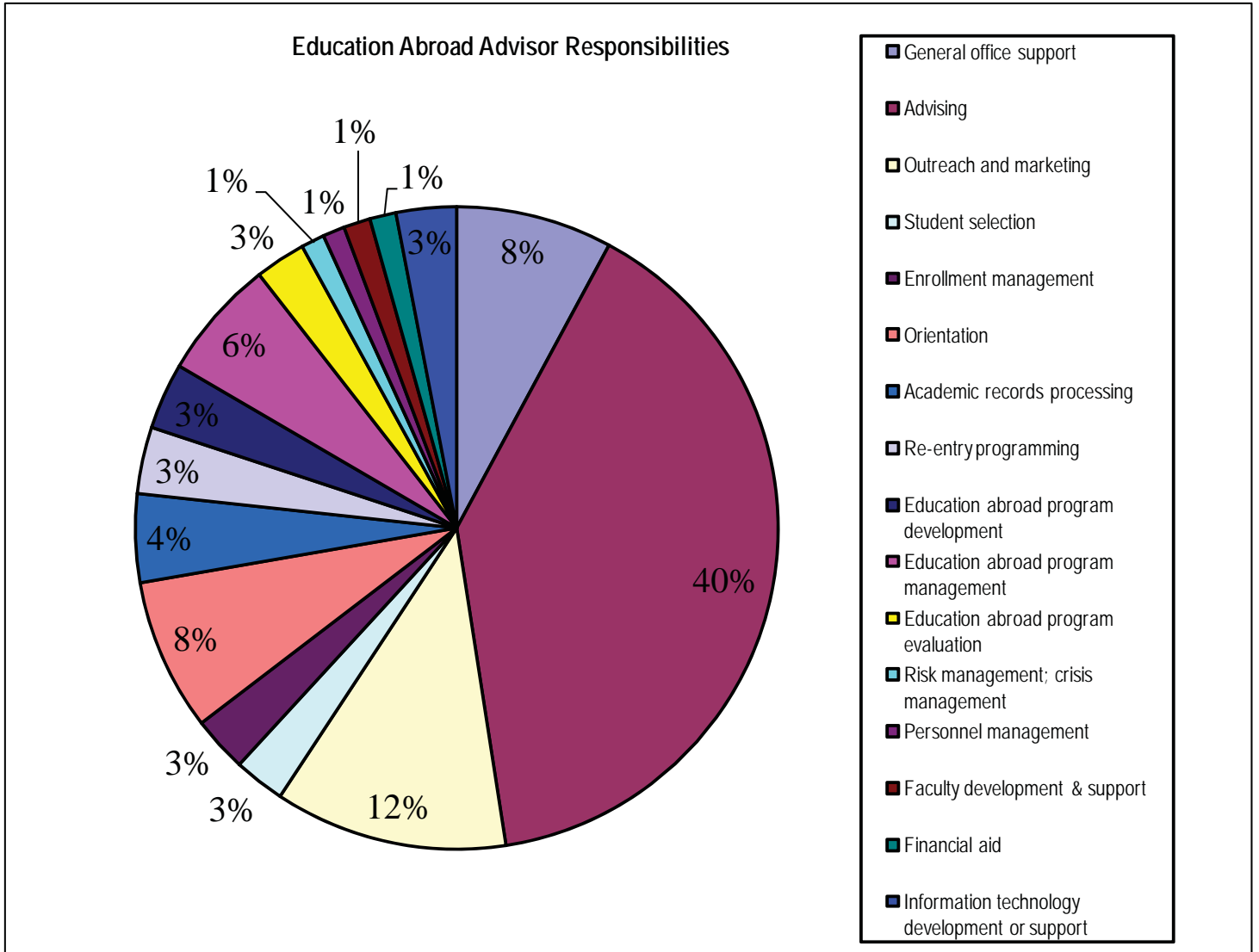
This survey represents a first step in the effort of the Forum on Education Abroad to provide useful information to its members and the field of education abroad that will help organizations to meet accepted standards of good practice in regard to staffing, workload, and compensation. The Forum will continue to accumulate data and disseminate best practices in order to provide the most comprehensive guidance to the field. Some of the initiatives under way include:

1. A collaboration with CUPA-HR to increase the number and range of job categories collected for Education Abroad in the annual CUPA-HR Survey.
2. The development of standard job descriptions that will include primary job functions, title, qualifications, organization type, program size and salary ranges. Drafts of the rubrics will be presented for discussion and analysis at the Forum on Education Abroad conference in Portland, OR, February 18-20, 2009.
3. The further analysis of the Survey data that examines additional factors and variables that influence workload and compensation such as institutional type, length of service, how offices are funded, and gender and diversity.
4. Planning to conduct a salary survey for education abroad positions located overseas.



Appendix I
Education Abroad Job Responsibilities by Percentage of Job

Chart I.a Education Abroad Advisor



Source: Forum on Education Abroad Pathways Survey 2008

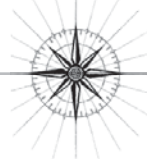
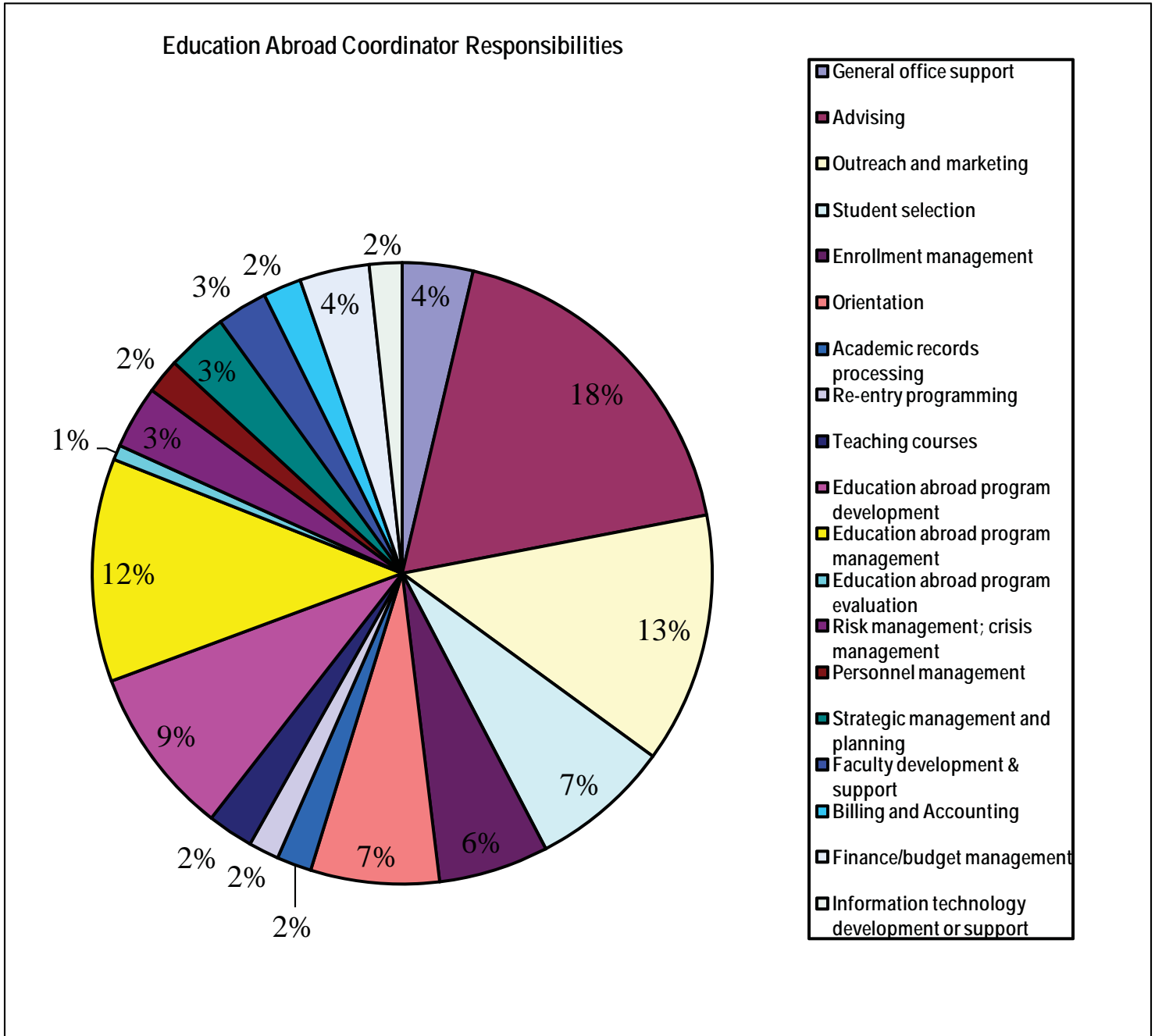


Chart I.b Education Abroad Coordinator



Source: Forum on Education Abroad Pathways Survey 2008

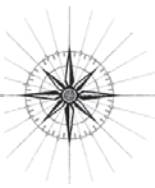
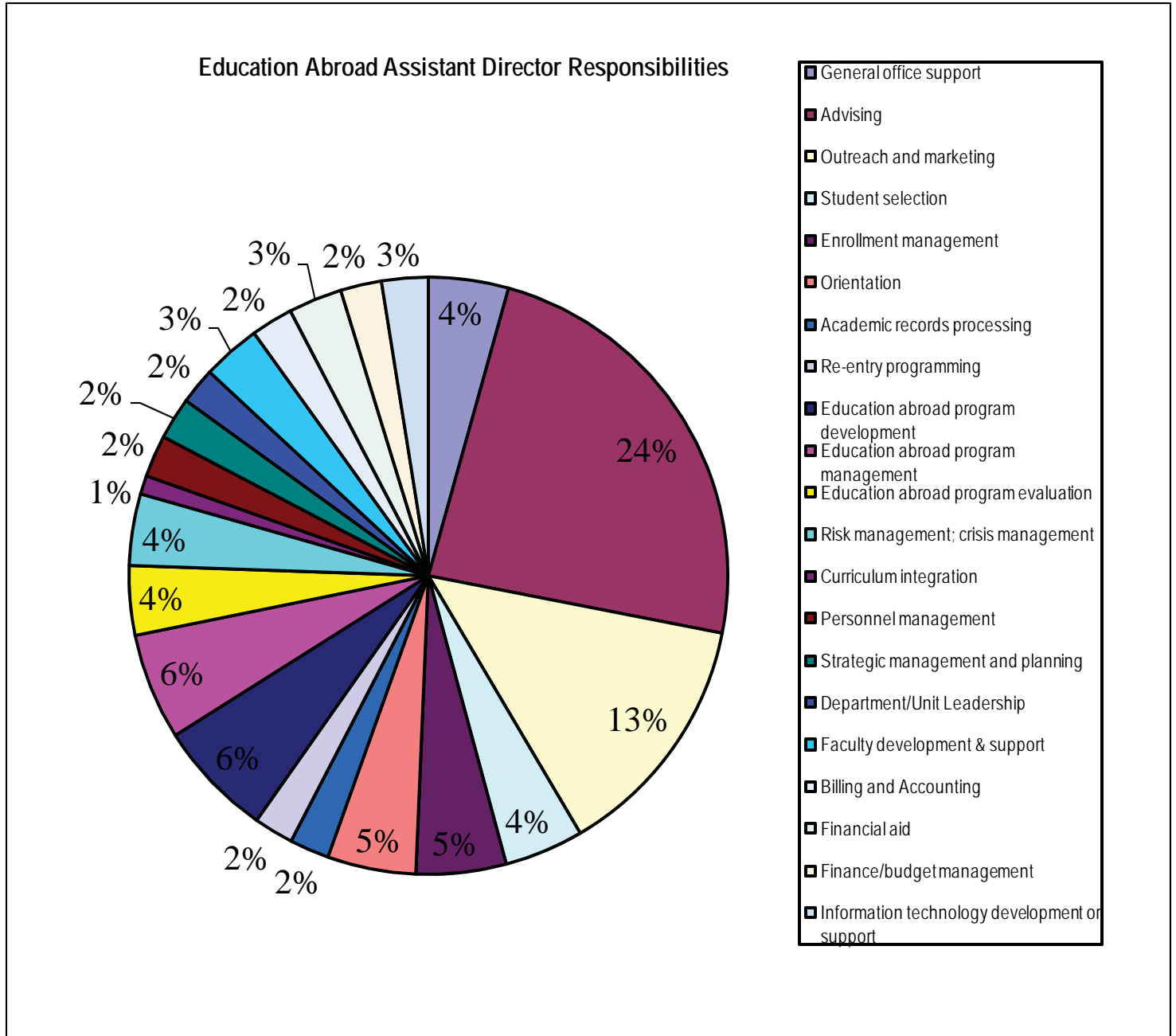


Chart I.c. Assistant Director of Education Abroad



Source: Forum on Education Abroad Pathways Survey 2008

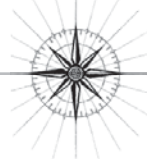
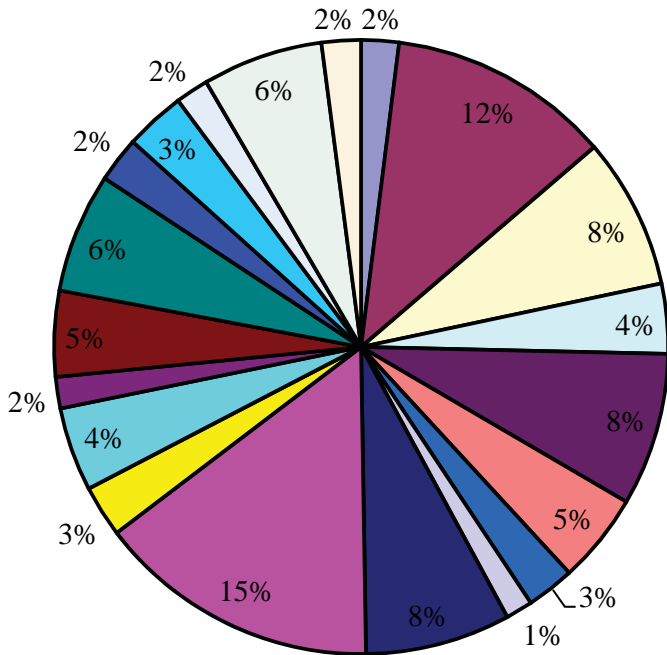


Chart I.d. Associate Director of Education Abroad

Education Abroad Associate Director Responsibilities

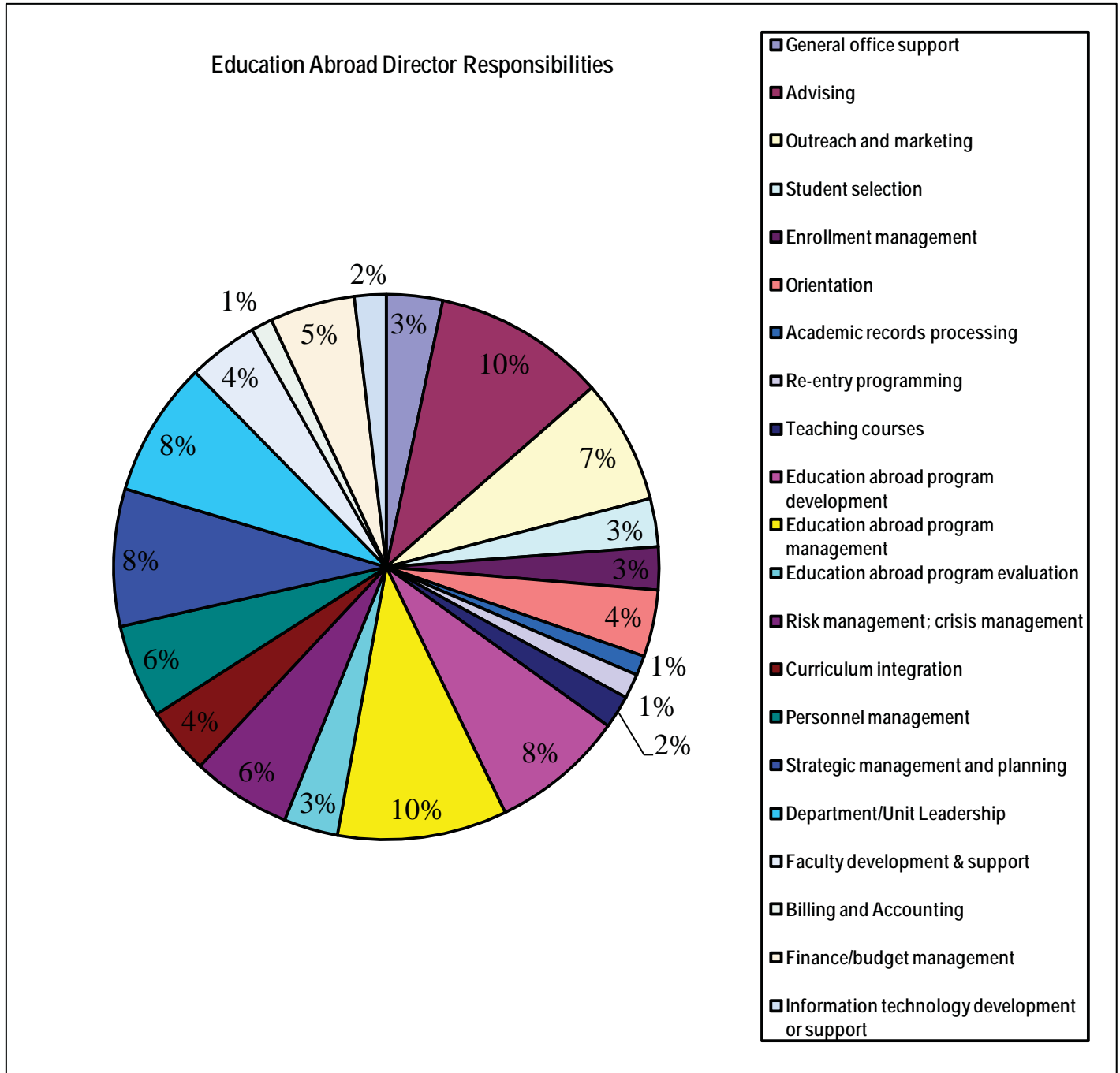


- General office support
- Advising
- Outreach and marketing
- Student selection
- Enrollment management
- Orientation
- Academic records processing
- Re-entry programming
- Education abroad program development
- Education abroad program management
- Education abroad program evaluation
- Risk management; crisis management
- Curriculum integration
- Personnel management
- Strategic management and planning
- Department/Unit Leadership
- Faculty development & support
- Billing and Accounting
- Finance/budget management
- Information technology development or support

Source: Forum on Education Abroad Pathways Survey 2008



Chart I.e. Education Abroad Director



Source: Forum on Education Abroad Pathways Survey 2008

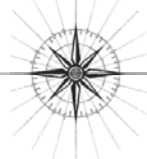
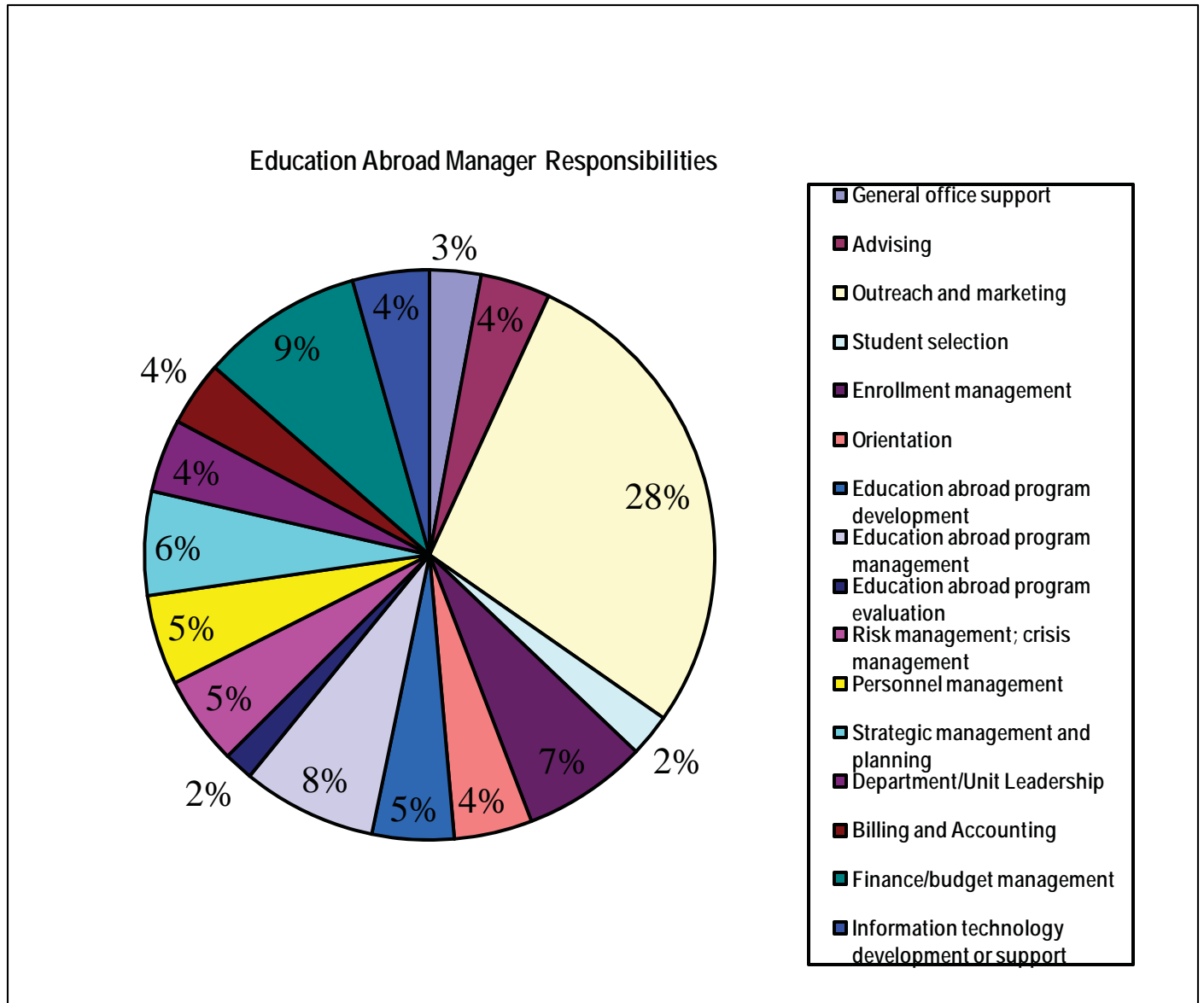
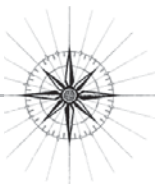


Chart I. f. Education Abroad Manager



Source: Forum on Education Abroad Pathways Survey 2008



APPENDIX II
Complete List of Education Abroad Titles
(Source: The Forum Pathways Survey 2008)

Academic Affairs Representative	Coordinator, Education Abroad and Exchange
Academic Director, Education Abroad	Coordinator, Education Abroad Outreach
Academic Liaison	Coordinator, Education Abroad Outreach and Programming
Acting Director, International Programs	Coordinator, International
Administrative Assistant	Coordinator, International Internships
Administrative Staff Assistant	Coordinator, International Programs
Administrator, Education Abroad	Coordinator, International Travel Seminars
Advisor, Education Abroad	Coordinator, Partnership and Exchange
Advisor, Education Abroad & International Students	Coordinator, Short-term Programs
Advisor, Education Abroad and International Exchange	Coordinator, Summer Programs
Advisor, Education Abroad/Program Coordinator	Coordinator, Support for International Programs
Advisor, Intern/Program	Coordinator, Support Services
Advisor, International Programs	Coordinator, University Relations
Advisor, Marketing and Placement	Dean, International Programs
Advisor, Off-Campus Studies	Dean, International Studies
Assistant Vice President	Director
Assistant Dean of International Programs & Director, Education Abroad	Director, Academic Affairs & Assessment
Assistant Dean, Education Abroad	Director, Administration & Program Management
Assistant Director	Director, Admissions & Student Life
Assistant Director, Academic Affairs/Field	Director, Area Studies Program
Assistant Director, Admission and Financial Aid	Director, Cross-Cultural and Off-Campus Programs
Assistant Director, Education Abroad	Director, Education Abroad
Assistant Director, International Programs	Director, Education Abroad & International Student Services
Assistant Director, International Programs & International Student Advisor	Director, Education Abroad (interim)
Assistant Director, International Programs/Study Abroad Advisor	Director, Education Abroad and Associate Dean
Assistant Director, Student Financial Services	Director, Education Abroad and Associate Professor
Assistant Director, Study Away Programs	Director, Experiential Programs & Associate Director, International Programs
Assistant Provost, International Programs (interim)	Director, Institutional Relations
Assistant to the Director, Education Abroad	Director, International Programs
Assistant Vice President, International Programs	Director, International Programs/Assistant Dean, Students
Assistant, Education Abroad	Director, International Studies
Associate Dean and Director, Education Abroad	Director, Marketing
Associate Dean for External Relations	Director, Mexico site (study abroad)
Associate Dean of Studies/Dean for Study Abroad	Director, Overseas School
Associate Dean, International Programs	Director, Program Development
Associate Director	Director, Programs
Associate Director, Admissions for Intl Students	Director, Student Services
Associate Director, Education Abroad	Director, Study Center
Associate Director, International Education	Director, University Relations
Associate Director, Student Programs	Executive Director
Associate Professor and Director	Executive Director, International Programs
Associate Provost for International Programs	Executive Director, Area Studies Center
Associate Vice President for Overseas Study	Executive Director, Education Abroad
Associate Vice Provost for Internationalization	Executive Director, International Programs
Budget Coordinator/Project Assistant	Executive Staff Assistant
Consultant	Faculty
Consultant, International Education	Independent Researcher and Consultant
Coordinator, Academic	Information Services Coordinator
Coordinator, Advising & Student Activities	Institutional Representative
Coordinator, Education Abroad	International Analyst, Travel Health, Safety & Security
Coordinator, Education Abroad & Assistant Professor	Manager
Coordinator, Education Abroad & Projects	Program Accountant, Departmental

(continues)



APPENDIX II *(continued)*

Manager, Communications
Manager, Degree Development USA
Manager, Education Abroad
Manager, Finances
Manager, Specialty Programs and Development
Manager, Student Mobility
Manager, Student Office
Manager, Undergraduate International Programs
Manager, University Relations
Office Manager
President
Program Accountant, Departmental
Program Administrator
Program Administrator, EduManager, Canadian Development
Program Assistant
Program Assistant, Education Abroad
Program Assistant, International Programs
Program Coordinator
Program Coordinator, Education Abroad
Program Coordinator, Student Services
Program Coordinator/Adjunct Professor
Program Director
Program Director Overseas
Program Manager
Program Manager, Education Abroad
Program Specialist, Education Abroad
Regional Assistant Director
Regional Coordinator
Regional Director
Regional Manager
Research Assistant
Resident Director
Senior Adviser, International Initiatives
Senior Adviser, Education Abroad
Senior Analyst
Senior Coordinator, Education Abroad
Senior Manager
Senior Program Officer
Staff Assistant, Education Abroad
Staff Assistant, International Programs
Systems Specialist
Vice President/Executive Director



ABOUT THE FORUM ON EDUCATION ABROAD

The Forum on Education Abroad is the only organization whose exclusive purpose is to serve the field of education abroad. Incorporated in 2001, the Forum holds 501 (c-3) nonprofit organization status and is recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for education abroad.

Forum members include US colleges and universities, overseas institutions, consortia, agencies, and education abroad provider organizations. The Forum membership includes more than 350 institutions that together account for approximately 90 percent of U.S. students studying abroad.

The Forum develops and implements standards of good practice, promotes and supports research initiatives, and offers educational programs and resources to its members. The Forum's members, represented by the Forum Council and its goals committees, determine the scope and direction of these initiatives. The Forum's annual conference is known for its distinctive format that fosters thought-provoking dialogue, and promotes collegiality and the vibrant exchange of ideas.

THE FORUM ON EDUCATION ABROAD MISSION STATEMENT

The mission of the Forum on Education Abroad is to promote high quality and effective education abroad programs on behalf of students at U.S. colleges and universities through providing opportunities for global discourse and information sharing among the educational institutions, faculty and staff, consortia, agencies and organizations that are its members.

By providing opportunities for discourse and information sharing, the Forum promotes high quality and effective programming through:

- Advocating standards of good practice,
- Promoting excellence in curricular development and academic design,
- Encouraging outcomes assessment and other research,
- Facilitating data collection, and
- Advocating education abroad at all levels.

MEMBERS OF THE FORUM ON EDUCATION ABROAD
(DECEMBER 2008)

Abroadco	Center for University Programs Abroad	Georgia Institute of Technology
Academic Programs International†	Centers of Academic Programs Abroad*	Gettysburg College
Accent International	Centers for Interamerican Studies	Global College of Long Island University
Adelphi University	Central College Abroad*	Global Learning Semesters, Inc.
Agnes Scott College	Champlain College	Global Student Experience
AHA International	Chatham College	Gonzaga University
Albion College	Claremont McKenna College*	Goucher College
Alfred University	Colby College	Greenville Technical College
Alliance for Global Education	College Consortium for International Studies (CCIS)	Grinnell College
American Councils for International Education*	College of William and Mary	Gustavus Adolphus College
American Institute for Foreign Study*	College of Wooster	Hamilton College
American University of Rome	College of Staten Island, CUNY	Hampden-Sydney College
American University Center of Provence*	Colleges of the Fenway	Hampshire College
Amherst College	College Year in Athens*	Hobart and William Smith Colleges
AMIDEAST	Colorado College	Harvard University*
Andalusian Education & Culture Solutions	Colorado State University*	Haverford College
Anglo American Educational Services	Columbia University	Hope College
Appalachian State University	Compostela Group of Universities	Illinois State University
APUNE	Connecticut College	Indiana University*
Arcadia University, Center for Education Abroad†	Consortium for North American Higher Education Collaboration (CONAHEC)	Institute for American Universities*
Arizona State University*	Cornell University*	Institute of International Education (IIE)
Armenian General Benevolent Union	Council on International Educational Exchange (CIEE)†	Institute for International Education of Students (IES)†
Associated Colleges of the Midwest	Cultural Experiences Abroad (CEA) *	Institute for Shipboard Education†
Association of American College and University Programs in Italy (AACUPI)	Cultural Insurance Services International	Institute for Study Abroad, Butler University†
Association of International Education Administrators (AIEA)	Danish Institute for Study Abroad*	International Honors Program
Augustana College	Dar Loughat	International Student Exchange Programs (ISEP)
Austin College	Dartmouth College	International Studies Abroad‡
AustraLearn* / AsiaLearn / EuroLearn	Davidson College	Interstudy*
Australian Catholic University	DePaul University	James Madison University
Australian Education International*	De Pauw University*	John Carroll University
Azusa Pacific University	Dickinson College*	Johns Hopkins University
Babson College	Dublin Business School	Juniata College
Barnard College	Dublin City University	Kalamazoo College*
Baruch College, CUNY	Duke University	Kenyon College
Bates College	Duquesne University	Lafayette College
Baylor University	Earlham College	Landmark College
Bellarmino University	East Carolina University	Lehigh University
Beloit College	Eastern Illinois University	Leiden University
Bentley College	Edge Hill University	Lewis & Clark College
Bethel University	Educational Directories Unlimited	Lexia International
Boston College	Emory University	Linfield College
Boston University‡	European Association for International Education (EAIE)	Living Routes
Bowdoin College	European Study Abroad (EUSA)	Loyola University Chicago
Bradley University	Fairfield University	Lynn University
Brandeis University	Florida Atlantic University	Macalester College
Brethren Colleges Abroad	Food for the Hungry	Macquarie University
Brigham Young University	Fordham University*	Marquette University
Brown University	Foundation for International Education	Marymount University
Bryn Mawr College	Framingham State College	Meredith College
California Colleges for International Education (CCIE)	Franklin & Marshall College*	Messiah College*
Campbellsville University	Freie Universitat Berlin	Miami University of Ohio
Carleton College	Frostburg State University	Michigan State University*
Center for Cross-Cultural Study‡	Georgetown University	Middlebury College*
Center for International Studies	George Washington University*	Missouri State University
		Monash University
		Mount Holyoke College

Status as original members: † Global Charter Member ‡ Continental Charter Member * National Charter Member

Muhlenberg College
Murray State University
National University of Ireland, Maynooth
National University of Ireland, Galway
New York University
North Carolina State University
Northwestern University
Oberlin College
Ohio University
Ohio State University*
Oklahoma State University
Old Dominion University
Oregon University System
Pacific University
Pacific Lutheran University
Pennsylvania State University*
Pitzer College
Platform 3000
Plymouth State University
Portland State University
Providence College
Purdue University*
Ramapo College
Rhodes College
Rice University‡
Rider University
Rochester Institute of Technology
Roger Williams University
Rollins College
Rutgers University*
Saint Louis University
Saint Mary's College
Saint Michael's College
Santa Clara University*
Salve Regina University
Sarah Lawrence College
School for Field Studies
School for International Training*
Scripps College*
Scuola Lorenzo de Medici
SEA Education Association
Seattle University
Siena School for Liberal Arts
Signature World Services
Skidmore College
Smith College*
South India Term Abroad
Southern Illinois, Edwardsville
Southern Methodist University
Southern New Hampshire University
Southwestern University
Spain Education Programs CXXI
Spelman College
St. Lawrence University
St. Mary's College of Maryland
St. Norbert College
St. Olaf College
State University of New York (SUNY)
Brockport*
State University of New York (SUNY)
New Paltz
State University of New York (SUNY)
Plattsburgh
State University of New York (SUNY)
System‡
Stetson University
Stonehill College
Studio Art Centers International (SACI)
Study Abroad Italy
Study Australia
Studyabroad.com
Susquehanna University
Sweet Briar College
Swinburne University of Technology
Syracuse University†
Tarleton State University
Terra Dotta
Texas Christian University
Texas Lutheran University
The Scholar Ship
Tidewater Community College
Towson University
Transylvania University
Trinity College
Tufts University
Tulane University*
Umbra Institute
Union College
Universitat Pompeu Fabra
University of Adelaide
University of Arkansas
University of Alabama
University of California Education
Abroad Program
University of California, Riverside
University of Central Florida
University of Chicago
University of Cincinnati*
University of Colorado at Boulder*
University of Colorado at Denver
University of Connecticut
University of Dayton
University of Denver*
University of Hartford
University of Houston
University of Illinois, Chicago
University of Illinois, Urbana-
Champaign*
University of Iowa*
University of Kentucky
University of Limerick
University of Louisville
University of Maryland
University of Massachusetts, Amherst
University of Maryland
University of Massachusetts, Amherst
University of Melbourne
University of Miami*
University of Michigan*
University of Minnesota, Twin Cities*
University of Maryland
University of Massachusetts, Amherst
University of Melbourne
University of Miami*
University of Michigan*
University of Minnesota, Twin Cities*
University of Notre Dame
University of Oregon
University of Pennsylvania
University of Pittsburgh*
University of Puget Sound
University of Queensland
University of Redlands
University of Richmond
University of San Francisco
University of Scranton
University of South Alabama
University of South Carolina
University of South Florida
University of Southern California
University of St. Thomas
University of Tennessee
University of Texas, Austin*
University of the Pacific
University of Tulsa
University of Virginia
University of the West Indies
University of Wisconsin, Madison*
University of Wisconsin, Milwaukee*
University of Wisconsin, Platteville
University of Wollongong*
University Studies Abroad Consortium*
University System of Georgia office*
Ursinus College
Vanderbilt University
Vassar College
Villanova University*
Wake Forest University
Warren Wilson College
Washington and Jefferson College
Washington and Lee University
Washington State University
Washington University in St. Louis
Webster University*
Wellesley College
Wells College
Wesleyan University*
Western Connecticut State University
Wheaton College
Whitman College*
Whitworth University
Willamette University
Williams College
Wofford College
Worcester Polytechnic Institute
Yale University

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