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Survey of Sustainability in Education Abroad

2023

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Introduction

This report contains results from the 2023 Survey of Sustainability in Education Abroad. This survey is the first of its kind and the second survey administered since 2021 by the authors. The overall purpose of the survey, and subsequent report, is to solicit feedback from the higher education community in order to help the field of study abroad advance its sustainability knowledge, performance and impact.

Given the inherent global nature of education abroad, professionals in the field face unique challenges and opportunities with regards to how they respond to climate change and other environmental and social crises. Participation in this survey provides vital insights into how the field is evolving and how best to address these and other critical challenges. Specifically, the survey was intended to...

1. **offer state-of-the-field data on sustainability practices and policies,**
2. **benchmark these practices to enable comparative and longitudinal research,**
3. **incentivize continual improvement towards sustainable practices, and**
4. **inspire action to address the impact our field has on the climate crisis.**

Methodology

The 2023 Survey of Sustainability in Education Abroad was created and distributed by Bound International, LLC in partnership with Earth Deeds. Bound International, founded in 2020, is a small business navigating the intersection of international educational mobility, environmental sustainability and technological innovation. Earth Deeds, founded in 2016, offers innovative online tools for understanding and then transforming carbon footprints through supporting sustainability projects.

The SurveyMonkey platform, a product of Momentive, Inc., was used to collect the data. Questions within the survey included Likert Scales to scale certain responses, multiple choice options and some open-ended formats. There were 24 questions pertaining to sustainability in education abroad/student mobility and 8 questions pertaining to demographics and follow-up requests for 32 total questions. The average completion time for respondents was 17 minutes. Links to the survey were first distributed and advertised on March 1, 2023. After initially closing on April 5, 2023, the deadline was extended to April 15, 2023 to accommodate institutions that expressed an interest to either fill out the survey or complete partial survey responses. Links to the survey were shared via various online platforms including LinkedIn, SECUSSA listserv, NAFSA Network, Twitter, Facebook, the Association for the Advancement of Sustainability in Higher Education (AASHE) network, the AASHE Sustainability Tracking, Ratings, Assessment and Ratings System (STARS) community digest, the Community Colleges for International Development (CCID) newsletter, Gateway International Group and direct outreach to education abroad professionals that had expressed interest in the survey. Education abroad/student mobility directors, or those who have knowledge about Demographics, Office Management, Operations, Program Design, Student Learning and Perceived Barriers, were specifically targeted for survey completion.

Respondent names are kept confidential. No, or very little, identifying information about an institution or organization, is included in the report. Respondents were also given the opportunity to voluntarily share their contact information at the end of the survey in order to clarify a response, request permission to highlight a project or offer additional support.

Regarding the Longitudinal Assessment, a comparison of institutional/organizational performance is based on numerical values assigned to answers, weighted by importance, and tallied per indicator and overall. Those that indicated "N/A" or "blank" for an indicator in either 2021 or 2023 could not be measured for progress and, therefore, were excluded from each respondent's overall tally.

There were 103 colleges, universities and third-party providers that began the survey, but only 76 completed it. To provide consistency and avoid the confusion of fluctuating "n"s for each question, we only analyzed complete responses (n=76). The breakdown of responses per institutional, or organizational, type is listed in the Demographics section below.

Limitations

All data is self-reported. Institutions, or organizations, represented in both the 2021 and 2023 surveys may have had different individuals complete each survey which may affect the results of that institution's, or organization's, reported overall sustainability performance for each survey as well as the demonstrated progress, or lack thereof, from 2021 to 2023. The majority of messaging and advertising about the survey likely reached more North American and European higher education audiences, though extended efforts were made to reach other geographic regions. Seventy-six respondents are also not a representative sample of the approximately 25,000 colleges and universities throughout the world – a majority of which have study abroad, or student mobility, opportunities for their students.

Comparison with the 2021 Survey

- For the inaugural 2021 survey, there were 81 colleges, universities and third-party providers that began the survey with 77 completions.
- Twenty-four institutions/organizations completed the survey in 2021 and again in 2023.
- The Anticipated Additions from the 2021 survey report were addressed, including targeted outreach to key organizations to provide feedback and visibility to the survey (e.g. Forum on Education Abroad, Association of American Colleges and Universities (AAC&U), Asia-Pacific Association for International Education (APAIE), Climate Action Network for International Educators (CANIE) and Association for the Advancement of Sustainability in Higher Education (AASHE)).
- In 2023, more than 350 international educators from every world region were personally invited via email to complete the survey in March and April 2023, many of which are NAFSA members.
- The 2023 survey was made available in 4 languages (versus just English) including English, Spanish, French and Chinese (simplified), though only 2 respondents completed the survey in a language other than English.
- Ten strategically-selected individuals from 10 different countries in Europe, Latin America, Oceania, North Africa and the United States were asked to provide feedback on terminology used within the survey in January 2023 in an attempt to use appropriate terminology for an international audience.

- After soliciting for interest in July 2022, 33 individuals participated in a review of the 2021 survey's utility and content via two virtual sessions in August 2022 and an online questionnaire.
- In addition to the "other" open-text option affiliated with several multiple choice or Likert Scale questions, 3 additional open-ended questions were added to the 2023 survey to allow for unique information to be shared outside of the pre-established questions.
- Those that completed the 2021 survey were directly invited to complete the 2023 survey in order to allow for longitudinal analysis.
- Many results within the 2023 report are presented in relation to institutional type, unlike the general data presented in the 2021 report.

Anticipated Additions the Next Round

As a result of the data and feedback within the 2023 Survey of Sustainability in Education Abroad, the following changes and inclusions will be considered for the next iteration of the survey:

- Repeat the most successful outreach initiatives observed during the 2021 and 2023 promotional cycles
- Partner with a large international education membership-based organization to co-produce and co-promote the survey
- Solicit more targeted feedback institutions, or organizations, from the international education community that are more highly engaged in sustainability versus general feedback for future surveys

All changes and inclusions will be considered on the basis of whether or not they will make the survey more accessible, appeal to broader audiences and/or yield more critical and actionable data.

Executive summary

In addition to a "code red for humanity" issued by the U.N. Secretary General in 2021 along with the warning that Global Warming is dangerously close to spiraling out of control, the World Meteorological Organization (WMO) recently stated that global temperatures are likely to surge to record levels in the next five years, fueled, in part, by heat-trapping greenhouse gases. This is in addition to the fact that twenty-one of the hottest years on record on the Earth have occurred since 2002 and anywhere from 25-30% of global CO2 emissions come from the transportation sector. Every sector of society must respond and adapt to this existential crisis, and this includes academia and education abroad (also known as student mobility or study abroad).

As colleges and universities are increasingly embracing sustainable practices and policies, study abroad offices and programs are left struggling to address or keep pace with necessary changes, including being invited to take part in institutional strategies and reporting on the issues pertaining to sustainability.

Demographics

Of the 76 completed responses that we received for the 2023 Survey of Sustainability in Education Abroad, thirty-three were from public universities, twenty-four were from private universities, nine were from community colleges, nine were from third-party provider organizations and one was from a technical college. Seventeen countries were represented with the majority (56) from the United States. A majority of survey respondents were sending under 1,000 students abroad per year, regardless of program duration. Most respondents managed some or all education abroad programs at an institution of higher education, followed by those who managed all international affairs at an institution or higher education.

Management and Operations

While most respondents are embedding environmental sustainability into their administrative goals and policies, only one-third of them feel as though they are achieving these goals.

Regarding travel emissions, only about one-quarter of respondents are tracking flight emissions for either students, faculty or staff and 66% of respondents do not track flight emissions for any traveling population. Even fewer respondents are tracking ground emissions (e.g. car, train). Only eight respondents are utilizing some type of carbon tax and most take advantage of carbon offsets (versus charges or credits). All but one retain the fees that are collected based on emissions rather than direct to an outside investment. Only 14% have travel-related emissions being tracked by the education abroad office and/or in partnership with the sustainability office, while more than half indicate that no one is responsible for this. The lack of emission tracking overall is problematic because this is the most common form of quantified data regarding the impact of travel and it is critical to measurement, targeting and accountability.

Program Design

A majority of respondents are not engaged in intentional, sustainable design for their education abroad programs, whether it is selecting sites, vendors, food choices, accommodations or flight paths that are more sustainable, or infusing sustainability into the curriculum. For example, only 16% of respondents are choosing travel destinations based on sustainable practices and lower CO2 emissions and 80% of respondents or more indicate that 25% or less of their education abroad programs include themes such as "Environmental Sustainability", "Social Sustainability", "Climate Change" or the "U.N. Sustainable Development Goals". For those that are mapping their education abroad curriculum to the SDGs, most are mapping to Goal #4 (Quality Education) and Goal #13 (Climate Action).

Co-curricular programming is also underperforming regarding the implementation of sustainable practices. Only 22% of respondents address the SDGs in pre-departure orientations or materials and only 37%

address the climate crisis or carbon emissions. While most respondents advocate for sustainable travel choices while abroad by their institutions or organizations, most of them (57%) do not actively incentivize students to be eco-friendly travelers. Once students return home, most are not provided or directed towards events or opportunities to engage in sustainability-oriented dialogue or programming. This may be due, in part, to the fact that many institutions and organizations struggle to execute effective re-entry programs in general.

While most respondents (61%) utilize local faculty at sites abroad to teach students and 79% indicate that they co-design their programs with locally-based partners and vendors, most are not engaged with communities abroad in other ways. For example, only 37% of respondents utilize goods and services that are locally-sourced or eco-friendly and only 38% are contributing to local assets (schools, health programs, conservation projects, etc.) via their programs.

The biggest perceived barriers to implementing sustainability within education abroad programming, according to respondents, are Staff Time (54% state it is "Very Much" or "Much" of a barrier) and Funding (47%) while the lowest perceived barriers are Supervisor/Boss interest/commitment (14%) and Institutional/Organizational interest/commitment (21%). This is similar to perceived barriers reflected in the 2021 survey results.

Institutional Comparisons

Public and private 4-year universities are generally performing higher than community or 2-year colleges regarding sustainability performance and inclusion. They are also performing at similar rates with each other, though a slightly greater proportion of private organizations (universities and third-party provider organizations) are more active in general, similar to results from the 2021 survey. While not for certain, this may be because private organizations may have more freedom to allocate internal resources. Short-term programs (<9 weeks) are promoted more frequently by community colleges, private universities and third-party program providers and this may reflect a stronger tradition of semester exchange programs at public universities. Public universities are offering more sustainability-oriented curriculum on their education abroad programs by having a higher proportion (50%-75%) of these themed programs versus other institutions. However, community colleges show stronger performance in areas pertaining to reducing global inequalities (e.g. SDG Goal #10 in the curriculum, 56% are offering virtual exchanges to compensate for lack of travel by students, and 56% are conducting pre-departure programming that includes topics about local and global social and environmental impacts of program participation and cultural tourism and educational colonialism).

Longitudinal Data

There are not any significant performance indicators from 2021 to 2023 that are unique to a certain institutional or organizational type overall. A community college located in New York, U.S.A. demonstrated the most progress regarding sustainability performance between 2021 and 2023 while a public university in California, U.S.A. demonstrated the most regression. The largest variance, including the range of scores, in progress vs. regression (i.e. the most amount of change) is with regards to perceived barriers to implementing sustainability into programming and the smallest variance (i.e. the least amount of change) are efforts to track both flight and ground emissions by students, faculty and staff. Collectively, sustainability performance increased, but by less than 10%, amongst repeat respondents from 2021 to 2023.

Conclusions

There are significant variations in sustainability performance by institutions of higher education and third-party provider organizations that facilitate study abroad opportunities for college and university students. There are also variations in performance by these institutions and organizations over time, with both progress and regression taking place in individualized ways for specific activities. By most measures within this report, institutions of higher education and third-party program providers of study abroad programs are under-performing, but showing signs of improvement. It is critical that the field of international higher education, and its allies, continue to prioritize a sustainability ethos within programs and the profession.

Demographics

FIGURE 1: TITLE/POSITION (select the option that best describes what you do)

Manage all sustainability efforts at a college/ university or company — 1

Manages all education abroad, or outbound student mobility, programs at a college/university — 26

Manages a small portfolio of education abroad, or outbound student mobility, programs at a college/university — 15

Other (please describe below) — 9

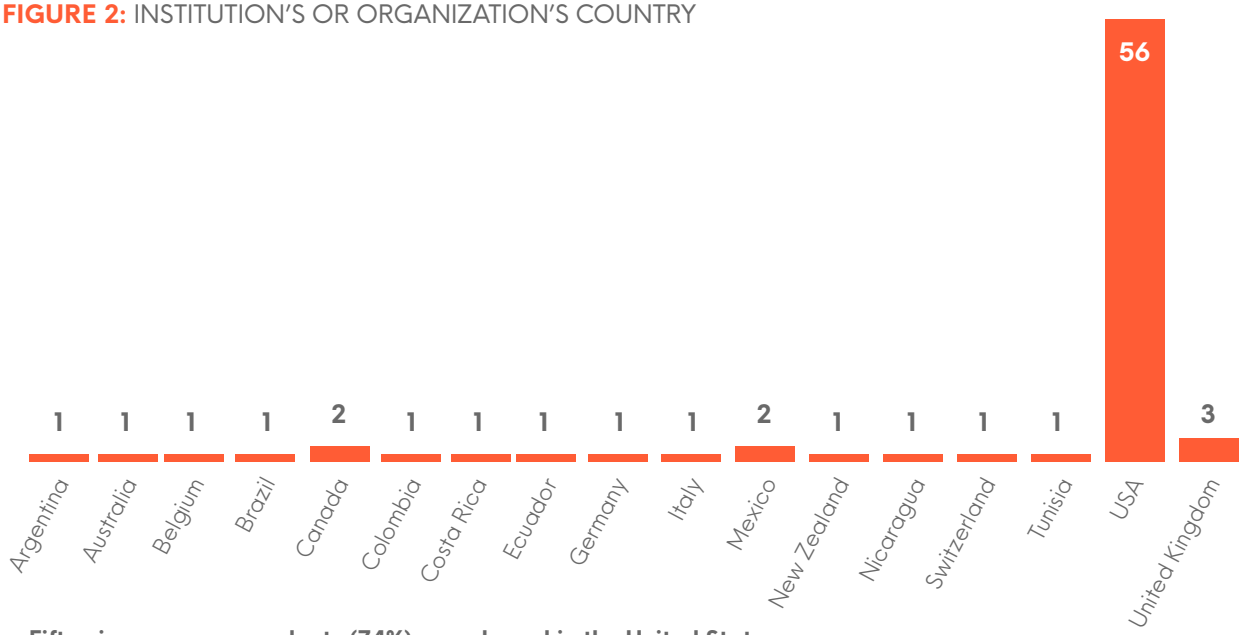
Manages a small portfolio of education abroad, or outbound student mobility, programs at a company or an organization — 3

Oversees all international initiatives at a college/university — 17

Manages all academic affairs at a company or an organization — 2

President/Executive of an organization that offers education abroad, or outbound mobility, programs (virtual or in-person) — 3

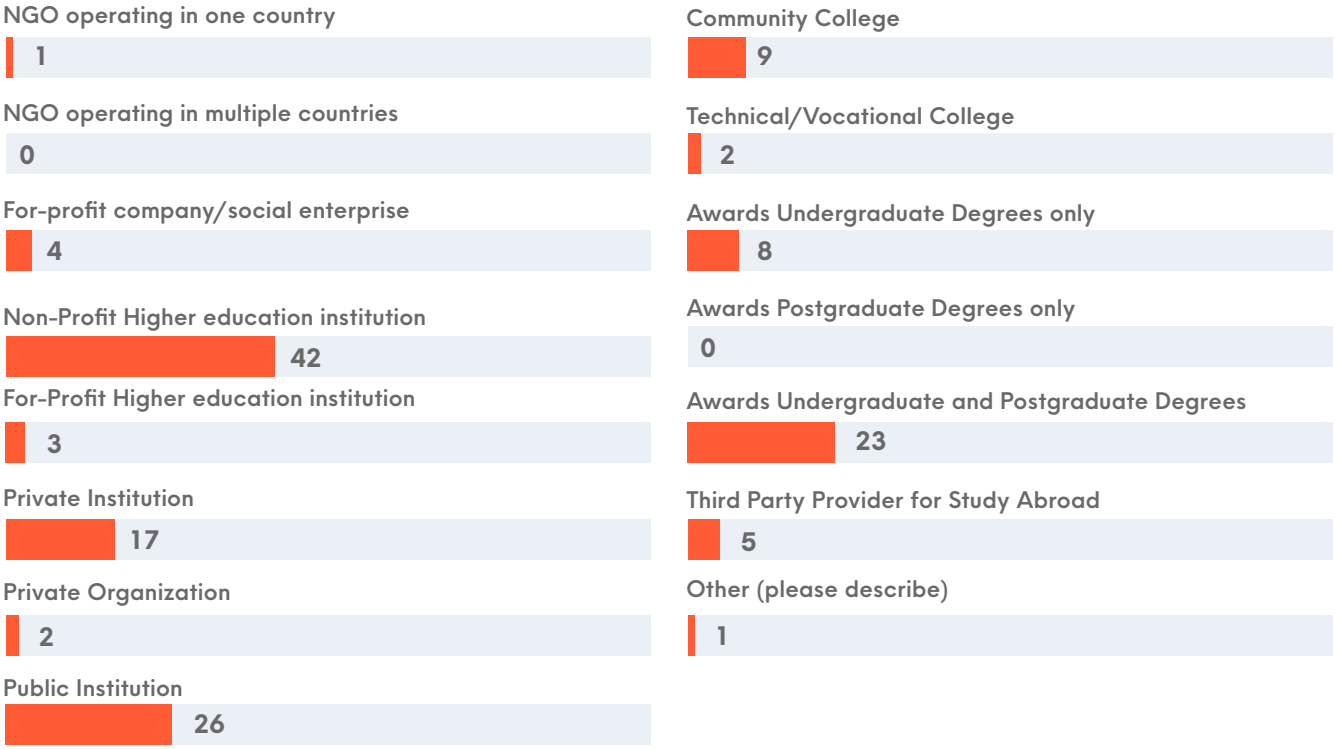
FIGURE 2: INSTITUTION'S OR ORGANIZATION'S COUNTRY



Fifty-six survey respondents (74%) were based in the United States.

FIGURE 3: TYPE OF INSTITUTION OR ORGANIZATION (check all that apply)

The following image shows the different institutional, or organizational, characteristics of the respondents. Respondents were able to choose all descriptors that applied to their institution or organization.



The survey creators further reduced the type of institution or organization into 5 simplified categories for the purposes of analyzing trends among broadly understood institutional and organizational types. The assigned categories were indicated by the survey respondents and may have been one of a few identifying institutional/organizational characteristics.

FIGURE 4: SIMPLIFIED INSTITUTIONAL OR ORGANIZATIONAL TYPE

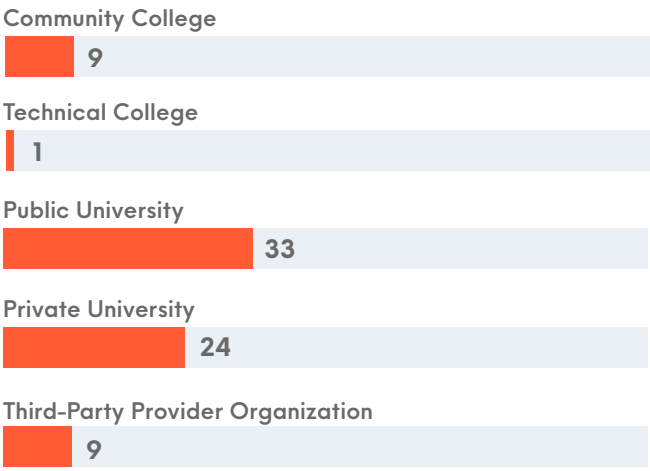
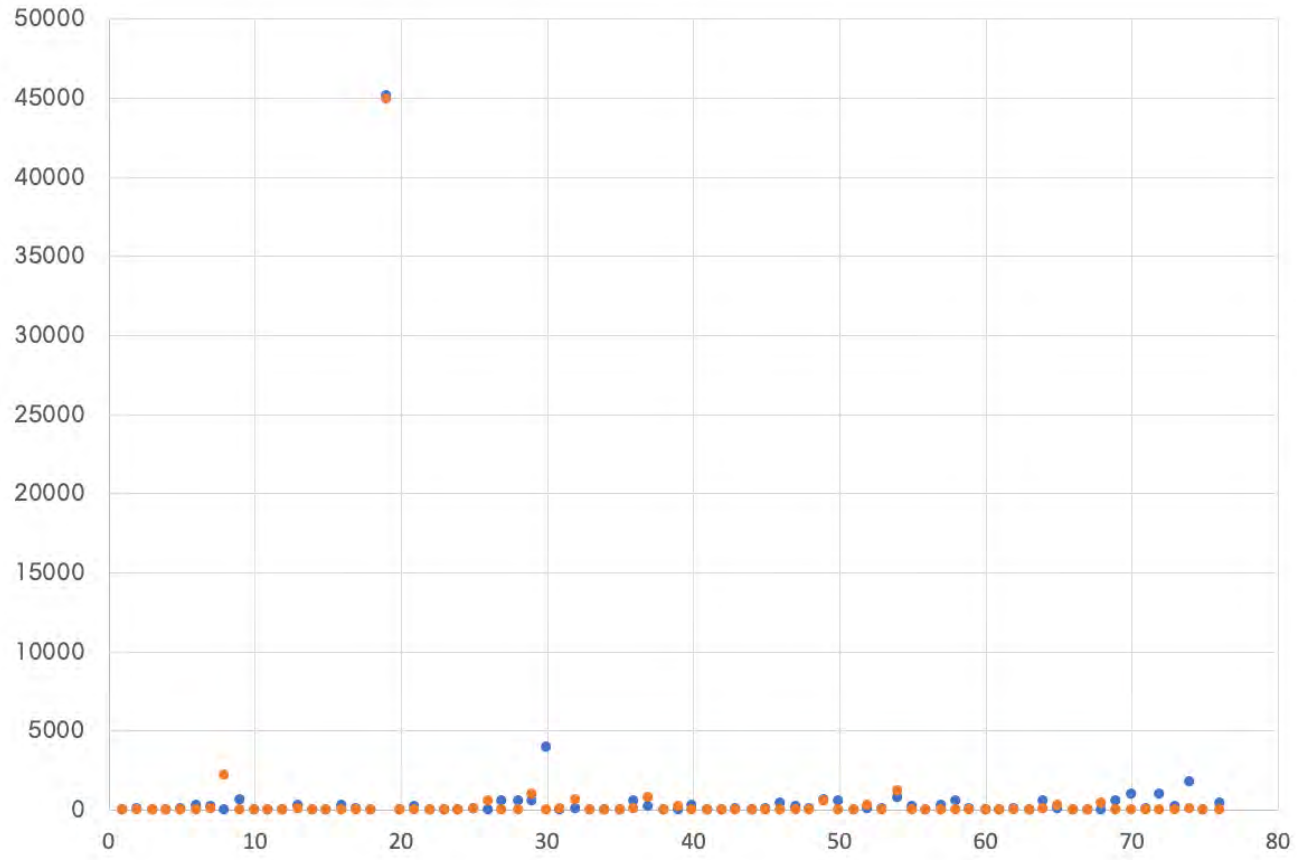


FIGURE 5: ESTIMATE THE NUMBER OF STUDENTS YOUR INSTITUTION, OR ORGANIZATION, SENDS ABROAD PER YEAR

A majority of survey respondents were sending under 1,000 students abroad per year, regardless of whether they were short-term programs, mid-length programs or long-term programs. Fourteen survey respondents were sending 1,000 – 6,000 students abroad per year.



Management

In this section, survey respondents were asked to use this legend when responding to several questions pertaining to management:

NO: No activity to date
CO: Consideration given, but no implementation to date
IM: Implementation underway
N/A: Information not available

Environmental sustainability is explicitly embedded into...

FIGURE 6: ORGANIZATIONAL MISSION, GOALS AND OBJECTIVES

	CO	IM	N/A	NO	TOTALS
Community College	4	2		3	9
Technical College				1	1
Public University	12	15	2	4	33
Private University	6	12	1	5	24
Third-Party Provider Organization	2	5		2	9
TOTALS	24	34	3	15	76

45% are embedding sustainability into their mission, goals and objectives

FIGURE 7: JOB DESCRIPTIONS, ROLES AND RESPONSIBILITIES

	CO	IM	N/A	NO	TOTALS
Community College	2	2		5	9
Technical College				1	1
Public University	14	8	4	7	33
Private University	4	6	3	11	24
Third-Party Provider Organization	2	4	1	2	9
TOTALS	22	20	8	26	76

34% are not embedding sustainability into their job descriptions, roles and responsibilities

FIGURE 8: ORGANIZATIONAL POLICIES

	CO	IM	N/A	NO	TOTALS
Community College	3	3		3	9
Technical College				1	1
Public University	13	13	2	4	33
Private University	8	9	1	5	24
Third-Party Provider Organization	1	7		2	9
TOTALS	25	32	4	15	76

42% are embedding sustainability into their organizational policies

FIGURE 9: FUNDING REQUESTS

	CO	IM	N/A	NO	TOTALS
Community College	1	1		5	9
Technical College	1	1			1
Public University	9	9	3	9	33
Private University	7	7	4	6	24
Third-Party Provider Organization			4	1	9
TOTALS	18	26	11	21	76

34% are embedding sustainability into their funding requests

FIGURE 10: DATA COLLECTION

	CO	IM	N/A	NO	TOTALS
Community College	1	3		5	9
Technical College				1	1
Public University	10	12	3	8	33
Private University	5	11	3	5	24
Third-Party Provider Organization		5	2	2	9
TOTALS	16	31	8	21	76

41%
are embedding sustainability into data collection efforts

Environmental sustainability initiatives are currently being **achieved** in accordance with...

FIGURE 11:
ORGANIZATIONAL POLICIES

	N/A	NO	YES	TOTALS
Community College	5	1	3	9
Technical College	1			1
Public University	11	7	15	33
Private University	3	10	11	24
Third-Party Provider Organization	1	3	5	9
TOTALS	21	21	34	76

45% **are achieving sustainability per their mission, goals and objectives**

FIGURE 12:
JOB DESCRIPTIONS, ROLES AND RESPONSIBILITIES

	N/A	NO	YES	TOTALS
Community College	7	1	1	9
Technical College	1			1
Public University	13	10	10	33
Private University	8	12	4	24
Third-Party Provider Organization	2	2	5	9
TOTALS	31	25	20	76

33% **are not achieving sustainability per their job descriptions, roles and responsibilities.**

FIGURE 13:
ORGANIZATIONAL POLICIES

	N/A	NO	YES	TOTALS
Community College	4	1	4	9
Technical College	1			1
Public University	11	7	15	33
Private University	5	10	9	24
Third-Party Provider Organization	1	1	7	9
TOTALS	22	19	35	76

46% **are achieving sustainability per their organizational policies**

FIGURE 14:
FUNDING REQUESTS

	N/A	NO	YES	TOTALS
Community College	6		3	9
Technical College			1	1
Public University	12	10	11	33
Private University	8	8	8	24
Third-Party Provider Organization	4	1	4	9
TOTALS	30	19	27	76

36% **are achieving sustainability per their funding requests**

FIGURE 15: DATA COLLECTION

	N/A	NO	YES	TOTALS
Community College	5		4	9
Technical College	1			1
Public University	12	11	10	33
Private University	6	8	10	24
Third-Party Provider Organization	2	2	5	9
TOTALS	26	21	29	76

38%
are achieving sustainability per their data collection efforts

OPEN QUESTION

1 If applicable, please list (or summarize) environmental sustainability references within the **organizational mission, goals and objectives**.

"University values:
"Honesty and Integrity: We uphold truth, honesty, and integrity, fostering personal and collective accountability by stewarding our resources well and cultivating an awareness of our responsibility for the environment and the communities around us.

Strategic Plan 2021-26:
"We envisage a green, vibrant, and exciting campus. We commit to reducing our carbon emissions. Working without paper will play its part. Our curriculum will align with the United Nations Sustainable Development Goals. This means that all our degree courses will include education for sustainable development." **[Public university]**

Commitment to sharing information about environmental sustainability with students, faculty, and staff. **[Public university]**

Our environmental policy encompasses sustainable travel and program operation, ethical service-learning opportunities, company-wide sustainability practices, and more.
[Third-party provider organization]

To empower individuals and communities to take action in their personal and collective lives in helping to contribute to a sustainable, equitable, and peaceful future. **[Third-party provider organization]**"

[Our college] prepares and empowers entrepreneurial leaders who create, grow and steward sustainable economic and social value—everywhere. **[Private university]**

Environmental sustainability isn't explicitly stated in our mission but is sort of inferred by referring to inspiring students "to grapple with challenging questions about themselves and the world… and foster inquiry, equity, and agency necessary for them to practice ethical citizenship" abroad, etc.
[Private university]

We are a signatory to the CANIE Accord (44 actions). **[Third-party provider organization]**

Yes, environmental sustainability is part of the organization development plan. **[Private university]**

The closest we get to this is promoting the "critical study of global issues". **[Private university]**

Become carbon neutral by 2030, add a new Environmental Sciences major. **[Private university]**

Hardwired into the University 2030 strategy. **[Public university]**

[Provider] is a transnational nonprofit that empowers isolated communities to grow sustainably through financial and technical assistance funded by international education travel. Our Mission To provide international education programs that support the education, conservation, and social development of isolated communities by assisting local institutions in sustainably handling the human-environmental intersection. **[Third-party provider organization]**

The mission of [university] is to train qualified professionals, ethically committed and with a sense of humanity to moving towards the sustainability of institutional development; carry out research aimed at preventing and solving complex challenges global, national and regional; preserve, revalue and disseminate art and culture, as well as extend scientific and technological knowledge, in order to contribute to the full deployment of the potential of the country and the state from Veracruz. For this, the University fulfills its responsibilities with transparency, austerity, accountability, social relevance and adherence to legality and human rights that ensure the effective performance of its substantive functions. Institutional policies: Guarantee the mainstreaming in the substantive and adjective university functions of human rights and sustainability, through the promotion of a culture of peace and non-violence, the legality, gender equity, substantive equality, inclusion, non-discrimination and interculturality, as well as through the fight all kinds of violence.
[Public university]

We are using a building that was designed to government resources and are not used since the 70s thus we are remodeling all building as an environmental one. **[Private university]**

"About [international studies office]: "We are a multidisciplinary team that promotes programs and projects under the scheme of our Smart Campus … vision. The [international studies office] promotes transversal actions in the university along the axes of campus, community, culture, curriculum and research. We contribute to the generation of social innovation with our external environment and catalyze innovation processes within the institution." About the Climate Action Plan: "[university's] Climate Action Plan aims to unite our operational, academic and research departments to coordinate campus wide climate initiatives. The action plan is divided into the following topics: Energy and Carbon emissions, Operations, Procurement, Nature and Ecosystems, Community and Partnerships, Implementation, and Reporting. **[Private university]**

The Environmental Collaboratory seeks to co-fund, co-design, and co-implement replicable, transdisciplinary on-the-ground solutions with community partners that drive systemic change and align climate transition and environmental justice with the needs of our communities. The Environmental Collaboratory is centrally positioned in the Office of the Provost of [university] to facilitate the expertise in environmental sciences, engineering, data, law, health care, public health, policy, social sciences, and humanities and the capabilities of its faculty, researchers, staff and students. **[Private university]**

Our new vision for [university] is to achieve carbon neutrality by 2040. This goal includes achieving carbon neutrality for all of [university's] scope 1 emissions, scope 2 emissions, and the following scope 3 emissions: student and employee commuting, waste, and business travel. This plan also updates [university's] intermediate emissions reduction targets with goals to reduce emissions from the 2007 baseline by 51% by 2025, 64% by 2030, and 73% by 2035. Students, faculty, and staff will be engaged in the efforts to achieve these goals. **[Public university]**

In our most recent strategic plan, there is reference to Sustainability and Climate Action as a key strategic priority. **[Public university]**

Carbon Conscious, Protect the environment, minimize our carbon footprint and create a wider positive impact by embedding carbon consciousness in our programmes, In a sector which contributes to a lot of carbon emissions through international travel, we believe it's our own responsibility to make a positive impact, through climate education and taking action, as individuals and a community. **[Third-party provider organization]**

We added sustainability as a core value to our mission statement. **[Public university]**

Very poor references within our mission statement, limited to retrofitting some buildings. **[Private university]**

The college has a signed climate action plan and has started to implement, gather data. **[Private university]**

Sustainability at [college]: We advance sustainability and just climate solutions through our operations, education, research, and community engagement. The Sustainability Working Group seeks input to update our next climate and sustainability commitments. [weblink]. **[Private university]**"

Part of the institution's strategic plan: Ensure that our students develop the knowledge and skills to become responsible leaders Increase knowledge generation and transfer activities in corporate social responsibility, sustainability and ethics, develop best practices in corporate social responsibility, sustainability and ethics within our organization. **[Public university]**

None. **[Private university]**

a strategic plan to guide the college through 2025. The plan identifies several priority areas where we pledge to devote substantial time, focus and resources in order to spark growth collegewide. In doing so, we look to strengthen our footing while preparing all Terry students to succeed in four main areas: analytics, innovation, leadership, and sustainability...Plans for college's Sustainability Initiative include hiring faculty, expanding course offerings, launching a new undergraduate area of emphasis in sustainable development and supporting new experiential learning opportunities. **[Public university]**

From Strategy doc: Vision (2030) We will be internationally recognised for our unique contribution to fair, ethical and sustainable societies. **[Public university]**

Internationalization at home is practiced, we have high ranking in Green Metrics too**. [Private university]**

Our campus, and office, abide by and strive to meet all SDGs. **[Public university]**

University strategic plan has "building a sustainable future" as one of 6 main pillars. University carbon reduction task force issued report in 2022 that is being implemented now. **[Public university]**

Goal: all students have a Environmental Sustainability module pre-departure. At least one sustainability-focused faculty led program every year. **[Private university]**

Commitment to Sustainability We recognize that the future of study abroad, domestic study away, and international internship programming requires a commitment to sustainability. We are devoted to examining, developing, and improving sustainability in all our endeavors, aligning with campus priorities and following through with [university's] climate action and resilience commitment. To do this, we are partnering with the [university's] Office of Sustainability. Our work will be informed by scientific and professional expertise. Active learning will be required by our staff, the students and faculty we serve, and our domestic and international partners. Our efforts work toward the mutual benefit of program participants and host communities, and the responsible management of finite planetary resources. **[Public university]**

Regarding Study Abroad - N/A at this time. **[Public university]**

OPEN QUESTION

2 If applicable, please list (or summarize) environmental sustainability references within the **job responsibilities, roles and responsibilities of office/unit staff.**

"

Some commitment to using less paper in the office, but not widespread. **[Public university]**

I tried unsuccessfully to get sustainability written into my job description. **[Private university]**

I don't have full-time employees, just contractors but all contractors are people working within the field of climate action/sustainability or who are qualified in a related field. **[Third-party provider organization**]

Job responsibilities, roles and responsibilities of office/unit staff must be aligned to development plan and all environmental sustainability actions or policies. **[Private university**]

Reference to it made in all job descriptions as part of the dimensions of the role. **[Public university]**

Use of the resources and material are complete oriented to environmental perspectives. **[Private university]**

As an Education Abroad Advisor, my role has incorporated creating ethical and sustainable travel pages and resources for students going abroad, as well as incorporating these materials into pre-departure orientations. **[Private university]**

The office aims to use as little paper as possible, use energy star electronics, save energy, and be a green office. **[Public university]**

Ensure a fantastic participant experience; with a focus on professional and personal development, climate education and cultural exchange Be Global & Local - Bring your unique experiences, culture, and knowledge to the role, and share it with the Pagoda team and our participants. We are encouraging everyone to engage in a global growth mindset to abide by company SOPs and company values Mentor the wider team on your local culture, things to do, hidden gems, and cultural considerations. We want to learn from you! **[Third-party provider organization]**

It has been added to job responsibilities for some of our staff members, and our intention is to make it a teamwide responsibility/focus. **[Public university]**

None **[Private university]**

Education Abroad is part of the college's climate action plan signed in 2021. The college's plan intends to reduce greenhouse gas emissions 50% by 2026. **[Private university]**

None. **[Third-party provider organization]**

Internationalization at home strategies are implemented - 40 COIL groups etc. **[Private university]**

"

> Staff Sustainability Committee **[Public university]**

> All positions in Education Abroad have a requirement to gain knowledge on the UN SDGs and how they intersect with our work. **[Public university]**

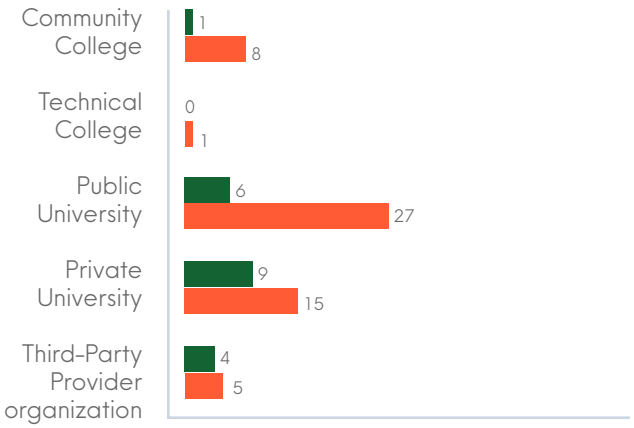
> Engage the campus community in developing strategies that increase access for students, and foster sustainable and aspirationally de-colonial approaches to education abroad and away. **[Private university]**

> All student records being stored electronically, electronic forms and information via student application portal, e-brochures with QR code information, etc. **[Public university]**

> One of our staff members is a self-appointed Sustainability Czar and liaises with the Sustainability Office. **[Public university]**

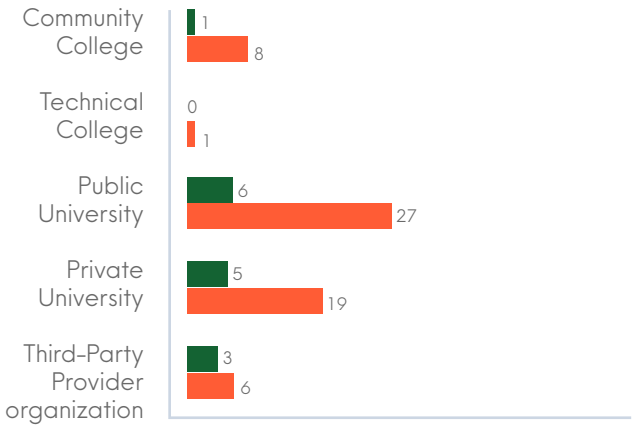
Efforts are made to account for **Scope 3 travel-related FLIGHT emissions** for...

FIGURE 16: STUDENTS



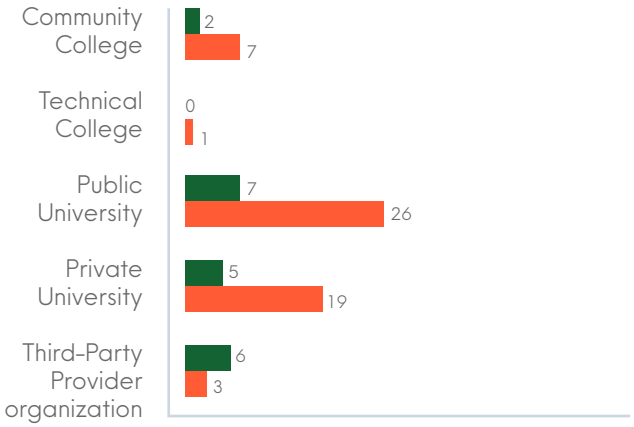
74% are not accounting for students' flight emissions

FIGURE 17: FACULTY



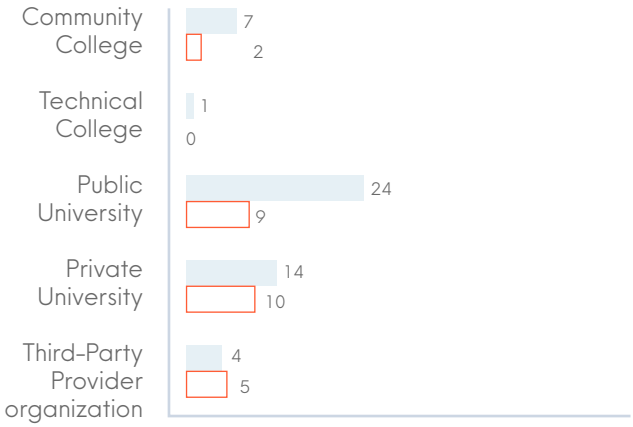
80% are not accounting for faculty flight emissions

FIGURE 18: STAFF



74% are not accounting for staff flight emissions

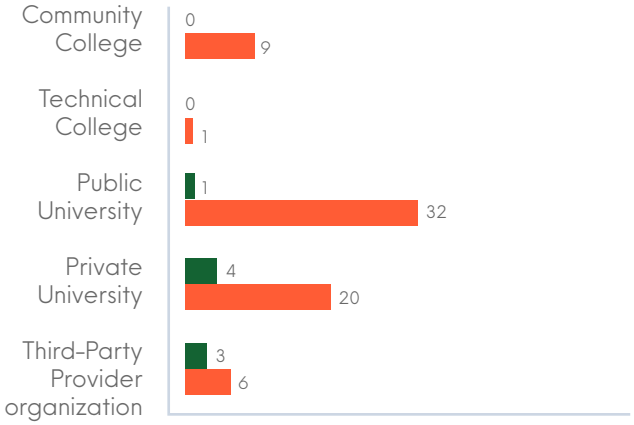
FIGURE 19: NONE OF THE ABOVE



66% are not accounting for flight emissions for ANY type of traveler

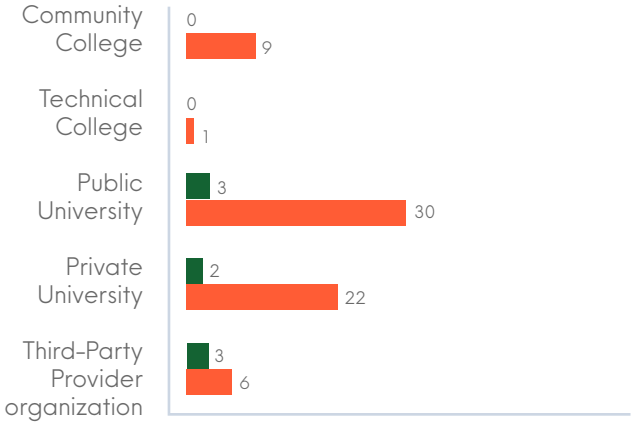
Efforts are made to account for **Scope 3 GROUND travel-related emissions** for...

FIGURE 20: STUDENTS



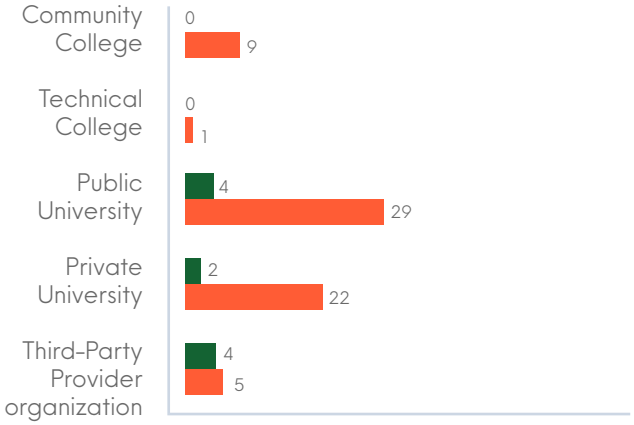
89% are not accounting for students' ground emissions

FIGURE 21: FACULTY



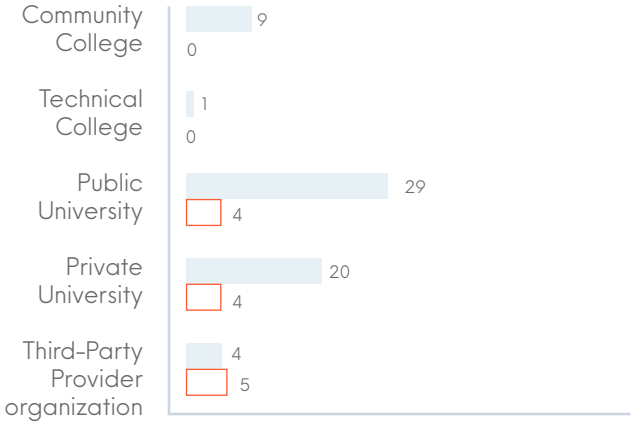
89% are not accounting for faculty ground emissions

FIGURE 22: STAFF



87% are not accounting for staff ground emissions

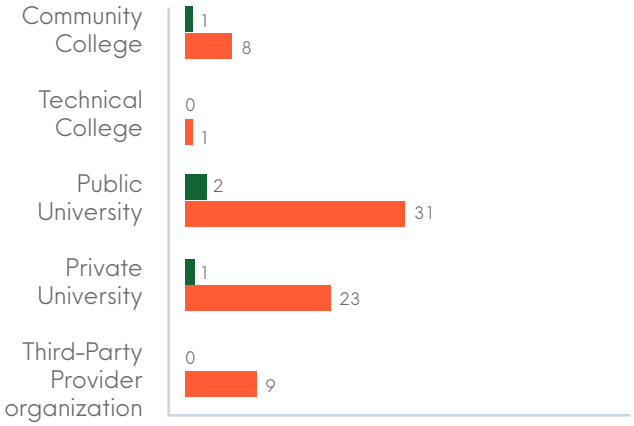
FIGURE 23: NONE OF THE ABOVE



83% are not accounting for ground emissions for ANY type of traveler

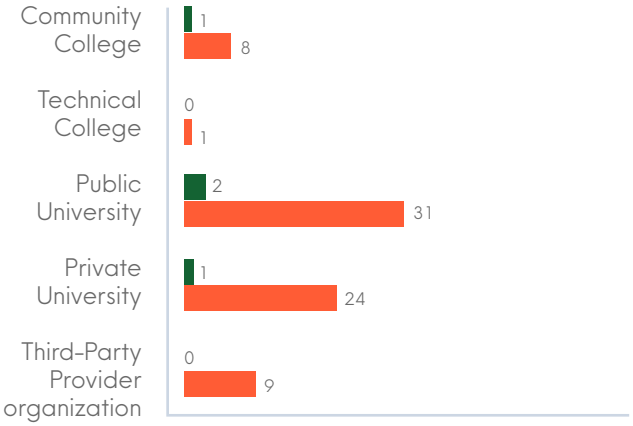
Efforts are made to account for Scope 3 travel-related emissions by imposing and retaining a carbon tax from...

FIGURE 24: STUDENTS



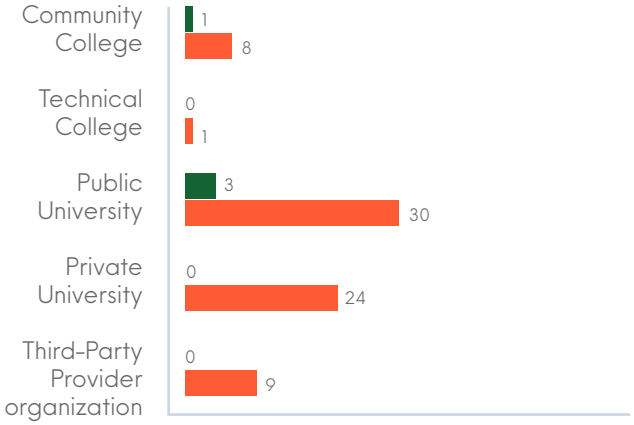
Only 5% retain a carbon tax for student travel emissions

FIGURE 25: FACULTY



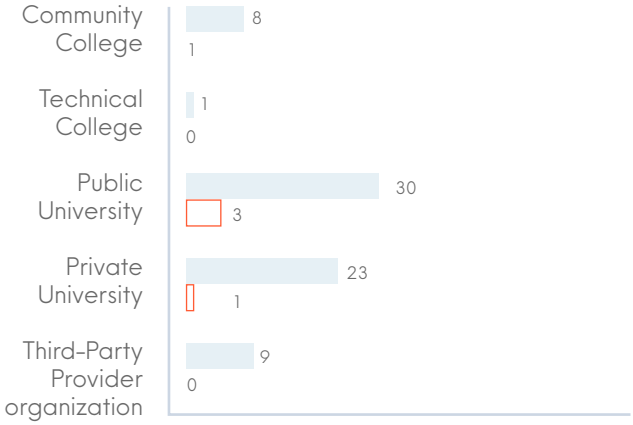
Only 4% retain a carbon tax for faculty travel emissions

FIGURE 26: STAFF



Only 5% retain a carbon tax for staff travel emissions

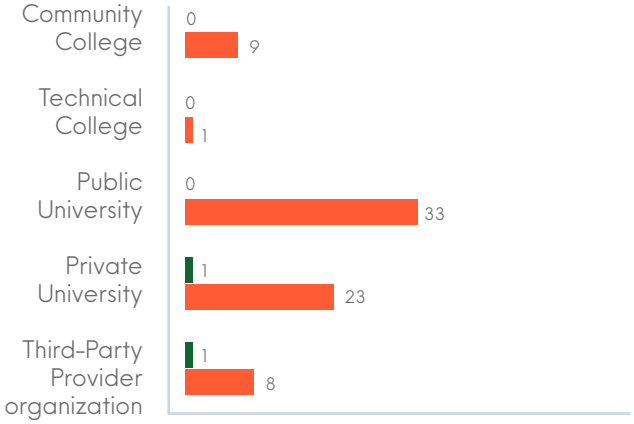
FIGURE 27: NONE OF THE ABOVE



93% do not retain a carbon tax for ANY type of traveler

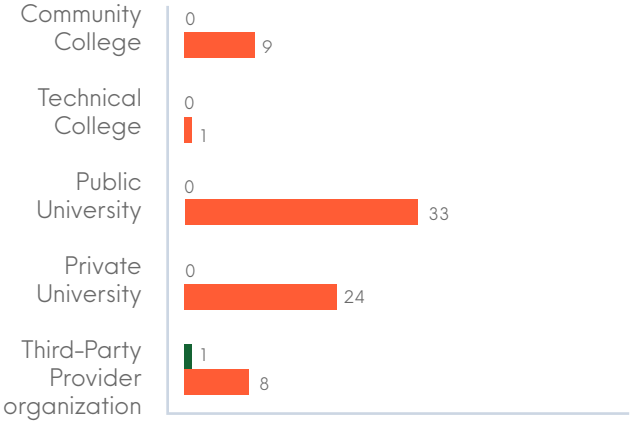
Efforts are made to account for **Scope 3 travel-related emissions by imposing and directing a carbon tax to outside investments** from...

FIGURE 28: STUDENTS



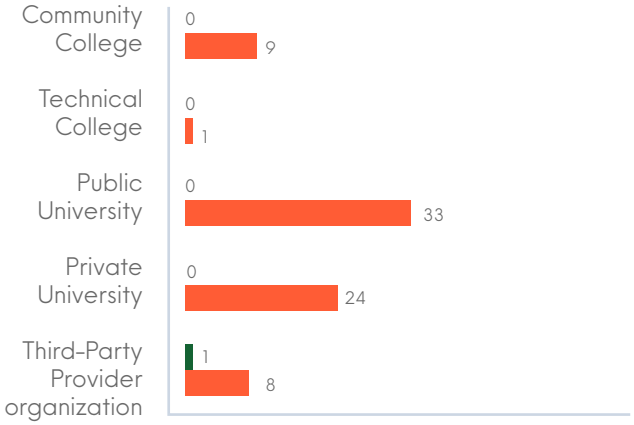
97% do not use a carbon tax for outside investments from student travel emissions

FIGURE 29: FACULTY



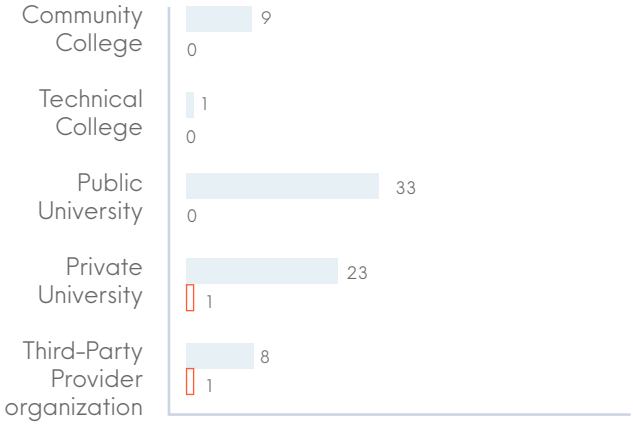
99% do not use a carbon tax for outside investments from faculty travel emissions

FIGURE 30: STAFF



99% do not use a carbon tax for outside investments from staff travel emissions

FIGURE 31: NONE OF THE ABOVE



97% do not use a carbon tax for outside investments for ANY type of traveler

FIGURE 32: **A CARBON TAX**, IF APPLICABLE, IS IMPOSED VIA...

	CARBON CHARGES	CARBON OFFSETS	CARBON CREDITS	NONE OR N/A	OTHER	TOTALS
Community College	1			8		9
Technical College				1		1
Public University		3		26	1	30
Private University		3		21	3	27
Third-Party Provider Organization		2		7		9
TOTALS	**1**	**8**	**0**	**63**	**4**	**76**

Of those that impose a carbon tax

62%

use carbon offsets

FIGURE 33: THE OFFICE **RESPONSIBLE FOR TRACKING SCOPE 3** TRAVEL-RELATED EMISSIONS IS...

	EA	SUST	EA & SUST	NONE OR N/A	OTHER	TOTALS
Community College		2		7		9
Technical College					1	1
Public University	1	9	3	18	2	33
Private University	2	4	5	12	1	24
Third-Party Provider Organization				4	5	9
TOTALS	**3**	**15**	**8**	**41**	**9**	**76**

Only

14%

have travel-related emissions being tracked by the education abroad office and/or in partnership with the sustainability office

FIGURE 34: THE NUMBER OF TIMES **FACULTY TRAVEL** INTERNATIONALLY TO PROMOTE EDUCATION ABROAD ACTIVITY

	>10 TIMES PER YEAR	1-2 TIMES PER YEAR	3-5 TIMES PER YEAR	6-10 TIMES PER YEAR	NONE OR N/A	TOTALS
Community College		4	1		4	9
Technical College					1	1
Public University	11	11	4	4	3	33
Private University	8	3	4	1	8	24
Third-Party Provider Organization		2			7	9
TOTALS	**19**	**20**	**9**	**5**	**23**	**76**

Of faculty that travel abroad to promote education abroad

26%

do so only 1-2 times per year.

FIGURE 35: PRIMARY PURPOSE FOR **FACULTY TRAVEL**

	NONE OR N/A	OTHER	PARTNERSHIP DEV	PROG DESIGN	TEACHING	TOTALS
Community College	1	1	2	1	4	9
Technical College		1				1
Public University		4	4	3	22	33
Private University	3	6	7	1	7	24
Third-Party Provider Organization	6		2		1	9
TOTALS	**10**	**12**	**15**	**5**	**34**	**76**

45%

of faculty traveling abroad to promote education abroad are doing so to teach.

FIGURE 36: THE NUMBER OF TIMES **STAFF TRAVEL** INTERNATIONALLY TO PROMOTE EDUCATION ABROAD ACTIVITY.

	>10	1-2	3-5	6-10	NONE OR N/A	TOTALS
Community College		1	5	1	2	9
Technical College	1					1
Public University	2	3	26	2		33
Private University	1	2	18	3		24
Third-Party Provider Organization	1	1	6	1		9
TOTALS	**5**	**7**	**55**	**7**	**2**	**76**

72%

of staff traveling abroad to promote education abroad are doing so for partnership development.

Program design and student learning

In this section, survey respondents were asked to use this legend when responding to several questions pertaining to management:

NO: No activity to date
CO: Consideration given, but no implementation to date
IM: Implementation underway
N/A: Information not available

FIGURE 38: DESTINATIONS ARE CHOSEN BASED ON SUSTAINABLE PRACTICES AND LOWER CO2 EMISSIONS.

	CO	IM	N/A	NO	TOTALS
Community College	2	2	1	4	9
Technical College			1		1
Public University	11	3	2	17	33
Private University	7	1	3	13	24
Third-Party Provider Organization		4	3	2	9
TOTALS	20	10	10	36	76

47%
are not choosing destinations based on sustainable practices and lower CO2 emissions.

FIGURE 39: DESTINATIONS ARE CHOSEN THAT DO NOT REQUIRE **LONG-HAUL FLIGHTS.**

	CO	IM	N/A	NO	TOTALS
Community College	1	1	1	6	9
Technical College			1		1
Public University	6	1	3	23	33
Private University	4	3	4	13	24
Third-Party Provider Organization	1	3	4	1	9
TOTALS	12	8	13	43	76

57%
are not choosing destinations that require long-haul flights.

FIGURE 40: WE ENCOURAGE PARTICIPATION ON **MID-LENGTH (9-16 WEEKS) AND LONG TERM (17+ WEEKS)** PROGRAMS VERSUS **SHORT-TERM (<9 WEEKS)** PROGRAMS.

	CO	IM	N/A	NO	TOTALS
Community College		1	2	6	9
Technical College			1		1
Public University	12	5	3	13	33
Private University	6	7	4	7	24
Third-Party Provider Organization	2	3	3	1	9
TOTALS	**20**	**16**	**13**	**27**	**76**

Only **21%** are encouraging participation on mid-length or long-term programs versus short-term programs.

FIGURE 41: SUSTAINABLE PRACTICES ARE A CONSIDERATION WHEN CHOOSING **ACCOMMODATIONS.**

	CO	IM	N/A	NO	TOTALS
Community College	2	2	1	4	9
Technical College			1		1
Public University	15	3	3	12	33
Private University	9	3	4	8	24
Third-Party Provider Organization	1	4	3	1	9
TOTALS	**27**	**12**	**12**	**25**	**76**

Only **16%** are considering sustainable practices when choosing accommodations abroad.

FIGURE 42: SUSTAINABLE PRACTICES ARE A CONSIDERATION WHEN MAKING FOOD CHOICES

	CO	IM	N/A	NO	TOTALS
Community College		1	1	7	9
Technical College			1		1
Public University	13	3	3	14	33
Private University	9	3	4	8	24
Third-Party Provider Organization	1	4	3	1	9
TOTALS	**23**	**11**	**12**	**30**	**76**

Only **14%** are considering sustainable practices when making food choices abroad.

FIGURE 43: VIRTUAL EXCHANGE PROGRAMS (E.G. COIL, MIRROR, ETC.) ARE OFFERED AS AN ALTERNATIVE TO TRAVEL.

	CO	IM	N/A	NO	TOTALS
Community College	2	5	1	1	9
Technical College			1		1
Public University	7	16	3	7	33
Private University	5	10	2	7	24
Third-Party Provider Organization	1	5	2	1	9
TOTALS	**15**	**36**	**9**	**16**	**76**

Only
47%
are offering virtual exchange programs as an alternative to travel.

FIGURE 44: PERCENTAGE OF STUDY ABROAD PROGRAMS WITH THE TERM "**ENVIRONMENTAL SUSTAINABILITY**" IN THEIR TITLES OR DESCRIPTIONS (APPROXIMATE).

	0%	100%	25%	50%	75%	TOTALS
Community College	6		2	1		9
Technical College	1					1
Public University	12		14	6	1	33
Private University	8		13	2	1	24
Third-Party Provider Organization	4	4	1			9
TOTALS	**31**	**4**	**30**	**9**	**2**	**76**

80%
offer less than 25% of study abroad programs with a theme of "Environmental Sustainability".

FIGURE 45: PERCENTAGE OF STUDY ABROAD PROGRAMS WITH THE TERM "**SOCIAL SUSTAINABILITY**" IN THEIR TITLES OR DESCRIPTIONS (APPROXIMATE).

	0%	100%	25%	50%	75%	TOTALS
Community College	7		2			9
Technical College	1					1
Public University	18		10	5		33
Private University	13		9		2	24
Third-Party Provider Organization	6	3				9
TOTALS	**45**	**3**	**21**	**5**	**2**	**76**

Only
14%
are considering sustainable practices when making food choices abroad.

FIGURE 46: PERCENTAGE OF STUDY ABROAD PROGRAMS WITH THE TERM "**CLIMATE CHANGE**" IN THEIR TITLES OR DESCRIPTIONS (APPROXIMATE).

	0%	100%	25%	50%	75%	TOTALS
Community College	6		3			9
Technical College	1					1
Public University	17		13	1	2	33
Private University	15		6		3	24
Third-Party Provider Organization	6	2		1		9
TOTALS	**45**	**2**	**22**	**2**	**5**	**76**

88%
offer less than 25% of study abroad programs with a theme of "Climate Change".

FIGURE 47: PERCENTAGE OF STUDY ABROAD PROGRAMS WITH THE TERM "**UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS**" IN THEIR TITLES OR DESCRIPTIONS (APPROXIMATE).

	0%	100%	25%	50%	75%	TOTALS
Community College	6	1	2			9
Technical College	1					1
Public University	18		10	3	2	33
Private University	16		6	1	1	24
Third-Party Provider Organization	7	2				9
TOTALS	**48**	**3**	**18**	**4**	**3**	**76**

87%
offer less than 25% of study abroad programs with a theme of the "U.N. SDGs".

THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

FIGURE 48: EDUCATION ABROAD CURRICULA IS BEING MAPPED TO THE **SUSTAINABLE DEVELOPMENT GOALS (SDGS).**

	Community College	Technical College	Public University	Private University	Third-Party Provider Organization	TOTALS
GOAL 1 No Poverty	1		3	1	8	**8**
GOAL 2 Zero Hunger	1		4	1	1	**7**
GOAL 3 Good Health and Well-being	1		10	3	3	**17**
GOAL 4 Quality Education	1		16	6	3	**26**
GOAL 5 Gender Equality			11	4	2	**17**
GOAL 6 Clean Water and Sanitation	1		6	3	1	**11**
GOAL 7 Affordable and Clean Energy			8	3	3	**14**
GOAL 8 Decent Work and Economic Growth			7	1	1	**9**
GOAL 9 Industry, Innovation and Infrastructure			10	5	2	**17**
GOAL 10 Reduced Inequality	2		8	5	3	**18**
GOAL 11 Sustainable Cities and Communities	1		8	5	3	**17**
GOAL 12 Responsible Consumption and Production			9	4	3	**16**
GOAL 13 Climate Action	1		13	5	4	**23**
GOAL 14 Life Below Water			6	3	2	**11**
GOAL 15 Life on Land			7	1	3	**11**
GOAL 16 Peace and Justice Strong Institutions	1		9	5	1	**16**
GOAL 17 Partnerships to achieve the Goal	1		9	3	3	**16**
N/a	7	1	13	14	15	**40**

Those mapping education abroad curricula to the SDGs are mapping to Goal #4 (Quality Education) and Goal #13 (Climate Action). 53% are not mapping ANY curricula to the SDGs.

FIGURE 49: EDUCATION ABROAD PROGRAMS ARE FORMALLY ASSESSED.

	All	None or N/A	Some	TOTALS
Community College	4	2	3	9
Technical College		1		1
Public University	16	5	12	33
Private University	10	3	11	24
Third-Party Provider Organization	3	4	2	9
TOTALS	33	15	28	76

43%
are formally assessing all education abroad programs.

Pre-departure programming

FIGURE 50: CLIMATE CHANGE AND CARBON EMISSIONS ARE ADDRESSED IN PRE-DEPARTURE MATERIALS AND ORIENTATIONS

	CO	IM	N/A	NO	TOTALS
Community College		1		8	9
Technical College			1		1
Public University	7	13	4	9	33
Private University	6	10	3	5	24
Third-Party Provider Organization	1	4	2	2	9
TOTALS	14	28	10	24	76

37% are addressing climate change and carbon emissions in pre-departure programs.

FIGURE 51: CONTRASTING CULTURAL NORMS AND PRACTICES REGARDING THE CLIMATE CRISIS ARE ADDRESSED IN PRE-DEPARTURE MATERIALS AND ORIENTATIONS.

	CO	IM	N/A	NO	TOTALS
Community College	2	2		5	9
Technical College				1	1
Public University	14	8	4	7	33
Private University	4	6	3	11	24
Third-Party Provider Organization	2	4	1	2	9
TOTALS	22	20	8	26	76

26% are addressing contrasting cultural norms and practices regarding the climate crisis in pre-departure programs.

FIGURE 52: LOCAL AND GLOBAL SOCIAL AND ENVIRONMENTAL IMPACTS OF PROGRAM PARTICIPATION ARE ADDRESSED IN PRE-DEPARTURE MATERIALS AND ORIENTATIONS.

	CO	IM	N/A	NO	TOTALS
Community College	2	5		2	9
Technical College			1		1
Public University	12	13	2	6	33
Private University	7	10	3	4	24
Third-Party Provider Organization	2	4	2	1	9
TOTALS	23	32	8	13	76

42% are addressing local and global social and environmental impacts of program participation in pre-departure programs.

FIGURE 53: CULTURAL TOURISM AND EDUCATIONAL COLONIALISM ARE ADDRESSED IN PRE-DEPARTURE MATERIALS AND ORIENTATIONS.

	CO	IM	N/A	NO	TOTALS
Community College	1	5		3	9
Technical College			1		1
Public University	9	16	1	6	32
Private University	10	6	3	6	25
Third-Party Provider Organization	5	3	1		9
TOTALS	25	30	6	15	76

39% are addressing cultural tourism and educational colonialism in pre-departure programs.

FIGURE 54: THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS (SDGS) ARE ADDRESSED IN PRE-DEPARTURE MATERIALS AND ORIENTATIONS.

	CO	IM	N/A	NO	TOTALS
Community College	1	1	2	5	9
Technical College			1		1
Public University	15	8	2	8	33
Private University	10	4	4	6	24
Third-Party Provider Organization	2	4	2	1	9
TOTALS	28	17	11	20	76

22% are addressing the SDGs in pre-departure programs.

On-site programming

FIGURE 55: DURING THE PROGRAM, STUDENTS ARE ENCOURAGED TO **USE PUBLIC TRANSPORTATION FOR INDEPENDENT TRAVEL** EVEN WHEN OTHER TYPES OF TRANSPORTATION ARE AVAILABLE.

	CO	IM	N/A	NO	TOTALS
Community College	2	4		3	9
Technical College		1			1
Public University	5	23	1	4	33
Private University	3	14	4	3	24
Third-Party Provider Organization		7	2		9
TOTALS	10	49	7	10	76

64% are encouraging students to use public transportation for independent travel while abroad.

FIGURE 56: DURING THE PROGRAM, STUDENTS ARE ENCOURAGED TO USE GROUND TRANSPORTATION FOR INDEPENDENT TRAVEL EVEN WHEN OTHER TYPES OF TRANSPORTATION ARE AVAILABLE.

	CO	IM	N/A	NO	TOTALS
Community College	2	3		4	9
Technical College		1			1
Public University	8	19	2	4	33
Private University	2	12	4	6	24
Third-Party Provider Organization	1	5	3		9
TOTALS	13	40	9	14	76

53% are encouraging students to use ground transportation for independent travel while abroad.

FIGURE 57: DURING THE PROGRAM, STUDENTS ARE ENCOURAGED **TO WALK OR USE A BICYCLE** WHEN FEASIBLE.

	CO	IM	N/A	NO	TOTALS
Community College	1	4		4	9
Technical College		1			1
Public University	7	19	1	6	33
Private University	2	13	4	5	24
Third-Party Provider Organization		7	2		9
TOTALS	10	44	7	15	76

58% are encouraging students to walk or use a bicycle when feasible while abroad.

FIGURE 58: DURING THE PROGRAM, STUDENTS **RECEIVE INCENTIVES FOR BEING ECO-FRIENDLY.**

	CO	IM	N/A	NO	TOTALS
Community College	1			8	9
Technical College			1		1
Public University	6	5	2	20	33
Private University	3	5	5	11	24
Third-Party Provider Organization		2	3	4	9
TOTALS	10	12	11	43	76

57% are not giving students incentives for being eco-friendly while abroad.

FIGURE 59: DURING THE PROGRAM, STUDENTS HAVE OPPORTUNITIES TO PURSUE **SUSTAINABILITY-THEMED INTERNSHIPS, COMMUNITY ENGAGEMENT INITIATIVES, INDEPENDENT RESEARCH PROJECTS, AND EXPERIENTIAL OR CO-CURRICULAR ACTIVITIES.**

	CO	IM	N/A	NO	TOTALS
Community College	2	2		5	9
Technical College	1				1
Public University	13	16		4	33
Private University	4	12	4	4	24
Third-Party Provider Organization	2	6	1		9
TOTALS	22	36	5	13	76

47% are providing students opportunities to pursue sustainability-themed internships and other applied learning opportunities.

Re-entry programming

FIGURE 60: AFTER THE PROGRAM, STUDENTS ARE **ENCOURAGED TO BE CARBON CONSCIOUS ABOUT THEIR POST-PROGRAM INDEPENDENT TRAVEL.**

	CO	IM	N/A	NO	TOTALS
Community College	1		2	6	9
Technical College			1		1
Public University	10	8	2	13	33
Private University	6	6	4	8	24
Third-Party Provider Organization		5	1	3	9
TOTALS	17	19	10	30	76

39% are not encouraging students to be carbon conscious about their post-program independent travel.

FIGURE 61: AFTER THE PROGRAM, STUDENTS ARE **GUIDED TOWARDS SUSTAINABILITY PROJECTS ON THEIR HOME CAMPUS/COMMUNITY.**

	CO	IM	N/A	NO	TOTALS
Community College	2	1	1	5	9
Technical College			1		1
Public University	11	8	1	13	33
Private University	7	7	3	7	24
Third-Party Provider Organization	2	1	4	2	9
TOTALS	22	17	10	27	76

36% are not guiding students toward sustainability projects on their home campus/community.

FIGURE 62: AFTER THE PROGRAM, STUDENTS HAVE OPPORTUNITIES PROVIDED BY THE HOME CAMPUS/UNIVERSITY/PROVIDER TO **ARTICULATE THEIR EXPERIENCES OF SUSTAINABLE DEVELOPMENT.**

	CO	IM	N/A	NO	TOTALS
Community College	1	1	1	6	9
Technical College			1		1
Public University	13	11	1	8	33
Private University	5	9	3	7	24
Third-Party Provider Organization		3	3	3	9
TOTALS	19	24	9	24	76

32% are providing students opportunities to articulate their experiences of sustainable development.

FIGURE 63: AFTER THE PROGRAM, STUDENTS HAVE OPPORTUNITIES PROVIDED BY THE HOME CAMPUS/UNIVERSITY/PROVIDER TO **ASSIST FUTURE PARTICIPANTS TO CONSIDER SUSTAINABILITY.**

	CO	IM	N/A	NO	TOTALS
Community College	1	1	1	6	9
Technical College			1		1
Public University	11	8	1	13	33
Private University	7	8	3	6	24
Third-Party Provider Organization		4	2	3	9
TOTALS	19	21	8	28	76

37% are not providing students opportunities to assist future participants to consider sustainability.

Community engagement

In this section, survey respondents were asked to use this legend when responding to several questions pertaining to management:

NO: No activity to date
CO: Consideration given, but no implementation to date
IM: Implementation underway
N/A: Information not available

FIGURE 64: EFFORTS ARE MADE TO SUPPORT THE LOCAL COMMUNITY/ECONOMY ABROAD BY **HIRING LOCAL FACULTY TO TEACH ON PROGRAMS.**

	CO	IM	N/A	NO	TOTALS
Community College		7		2	9
Technical College		1			1
Public University	7	16	3	7	33
Private University	4	15	4	1	24
Third-Party Provider Organization		7	1	1	9
TOTALS	11	46	8	11	76

61%

are hiring local faculty to teach on programs.

FIGURE 65: EFFORTS ARE MADE TO SUPPORT THE LOCAL COMMUNITY/ECONOMY ABROAD BY SELECTING VENDORS THAT HAVE HIGH SUSTAINABILITY STANDARDS.

	CO	IM	N/A	NO	TOTALS
Community College	3	3		3	9
Technical College			1		1
Public University	18	7	4	4	33
Private University	10	5	5	4	24
Third-Party Provider Organization	1	6	1	1	9
TOTALS	32	21	11	12	76

28%

are selecting vendors that have high sustainability standards.

FIGURE 66: EFFORTS ARE MADE TO SUPPORT THE LOCAL COMMUNITY/ ECONOMY ABROAD BY UTILIZING GOODS AND SERVICES THAT ARE LOCALLY-SOURCED AND ECO-FRIENDLY.

	CO	IM	N/A	NO	TOTALS
Community College	2	4		3	9
Technical College		1			1
Public University	18	7	3	5	33
Private University	5	10	6	3	24
Third-Party Provider Organization	1	6	1	1	9
TOTALS	26	28	10	12	76

37% are utilizing goods and services that are locally-sourced and eco-friendly.

FIGURE 67: EFFORTS ARE MADE TO SUPPORT THE LOCAL COMMUNITY/ECONOMY ABROAD BY USING RESOURCES TO STRENGTHEN COLLECTIVE ASSETS SUCH AS LOCAL SCHOOLS, LIBRARIES, HEALTH PROGRAMS OR LAND AND WATER CONSERVATION PROJECTS.

	CO	IM	N/A	NO	TOTALS
Community College	2	3		4	9
Technical College		1			1
Public University	10	13	3	7	33
Private University	6	8	7	3	24
Third-Party Provider Organization		4	3	2	9
TOTALS	18	29	13	16	76

38% are using resources to strengthen collective community assets abroad.

FIGURE 68: EFFORTS ARE MADE TO SUPPORT THE LOCAL COMMUNITY/ECONOMY ABROAD BY SUPPORTING CLIMATE/ENVIRONMENTAL JUSTICE EFFORTS BY THE LOCAL COMMUNITY.

	CO	IM	N/A	NO	TOTALS
Community College	4	2		3	9
Technical College	1				1
Public University	14	9	3	7	33
Private University	4	10	5	5	24
Third-Party Provider Organization	3	4	1	1	9
TOTALS	26	25	9	16	76

33% are supporting Climate/ Environmental Justice efforts by the local community abroad.

FIGURE 69: EFFORTS ARE MADE TO SUPPORT THE LOCAL COMMUNITY/ECONOMY ABROAD BY REWARDING SUSTAINABLE INITIATIVES LED BY COMMUNITY PARTNERS.

	CO	IM	N/A	NO	TOTALS
Community College	3	1		5	9
Technical College	1				1
Public University	11	5	3	14	33
Private University	5	5	9	5	24
Third-Party Provider Organization	1	4	2	2	9
TOTALS	21	15	14	26	76

34% are not rewarding sustainable initiatives led by community partners.

FIGURE 70: PARTNERS AND VENDORS ABROAD ASSIST WITH THE DESIGN OF EDUCATION ABROAD PROGRAMS.

	N/A	NO	YES	TOTALS
Community College	1	1	7	9
Technical College			1	1
Public University	3	1	29	33
Private University	5	4	15	24
Third-Party Provider Organization	1		8	9
TOTALS	10	6	60	76

Additional examples of how sustainability is addressed at different geographical sites for education abroad programs by your institution/organization and/or local partners.

"See our recent blog that shares sustainability practices in place during programs/travel abroad. **[Third-party provider organization]**

Everything is conducted virtually but our internship host companies are located across Asia and Europe, and the [provider] students develop a climate action plan for their hosts. **[Third-party provider organization]**

Note: [University] does not run any of its own programs. We rely on program partners (e.g. SIT, SFS, DIS, IES) to determine these goals for their own programs. **[Private university]**

DIS has local "slow" travel correspondents, most programs have local faculty, SIT has locally-purchased goods, SFS has environmental themed programs, partnership with our environmental studies department to promote their chosen programs. **[Private university]**

"In Argentina, it will be the theme of the program, so we will study the local ecosystem at partnership with the university in Córdoba and work with a community reforestation organization. **[Technical college]**

[University] has embraced a social responsibility towards urban and rural communities in disadvantage and intercultural regions within the state of Veracruz. It generates the conditions in which it can contribute, in collaboration with different parties, to the sustainable development of society through a variety of engagement and outreach programmes, for public, productive and marginalized sectors, while fostering personal and professional training in real social contexts. **[Public university]**

This is going to be implemented more in our programs after the Sustainability Committee finishes its initial goals and develops steps to include these items. **[Public university]**"

"Sustainability is mainly addressed with a key few programs. Students are informed of different cultural norms based on the area, and the students and faculty work with local partners/vendors to assist with access to clean water, cleaning litter, building a safe place to stay, and more. The goal is to assist the area to be sustainable and safe. **[Public university]**

Where possible, we partner with a local partner to assist with program development and implementation and request when possible to use local vendors. In larger locations, group transportation primarily uses public transportation. Where this is not possible, faculty groups are encouraged to limit long distance excursions and focus on local experiences. **[Private university]**

For exchange programs, the support activities are largely determined by our partner's responses to the Climate Crisis, which are often more advanced than our own. **[Public university]**

Carbon Literacy training, slow travel, sustainable research projects, sustainable destinations (Brussels, Amsterdam, Bangkok), sustainability/SDG-themed field trips and educational experiences, sustainability and carbon conscious pledges, themed skills courses including intercultural awareness and fluency, awareness of sustainable business practices, sustainable accommodation and food, carbon offsetting.
[Third-party provider organization]

One example: Stay Local Abroad weekend in Rome, Feb. 2023. Students encouraged to stay in Rome and not welcome travelers from elsewhere. Examples of events offered included: lecture on green-washing, community clean-up event, wine-tasting, city run/walk, recycled art project, etc. **[Public university]**

Our Dublin campus is making strides to embed sustainability and climate action. It is included as a topic during orientation, we encourage overland travel as opposed to flights, we have field trips on sustainable themes, we practice active offsetting with the students, and we track emissions. The science class (taken by about 60% of students) has been reworked to focus on climatology and climate change. We partner with a local charity for active offsetting (tree planting and ecology education). **[Private university]**

Accommodation close to the training site, use the shortest, least expensive routes, carpooling and/or public transport on site." **[Public university]**

In the cities where sustainable business is the topic, we visit 'B corporations', of other company's visited we ask about ESG strategies, that sort of thing. Students learn about the importance of natural resources to business (water, power, etc.) as well as human resources and social justice (living wages and benefits, reliable work, safety, etc.), corporate greenwashing, corporate social responsibility, etc. **[Public university]**

We have not yet taken an inventory of this. Hoping to do so in the future. **[Public university]**

"

"Arava Institute: The Track II Environmental Forum was initiated in 2016 to enable key civil society organizations and individuals who represent both state and non-state actors to discuss, negotiate, and develop practical cross-border strategies to facilitate formal and informal environmental agreements between Israel, Palestine and Jordan. The concept underlying the Track II Forum is a departure from traditional peace-building efforts in the region (Track I), which have aimed to establish over-arching peace agreements. We believe that by promoting initiatives taken at the professional level, we can catalyze positive change on the ground and in the political arena. **[Public university]**

On one program, students calculate carbon impact of various itinerary options (housing, meals, transportation) and then vote on which options to choose. For example, they recently chose national park tent camping over hotel. Another example - we implemented our inaugural Stay Local weekends to incentivize students NOT to travel on specific weekends. They could win one of twenty $100 USD grants to spend in their host city. We also partnered with local staff abroad for activities in the city like neighborhood clean ups, lectures on local sustainability, etc. And all students received info on making more climate conscious travel choices for future weekends. **[Public university]**"

Perceived barriers

FIGURE 71: STUDENT INTEREST/COMMITMENT IS A BARRIER TO IMPLEMENTING SUSTAINABILITY WITHIN YOUR PROGRAMMING.

	Little	Much	Never	Somewhat	Very Much	TOTALS
Community College	1	1	2	4	1	**9**
Technical College	1					**1**
Public University	11	2	10	7	3	**33**
Private University	7	1	2	14		**24**
Third-Party Provider Organization	5		2	2		**9**
TOTALS	**25**	**4**	**16**	**27**	**4**	**76**

54% **perceive little to no barriers from students in implementing sustainability within programming.**

FIGURE 72: STAFF INTEREST/COMMITMENT IS A BARRIER TO IMPLEMENTING SUSTAINABILITY WITHIN YOUR PROGRAMMING.

	Little	Much	Never	Somewhat	Very Much	TOTALS
Community College		2	2	3	2	9
Technical College	1					1
Public University	8	5	9	10	1	33
Private University	10	5	2	7		24
Third-Party Provider Organization	3		5	1		9
TOTALS	22	12	18	21	3	76

53% perceive little to no barriers from staff in implementing sustainability within programming.

FIGURE 73: SUPERVISOR/BOSS INTEREST/COMMITMENT IS A BARRIER TO IMPLEMENTING SUSTAINABILITY WITHIN YOUR PROGRAMMING.

	Little	Much	Never	Somewhat	Very Much	TOTALS
Community College				8	1	9
Technical College	1					1
Public University	8	4	13	6	2	33
Private University	7	2	7	7	1	24
Third-Party Provider Organization	2		6		1	9
TOTALS	18	6	26	21	5	76

58% perceive little to no barriers from supervisors/bosses in implementing sustainability within programming.

FIGURE 74: INSTITUTIONAL/ORGANIZATIONAL INTEREST/COMMITMENT IS A BARRIER TO IMPLEMENTING SUSTAINABILITY WITHIN YOUR PROGRAMMING.

	Little	Much	Never	Somewhat	Very Much	TOTALS
Community College	1	2		4	2	9
Technical College				1		1
Public University	11	4	10	5	3	33
Private University	11	1	5	4	3	24
Third-Party Provider Organization	2		6		1	9
TOTALS	25	7	21	14	9	76

61% perceive little to no barriers from their institution/organization in implementing sustainability within programming.

FIGURE 75: INCLUSION OF EDUCATION ABROAD IN INSTITUTION'S, OR ORGANIZATION'S, SUSTAINABILITY EFFORTS IS A BARRIER TO IMPLEMENTING SUSTAINABILITY WITHIN YOUR PROGRAMMING.

	Little	Much	Never	Somewhat	Very Much	TOTALS
Community College	1	3		2	3	9
Technical College		1				1
Public University	8	4	11	5	5	33
Private University	10	1	4	6	3	24
Third-Party Provider Organization	3		4		2	9
TOTALS	22	9	19	13	13	76

54% perceive little to no barriers in being included within institutional/organizational sustainability efforts when implementing

FIGURE 76: PARTNER INSTITUTIONS', OR ORGANIZATIONS', INTEREST/COMMITMENT IS A BARRIER TO IMPLEMENTING SUSTAINABILITY WITHIN YOUR PROGRAMMING.

	Little	Much	Never	Somewhat	Very Much	TOTALS
Community College	1	2	4	2		9
Technical College	1					1
Public University	10	3	9	10	1	33
Private University	9	3	1	10	1	24
Third-Party Provider Organization	5		1	3		9
TOTALS	25	7	21	14	9	76

54% perceive little to no barriers from partner institutions/organizations in implementing sustainability within programming.

FIGURE 77: FUNDING IS A BARRIER TO IMPLEMENTING SUSTAINABILITY WITHIN YOUR PROGRAMMING

	Little	Much	Never	Somewhat	Very Much	TOTALS
Community College		3		2	4	9
Technical College					1	1
Public University	5	4	2	14	8	33
Private University	6	11	1	4	2	24
Third-Party Provider Organization		2	1	5	1	9
TOTALS	11	20	4	25	16	76

47% perceive significant barriers in funding when implementing sustainability within programming.sustainability within programming.

FIGURE 78: KNOWLEDGE, TRAINING AND ACADEMIC BACKGROUNDS ARE BARRIERS TO IMPLEMENTING SUSTAINABILITY WITHIN YOUR PROGRAMMING.

	Little	Much	Never	Somewhat	Very Much	TOTALS
Community College		3		2	4	9
Technical College				1		1
Public University	6	7	1	17	2	33
Private University	5	4	2	11	2	24
Third-Party Provider Organization	2	2	1	3	1	9
TOTALS	13	16	4	34	9	76

33% **perceive significant barriers in knowledge, training and academic backgrounds of staff when implementing sustainability within programming.**

FIGURE 79: COLLABORATION WITH SUSTAINABILITY PROFESSIONALS/OFFICE IS A BARRIER TO IMPLEMENTING SUSTAINABILITY WITHIN YOUR PROGRAMMING.

	Little	Much	Never	Somewhat	Very Much	TOTALS
Community College		2	1	2	4	9
Technical College					1	1
Public University	11	2	11	5	4	33
Private University	10	7	4	3		24
Third-Party Provider Organization	3	4	2			9
TOTALS	24	15	18	10	9	76

47% **perceive little to no barriers in collaboration with sustainability professionals/offices in implementing sustainability within programming.programming.**

FIGURE 80: STAFF TIME IS A BARRIER TO IMPLEMENTING SUSTAINABILITY WITHIN YOUR PROGRAMMING

	Little	Much	Never	Somewhat	Very Much	TOTALS
Community College		2		2	5	9
Technical College					1	1
Public University	5	8	3	8	9	33
Private University	4	5	3	3	9	24
Third-Party Provider Organization	3	2	2	2		9
TOTALS	12	17	8	15	24	76

54% **perceive significant barriers in staff time in implementing sustainability within programming.**

FIGURE 81: MY PERSONAL INTEREST IN MAKING STUDY ABROAD MORE ENVIRONMENTALLY SUSTAINABLE.

	Little	Much	Never	Somewhat	Very Much	TOTALS
Community College		4		3	2	9
Technical College					1	1
Public University	1	7	2	5	17	32
Private University		3	2	7	13	25
Third-Party Provider Organization		1		2	6	9
TOTALS	1	15	4	17	39	76

LIST 1. In your opinion, what is needed by your office to build, or enhance, sustainable study abroad efforts?

Incentivise staff [Public university]

More time and an increase in staff :)
[Public university]

Institutional and Study abroad commitment to change SOPs at home. [Private university]

More examples from peer institutions to benchmark from, concrete information - I feel that many of us simply do not have the expertise
[Private university]

A better way to collaborate and share ideas across countries and cultures. Funding for student incentives. More dedicated staff time to devote to this topic. [Third-party provider organization]

time and funding [Private university]

Consistent funding from government mobility grants. [Third-party provider organization]

We really should be throwing our weight behind data collection and possibly outsourcing to consultants, when possible. Funding is not earmarked for these purposes, but I think that we can start with our legacy semester-/year-long programs with getting some of the items from the previous list going.
[Private university]

a full time study abroad coordinator
[Community college]

Resources - time, expertise, and funding
[Public university]

Given that we are a community college, we would need to have access to AFFORDABLE sustainable study abroad opportunities, otherwise the cost will be prohibitive for our students. Additionally, our office could benefit from training in how to develop sustainable study abroad programs and increasing the staffing in our office to aid in the development of sustainable programs. [Community college]

More time and institutional commitment
[Private university]

We need a more robust study abroad program all around and more institutional support.
[Technical college]

Better prepared professors, staff, students on the topic of sustainability and equal commitment and efforts on the topic from local and partner institutions.
[Public university]

internal knowledge and a sustainability office that has more resources to help us. [Private university]

We have the committee underway to overhaul and enhance efforts by our office and our programs moving forward. [Public university]

We need more time to develop the activities
[Private university]

Feasibility [Community college]

I believe that in order to begin to move towards initiatives that have sustainability at the center of outbound mobility, it is essential to include it in planning and explore the different ways in which our programs connect to these objectives. There are institutional objectives with respect to sustainability; however, there is a lack of greater socialization with the different areas and perhaps more training and guidance with respect to the relevance of these issues in our areas for institutional development and integration.
[Private university]

An institutional commitment to both study abroad and sustainability. [Public university]

More resources to know what sustainability practices can be implemented in study abroad efforts, and funding to account for some increased costs (especially with airplane emissions). [Public university]

Institutional support and buy in. Currently the University of Richmond has a climate neutrality date of 2050 and has not yet made sustainability one of its strategic goals. This would allow for larger moves across campus rather than departmental efforts. This may also free up additional funds to support these types of changes and would indicate the university body that this is a priority goal. [Private university]

More staff time; more senior leadership; more funding to support sustainable choices. [Public university]

Implementing the sustainable measures of our SGE program into our other global programs. [Third-party provider organization]

time and interest [Public university]

More of a university-wide buy-in to making changes, funding, staff time [Public university]

A broader commitment on how sustainability is a factor not just for facilities but for all academic and service areas as well. [Community college]

In my own institution, simply awareness and bravery to confront an issue that might jeopardize our model of education. [Third-party provider organization]

The college needs to take it seriously, but I fear there are other socio-cultural initiatives that take up all of the available bandwidth, notably DEI. [Private university]

recognition of donors and those supporting student travel of the importance of this issue-- less focus on just funds for fun/exploration/"getting lost", must have greater focus on the environmental impact and the responsibilities that come with travel [Private university] A clear vision of what we are striving towards as well as the resources that can help to bring us there. [Public university]

To further promote international seminars, courses or trainings on SD. Dev. [Public university]

Time to devote building programs consistent with SDG's [Public university]

Our next step is to collab with office of sustainability, and conversations are moving in that direction. [Public university]

staff time to be able to develop and implement a plan [Public university]

Time! [Public university]

I am replying from the Mexican point of view - we are already practicing sustainability efforts - we hope are partners are also doing this. If we want to be MORE sustainable, I'd prefer more promotion on internationalization at home and less focus on study abroad [Private university]

Research support! [Public university]

Including sustainability as an office goal/mission. [Public university]

Resources and knowledge [Public university]

Time!! Staff time!! The interest is there from faculty, staff and students. We just need more time in the day! [Public university]

Devoted staff and resources [Public university]

More guidance and options to consider when faculty are building their programs abroad. [Public university]

LIST 2. Is there anything else you'd like to share?

Kudos to you for taking on the work of this survey - it is much needed! [Third-party provider organization]

The world needs more knowledge and awareness on the topic sustainability in education abroad. Thank you for this survey. [Public university]

We run a variety of programs for our university partners. This includes in-person/online internships and Sustainable Global Experiences (SGE). For the purposes of this survey, we have focused on our SGE programs. [Third-party provider organization]

Honestly we have very little left of our study abroad work post pandemic so this is a big lift in many ways. [Community college]

Appreciate the work you two are doing on this front. [Public university]

I think it's interesting comparing short-term program vs. longer program impacts on the environment! Our campus pushes short-term faculty-led programs a lot, but I like the idea of highlighting how longer programs are environmentally and economically more sustainable. [Public university]

Longitudinal assessments

Twenty-four respondents completed the Survey of Sustainability in Education Abroad in 2021 and 2023, including 5 community colleges, 7 private universities, 8 public universities and 4 third-party program provider organizations. The trajectory of their responses to repeat questions from both surveys are illustrated below. This information is meant to show how institutions/organizations are advancing sustainability efforts – or not – with regards to student mobility.

Several repeat questions from 2021 to 2023 have slightly different answer options. This was done to better simplify answer options in 2023, based on respondent feedback from 2021. The analysis below is based on the same, or most similar, answer options provided by each of the institutions/organizations from 2021 to 2023. Respondents that indicated "N/A" are not included in progress/regression

PUB = Public University
PRV = Private University
CC = Community College
TPPP = Third-Party Program Provider

INDICATOR CATEGORIES

2021	2023
Full Implementation	Implementation underway (IM)
Some Planning but nothing implemented to date	Consideration given, but no implementation to date (CO)
No consideration to date	No activity to date (NO)
Information not available	Information not available (N/A)

Environmental sustainability is explicitly embedded into...

FIGURE 82: Organizational mission, goals and objectives

	2021	2023
App State (PUB) (PUB)		
SC	CO	
Babson (PRV)	SC	IM
Bowdoin (PRV)	(blank)	NO
Carleton (PRV)	FI	IM
Champlain (PRV)	SC	CO
Earth Ed Intl (TPPP)	FI	IM
FIT (PUB)	SI	CO
IOI (TPPP)	FI	IM
ITESO (PRV)	FI	IM
Leeds Trinity (PUB)	SI	IM
Middlebury (PRV)	(blank)	CO
Harper (CC)	SP	CO
Pomegranate (TPPP)	FI	IM
Saint Anselm (CC)	NC	NO
ACC (CC)	(blank)	CO
South Plains (CC)	NC	NO
SUNY Broome (CC)	SC	IM
SUNY Cortland (PUB)	SP	CO
SUNY ESF (PUB)	SP	IM
TAMU (PUB)	N/A	IM
GREEN Program (TPPP)	FI	IM
UC Riverside (PUB)	FI	N/A
UMN (PUB)	SI	IM
Washington & Lee (PRV)	FI	IM

FIGURE 83: Job descriptions, roles and responsibilities

	2021	2023
App State (PUB)	SI	IM
Babson (PRV)	SC	NO
Bowdoin (PRV)	(blank)	NO
Carleton (PRV)	SI	CO
Champlain (PRV)	SC	NO
Earth Ed Intl (TPPP)	N/A	N/A
FIT (PUB)	NC	CO
IOI (TPPP)	FI	IM
ITESO (PRV)	SP	CO
Leeds Trinity (PUB)	N/A	N/A
Middlebury (PRV)	(blank)	CO
Harper (CC)	SC	NO
Pomegranate (TPPP)	FI	IM
Saint Anselm (CC)	NC	NO
ACC (CC)	(blank)	NO
South Plains (CC)	NC	NO
SUNY Broome (CC)	SC	IM
SUNY Cortland (PUB)	NC	CO
SUNY ESF (PUB)	SP	CO
TAMU (PUB)	N/A	IM
GREEN Program (TPPP)	SI	IM
UC Riverside (PUB)	FI	N/A
UMN (PUB)	SP	CO
Washington & Lee (PRV)	SC	IM