EUASA

European Association of Study Abroad

Resident Directors in Europe:
Our Community, Our Contributions, and Our Challenges

A Research Project of the European Association of Study Abroad (EUASA)

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Introduction

Resident Directors (RD) play key roles in the on-site development and success of US study abroad in Europe. At the Forum on Education Abroad Conference in Prague in October 2018, the Critical Dialogue session was an open-ended discussion among study abroad Resident Directors in Europe about how undefined, challenging, poorly understood, and variable their role can be. It was affirming and gratifying for participants in the Critical Dialogue to share their experiences with RD colleagues who clearly and genuinely understood the complexities of their job. The consensus was that the only people who truly understand the job of a Resident Director, are other Resident Directors.

A common experience that emerged during the Critical Dialogue was that RDs feel invisible and rarely acknowledged for their unique skills set, given that they work remotely for predominantly US-based institutions. Although, out of necessity, RDs listen and pay close attention to the home institutions with which they work, they have only recently begun to talk with and listen to other RDs, be they in the same country or within the same continent. Resident Directors, a geographically scattered collection of international education professionals and academics, are now searching for a collective voice, one that will hopefully be better heard than their individual, often ignored, voices.

An outcome of the Critical Dialogue session, which revealed the overwhelming sense that the important voice of study abroad on-the-ground leaders is not often heard, was to conduct a survey-based study of the RD in Europe in all its complexities. Items and topics such as external perceptions, levels of responsibility, career prospects, challenges, rewards and concerns, were all examined. Every attempt was made to take the diversity within the RD community into consideration in order to interpret the resulting data as best as possible. This report presents the results of that study.

This report is intended for three main audiences. One is the Resident Director community itself, who can gain a better understanding of the current role, employment conditions and job satisfaction of their fellow RDs. This information also sheds light on the RDs' position within the sector as a whole, their benefits and challenges alike. These leaders are a dedicated, active and enthusiastic group of experts in the field; yet, they often feel removed from the decision-making process and points of influence in the sector.

The second audience includes those individuals who supervise study abroad operations and the on-site directors, often from afar. This study shows that there are serious issues with representation, communication, respect, and remuneration. Attention needs to be paid to these results. While many agree that there are advantages to the RD position including living in Europe, a high level of autonomy, and the opportunity to have a formative influence on the lives of young students, there are also large challenges to be addressed, according to this study.

The third audience is the higher education community as a whole, including those who do not often interact directly with Resident Directors (Provosts, Presidents, and Boards of Trustees included). This study reveals that RDs possess a wealth of expertise and talent and demonstrate great commitment and dedication to ensure that important programs

operate successfully on the ground in Europe. This reality needs to be recognized, appreciated, trusted, and celebrated far more than it currently is. Study abroad programs are only as good as the execution on site; but, many Resident Directors feel that their counterparts in the US, and the international higher education sector in general, have forgotten this over the years.

The Survey

In the summer of 2019, the European Association of Study Abroad (EUASA), in partnership with country organizations from the UK (AASAP/UK), Ireland (ASAPI), Spain (APUNE), France (APUAF), Italy (AACUPI), Germany (AASAPeV), and the Czech Republic (AAUP CZ), took the initiative to conduct the proposed study. A research team representing each of the member countries was formed and proceeded to design and distribute the survey to European Resident Directors of study abroad programs titled ***Resident Directors in Europe: Our Community, Our Contributions, and Our Challenges.***

The extensive survey was completed (to at least 75% of asked questions) between July and September, 2019 by 218 Resident Directors representing 10 countries (Table 1.1). It is estimated that this represents approximately 40% of the Resident Directors working in Europe. In order to protect the confidentiality of individual respondents, country-specific data for selected questions is only presented if there were 10 or more respondents from that country for that specific question. Respondents from Germany, Switzerland, Greece, and the Netherlands, having fewer than 10 respondents per country for most questions, are grouped into the Other category.

The survey results are divided into a series of sections as noted below, the results of which are presented in this report.

Introduction and Key Results (this document)
Section 1 - About Resident Directors (Demographics)
Section 2 - About the Job and Programs Being Run by Resident Directors
Section 3 - Job Preparation and Training
Section 4 - Job Responsibilities and Expected Expertise of the Resident Director
Section 5 - Job Satisfaction
Section 6 - The Biggest Benefit of Being a Resident Director
Section 7 - The Biggest Challenge of Being a Resident Director
Section 8 - Further Open Comments

Key Results

In a survey with 218 respondents representing 10 European countries (Table 1.1), this study finds the following key results about European Study Abroad Resident Directors (RD);
- Over 60% are female (Table 1.2),
- Identify primarily as Caucasian/White, American, or European (Table 1.4)
- Are an average age of 48.8 years (Figure 1.1), with 47.1 years for females and 51.5 years for males (Figure 1.2),
- 73.0% are citizens of the country in which they work,
- 41.0% hold United States citizenship (Table 1.6),

- 41.7% have no historical, educational, or residence links with the United States other than their job (Figure 1.4),
- On average have been a study abroad professional for 15.1 years (Figure 1.6), and have been a Resident Director for 10.3 years (Figure 1.7),
- 44.5% hold Doctorate degrees and 44.5% hold Masters degrees as the highest level of education attained (Table 1.9), and 60.5% of those holding Doctorate degrees are male (Table 1.11),
- The most common field of RD education is language studies (Table 1.12),
- 85.6% have the word 'Director' in their job title, with the most commonly used title being 'Resident Director' (Table 2.1),
- 82.7% hold the job as a full-time role, and 32.5% teach in addition to director responsibilities (Table 2.2),
- 79.5% hold a permanent contract (Table 2.3), and 93.1% are employed for 12 months of the year (Table 2.6),
- Overall 40.5% hold an academic rank (Table 2.7), including 52.9% of male Resident Directors (Table 2.8),
- 59.2% of survey respondents were directors of a US university program in Europe (Table 2.9),
- Earn an average salary of €66,495, with lowest salaries reported in the Czech Republic and Ireland, and the highest in the United Kingdom and Italy (Table 2.10),
- Have an average salary of €60,625 for females and €75,077 for males (Table 2.11), €80,325 for those holding Doctorates (Table 2.12), and significantly higher salaries for those holding an academic rank (Table 2.13),
- A highest average salary of €73,302 for those working for US universities, and a lowest average salary of €36,667 for those working for Third Party Providers specializing in Internships (Table 2.15),
- The only employment benefits received by more than 50% of respondents are health and medical insurance (73.1%), and phone cost or contribution (65.9%)(Table 2.16),
- On average supervise 3.9 staff members and 10.5 faculty members (Table 2.18),
- Work an average of 46.8 hours per week (Table 2.19),
- Median are responsible for between 51-70 students on the ground at any one time (Table 2.20), with semester-length stays being the most common (Table 2.21), and have students on site for an average of 38.8 weeks per year (Table 2.23),
- Are most commonly utilizing academic space under the control of the program (66.0%)(Table 2.24), and a wide variety of types of student residence facilities (Table 2.25),
- >50% Strongly Agree they are adequately prepared to deal with:
    - Academic Mentoring,
    - Emergency Response,
    - Managing Physical Space for the Program,
    - Budget and Accounting,
    - Non-Critical Mental Health, amongst others (Figure 3.1)
- <35% Strongly Agree they are adequately prepared to deal with:
    - Critical Mental Health,
    - Local Corporation Law and Regulation,
    - First Aid,

- GDPR,
- Local HR and Employment Law, amongst others (Figure 3.3)
- In terms of Financial and Legal Responsibilities, the most amount of time is spent on;
  - budget planning and preparation,
  - expense reporting,
  - risk assessment,
  - local immigration law and policies,
  - local bank account management (Figure 4.1),
- In terms of Program, Facilities, and HR responsibilities, the most amount of time is spent on;
  - employment supervision of local staff,
  - academic supervision of local faculty,
  - academic centre facilities management,
  - hiring decisions regarding local staff,
  - coordination of tour logistics (Figure 4.2),
- In terms of Student Services responsibilities, the most amount of time is spent on;
  - orientation leadership,
  - being a cultural facilitator and guide,
  - emergency on-call responder,
  - academic advising,
  - being a cultural interpreter (Figure 4.3),
- In terms of Program Development responsibilities, the most amount of time is spent on;
  - cultural program development,
  - developing and maintaining relationships with local partner universities,
  - being a local representative for the institution,
  - course development,
  - and being an institutional representative at conferences (Figure 4.4),
- Professional services support is most often received in the areas of;
  - local tax law and policies,
  - payroll preparation,
  - staff pension management,
  - local corporation law and policies,
  - corporate audit management (Table 4.1),
- < 40% Strongly Agreed;
  - they are able to take vacation while students are on the ground,
  - they have opportunities for career advancement within their current institution,
  - the institution allows for a proper work-life balance,
  - remuneration (pay and benefits) are fair and in line with responsibilities,
  - they have adequate staffing to provide all the services expected of the program, amongst other job satisfaction statements (Figure 5.1),
- > 55% Strongly Agreed;
  - their institution displays a dedication towards staff and student safety while abroad,
  - their institution displays a dedication to international education,

- their work gave them a sense of personal accomplishment,
- the job makes good use of their skills and abilities,
- and everything considered they are satisfied with their job, amongst other job satisfaction statements (Figure 5.3),
- The top 5 benefits to being a Resident Director in Europe are;
  - being a major part of transformational global student learning,
  - being a cultural bridge for students to a new country/culture,
  - contact with students,
  - autonomy, freedom, and independence,
  - living in Europe (Table 6.1),
- The top 5 challenges to being a Resident Director in Europe are;
  - the multiple responsibilities, work-life balance, and stress of a 24/7 role,
  - communication, support and disconnect challenges with home institution,
  - navigating US - Europe cultural differences,
  - managing home office expectations,
  - managing student expectations (Table 7.1),
- Individual additional comments in Section 8 highlight some specific viewpoints on the role of being a Resident Director in Europe.

Acknowledgements

To our fellow Resident Directors, you are an amazing bunch, immersing students culturally, academically, and socially in a great part of the world. The responsibilities are great, but so are the rewards. The frustrations are real. We often feel that we don't have a voice in the sector, even though we make it happen on the ground for students. Thank you for taking the time to respond to this survey. Let's hope this study goes some way to us gaining increased understanding, recognition, and support.

In addition to EUASA as a pan-European association, country associations representing the study abroad sector exist in many countries, including;

AAECG - Association of American Educational and Cultural Organizations in Greece
AACUPI - Association of American College and University Programs in Italy
AASAPeV - Association of American Study Abroad Programs in Germany
AAUP CZ - Association of American University Programs in the Czech Republic
APUAF - Association of American University Programs in France
ASAPI - Association of Study Abroad Providers in Ireland
AUCS - Association of American Universities and Colleges Switzerland
APUNE - Association of North American University Programs in Spain
AASAP/UK - Association of American Study Abroad Programmes United Kingdom

EUASA
European Association of Study Abroad

SECTION 1 : About Resident Directors (Demographics)

In this section, Resident Directors were asked questions relating to their identities, including gender, ethnicity, age, citizenship, relationship to the country in which they work, years of experience, and educational qualifications.

Country-specific data is only provided when 10 or more respondents from a country answered that question. Where appropriate responses from countries with fewer than 10 respondents are grouped as Others, and include Germany, Greece, the Netherlands, and Switzerland.

Respondent Information

Table 1.1 lists the countries in which Resident Director respondents lead study abroad programs.

Table 1.1. Country of Study Abroad Program of Survey Respondents

Country	Survey Responses	%
Czech Republic	11	5.0
France	31	14.2
Germany	10	4.6
Greece	1	0.5
Ireland	18	8.3
Italy	70	32.1
Netherlands	2	0.9
Spain	42	19.3
Switzerland	2	0.9
United Kingdom (UK)	29	13.3
No Response	2	0.9
Total	**218**	**100**

Gender Identity

Over 60% of the Resident Directors who responded to the survey identified as female and slightly less than 36% identified as a male. One Resident Director identified as agender

(0.5%), and 6 (2.8%) preferred not to respond to the question (Table 1.2). No country had more Resident Directors identify as male than female (Table 1.3).

Table 1.2. Gender identity of Resident Director survey respondents.

Gender identity	Number Responses	% Responses
Female	131	60.9
Male	77	35.8
Transgender Woman	0	0
Transgender Man	0	0
Agender	1	0.5
Other	0	0
Prefer not to respond	6	2.8
Total	**215**	**100**

Table 1.3. Gender identity by country as a % of respondents for that country. Responses may not sum to 100% owing to 'agender' or 'prefer not to respond' responses.

	Czech Republic (n=11)	France (n=31)	Germany (n-10)	Ireland (n=18)	Italy (n=70)	Spain (n=42)	UK (n=29)
Female (%)	81.8	58.0	50.0	50.0	58.6	69.0	58.6
Male (%)	18.2	42.0	50.0	44.4	40.0	28.6	27.6

Ethnic Identity

Ethnic identity was asked as an open-ended question in which respondents could self-identify. The total 178 responses were then grouped into similar identifying responses and are summarized in Table 1.4. Many respondents classified themselves as more than one ethnic identity (e.g Italian-American). These were counted in both categories, leading to 233 total ethnic identities from 178 individual respondents.

Table 1.4. Self-identified ethnic identity of Resident Directors

Groupings	Number Responses	%
Caucasian/White	68	38.2
American	35	19.7
European	25	14.0
Italian	21	11.8
British	15	8.4
Spanish	12	6.7
Irish	10	5.6

French	9	5.1
Hispanic	8	4.5
German	5	2.8
Other	4	2.3
Black / African	3	1.7
Canadian	3	1.7
Czech	3	1.7
Lebanese	2	1.1
Mediterreanen	2	1.1
Mexican	2	1.1
Galician	1	0.6
Greek	1	0.6
Indian	1	0.6
Japanese	1	0.6
Jewish	1	0.6
Scottish	1	0.6

Identity as a Person of Colour

Only 5 (2.4%) of Resident Directors in our survey identified as Persons of Colour, while 10 (4.8%) preferred not to respond to the question. Persons of Colour Resident Directors self-identified as Hispanic, Black, and Bi-Racial.

LQBTQ+

Twelve (5.7%) of the Resident Directors in our survey who answered this question (n=210) identified as LQBTQ+, and 11 (5.2%) respondents indicated that they preferred not to respond to this question.

Age

The average age of a Resident Director in this survey was 48.8 years (n=208). The average age for Resident Directors who identified as male was 51.5 years (n=75), and 47.1 years for female (n=127). Figure 1.1 shows the age distribution of Resident Directors as a whole, and Figure 1.2 shows the age distribution of Resident Directors by gender. Table 1.5 shows the average age for Resident Directors in countries for which there were 10 or more responses. Note that the average age for Resident Directors in Czech Republic and Ireland are significantly younger than for other countries.
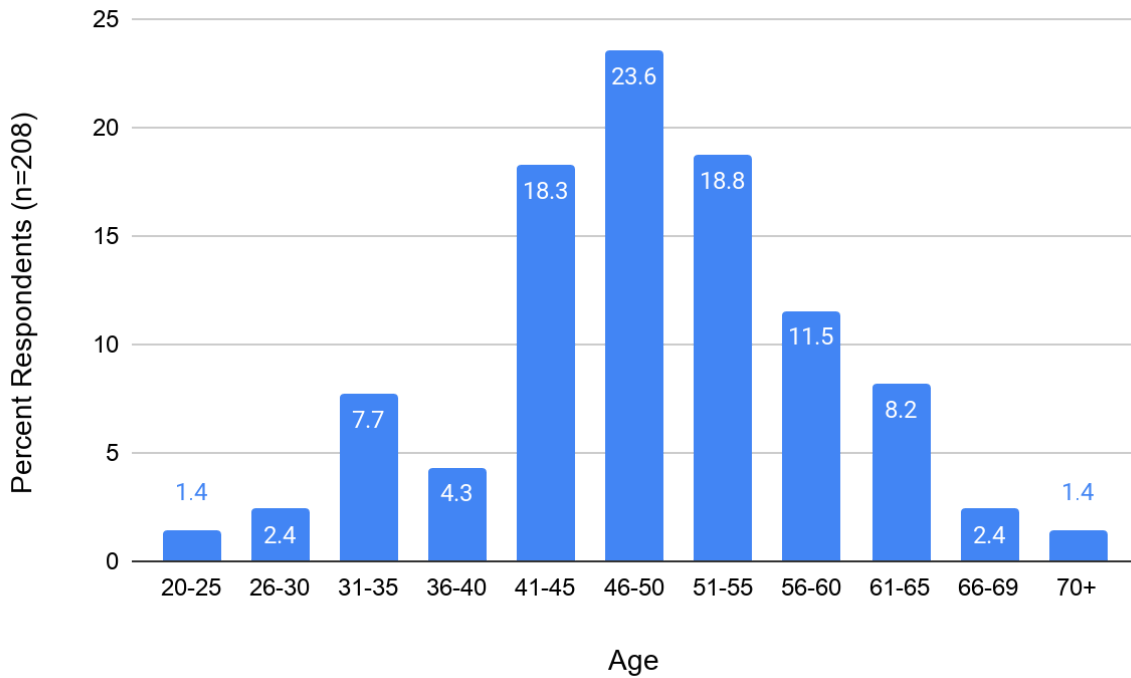
Figure 1.1. Age distribution for Resident Directors in Europe (n=208). The average age in 2019 was 48.8 years.
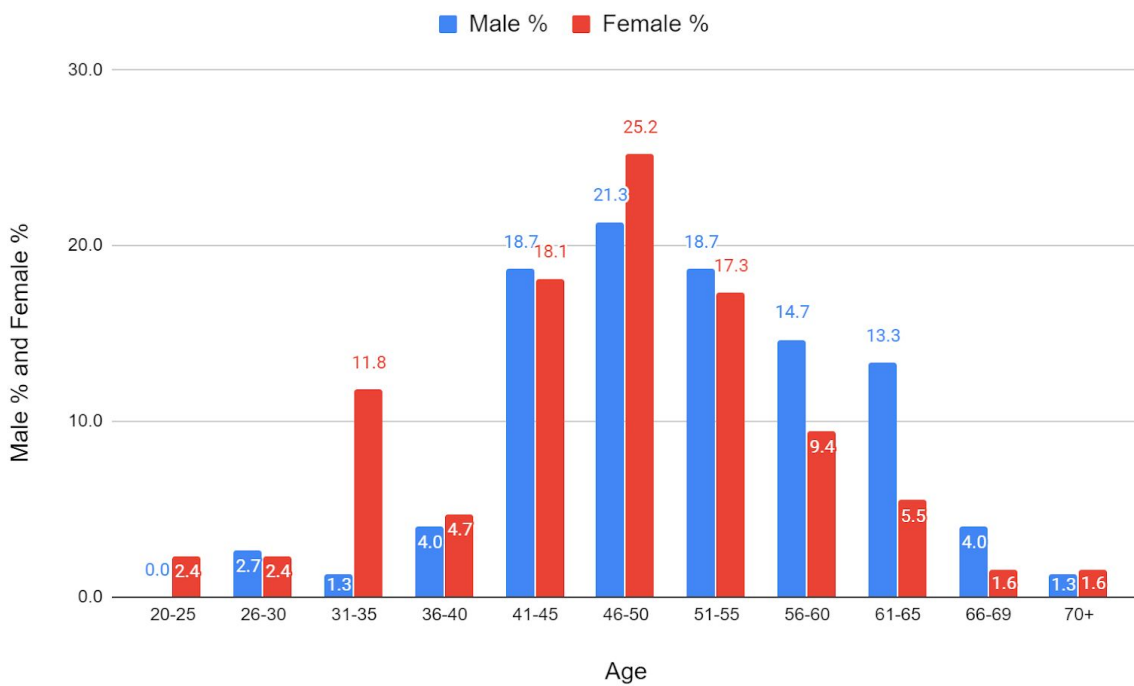
Figure 1.2. Age distribution by gender for Resident Directors in Europe in 2019. The average age for Resident Directors who identified as male was 51.5 years (n=75), and 47.1 years for female (n=127).

Table 1.5. The average age for Resident Directors in Europe, by country.

	Czech (n=11)	France (n=30)	Germany (n-10)	Ireland (n=18)	Italy (n=67)	Spain (n=40)	UK (n=27)
Average Age	41.2	49.8	51.0	42.6	51.5	47.6	49.5

Citizenship

The survey asked respondents their first, second and third citizenships, but left the definition up to the individual respondent.

Of the 210 respondents to this question, 117 (56.0%) indicated that their first citizenship was the same as the country in which they are currently a Resident Director (data not shown). The United States of America was the first citizenship of 70 (33.3%) of Resident Directors, and 11 (5.0%) held first citizenship of a European country other than the country of their current program (data not shown).

A total of 58 (28.0%) of Resident Directors in our survey held second citizenships, and 8 (4.0%) held third citizenships. Once these second and third citizenships are taken into account, 154 of the 210 (73.0%) respondents held citizenship in the country in which they are Resident Director (data not shown), and 87 of 210 (41.0%) held US citizenship. Overall there were a total of 5 (2.4%) respondents holding Canadian citizenship, making it the most common non-European/non-USA citizenship among survey participants.

Table 1.6 summarizes the first, second, third and total citizenships of European Resident Directors.

Table 1.6. First, Second, and Third citizenships (self-declared) of European Resident Directors.

Country	First Citizenship	Second Citizenship	Third Citizenship	Total
Argentina	1	0	0	1
Bolivia	1	0	0	1
Canada	4	1	0	5
Czech Republic	6	1	0	7
France	13	7	3	23
Germany	15	0	0	15
India	1	0	0	1
Ireland	13	3	0	16
Italy	35	10	2	47
Japan	1	0	0	1
Lebanon	0	1	1	2
Mexico	1	1	0	2

Philippines	1	0	0	1
Portugal	1	0	0	1
South Africa	1	0	0	1
Senegal	0	1	1	2
Spain	27	7	1	35
Turkey	0	1	0	1
Switzerland	1	0	0	1
UK	17	8	0	25
USA	70	17	0	87
Venezuela	1	0	0	1
TOTAL	**210**	**58**	**8**	**276**

Relationship to the Host Country

Additionally, when we asked about the Resident Directors' (n=207) relationship to the country of their program, 117 (52.5%) were natural born citizens, 34 (16.4%) were naturalized citizens of the country of their program, 48 (23.2%) were full time residents of the country of their program but not citizens, and 8 (3.9%) were part-time residents of their country of program but not citizens (Figure 1.3).
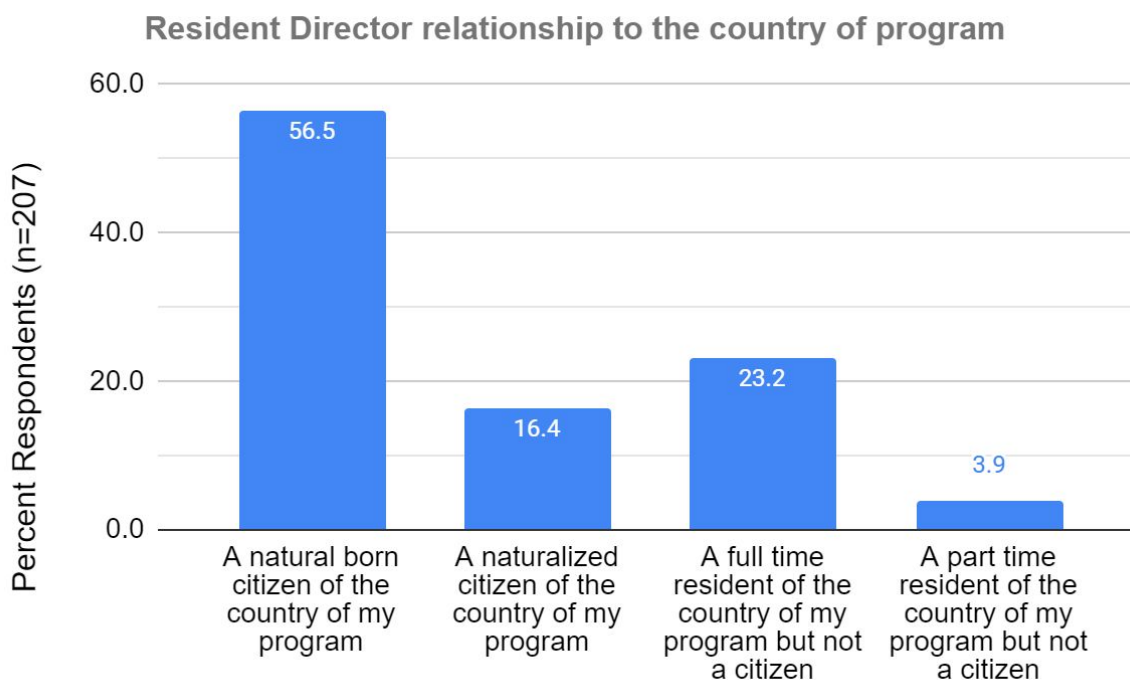
Figure 1.3. Relationships of the Resident Director to the country of their program.

Relationship to United States

The largest proportion of Resident Directors (n=200; Note: 10 of total 210 respondents indicated none of the presented options applied to them) who responded to our survey were non-US born (n=127; 64.0%)(Figure 1.4). Many of these 127 had spent educational or non-educational time in the United States (n=74; 58.3%) but a large number (n=53; 41.7%) had no historical, educational or residential link to the United States except for their position as a Resident Director.
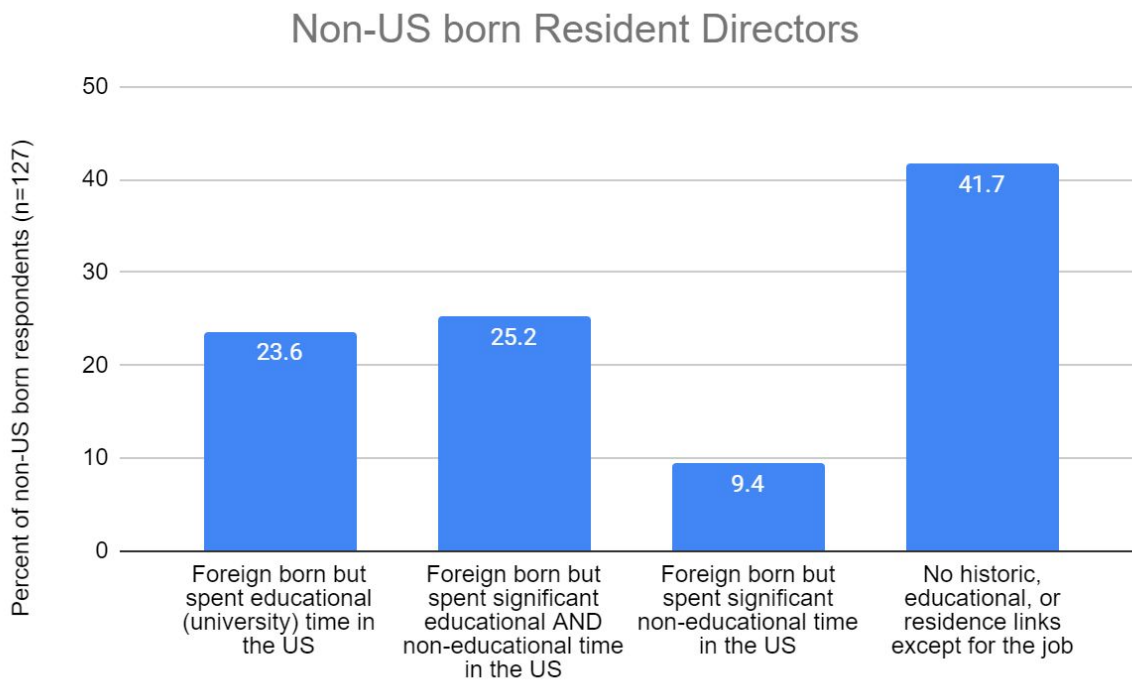
Figure 1.4. Relationship of non-US born Resident Directors to the United States (n=127).

US-born resident directors (n=73) were overwhelmingly educated in the United States (n=72; 98.6%), with 30.1% (n=22) receiving some of their education abroad. Many US-born Resident Directors have been living abroad for > 10 years (n=31; 42.5%)(Figure 1.5).

US-born Resident Directors
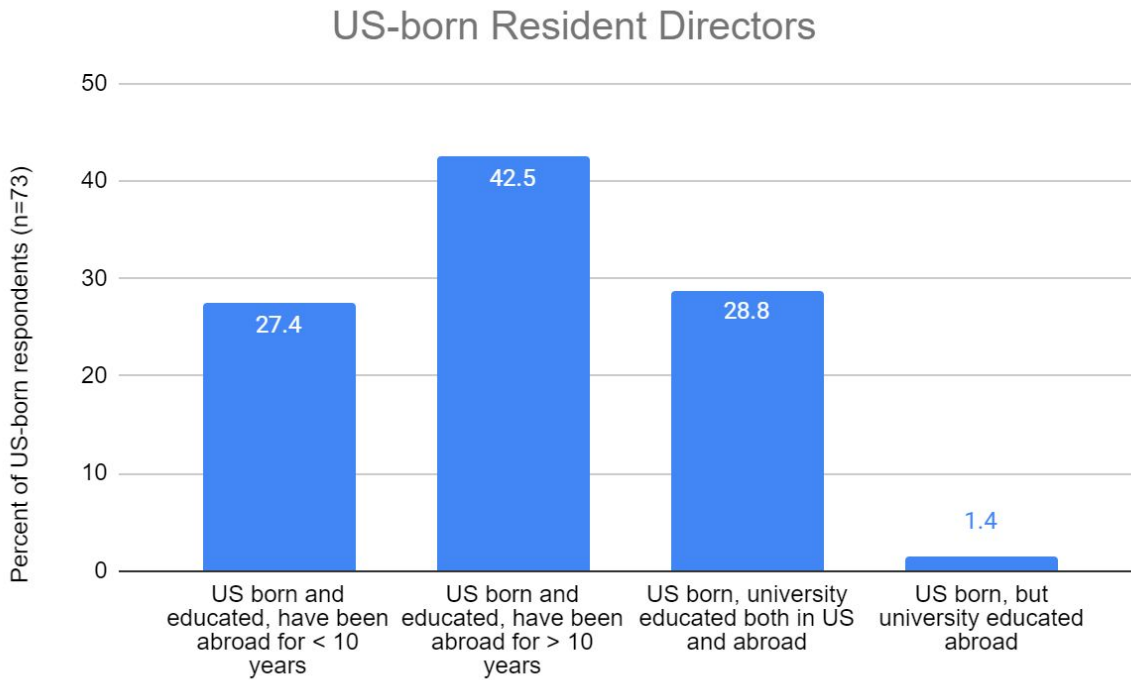
Figure 1.5. Relationship of US-born Resident Directors to the United States (n=73).

Experience as a Study Abroad Professional

The average Resident Director has been a study abroad professional for 15.1 years (n=209) (Figure 1.6). This ranges from an average of 7.1 years for Resident Directors in the Czech Republic to 20.5 years in Germany (Table 1.7).

Experience as a Study Abroad Professional (years)
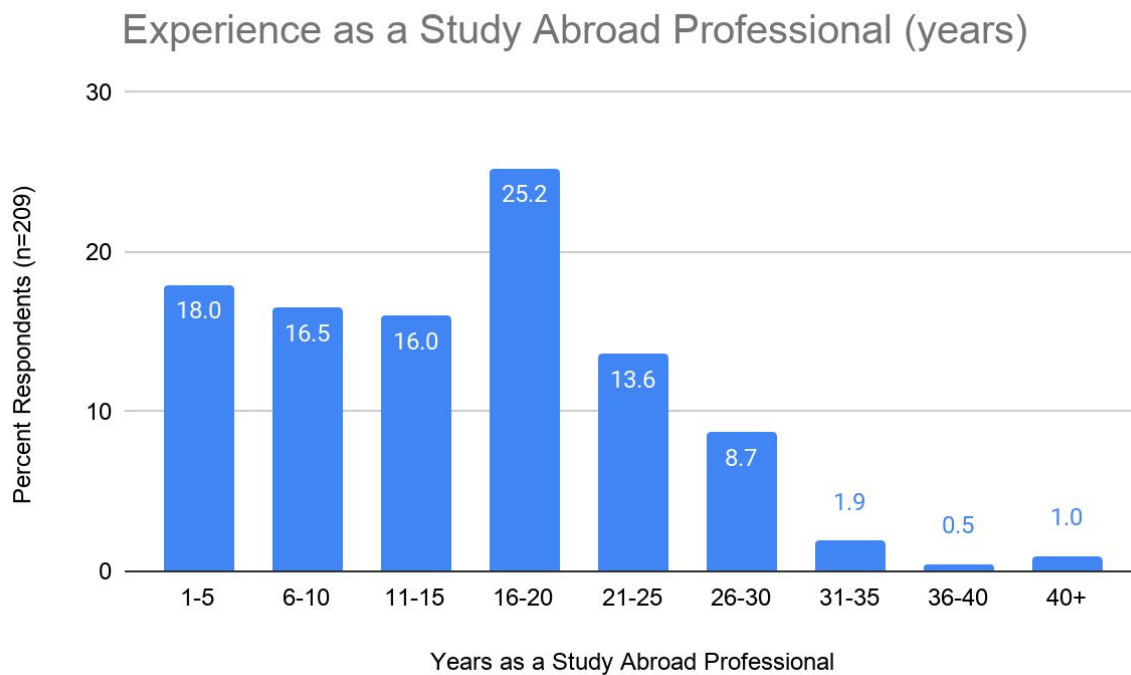
Figure 1.6. Years of experience as a study abroad professional for current Resident Directors (n=209).

Table 1.7. Average years experience as a study abroad professional, by country.

Czech (n=11)	France (n=30)	Germany (n=10)	Ireland (n=17)	Italy (n=69)	Spain (n=40)	UK (n=28)
7.1	18.8	20.5	10.7	15.5	15.9	14.4

Experience as a Resident Director

The average Resident Director has held that role for 10.3 years (n=209)(Figure 1.7). This ranges from 5.7 years in the Czech Republic to 14 years in Germany (Table 1.8). Note that almost 40% (38.8%; n=81) have 5 years or less experience as a Resident Director.
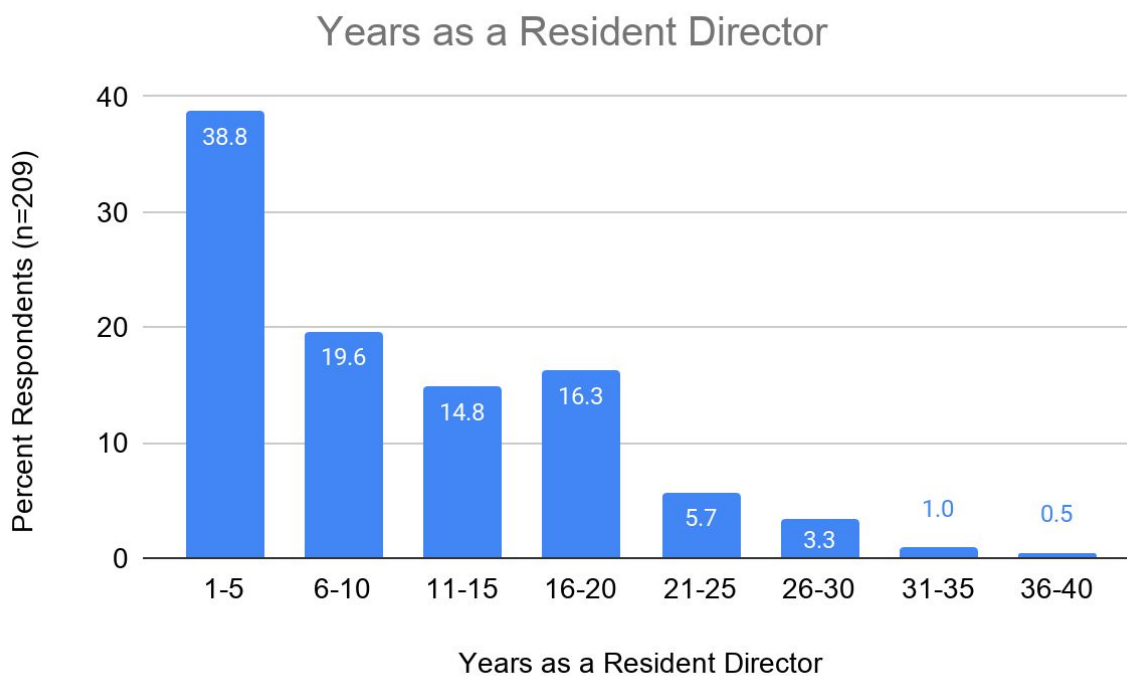
Figure 1.7. Experience in the role of Resident Director, in years (n=209).

Table 1.8. Experience in the role of Resident Director, in years, based on the current country of employment.

Czech Republic (n=11)	France (n=30)	Germany (n=10)	Ireland (n=18)	Italy (n=68)	Spain (n=40)	UK (n=27)
5.7	13.0	14.0	6.9	10.9	10.4	8.7

Highest level of education completed

Of the 209 Resident Directors who answered this question, 93 (44.5%) held doctorates, 93 (44.5%) held Masters degrees, and 21 (10.1%) held undergraduate degrees as their highest level of education completed (Table 1.9). Two Resident Directors (1%) held Associates Degrees as their highest level of education attained. All Resident Directors in our survey held a post-secondary educational qualification. France is the only country with greater than 50% of its Resident Directors holding doctorate degrees (Table 1.10). Resident Directors identifying as male showed higher levels of education completed than those identifying as female (Table 1.11).

Table 1.9. Highest degree level attained by European Resident Directors

Degree	Count Responses	%
No Degree or Incomplete Degree	0	0.0
Associates Degree	2	1.0
Undergraduate	21	10.0
Masters	93	44.5
Doctorate	93	44.5
Total	**209**	**100**

Table 1.10. Highest degree level attained by country of program

Highest Level of Education Completed	Czech Republic (n=11)	France (n=30)	Germany (n=10)	Ireland (n=17)	Italy (n=69)	Spain (n=41)	UK (n=26)
Associates	0	0	0	0	1	1	0
Undergraduate	2	2	1	5	5	5	1
Masters	6	10	5	9	33	15	13
Doctorate	3	18	4	3	30	20	12

Table 1.11. Highest degree level of education attained by gender.

Highest Level of Education completed	Male (%)	Female (%)	Prefer not to Respond to Gender (%)
Associates Degree or European Qualifications Level 5 Equivalent	1.3	0.8	0.0
Undergraduate Degree	6.6	11.8	0.0
Masters Degree	31.6	52.8	40.0
Doctorate	60.5	34.6	60.0
Total Responses	**76**	**127**	**5**

Broad Educational Field of Resident Directors

Language Studies (n=81; 38.8%) is the most common broad educational field of Resident Director respondents (n=209), followed by Social Sciences/Psychology (15.8%), Other (12%), and Education (11%) (Table 1.12). Language Studies is the most common broad educational field for Resident Directors in all countries except Ireland, where Social Sciences/Psychology was the most common broad educational field (data not shown).

Table 1.12. Broad educational field of European Resident Directors (n=209)

Broad Educational Field	Count	%
Business and Management	17	8.1
Communication Studies	3	1.4
Education	23	11.0
Engineering	1	0.5
Health / Medicine	1	0.5
Language Studies	81	38.8
Law / Legal Studies	4	1.9
Philosophy / Religion	8	3.8
Sciences	1	0.5
Social Science / Psychology	33	15.8
Visual / Performing Arts	12	5.7
Other	25	12.0
Total	**209**	**100**

Professional Certification in International Education

Only 7.5% (n=16) of Resident Directors who responded to this question (n=212) reported they held a Professional Certification in International Education, while 3.3% (n=7) reported that a certification was in progress. Certifications mentioned by respondents included the Forum on Education Abroad's Professional Certification in Education Abroad, graduate degrees in International Education, and other workshops and training sessions.

Section 2. About the Job and Programs Being Run by Resident Directors

In this section, Resident Directors were asked questions relating to the position they hold including titles, conditions and benefits, salaries, hours worked per week, types of program, numbers of students hosted, number of staff and faculty supervised, and academic and residence facilities for which they may be responsible.

Again, country-specific data is only provided when 10 or more respondents from a country answered that question. Where appropriate, responses from countries with fewer than 10 respondents are grouped as Others, and include Germany, Greece, the Netherlands, and Switzerland.

Job Title

Leaders of Europe-based study abroad programs have many different job titles. Often titles include the word Director (85.6% of the 153 respondents to this question had the word 'Director' in their title)(Table 2.1), and often the term was simply Director (n=27; 17.6%) or was accompanied by a qualifying term, including Resident Director (n=44; 28.8% of positions had this title), Program Director (n=14; 9.2%), and Centre Director (n=7; 4.6%).

Table 2.1. Job title groupings for Resident Directors in Europe.

Total Responses	153	%
Director (somewhere in title)	131	85.6
Resident Director	44	28.8
Director	27	17.6
Program Director	14	9.2
Center Director	7	4.6
Student Services Director	5	3.3
On-Site Director	6	3.9
Dean	6	3.9
Professor (in title)	6	3.9
Coordinator (in title)	5	3.3
Administration Director	4	2.6
Academic Director	3	2.0
Executive Director	3	2.0
Managing Director	1	0.7

Employment Conditions

The survey asked respondents to indicate their employment conditions in a series of grouped 'check all that apply' questions. Of the 197 respondents to complete this part of the survey, a number did not answer several of the grouped questions presented in Tables 2.3, 2.4, and 2.5.

Of 197 Resident Directors, 163 (82.7%) indicated they held a full-time Resident Director position, while 21 (10.7%) indicated part-time employment status (Table 2.2). Ireland has the largest percentage of part-time Resident Directors, at 35.3%. Almost one third of Resident Directors teach in addition to their other duties (n=64; 32.5%).

Table 2.2. Employment conditions for Resident Directors in Europe by country (n (%)).

Employment Conditions	Czech	France	Ireland	Italy	Spain	UK	Others	TOTALS
I am a full-time Resident Director	8 (80.0%)	25 (92.6%)	11 (64.7%)	47 (74.6%)	36 (92.3%)	25 (92.6%)	11 (78.6%)	**163 (82.7%)**
I am a part-time Resident Director	2 (20.0%)	2 (7.4%)	6 (35.3%)	7 (11.1%)	1 (2.6%)	1 (3.7%)	2 (14.3%)	**21 (10.7%)**
I teach in addition to being the Resident Director	1 (10.0%)	12 (44.4%)	5 (29.4%)	24 (38.1%)	9 (23.1%)	10 (37.0%)	3 (21.4%)	**64 (32.5%)**
Total Respondents by Country	**10**	**27**	**17**	**63**	**39**	**27**	**14**	**197**

Permanent contracts were held by 75.9% (n=107) of 141 respondents, while 13.5% (n=19) held renewable yearly contracts (Table 2.3). Permanent contracts were highest amongst Resident Directors working in France, at 100.0% (n=23), with the lowest percentage found in Ireland (n=7; 58.3%). A smaller number of Resident Directors were on temporary assignments (n=5; 3.5%) or were from programs with rotating Resident Directors from the home institution (n=8; 5.7%).

Table 2.3. Contract or assignment type amongst Resident Directors in Europe (n (%)).

Contract Type	France	Ireland	Italy	Spain	UK	Others	TOTALS
I hold a permanent contract	23 (100.0%)	7 (58.3%)	28 (63.6%)	19 (86.4%)	15 (68.2%)	15 (83.3%)	**107 (75.9%)**
I hold a renewable yearly contract	0 (0.0%)	3 (25.0%)	11 (25.0%)	0 (0.0%)	5 (22.7%)	2 (11.1%)	**19 (13.5%)**
I hold a temporary assignment: one semester / one academic year	0 (0.0%)	1 (8.3%)	2 (4.5%)	1 (4.5%)	0 (0.0%)	1 (5.5%)	**5 (3.5%)**
I am a faculty member from a home institution with a rotating Program Director system	0 (0.0%)	1 (8.3%)	3 (6.8%)	2 (9.1%)	2 (9.1%)	0 (0.0%)	**8 (5.7%)**

Total Respondents by Country	23	12	44	22	22	18	141

A large proportion of Resident Directors are employed under local labour laws and policies (n=120; 81.6%), while some are employed in the US and follow US labour laws and policies (n=27; 18.4%)(Table 2.4). It is noted that 37.8% of Resident Directors working in Italy are employed in the US and under US law, the highest percentage of any country.

Table 2.4. Location of employment and employment laws and policies for Resident Directors in Europe (n (%)).

Employment Location	Czech	France	Ireland	Italy	Spain	UK	Others	TOTALS
I am employed locally and according to local labor laws and policies	10 (100.0%)	25 (100.0%)	10 (83.3%)	28 (62.2%)	22 (91.6%)	15 (71.4%)	10 (100.0%)	**120 (81.6%)**
I am employed in the US and according to US labor laws and policies	0 (0.0%)	0 (0.0%)	2 (16.7%)	17 (37.8%)	2 (8.4%)	6 (28.6%)	0 (0.0%)	**27 (18.4%)**
Total Respondents by Country	10	25	12	45	24	21	10	147

Resident Directors paid in local currency and into a local bank account (n=125; 80.1%) outnumber those who are paid in $US and into a US bank account (n=31; 19.9%)(Table 2.5). It should be noted that the number of respondents to these questions was low (n=147 and n=156), but it is apparent a number of Resident Directors on permanent contracts are being paid outside of the country of their program.

Note that it is also recognized that there are at least 3 respondents to the survey representing Canadian institutions in Europe, and they may have answered these questions with that in mind.

Table 2.5. Payroll conditions for Resident Directors in Europe (n (%))

Payroll Conditions	Czech	France	Ireland	Italy	Spain	UK	Others	TOTALS
I am paid in local currency into a local bank account	10 (100.0%)	24 (100.0%)	13 (86.7%)	25 (56.8%)	24 (85.7%)	18 (78.2%)	11 (91.7%)	**125 (80.1%)**
I am paid in USD to a US bank account	0 (0.0%)	0 (0.0%)	2 (13.3%)	19 (43.2%)	4 (14.3%)	5 (21.8%)	1 (8.3%)	**31 (19.9%)**
Total Respondents by Country	10	24	15	44	28	23	12	156

Months of Contract

Of the 189 respondents to the question of contract length, the overwhelming majority (n=176; 93.1%) of Resident Directors indicated they hold 12 month work contracts (Table 2.6).

Table 2.6. Months under contract per year for Resident Directors in Europe

Months under Contract	Responses	%
4	2	1.1
6	1	0.5
8	1	0.5
9	4	2.1
10	3	1.6
11	2	1.1
12	176	93.1
Total	**189**	**100**

Academic Rank

Of the 188 respondents to this question, 75 (40.5%) hold an academic rank with their position (Table 2.7). The most common academic rank held was Contributing or Adjunct Faculty (n=20; 10.5%), followed by Full Professor or Professor (n=18; 9.5%) and Associate Professor (n=17; 8.9%). Table 2.8 shows that 52.9% of Resident Directors who identify as a male hold academic ranks, compared to 31.8% of female-identifying Resident Directors.

Table 2.7. Academic rank held by Resident Directors in Europe by country (n (%)).

Academic Rank	Czech	France	Ireland	Italy	Spain	UK	Others	TOTALS
No Academic Rank	9 (90.0%)	17 (65.4%)	14 (87.5%)	25 (43.1%)	27 (69.2%)	13 (50.0%)	8 (61.5%)	**113 (59.5%)**
Lecturer	1 (10.0%)	4 (15.4%)	0 (0.0%)	2 (3.4%)	1 (2.6%)	1 (3.8%)	1 (7.7%)	**10 (5.3%)**
Contributing or Adjunct Faculty	0 (0.0%)	4 (15.4%)	0 (0.0%)	8 (13.8%)	2 (5.1%)	6 (2.3%)	0 (0.0%)	**20 (10.5%)**
Assistant Professor	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (8.6%)	0 (0.0%)	0 (0.0%)	3 (2.3%)	**8 (4.2%)**
Associate Professor	0 (0.0%)	0 (0.0%)	0 (0.0%)	10 (17.2%)	4 (10.3%)	3 (11.6%)	0 (0.0%)	**17 (8.9%)**
Professor or Full Professor	0 (0.0%)	1 (3.8%)	2 (12.5%)	6 (10.3%)	5 (12.8%)	3 (11.6%)	1 (7.7%)	**18 (9.5%)**
Emeritus Professor	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (3.4%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	**2 (1.1%)**
Total	**10**	**26**	**16**	**58**	**39**	**26**	**13**	**188**

Table 2.8. Academic rank by gender identity.

Academic Rank	Male	Female
No Academic Rank	33 (47.1%)	75 (68.2%)
Lecturer	6 (8.6%)	4 (3.6%)
Contributing or Adjunct Faculty	8 (11.4)	11 (10.0%)
Assistant Professor	4 (5.7%)	4 (3.6%)
Associate Professor	8 (11.4%)	7 (6.4%)
Professor or Full Professor	10 (14.3%)	8 (7.3%)
Emeritus Professor	1 (1.4%)	1 (0.9%)
Total	**70**	**110**

Program Type

A majority of respondents (n=196) indicated that they worked for US university programs within Europe (n=116; 59.2%), while 38 (19.4%) worked for third party providers with a global reach (Table 2.9). Ireland and the Czech Republic were the only countries where US university programs did not dominate the responses. Responses in the Other Program Types included Canadian university programs, a high school program, and independent organizations, all based in Italy.

Table 2.9. Type of program led by Resident Directors in Europe by country (n (%)).

Program Type	Czech	France	Ireland	Italy	Spain	UK	Others	TOTALS
A US University with a program(s) in Europe	3 (30.0%)	19 (70.4%)	6 (35.3%)	43 (69.4%)	22 (56.4%)	19 (70.4%)	4 (28.6%)	**116 (59.2%)**
A Third Party Provider with a global reach	6 (60.0%)	3 (11.1%)	7 (41.2%)	7 (11.3%)	8 (20.5%)	5 (18.5%)	2 (14.3%)	**38 (19.4%)**
A Third Party Provider specializing in your region or academic focus	1 (10.0%)	1 (3.7%)	1 (5.9%)	4 (6.5%)	1 (2.6%)	0 (0.0%)	0 (0.0%)	**8 (4.1%)**
A Third Party Provider specializing in Academic Internships	0 (0.0%)	1 (3.7%)	2 (11.8%)	0 (0.0%)	1 (2.6%)	1 (3.4%)	1 (7.1%)	**6 (3.1%)**
An non-US accredited university (local university) / A European University	0 (0.0%)	1 (3.7%)	1 (5.9%)	1 (1.6%)	2 (5.1%)	1 (3.4%)	2 (14.3%)	**8 (4.1%)**
A consortium of US and/or international institutions	0 (0.0%)	2 (7.4%)	0 (0.0%)	5 (8.1%)	4 (10.3%)	1 (3.4%)	1 (7.1%)	**13 (6.6%)**
Other Program Types	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (8.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	**5 (2.6%)**
Total Respondents by Country	**10**	**27**	**17**	**62**	**39**	**27**	**14**	**196**

Salary

Respondents were asked for total annual salary converted to Euro, and including administrative and teaching salaries, where appropriate. Salaries were assumed to be the mid-point of each range for the purposes of calculations, with €5,000 Euro assumed for <€10,000 and €150,000 assumed for anyone >€140,000. Responses are from July-September 2019.

The average Resident Director salary in Europe is €66,495 (n=184), ranging from a low of €45,500 in the Czech Republic (n=10) to a high of €75,435 in the UK (n=23)(Table 2.10). Overall, 14.1% (n=26) of Resident Directors have salaries exceeding €100,000, and 17.9% (n=33) have salaries less than €40,000. Median salary ranges for each country are shaded. Median salaries may differ from average salaries owing to the weighted influence of a number of high salaries. Note this table includes 19 Resident Directors who indicated their positions are part time (see Table 2.14).

Table 2.10. Annual salary reported by Resident Directors in Europe in Euro, by country. Median salary ranges for each country are shaded. The Others category includes respondents from countries with fewer than 10 respondents, and includes Germany, Greece, the Netherlands, and Switzerland.

Annual Salary in Euro	Czech	France	Ireland	Italy	Spain	UK	Others	TOTALS
<10,000	1	0	0	1	0	0	1	3 (1.6%)
10,000-20,000	2	0	3	4	1	0	0	10 (5.4%)
20,001-30,000	2	2	1	0	1	1	0	7 (3.8%)
30,001-40,000	1	1	1	3	4	2	1	13 (7.1%)
40,001-50,000	1	4	1	5	9	5	0	25 (13.6%)
50,001-60,000	0	5	7	5	8	1	5	31 (16.8%)
60,001-70,000	1	2	0	5	3	2	0	13 (7.1%)
70,001-80,000	1	2	2	11	3	1	3	23 (12.5%)
80,001-90,000	0	4	0	8	2	3	1	18 (9.8%)
90,001-100,000	0	4	0	5	3	3	0	15 (8.2%)
100,001-110,000	0	3	2	5	2	3	0	15 (8.2%)
110,001-120,000	0	0	0	0	1	0	0	1 (0.5%)
120,001-130-000	0	0	0	3	0	0	0	3 (1.6%)
130,001-140,000	0	0	0	1	1	0	0	2 (1.1%)
>140,000	1	0	0	2	0	2	0	5 (2.7%)
Total Respondents by Country	10	27	17	58	38	23	11	184
Average Salary in Euro	45,500	68,704	52,647	74,310	62,105	75,435	56,818	66,495

Data allows salaries to be compared to other factors, such as gender (Table 2.11), highest degree obtained (Table 2.12), academic rank (Table 2.13), full or part-time employment status (Table 2.14), and program type (Table 2.15).

Salary by Gender

While 60.9% of European Resident Directors identified as female, their average salaries (€60,625; n=112) were significantly lower than those respondents who identified as a male (€75,077; n=65)(Table 2.11). Female Resident Directors were on average 4 years younger than male Resident Directors (Figure 1.2) and held proportionally fewer terminal degrees (Table 1.11) and academic ranks (Table 2.8) than their male colleagues.

Table 2.11. Annual salary reported by Resident Directors in Europe in Euro, by gender. Median salary ranges for each gender are shaded.

Annual Salary	Male	Female
<10,000	2	1
10,000-20,000	0	10
20,001-30,000	1	6
30,001-40,000	2	11
40,001-50,000	10	14
50,001-60,000	8	22
60,001-70,000	5	8
70,001-80,000	13	9
80,001-90,000	7	10
90,001-100,000	4	10
100,001-110,000	5	8
110,001-120,000	1	0
120,001-130-000	2	1
130,001-140,000	2	0
>140,000	3	2
Total	**65**	**112**
Did not answer salary question	13	19
Average Salary in Euro	**75,077**	**60,625**

Resident Directors who held Doctorate degrees had the highest average salaries at €80,325 (n=77), while lower salaries were reported by those who held a Masters (€59,085; n=82), an Undergraduate (€43,421, n=19) or an Associates Degree (€40,000, n=2)(Table 2.12).

Table 2.12. Annual salary reported by Resident Directors in Europe in Euro, by highest degree obtained. Median salary ranges for each column are shaded.

Salary	Associates Degree	Undergraduate	Masters	Doctorate
<10,000	0	0	2	1
10,000-20,000	0	4	4	2
20,001-30,000	0	1	5	1
30,001-40,000	1	4	6	2
40,001-50,000	1	4	11	9
50,001-60,000	0	2	19	9
60,001-70,000	0	2	10	1
70,001-80,000	0	1	7	13
80,001-90,000	0	0	10	8
90,001-100,000	0	0	3	11
100,001-110,000	0	1	3	11
110,001-120,000	0	0	0	1
120,001-130-000	0	0	1	2
130,001-140,000	0	0	0	2
>140,000	0	0	1	4
Total	2	19	82	77
Average Salary in Euro	40,000	43,421	59,085	80,325

Resident Directors with an academic rank reported salaries averaging €74,933 (n=72), significantly higher than those without an academic rank, who reported salaries averaging €58,952 (n=105)(Table 2.13). The highest salaries were for the rank of Professor or Full Professor (€91,875; n=16), followed by Associate Professor (€76,250; n=16), and Assistant Professor (€76,250; n=8). Lecturers reported an average salary of €67,000 (n=10), while those with Contributing or Adjunct Lecturer status reported average salaries of €72,500 (n=20). Two Emeritus Professors responded to both academic rank and salary questions, but with very different salaries, making it difficult to provide an accurate picture of average salaries in this case.

Table 2.13. Annual salary reported by Resident Directors in Europe in Euro, by academic rank. Median salary ranges for each column are shaded.

Annual Salary in Euro	No Academic Rank	Contributing or Adjunct Lecturer	Lecturer	Assistant Professor	Associate Professor	Professor or Full Professor	Emeritus Professor
<10,000	2	0	0	0	0	0	0
10,000-20,000	7	1	0	0	0	1	1
20,001-30,000	6	1	0	0	0	0	0
30,001-40,000	12	0	0	0	0	0	0
40,001-50,000	13	4	2	0	3	2	0
50,001-60,000	24	0	2	2	1	1	0
60,001-70,000	8	1	3	0	1	0	0
70,001-80,000	10	4	1	2	4	1	0
80,001-90,000	10	3	0	3	0	1	0
90,001-100,000	4	2	1	1	4	3	0
100,001-110,000	5	4	1	0	2	3	0
110,001-120,000	0	0	0	0	0	1	0
120,001-130-000	1	0	0	0	1	0	0
130,001-140,000	0	0	0	0	0	1	1
>140,000	3	0	0	0	0	2	0
Total	105	20	10	8	16	16	2
Average Annual Salary in Euro	58,952	72,500	67,000	76,250	79,375	91,875	75,000

Resident Directors whose positions were considered as full time jobs reported an average annual salary of €71,146 (n=157) compared to €36,053 (n=19) for part time Resident Directors (Table 2.14)

Table 2.14. Annual salary reported by Resident Directors in Europe in Euro, by full or part-time status of employment. Median salary ranges for each column are shaded.

Annual Salary in Euro	Full Time	Part Time
<10,000	1	2
10,000-20,000	3	4
20,001-30,000	4	3
30,001-40,000	10	2
40,001-50,000	18	6
50,001-60,000	30	0
60,001-70,000	13	0

70,001-80,000	23	0
80,001-90,000	17	0
90,001-100,000	14	1
100,001-110,000	14	1
110,001-120,000	0	0
120,001-130-000	3	0
130,001-140,000	2	0
>140,000	5	0
Total	**157**	**19**
Average Annual Salary in Euro	**71,146**	**36,053**

Resident Directors working for a US university with a program(s) in Europe reported the highest average annual salaries, at €73,302 (n=102)(Table 2.15).   Resident Directors working for a consortium of US and/or international institutions earned an average of €66,667 (n=12), while those employed by third party providers with a global reach were paid on average €57,027 (n=37). Third party providers specializing in that region or academic focus paid their Resident Directors an average of €51,250 (n=8) per year, and third party providers specializing in academic internships paid an average of €36,667 (n=6). Non-US accredited universities showed salaries averaging €52,500 (n=8).

Table 2.15. Annual salary reported by Resident Directors in Europe in Euro, by program type. Median salary ranges for each column are shaded.

Annual Salary in Euro	A Third Party Provider specializing in Academic Internships	A Third Party Provider specializing in your region or academic focus	A Third Party Provider with a global reach	A consortium of US and/or international institutions	A US University with a program (s) in Europe	An non-US accredited university (local university) / A European University	Other
<10,000	1	2	0	0	0	0	0
10,000-20,000	1	0	3	0	0	0	2
20,001-30,000	0	0	3	1	3	0	0
30,001-40,000	1	0	4	1	4	3	0
40,001-50,000	1	2	4	1	14	2	1
50,001-60,000	1	2	11	2	14	1	0
60,001-70,000	1	0	3	1	8	0	0
70,001-80,000	0	1	3	3	15	0	1
80,001-90,000	0	0	3	1	12	2	0

	Czech	France	Ireland	Italy	Spain	UK	Others
90,001-100,000	0	0	0	0	13	0	2
100,001-110,000	0	0	1	2	11	0	0
110,001-120,000	0	0	0	0	1	0	0
120,001-130-000	0	1	0	0	2	0	0
130,001-140,000	0	0	1	0	1	0	0
>140,000	0	0	1	0	4	0	0
Total	6	8	37	12	102	8	6
Average Annual Salary in Euro	36,667	51,250	57,027	66,667	73,302	52,500	56,667

In addition to salary, the survey asked respondents (n=182) about the types of benefits they receive from their employer. The most common benefit received was health and medical insurance, with 73.1% (n=133) reporting this was a part of their employment benefits (Table 2.16). Other common benefits included phone cost or contribution (n=120; 65.9%), a pension over and above any national benefit (n=86; 47.3%), and professional development funds (n=76; 41.8%). Less commonly offered benefits included travel insurance (n=51; 28.0%), dental insurance (n=37; 20.9%), and disability insurance (n=37; 20.3%). Resident Directors in Ireland and the UK received the most individual benefit types from employers, while those in the Czech Republic received the fewest (Table 2.16).

Table 2.16. Employment benefits provided to Resident Directors in Europe by country.

Employment Benefits (check all that apply)	Czech	France	Ireland	Italy	Spain	UK	Others	TOTALS
Health and medical insurance (please also check here if this is a national benefit)	8 (80.0%)	23 (85.2%)	7 (46.7%)	44 (75.6%)	29 (80.6%)	12 (50.0%)	10 (83.3%)	**133 (73.1%)**
Phone cost or contribution	7 (70.0%)	14 (51.9%)	15 (100.0%)	39 (67.2%)	21 (58.3)	18 (75.0%)	6 (50.0%)	**120 (65.9%)**
Pension (over and above a national benefit)	1 (10.0%)	10 (37.0%)	7 (46.7%)	30 (51.7%)	13 (36.1%)	19 (79.2%)	6 (50.0%)	**86 (47.3%)**
Professional development funds	2 (20.0)	13 (48.1%)	6 (40.0%)	27 (46.6%)	11 (30.6%)	13 (54.2%)	4 (33.3%)	**76 (41.8%)**
Travel insurance	2 (20.0%)	3 (11.1%)	6 (40.0%)	15 (25.9%)	12 (33.3%)	9 (37.5%)	4 (33.3%)	**51 (28.0%)**
Dental insurance (please also check here if this is a national benefit)	4 (40.0%)	11 (40.1%)	4 (26.7%)	11 (19.0%)	1 (2.8%)	3 (12.5%)	4 (33.3%)	**38 (20.9%)**
Disability insurance	0 (0.0%)	7 (25.9%)	3 (20.0%)	15 (25.9%)	2 (5.6%)	6 (25.0%)	4 (33.3%)	**37 (20.3%)**
Life insurance	0 (0.0%)	2 (7.4%)	3 (20.0%)	15 (25.9%)	4 (11.1%)	6 (25.0%)	6 (50.0%)	**36 (19.8%)**

Housing benefit or housing provided	0 (0.0%)	1 (3.7%)	3 (20.0%)	15 (25.9%)	4 (11.1%)	6 (25.0%)	1 (8.3%)	**30 (16.5%)**
Tuition reimbursement	0 (0.0%)	2 (7.4%)	3 (20.0%)	10 (17.2%)	4 (11.1%)	3 (12.5%)	1 (8.3%)	**23 (12.6%)**
Employee assistance program	1 (10.0%	1 (3.7%)	4 (26.7%)	2 (3.4%)	2 (5.6%)	3 (12.5%)	1 (8.3%)	**14 (7.7%)**
Profit sharing or other bonuses	2 (20.0%)	3 (11.1%)	0 (0.0%)	1 (1.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	**6 (3.3%)**
Use of company vehicle	0 (0.0%)	0 (0.0%)	1 (6.7%)	2 (3.4%)	1 (2.8%)	1 (4.2%)	0 (0.0%)	**5 (2.7%)**
Average # Benefits per Respondent	2.7	3.3	4.1	3.9	2.9	4.1	3.9	3.6
Total Respondents	**10**	**27**	**15**	**58**	**36**	**24**	**12**	**182**

Other benefits mentioned by a number of respondents include commuter travel passes and annual return flights to the US.

Annual Vacation

A wide variety of responses (n=178) were received for this open-ended question, ranging from 0 days annual vacation (n=9; 5.1%) to 70 days (n=1; 0.6%). The average days of annual vacation was 27.3 (n=178). Greater than 35 days of annual vacation was received by 11.8% of Resident Directors in Europe, and 9% received less than 20 days.

The most commonly reported days of annual vacation were 30 (n=53)(most common response from Italy and Spain), 20 (n=23)(most common response from Czech Republic), 25 (n=20)(most common response from Ireland and France), and 28 (n=14)(most common response from UK).

Sick Leave

Annual paid sick leave varied dramatically amongst Resident Directors in Europe. Of the 119 responses, the average days of sick leave was 18.7, although this was heavily weighted by a number (n=9; 7.6%) of Resident Directors with >100 sick days per year. The most commonly reported number of sick days were 0 (n=43; 36.1%), 10 (n=20; 16.8%), and 5 (n=14; 11.8%). Overall, 88 of the 119 (73.9%) respondents received 10 or fewer days of annual sick leave.

Location of Direct Supervisor Contact

Data presented in Table 2.17 shows that the direct supervisor of 73.8% (n=141) of Resident Directors is based in the United States. Smaller proportions of Resident Directors have direct supervisors based locally (n=29; 15.2%) or in a third country (n=21; 11.0%).

Table 2.17. Location of the Resident Director's direct supervisor.

Your direct supervisor	Czech	France	Ireland	Italy	Spain	UK	Others	Totals
Is based locally	3	4	3	5	8	2	4	**29 (15.2%)**
Is based in the US	4	22	7	51	26	24	7	**141 (73.8%)**
Is based in a third country	3	1	7	5	1	1	3	**21 (11.0%)**
Total Respondents	**10**	**27**	**17**	**61**	**35**	**27**	**14**	**191**

Supervision of Administrative Staff and Faculty

Resident Directors across Europe supervised as many as 36 administrative staff, with an average of 3.9 (n=189)(Table 2.18); this average is skewed by the inclusion of several large programs. 75% of Resident Directors supervised 4 or fewer administrative staff; and 15.3% supervised none. Resident Directors in Ireland supervised the fewest administrative staff at an average of 2.0 (n=17), whereas those in the Czech Republic supervised the most at an average of 10 (n=10); although, this is skewed by the inclusion of two large programs.

Resident Directors across Europe supervised as many as 100 faculty, with an average of 10.5 (n=181)(Table 2.18); this average is skewed by the inclusion of several large programs. 67% of Resident directors supervised 10 or fewer faculty; and 19.3% supervised none. Resident Directors in Ireland supervised the fewest faculty at an average of 3.6 (n=17), whereas those in the UK supervised the most at an average of 15.3 (n=26). Note that less than 10 Resident Directors from the Czech Republic answered this question, and their data was therefore included in Others.

Table 2.18. Number of administrative staff and faculty supervised by Resident Directors in Europe.

Number of Staff and Faculty Supervised	Czech	France	Ireland	Italy	Spain	UK	Others	Overall average
Administrative Staff average (range)	10 (0-21)	3.6 (0-15)	2.0 (0-6)	3.7 (0-15)	2.8 (0-10)	6.1 (0-30)	6.5 (0-36)	**3.9**
Faculty average (range)	-	10.0 (0-30)	3.6 (0-18)	10.8 (0-60)	8.3 (0-40)	15.3 (0-100)	13.8 (0-54)	**10.5**
Total Respondents (staff)	10	26	17	61	36	26	13	**189**
Total Respondents (faculty)	-	25	17	61	32	26	20	**181**

Weekly Hours Worked

Full time Resident Directors reported working an average of 46.8 hours per week (Table 2.19), with a high of 52.8 average hours per week reported in Italy, and a low of 39.6 hours in the Czech Republic.

Table 2.19. Average number of hours worked weekly for full time Resident Directors in Europe.

Number of hours worked weekly on average	Czech	France	Ireland	Italy	Spain	UK	Others	Overall average
Full Time RDs only	39.6	43	41.2	52.8	43.8	49.2	44.7	**46.8**
Total Respondents	**10**	**25**	**13**	**52**	**34**	**23**	**12**	**169**

Largest Numbers of On the Ground Students

Table 2.20 shows the largest numbers of students on the ground at any one time for which the Resident Director is responsible. The median number of students for most countries was between 51-70, except for the UK (71-100 students) and the Czech Republic (101-150 students). 32.2% of Resident Directors were responsible for more than 100 students at any one time, while 26.4% were responsible for fewer than 30 students.

Table 2.20. The largest number of students on the ground at any one time for whom the Resident Director is responsible. Median number of students shaded for each country.

Largest number of students on the ground at any one time	Czech	France	Ireland	Italy	Spain	UK	Others	Overall Totals
1-10	0	2	1	3	0	0	1	**7 (3.6%)**
11-20	1	1	2	8	3	1	0	**16 (8.3%)**
21-30	1	5	1	8	7	4	2	**28 (14.5%)**
31-50	0	5	0	11	8	2	1	**27 (14.0%)**
51-70	0	4	5	7	6	5	2	**29 (15.0%)**
71-100	2	5	1	6	7	2	1	**24 (12.4%)**
101-150	1	2	3	5	3	2	1	**17 (8.8%)**
151-200	2	0	1	8	1	1	2	**15 (7.8%)**
201-300	2	2	1	3	2	4	0	**14 (7.3%)**
301-400	1	1	1	2	1	2	1	**9 (4.7%)**
400+	0	0	0	2	1	3	1	**7 (3.6%)**
Total Respondents	**10**	**27**	**16**	**63**	**39**	**26**	**12**	**193**

Duration of Student Stay

The most common duration of student stay in the host country was for 1 academic semester, with 83.4% (n=161) of survey respondents indicating they hosted students for this duration,

representing 17,460 students (Table 2.21). This represents 34.8% of 50,159 total study abroad students reported in the survey. On average a Resident Director who oversaw academic semester programs hosted 108.4 semester students per year.

Academic year programs were the next highest reported duration of study abroad length, with 60.1 % (n=116) of 193 respondents indicating students of this duration (Table 2.21). Academic year students represented 24.9% (n=12,469) of students reported (n=50,159), with an average number of 107.5 students per program. Note that several very large programs in Italy with large numbers of academic year students appear to skew this result.

Short-term programs were the fewest reported and represented the fewest numbers of students. These included programs with durations of 8 weeks to 1 semester (56 reported programs representing 2,599 students), and for less than 2 weeks (70 reported programs representing 3,211 students) (Table 2.21).

This data is presented by country in Table 2.22.

Table 2.21. Program length, student numbers represented, and average students hosted for each duration per year.

	< 2 Weeks	2-4 Weeks	4-8 Weeks	8 Weeks < semester	1 Semester	Academic Year
# Programs	70	92	98	56	161	116
# Students Represented	3211	6096	8324	2599	17460	12469
Average Students per Program per Year	45.9	66.3	84.9	46.4	108.4	107.5
% of Students Represented in Survey (Total = 50159)	6.4	12.2	16.6	5.2	34.8	24.9
% of Total Respondents (n=193)	36.3	47.7	50.8	29.0	83.4	60.1

Table 2.22. Program length, total number of students reported per program length, and average number of students hosted per program length, presented by country.

	Czech (n=10)	France (n=27)	Ireland (n=16)	Italy (n=63)	Spain (n=39)	UK (n=26)	Others (n=12)
< 2 Weeks							
# Programs with Students; n (%)	5 (50%)	5 (18.5%)	5 (31.2%)	13 (20.1%)	5 (12.8%)	10 (38.5%)	2 (16.7%)
Total Students	260	250	80	1208	570	693	150
Average Students per Program	52	50	16	92.9	114	69.3	75
2-4 Weeks							
# Programs with Students; n (%)	8 (80%)	7 (25.9%)	9 (56.3%)	26 (41.3%)	13 (33.3%)	9 (34.6%)	7 (58.3%)
Total Students	408	557	616	2252	1068	875	320
Average Students per Program	58.3	79.6	68.4	86.6	82.2	97.2	45.7
4-8 Weeks							
# Programs with Students; n (%)	7 (70%)	12 (44.4%)	8 (50%)	21 (33.3%)	14 (35.9%)	13 (50%)	6 (50%)
Total Students	710	731	504	1985	1330	2073	991
Average Students per Program	101.4	60.9	63	94.5	95	159.5	165.2
8 Weeks < Semester							
# Programs with Students; n (%)	5 (50%)	7 (25.9%)	2 (6.3%)	6 (9.5%)	4 (10.2%)	7 (26.9%)	6 (50%)
Total Students	860	469	90	554	160	282	184
Average Students per Program	172*	67	45	92.3	40	40.3	30.7
1 Semester							
# Programs with Students; n (%)	9 (90%)	25 (92.6%)	14 (87.5%)	48 (76.2%)	33 (84.6%)	21 (80.1%)	11 (91.7%)
Total Students	2102	1430	1179	5754	2482	3528	985
Average Students per Program	233.6*	57.2	84.2	119.9*	75.2	168	89.5
Academic Year							

# Programs with Students; n (%)	7 (70%)	21 (77.8%)	6 (37.5%)	32 (50.8%)	27 (69.2%)	16 (61.5%)	8 (66.7%)
Total Students	1140	293	116	6545	1092	2513	770
Average Students per Program	162.9*	14	19.3	204.5*	40.4	157.1*	96.25

* Note that values with an asterisk indicate a large program of at least 3x the size of the next largest program skewing the average.

Weeks per Year with Students On Site

Programs operate with students on site an average of 38.8 weeks per year across Europe, with a high of 42.8 weeks per year average in the Others category (Czech Republic, Greece, Germany, the Netherlands, and Switzerland respondents), and low of 36.3 weeks per year in Italy (Table 2.23).

Table 2.23. Reported average number of weeks per year with students on site, by country.

	Czech	France	Ireland	Italy	Spain	UK	Others	Overall Average
Average number of weeks with students on site	-	40.3	41.2	36.3	37.8	39.5	42.8	**38.8**
Respondents	-	27	17	60	36	27	22	**189**

Types of Academic and Office Facilities used by Program

The majority (n=130; 66.0%) of study abroad programs represented in this study had a study centre that is operated and controlled by the program. Other types of program facilities included a study centre that is embedded within a local university or organization (n=28; 14.2%), or offices for students but with no classrooms or other academic facilities under program control (n=18; 9.1%). Less common were 'work from home' positions without program facilities (n=7; 3.6%) or a study centre embedded within another study abroad institution (n=6; 3.0%).

Table 2.24. Types of Academic and Office Facilities used by your Program

Type of Academic and Office Facilities used by your Program	Czech	France	Ireland	Italy	Spain	UK	Others	Totals
A study centre (offices, classrooms, student spaces etc.) that is operated and controlled by the program (rented or owned)	10 (100.0%)	20 (74.1%)	7 (41.2%)	51 (81.0%)	22 (56.4%)	14 (51.9%)	6 (42.9%)	**130 (66.0%)**
A study centre embedded within another study abroad institution	0 (0.0%)	1 (3.7%)	1 (5.9%)	1 (1.6%)	0 (0.0%)	3 (11.1%)	0 (0.0%)	**6 (3.0%)**
A study centre that is embedded within a local university or organization	0 (0.0%)	2 (7.4%)	2 (11.8%)	9 (14.3%)	8 (20.5%)	2 (7.4%)	5 (35.7%)	**28 (14.2%)**

My position is 'work from home' and our program does not have its own facilities	0 (0.0%)	0 (0.0%)	2 (11.8%)	1 (1.6%)	1 (2.6%)	2 (7.4%)	1 (7.1%)	**7 (3.6%)**
Offices for staff but no classrooms or other academic facilities under our control	0 (0.0%)	3 (11.1%)	4 (23.5%)	0 (0.0%)	4 (10.3%)	5 (18.5%)	2 (14.3%)	**18 (9.1%)**
Other	0 (0.0%)	1 (3.7%)	1 (5.9%)	1 (1.6%)	4 (10.3%)	1 (3.7%)	0 (0.0%)	**8 (4.0%)**
Total	**10**	**27**	**17**	**63**	**39**	**27**	**14**	**197**

Types of Student Residence Facilities used by Program

Resident Directors reported using multiple types of student housing for their programs, including homestays, having their own residence, or renting in the open market or through purpose built student residences. Homestays are the most common overall type of student residence facilities used by programs when averaged across Europe, with 39.3% (n=77) of programs reporting using homestays sourced by the program, and 8.7% (n=17) reporting using homestays sourced by a partner organization (Table 2.25). Homestays appear to dominate student housing in Italy and France, and appear not to be highly used by programs in Ireland or the Czech Republic.

Independent living with the program renting student accommodation through the private sector (n=69; 35.2% of programs) was common (>50% of programs) in Italy and the Czech Republic. The use of purpose-built student accommodation was most common in Ireland, where 58.9% (n=10) programs used this for their students. Utilizing residential space rented from a local university partner was also common in Ireland, with 58.9% (n=10) programs housing students in this manner. Students on a number of programs (n=35; 17.9%) across Europe find their own accomodation for the duration of their program (Table 2.25).

Table 2.25. Types of Student Residence Facilities used by Program, by country.

Please describe the student residence facilities that your program uses	Czech	France	Ireland	Italy	Spain	UK	Others	Totals (%)
Our own residence, controlled and staffed by our program	2 (20.0%)	2 (7.4%)	1 (5.9%)	16 (25.4%)	2 (5.3%)	10 (37.0%)	3 (21.4%)	**36 (18.4%)**
Residential space rented in a purpose-built student residence, operated by another entity	3 (30.0%)	9 (33.3%)	10 (58.9%)	5 (7.9%)	10 (26.3%)	9 (33.3%)	4 (28.6%)	**50 (25.5%)**
Residential space provided and managed by a local university partner	2 (20.0%)	2 (7.4%)	10 (58.9%)	5 (7.9%)	4 (10.5%)	9 (33.3%)	4 (28.6%)	**36 (18.4%)**
Locally available and locally managed rental	6 (60.0%)	6 (22.2%)	4 (23.5%)	36 (57.1%)	5 (13.2%)	7 (25.9%)	5 (35.8%)	**69 (35.2%)**

property from the private sector								
Homestays sourced by the program	2 (20.0%)	16 (59.3%)	0 (0.0%)	21 (33.3%)	28 (73.7%)	4 (14.8%)	6 (42.9%)	**77 (39.3%)**
Homestays sourced by a partner organization	0 (0.0%)	4 (14.8%)	0 (0.0%)	3 (4.8%)	8 (21.1%)	2 (7.4%)	0 (0.0%)	**17 (8.7%)**
Students find their own housing during the program	2 (20.0%)	5 (18.6%)	1 (5.9%)	15 (23.8%)	7 (18.4%)	3 (11.1%)	2 (14.3%)	**35 (17.9%)**
Total Respondents	**10**	**27**	**17**	**63**	**38**	**27**	**14**	**196**

Hosting of Students Under the Age of 18.
Respondents were asked if they hosted students under the age of 18. Of 197 respondents, 155 (78.7%) responded they did not, while 42 (21.3%) did host host students under the age of 18.

Legal Entity in Country of Operation
Respondents were asked if their program was registered as a legal entity in the country of the program. Of 193 respondents, 171 (88.6%) reported that their program was a legal entity in their country, while 22 (11.4%) reported their program was not. Germany (n=5; 62.5%) and Ireland (n=5; 33.3%) were the locations with the proportionally most programs not registered as legal entities in the country of program.

Section 3 - Job Preparation and Training

Resident Director survey respondents were asked a series of questions to gauge their level of preparation for various circumstances for which they may be responsible or held accountable. Responses were collected on the Likert Scale of (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

Figures presented below illustrate responses to the statement '*I feel that I am adequately prepared to effectively deal with the following matters*'. Responses have been categorized and grouped into the figures based on the percent of responses that were 'Strongly Agree'. Note that the number of respondents to each question varies, and likely indicates the varied responsibilities of individual Resident Directors (e.g. some may not hold responsibility for Curriculum Planning, for example).

Figure 3.1 shows statements with which less than 35% of Resident Directors indicated that they Strongly Agree they are prepared to deal. <u>These are issues with which the study abroad sector needs to take immediate action for the success, safety, and professionalism of the sector.</u> Significant issues in this category include dealing with GDPR, Critical Mental Health Issues, Local Employment and HR Issues, First Aid, and Occupational Health and Safety.

Figure 3.2 shows statements with which between 35 and 50% of Resident Directors indicated that they Strongly Agree they are prepared to deal. Overall these are matters with which Resident Directors may feel less confident in having the training or support to manage effectively, and include such key matters as Title IX, Workplace Self Care, Legal oversight of the Program, and Diversity, Equity and Inclusion issues. As with the matters shown in Figure 3.1 there is a range of responses, but with these issues there are more Resident Directors feeling prepared, as compared to Figure 3.1. <u>These are issues with which the study abroad sector likely needs to take action to ensure adequate preparedness of their onsite staff</u>.

Figure 3.3, in which greater than 50% of respondents indicated they Strongly Agree with the statement, represents matters with which the majority of Resident Directors feel competent and well-prepared. These are matters to which likely little additional attention needs to be paid by the sector as a whole. However, for all responses there were a number of Resident Directors indicating that they were not well prepared to handle an

important issue, which suggests that <u>individual programs/institutions would do well to review these categories with their onsite directors and provide support and training opportunities where needed.</u> Some notable matters in this section include strong overall preparation to deal with Academic Matters, Emergency Response, Non-Critical Mental Health, and the Effective Management of Staff.

Raw data for Figures 3.1 - 3.3 are presented as Table 3.1.

I feel that I am adequately prepared to effectively deal with the following matters:
Less Than 35% of Respondents Strongly Agree

Legend: Strongly Disagree | Somewhat Disagree | Neither Agree nor Disagree | Somewhat Agree | Strongly Agree

Matter	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Considerations for Students Under 18 (n=91)	19.9	17.6	23.1	24.2	15.4
College Student Development Theory (n=160)	10.6	18.1	28.8	25	17.5
Critical Mental Health (n=191)	7.9	14.7	12.6	44	20.9
Local Corporation Law and Regulation (n=163)	8.6	18.4	21.5	27	24.5
US Trends/Priorities in Higher Education (n=185)	2.7	11.9	15.1	44.9	25.4
First Aid (n=194)	2.6	10.8	13.4	42.8	30.4
GDPR (n=187)	3.7	9.6	11.2	43.3	32.1
Local HR and Employment Law (n=175)	3.4	14.9	11.4	37.7	32.6
FERPA (n=171)	5.3	8.2	19.3	34.5	32.7
Occupational Health and Safety (n=181)	2.8	7.7	13.8	42	33.7
Working with Parents (n=166)	4.2	11.4	13.3	36.1	34.9

Figure 3.1. Matters with which <35% of Resident Directors strongly agree they are prepared to deal.

I feel that I am adequately prepared to effectively deal with the following matters:
Between 35 - 50% of Respondents Strongly Agree

Legend: ■ Strongly Disagree ■ Somewhat Disagree ■ Neither Agree nor Disagree ■ Somewhat Agree ■ Strongly Agree

Matter	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Diversity, Equity, and Inclusion (n=192)	1.6	8.3	10.4	44.3	35.4
Legal Oversight (n=181)	3.9	17.1	11	32	35.9
Program and Activity Risk Assessment (n=192)	3.1	5.2	10.9	41.1	39.6
Workplace Self Care (n=189)	2.6	9.5	13.2	34.9	39.7
Title IX (n=173)	3.5	9.2	9.2	37.6	40.5
Local Laws (n=188)	2.1	6.9	10.6	39.4	41
Local Partner Planning/Outreach (n=175)	1.7	6.3	13.1	30.3	48.6

Figure 3.2. Matters with which between 35-50% of Resident Directors strongly agree they are prepared to deal

I feel that I am adequately prepared to effectively deal with the following matters: More Than 50% of Respondents Strongly Agree

Legend: Strongly Disagree · Somewhat Disagree · Neither Agree nor Disagree · Somewhat Agree · Strongly Agree

Matter	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Quality Assessment and Evaluation (n=186)	3.2	3.2	6.5	36	51.1
Effective Management of Faculty (n=168)	3	4.8	8.3	31	53
Effective Management of Staff (n=180)	3.3	2.8	6.7	31.7	55.6
Curriculum Planning (n=162)	4.3	3.1	9.9	25.9	56.8
Non-Critical Mental Health (n=192)	2.1	4.7	4.2	30.2	58.9
Budget and Accounting (n=188)	1.1	3.2	5.3	28.7	61.7
Managing Physical Space for Program (n=176)	1.1	4	9.7	22.2	63.1
Emergency Response (n=195)	2.6	4.6	2.6	26.2	64.1
Academic Mentoring (n=182)	2.7	6	4.4	20.9	65.9

Figure 3.3.   Matters with which >50% of Resident Directors strongly agree they are prepared to deal.

Table 3.1. Matters with which Resident Directors feel they are prepared to deal (% respondents).

I feel that I am adequately prepared to effectively deal with the following matters;	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Considerations for Students Under 18 (n=91)	19.9	17.6	23.1	24.2	15.4
College Student Development Theory (n=160)	10.6	18.1	28.8	25.0	17.5
Critical Mental Health (n=191)	7.9	14.7	12.6	44.0	20.9
Local Corporation Law and Regulation (n=163)	8.6	18.4	21.5	27.0	24.5
US Trends/Priorities in Higher Education (n=185)	2.7	11.9	15.1	44.9	25.4
First Aid (n=194)	2.6	10.8	13.4	42.8	30.4
GDPR (n=187)	3.7	9.6	11.2	43.3	32.1
Local HR and Employment Law (n=175)	3.4	14.9	11.4	37.7	32.6
FERPA (n=171)	5.3	8.2	19.3	34.5	32.7
Occupational Health and Safety (n=181)	2.8	7.7	13.8	42.0	33.7
Working with Parents (n=166)	4.2	11.4	13.3	36.1	34.9
Diversity, Equity, and Inclusion (n=192)	1.6	8.3	10.4	44.3	35.4
Legal Oversight (n=181)	3.9	17.1	11.0	32.0	35.9
Program and Activity Risk Assessment (n=192)	3.1	5.2	10.9	41.1	39.6
Workplace Self Care (n=189)	2.6	9.5	13.2	34.9	39.7
Title IX (n=173)	3.5	9.2	9.2	37.6	40.5
Local Laws (n=188)	2.1	6.9	10.6	39.4	41.0
Local Partner Planning/Outreach (n=175)	1.7	6.3	13.1	30.3	48.6
Quality Assessment and Evaluation (n=186)	3.2	3.2	6.5	36.0	51.1
Effective Management of Faculty (n=168)	3.0	4.8	8.3	31.0	53.0

Effective Management of Staff (n=180)	3.3	2.8	6.7	31.7	55.6
Curriculum Planning (n=162)	4.3	3.1	9.9	25.9	56.8
Non-Critical Mental Health (n=192)	2.1	4.7	4.2	30.2	58.9
Budget and Accounting (n=188)	1.1	3.2	5.3	28.7	61.7
Managing Physical Space for Program (n=176)	1.1	4.0	9.7	22.2	63.1
Emergency Response (n=195)	2.6	4.6	2.6	26.2	64.1
Academic Mentoring (n=182)	2.7	6.0	4.4	20.9	65.9

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Section 4 - Job Responsibilities and Expected Expertise of the Resident Director

In this section survey respondents were asked to outline their job responsibilities and expected expertise within 4 categories:

1) Financial and Legal responsibilities (Figure 4.1)
2) Program, Facilities, and HR responsibilities (Figure 4.2)
3) Student Services responsibilities (Figure 4.3)
4) Program Development responsibilities (Figure 4.4)

Possible responses to each question within each category were:

1) Not something my program does
2) Something one of my staff does and they hold responsibility
3) Something one of my staff does under my supervision and responsibility
4) Something I am responsible for (often with staff) and takes up a minor part of my time
5) Something I am responsible for (often with staff) and takes up a moderate part of my time
6) Something I am responsible for (often with staff) and takes up a major part of my time

Figures 4.1-4.4 are presented below for each category. Responsibilities are ordered starting with those with the highest percentage of 'takes up a major part of my time' at the top. Note that these figures only outline the responses aggregated from respondents across Europe and are not broken down by country.

Respondents were also asked to check an additional box if they also had help from professionals (lawyers, accountants, counselors, HR specialists etc.) for that responsibility in each category. These responses are summarized in Tables 4.1-4.4. Raw data for Figures 4.1-4.4 is presented in Table 4.5.

Resident Director Time Spent on Financial and Legal Responsibilities

Legend:
- Not something my Program does
- Something one of my staff does and they hold responsibility
- Something one of my staff does under my overall supervision and responsibility
- Something I am responsible for (often with staff) and takes up a minor part of my time
- Something I am responsible for (often with staff) and takes up a moderate part of my time
- Something I am responsible for (often with staff) and takes up a major part of my time

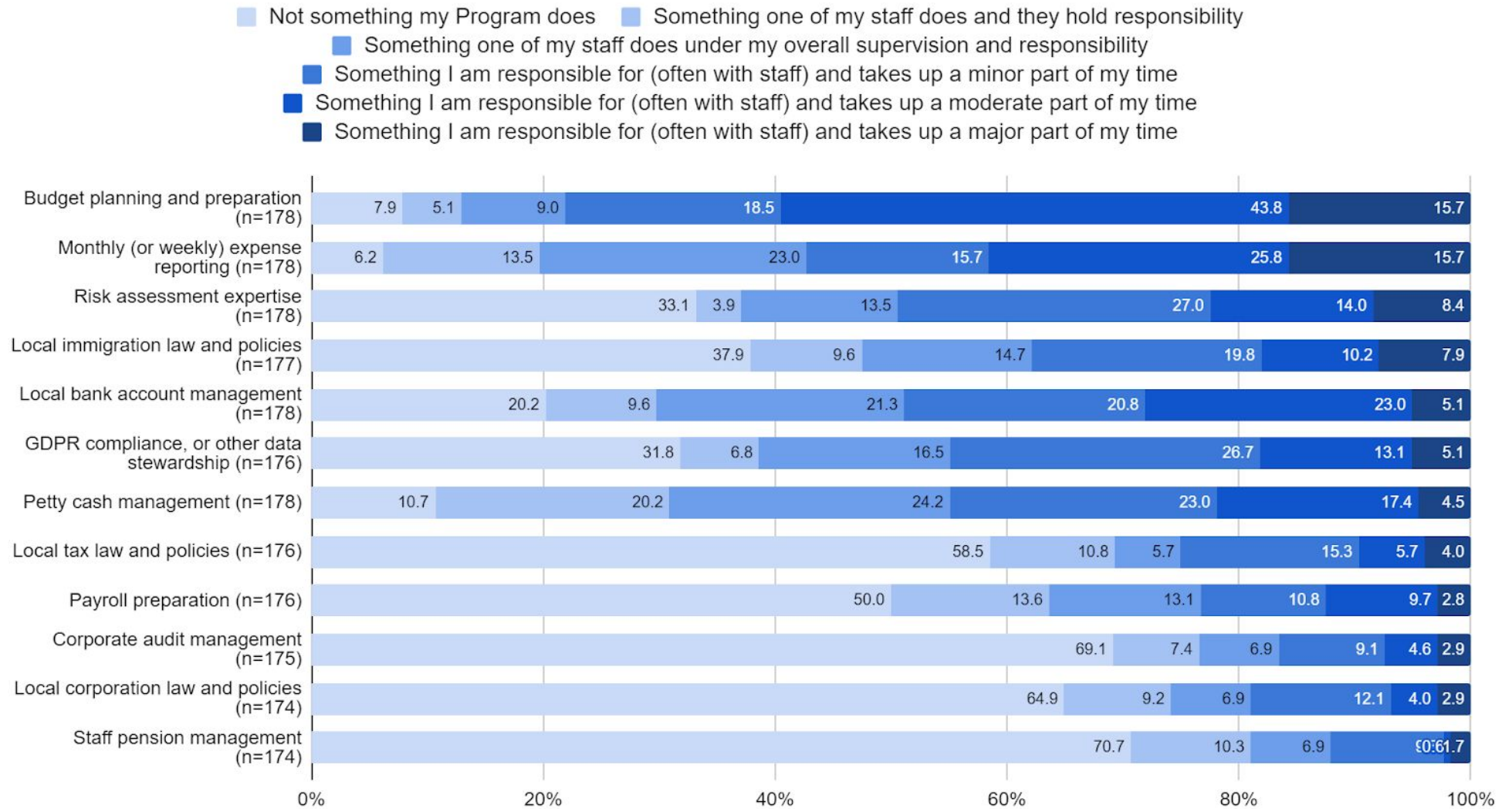| Category						
Budget planning and preparation (n=178)	7.9	5.1	9.0	18.5	43.8	15.7
Monthly (or weekly) expense reporting (n=178)	6.2	13.5	23.0	15.7	25.8	15.7
Risk assessment expertise (n=178)	33.1	3.9	13.5	27.0	14.0	8.4
Local immigration law and policies (n=177)	37.9	9.6	14.7	19.8	10.2	7.9
Local bank account management (n=178)	20.2	9.6	21.3	20.8	23.0	5.1
GDPR compliance, or other data stewardship (n=176)	31.8	6.8	16.5	26.7	13.1	5.1
Petty cash management (n=178)	10.7	20.2	24.2	23.0	17.4	4.5
Local tax law and policies (n=176)	58.5	10.8	5.7	15.3	5.7	4.0
Payroll preparation (n=176)	50.0	13.6	13.1	10.8	9.7	2.8
Corporate audit management (n=175)	69.1	7.4	6.9	9.1	4.6	2.9
Local corporation law and policies (n=174)	64.9	9.2	6.9	12.1	4.0	2.9
Staff pension management (n=174)	70.7	10.3	6.9	9.0	1.6 1.7	

Figure 4.1. Resident Director responsibilities and time spent in terms of financial and legal responsibilities for their program.

Resident Director Time Spent on Program, Facilities, and HR

Legend:
- Not something my Program does
- Something one of my staff does and they hold responsibility
- Something one of my staff does under my overall supervision and responsibility
- Something I am responsible for (often with staff) and takes up a minor part of my time
- Something I am responsible for (often with staff) and takes up a moderate part of my time
- Something I am responsible for (often with staff) and takes up a major part of my time

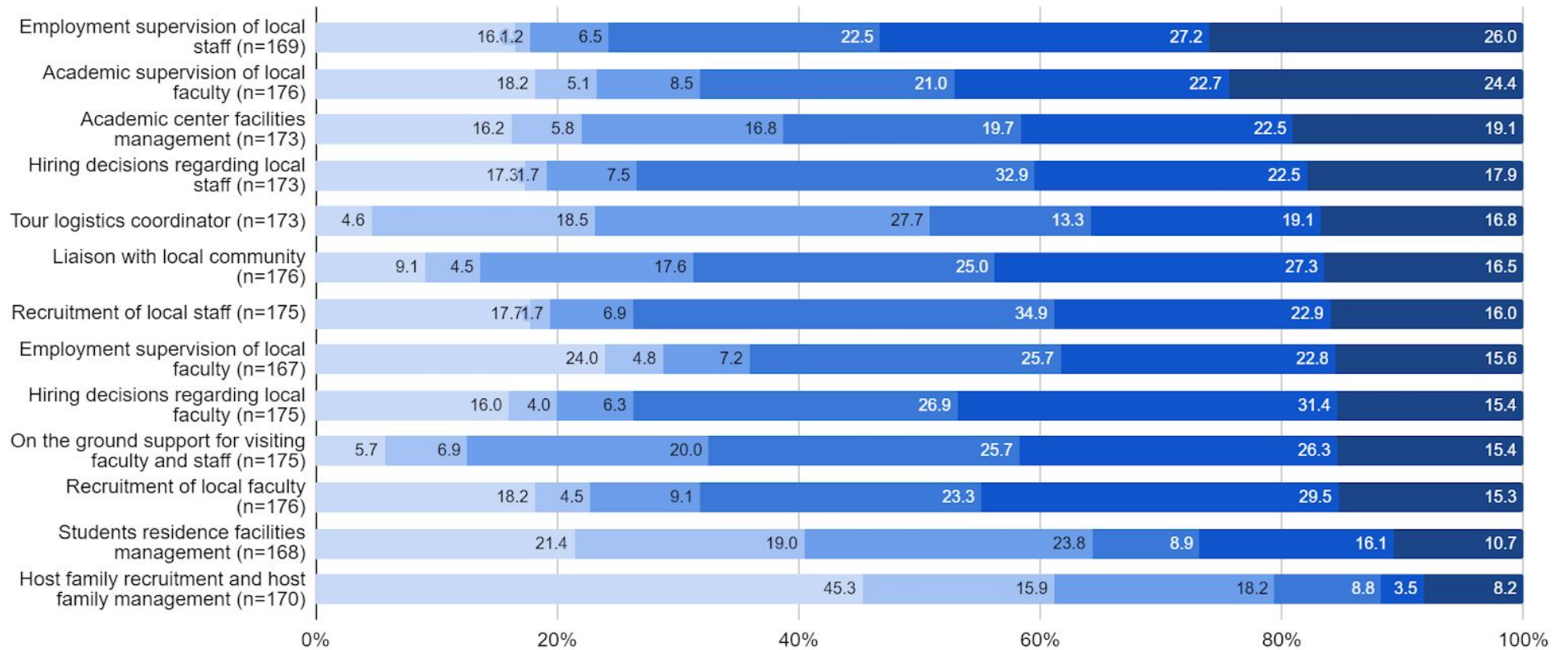| Category	Not something my Program does	Something one of my staff does and they hold responsibility	Something one of my staff does under my overall supervision	Minor part	Moderate part	Major part
Employment supervision of local staff (n=169)	16.1	1.2	6.5	22.5	27.2	26.0
Academic supervision of local faculty (n=176)	18.2	5.1	8.5	21.0	22.7	24.4
Academic center facilities management (n=173)	16.2	5.8	16.8	19.7	22.5	19.1
Hiring decisions regarding local staff (n=173)	17.3	1.7	7.5	32.9	22.5	17.9
Tour logistics coordinator (n=173)	4.6		18.5	27.7	13.3	19.1 / 16.8
Liaison with local community (n=176)	9.1	4.5	17.6	25.0	27.3	16.5
Recruitment of local staff (n=175)	17.7	1.7	6.9	34.9	22.9	16.0
Employment supervision of local faculty (n=167)	24.0	4.8	7.2	25.7	22.8	15.6
Hiring decisions regarding local faculty (n=175)	16.0	4.0	6.3	26.9	31.4	15.4
On the ground support for visiting faculty and staff (n=175)	5.7	6.9	20.0	25.7	26.3	15.4
Recruitment of local faculty (n=176)	18.2	4.5	9.1	23.3	29.5	15.3
Students residence facilities management (n=168)	21.4	19.0	23.8	8.9	16.1	10.7
Host family recruitment and host family management (n=170)	45.3	15.9	18.2	8.8	3.5	8.2

Figure 4.2. Resident Director responsibilities and time spent in terms of program, facilities, and HR responsibilities for their program.
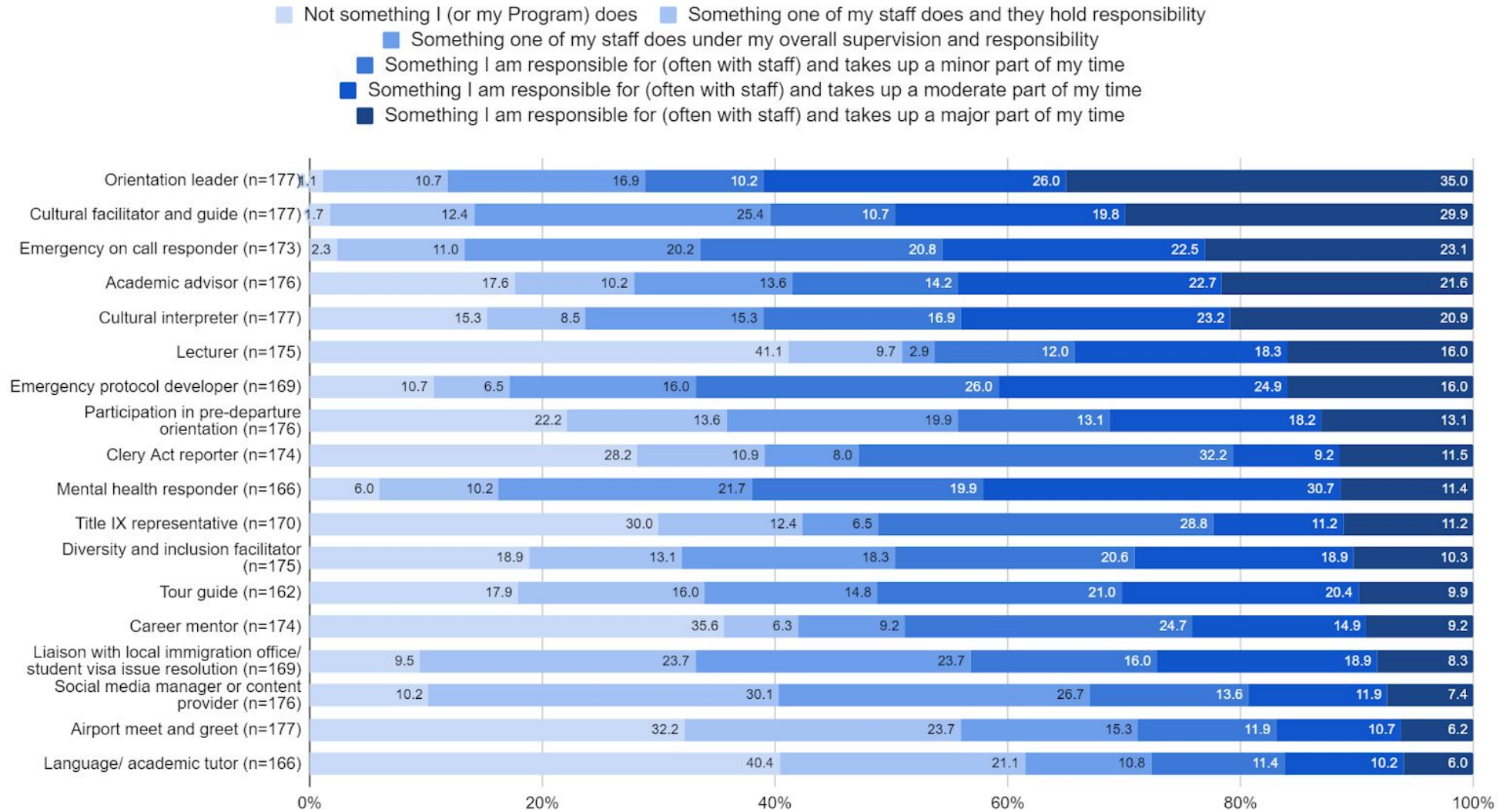
Figure 4.3. Resident Director responsibilities and time spent in terms of student services responsibilities for their program.

Figure 4.4. Resident Director responsibilities and time spent in terms of program development responsibilities for their program.

Table 4.1. Percentage of Resident Directors who receive professional help with financial and legal responsibilities. Note that respondents were not included in the calculation if they indicated it was not something their program does, or responsibility rests solely with a staff member.

Financial And Legal Responsibilities	% RDs Using Professional Help with Their Responsibilities
Local tax law and policies	81.5
Payroll preparation	76.6
Staff pension management	69.7
Local corporation law and policies	68.9
Corporate audit management	46.3
GDPR compliance, or other data stewardship	34.3
Local immigration law and policies	30.1
Risk assessment expertise	25.0
Local bank account management	14.4
Budget planning and preparation	8.4
Monthly (or weekly) expense reporting	4.2
Petty cash management	2.4

Table 4.2. Percentage of Resident Directors who receive professional help with program, facilities, and HR responsibilities. Note that respondents were not included in the calculation if they indicated it was not something their program does, or responsibility rests solely with a staff member.

Program, Facilities, and HR Responsibilities	% RDs Using Professional Help with Their Responsibilities
Students residence facilities management	13.0
Employment supervision of local faculty	11.8
Host family recruitment and host family management	8.3
Employment supervision of local staff	7.2
Tour logistics coordinator	6.8
Hiring decisions regarding local faculty	5.0
Recruitment of local staff	5.0
Academic center facilities management	4.4
Recruitment of local faculty	4.4
Hiring decisions regarding local staff	4.3
Academic supervision of local faculty	2.2
On the ground support for visiting faculty and staff	2.0
Liaison with local community	1.3

Table 4.3. Percentage of Resident Directors who receive professional help with student services responsibilities. Note that respondents were not included in the calculation if they indicated it was not something their program does, or responsibility rests solely with a staff member.

Student Services Responsibilities	% RDs Using Professional Help with Their Responsibilities
Tour guide	12.1
Language/ academic tutor	10.9
Title IX representative	9.2
Mental health responder	8.6
Emergency protocol developer	7.1
Clery Act reporter	6.6
Liaison with local immigration office/ student visa issue resolution	6.2
Cultural facilitator and guide	5.3
Cultural interpreter	3.7
Lecturer	3.5
Emergency on call responder	3.3
Airport meet and greet	2.6
Career mentor	2.0
Participation in pre-departure orientation	1.8
Diversity and inclusion facilitator	1.7
Academic advisor	1.6
Orientation leader	1.3
Social media manager or content provider	1.0

Table 4.4. Percentage of Resident Directors who receive professional help with program development responsibilities. Note that respondents were not included in the calculation if they indicated it was not something their program does, or responsibility rests solely with a staff member.

Program Development Responsibilities	% RDs Using Professional Help with Their Responsibilities
Internship and placement manager / relationship developer	5.3
Student recruiter through US visits	3.4
US Embassy contact	2.4
Participant in program evaluations	2.1
Develop and maintain relationships with local partner universities	1.9
Short term / customized program developer / proposal writer	1.7
Institutional representative at conferences	1.4
Cultural program development	1.2
Researcher and contributor to the field	1.1
Course development	0.7
Local representative for the institution	0.6

Table 4.5. Raw data for Figures 4.1-4.4 showing Resident Director responsibilities and time spent in terms of Financial and Legal, Program, Facilities, HR, Students Services, and Program Development responsibilities for their program.

FINANCIAL AND LEGAL RESPONSIBILITIES or EXPECTED EXPERTISE	# Respondents	Not something my Program does	Something one of my staff does and they hold responsibility	Something one of my staff does under my overall supervision and responsibility	Something I am responsible for (often with staff) and takes up a minor part of my time	Something I am responsible for (often with staff) and takes up a moderate part of my time	Something I am responsible for (often with staff) and takes up a major part of my time
Budget planning and preparation (n=178)	178	7.9	5.1	9.0	18.5	43.8	15.7
Monthly (or weekly) expense reporting (n=178)	178	6.2	13.5	23.0	15.7	25.8	15.7
Risk assessment expertise (n=178)	178	33.1	3.9	13.5	27.0	14.0	8.4
Local immigration law and policies (n=177)	177	37.9	9.6	14.7	19.8	10.2	7.9
Local bank account management (n=178)	178	20.2	9.6	21.3	20.8	23.0	5.1
GDPR compliance, or other data stewardship (n=176)	176	31.8	6.8	16.5	26.7	13.1	5.1
Petty cash management (n=178)	178	10.7	20.2	24.2	23.0	17.4	4.5
Local tax law and policies (n=176)	176	58.5	10.8	5.7	15.3	5.7	4.0
Payroll preparation (n=176)	176	50.0	13.6	13.1	10.8	9.7	2.8
Corporate audit management (n=175)	175	69.1	7.4	6.9	9.1	4.6	2.9
Local corporation law and policies (n=174)	174	64.9	9.2	6.9	12.1	4.0	2.9
Staff pension management (n=174)	174	70.7	10.3	6.9	9.8	0.6	1.7
PROGRAM, FACILITIES, AND HR RESPONSIBILITIES or EXPECTED EXPERTISE	# Respondents	Not something my Program does	Something one of my staff does and they hold responsibility	Something one of my staff does under my overall supervision and responsibility	Something I am responsible for (often with staff) and takes up a minor part of my time	Something I am responsible for (often with staff) and takes up a moderate part of my time	Something I am responsible for (often with staff) and takes up a major part of my time

	# Respondents	Not something my Program does	Something one of my staff does and they hold responsibility	Something one of my staff does under my overall supervision and responsibility	Something I am responsible for (often with staff) and takes up a minor part of my time	Something I am responsible for (often with staff) and takes up a moderate part of my time	Something I am responsible for (often with staff) and takes up a major part of my time
Employment supervision of local staff (n=169)	169	16.6	1.2	6.5	22.5	27.2	26.0
Academic supervision of local faculty (n=176)	176	18.2	5.1	8.5	21.0	22.7	24.4
Academic center facilities management (n=173)	173	16.2	5.8	16.8	19.7	22.5	19.1
Hiring decisions regarding local staff (n=173)	173	17.3	1.7	7.5	32.9	22.5	17.9
Liaison with local community (n=176)	176	9.1	4.5	17.6	25.0	27.3	16.5
Tour logistics coordinator (n=173)	173	4.6	18.5	27.7	13.3	19.1	16.8
Recruitment of local staff (n=175)	175	17.7	1.7	6.9	34.9	22.9	16.0
Hiring decisions regarding local faculty (n=175)	175	16.0	4.0	6.3	26.9	31.4	15.4
Recruitment of local faculty (n=176)	176	18.2	4.5	9.1	23.3	29.5	15.3
On the ground support for visiting faculty and staff (n=175)	175	5.7	6.9	20.0	25.7	26.3	15.4
Employment supervision of local faculty (n=167)	167	24.0	4.8	7.2	25.7	22.8	15.6
Students residence facilities management (n=168)	168	21.4	19.0	23.8	8.9	16.1	10.7
Host family recruitment and host family management (n=170)	170	45.3	15.9	18.2	8.8	3.5	8.2
STUDENT SERVICES RESPONSIBILITIES or EXPECTED EXPERTISE	# Respondents	Not something my Program does	Something one of my staff does and they hold responsibility	Something one of my staff does under my overall supervision and responsibility	Something I am responsible for (often with staff) and takes up a minor part of my time	Something I am responsible for (often with staff) and takes up a moderate part of my time	Something I am responsible for (often with staff) and takes up a major part of my time
Orientation leader (n=177)	177	1.1	10.7	16.9	10.2	26.0	35.0
Cultural facilitator and guide (n=177)	177	1.7	12.4	25.4	10.7	19.8	29.9
Emergency on call responder (n=173)	173	2.3	11.0	20.2	20.8	22.5	23.1
Academic advisor (n=176)	176	17.6	10.2	13.6	14.2	22.7	21.6

	# Respondents						
Cultural interpreter (n=177)	177	15.3	8.5	15.3	16.9	23.2	20.9
Lecturer (n=175)	175	41.1	9.7	2.9	12.0	18.3	16.0
Emergency protocol developer (n=169)	169	10.7	6.5	16.0	26.0	24.9	16.0
Participation in pre-departure orientation (n=176)	176	22.2	13.6	19.9	13.1	18.2	13.1
Clery Act reporter (n=174)	174	28.2	10.9	8.0	32.2	9.2	11.5
Mental health responder (n=166)	166	6.0	10.2	21.7	19.9	30.7	11.4
Title IX representative (n=170)	170	30.0	12.4	6.5	28.8	11.2	11.2
Diversity and inclusion facilitator (n=175)	175	18.9	13.1	18.3	20.6	18.9	10.3
Tour guide (n=162)	162	17.9	16.0	14.8	21.0	20.4	9.9
Career mentor (n=174)	174	35.6	6.3	9.2	24.7	14.9	9.2
Liaison with local immigration office/ student visa issue resolution (n=169)	169	9.5	23.7	23.7	16.0	18.9	8.3
Social media manager or content provider (n=176)	176	10.2	30.1	26.7	13.6	11.9	7.4
Airport meet and greet (n=177)	177	32.2	23.7	15.3	11.9	10.7	6.2
Language/ academic tutor (n=166)	166	40.4	21.1	10.8	11.4	10.2	6.0
PROGRAM DEVELOPMENT RESPONSIBILITIES or EXPECTED EXPERTISE	# Respondents	Not something my Program does	Something one of my staff does and they hold responsibility	Something one of my staff does under my overall supervision and responsibility	Something I am responsible for (often with staff) and takes up a minor part of my time	Something I am responsible for (often with staff) and takes up a moderate part of my time	Something I am responsible for (often with staff) and takes up a major part of my time
Cultural program development (n=175)	175	3.4	2.3	21.7	9.7	36.0	26.9
Develop and maintain relationships with local partner universities (n=177)	177	10.7	1.7	7.9	22.6	31.1	26.0
Local representative for the institution (n=175)	175	3.4	1.1	4.0	31.4	34.3	25.7

Course development (n=174)	174	14.9	4.0	12.1	14.9	32.8	21.3
Institutional representative at conferences (n=175)	175	14.9	3.4	4.6	39.4	18.9	18.9
Short term / customized program developer / proposal writer (n=174)	174	28.2	5.7	11.5	16.7	20.7	17.2
Participant in program evaluations (n=175)	175	16.0	4.0	13.1	31.4	24.0	11.4
Internship and placement manager / relationship developer (n=170)	170	20.6	12.4	24.1	15.9	15.3	11.8
US Embassy contact (n=177)	177	23.2	5.6	12.4	37.9	10.2	10.7
Researcher and contributor to the field (n=172)	172	44.8	4.1	2.3	26.2	14.0	8.7
Student recruiter through US visits (n=176)	176	40.9	9.7	9.1	16.5	17.0	6.8

Section 5 - Job Satisfaction

Resident Director survey respondents were asked a series of questions to gauge their level of agreement with statements that may relate to their job satisfaction. Responses were collected on the Likert Scale of (1) Strongly Disagree; (2) Disagree; (3) Neither Agree nor Disagree; (4) Agree; (5) Strongly Agree, and questions were phrased such that Strongly Agree indicates strong satisfaction.

Figures 5.1-5.3 represent the responses to each statement, grouped as <40% of responses Strongly Agree (Figure 5.1), 40-55% of responses Strongly Agree (Figure 5.2), and >55% of responses Strongly Agree (Figure 5.3). While the figures present data in order of increasing overall job satisfaction, the sector should take note that there was no statement with which over 74% of Resident Directors strongly agreed and should pay considerable attention to the topics listed in Figures 5.1 and 5.2.

Figure 5.1 shows statements for which less than <40% of respondents indicated they Strongly Agree. This figure contains the statements with which the majority of Resident Directors did not strongly agree, indicating an overall lower level of job satisfaction in these specific areas of the job. Notable statements with which the majority of RDs do not strongly agree include: being able to take vacation when there are students on the ground, having opportunities for career advancement within the current institution, that the institution provides adequate professional development opportunities, that there is adequate staffing to provide services expected of the program, and that remuneration is fair and in line with the responsibilities.

Figure 5.2 shows statements for which between 40-55% of respondents indicated they Strongly Agree. This figure contains statements with which an increasing percentage of Resident Directors strongly agreed, yet the answers of approximately half of respondents indicate that they are less than fully satisfied in these specific areas of the job.

Figure 5.3 shows statements for which more than 55% of respondents indicated they Strongly Agree, to varying degrees, indicating an overall increasing level of job satisfaction in these specific areas of the job. Notable in this section is the strong overall agreement (>65%) with the statements that the

institution displays a dedication towards staff and student safety while abroad, the institution displays a dedication to international education, and that the work gives a feeling of personal accomplishment.

Raw data for Figures 5.1 - 5.3 are presented in Table 5.1.

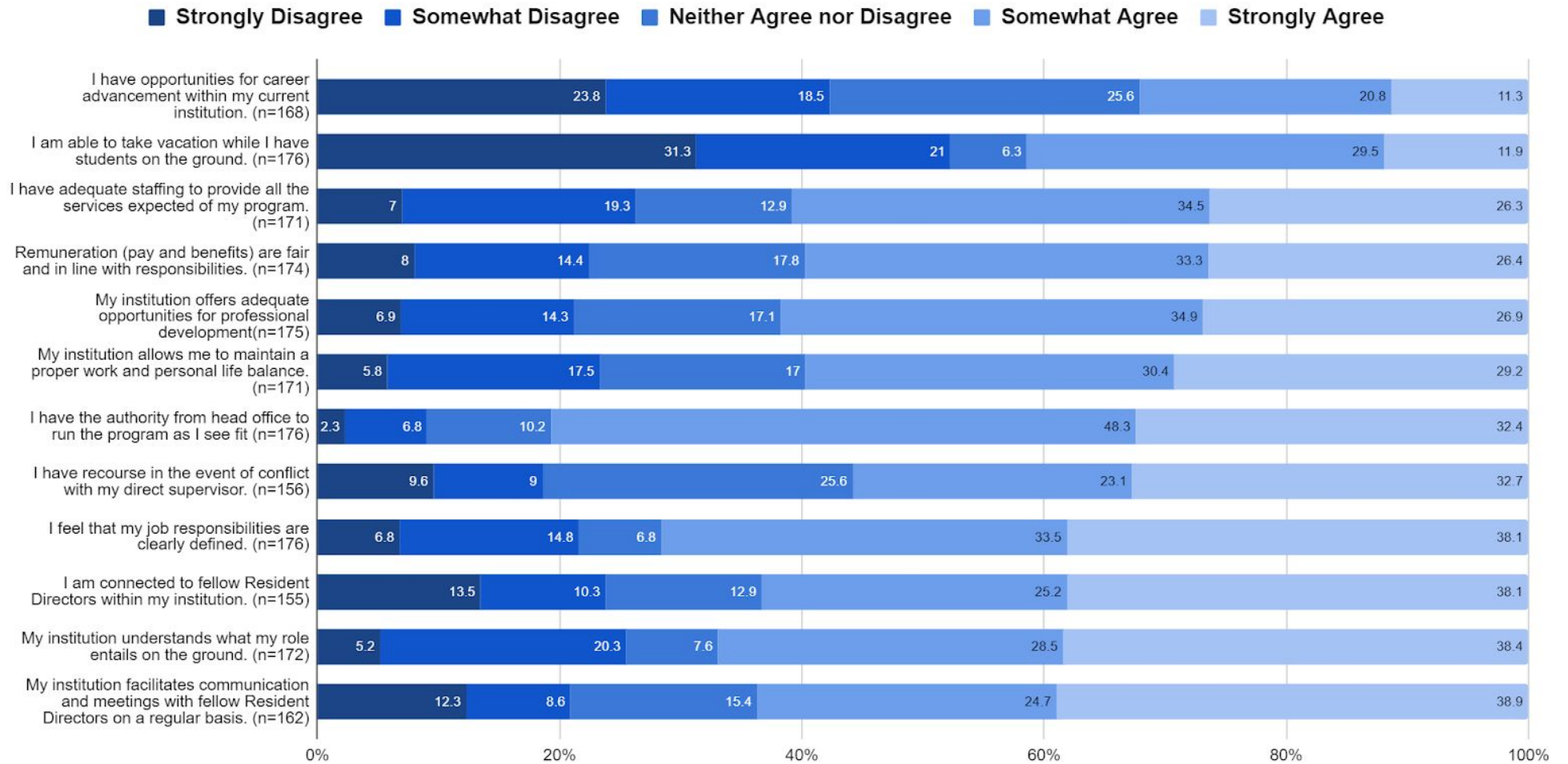## Job Satisfaction <40% Respondents Strongly Agree

■ Strongly Disagree ■ Somewhat Disagree ■ Neither Agree nor Disagree ■ Somewhat Agree ■ Strongly Agree

Statement	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
I have opportunities for career advancement within my current institution. (n=168)	23.8	18.5	25.6	20.8	11.3
I am able to take vacation while I have students on the ground. (n=176)	31.3	21	6.3	29.5	11.9
I have adequate staffing to provide all the services expected of my program. (n=171)	7	19.3	12.9	34.5	26.3
Remuneration (pay and benefits) are fair and in line with responsibilities. (n=174)	8	14.4	17.8	33.3	26.4
My institution offers adequate opportunities for professional development(n=175)	6.9	14.3	17.1	34.9	26.9
My institution allows me to maintain a proper work and personal life balance. (n=171)	5.8	17.5	17	30.4	29.2
I have the authority from head office to run the program as I see fit (n=176)	2.3	6.8	10.2	48.3	32.4
I have recourse in the event of conflict with my direct supervisor. (n=156)	9.6	9	25.6	23.1	32.7
I feel that my job responsibilities are clearly defined. (n=176)	6.8	14.8	6.8	33.5	38.1
I am connected to fellow Resident Directors within my institution. (n=155)	13.5	10.3	12.9	25.2	38.1
My institution understands what my role entails on the ground. (n=172)	5.2	20.3	7.6	28.5	38.4
My institution facilitates communication and meetings with fellow Resident Directors on a regular basis. (n=162)	12.3	8.6	15.4	24.7	38.9

Figure 5.1. Statement responses to which <40% of Resident Directors responded they 'Strongly Agree', indicating an overall lower level of job satisfaction in these specific areas of the job.
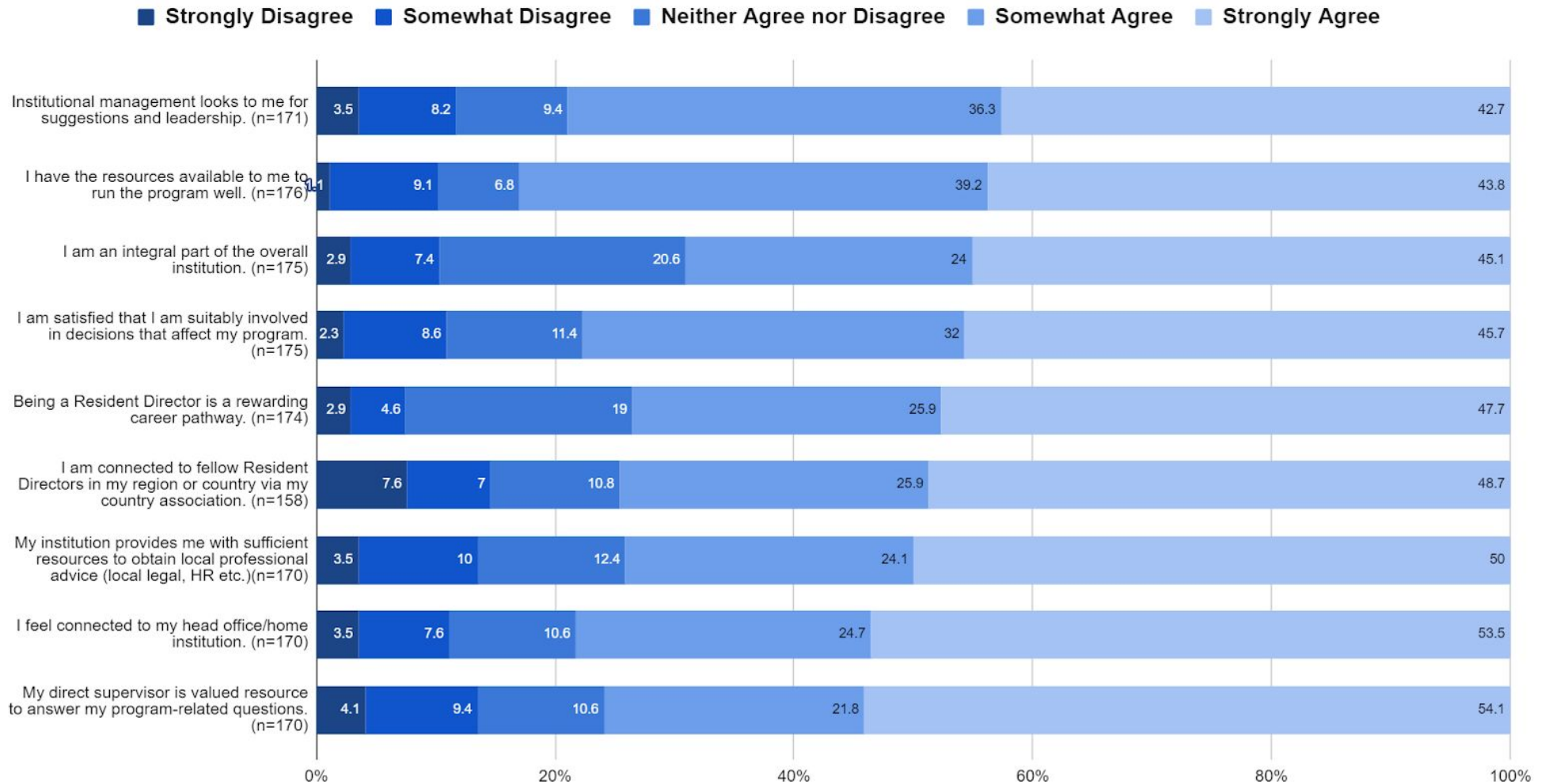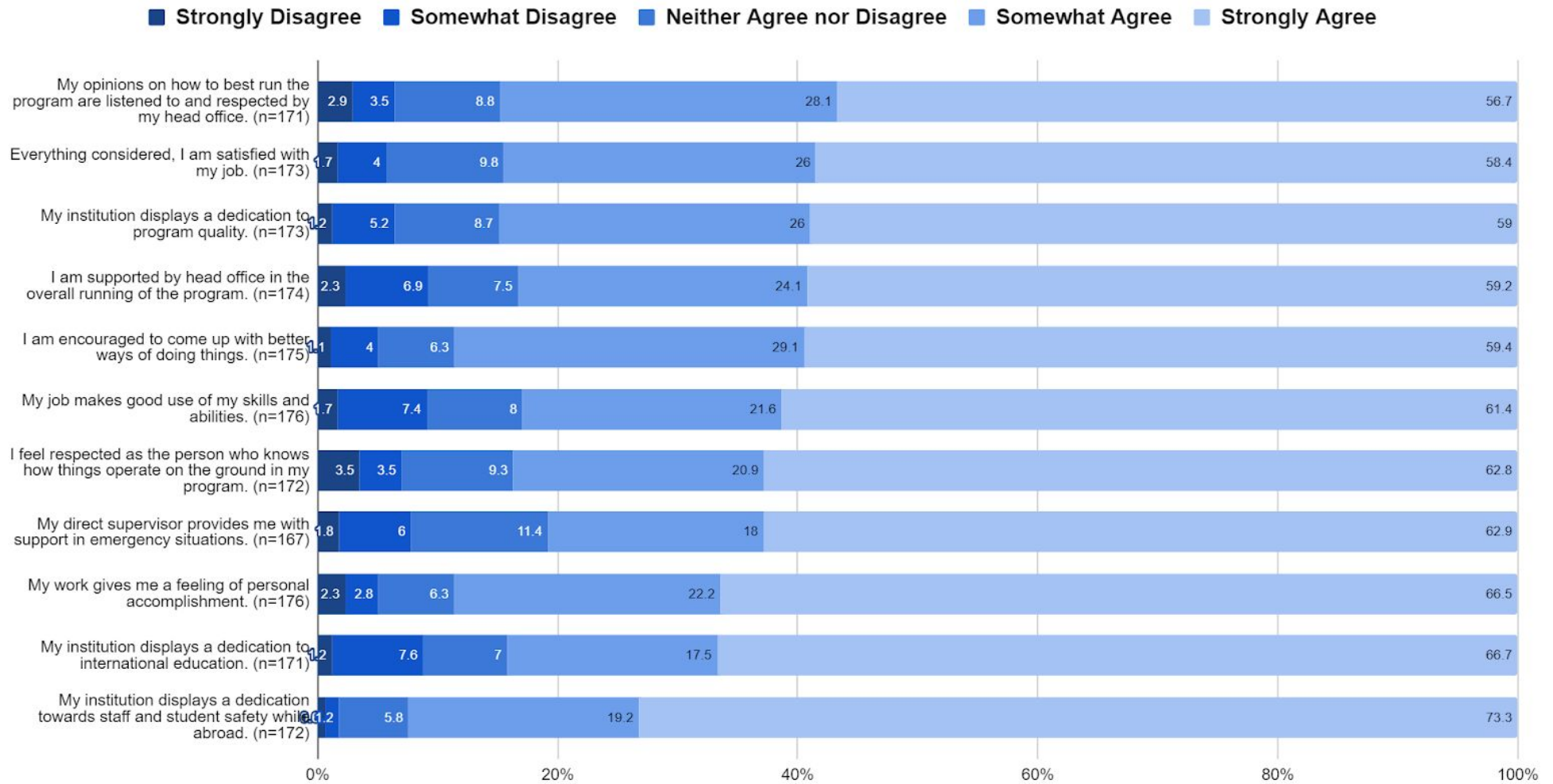
Job Satisfaction - 40-55% Respondents Strongly Agree

Legend: ■ Strongly Disagree ■ Somewhat Disagree ■ Neither Agree nor Disagree ■ Somewhat Agree □ Strongly Agree

Statement	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Institutional management looks to me for suggestions and leadership. (n=171)	3.5	8.2	9.4	36.3	42.7
I have the resources available to me to run the program well. (n=176)	1.1	9.1	6.8	39.2	43.8
I am an integral part of the overall institution. (n=175)	2.9	7.4	20.6	24	45.1
I am satisfied that I am suitably involved in decisions that affect my program. (n=175)	2.3	8.6	11.4	32	45.7
Being a Resident Director is a rewarding career pathway. (n=174)	2.9	4.6	19	25.9	47.7
I am connected to fellow Resident Directors in my region or country via my country association. (n=158)	7.6	7	10.8	25.9	48.7
My institution provides me with sufficient resources to obtain local professional advice (local legal, HR etc.)(n=170)	3.5	10	12.4	24.1	50
I feel connected to my head office/home institution. (n=170)	3.5	7.6	10.6	24.7	53.5
My direct supervisor is valued resource to answer my program-related questions. (n=170)	4.1	9.4	10.6	21.8	54.1

Figure 5.2. Statement responses to which 40-55% of Resident Directors responded they 'Strongly Agree', representing an increased percentage of strong agreement, yet the answers of approximately half of respondents indicate that they are less than fully satisfied in these specific areas of the job.

Job Satisfaction - >55% Respondents Strongly Agree

Legend: ■ Strongly Disagree ■ Somewhat Disagree ■ Neither Agree nor Disagree ■ Somewhat Agree ■ Strongly Agree

Statement	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
My opinions on how to best run the program are listened to and respected by my head office. (n=171)	2.9	3.5	8.8	28.1	56.7
Everything considered, I am satisfied with my job. (n=173)	1.7	4	9.8	26	58.4
My institution displays a dedication to program quality. (n=173)	1.2	5.2	8.7	26	59
I am supported by head office in the overall running of the program. (n=174)	2.3	6.9	7.5	24.1	59.2
I am encouraged to come up with better ways of doing things. (n=175)	1.1	4	6.3	29.1	59.4
My job makes good use of my skills and abilities. (n=176)	1.7	7.4	8	21.6	61.4
I feel respected as the person who knows how things operate on the ground in my program. (n=172)	3.5	3.5	9.3	20.9	62.8
My direct supervisor provides me with support in emergency situations. (n=167)	1.8	6	11.4	18	62.9
My work gives me a feeling of personal accomplishment. (n=176)	2.3	2.8	6.3	22.2	66.5
My institution displays a dedication to international education. (n=171)	1.2	7.6	7	17.5	66.7
My institution displays a dedication towards staff and student safety while abroad. (n=172)	0.1.2		5.8	19.2	73.3

Figure 5.3. Statement responses to which >55% of Resident Directors responded they 'Strongly Agree', indicating an overall increasing level of job satisfaction in these specific areas of the job.

Table 5.1. Responses to statements concerning job satisfaction (% respondents).

Statement regarding job satisfaction	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
I have opportunities for career advancement within my current institution. (n=168)	23.8	18.5	25.6	20.8	11.3
I am able to take vacation while I have students on the ground. (n=176)	31.3	21.0	6.3	29.5	11.9
I have adequate staffing to provide all the services expected of my program. (n=171)	7.0	19.3	12.9	34.5	26.3
Remuneration (pay and benefits) are fair and in line with responsibilities. (n=174)	8.0	14.4	17.8	33.3	26.4
My institution offers adequate opportunities for professional development(n=175)	6.9	14.3	17.1	34.9	26.9
My institution allows me to maintain a proper work and personal life balance. (n=171)	5.8	17.5	17.0	30.4	29.2
I have the authority from head office to run the program as I see fit. (n=176)	2.3	6.8	10.2	48.3	32.4
I have recourse in the event of conflict with my direct supervisor. (n=156)	9.6	9.0	25.6	23.1	32.7
I feel that my job responsibilities are clearly defined. (n=176)	6.8	14.8	6.8	33.5	38.1
I am connected to fellow Resident Directors within my institution. (n=155)	13.5	10.3	12.9	25.2	38.1
My institution understands what my role entails on the ground. (n=172)	5.2	20.3	7.6	28.5	38.4
My institution facilitates communication and meetings with fellow Resident Directors on a regular basis. (n=162)	12.3	8.6	15.4	24.7	38.9
Institutional management looks to me for suggestions and leadership. (n=171)	3.5	8.2	9.4	36.3	42.7
I have the resources available to me to run the program well. (n=176)	1.1	9.1	6.8	39.2	43.8
I am an integral part of the overall institution. (n=175)	2.9	7.4	20.6	24.0	45.1
I am satisfied that I am suitably involved in decisions that affect my program. (n=175)	2.3	8.6	11.4	32.0	45.7
Being a Resident Director is a rewarding career pathway. (n=174)	2.9	4.6	19.0	25.9	47.7
I am connected to fellow Resident Directors in my region or country via my country association. (n=158)	7.6	7.0	10.8	25.9	48.7
My institution provides me with sufficient resources to obtain local professional advice (local legal, HR etc.)(n=170)	3.5	10.0	12.4	24.1	50.0
I feel connected to my head office/home institution. (n=170)	3.5	7.6	10.6	24.7	53.5

My direct supervisor is a valued resource to answer my program-related questions. (n=170)	4.1	9.4	10.6	21.8	54.1
My opinions on how to best run the program are listened to and respected by my head office. (n=171)	2.9	3.5	8.8	28.1	56.7
Everything considered, I am satisfied with my job. (n=173)	1.7	4.0	9.8	26	58.4
My institution displays a dedication to program quality. (n=173)	1.2	5.2	8.7	26	59.0
I am supported by head office in the overall running of the program. (n=174)	2.3	6.9	7.5	24.1	59.2
I am encouraged to come up with better ways of doing things. (n=175)	1.1	4.0	6.3	29.1	59.4
My job makes good use of my skills and abilities. (n=176)	1.7	7.4	8.0	21.6	61.4
I feel respected as the person who knows how things operate on the ground in my program. (n=172)	3.5	3.5	9.3	20.9	62.8
My direct supervisor provides me with support in emergency situations. (n=167)	1.8	6.0	11.4	18.0	62.9
My work gives me a feeling of personal accomplishment. (n=176)	2.3	2.8	6.3	22.2	66.5
My institution displays a dedication to international education. (n=171)	1.2	7.6	7.0	17.5	66.7
My institution displays a dedication towards staff and student safety while abroad. (n=172)	0.6	1.2	5.8	19.2	73.3

Section 6 - Biggest Benefit of Being a Resident Director in Europe

Survey respondents were asked an open-ended text response question **'What do you see as the biggest benefit of being a Resident Director in Europe'**. The responses (n=131) were coded into general categories and summarized in terms of number and frequency of mention (Table 6.1). Selected individual text responses are also presented below.

Table 6.1. The biggest benefit of being a Resident Director in Europe. Original answers were in open-ended text format and have been categorized here for clarity with number of respondents and percent respondents who made a comment within that category. Text responses often included statements in more than one category.

Categorized Responses	# Respondents	% Respondents
Being a major part of transformational global student learning	52	39.7
Cultural bridge for students to a new country/culture	45	34.4
Contact with students	22	16.8
Autonomy, freedom, and independence	21	16.0
Living in Europe	17	13.0
Exciting and rewarding role	11	8.4
Variety of the role	9	6.9
Non-traditional academic role	9	6.9
Being away from head campus politics / institutional issues	6	4.6
Great colleagues	6	4.6
Excellent remuneration and benefits	5	3.8

Sample Responses to the Open-Ended Question: **'What do you see as the biggest benefit of being a Resident Director in Europe'.** Several statements have been edited to remove identifying information.

- *Working with young people, seeing them grow, learning new things every day. Job diversity.*

- *Working with American students in a country and a language that I love. I feel like my students are so much more motivated to learn here than they would be in a*

classroom on their home campus. I often think of myself as the bridge between home and host country and culture and this is extremely rewarding. I often feel that I have played a role in students becoming better global citizens.

- *Socialist benefits including high quality health care, subsidized child care for working parents, and job security under [country name] labor law.*

- *Sense of accomplishment due to being an active part of students' personal and academic growth.*

- *It gives a sense of mission, that you are helping students to have an important life and educational experience. It's a fresh challenge with each new group.*

- *In my case freedom to operate away from main campus politics and power struggles.*

- *Being in Europe !*

- *Accompanying students in this life-transforming experience. The personal, cultural and academic changes that take place during their stay is amazing to witness. The role of educator and mentor is an overall rewarding experience. The relative independence of the career as RD is very appealing to me. That would have been my biggest challenge in a tenure-track position in the US.   Living in [country name] has been a tremendously rewarding experience, both on a personal and professional level.*

- *Eternal youth.*

- *Watching US students grow academically and personally, educating future leaders and thus contributing to a better understanding between Europe and the US.*

- *As long as things are going well myself and my staff are left alone to put on the best program we can. The fact that I am not micromanaged is a huge reward. I get to show hundreds of students a country and culture that I love, and to help shape their worldview. Study abroad is truly a transformative time for most students, and myself and my staff are on the front lines for that. Very rewarding, complex, and stressful, but I wouldn't change it for anything.*

- *It is rewarding, under the right circumstances, to work with the students and see how they grow and become more confident and culturally aware over the course of a semester.*

- *Being surrounded by an international environment and having the hard but fascinating mission to educate young minds, which are our future.*

- *Being based outside of the US.*

- *Even though I was born and raised in the US, I am now working in the country where I studied abroad, and which had a huge impact on my life. One of the biggest benefits of living and working here (as opposed to working in international education from the US) is getting to see student growth in person. Many students view this as a chance to travel, admittedly, but even in a large group of students there are at least a handful who take this seriously and really try to connect with the local culture. Being a part of that is so fulfilling and rewarding and I wouldn't want it any other way.*

- *Giving students the opportunity to see and understand that the world is larger than they one they know in the USA. Watching them change and grow from the time they arrive to the time they depart in 3 months.*

- *Learning so much, and able to educate students as they begin their study abroad experience. It never gets old!*

- *The biggest benefit of any site director in any part of the world is the contact with young people.*

- *Being able to share in the students' life changing experience*

- *Love what I do so much since my job has a great impact not only on my students but also on the local economy*

- *I love the job itself, in spite of the isolation I often feel. My fellow Euro directors (my institution also has programs in other European countries) and I meet remotely on a regular basis, but it is not the institution that encouraged this. We took the initiative ourselves. Before I came on board, the European directors from my university did not even know each other or ever coincide on campus visits. The institution still feels uneasy about us meeting together, and they do not understand why it is so important to us. The biggest benefit for me, as an educator, is the magnificent opportunity we have to teach students at a vulnerable moment of their lives how to cultivate a mindful approach to cultural difference, and to their own experience of difficulty, how to care for themselves when they need care, how to deepen their interest in what exceeds their comprehension, how to develop respect and empathy for the host culture, all the while remaining critical to its injustices. It's a formidable task, but one that provides unique opportunities to teach for a better world. I love mentoring my students, supervising my staff and faculty, building a better and better program. I basically oversee a division of the university, and I very much enjoy the challenges and rewards that it brings. However, I feel like this is the best kept secret at my university! I think they see me as a babysitter (not my direct supervisor, but pretty much everyone else). It's frustrating. They don't treat me like a colleague.*

- *I love teaching, and being the Resident Director allows me a lot of scope for planning co-curricular activities - both for my own courses, and in conjunction with visiting US faculty - that use [city name] and the wider [country name] as teaching resources. The opportunity to share [country name] and European culture and history with*

intelligent, inquisitive and responsive students, which most of mine are, is very gratifying. The same goes for the visiting faculty from the US institution, some of whom are in the [country name] for the first time and/or are teaching in London for the first time. The constant variety of the job is also very appealing.

- *Being part of the education of rising generations of US students and, hopefully, expanding their knowledge and awareness of Europe.*

- *Being less involved in internal university politics and hierarchy.*

- *Introducing students to a new environment and experiences and supporting them through the challenges this represents, observing the growth which can be the result of a positive Study Abroad experience.*

Section 7 - Biggest Challenge of Being a Resident Director in Europe

Survey respondents were asked an open-ended text response question **'What do you see as the biggest challenge of being a Resident Director in Europe'**. The responses (n=133) were coded into general categories and summarized in terms of number and frequency of mention (Table 7.1). Selected individual text responses are also presented below.

Table 7.1. The biggest challenge of being a Resident Director in Europe. Original answers were in open-ended text format and were categorized for clarity with number of respondents and percent respondents who made a comment within that category. Text responses often included statements in more than one category.

Categorized Responses	# Respondents	% Respondents
The multiple responsibilities, work-life balance, and stress of 24/7 role	35	26.3
Communication, support and disconnect challenges with home institution	31	23.3
Navigating US - Europe cultural differences	24	18.0
Managing home office expectations	20	15.0
Managing student expectations	19	14.3
Student safety, emergency response, and mental health	18	13.5
Disconnect between US/EU laws and policies	17	12.8
European law challenges (HR, GDPR, immigration etc.)	13	9.8
Managing staff, faculty, and operations	11	8.3
Lack of program resources (infrastructure and funding)	9	6.8
Lack of academic respect/trust for program or RD from home institution	9	6.8
Study Abroad as a business and customer service model	9	6.8
Student immersion challenges	6	4.5
US centric view of study abroad	5	3.8
Lack of student preparation (esp. language)	5	3.8
Challenges with short term programs	5	3.8
Recruitment and maintaining steady enrollment	4	3.0
Lack of career progression opportunities	4	3.0

Low salaries/high cost of living	3	2.3
Host country partner institution challenges	2	1.5

Sample Responses to the Open-Ended Question: **'What do you see as the biggest challenge of being a Resident Director in Europe'.** Several statements have been edited to remove identifying information.

- *The biggest challenge is immerse students to a local community and try to encourage them not to travel every weekend*

- *You are responsible for many facets of the student's study abroad experience from the operational to the creative side of thinking of new ways to provide a more comprehensive/immersive experience for them. An RD is expected to both be able to manage an emergency situation one day and to be culturally-engaging and knowledgeable the next day while in the background, unseen from most people, managing the operational-running of the program such as preparing finances, budgets, HR, etc.*

- *In [country name] with the very strict and complex labor law code, it is hard to staff for the job we have to do (odd hours, on call duty, weekend work) It is like fitting a square into a circle. HR concerns and issues are my biggest issue.*

- *Not being considered and listened to a lot because I am not American.*

- *If we are referring to US institutions operating in Europe, we are at a crucial cross-roads. The lack of focus on foreign language learning at secondary levels of US education is a threat to our existence as an 'local immersion' program. Students cannot be adequately prepared to do post-secondary learning during their sojourn if they have not begun serious target language study before entering University. This contributes to a situation where US students can now benefit from the greater offering of English medium coursework in local Universities; thereby side-stepping the immersive language aspect. This is a disservice to US students who could ultimately benefit from de-centering their place in the world through foreign language acquisition beyond a simple level of exchange of service locally.*

- *My biggest challenge is maintaining a steady enrollment in my program at a time when fewer US students are attracted by my type of program which requires a certain fluency in [language] and a home stay. It's very frustrating because there is only so much I can do. I wish my home institution would make better use of me to recruit students. At the same time, I appreciate that my home institution is not concentrating on short term programs to boost our enrollment but I do worry about our long term viability.*

- *In my opinion, the biggest challenge consists of building a bridge between SA business and quality education. I regularly feel that we must compromise our professional opinion as educators to fit the commercial and marketing framework the SA has become for the US universities. The second quite as big a challenge is to find a way to adapt to the familiar American academic and cultural habits of our students while at the same time trying to remain faithful and introductive to our local culture and customs.*

- *Though we have sufficient resources for doing our job, we do not have the resources of a US campus and students and colleagues in the US sometimes do not understand this.*

- *Being removed from the home institution, and only knowing students for a brief phase of their college careers.*

- *Students from abroad have many possibilities to study in Europe and especially in [country name]. Many universities are happy to host study abroad students for a whole study or a semester abroad. This means that our university needs to strengthen our USPs and come up with new strategies on how to attract more incoming students.*

- *Straddling the gap between the U.S. (unacknowledged) expectations and assumptions and European culture and legalities.*

- *The distance from decision makers at home, the 'out of sight, out of mind' syndrome that can affect the program, the inability to be my own best advocate at the institution as I am not present in the US. On a day to day basis, my management in the US has no idea what happens on our program....as long as things go well. Sometimes it is hard to get messages across, such as the benefits we see on the ground for students, and the massive changes they undergo while abroad. They also don't see the day to day stresses that RDs and staff deal with. There is a perception that this is a cushy job, living in a desirable location. Yes, it's nice, but it is a lot of hard work and massive amounts of responsibility. I also do not believe that in general Resident Directors and on-site staff get credit within the study abroad world for all that they do. They make it happen on the ground. You can schmooze at NAFSA all you like, but a program is only as good as the resources (staff, facilities, residence, location etc.) on the ground. I think the study abroad world has forgotten that. Our distance from the main campus and decision makers has hurt us as a crucial part of the sector.*

- *The biggest challenge is the disconnect between myself and the home institution. Clear communication is a major problem, and roles and job expectations are not defined properly because there is not a real understanding of the campus set up in-country.*

- *I don't think my institutional leaders really know the challenges of operating on the ground. They make promises that we cannot always keep, and we on the ground*

look bad, or are pressured to deliver what they promised. It has become too much of a business and not so much an academic pursuit anymore. Faculty led programs are a nightmare to host compared to semester programs, and are often superficial academic tourism, not in depth exploration or immersion. But that's where the field is heading unfortunately.

- *Managing an increasingly dependent type of American student who comes with a whole set of emotional and psychological baggage but who also expects a very high level of service.*

- *Dealing with US HQ. They cannot reconcile their strong need to know what is going on and/or to try to control things with their almost total inability or unwillingness to take the time to understand the major differences, not just of operating a small branch campus, but of doing so in a country that is not particularly easy to navigate. I don't blame them, it is a naturally occurring predicament, part of the job.*

- *Main campus' point of view is "US-centric". The biggest challenge is to make them understand that things need to work differently in another country.*

- *In a sense, no matter how experienced one is, how many years one has been teaching, how many publications one has, you are still considered a B-series employee, and as a faculty member you are not recognized for your value. Students, administrators and staff in the U.S. think that you are having fun abroad and that you are there to assure customer service satisfaction.*

- *In the beginning, it is hard to explain how many hats you wear and how time-consuming the fight with local inefficiency and bureaucracy can be. First, I didn't feel valued in the efforts I made on a daily base for the program (the home campus did not know and did not understand how much energy I invested) and worse, the visiting US faculty treated me not as an equal member of the University (despite my higher degrees in education), made me feel like a second class instructor and pretended me to "serve" them in their needs while abroad like a staff member.*

- *Being able to afford a decent life and decent housing with the high cost of living in [city name] and low salaries paid to study abroad professionals, including the taxes the [country name] government takes out of my paycheck.*

- *Incompatibility of agendas between our customers and our vendors.*

- *Striking a balance between US and EC laws.*

- *Keeping Europe relevant.*

- *The biggest challenge is making the US institution understand local laws.*

- *Things are quite different in Europe: from the lifestyle, to the use of language, history, academic culture.... The biggest challenge comes with faculty-led programs, in many cases US faculty show lack of knowledge and can easily misinterpret our way of doing things, they are not open to learning about the new surroundings or environment and in general, they think they know more than anyone else. I find it easy to adjust to their needs and plan successful programs, but I think they are missing a lot by not being receptive.*

- *There are many cultural differences with the US that we need to understand but that sometimes is not understood from our main offices in the US. We have to adjust to the US way of things but I have seen in many conferences that they never address the issue from the other side, from the European side. Everything is US centered.*

- *The lack of understanding from the home institution about my skills and expertise; the feeling that when I am on the home campus other administrators see me as a "contractor", not a member of the university. The feeling of no one understanding the overwhelming responsibility and the diverse skill set required to do this job well, from making sure we have light bulbs, to triaging mentally ill students to curriculum development to meeting with the Vice-Rector of the [country name] university and high ranking officials at the US Embassy. I believe the title itself, "RD", contributes to this misperception, as it sounds like we are dorm monitors, not highly skilled and educated professionals with an impressive multifaceted skill set and deep knowledge about how to run our programs in our countries.*

- *Burn out! The expectation to be all things to all people can be challenging at times, especially when combined with family life.*

- *Feeling connected with our American university as a whole. Our Study Abroad team is fantastic to work with in the US, but it sometimes feels like we are not fully connected to the overall university.*

- *Gaining the respect of my faculty colleagues back in the US for the academic experience we offer abroad.*

- *There are limited opportunities for institutional or personal growth.*

Section 8 - Further Open Comments

Resident Directors answering the survey were given an opportunity at the end to provide any further comment they wish. Below is a selection of those comments, allowing individual voices to complement the survey. Some comments have been edited to remove identifying information.

- *I am deeply concerned with the trend of treating Higher Education as a commodity. I see myself as an academic and not a service provider, yet studying abroad implies dealing with many non-academic aspects of students' lives. How to maintain our integrity professionally and still push back at current students' sense of privilege.*

- *My students often tell me that I have their dream job. Many days, I would agree with them. But when in the middle of a crisis or in the crunch of a busy time, it can be a very lonely and exhausting job where the weight of our seemingly unlimited responsibility is heavy.*

- *Having worked for many different institutions/organizations & overseen multiple program models, the experience of being a RD varies greatly according to program type, student profile (single vs. multiple institutions), location & availability of resources (major capital vs. smaller town), enrollments, degree of institutional support and management structure on the U.S. side. Being part of a large worldwide organization with clear policies & procedures, major resources & infrastructure and separate divisions/staff to deal with aspects such as marketing & recruitment, safety & risk management, legal issues, etc. is VERY different from working for a small institution that may have a 1- or 2-person study abroad office, few programs abroad & small on-site operations run almost single-handedly by a RD who must wear all the hats. RDs today are asked and indeed expected to do way too much - notably in areas in which they are not experts (e.g., mental health) - and to assume more responsibility than any individual on a normal U.S. campus. The potential for liability issues has never been greater, and it increases every year. If this survey succeeds in sounding an alarm, it will have served a purpose.*

- *I think it could be a very good position under the right circumstances- if roles were clearly defined and properly compensated, if the position and the program were truly valued by the academic institution, and if work/life balance and employee support were given some priority. It is difficult to properly support the students and maintain a good atmosphere for employees when so much responsibility is put on one person,*

with very little training or support given so that person can perform the role to the best of his/her ability.

- *The main problem is related to the total underestimation of the amount of work and responsibilities we have, but we don't have a voice because we are not faculty, therefore they place us at the lower level of the academic hierarchy. The second problem is a real risk of burnout, totally underestimated by the US. They don't consider the fact that we are on call 24/7 and alone (without a campus around us) many months a year. Last but not least students come to Europe more and more in order to travel, not to study. So they are not committed to study, and this is a terrible frustration for someone who is committed in the field of EDUCATION abroad-*

- *In spite of the occasional craziness, I do sometimes believe I have the best job in the world. Sometimes.*

- *I would like to better understand if it is legal to have directors on call 24/7 all year round and make sure that this type of pressure does not just receive adequate compensation, but also adequate support. I am also interested in exploring if there is a possibility for titles for abroad faculty who have served the institution for years but are called "instructors". Without mining the tenure track system, I feel that undermining faculty abroad, but asking them at the same time to teach U.S students is not just contradictory but gives room to unequal treatment. I cannot accept that because a faculty member teaches abroad he/she is for some reasons considered as less qualified and less worthy of promotion and of the title of professor.*

- *We need to have more frequent opportunities to collaborate as Resident Directors in particular countries or regions. We face similar challenges and could act as mentors and give guidance to one another. I don't feel like that important face-to-face collaboration is happening often enough.*

- *Rewarding emotionally, but not financially.*

- *I was interested to see some of the questions about synergies between on-site staff and headquartered staff. I found that to be the biggest adjustment when taking on this role. It often feels as though headquarters is trying to "educate" us and get us in line with standardized procedures that simply cannot work across the board in several different global destinations. I would love for on-site staff's expertise to be trusted more and for our voice to be heard above whatever headquarters might think is the best for overall program growth and enrollment. I would feel much more satisfied in my job if I felt more aligned with the folks on the US side.*

- *I wish I had time to elaborate, but I am a Resident Director…*

- *This survey was geared to American institutions, not surprisingly, and many of the terms are unfamiliar to Canadians and many of the situations do not apply to the structure of Canadian programs. That having been said, the fact that I am retired*

and working part time mitigates a great number of the questions, especially in terms of career advancement, university inclusion, etc.

> *Project Lead Author's Note: Sincere apologies to our Canadian colleagues....a massive oversight especially considering the lead researcher on this study is himself a Canadian.*

- *Being a RD is an amazing experience. It offers numerous professional and personal opportunities. For example, it is my first time being primarily in an administrative role at my college and it has given me new avenues of research. Also, being an RD allows you to share a transformative experience with your students. Overall, this is a positive 'stretching' experience.*

- *I think one of our biggest challenges is to manage interaction with students who mostly come from a traditional US academic background and are not prepared to fully explore and experience a different academic setting.*

- *My largest regret is that the financial, administrative, and legal responsibilities are preventing me from doing any kind of academic or scholarly work.*

- *Love the varied nature of the position. Also being somewhat autonomous. Supportive supervisor is crucial. Unfortunately other parts of the college (esp. finance, hr) in the US do not really understand what the role is, or what it is to run programs in other countries.*

- *Love it!*

- *Dynamics in my institution has changed a lot. Moving from being able to share ideas, comments, thoughts to improve the program quality towards students to not being able to give any opinion but when I´m asked and sometimes I'm asked because my institution needs to follow the protocols. Number of students has decreased by more than 75% and that means enjoying my work less. Not happy with my institution but loving the work of being a resident director.*

- *It is a difficult role sometimes as you have to deal with many issues and sometimes alone. We should have more accessibility to training regarding mental health issues, and I believe as part of our job we should have health insurance that covers therapy and counsellor hours. In some cases, we have to deal with many stressful situations regarding students' health and we manage it ourselves, so it would be beneficial to be able to talk about it with someone.*

- *I think I've said it all above. I do strongly object to the title RD, as I've stated. There is no other director of my program, yet the title suggests that I am the on-site director, the one who lives here, and the other director must be somewhere else. The word "resident" contributes to the lack of understanding by our home institutions about the breadth and depth of our knowledge, experience and skill set, and also diminishes understanding about the intense and unrelenting responsibility that we face. Not only*

for the health, safety and security of our students, but we also carry legal and fiscal liability that would crush the average mortal. In my country, I can be personally fined, my bank account frozen or even incarcerated if the program violates laws and legislation. I tremble when I get a notification from the Tax Authority. This is another invisible weight that many of us carry, as is the 24/7 responsibility for our students. This lack of understanding is particularly threatening because as universities centralize their global endeavors, as is happening at this time at my university, new players step in with ideas about making sweeping changes without thinking even consulting us to find out if they are putting the university, or US, at risk. When you have little to no institutional credibility, it makes it nearly impossible to have your voice heard. We are siloed. And when we do get recognition, it is usually from a superior who is also somewhat isolated by the nature of her work. This is the part of the work that causes stress and headaches. We know how to do our jobs, with all of its myriad challenges, and we are happy to do it; in fact we are the happiest when the home institution just leaves us alone and doesn't interfere in letting us get the job done the way we know how to. It's like when you need them to provide for you, like establishing a coherent and effective emergency response protocol, or to supply support in a real student emergency, they fail you. But then they want to intervene to mess up a perfectly functioning system or protocol you have going because some new person in the new global department wants "consistency" across their programs (not consistency on best practices for inclusive excellence, things like consistency on payroll..., without taking into account local laws and legislation, and how this new system will affect the RD). It's very frustrating. I hope my comments have been helpful!

- *It seems to me that the number of students I am asked to care for (close to 300 in a semester) as a one person team on a part time contract is a lot to ask. But then, I don't really handle the academic side. It would be good to have a clearer notion of how unusual my situation is.*

- *Amazing job with such a diverse range of roles and responsibility. Can be very very stressful being on call for nearly 10 years now 50-51 weeks out of the year requires significant mental strength and resilience.*

- *I am ultimately leaving the sector due to lack of career progression and feeling "burnt out."*

- *The multi-faceted nature of the job is both rewarding - one rarely has the same day twice - but also challenging - one is expected to have knowledge of so many different areas of operation.*