

*Frontiers: The Interdisciplinary Journal of Study Abroad*

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# April 25 Issue Introduction

Elaine Meyer Lee<sup>1</sup>, Editor

## Keywords

Diversity; editorial; editorial board

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## Introduction

It seems that we have established a rhythm of providing a bit of an annual editorial update in our April issues: In April 2023, I introduced myself as the new editor of this journal, and in April 2024 on the occasion of our 30th anniversary, we wrote to share some reflections on our editorial process to date and chart a few new directions. We updated our readers on the initial steps we had taken to strengthen our editorial board and clarify what type of scholarship we are most hoping to facilitate in the future for our field. These steps included updating our [mission statement](#), creating a [new rubric for reviewers](#) and format for responses to reviews, discontinuing book reviews, and inviting the Forum to host their Teaching and Learning Toolbox on our site as a sister publication. We also reported on our next plan, having assessed our reviewer bank, to restructure our Board into two tiers of Associate Editors and Assistant Editors, to improve efficiency and time-to-decision, while also fostering professional development pipelines for the next generation of scholars.

Now, I am delighted to let you know how successful that restructuring of our Board has been. Most of our previous ongoing board members (10, more specifically) stepped up to the increased responsibilities of Associate Editors, and we put out a call in the summer for the new Assistant Editor roles. We were overwhelmed with a very large number of applications, and reading them was incredibly heartening regarding the future of scholarship in our field. From this wonderful group, we invited 24 to join us this year as Assistant Editors, whose

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names and expertise can be viewed on the [Meet Our Team](#) webpage on the *Frontiers* website. We then did a survey of our newly constituted Board to assess the range of diversity represented, and I want to share the visualization of this data created by our (newly promoted) Executive Editorial Assistant, Anas N. Almassri.

## Current Board Diversity

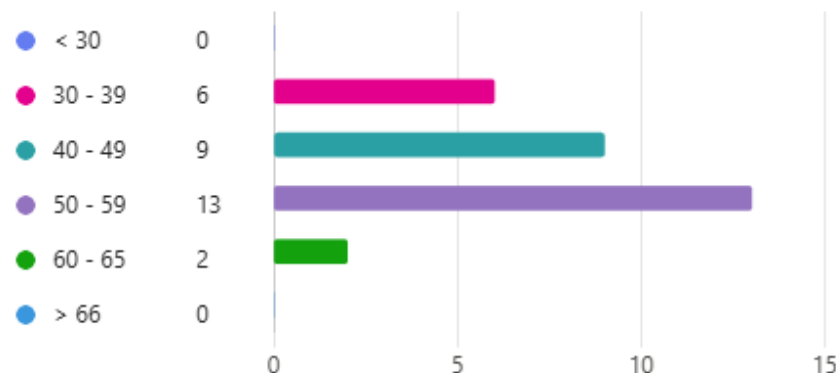
The eight following figures describe the diversity of the *Frontiers* Editorial Board in terms of:

- (1) Age,
- (2) Race/ethnicity,
- (3) Type(s) of institution of current affiliation,
- (4) Field(s) of prior academic training,
- (5) Type(s) of institution attended for highest earned degree,
- (6) World region(s) of interest,
- (7) Participation in study abroad as a student; and
- (8) Prior experience of leading or supporting study abroad programs.

The infographic representations are based on survey data that was self-reported in November 2024 by  $\leq 33$  of our 34 Associate and Assistant Editors (92% of the *Frontiers* Board). All 33 respondents reported having a terminal degree in their fields, e.g., EdD, DrPH, but most commonly PhD. Of the 30 respondents who reported their sex and/or gender, 22 (73%) identified as female and/or woman and eight (27%) identified as male and/or man.

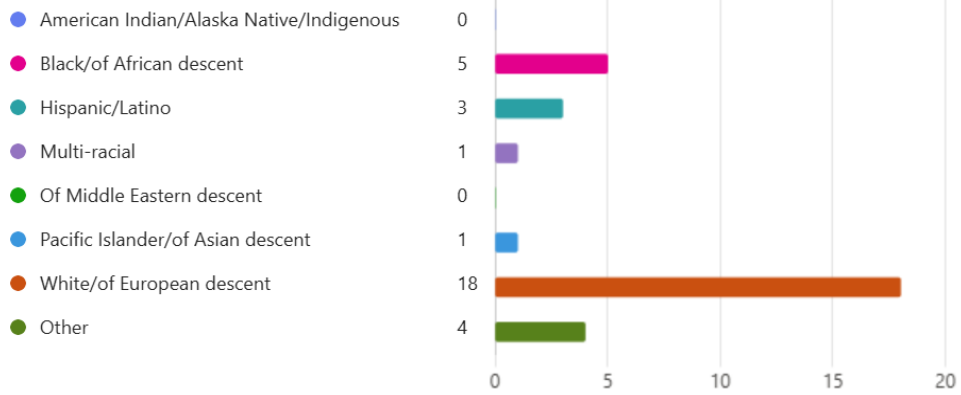
**FIGURE (1)**

AGE GROUP



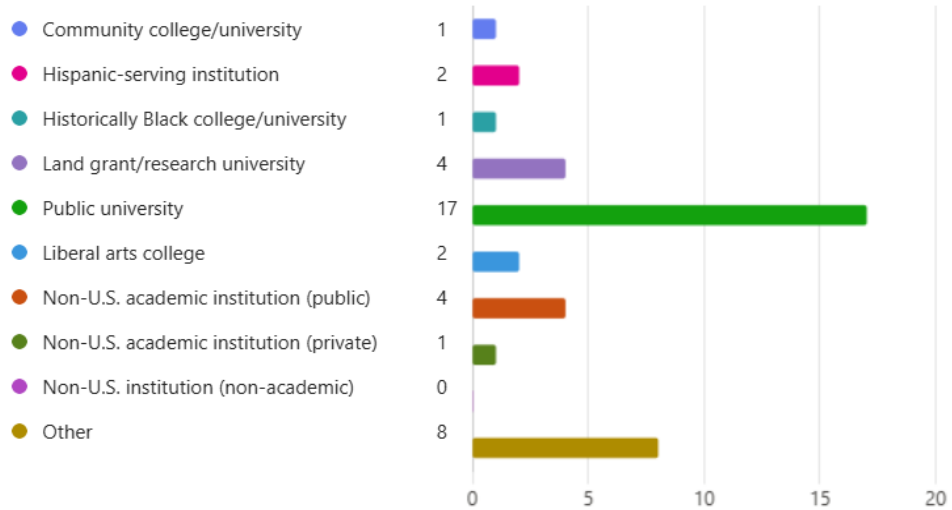
**FIGURE (2)**

RACE/ETHNICITY



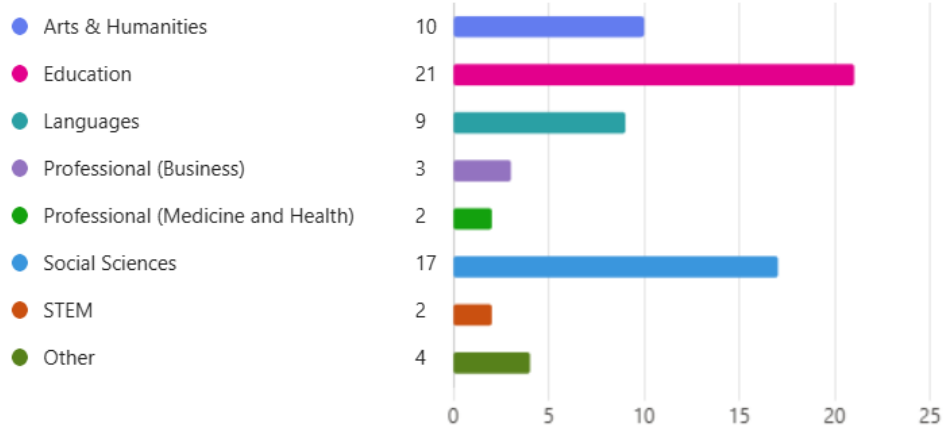
**FIGURE (3)**

TYPE(S) OF INSTITUTION OF CURRENT AFFILIATION



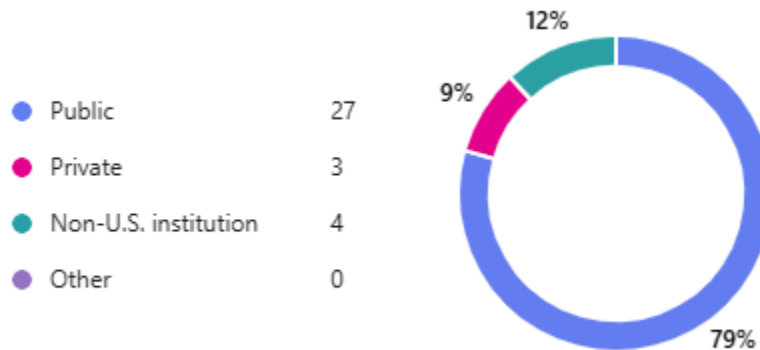
**FIGURE (4)**

FIELD(S) OF PRIOR ACADEMIC TRAINING



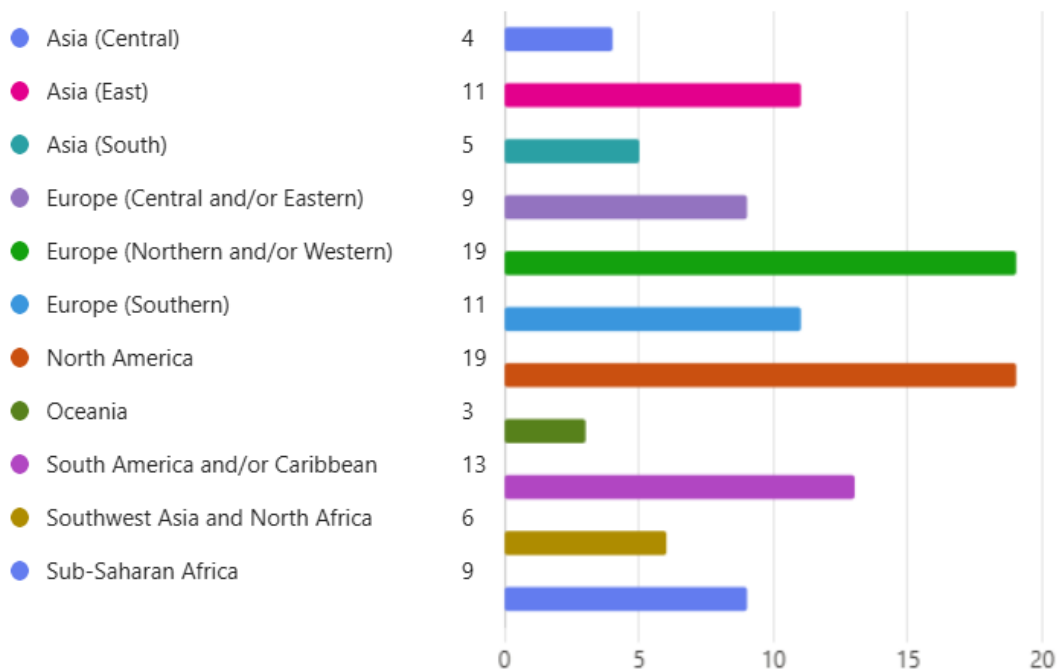
**FIGURE (5)**

TYPE(S) OF INSTITUTION ATTENDED FOR HIGHEST EARNED DEGREE



**FIGURE (6)**

WORLD REGION(S) OF INTEREST

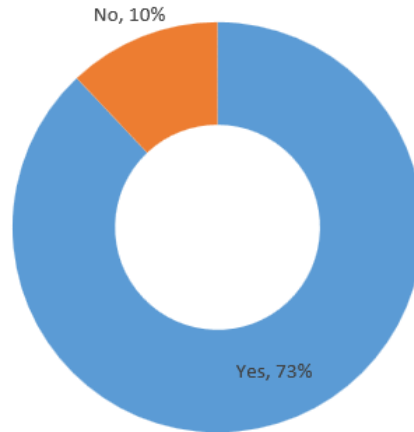


Beside these diversity indicators, the survey respondents had a chance to report on their participation in study abroad as students as well as on their prior experience of leading or supporting study abroad programs. The last infographic figures reflect their responses, where available.

Twenty-four (73%) of the 33 Associate and Assistant Editor respondents reported leading or supporting study abroad programs. Three (10%) reported not having studied abroad as students.

**FIGURE (7)**

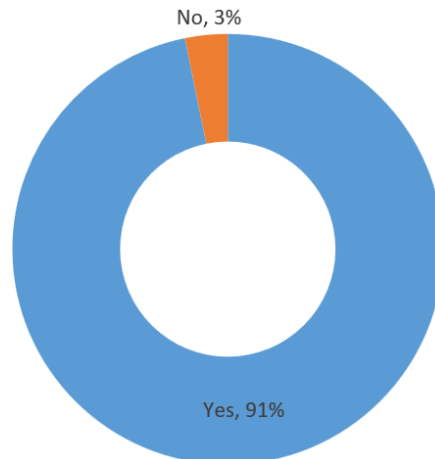
PARTICIPATION IN STUDY ABROAD AS A STUDENT (N = 27)



Thirty (91%) of the 33 Associate and Assistant Editor respondents reported leading or supporting study abroad programs. Only one (3%) reported not having led or supported study abroad programs.

**FIGURE (8)**

PRIOR EXPERIENCE OF LEADING OR SUPPORTING STUDY ABROAD PROGRAMS (N = 31)



## Closing Remarks

I am very proud of our whole team at this point, the reduced time-to-decision they have allowed for, and this issue they have helped to produce.

Another highlight of this past academic year has been two excellent special issues, one titled [U.S. Education Abroad: The View from Europe](#), edited by Stephen Robinson, Kelly Bohan, Julia Carnine, and Ariadne Ferro; and the other titled [Intercultural Development in Teacher Education: Sustaining Momentum for Study Abroad and Virtual Exchange Innovation](#), edited by Adriana L. Medina and Allison J. Spenader. I thank everyone involved in each of these two special issues.

Finally, many thanks to you, our readers, for valuing the vital scholarship to inform practice in our field of education abroad, which is more crucial than ever for the next generation.

## Editor Biography

**Elaine Meyer-Lee** is Provost and Senior Vice President for Academic Affairs at Goucher College. She previously served as an SIO for 18 years at other institutions and has been broadly active in the fields of international, intercultural, leadership, and diversity/inclusion higher education since earning her doctorate in human development and psychology from Harvard in 1999. Her numerous fellowships and grants include a Fulbright, and she currently serves on the boards of ISEP and American Conference of Academic Deans, and on the Haverford College Corporation.