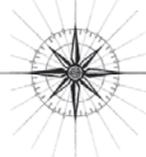


THE FORUM
PATHWAYS TO THE
PROFESSION SURVEY 2008
DATA SET

THE FORUM ON EDUCATION ABROAD



THE FORUM PATHWAYS SURVEY 2008 DATA PROFESSIONALIZING THE FIELD: SALARIES, WORKLOAD & OTHER JOB-RELATED TOPICS

Survey Part One - Organizational Background

It will be helpful to us to know something about the institution or organization for which you currently work. However, rather than having numerous people give us the same organizational data, we'd like to ask you to please designate one person to fill out this portion of survey. There is another portion of the survey that we would like each individual to complete. The URL for that survey can be found on the Forum web site (<http://www.forumea.org/research-data.cfm>). The terms in the survey that are highlighted in green can also be found on the Forum web site - in the Forum Glossary Project (<http://www.forumea.org/research-glossaryindex.cfm>).

The questions on this page ask about programs offered by your institution/organization in 2006-2007, including summer 2007. (Please count each program only once in the category that best fits for the program.)

NOTE: We realize that there are many kinds of program models and affiliations. We are asking here about the programs with which you have formal or informal affiliations that require work on your part. By program administration, we mean work done in the following areas for a program (program design/development, contracts/agreements, budget development, marketing/recruitment, student selection and orientation, immigration/visa procedures, billing, emergency contacts/crisis protocols, academic administration, grade/transcript processing). We realize there is shared responsibility between institutions and organizations in these areas, but hope you can differentiate those programs for which you do the majority of the administration to keep a program running as opposed to those programs which are largely administered by another department or organization.

1. How many programs were predominantly administered by your office or organization (i.e. your office does the majority of the work to administer the program)?

Quarter, semester or year programs: 99 respondents offered programs of this type; Mean = 226; Standard Deviation = 2008. If we remove one response of "20002," the new mean = 24 and the new standard deviation = 36.

Short-term or summer programs: 95 respondents offered programs of this type; Mean = 25; Standard Deviation = 103. If we remove one response of "1001," the new mean = 25 and the new standard deviation = 20.

2. If your office is at a college or university, how many programs available to your students were predominantly administered by a program provider with which you have a formal affiliation?

Quarter, semester or year programs: 86 respondents offered programs of this type; Mean = 7014; Standard Deviation = 64695. If we remove one response of "600000," the new mean = 38 and the new standard deviation = 59.

Short-term or summer programs: 54 respondents offered programs of this type; Mean = 60; Standard Deviation = 273. If we remove one response of "2000," the new mean = 23 and the new standard deviation = 46.

3. If your office is at a college or university, how many programs available to your students were predominantly administered by a program provider with which you have an informal affiliation (i.e. no written agreement or contract)?

Quarter, semester or year programs: 58 respondents offered programs of this type; Mean = 37; Standard Deviation = 54. There were also 6 respondents who commented that programs in this category were relatively unlimited.

Short-term or summer programs: 33 respondents offered programs of this type; Standard Deviation = 16. There were also 6 respondents who commented that programs in this category were relatively unlimited.



4. If you are at a college or university in an Education Abroad or International Programs office, how many programs were available to your students that were predominantly administered by other departments on your campus?

Quarter, semester or year programs: 32 respondents offered programs of this type; Mean = 9; Standard Deviation = 17.
Short-term or summer programs: 52 respondents offered programs of this type; Mean = 7; Standard Deviation = 23.

7. If you represent a college or university education abroad or international programs office and there are study abroad programs wholly administered by departments on your campus other than yours, please indicate in which areas those departments can be categorized (choose as many as apply to your situation):

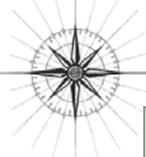
All areas listed below	2	
Agriculture	6	
Architecture and Design	4	
Business and Management	18	
Continuing Education	2	
Education	11	
Engineering	9	
Fine and Applied Arts	11	
Foreign Languages	18	
Health Sciences	14	
Humanities	15	
International Education	4	
Journalism	3	
Mathematics	0	
Law	12	
Natural and Physical Sciences	9	
Social Sciences	15	
Other: Summer Session office (2 responses); Maymester office; Honors Program; Leadership/Service office.	5	

8. How would you characterize the trend in student participation in education abroad programs at your institution or organization in the last 5 years (2002-03 to 2006-07)? Has it...

Decreased greatly (> 30%)	1	1%
Decreased somewhat	3	3%
Stayed the same	12	11%
Increased somewhat	46	42%
Increased greatly (> 30%)	47	43%
Total		

9. How would you characterize the trend in education abroad programming at your institution or organization in the last 5 years (2002-03 to 2006-07)? Has it...

Decreased greatly	1	1%
Decreased somewhat	1	1%
Stayed the same	8	7%
Increased somewhat	55	50%
Increased greatly	44	40%
Total		



10. STAFFING: How many full-time equivalent (FTE) staff are currently employed/work in your office in each category? (Please list each FTE in only one category.)

107 respondents have permanent staff: Mean = 10.4; Range: 1 to 300.
88 respondents have student employees: Mean = 4.2; Range: .25 to 23.
24 respondents have graduate assistants: Mean = 1.78; Range: .5 to 10.
20 respondents have interns: Mean = 1.9; Range: .25 to 6.
16 respondents have volunteers: Mean = 7.4; Range: .25 to 35.

11. If you answered "other" to the last question, please list the "other" staffing categories here:

Other employees:

- 1 full-time finance officer and 1 full-time finance assistant work approximately 80% for study abroad and 20% for other units.
- 1 Part-time
- part-time credit transfer person, who also speaks to classes on campus. 2. person who manages the sponsored programs, i.e. Fulbright scholars, NSEP applicants.
- Administrative Assistant share with international student services who maintains the website, helps with budget, and produces marketing material
- administrative assistant--provides some support to education abroad (but most of her responsibilities are for other areas, including international campus programming and international student services)
- Cook, cleaning person, maintenance person
- dedicated two business office staff
- Director of the Office of International Programs assists in a very limited capacity.
- Faculty members who are paid either full or part time (dean, associate dean, etc.)
- on site coordinators
- One employee handles professional emersion programs only-not study abroad.
- One faculty member receives a 3 credit release from teaching each semester to serve as the study abroad coordinator. The SA Coordinator serves 2 years and then the application process happens again. The study abroad coordinator can request a work study. Our office also encompasses fellowship advising -- most of these fellowships are international, but not all -- the "other" category includes the fellowship team as well as our IT person
- part-time site coordinators in Germany, Spain, and France.
- Secretarial
- shared positions in tech support and financial records
- temporary/other non-permanent
- temps
- The Administrative Secretary, Projects Coordinator, International Student Advisor or
- These other 7 are in our international office but have no or minimal responsibility for education abroad
- we are hiring a 4th person soon - a full-time Admin Assistant
- We have an employee who has another full time position at our university but who works with International Programs about 5 hours per week to help us and gain experience in the field.
- We have an information technologist assigned to us on an 80% FTE basis for 2-3 years to complete our study abroad database and information system project. When the project is done, we will retain him for 25% FTE (his other 75% FTE will be in the Dean's Office).
- We have one secretary who serves: ESL, International student advising, minority affairs and study abroad.

12. Do you consider your office to be (check all that apply)...

understaffed for the caseloads you currently handle	53 yes
staffed appropriately today for the caseloads you presently handle	18 yes
on the threshold of not having enough staffing to handle the caseloads that you foresee developing in the next year	25 yes
on the threshold of not having enough staffing to handle the caseloads that you foresee developing in the next three years	21 yes

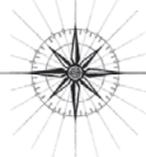


13. If you do not consider your office to be appropriately staffed for today's workload, what do you consider your current and future staffing needs to be (if you do not foresee additional staffing needs please enter zero (0) as your reply below)?

No answer	43
Respondents foreseeing no additional staffing needs - zero (0):	15
Respondents needing 1 more staff person:	44
Respondents needing 2 more staff people:	18
Respondents needing 3 or more staff people:	4

14. If you have you been successful in obtaining additional staff to cope with increased student participation or program growth, please tell us your strategies for doing this.

A slight increase in the administrative fee charged to study abroad participants has paid for the salary of an additional advisor.
Alumni have contacted us inquiring about positions; we have hired some. We have made inquiries in the field for references of SA professionals and have hired several from universities.
budget requests, broadcast of increase in participation/programs, raise awareness of execs of complexity of field (risks, academic quality, financial management, student issues)
Building a case with the College Administration for the absolute necessity of centralizing ALL aspects of study abroad (financing, risk management, growth, etc.)
By the increase number of students = Increase income = employ 1 more worker
comparing our workload and # of students going abroad to market basket schools and their staffing schemes.
Convincing the top administrators regarding the needs and significance of international programs.
Demonstrate funding ability; Show case-load equivalents on campus
Educating the administration as to the needs in order to maintain current levels and encourage additional growth. Internationalization is a large focus of the university, so alerting the administration to upcoming cuts in services if staff isn't increased allowed some expansion of staffing.
Evaluate budget to see if funds could be shifted from one budget line to the next. Push forward agenda by becoming almost unavailable hence the need for more staff.
external review; faculty support; comparing ourselves to other units on campus
Forecasting needs as part of the strategic planning process. Reinforcing these needs with increased participation.
Funding for them is built into the planning process as programs are added.
Have just begin in this position, so have not yet requested more staff.
Hire temporary/part-time staff and make them invaluable such that their absence would wreak havoc on the office.
I applied for student employment and got only 10 hours. I made the case that I was the only one the International Center with 0 student employees.
I have emphasized the need to increase admissions/student life staff in order to increase enrollment.
I spoke with the VP of Academic Affairs who agreed to pay the salary of the student Peer Advisor for 20 hours/week for 6 months.
I was able to increase our administrative assistant from .5 FTE to 1.0 FTE by presenting three options for increased staffing; this was the least expensive option.
Increase from 1.5 to 1.8 FTE staff requested in budget 2 years ago: based on need for student advising and office coverage during vacations and business travel. Support of academic dean essential.
Modest increase in past 5 years (.50 FTE) after making case to provost that quality of service needed to be improved.
New core curriculum requirements have mandated additional staff in this area over next 3 years. The current 1 FTE permanent staff is up from .33 FTE last year.
One additional full-time staff person has been requested through the budget process. We are awaiting an answer.
Our office currently serves incoming international students and outgoing domestic students (study abroad), and my position encompasses both populations. I did advocate for a GA to help with teaching and some advising, by simply asking our director to create a position. The funds for this position came out of our Intensive English Program income, however, and not the university's general operating fund or some other budget line.
Outlined data regarding the growth of student participants and need for additional programs and staff to support those needs



Over time, one intern position and a couple of positions that were either part-time or support positions have transitioned to full-time, permanent positions. The change has been gradual.
Presented a proposal to VP cabinet for a Global Studies Administrator. That proposal has been approved, and we are looking to hire at this time.
Program growth has been so exponential that our repeated requests were finally heard and given more weight, due to all of the new programs we've been tackling. But it still took a long time of petitioning administration before we were able to be (we hope) properly staffed. And this is new - just as of this week.
Promoting from within for newly created position, new hires for entry-level positions
promotion/outreach
Secured grants and donations for one position; this was related to program development tied to the curriculum. Did the same for an internship. Eliminated a program that was losing money to capture a position which we then split in half to create two full-time positions out of formerly part-time positions. Absorbed ESL instructor when the position was moved out of the language department and added duties connect to international student programming. Looked at staffing ratios at other institutions to make arguments, but also worked intensively with faculty to gain support for the office and its work. Showing administrators hard data on the number of students our staff deal with; pointing out that increasing staff would lead to an increase in numbers of students, thus increasing revenue for our programs.
Squeezed the budget to make it work.
Study Abroad at the University was essentially being run out of the Dean of Students office, by talented people who became frustrated because they did not have the time or sufficient opportunity to develop professionally. I made the case for having full-time staff who could run X's increasing number of overseas programs from start to finish. This consisted of writing a careful one-page memo and an organizational chart putting historical problems in structural terms, avoiding issues of personality and looking at solutions in terms of job descriptions and responsibility. We held a meeting where all Deans concerned hammered out the details. The office is now a blend of those who worked there before and four new staff members.
Supportive/ and Far-sighted Upper Administration
Threatened to leave
tied position to revenue generated by new initiatives
training to increase capacity in academic units so that they can effectively become "coordinators" of study abroad efforts
We are a self support office so our justification is always linked to demonstrated growth and a new revenue stream
We are a self supporting unit and have been relatively autonomous in hiring staff.
We have been funding new staff from study abroad fees because we have had no other options. I believe that our full-time professional staff should be on hard money from the University.
We have gotten new staff only when we're at a breaking point and the professional staff are talking about leaving because they are so overworked. Only then can I convince the powers that be that we need another staff person. Unfortunately by the time we get a new staff person, they really are only a pressure valve and do not solve the understaffing problem.
We have increased fees to students.
We have proposed the addition of another staff.
We implemented a fee that covers the person's salary.
We obtained funding for an Admin. Assistant, but we lost other staff, so this really has been a net loss rather than a gain.
We show the budget implications - both that we can afford the increase in staff and why if we don't increase staff we jeopardize our increase in enrollments which equals an increase in income
We successfully acquired one individual to solely recruit and manage our study abroad programs.
We were able to measure and report on increased activity in a number of areas of our operations, including: the number of student applications received, enrollments, the number of bank transfers & other financial transactions, legal and taxation issues, requests for budget information and financial projections, visa and work permit activity, etc.



15. If you still are short staffed, what changes have been made to accommodate this growth without being fully staffed?

adding volunteers and graduate student workers
better technology systems

Collaborating with other departments and offices on campus; recruiting returnee volunteers to help with programming.
Costs

Current staff works overtime although they are not paid for overtime.

Developed an online application/database program that helps handle the amount of work electronically.
discussions of highering a full time recruiter

do less than we want to; set limits on new initiatives we can take on; some programs and services are less in-depth than we'd like

Establishing priorities and standardizing procedures and getting assistance from the rest of the International Department staff

Get the support and involvement of faculty members and hire more student workers

Hiring and Rigorous Training of student work study staff and the addition of a shared admin

I have taken on two additional interns this year to handle advising.

I work approximately 12 hours/day 5 days/week. I try not to work on weekends, unless a foreign exchange student has an emergency.

in the interim, we tried to solve problems through technology (which created more problems) and hired temporary help during the busy seasons

Incorporated more technology into our process to free up staff for other tasks.

Increased reliance on student workers, abandonment of all efforts to function pro-actively or strategically.
Reduced time away from office for site visits, program evaluation and professional development.

Neglected website and publications.

Increasing numbers hence revenue.

I've applied for presidential scholars - students who receive a scholarship from the university and have to have a work component - they work 8 hours in the office.

longer hours

Longer hours! Student works and a 1/4 time graduate assistant have helped.

looking at online enrollment management software

doing more with less

More central support for functions that don't require education abroad expertise (i.e., finance and billing, some marketing, information technology).

more focus on basic operation, less focus (time & resources) on long-term projects and enhancements

More group meetings and very long hours.

Multitasking, more work than what is considered fair or normal.

No changes have been made. More students = more work = more work = less employee satisfaction = more turnover

none

obtained second GA to dedicate to study abroad advising. more group advising. more written guides.

Our critical need is for additional accounting assistance since we run so many short term programs that are faculty led. We have utilized staff from other campus offices to help during busy times.

Over-worked - but still smiling

part of responsibilities have been shifted to another office

potential reorganization of the position to divide up advising duties

Presented better statistics and strategic plan.

purchase of content management; web-based application; and data information management product

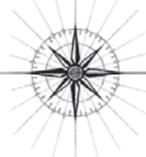
Relying on support from other campus offices, including admissions, financial aid, controller, etc.

some projects on the back burner, some staff doubling up on assignments.

Staff has grown from 2 full-time professionals to 4 in the past 4 years.

Student "caseloads" get taken care of, but bigger picture work such as developing an internationalization plan for the college and providing training and support to faculty gets short shrift.

Student workers



The office functions with the four employees.
Those who are left are taking on more tasks.
Though we have added one staff person and will add another this year, we have had to cut out a few services, including the International Ambassador program, which is our major avenue to connect study abroad or other American students with the international students on campus.
-Unfortunately, less time spent per student in advising and less overall contact per student
-Unfortunately, less re-entry programming
-Unfortunately, less thorough pre-departure orientations
-Unfortunately, limited addition of new programs until we ha
Use more students and volunteers
Use of technology, moving to a paperless office, online application system, having staff work overtime, increasing caseloads at the expense of other worthwhile projects deemed not as essential.
We all work harder.
Certain initiatives cannot be undertaken.
We all work long hours.
We are fine for now, though everyone works hard!
We are proposing an additional staff at present. We all work too hard but get the work done.
We decided to do less.
We draw upon faculty directors and other departments to handle more of the work (applications, for example.)
We have cut some activities, and we have added some student workers.
We have had to prioritize our duties and put important things on the backburner, such as web maintenance, programming, faculty outreach, etc.
We have limited the amount of summer programs we manage and do less marketing. There are also projects that do not get done.
We have tried to streamline and automate some processes. We have tried to be more efficient in doing more with less, but making such improvements itself takes time we don't have.
We have used a lot of student workers to do multiple parts of the office. We also have 3 academic interns who do work for us.
We hire more student workers. We have been hiring temporary employees to manage the growth in short term programs. Student workers are not ideal because they don't have a vested interest in study abroad. But, it's all we can afford. We receive 45% of one salary from the administration for the ed abroad coordinator, the rest of the funds are from student fees.
We implemented an on-line system for accepting student applications. This change permits staff to spend more time on higher-level tasks (as opposed to data entry, filing and reception duties). System is integrated with our web site and study abroad database. Developed Excel-based budget system that permitted what if analysis in the areas of currency, enrollment and other key cost factor projections.
Invested in staff training & upgraded two positions to promote retention. we rely heavily on student workers
We take short cuts, and leave some work undone.
We use more student workers and skilled interns.
While this does not address staffing for education abroad directly, we are proposing a position (either FTE or PTE) for an international admissions specialist. The position will help relieve me and other staff members of some of our duties. A proposal has also gone forward from a separate subcommittee to create a Vice Provost for International Education--so, one more administrator besides me and my supervisor.
will continue 50/50 sharing of administrative oversight with departments/schools and will continue to accept less than "best practices"; will advocate to limit participation/programs.
work longer hours, put more stuff on the web, increase number of information sessions
Work longer, harder, and smarter.
Working longer hours.



16. If you have made changes, please explain who instigated these changes – your department or another? Were they initiated from the top-down or did you decide on and implement them?

Accommodations are made in my department, initiated by my office.

Any staffing changes are initiated by our office.

Because of the requests from the top down, the only way to meet their requests is to stay for an additional 3 hours every evening.

Bottom up from our department (the one that really knows our needs)

Changes are always initiated by the office and requests sent for approval

Changes initiated by study abroad office.

Changes initiated by the Associate Dean for International Education after consultation with the Director of Study Abroad.

Changes initiated internally and funded internally without institutional support.

Changes were initiated by me. Process involved obtaining support and approval of academic affairs & budget offices.

Changes were initiated by our office, though 6 years ago, the then dean shifted the mandate of the office to campus internationalization (not just student flows), which laid the expectation for more interaction around curriculum and faculty development, programming for intl ed across the campus, etc. It became clear as the office took on more responsibilities that staff increases were required.

Collaborative. Campus-wide initiatives involving my office, faculty, administration.

combination

Decisions made internally within office to cope with staffing situation.

Decisions were negotiated with provost.

Director of Study Abroad (me)

Director of the Office of International Affairs

I decided and implemented

I decided and made the changes with the support of my file leaders.

I decided to implement them.

I have instigated any changes we've made so far, such as getting some central support for our database needs. There have been no top-down changes.

I implemented on my own - I had to in order to survive.

I initiated them to meet demand

Implement bottom up, mid management to Director.

In the past year we have had our ability to grow limited by a new SIO.

initiated from the top-down, based on input and knowledge of the caseloads.

initiated from this department

Instigated by our office at time of staff changes

Mandatory reporting of all student overseas activities (our office), mandatory webct pre-departure orientation (our office), Guest program for students from other StateX universities to attend our exchanges while maintaining their home institution status (our office), distance education language program for students from other universities who enroll non-degree (our office and language department), externally funded scholarship programs (our office)

My decision.

my department upward

My department. As long as it doesn't cost much money, higher administration will let us do it.

Office made decisions and implemented them

one of the main strategies is to allow students to go off on other credit-transferrable programs without restriction (but no university aid); we also can't achieve consistency in quality, programming such as curricular integration or deep, meaningful re-integration work, or strategic development of new partnerships (as opposed to hodge-podge entrepreneurial).

our department

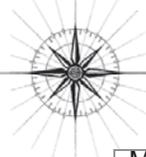
Our department has initiated these changes

Our department instigated these changes.

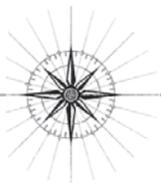
Our office initiated the changes and sought support to implement them.

Our office instigated all the changes

Our staff was reduced from 5 to 4. Instigated by Dean above us.



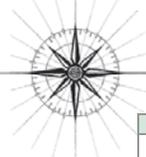
Most of the student staffing positions were internal, while the proposal for another administrative post was born out of a subcommittee put together by our president.
The mandate for change came from the top, in that I was hired with the understanding that Study Abroad needed to run more smoothly. How I got there was mine to design and persuade.
The state has run out of money. The president's office plans to privatize labs, run everything as a business. Education is not worth the subsidy in their opinion. So it is a frozen staff, any one who leaves represents a loss of 1 staff/employee. The future is horrible.
These changes were initiated in my office and the administration was informed of the changes.
These were done in consultation with the administration.
They were initiated and implemented by myself as a study abroad specialist, not from the top.
Top-down
Until this year, study abroad was administered by a single staff person and international student advising was administered by a single staff person. This year, the president and provost merged both divisions (a top-down decision) and we now have a director and an assistant (full-time AA) who manage all study abroad and international student administration.
we anticipate a "bottom-up prodding, top-down reluctantly giving in" increase in our staff in the coming year.
We decide our program load and what gets done in the office or not because of being understaffed.
We decided to let upper administration know that we will not be able to do more until we have an increase in staff; after that things are prioritized based on institutional goals (in conversation with upper administration) and some things just don't get done.
We did - our office decided on them. We had to get permission.
We had to implement them to meet student needs.
We have decided - had to decide - our own priorities. Our office has lost staff due to restructuring from the top-down.
We initiated nearly all changes
We now have 3 semester programs and 2 summer and send around 80-90 students abroad per year. We handle everything for them and it keeps 2 full time people (and often student volunteers) very busy but at a nice pace. Prior to having an assistant I was very unhappy at work as I often felt overwhelmed. Even though we are not sending large #'s we are trying to do it right, which means a lot of work goes into preparing our students, etc. Now we remain busy but not crazed. It's much better. Unfortunately I had to nearly quit before I got this help, thankfully my employer valued me enough to give me an assistant, but I know this doesn't always turn out so well. I feel lucky!


17. Please choose the type of institution for which you currently work:

a COMMUNITY/TECHNICAL OR COMMUNITY COLLEGE in the U.S.	2	2%
a PUBLIC INSTITUTION in the U.S. that offers bachelor's degrees only	0	0%
a PUBLIC INSTITUTION in the U.S. that offers bachelor's and master's degrees but not doctoral degrees	6	5%
a PUBLIC INSTITUTION in the U.S. that offers bachelor's, master's and doctoral degrees	24	22%
a PUBLIC INSTITUTION in the U.S. that offers graduate degrees only	0	0%
a PRIVATE INSTITUTION in the U.S. that offers bachelor's degrees only	21	19%
a PRIVATE INSTITUTION in the U.S. that offers bachelor's and master's degrees but not doctoral degrees	17	15%
a PRIVATE INSTITUTION in the U.S. that offers bachelor's, master's and doctoral degrees	26	24%
a PRIVATE INSTITUTION in the U.S. that offers graduate degrees only	0	0%
a CONSORTIUM of U.S. educational institutions	3	3%
type of U.S. educational institution not listed here	0	0%
a host INSTITUTION located OUTSIDE OF THE U.S.	1	1%
a non-profit program provider	4	4%
a for-profit program provider	3	3%
a non-profit independent program	0	0%
a for-profit independent program	0	0%
a college/university consortium that serves as a program provider	0	0%
a type of organization not listed here	3	3%

QUESTIONS FOR RESPONDENTS FROM COLLEGES AND UNIVERSITIES IN THE U.S.
18. What is the current **undergraduate student enrollment at your institution (**degree candidates** for most institutions; regularly enrolled students for **community colleges**)?**

0-500	0	0%
501-1000	1	1%
1001-2000	13	14%
2001-3000	18	20%
3001-4000	4	4%
4001-5000	8	9%
5001-7500	10	11%
7501-10,000	7	8%
10,001-15,000	8	9%
15,001-20,000	5	6%
20,001-30,000	8	9%
30,001-40,000	5	6%
More than 40,000	3	3%
Total	90	



19. What is the current graduate student enrollment at your institution (degree candidates)?		
0-500	26	29%
501-1000	8	9%
1001-2000	14	16%
2001-3000	6	7%
3001-4000	4	4%
4001-5000	8	9%
5001-7500	6	7%
7501-10,000	7	8%
10,001-15,000	7	8%
15,001-20,000	0	0%
20,001-30,000	1	1%
More than 30,000	2	2%
Total	89	

20. STUDENT PARTICIPATION: How many students from your institution studied on **programs outside of the U.S. in 2006-2007?**

94 Responses. Mean = 631; min=28; max= 4500

21. DURATION question a: How many of your students who studied abroad in 2006-2007 studied on **quarter/semester/year-long programs?**

93 Responses. Mean = 340; min=1; max=3600

22. DURATION question b: How many of your students who studied abroad in 2006-2007 studied on **short-term/summer programs?**

84 Responses. Mean = 343; min=1; max=2300

23. If your department is responsible for **domestic off-campus study (including **National Student Exchange**), how many **programs** of this type were you **affiliated** with in 2006-2007?**

27 Responses. Mean = 5; min=1; max=24

24. If your department is responsible for **domestic off-campus study (including **National Student Exchange**), how many students studied on these **programs** in 2006-2007?**

Quarter, semester or year programs: Mean = 17; min=1; max=125 (21 responses)

Short-term or summer programs: Mean = 51; min=5; max=126 (7 responses)

25. In what type of office do you work (choose the selection that is the most specific to your case)?

an Education Abroad office	42	44%
an International Programs office (more comprehensive than just education abroad)	46	48%
an Academic Department	1	1%
a School or College office at a University	1	1%
an Academic Affairs office (but not a specific academic department)	1	1%
a Student Affairs/Services office	1	1%
an Administrative/Business Affairs office	0	0%
Central Administration (i.e. the highest level at your institution)	0	0%
Other, please specify	3	3%
Total	95	

Other: domestic and international off-campus study; there is no office/just faculty member w/ release; Center for Experiential Learning



26. What is the next level above your office in your institution's hierarchy (choose the one answer that best fits your situation)?

an Education Abroad office	0	0%
an International Programs office (more comprehensive than just education abroad)	15	15%
an Academic Department	0	0%
a School or College office at a University	7	7%
an Academic Affairs office (but not a specific academic department)	30	30%
a Student Affairs/Services office	7	7%
an Administrative/Business Affairs office	2	2%
Central Administration (i.e. the highest level at your institution)	28	28%
Other, please specify	10	10%
Total	99	

Other: academic dean's office; Center for Urban and Global Studies; Enrollment Management; Institute for Comparative and Int'l Studies; International Affairs division (non-Academic); Provost; Provost/Vice President for Academic Affairs; Provost's Office; Vice President of one of our campuses; Vice Provost's Office

QUESTIONS FOR RESPONDENTS FROM PROGRAM PROVIDERS AND INDEPENDENT PROGRAMS

27. In what country is your organization based?

7 Responses. USA - 6; France - 1

28. STUDENT PARTICIPATION: How many **education abroad students studied on your **programs** outside of the U.S. in 2006-2007?**

Number of students from the U.S: Mean = 2597; min=100; max=2910 (8 responses)

Number of students from other countries: Mean = 51; min=2; max=130 (5 responses)

29. DURATION question a: How many of the **education abroad students who **studied abroad** on your **programs** in 2006-2007 studied on **quarter/semester/year-long** programs?**

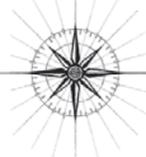
Number of students from the U.S: Mean = 991; min=100; max=2730 (8 responses)

Number of students from other countries: Mean = 82; min=51; max=130 (3 responses)

30. DURATION question b: How many of the **education abroad students who **studied abroad** on your **programs** in 2006-2007 studied on **short-term/summer** programs?**

Number of students from the U.S: Mean = 290; min=45; max=690 (6 responses)

Number of students from other countries: Mean = 5; min=2; max=8 (2 responses)



QUESTIONS FOR RESPONDENTS FROM OVERSEAS INSTITUTIONS

31. What is the current undergraduate student enrollment at your institution (degree candidates for most institutions; regularly enrolled students for community colleges)?

0-500	0	0%	
501-1000	0	0%	
1001-2000	0	0%	
2001-3000	0	0%	
3001-4000	0	0%	
4001-5000	0	0%	
5001-7500	0	0%	
7501-10,000	0	0%	
10,001-15,000	1		
15,001-20,000	0	0%	
20,001-30,000	0	0%	
30,001-40,000	0	0%	
More than 40,000	0	0%	
Total	1		

32. What is the current graduate student enrollment at your institution (degree candidates)?

0-500	0	0%	
501-1000	0	0%	
1001-2000	0	0%	
2001-3000	0	0%	
3001-4000	0	0%	
4001-5000	0	0%	
5001-7500	0	0%	
7501-10,000	1		
10,001-15,000	0	0%	
15,001-20,000	0	0%	
20,001-30,000	0	0%	
More than 30,000	0	0%	
Total	1		

36. In what type of office do you work (choose the selection that is the most specific to your case)?

an Education Abroad office	0	0%	
an International Programs office (more comprehensive than just education abroad)	1		
an Academic Department	0	0%	
a School or College office at a University	0	0%	
an Academic Affairs office (but not a specific academic department)	0	0%	
a Student Affairs/Services office	0	0%	
an Administrative/Business Affairs office	0	0%	
Central Administration (i.e. the highest level at your institution)	0	0%	
Other, please specify	0	0%	
Total	1		



37. What is the next level above your office in your institution's hierarchy (choose the one answer that best fits your situation)?		
an Education Abroad office	0	0%
an International Programs office (more comprehensive than just education abroad)	0	0%
an Academic Department	0	0%
a School or College office at a University	0	0%
an Academic Affairs office (but not a specific academic department)	0	0%
a Student Affairs/Services office	0	0%
an Administrative/Business Affairs office	0	0%
Central Administration (i.e. the highest level at your institution)	1	
Other, please specify	0	0%
Total	1	

QUESTIONS FOR ALL RESPONDENTS

38. What is the name of the institution or organization for which you work? (Reminder: we will not release any data that is traceable to an individual or an institution and will keep all such information confidential.)

confidential

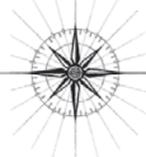
39. Please tell us the name of the city in which your institution/organization is located:

105 Responses

Explanatory note for next question - The next question asks how you perceive the cost of living in your community. For an objective rating of your city in the U.S., you might find this web site helpful: <http://www.bestplaces.net/>.

40. How would you best characterize the cost of living in the city in which your institution/organization is located (compared with other locations in your country)?

Very low cost of living	1	1%
Low cost of living	16	15%
Medium cost of living	48	46%
High cost of living	19	18%
Very high cost of living	21	20%
Total		



Part Two - Individual Responses

This is part two of a two part survey. (Part one of this survey asks questions about your institution or organization. To make the completion of the survey easier for everyone, we have asked that only one person from your institution or organization fill out part one of the survey. The URL for part one of the survey can be found at <http://www.forumea.org/research-data.cfm>.) We would like every individual involved in education abroad to fill out this part of the survey. Definitions for the terms in the survey that are highlighted in green can be found on the Forum web site - in the Forum Glossary Project (<http://www.forumea.org/research-glossaryindex.cfm>). Please give us your candid answers to the questions in this survey. The data that we release will be in the aggregate only and not traceable to any individuals or institutions. All individual data will be kept confidential. We appreciate your willingness to participate in this important survey.

1. Please choose the type of institution for which you currently work:

a COMMUNITY/TECHNICAL OR COMMUNITY COLLEGE in the U.S.	2	1%
a PUBLIC INSTITUTION in the U.S. that offers bachelor's degrees only	6	2%
a PUBLIC INSTITUTION in the U.S. that offers bachelor's and master's degrees but not doctoral degrees	3	1%
a PUBLIC INSTITUTION in the U.S. that offers bachelor's, master's and doctoral degrees	80	26%
a PUBLIC INSTITUTION in the U.S. that offers graduate degrees only	2	1%
a PRIVATE INSTITUTION in the U.S. that offers bachelor's degrees only	43	14%
a PRIVATE INSTITUTION in the U.S. that offers bachelor's and master's degrees but not doctoral degrees	38	12%
a PRIVATE INSTITUTION in the U.S. that offers bachelor's, master's and doctoral degrees	67	22%
a PRIVATE INSTITUTION in the U.S. that offers graduate degrees only	1	0%
a CONSORTIUM of U.S. educational institutions	1	0%
type of U.S. educational institution not listed here	1	0%
a host INSTITUTION located OUTSIDE OF THE U.S.	4	1%
a non-profit program provider	26	8%
a for-profit program provider	25	8%
a non-profit independent program	1	0%
a for-profit independent program	2	1%
a college/university consortium that serves as a program provider	0	0%
a type of organization not listed here	5	2%
Other: consultant, retired	2	1%
Total	309	100%



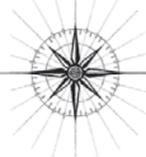
Questions for respondents from colleges and universities

2. In what type of office do you work (choose the selection that is the most specific to your case)?

an Education Abroad office	120	49%
an International Programs office (more comprehensive than just education abroad)	101	41%
an Academic Department a School or College office at a University	1	0%
an Academic Affairs office (but not a specific academic department)	5	2%
a Student Affairs/Services office	3	1%
an Administrative/Business Affairs office	0	0%
Central Administration (i.e. the highest level at your institution)	1	0%
Other, please specify	11	4%
Total	247	100%
Other:		
Overseas office of education abroad program (4)		
Administrative, Academic, and Student Affairs		
Admissions		
An Academic Affairs office & International Students		
Center for Business Education & Research		
Center for Experiential Learning		
Financial Aid		
Non-Profit Consortia		

3. What is the next level above your office in your institution's hierarchy (choose the one answer that best fits your situation)?

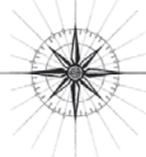
an Education Abroad office	3	1%
an International Programs office (more comprehensive than just education abroad)	51	21%
an Academic Department a School or College office at a University	3	1%
an Academic Affairs office (but not a specific academic department)	32	13%
a Student Affairs/Services office	52	21%
an Administrative/Business Affairs office	14	6%
Central Administration (i.e. the highest level at your institution)	7	3%
Other, please specify	65	27%
Total	242	100%
Other:		
Academic Dean		
Associate Dean (2)		
Center for Urban and Global Studies		
Dean of the College's office		
Dean's Office (2)		
Enrollment Management		
External Programs		
Institute for Comparative and Int'l Studies		
International affairs division (non- academic)		
Provost Office, specifically VP for Intl Affairs		
Provost's Office (2)		
Vice Provost's Office		



Questions for all respondents	
4. What is your current job title? (grouped into general categories)	
Academic Affairs Representative	1
Academic Director, Education Abroad	1
Academic Liaison	1
Acting Director, International Programs	2
Administrative Assistant	3
Administrative Staff Assistant	1
Administrator, Education Abroad	1
Advisor, Education Abroad	28
Advisor, Education Abroad & International Students	1
Advisor, Education Abroad and International Exchange	1
Advisor, Education Abroad/Program Coordinator	1
Advisor, Intern/Program	1
Advisor, International Programs	1
Advisor, Marketing and Placement	1
Advisor, Off-Campus Studies	1
Assistant Vice President	1
Assistant Dean of International Programs & Director, Education Abroad	1
Assistant Dean, Education Abroad	1
Assistant Director	1
Assistant Director, Academic Affairs/Field	1
Assistant Director, Admission and Financial Aid	1
Assistant Director, Education Abroad	13
Assistant Director, International Programs	3
Assistant Director, International Programs & International Student Advisor	1
Assistant Director, International Programs/Study Abroad Advisor	1
Assistant Director, Student Financial Services	1
Assistant Director, Study Away Programs	1
Assistant Provost, International Programs (interim)	1
Assistant to the Director, Education Abroad	1
Assistant Vice President, International Programs	1
Assistant, Education Abroad	1
Associate Dean and Director, Education Abroad	1
Associate Dean for External Relations	1
Associate Dean of Studies/Dean for Study Abroad	1
Associate Dean, International Programs	1
Associate Director	5
Associate Director, Admissions for Intl Students	1
Associate Director, Education Abroad	12
Associate Director, International Education	3
Associate Director, Student Programs	1
Associate Professor and Director	2
Associate Provost for International Programs	1
Associate Vice President for Overseas Study	1
Associate Vice Provost for Internationalization	1



Budget Coordinator/Project Assistant	1
Consultant	1
Consultant, International Education	1
Coordinator, Academic	1
Coordinator, Advising & Student Activities	1
Coordinator, Education Abroad	18
Coordinator, Education Abroad & Assistant Professor	1
Coordinator, Education Abroad & Projects	1
Coordinator, Education Abroad and Exchange	1
Coordinator, Education Abroad Outreach	3
Coordinator, Education Abroad Outreach and Programming	1
Coordinator, International	1
Coordinator, International Internships	1
Coordinator, International Programs	4
Coordinator, International Travel Seminars	1
Coordinator, Partnership and Exchange	1
Coordinator, Short-term Programs	2
Coordinator, Summer Programs	1
Coordinator, Support for International Programs	1
Coordinator, Support Services	1
Coordinator, University Relations	1
Dean, International Programs	1
Dean, International Studies	1
Director	2
Director, Academic Affairs & Assessment	1
Director, Administration & Program Management	1
Director, Admissions & Student Life	1
Director, Area Studies Program	1
Director, Cross-Cultural and Off-Campus Programs	1
Director, Education Abroad	26
Director, Education Abroad & International Student Services	1
Director, Education Abroad (interim)	1
Director, Education Abroad and Associate Dean	1
Director, Education Abroad and Associate Professor	1
Director, Experiential Programs & Associate Director, International Programs	1
Director, Institutional Relations	2
Director, International Programs	20
Director, International Programs/Assistant Dean, Students	1
Director, International Studies	1
Director, Marketing	1
Director, Mexico site (study abroad)	1
Director, Overseas School	1
Director, Program Development	1
Director, Programs	1
Director, Student Services	1
Director, Study Center	1
Director, University Relations	1
Executive Director	1
Executive Director, International Programs	1
Executive Director, Area Studies Center	1
Executive Director, Education Abroad	1
Executive Director, International Programs	1
Executive Staff Assistant	2
Faculty	1
Independent Researcher and Consultant	1



Information Services Coordinator	1
Institutional Representative	1
International Analyst, Travel Health, Safety & Security	1
Manager	2
Manager, Canadian Development	1
Manager, Communications	1
Manager, Degree Development USA	1
Manager, Education Abroad	2
Manager, Finances	1
Manager, Specialty Programs and Development	1
Manager, Student Mobility	1
Manager, Student Office	1
Manager, Undergraduate International Programs	1
Manager, University Relations	1
Office Manager	1
President	1
Program Accountant, Departmental	1
Program Administrator	1
Program Administrator, Education Abroad	1
Program Assistant	2
Program Assistant, Education Abroad	2
Program Assistant, International Programs	3
Program Coordinator	1
Program Coordinator, Education Abroad	2
Program Coordinator, Student Services	1
Program Coordinator/Adjunct Professor	1
Program Director	3
Program Director Overseas	1
Program Manager	3
Program Manager, Education Abroad	1
Program Specialist, Education Abroad	3
Regional Assistant Director	1
Regional Coordinator	1
Regional Director	8
Regional Manager	1
Research Assistant	1
Resident Director	6
Senior Adviser, International Initiatives	1
Senior Advisor, Education Abroad	1
Senior Analyst	1
Senior Coordinator, Education Abroad	2
Senior Manager	1
Senior Program Officer	1
Staff Assistant, Education Abroad	1
Staff Assistant, International Programs	2
Systems Specialist	1
Vice President/Executive Director	1

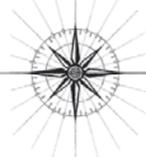


5. Please choose the one category that best fits your position (we realize you may fit in multiple categories, but pick the one that best characterizes your position):

Hourly administrative or professional staff without benefits	1	0%
Hourly administrative or professional staff with benefits	23	6%
Salaried administrative or professional staff without benefits	3	1%
Salaried administrative or professional staff with benefits	248	82%
Faculty or program director overseas	13	3%
Tenure-track or tenured faculty in the U.S.	2	1%
Non tenure-track faculty in the U.S.	2	1%
Faculty with administrative appointment (e.g. dean)	9	2%
Other: stipend; paid by project; multiple positions	8	3%
Total	309	100%

6. We'd like to know about your significant responsibilities in **Education Abroad. Please indicate below the percent of time spent in each function in an annual basis. NOTE: (1) Please do NOT use a % sign, just enter the number. (2) If there are categories that don't fit here, please add them in the next question. (3) The total for this question and the next should add up to 100.**

	Number of people who do this kind of work:	Percentage of their jobs dedicated to this kind of work:
General office support:	142	12
Advising:	226	21
Outreach and marketing:	212	18
Student selection:	119	10
Enrollment management:	139	11
Orientation:	201	8
Academic records processing:	98	8
Re-entry programming:	105	6
Teaching courses:	39	8
Education Abroad program development:	188	12
Education Abroad program management:	185	17
Program evaluation :	124	7
Risk management; crisis management:	172	7
Curriculum integration:	94	6
Personnel management:	106	10
Strategic management and planning:	172	9
Department/Unit Leadership:	79	15
Faculty development & support:	115	8
Billing and Accounting:	77	7
Financial aid:	56	4
Finance/ budget management:	148	8
Information technology development or support:	106	7



7. If there are additional categories that are significant parts of your job that were not listed in the last question, please list the categories and percentages here:

Area	Number of people mentioning it
Working with incoming international students	9
Assisting with visa issues	6
Other university tasks outside education abroad	5
Research	5
Coordinating exchanges	3
Faculty relations	2
Fundraising and development	2
Working with scholarships and fellowships	2
Coordination of Phi Beta Delta International Honor Society	1
Presenting intercultural workshops	1
Student organization management	1
Travel planning	1
Working on legal issues	1
Working with insurance	1

8. If you were responsible for program management/coordination in 2006-2007, how many...

programs did you manage or coordinate?

185 Responses; Mean = 17; Standard deviation = 19

students participated in these programs?

133 Responses; Mean = 301; Standard deviation = 402; Min=4; Max=2710

9. If you teach, how many classes do you typically teach in a year? Please add any information that would help us understand your teaching load (i.e. credits, subjects).

48 respondents teach

10. Please enter the number of employees you directly supervise in each category (i.e. the raw number not the FTE):

	# of respondents who supervise staff in this category	Mean # of staff supervised
Hourly staff:	77	1.9
Salaried staff:	112	3.3
Faculty/Program Directors:	46	11.6
Undergraduate students:	100	7.8
Graduate students:	42	3.7
Interns:	22	2.3
Volunteers:	26	9.4
Other: contractor, overseas staff (not directors), student board		


12. EXPERIENCE question a: How many years of experience do you have in Education Abroad?

Mean = 8.7; Min=.25; Max=33

13. EXPERIENCE question b: If you had related work experience prior to entering the education abroad field, please briefly describe that related experience and include the years in each:

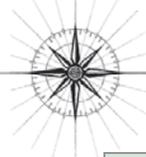
134 Responses

14. EDUCATION: What is the highest degree you have obtained to date?

High school	5	2%
Bachelors	67	22%
Masters	170	55%
Professional Doctorate (e.g. JD, MD, EdD)	15	5%
Research Doctorate (e.g. PhD, EngD)	45	15%
Other: Associates, Vocational school, overseas degree, Ed.S.	5	2%
Total	307	100%

15. What is your current annual salary range (in U.S. dollars - please convert if you are not paid in U.S. dollars)?

Below \$20,000	8	3%
\$20,001-\$23,000	5	2%
\$23,501-\$25,000	1	0%
\$25,001-\$27,500	4	1%
\$27,501-\$30,000	16	5%
\$30,001-\$33,000	15	5%
\$33,001-\$35,000	17	6%
\$35,001-\$37,500	26	9%
\$37,501-\$40,000	21	7%
\$40,001-\$43,000	23	8%
\$43,001-\$45,000	18	6%
\$45,001-\$47,500	8	3%
\$47,501-\$50,000	18	6%
\$50,001-\$55,000	20	7%
\$55,001-\$60,000	22	7%
\$60,001-\$65,000	17	6%
\$65,501-\$70,000	10	3%
\$70,001-\$80,000	22	7%
\$80,001-\$90,000	12	4%
\$90,001-\$100,000	15	5%
\$100,001-\$150,000	6	2%
\$150,001-\$200,000	1	0%
More than \$200,000	0	0%
Total	305	100%



16. In what currency are you paid?

Currency	Number of respondents
US dollars	223
Euros	4
Australian dollars	1
Canadian dollars	1
Pounds Sterling	1

17. If you work full-time, but not all of your work is in education abroad, please indicate (1) the percentage of time you work on education abroad tasks and (2) the percentage of time you spend on other work - please list those areas.

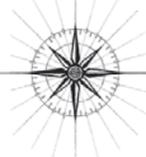
- (1) 40%; (2) 60% general international education
- (1) 50; (2) 50
- 1)95%; 2)5% domestic exchange
- 10-supporting exchange students (NSE and international)
- 1--80; 2--20
- 2% on administrative tasks related to the academic department with which I am affiliated and 3% related to faculty committees
- 30% education abroad; 70% other
- 30-EA; 70-All other Int'l departments
- 40% education abroad; 30% research/dissemination; 20% domestic diversity and leadership education; 10% general administration
- 40-50 on education abroad, 60-50 managing the schedule and needs of the department
- 5% dean on duty; 5% international career advising
- 50%
- 50% on education abroad and 50% teaching Geography at the university and doing research
- 60 in education and 40 in administration
- 60 percent on education abroad; 40 percent on academic program (International and Area Studies which includes a major, etc.)
- 60 study abroad; 40 international student advisor
- 60% - Ed Abroad;40% - International Student Advising
- 60% education abroad;40% international student support/immigration
- 65% on education abroad. Other 35% is on international student services.
- 75 education abroad, 25 office management and supervision of int'l student program
- 75
- 25 - International students
- 80 - Study Abroad/20 - Teaching
- 80 Education Abroad; 20 International Student Services
- 80% on education abroad; 20% teaching/research
- 80% study abroad; 20% academic advising, program management (non-study abroad), fellowship advising
- 85-90% education abroad; 10-15% other international education
- 90 percent edu abroad, 10 percent international J-1 students
- 90% education abroad; 10% domestic recruiting
- 90% on education abroad; 10% on international fellowships (which could be considered education abroad)
- 95 abroad; 5 domestic off-campus program advising
- 95% in Education Abroad; 5% in University administration
- 97% EA and 3% ISSS
- 98% and 2% college archives
- ed abroad--70; other--30



Education Abroad - 45%; International Recruitment - 45%; Immigration - 10%
Education Abroad - 70; International student recruiting/immigration - 30
education abroad - 90; domestic programs development - 10
Education abroad 100; Internationalization at home 10
Education Abroad 82%; International Student Services 18%
Education Abroad: 45%; Teaching (Faculty): 55%
Full time in education abroad
I included this information in the earlier question asking for percentages. Although technically I am supposed to work only 1/4 on Education Abroad and the rest on teaching and research, in fact during the school year 60% of my time goes to Education Abr
International Student Services: 50%; Education Abroad: 50%
Study Abroad Projects 25; International Scholarships 25; Academic Advising 50
study abroad-10%; Financial aid-90%
supervision of international/exchange student program 5%; ESL 5%

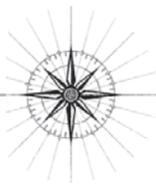
18. If you are not a full-time employee, please indicate (1) the percentage of time you work on education abroad tasks and (2) the percentage of time you spend on other work - please list those areas.

My position at the college is .85
I probably work an average of 20 hours per week, with 50% being spent on Education Abroad Programs, and 50% doing personal business (I have a website providing information on Studying Abroad in Australia so 25% on that, and 25% working on another private
Education abroad = FT 9 month position: August-May
As a retiree, I receive Social Security, and will be receiving TIAA-CREF benefits. My editing and some consulting is largely pro bono. I earn a limited amount of royalties. My teaching and advising is supplementary to this, and occasional.
90% education abroad- 10% other international related programming- such as international host program
80% FTE for study abroad
75: 0
60% of my work is on education abroad; 40% of my work is on teaching in non-related field
50% employee--all on education abroad
100 per cent on education abroad
100 (I am 3/4 time)
10 month academic year contract for study abroad



19. Please choose the one category that best fits your position:		
Higher education salaried staff	205	67%
Higher education hourly staff	22	7%
Program provider or independent program staff	56	18%
On-site faculty	1	0%
Tenure-track or tenured faculty	2	1%
Faculty with administrative appointment (e.g. dean)	10	3%
Other, please specify	11	4%
Total	307	100%
Other:		
Administrator hourly staff		
Central Administrator (who runs study abroad)		
consultant for a program partner		
Faculty line = I can teach. Staff position.		
non tenure-track faculty w/ admin appt		
Non-Profit Consortia Director		
Non-profit Scholarship staff		
Program Provider that is part of a university		
retired, consultant, part-time adjunct faculty, ed		
State department grant administrative staff		
university program provider staff		

20. We're interesting in knowing how your position is funded. Please choose all of the categories that fund your position from the list below:	
Institutional/Organizational operating budget (such as an institution's general fund)	209
Revenue generated from study abroad programs	88
Grant funding	8
Endowment or other raised funds	10
Mixed	14
Don't know	37
Other, please specify	5
Other:	
College Dues and Sponsorships	
corporate revenues I guess	
Monies generated from Intensive English Program	



Explanatory note for next question - The next question asks how you perceive the cost of living in your community. For an objective rating of your city in the U.S., you might find this web site helpful: <http://www.bestplaces.net/>.

23. How would you best characterize the city in which you work (compared with other locations in the country in which you work)?

Very low cost of living	4	1%
Low cost of living	38	12%
Medium cost of living	149	48%
High cost of living	80	26%
Very high cost of living	37	12%
Total	308	100%

24. If you work in the U.S., please tell us the name of the state in which you work (if you work from home, then enter the state in which you live):

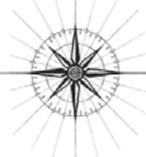
278 Responses

25. If you work outside of the U.S., please tell us the name of the country in which you work:

12 Responses; 15 countries

26. How appropriately compensated you feel, given your years of experience, education and level of responsibility?

Very poorly compensated	15	5%
Poorly compensated	72	23%
Neutral	126	41%
Well compensated	86	28%
Very well compensated	9	3%
Total	308	100%



27. Please share any comments you'd like about how appropriately compensated you feel, given your years of experience, education and level of responsibility?

According to X-HR reports, X Advisors earn more on average than I do at my current institution. Considering that most EA Advisor positions nationally require a Bachelor's and a Master's is preferred, I know I am on the low end of the salary range, especially since I have been in the field for 7 years and most positions require only 2 years of experience. This is compounded by the fact that I am living in an area I would consider having a "high" cost of living.

All education work is volunteer or philanthropy. Anyone considering this field needs to work elsewhere to make some money, retire, and then come work in an office such as this.

although my pay seems to be about average for study abroad administration, I am the lowest paid person out of the group of people from my Master's program (I have an MPA). I am also the person with the most prior work experience in my Master's program. People with no experience got jobs right out of school working in university administration that pay more than mine, because they didn't go into study abroad. This field is low paid, even within the realm of university administration, which is not known for being a high paying field.

As a private tuition driven institution, our salaries are general behind the regional averages.

As an interim director, I know I am being paid less than the previous director. I don't think a full-fledged director with a graduate degree and this level of responsibility would stay long-term at this salary level.

As the position becomes more professionalized, the compensation should be improved.

As this position develops and I take on more responsibility there is no easy way to give me a raise as it is always a mandated 3 percent annually. This is a problem since people tend to take on a lot of work in this field.

At X we have two professional staff who are running more than 7 of our own programs and supervising over 40 on-site staff. We are expected to do almost everything ourselves and to work long days and weekends with little recognition for low pay.

Based on years of experience living overseas, and amount of responsibility associated with the job, I feel that compensation is below what should be expected. I worked in the private sector previously, and made a lot more money. However, I am in this job because I love working with students, and love the changes I see in them during their study abroad semesters. Sometimes I joke that I would do it for free, just for this satisfaction.

compared to cost of living in X and level of responsibility of the position.

Compared to my peers, the compensation is fair. However, in looking at the increase in my salary over the last 9 years, I think it's poor.

Compared with others in the field, I think our institution's salaries are fair. Compared to other professions that require similar levels of education and experience, I think our salaries are low.

Compared with the salary I would have received had I remained a faculty member, my salaries in IE have been lower. It has been essential to be married to a woman earning much more. I'm not impoverished and live a good life, but I've also not ever felt adequately compensated for the work I have done.

Compensation is good, however for the amount of responsibilities I have a better compensation will be great.

compensation is marginally lower, particularly in relation to level of responsibility and education

Considering the level of responsibility, the amount of hours worked beyond a normal 40-hour week, and the pay differential between my position and that of a program manager, the pay is not at an appropriate level. The salary also does not compare favorably with other professional positions within the institution with similar or even lesser levels of responsibility.



Education doesn't pay. You can't work in it and have a family. You have to have two or three jobs to make ends meet in X unless you are a professor and they give you housing and a tenured position and an administrative position -- compensating you at about 140k/year as our offices do -- some much more actually. Staff in education abroad are entirely fungible from the perspective of the faculty. From the perspective of the staff, the faculty are entirely fungible. And the truth is both are and neither has much of any productive influence as there is no strategy -- synergy of tactics toward a common purpose or agreed to goal(s) -- in higher education. It is catch as can, whatever whatever. The whole thing is dying quickly as there is no "value proposition" to international education in public institutions that significantly differentiates it from the travel at sea booze cruise and time-out-for-bad behavior junior/senior-it is affliction of lazy rich children. Sadly, the faculty invent phrases that have no merit in the market place or with Executives -- "International Competency." What? It is unbelievable jargon and everyone knows it, yet they are so caught up in the stupidity parade that they can't step out and come up with some demonstrated new reality of what the value is of study abroad -- things such as "exposure to cognitive preferences and habits" or anything that you could demonstrate to an employer or other individual who might say: "You know, that's worth a nickel more." Until the suits get with the game of the 21st century, it is going to be a slide to the bottom, the provider who gives the student the most freedom from academic discipline and the most units and the least amount of time at the lowest cost -- they win. That's the reality of higher education -- degees for nothing.

Feel underpaid because of overwork. Frequent evening / weekend events, plus expectation of full-time presence means typical weeks are 50+ hours. Sometimes can flex time, but feeling burned out!

For my employment classification on my campus, my salary is at the low end.

For the cost of living in the area, the compensation is not great, but anywhere else I think it's average for the field.

For the level of responsibility and hours worked do not feel well compensated compared to other employees on campus.

For the responsibilities we've been given and the amount of country specific knowledge I have, I feel my compensation should be about \$10,000 more than I currently make.

For this field I feel adequately compensated however I think salaries across the board are lower than they should be. I'm not sure it is sustainable long term to stay in this field.

For this field, I feel well compensated. I am very troubled that our field is so extremely undercompensated - speaking from the campus perspective. I cannot speak to the provider side. If I were in a different field with the level of experience and responsibility I have, I would be compensated at a much higher level. As a field we need to start to push our schools to recognize the value of our positions and to pay us accordingly. We need to lose the idea that we are in this for the joy of the job. That is indeed part of it, but we also need to demand that we are compensated for the level of responsibility we take on in the name of the college or university.

From a US perspective, I feel very poorly compensated considering my education and amount of work I do but living in Mexico, I have a good salary compared to the majority of the population

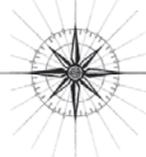
Given my experience/education/responsibility, AND the generally underpaid nature of the field, I feel very well compensated. But I ticked only "well compensated" because I deplore the generally underpaid nature of the field (which I certainly experienced until my last two positions) - i.e. I think my salary is only on the very high end in comparison; if the field were where it should be, my salary would simply be appropriate instead of on the very high end.

Given the complexity of our work and the volume and risks, I feel undercompensated. But compared to what folks make in publics, I probably can't complain.

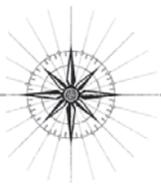
Given the demands of the position, I believe I should be compensated better, but would instead be happy to accept more staff.

Given the diversity of my background in higher education, I feel as though I have a benefit to the institution greater than what is expressed by my compensation.

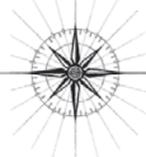
Given the level of work and amount of responsibility, I would say I am poorly compensated. I also feel my position should be funded out of university operating budget and the position reviewed and salary tied to other university positions with similar position criteria. Also, I think the job needs to be split in two: Director for Study Abroad and Director for ISSS so that both areas are given the attention they deserve and may grow more fully.



<p>Given the range of duties the high level of responsibility, workload and the additional teaching I do, I feel I should be compensated more.</p>
<p>Given the years of experience, education, and level of responsibility I believe I should be paid in the range of \$30,000 to \$35,000.</p>
<p>Hope you can find out appropriate compensations for assistant directors in international education.</p>
<p>I accept compensation at a public university is less than private sector</p>
<p>I am able to get by on my salary, but our annual increases have been low so I wonder if we are keeping up with inflation.</p>
<p>I am currently a Masters Degree candidate and for this reason the compensation is "very well compensated."</p>
<p>I am only a few credits shy of a Master's degree and hope that my responsibility level and salary will increase when I receive my degree.</p>
<p>I am paid as an advisor however my responsibilities include much more than simply advising students and I am not paid as a part of these responsibilities.</p>
<p>I am paid well, but my staff is not, is fairly small, and many of them are hourly. Therefore, I work about 20 hours of overtime each week, in addition to being on call 24/7.</p>
<p>I am relatively well compensated compared to others in our field, but not necessarily in terms of peers on campus at similar level in other units.</p>
<p>I am very fortunate because my current job is a combination of everything that I did during my 25+ years in Higher Education and I am finally compensated based on my skills and abilities. I loved working in Higher Ed...but the salaries do not "match up" with what is expected in educational background or experience. Also, unless you are mobile (which 75% of people, particularly women, are not), there is limited room for advancement.</p>
<p>I believe everyone at my institution (faculty and staff) are underpaid. I could make more with my current level of experience at a public institution.</p>
<p>I believe I am between \$6000 and \$10000 underpaid for my position, full-time study abroad advisor, with 10 years of experience. Plus, the scope of my responsibilities and job tasks is HUGE! Advising, Recruitment, Program management, administrative, Outreach, Re-entry, Program evaluation, etc.</p>
<p>I believe someone in higher education could always be paid more, but I am satisfied with my current salary.</p>
<p>I believe that I am fairly compensated given our field of work. Obviously, we aren't in it for the money or we would have moved on to another field / sector.</p>
<p>I believe that when I finish with my master's degree, I should receive a raise, however my institution does not have a standard process for this.</p>
<p>I did not include the class I teach in my salary since that money is not guaranteed. I get paid 10% of my salary for each section I teach. The teaching WITH my salary is what I would expect given my education, experience, and everything I do. The salary by itself is too low.</p>
<p>I do not feel compensated appropriately because of the huge responsibility for a large program and on call for any student and parent emergency.</p>
<p>I do not feel that I am adequately compensated, given my level of responsibility and years of experience.</p>
<p>I don't feel like I am poorly compensated, but do feel like the hours I am now required to work in order to deal with the increasing workload is inappropriate. Either my salary should increase or the workload should be lessened (allocating more staff to work on international education).</p>
<p>I don't feel undercompensated in the area of Education Abroad, but I do feel that in general, careers in EA abroad are not well paid and that the demands of work and number of tasks employees are asked to handle, at all levels of experience and responsibility, are constantly being raised.</p>
<p>I don't know if this is specific to my institution or to higher education in general.</p>
<p>I feel for the amount of stress, liability and the workload, it is not commensurate against other departments on-campus and corporate study abroad companies. Also, it's no surprise, but state-funded schools have a more appropriate pay rate.</p>
<p>I feel for the amount of work I do, that I am not compensated accordingly.</p>
<p>I feel I definitely have the experience, after my 17 years of working in the industry. I feel I am definitely well compensated for the time I work (very part time, and as needed/required - eg in case of emergency). I really love my job as it allows me to be flexible with my time (I have three small children of my own) and the X students are great, so it is a very enjoyable job. SO US\$20,000+ per year to do on average, 4 hours per week for X College is just great.</p>



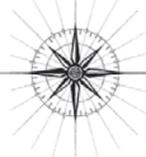
I feel I receive a fair compensation; however, I am concerned that hard funding keeps getting removed from my position and more and more comes from student fees. I also feel the title of my job is misleading, because with all I do, it is often listed as a director or associate director at other institutions.
I feel that based on my age, my degree and the number of years I've worked in the field I am being compensated at an entry level salary which is inappropriate.
I feel that for my title I am well compensated but I would like a title that reflects my full range of responsibility
I feel that I could be paid more for my experience and the quality of work that I bring to this office; HOWEVER, I know that the budget is tight. I feel that I am somewhat compensated by being allowed to travel to conferences.
I feel that I deserve a higher salary because I do a very good job here and it is reflected by what students and faculty say about my office. It takes a lot of energy to do study abroad well since I am dealing with students all day long amongst all my other duties, it's always busy and you become a problem solver, therapist, coach, etc, etc....anyone in my position knows exactly what I mean. I feel underpaid in relation to how hard I work and how much of myself I put into the position but in comparison to others with similar titles (in my area) I seem to be in the ball park, (so I don't complain too much). I have a wonderful boss and work on a beautiful campus while encouraging students to take advantage of one the best opportunities in their lives, what more could a person ask for??
I feel that I get paid pretty well in comparison to other study abroad professionals; as well as, receiving many benefits with my salary.
I feel that I should be compensated more, especially given other salaries in our office. Marketing staff makes more despite considerably less education and experience.
I feel that my staff should be better compensated.
I feel that overall I'm well compensated for the years of experience I have in the field and that the level of salary I have been given is appropriate for how long I've been in the field and for the job that I have.
I feel that, given my double bachelor's degree from an excellent institution and personal study abroad experience on 4 different trips in 3 different countries, I am five-hundred to a thousand dollars underpaid a month.
I feel under-compensated not because of the reasons that you list, but because of the many additional hours I work just to complete the basic tasks. Possibly, this is best addressed at the level of responsibility. Too many tasks are assigned for one person to complete in a normal work day.
I feel we are compensated on the higher end of the field, but the range in this field is low for the work that we do.
I had to fight to have a salary over \$30,000. It took many years and only after a reorganization of job classes that I was able to make a salary over \$30,000.
I have 43 years of international experience, 30 in international education, but system is rigid in salary increases because I cannot have adjustments based on achievements. But I have chosen to stay to benefit the students who are under-served. In fact I could have retired 5 years ago, but the students deserve more than the institution is willing to provide.
I have a Masters degree and 4 years of experience in the field. Plus, I work a lot of extra hours. When I first started this job, I was told I needed to "prove myself" before I could be paid what I was asking. However, after excellent performance reviews, I'm still not being paid what I'm worth.
I have a member of staff who is faculty who reports to me but is paid 25% more than me.
I just got another equity adjustment last Friday. Given responsibility & size of program, I'd like to be 15K higher
I just started a new position on 1/1/08 and the pay is satisfactory for what I do
I know I am not compensated at the level I should be, but I knew that working for a small, young provider was not going to compensate me the way I had been at other places. I choose to work here because of the potential for growth and the impact I have on the organization.
I know it's a low paying field, but it's hard to stomach making so little money with a master's degree. I would feel more comfortable with it if more professional development opportunities were funded for my position (conferences, site visits, etc.).
I know that this is not a field for people who want to "get rich," so while my salary isn't very high, I feel that it's fair given this field overall.
I know there are other employees in this institution who make more than I make and have director titles for jobs that are less demanding than mine. I think one part that I am not satisfied with is my title.
I receive one course reduction for working on Education Abroad in the College of the Liberal Arts. I receive no supplement and have never been given a raise directly attributable to education abroad.



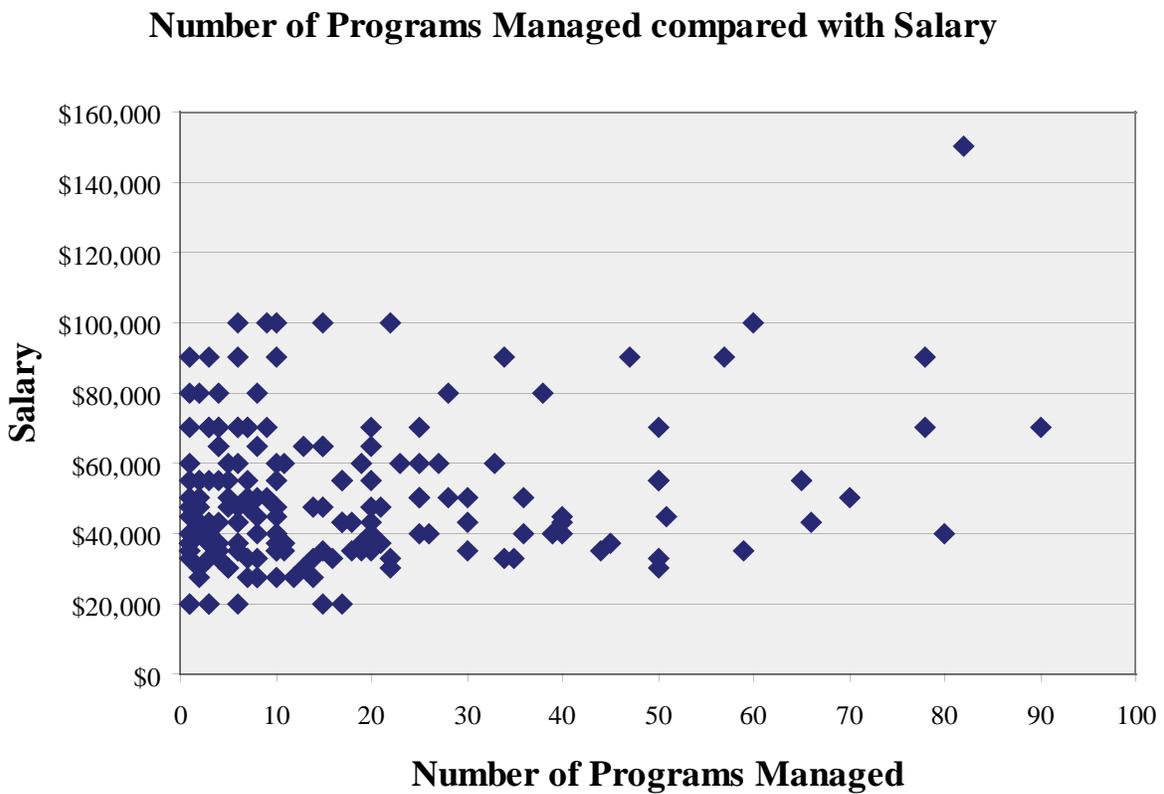
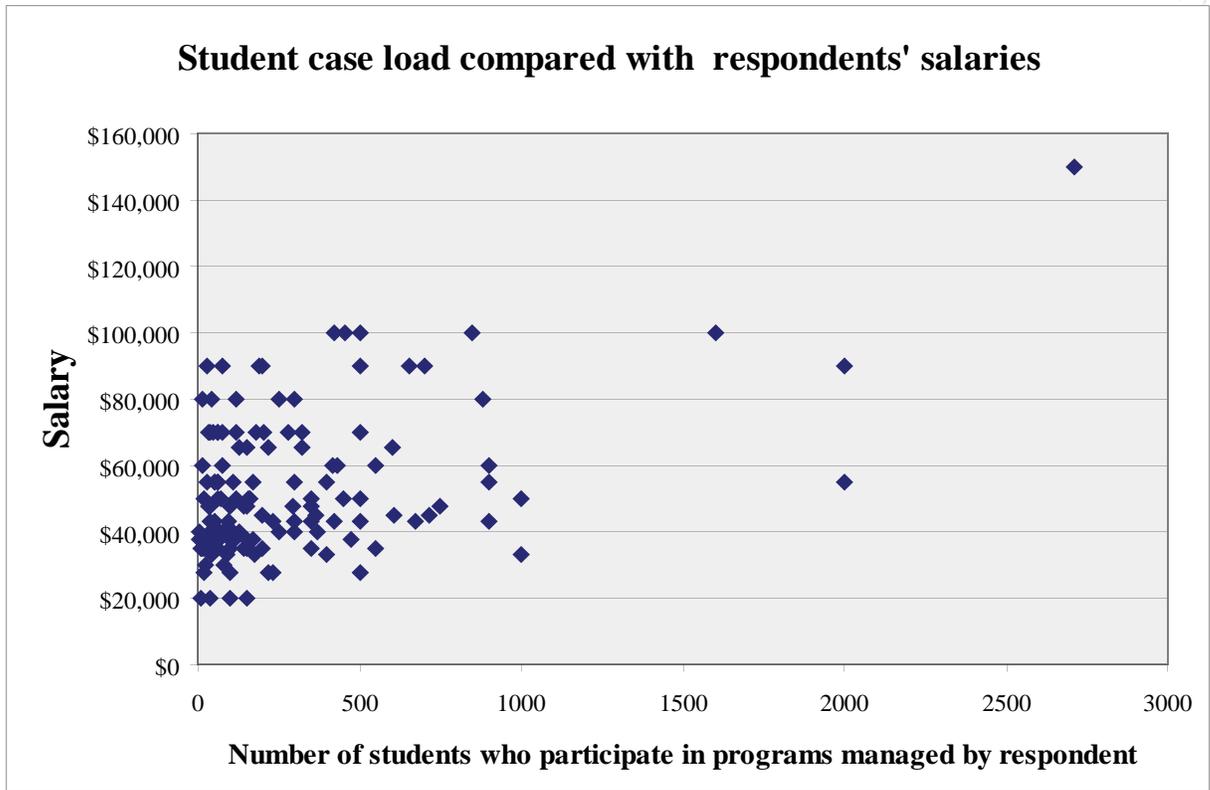
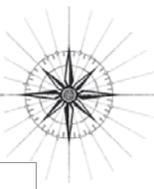
<p>I started at a relatively low salary so the increments have not added up to a very high level at this point. I think it's pretty accurate. I neither feel well compensated nor poorly compensated. I wish I was paid more, but I think most people feel that way, no matter what job they have or how much they're being paid.</p>
<p>I think that given my years of experience and education, I am fairly compensated. Given my level of responsibility (IT development and program management), I believe I should receive a higher compensation.</p>
<p>I think that, in general, international education does not pay well as a field. Also, I expect to make more once I finish my MA. One final note is that there do not seem to be very many 'middle' positions in education abroad. Basically, you work at 'entry level' until you qualify for management (at least in the administrative US-based part of the field). In fact, it would seem that to break into the program implementation part of the field, one would be better served to enter from another more "academic" area rather than climbing the ranks within education abroad.</p>
<p>I took a huge pay cut coming to this position from another field, and I work harder and longer for it! I love the work, but really feel that our entire office deserves more pay for their dedication and hard work.</p>
<p>I took a pay cut to be a part of Education Abroad.</p>
<p>I took a significant pay cut from my private-sector job to join the field of education abroad, but feel well compensated for the field.</p>
<p>I will be receiving a promotion in July.</p>
<p>I work hard all by myself, without any assistant. I have 25-40 students, and I am paid less than other colleagues with the same qualifications with less than half of my students. I can proudly say that I direct a very successful program.</p>
<p>I would certainly like to make more money but I really need more help, so that is my current issue. I will be requesting a title change also as my title does not reflect what I do.</p>
<p>I would like my position to be fulltime which would increase my benefits.</p>
<p>If an institution is asking for someone to have a masters degree, then the starting salary should be at least \$40,000. Especially in a big city. I find that the income of someone with only a bachelors degree is only a few thousand less than someone who has a masters. For a lot of the positions in the field a bachelors degree is enough.</p>
<p>In 2007 I undertook this new position with my institution. At the time I thought the salary was decent, but with a year under my belt and the nights and weekends that I have spent away from my family due to the frequency of crises (at least in the summer) has made me think about asking for a raise.</p>
<p>In comparison to others in similar positions, I feel I'm probably well paid. In terms of compensation for the level of work and responsibility entailed, I feel poorly paid. In comparison to my faculty colleagues, I feel poorly paid. In comparison to those in the private sector with comparable responsibilities, I feel poorly paid. In terms of fringe benefits in comparison to those in the private sector with comparable responsibilities, I feel poorly paid.</p>
<p>In seeing data collected on this in previous studies it seems I am compensated below the median salary for someone with my level of responsibility</p>
<p>Levels of responsibility, number of tasks, complexity of performance has risen faster than the compensation that does not really seem to be attached to specific performance but to the inflation rate; job description of first year does not really fit anymore - conditions I work under now have significantly changed while additional workloads/responsibilities are added without clear indications of how to account for those financially (leave alone timewise)</p>
<p>Living in France, two-thirds of my salary is paid in dollars and one-third in Euros. Even though my salary is adjusted to the local currency, there is still a discrepancy between the exchange rate calculated by my institution and the actual exchange rate and additional fees to exchange currency</p>
<p>Marketing and Public relations folks in other fields are very highly paid, even in the non-profit sector. Admissions and recruitment professionals in Higher education ditto.</p>
<p>Mostly my low morale comes from the level of responsibility I have which I believe does not match my compensation. I have put in a lot of extra time initiating projects that have been recognized as very valuable to our department but I have not received a raise based on these efforts. I also have a variety of skills and experiences that I believe typical candidates do not have.</p>
<p>My compensation at my current organization is extremely fair, especially given the reasonably low cost of living in Texas. Previous positions at the non-management level have been equally demanding in terms of time and commitment, but much less fairly compensated. Part of the difference in salary may be accounted for given that I was previously working at private universities.</p>



My current position is slightly underfunded for a non-supervisory position and for someone with my extensive experience. I "downsized" out of international and higher ed management positions to this job and organization 4.5 years ago.
My five years experience was combined by 2 years as a student employee, 1 year as a part-time temp position and the last 2 years as a professional staff person in the office. Just one month ago, my position was reclassified to another title and pay grade.
My job requires PhD and higher education teaching experience - I supervise faculty who run programs - but I am paid much less than I earned as a full professor
My opinion for my office is that I am fairly (and well) compensated but mid level staff members (with Masters and experience) are not fairly compensated - underpaid by ~\$10,000 - \$30,000
My perception is that I am not well paid, but better paid than most of my peers in the field. I also have excellent benefits, so I am not unhappy with tangible rewards. Where I do feel there is a deficit is in the area of respect and recognition, which is atrocious in my office.
My position as Study Abroad Advisor has been held by an intern for the past 10 years; decision was made to hire a permanent Advisor, and pay intern pay, in hopes of funding position at administrative level in 2007-08
My position was not full-time salaried until the last 4 years which indicates why it is not higher than above entry level. I believe it would be difficult to replace me at this salary (abroad education and web maintenance).
My salary is appropriate to my experiences
My salary is comfortable for CountryX, but would not be enough to live on in the United States.
My salary is generally lower than those of my counterparts at peer institutions, particularly in light of my years of experience and level of responsibility. Raising it is not currently a priority of mine.
My university is very supportive of me, compensates me well, and recognizes the hard work of the International Programs Office with appropriate raises.
My University title is Executive Staff Assistant. However, my working title is Exchange Coordinator, which matches my responsibility level, but not my salary.
No extra compensation is given for managing, that I'm aware of, nor for higher levels of education.
Not as well as I'd like to be, but I now live comfortably.
Not enough compensated it regarding the wage and regarding public recognition
Our college does not have very high salaries and hasn't been able to find good comparisons for determining our salaries
Overall, I feel that salaries for professionals working in Higher Education is low. This is especially true for staff who are in positions that require a Master's degree.
Overall, my salary is sufficient, though I feel it could be higher given my degree and years of service in this field.
Poor given the amount of time worked.
Positions in education are generally lower compensated than comparable positions in business/ industry, and international education seems to be less compensated than comparable positions in higher education.
Reasonable pay, but not generous
Relative to other appointments on my campus I am well-compensated but we are in the 75th percentile of compensation by comparison to our peer institutions
Salary does not consider academic experience; and responds to US standards, not considering local economic dynamics, such as inflation.
Should make a higher salary for the level of responsibility I have and the education I have.
Small stipend- more rewarding for experience and entry into IE field.
The benefits at CC are excellent but the salary is very low considering I sometimes work a 50+ work week. I am at about \$12 per hour which is lower than many staff assistants with much less responsibility.
The compensation is not as high as salary ranges for equivalent positions in the corporate sector, but acceptable for the limitations of the office budget.
The institution could better compensate professional staff in general.
The position is an 11-month position.
The salary range at our institution is below that of the national average.



<p>The work i currently do is well beyond what i expected when i took the position. while I'm happy for the additional responsibilities (and experience it's giving me) i do feel like i am not appropriately compensated</p>
<p>There are people at the university with much less experience in their jobs and they make more than I do. Additionally, I am filling in for the director, but I am not being compensated as an assistant director. There is someone in my office who makes more per hour than I do, and that person only has a Bachelor's.</p>
<p>There should be state financial support - and there is not. Even getting dues from our members is extremely difficult.</p>
<p>Trying to explain in concise terms exactly what I do to "coordinate" 7 (now 10) programs is impossible. While much of what I do fits into the categories presented here, it seems to gloss over the amount of work that actually goes into each category. I forgot to mention that catalog/website updating as well as possibly Facebook/blog monitoring are also on my list of responsibilities. I'm also a graduate student trying to finish up my degree.</p>
<p>Univ X does provide for raises to keep salaries more or less equal to national standards in the profession. However, this compensation is not sufficient for the workload, expectations, and pressures of faculty, upper administration and day to day student demands.</p>
<p>What I make in CityX is equivalent to much more in larger cities, so I am well compensated.</p>
<p>When I compare my compensation to my friends who have been in their respective fields for the same amount of time, I feel that I am very much underpaid. I make the least money of everyone I know, and most of my friends also work in non-profit organizations. It seems that employees in study abroad are expected to be so relieved to have found a job that we shouldn't expect to be compensated appropriately. This seems especially unfair, given that a Master's degree is a requirement for nearly every position.</p>
<p>When I started out, we were paid very low salaries - I started at \$38,000 managing 14 programs. We have struggled to increase salaries commensurate with professional responsibilities.</p>
<p>When I think of my own salary for myself and my family, I think it is fine. When I consider it in comparison to others within my office, my institution, and the field, it could/should be higher. Human nature, no?</p>
<p>When I was looking for an entry level position in study abroad (at the coordinator or advisor level) most salaries were between 25 and 35 thousand. This position was on the higher end of the scale. For being new to the field I feel that I am well compensated and my office spends money on my professional development also.</p>
<p>with a masters degree, 7 years of experience, and at the title I have, as well as with the cost of living in CityX, I believe I should be making at least 5K-10K more than I am making now as that would be comparable to other positions I've seen posted for similar jobs in this region</p>
<p>Within the field, I feel appropriately compensated. In looking around at other jobs within the university, some lacking the level of responsibility and complexity that my job entails, I feel I am under compensated.</p>



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