



THE
FORUM
ON EDUCATION
ABROAD

PRELIMINARY REPORT

2013 INSTITUTIONAL AND PROGRAM RESOURCES SURVEY
INDIVIDUAL MEMBER RESPONSE DATA



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Individual Member Response Data**

1. Introduction

In February 2013, the Forum on Education Abroad conducted a survey on current practices in education abroad. This Institutional and Program Resources Survey continued work begun by two earlier Forum projects, the Pathways to the Profession Survey (2008) and the Program Management Survey (2007), but advances those projects by including issues and topics that have developed in the ensuing years.

The survey questions were developed by the Strategic Alliances, Infrastructure and Resources (STAIR) Working Group, Data Committee and the Forum staff, with assistance from the Office of Institutional Research at Dickinson College.

The survey used two separate sets of questions. Survey questions for individual education abroad professionals (“Individual Survey”) were designed to collect data on job descriptions and tasks, salaries, and profiles and work-experiences of individuals employed in education abroad. Questions, for organizations (the “Organizational Survey”) gathered information regarding various areas related to the administration of education abroad, including administrative structures, budgeting and staffing.

Active Forum members were invited to take the online survey via email invitation. An invitation to complete the Individual Survey was sent to all active members in the Forum’s membership database. To ensure that there would be no double reporting of an institution or organization’s information, only the Institutional Representative of each institutional Forum member received an invitation to complete the Organizational Survey. The survey deployment and the collection of responses were managed by Dickinson College’s Office of Institutional Research. All data gathered in the surveys will be held confidential, and reporting will be in the aggregate.

This report provides preliminary data from responses to the Individual Survey questions; however, not all of the Individual Survey questions are reported out here. These findings will be further analyzed and more results will be reported. The Organizational Survey will remain open until a robust data set is collected, and findings will be reported out at a later date.

2. Individual Survey: Respondent Profile

As of March 6, 2013, the Individual Survey received 431 complete responses. Respondents are primarily employed at U.S. institutions offering doctoral degrees (51%), with 16% of respondents from U.S. institutions offering Master’s degrees and 12% from U.S. institutions offering only Bachelor’s degrees (Figure 1). Almost one third of respondents (32%) work at an institution with 20,000 or more enrolled students, and 46% of respondents work at institutions enrolling either 1,000-2999 students or 3000-9,999 students (Figure 2). Eleven percent of respondents work for program provider organizations. A large majority of respondents (91%) indicate their race as white, with Hispanic or Latino indicated by 5%, and 1% of respondents indicating Black or African American, or Asian.

Figure 1. Respondent employment

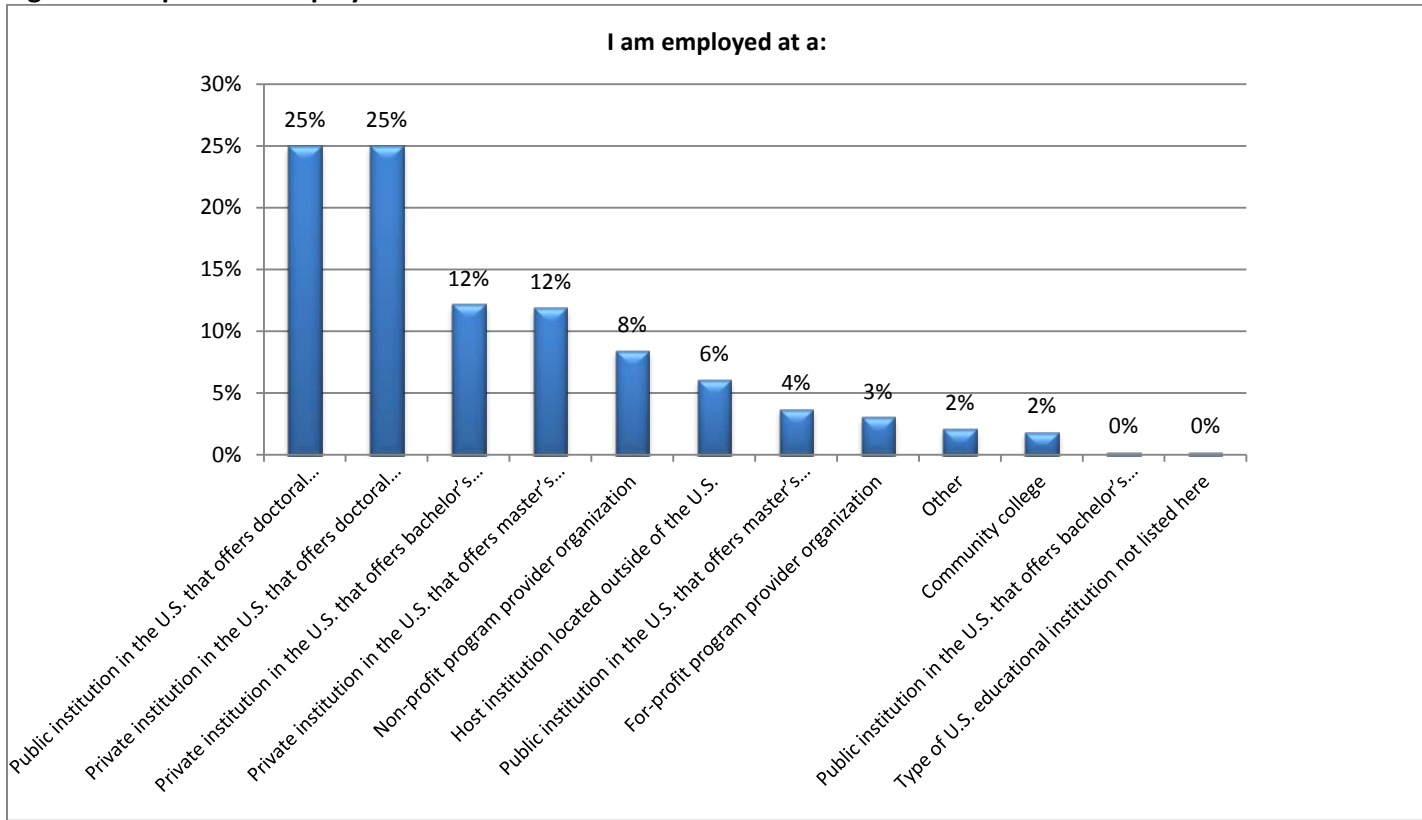
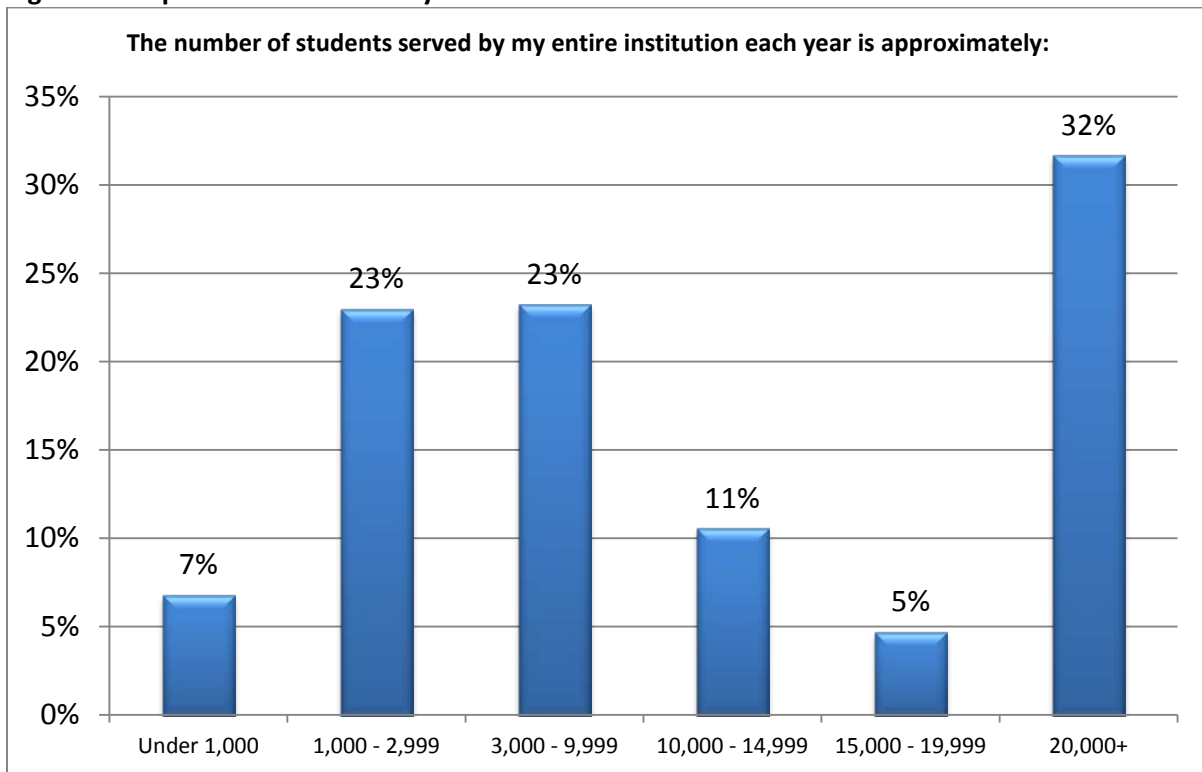


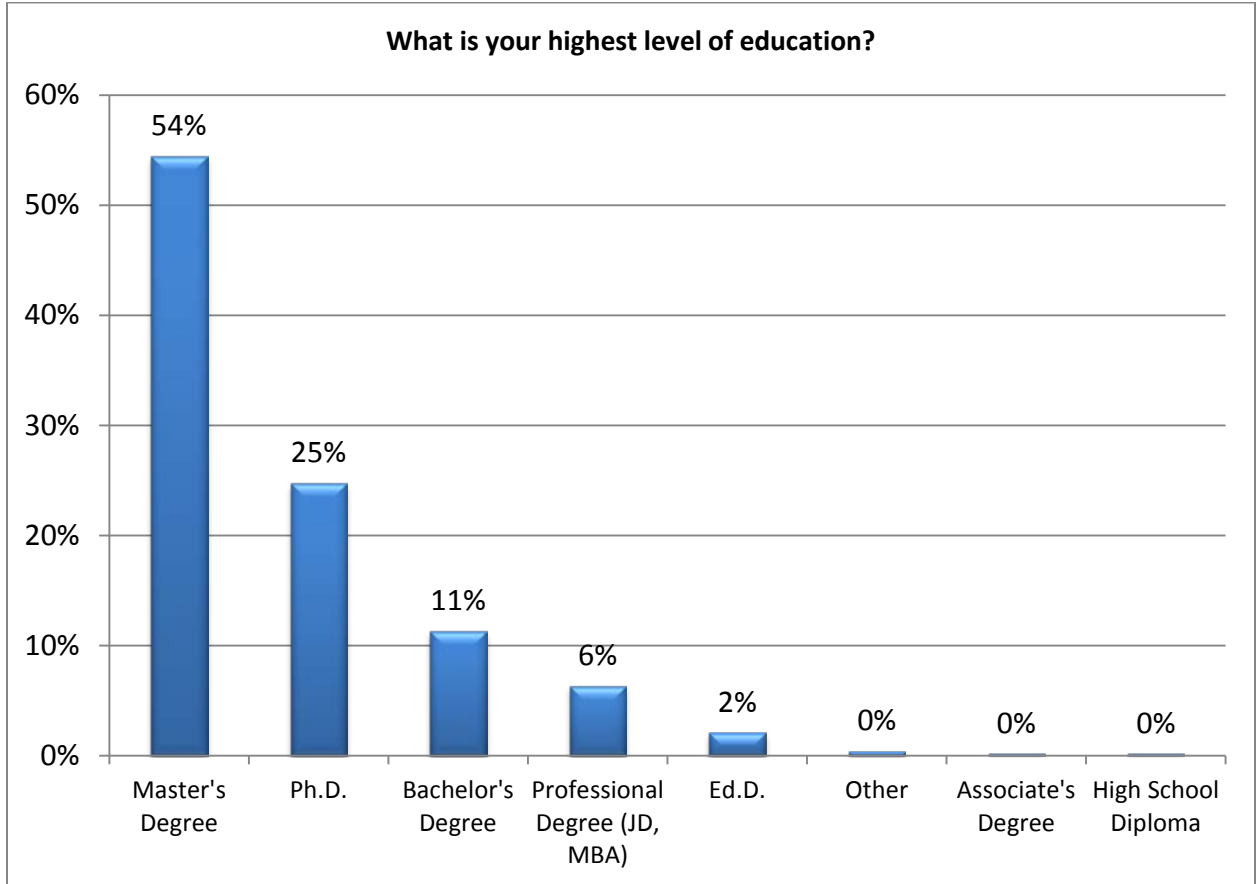
Figure 2. Respondent institution by number of students



Education

Respondents were asked to provide their highest level of education attained. More than half of respondents (51%) have received a Master’s degree (Figure 3). The Ph.D. is held by 25% of respondents, with an additional 2% specifying the Ed.D. Professional degrees such as the MBA or JD are held by 6% of respondents. Respondents with Bachelor’s degrees account for 12% of respondents.

Figure 3. Education attained by respondents



Experience

The survey asked about experience working in higher education, and specifically in education abroad. The majority of respondents (57%) have 10 to more than 20 years of experience, with only 17% of respondents having less than five years of experience in higher education. Respondents have only slightly less experience working in education abroad; 50% indicated from ten to more than 20 years of education abroad experience (Figure 4, Figure 5).

Figure 4. Length of experience in higher education

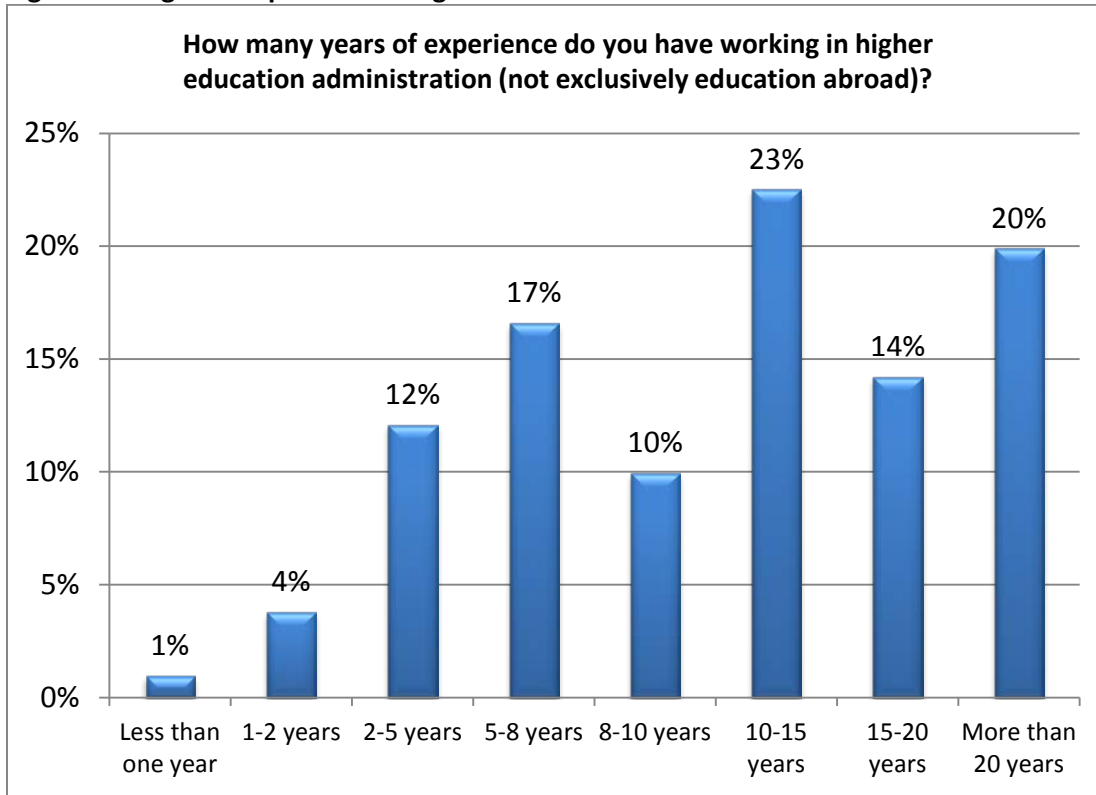


Figure 5. Length of experience in education abroad

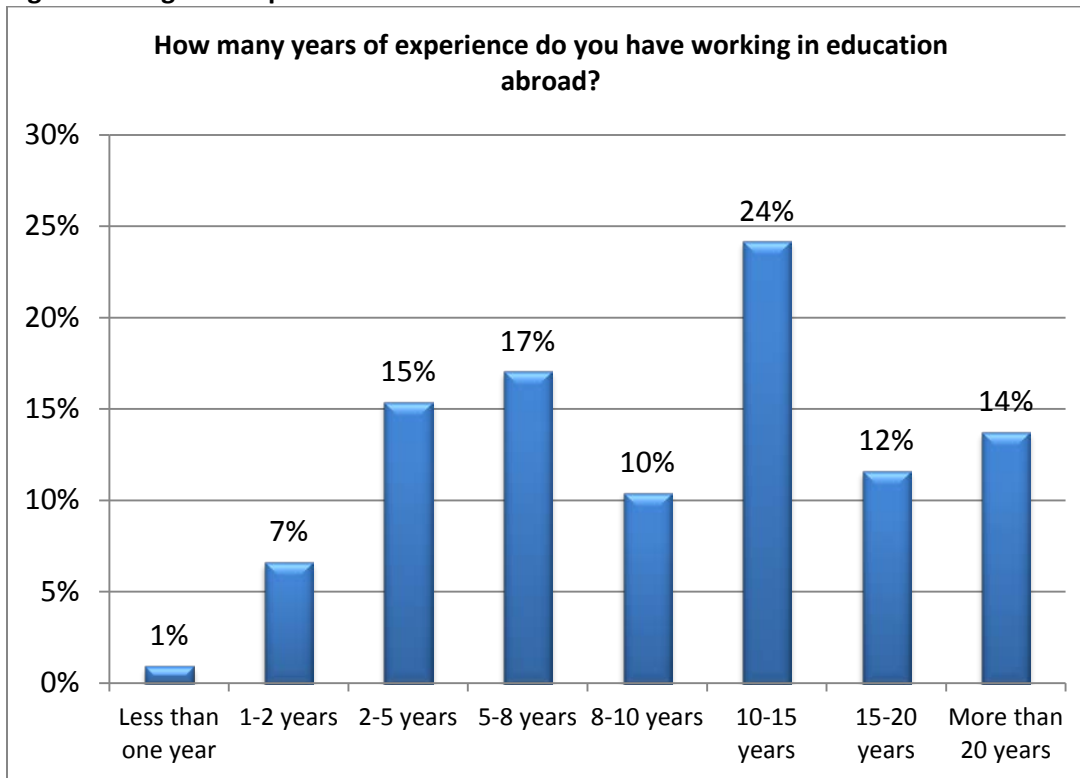
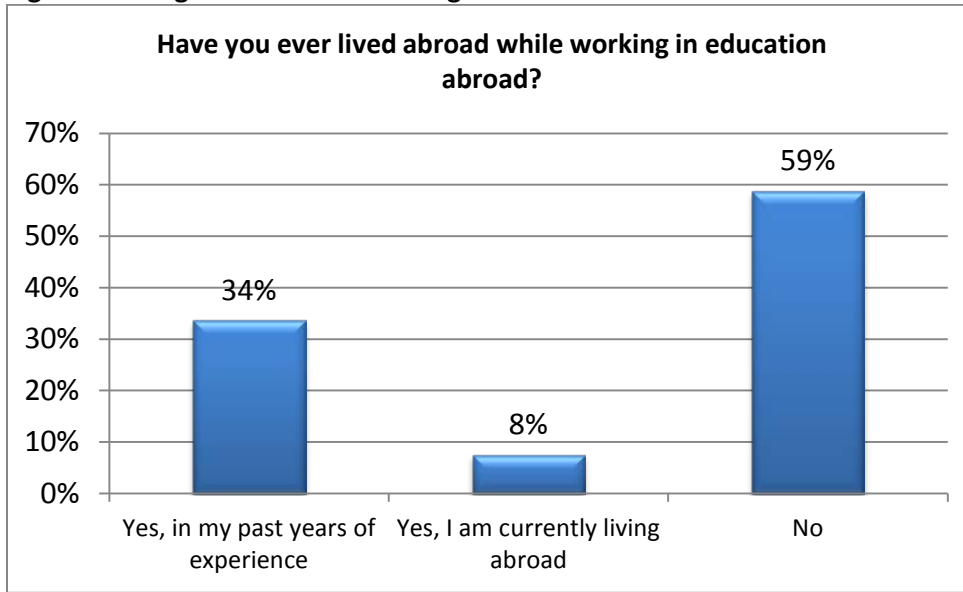
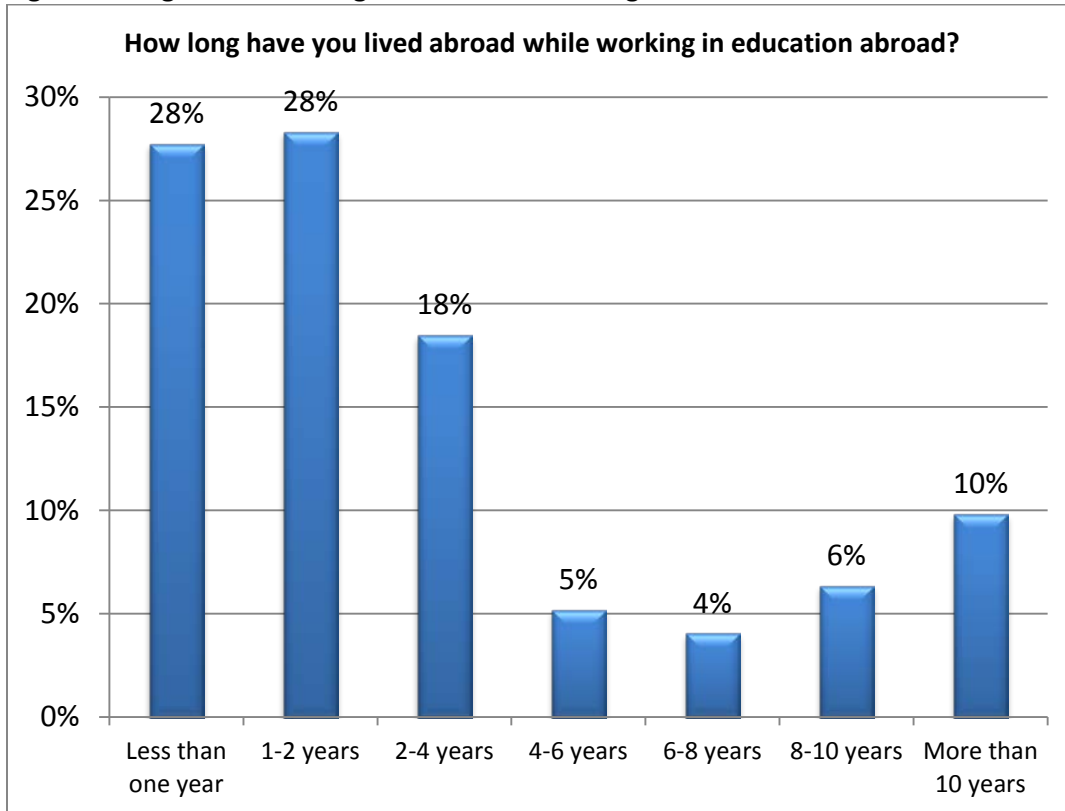


Figure 6. Living abroad while working in education abroad



In a surprising result, while 41% indicated they had or were currently living abroad while working in education abroad, 59% of respondents had not lived abroad while working in education abroad (Figure 6). Of respondents who have lived or live abroad while working in education abroad, 56% did so for two years or less (Figure 7). Ten percent have lived or live abroad for ten years or more, and 18% for between two and four years.

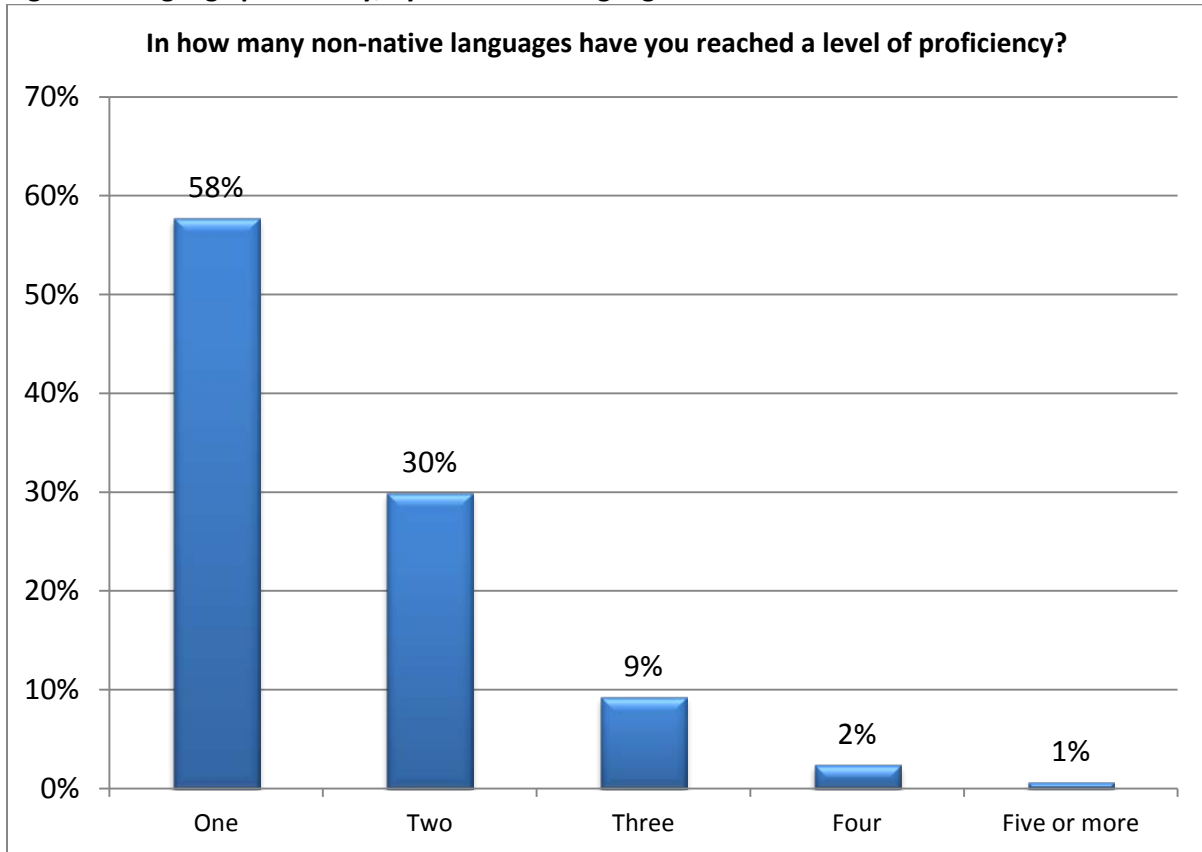
Figure 7. Length of time living abroad while working in education abroad



Language Proficiency

The Forum was interested in the level of language acquisition among education abroad professionals. The survey asked if respondents had achieved proficiency in a language other than their native language, to which 69% responded yes. The next question asked for the number of non-native languages in which they had achieved proficiency (Figure 8).

Figure 8. Language proficiency, by number of languages



Job Title

Job titles and job descriptions remain a compelling question for education abroad. In 2008, the *Pathways to the Profession Survey* found 146 unique job titles. Five years later, 431 respondents provided more than 110 job titles. As in 2008, most of the titles were clustered in variations of five terms: Director, Dean, Coordinator, Program Manager/Director, and Advisor (Figure 9).

Figure 9. Position title of respondents

Position Title

Title	Assistant	Associate	Executive	No prefix	Total
Director	11%	8%	7%	28%	54%
Coordinator	1%	1%	0%	7%	9%
Dean	2%	2%	0%	3%	7%
Program Manager/Director	0%	1%	0%	5%	7%
Other	0%	0%	0%	6%	7%
Advisor	0%	0%	0%	5%	5%
Provost	0%	2%	0%	0%	2%
Vice President	0%	1%	1%	0%	2%
Marketing Coordinator/Director	0%	0%	0%	1%	2%
President and CEO	0%	0%	0%	1%	1%
Resident Director	0%	0%	1%	0%	1%
Business Manager	0%	0%	0%	1%	1%
Administrative Assistant	0%	0%	0%	0%	1%
Program Assistant	0%	0%	0%	0%	0%
Chief Academic Officer	0%	0%	0%	0%	0%

3. Job Titles, Experience, and Qualification

It might be expected that the survey would show that individuals had worked for some time in higher education before moving into international education. For the most part this is not the pattern as revealed in Table 1 below. In all job title categories the range of years in both higher education and in international education is either the same or different only by a factor of one range of years or less. The data shows that people in all job categories spent an average of slightly more time in higher education than in international education.

Table 1. Length of experience in higher education and international education by job title

Position Title	Mean Range of Years in Higher Ed	Mean Range of Years in Int'l Ed
President	7.4 = 15-20 years	7.0 = 15-20 years
Vice Pres.	7.0 = 15-20 years	6.3 = 10-15 years
Provost	6.1 = 10-15 years	5.8 = 8-10 years
Dean	6.4 = 10-15 years	6.1 = 10-15 years
Director	5.9 = 8-10 years	5.5 = 8-10 years
Program Manager/Dir.	4.97 = 5-8 years	4.97 = 5-8 years
Resident Dir.	7.0 = 15-20 years	6.8 = 10-15 years
Marketing Coordinator/Dir.	3.6 = 2-5 years	3.4 = 2-5 years
Business Man.	3.5 = 2-5 years	2.8 = 1-2 years
Coordinator	4.3 = 5-8 years	3.8 = 2-5 years
Advisor	3.9 = 2-5 years	3.8 = 2-5 years
Admin. Asst.	5.3 = 8-10 years	4.5 = 5-8 years

A question about whether respondents had lived abroad led to interesting results when broken down by job title (Table 2). One might assume most people working in international education had lived abroad; however, 8 of the 14 job titles responded that they had not lived abroad at a rate of 51% or more. One hundred percent of respondents in two categories, Program Assistant and Administrative Assistant, said they had not lived abroad. It would be interesting to do further study to see if there is a correlation between experience living abroad and factors such as job function, length of service in international education, average salary within each job title, and so forth.

Table 2. Length of time living abroad by job title

Position Title	Lived abroad while in education abroad?	Mean range of time abroad
President	Yes/past – 80% No – 20%	2.5 = 1-2 years
Vice Pres.	Yes/past – 63% No – 37%	1.3 = less than 1 yr
Provost	Yes/past – 20% Yes/now – 10% No - 70%	Past-1.5 = less than 1 yr Now-3.0 = 2-4 yrs
Dean	Yes/past – 47% Yes/now – 13% No – 40%	Past-2.8 = 1-2 yrs Now-4.8 = 4-6 yrs
Director	Yes/past – 31% Yes/now – 8% No – 61%	Past-2.6 – 1-2 yrs Now-5.1 = 6-8 yrs
Program Manager/Dir.	Yes/past – 26% Yes/now – 4% No – 70%	Past-1.7=less than 1 Now-7.0 = More than 10 yrs
Resident Dir.	Yes/past – 25% Yes/now – 50% No – 25%	Past-2.0 = 1-2 yrs Now-7.0 = More than 10 yrs
Marketing Coordinator/Dir.	Yes/past – 29% Yes/now – 29% No – 42%	Past-1.0 = less than 1 yr Now-2.5 = 1-2 yrs
Business Man.	Yes/past - 25% No – 75%	2.0 = 1-2 years
Coordinator	Yes/past - 41% No – 59%	1.9 = Less than 1 yr
Advisor	Yes/past - 35% Yes/now - 4% No – 61%	Past-2.0 = 1-2 yrs Now-6.0 = 8-10 yrs
Admin. Asst.	No – 100%	

Of the respondents who indicated they had lived abroad in the past the average range of time spent abroad was less than one year. Those who indicated they were living abroad now report an average range of 6-8 years abroad, with program managers and resident directors reporting the highest range of more than 10 years.

The question about proficiency in more than one language brought interesting results when compared to job title (Table 3). All titles except Administrative Assistant had a 50% or greater response rate of 'yes' when asked about proficiency in another language. Not surprisingly, 100% of Resident Directors responded 'yes.' Presidents and Vice Presidents had the next highest level of 'yes' answers at 80% and 75% respectively.

Table 3. Proficiency in two or more languages by job title

Position Title	Proficient in more than one language?	Number of languages
President	Yes = 80% No = 20%	1 - 25% 2 - 50%; 3 - 25%
Vice Pres.	Yes = 75% No = 25%	1 - 17% 2 - 33% 3 - 50%
Provost	Yes = 50% No = 50%	1 – 67% 2 – 33%
Dean	Yes = 73% No = 27%	1 - 45% 2 - 14%; 3 - 27% 4 - 9% 5 or more-5%
Director	Yes = 69% No = 31%	1 - 57% 2 - 35% 3 - 5% 4 - 3%
Program Manager/Dir.	Yes = 68% No = 32%	1 – 68% 2 – 21% 3 – 11%
Resident Dir.	Yes = 100%	1 – 100%
Marketing Coordinator/Dir.	Yes = 71% No = 29%	1 – 80% 2 – 20%
Business Man.	Yes = 50% No = 50%	1 - 100%
Coordinator	Yes = 64% No = 36%	1- 71% 2 - 29%
Advisor	Yes = 70% No = 30%	1 - 50% 2 - 26% 3 - 18% 5 or more - 6%
Admin. Asst.	Yes = 25% No = 75%	2 – 100%

A higher percentage of ‘yes’ respondents indicated that they were proficient in one other language, followed by those had proficiency in 2 and then 3 languages. Five percent of Deans and 6% of Advisors who answered ‘yes’ said they were proficient in 5 or more languages. For future analysis, if these levels of proficiency in more than one language are typical of the education abroad profession, a comparison of the averages with similar titles in other areas of higher education could be made. This would shed light on whether or not education abroad draws persons with higher levels of language proficiency.

Education Level and Position Title

The majority of respondents (80%) work at universities, colleges or community colleges located in the United States. An additional 8% work at host institutions overseas. Do the highest-level positions in education abroad correlate with higher degrees? Table 4 compares the highest degree earned to position title.

Table 4. Level of education by position title

Position Title	% with Ph.D	% with Ed.D	% with Profess. Degree	% with MA	% with BA	% with Associate Degree	% with High School
President	20%			80%			
Vice Pres.	37.5%	12.5%	12.5%	37.5%			
Provost	87.5%			12.5%			
Dean	53%		7%	40%			
Director	26%	3%	8%	55%	8%		
Program Manager/Dir.	21%		7%	65%	7%		
Resident Dir.	25%		25%	50%			
Marketing Coordinator/Dir.				43%	57%		
Business Man.			25%	50%	25%		
Coordinator			8%	72%	20%		
Advisor				65%	35%		
Admin. Asst.					50%	25%	25%

4. Discussion: Job Functions as Correlated to Job Title

The survey asked respondents to estimate the time spent on 23 specific functions, with the total effort adding up to 100%. Figure 10 below shows the overall results for each function.

Figure 10. Job functions annually

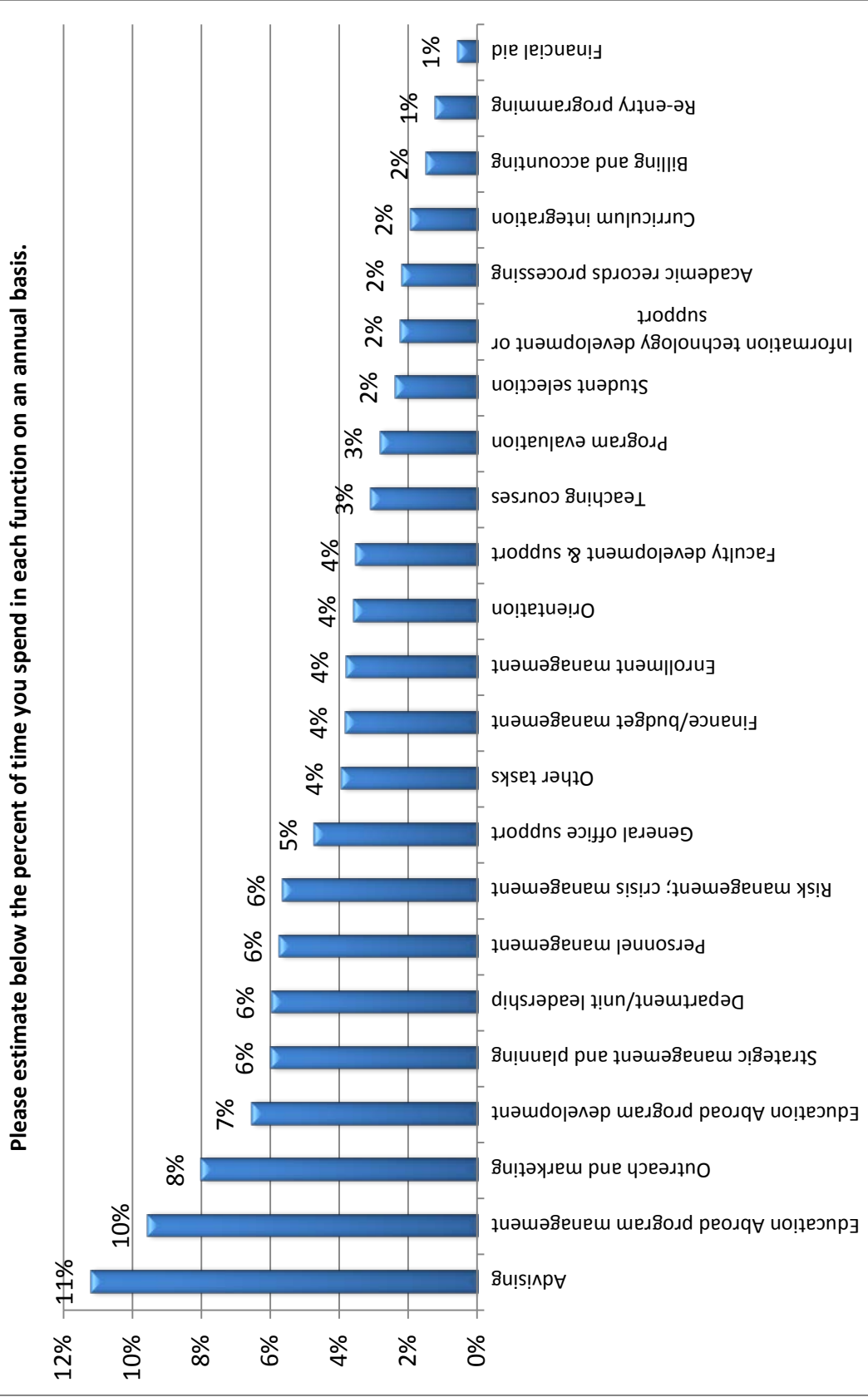


Table 5 shows job functions sorted by job title. In most cases it is clear that there is little correlation between title and function. Respondents whose titles include the word 'President' list General Office Support as a job duty, while Administrative Assistants indicate responsibility for personnel management and strategic planning. Determining whether this is typical of the profession requires additional study.

If job functions are sorted according to the percentage of time spent on them by each position, a different picture is presented. Table 5 indicates which functions comprise 20% or more of the workload for at least one respondent in each job title category. General office support is still listed by some Provosts and Deans, but it is more common to see that category checked by persons identified as Coordinators, Advisors, or Program or Administrative Assistants. Not surprisingly, Marketing Coordinators list advising, outreach, enrollment management, and orientation most often as the primary job functions. Advisors spend the majority of their time advising, and Resident Directors list Advising and Program Management as primary duties.

While some continuity can be seen when comparing job functions to job title, it would be difficult to claim that any of the titles always contain certain duties. More research is required to verify this trend, but it appears that education abroad as a profession lacks standardized responsibilities for various job titles.

Table 5. Job functions by job title

Position Title	Pres./CEO	Chief Acad. Officer	Provost	Dean	Dir.	Prog. Man./Dir.	Resident Dir.	Mktng Coord./Dir.	Bus. Man.	Coordinator	Advisor	Prog. Asst.	Admin. Asst.
Job Function													
Office Support	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Advising	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Outreach/Market.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student Selection	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Enrollmnt Mgmt	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Orientation	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓
Acad. Record	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓
Re-entry Prog	✓			✓	✓	✓		✓		✓	✓	✓	✓
Teaching			✓	✓	✓	✓	✓			✓	✓	✓	✓
EA Prog. Devel.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
EA Prog. Mgmt	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Prog. Evaluation	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
Risk Mgmt	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓
Curr. Integration	✓		✓	✓	✓	✓	✓		✓	✓	✓		
Personnel Mgmt	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Strategic Plan.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓
Dept/Unit Leader	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
Faculty Devel.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
Billing/Acct.			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Financial Aid			✓	✓	✓	✓			✓	✓	✓		
Finance/Budgets	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Info Tech	✓		✓	✓	✓	✓	✓	✓		✓	✓		
Other	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓

Table 6. Functions amounting to 20% or more of each position's duties

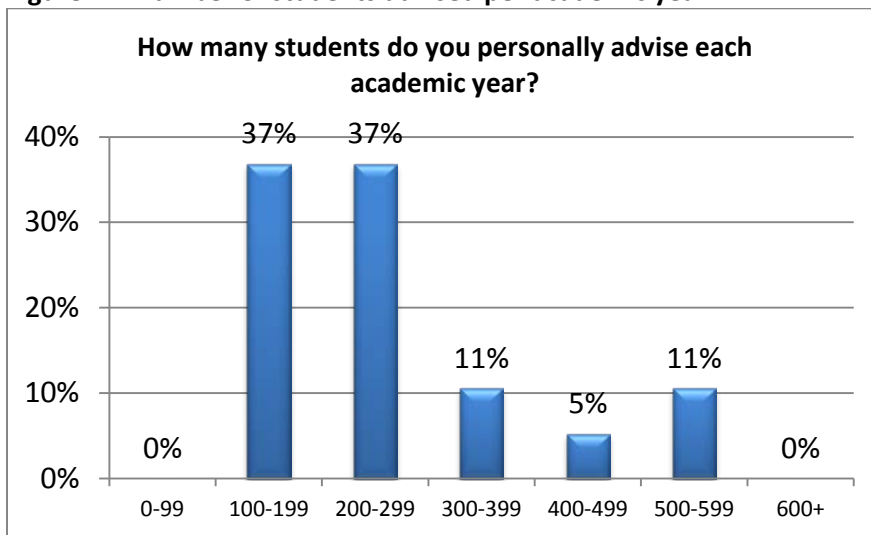
Position Title	Pres./ CEO	Chief Acad. Officer	Provost	Dean	Dir.	Prog. Man./ Dir.	Resident Dir.	Mktg Coord./ Dir.	Bus. Man.	Coordinator	Advisor	Prog. Asst.	Admin. Asst.
Job Function													
Office Support			✓	✓	✓					✓	✓	✓	
Advising				✓	✓	✓	✓	✓		✓	✓	✓	
Outreach/Market.					✓	✓		✓	✓	✓	✓	✓	
Student Selection					✓	✓				✓			
Enrollmnt Mgmt					✓	✓		✓		✓	✓	✓	
Orientation					✓			✓		✓		✓	
Acad. Record					✓					✓	✓		
Re-entry Prog													
Teaching			✓	✓	✓	✓				✓		✓	
EA Prog. Devel.	✓	✓	✓	✓	✓	✓			✓		✓		
EA Prog. Mgmt	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
Prog. Evaluation	✓				✓								
Risk Mgmt	✓		✓		✓								
Curr. Integration				✓	✓								
Personnel Mgmt	✓		✓	✓	✓	✓			✓	✓		✓	
Strategic Plan.	✓		✓	✓	✓	✓			✓	✓		✓	
Dept/Unit Leader	✓		✓	✓	✓				✓				
Faculty Devel.			✓	✓	✓								
Billing/Acct.					✓				✓		✓		
Financial Aid					✓								
Finance/Budgets			✓		✓	✓			✓				✓
Info Tech					✓					✓	✓		
Other			✓	✓	✓	✓			✓			✓	✓

6. Education Abroad Advisors: Student Load, Advising Structure and Responsibilities

The Survey asked a set of questions specifically designated to gather in depth information on the workload of education abroad advisors. The responses below are preliminary and the Forum expects to do further analysis, for example, by institutional/organizational type.

Advisors were asked how to indicate many students they personally advise each academic year (Figure 11). Most advisors (74%) work with between 100-199 or 200-299 students. The estimated mean numbers of students advised by individual education abroad advisors annually is 266 students.

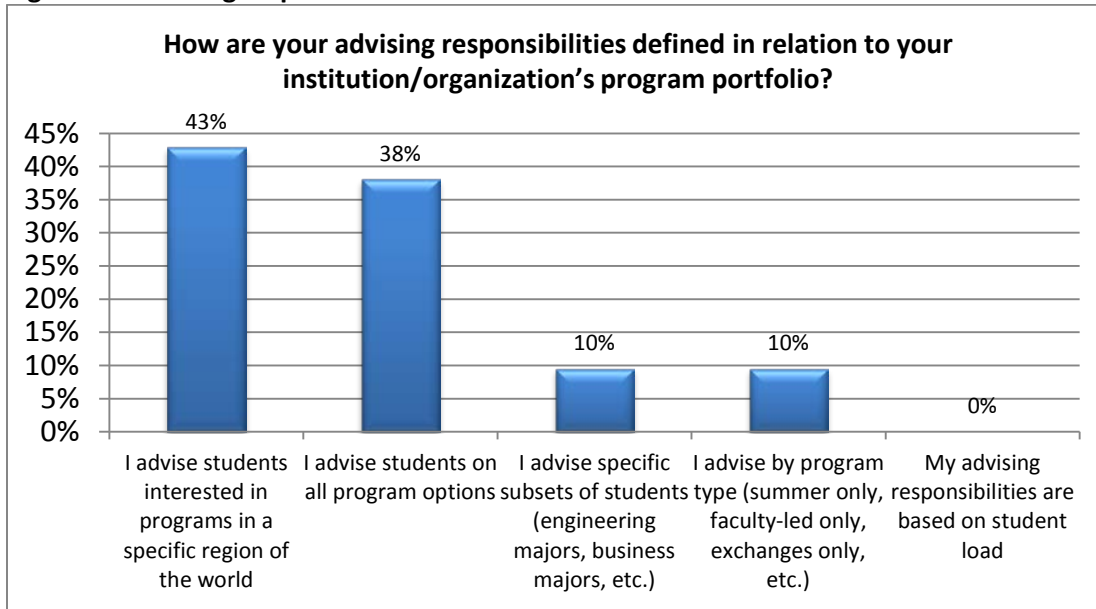
Figure 11. Number of students advised per academic year



Advisors were asked how their office structured advising appointments. Only 10% advise students on a walk in basis, 62% require appointments for advising, and 29% have both walk-in and appointment-based advising schedules.

The Forum was also interested in how advising load is distributed, whether by type of program, geographic area, or not broken out at all. (Figure 12) Almost half of respondents (43%) advise by geographic area, while 38% advise for all programs. Only 10% advise by type of program. None of the advisor respondents' responsibilities were based on student load.

Figure 12. Advising responsibilities



Finally, advisors were asked to rank the amount of time, from most to least, they spend on tasks associated with advising, such as academic and curricular advising related to education abroad, advising about cross-cultural issues, logistical/process advising, such as advising about the application process, advising about how to select a program and program options, and advising about visas. (Figure 13) Advisors spend most of their time advising on program selection, and the least amount of time advising on visa and cross-cultural issues.

Figure 13.

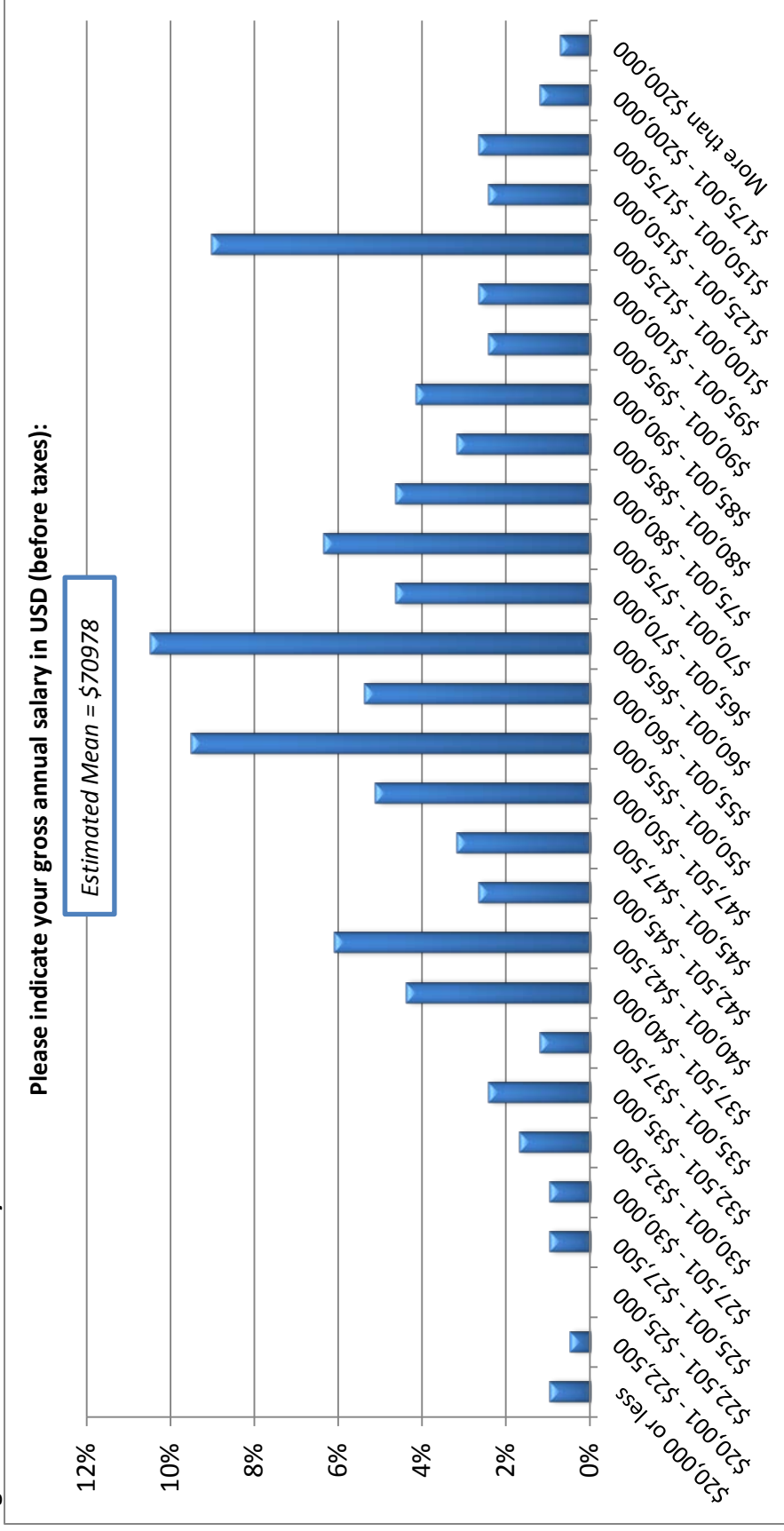
Advising Tasks Ranked by Time Spent on Each Task
(1 = most time, 5 = least time)

	Number of Times Ranked					Average Rank
	First	Second	Third	Fourth	Fifth	
Academic/curricular advising related to education abroad	4	8	7	3	0	2.4
Advising about cross-cultural issues	0	0	2	13	7	4.2
Logistical/process advising, such as advising about the application process	5	6	9	2	0	2.4
Advising about how to select a program and program options	13	7	1	0	1	1.6
Advising about visas	0	1	3	4	14	4.4

7. Job Title and Salary

The survey asked respondents to supply salary information (Figure 14).

Figure 14. Gross annual salary in USD



Salary levels were correlated to position title for the five most commonly chosen titles and the results appear in Table 7. Mean salary ranges appear to correlate to the assumed level of responsibility for each group of position titles.

Table 7. Mean gross annual salary by position title

Position Title	Mean Gross Annual Salary
Assistant Dean	\$65,001-\$70,000
Associate Dean	\$90,001-\$95,000
Dean	\$90,001-\$95,000
Executive Dean	\$100,001-\$125,000
Mean Salary for all Deans	\$85,001-\$90,000
Assistant Director	\$45,001-\$47,500
Associate Director	\$60,001-\$65,000
Director	\$70,001-\$75,000
Executive Director	\$85,001-\$90,000
Mean Salary for All Directors	\$65,001-\$70,000
Associate Program Manager/Director	\$40,001-\$42,500
Program Manager/Director	\$50,001-\$55,000
Mean Salary for all Prog. Managers/Dir.	\$55,001-\$60,000
Coordinator	\$40,001-\$42,500
Mean Salary for All Coordinators	\$40,001-\$42,500
Advisor	\$37,501-\$40,000
Mean Salary for All Advisors	\$37,502-\$40,000

Does level of education affect salary levels for the most common position titles? Table 8 compares title to level of education and salary. When broken down by level of education, the variation in mean salary is quite dramatic for some job categories. This could be attributed to several factors:

- the sample size is too small in many of the categories;
- the profession lacks a standard definition of job titles;
- further study might find that variations of title and job function can be correlated to different places of employment (i.e. to community colleges vs. for-profit provider organizations);
- variations may exist between positions based in the U.S. and those in other countries.

Table 8. Mean gross annual salary by education level and title

Position Title	Salary Ph.D	Salary Ed.D	Salary Prof. Deg.	Salary MA	Salary BA	Mean Gross Annual Salary
Assistant Dean	\$65,000-\$70,000		\$100,001-\$125,000*	\$60,001-\$65,000		\$65,001-\$70,000
Associate Dean	\$85,001-\$90,000			\$100,001-\$125,000*		\$90,001-\$95,000
Dean	\$85,001-\$90,001		\$100,001-\$125,000	\$90,001-\$95,000		\$90,001-\$95,000
Assist. Director	\$60,001-\$65,000		\$45,001-\$47,500	\$47,501-\$50,000	\$45,001-\$47,500	\$45,001-\$47,500
Assoc. Director	\$65,001-\$70,000	\$75,001-\$80,000*	\$50,001-\$55,000*	\$65,001-\$70,000	\$42,501-\$45,000	\$60,001-\$65,000
Director	\$85,001-\$90,001	\$75,001-\$80,000*	\$75,001-\$80,000*	\$65,001-\$70,000	\$60,001-\$65,000	\$70,001-\$75,000
Exec. Director	\$90,001-\$95,000	\$60,001-\$65,000*	\$60,001-\$65,000	\$80,001-\$85,000	\$37,501-\$40,000*	\$85,001-\$90,000
Assoc Prog Man/Dir			\$40,001-\$42,500*	\$40,001-\$42,500*		\$40,001-\$42,500
Prog Man/Director	\$65,001-\$70,000			\$55,001-\$60,000	\$47,501-\$50,000*	\$50,001-\$55,000
Coordinator			\$32,501-\$35,000*	\$40,000-\$42,500		\$40,001-\$42,500
Advisor				\$37,501-\$40,000	\$37,501-\$40,000	\$37,501-\$40,000

8. Comparisons with the Forum *Pathways to the Profession Survey 2008* Data

Some of the questions in the 2013 survey are duplicates of ones asked in 2008 when the Forum surveyed members as part of the Forum Pathways Project. It is possible to compare data about several questions to determine if anything has changed significantly in the past five years. Figure 15 shows how respondents' positions are funded in 2013. Table 9 compares the answers to those provided in 2008.

Figure 15. Funding of positions

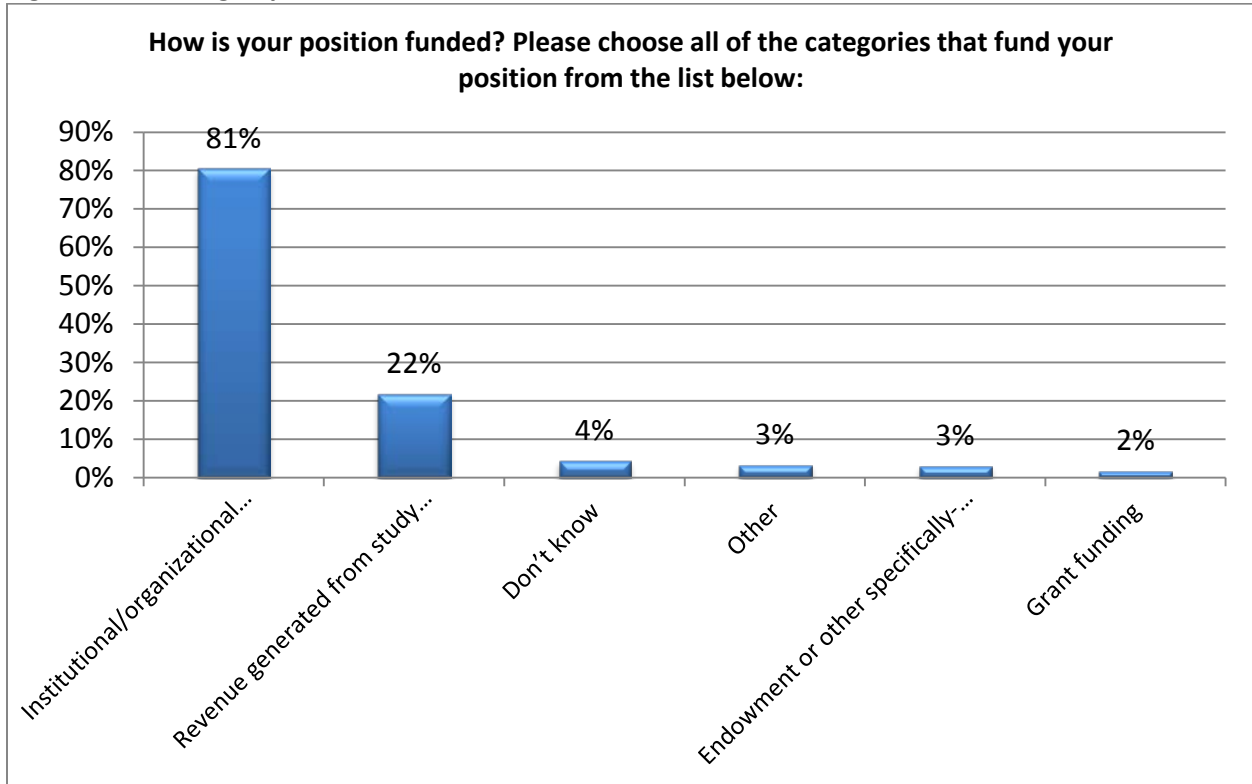


Table 9. Position funding source comparison between 2008 Pathways Survey and 2013 Institutional and Program Resources Survey

Funding Source (choose all that apply)	2008 Pathways Survey - Number choosing each option	2013 Institutional & Program Resources Survey Number choosing each option
Institutional/Organizational Operating Budget	209	335
Revenue Generated from Study Abroad Programs	88	91
Grant Funding	8	7
Endowment or Other Specifically Designated Funds	10	13
Don't Know	37	18
Other	5	14
Total Who Answered at Least 1 Survey Question	309	427

The 2008 Survey did not retain the number of individuals who answered this question, so it is not possible to convert the number of individual responses to a percentage of all respondents. The overall

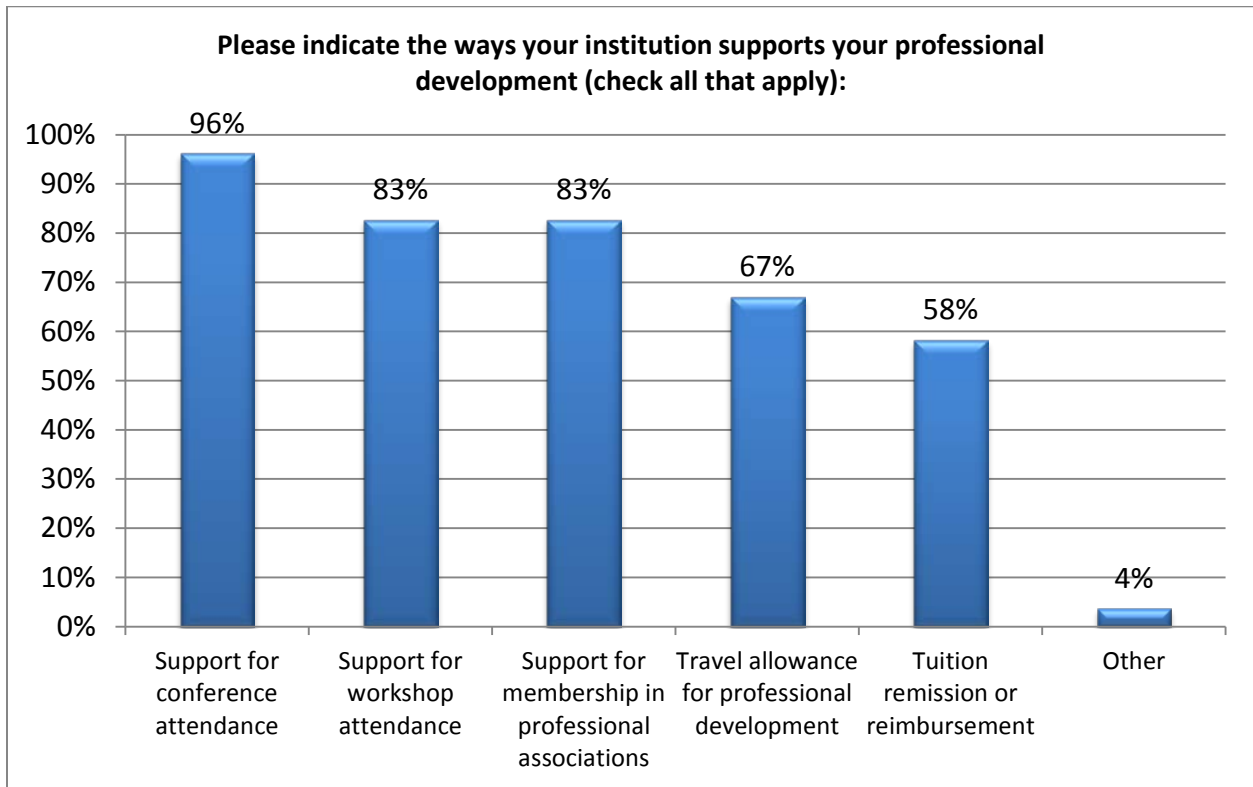
response rate, listed in the last row of the table, gives some idea of how many more people answered at least one survey question each time, but it cannot be used to accurately calculate the increase or decrease in each funding source category. It is accurate to state that the majority of respondents to both surveys have positions funded either by institutional or organizational funds or by revenue generated by study abroad programs.

The 2008 survey also asked what percentage of each respondent's duties were spent on 22 specific job functions. Table 10 shows the results and compares them to the percentages reported on the 2013 survey. The comparison shows some movement of job duties among the different titles. For instance, Directors are reporting that they spend less time on individual student-centered tasks like advising and orientation and more on program development and management, risk management, and departmental leadership. Advisors report less time spent advising, but more time on information technology and enrollment management, perhaps reflecting a trend where they do everything from marketing to advising and processing applications electronically.

9. Support for Professional Development

The survey asked respondents to indicate the types of professional development supported by their institution or organization. Responses indicate a strong level of support, across many types of professional development opportunities.

Figure 16. Support for professional development



10. Conclusion

This is a preliminary report on the Individual Survey responses. Much more analysis will be conducted in order to draw more conclusions about the topics and issues. The results of these analyses are expected not only to inform the Forum's development of further data collection efforts, but also the types of services that support member institutions and organizations.

MISSION STATEMENT

The Forum on Education Abroad develops and disseminates comprehensive Standards of Good Practice for the field of education abroad. It promotes best practices and excellence in curricular design, engages in data collection and research, conducts program assessment and quality improvement, and advocates on behalf of its members and the field of education abroad. The Forum serves institutions and organizations that sponsor and support education abroad programs for students enrolled at U.S. colleges and universities. The Forum also collaborates with international member institutions and organizations to identify and facilitate best practices and standards for education abroad.

ABOUT THE FORUM ON EDUCATION ABROAD

Located on the campus of Dickinson College in Carlisle, Pennsylvania, The Forum on Education Abroad is the higher education organization for education abroad. Recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for education abroad, the Forum's Standards of Good Practice are recognized as the definitive means by which the quality of education abroad programs may be judged.

The Forum's Quality Improvement Program for Education Abroad (QUIP) uses the Standards as part of a rigorous self-study and peer review quality assurance program that is available to all Forum institutional members.

Forum members include U.S. colleges and universities, overseas institutions, consortia, agencies, and provider organizations. The Forum focuses on developing and implementing standards of good practice, encouraging and supporting research initiatives, and offering educational programs and resources to its members. Its mission is to help to improve education abroad programs to benefit the students that participate in them. It is achieving this goal by establishing standards of good practice, improving education abroad curricula, and promoting data collection and outcomes assessment, all to advocate for high quality education abroad programs.

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