

Professionalizing the Field: Salaries, Workload and Other Job- Related Topics We Don't Discuss

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Pathways to the Profession: Who We Are and How We Got Here

1. Who are we?
2. How did we get here?
3. What's on our minds?
4. What do we need to do our work?
5. How do I get your job?

Want to review the 2003 survey?
<http://www.forumea.org/research-data.cfm>

Pathways to the Profession:

Part I: Who Are We ?

- o Average tenure in Education Abroad: 9.2 years
 - New (0-3 years) 22% of respondents
 - Mid (4-12) 47%
 - Senior (13- up) 31%
- o Average time in current position: 4 years
- o 40% have been in their current position: 1-3 years
- o About 5% more than 15 years
- o 70% Female; 30 % Male

Pathways to the Profession: Who Employs Us?

- US Higher Education 80%
 - (split 50:50 public and private)
 - Research 38%; Doctoral/Masters 23%
 - 4 year 33%; 2 year 4 %
- Study Abroad Provider 12%
- 3% Overseas Higher Education
- 1% Overseas Study Abroad Provider

Pathways to the Profession:

Part 2: How did we get here?

Master's 51%

BA 31%

Ph.D./Ed.D. 25%

- Undergraduate: One-third of BA's from Liberal Arts Colleges
- Graduate: (top 6 responses) SIT, Indiana, Minnesota, Wisconsin-Madison, Kansas, Columbia-Teacher's College

Pathways to the Profession:

Part 2: How did we get here?

WHAT FIRST BROUGHT YOU INTO THE FIELD?

- Study Abroad Experience (83 - 23%)
- Job Opening (51 - 14%)
- Serendipity (38 - 11%)
- Internship/Work Abroad (32 - 9%)
- Living/Work Abroad (32 - 9%)
- Working with Students (32 - 9%)

Pathways to the Profession:

How did we get here?

OTHER COMMENTS ON THE PERSONAL PATHWAY: SENIOR LEVEL (13+ years in EA)

- Mentored
- Lucky
- Stumbled
- Unplanned
- Accidental
- Meandering
- Peace Corps
- Faculty status
- Right place, right time

Pathways to the Profession: How did we get here?

OTHER COMMENTS ON THE PERSONAL PATHWAY: MID-CAREER LEVEL (4-12 years in EA)

- o Conglomeration of experience
- o Unexpected turn of events
- o Dissertation research on EA
- o Never intended to get into field
- o Keep life-work in balance – do Yoga!
- o Never lived abroad; couldn't get hired now
- o Studying abroad does not make a good advisor
- o You won't become rich in this field
- o Site visits a must
- o Paperwork; late hours

Pathways to the Profession: How did we get here?

OTHER COMMENTS ON THE PERSONAL PATHWAY: NEW TO FIELD (0-3 years in EA)

- Need in-depth, area-specific knowledge, esp. in developing regions
- Education Abroad impact on multicultural education
- On the job training
- Know about other areas of higher ed.
- Should hire those w/degrees in Intl Education
- Design rather than by chance.

Pathways to the Profession:

Part 3: What's on our minds?

THREE GREATEST CHALLENGES in current position

1. Time/Workload (104 responses)
2. Funding (86 responses)
3. Staff (53 responses)

Others: administration/institutional/faculty support, space, change in national policy, world events, parents, curricular integration, financial aid, etc.

Pathways to the Profession:

Part 3: What's on our minds?

THREE MOST IMPORTANT ISSUES in Education Abroad

1. Health/Safety/Security(129 responses)
2. Funding/Cost/Financial Issues (102 responses.)
3. Global/National Politics (51 responses)

Others: Quality, Campus Internationalization, Underrepresented Groups, Research, Advocacy, Participation Rates, Curricular Integration, Professionalism, etc.

Pathways to the Profession:

What do we need to do our work?

TOP PRIORITIES FOR TRAINING, PUBLICATIONS, ETC.

- Advocacy on campus - mid, senior
- Education systems & cultures of other countries (mid)
- Management tools & techniques (mid, senior)
- Marketing (new)
- Networking (senior)
- Program development (new)

OTHERS

- Site visits, research, information for mid-career and senior level, intercultural theory & training, outcomes/assessment

Questions Our Colleagues Ask

- *Is there a specific number of students that one study abroad person should advice?*
- *How many short-term, faculty-directed programs should one FTE support?*
- *I'm looking for information on median salaries in the field.*
- *I'm wondering if anyone might share job descriptions with me?*
- *I am in the midst of proposing staff expansion here and need some help from you.*
- *I am advocating for a change in my job title to more accurately reflect the scope of my responsibilities. Does anyone know where I might find some data on job titles and descriptions?*

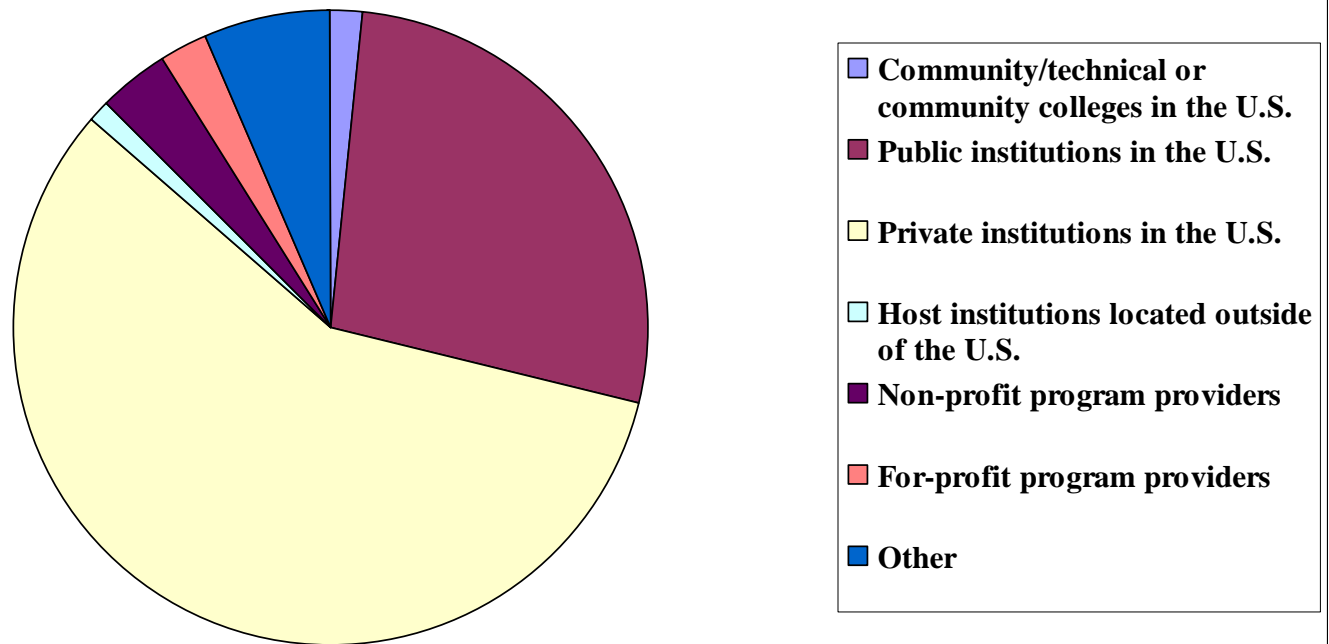
Getting Beyond "It Depends..."

Current Survey

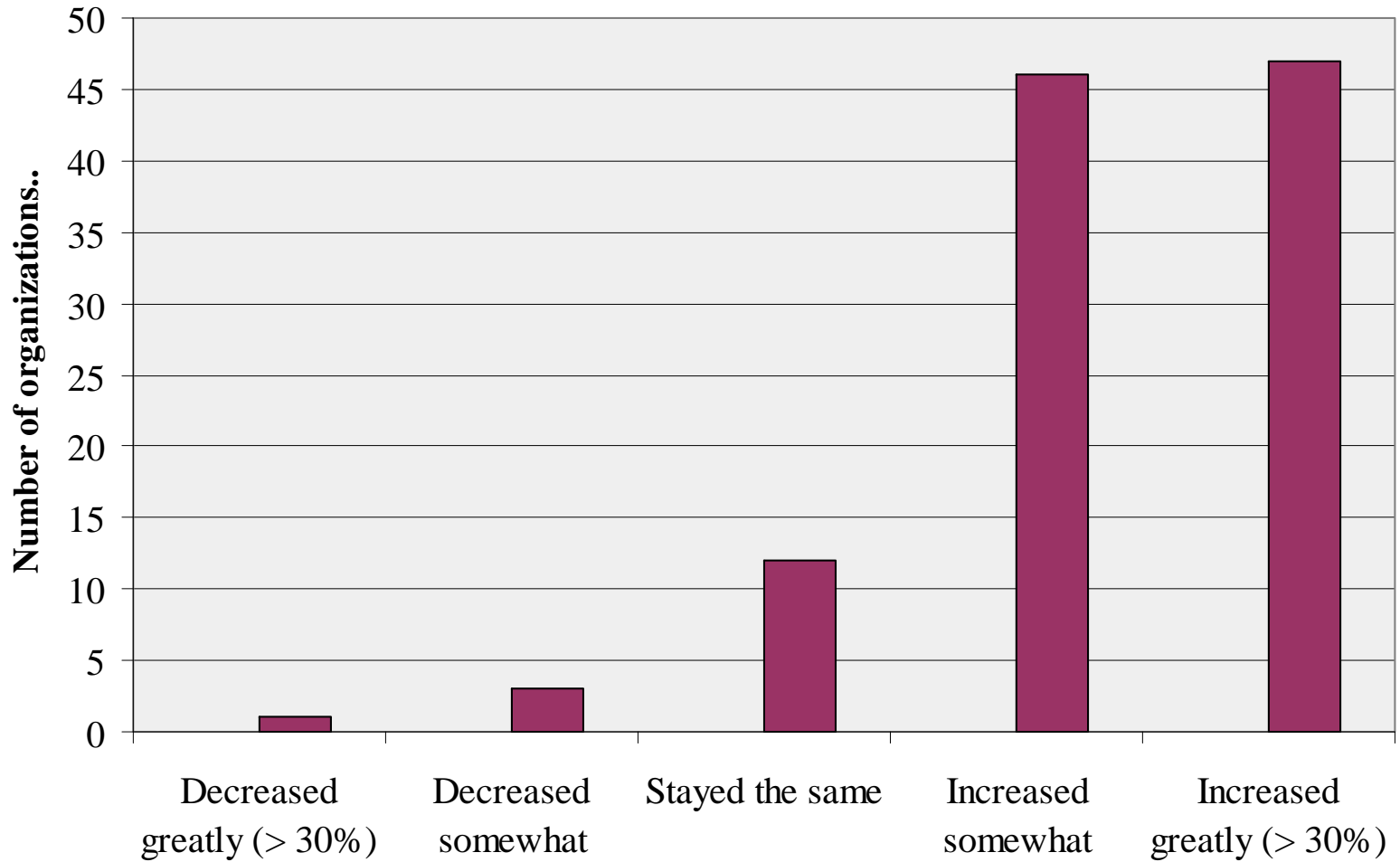
- Two separate surveys -
 - Part 1: Organizations (workload)
 - 110 respondents
 - 94% campus; 6% provider & other
 - Part 2: Individual (salary)
 - 309 respondents
 - 80% campus; 20% provider & other
- Administered - January 17 to February 20, 2008

Part 1: Organizational Respondents

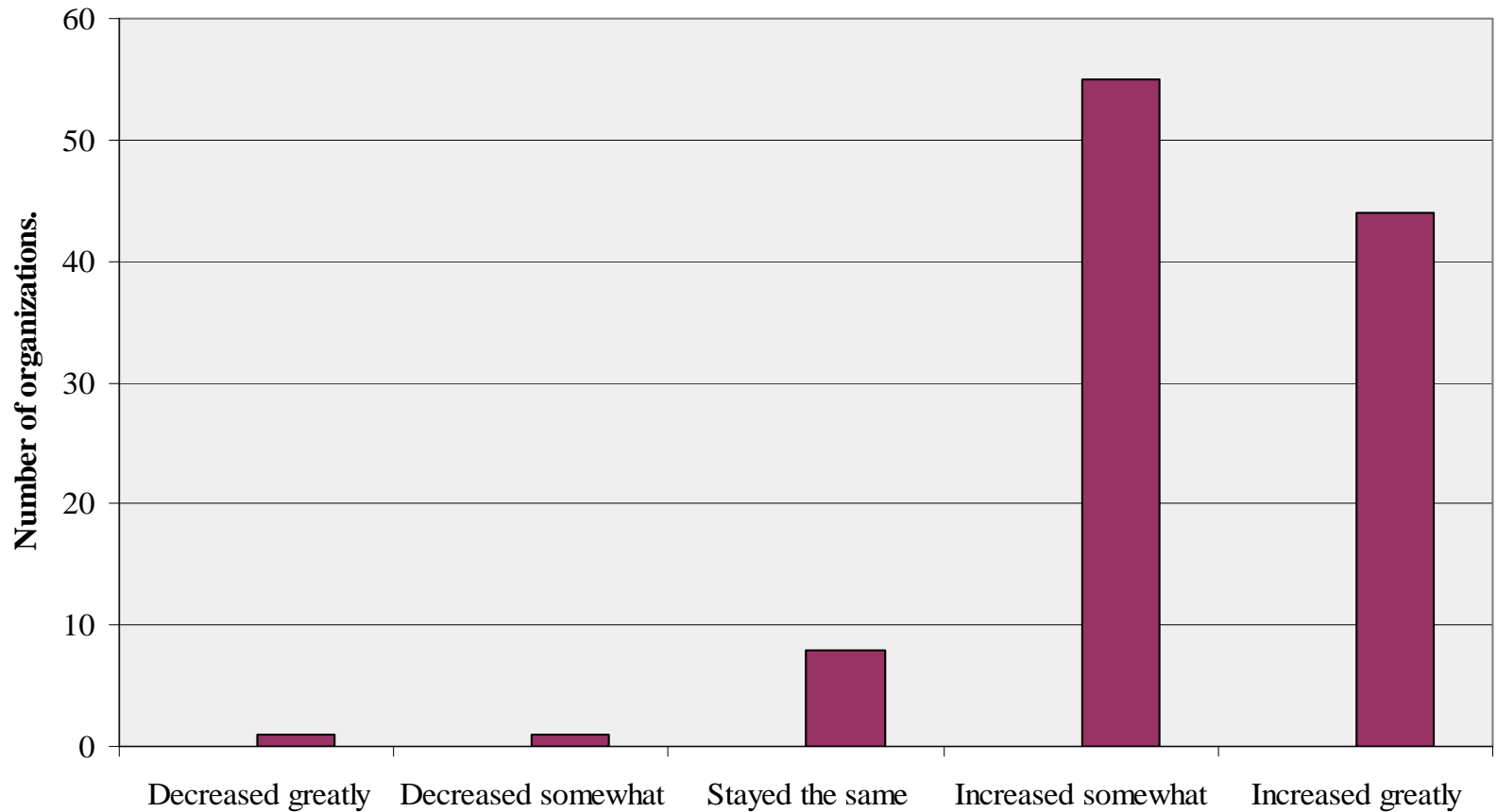
**Affiliations of Respondents:
Part One - Organizational Respondents**



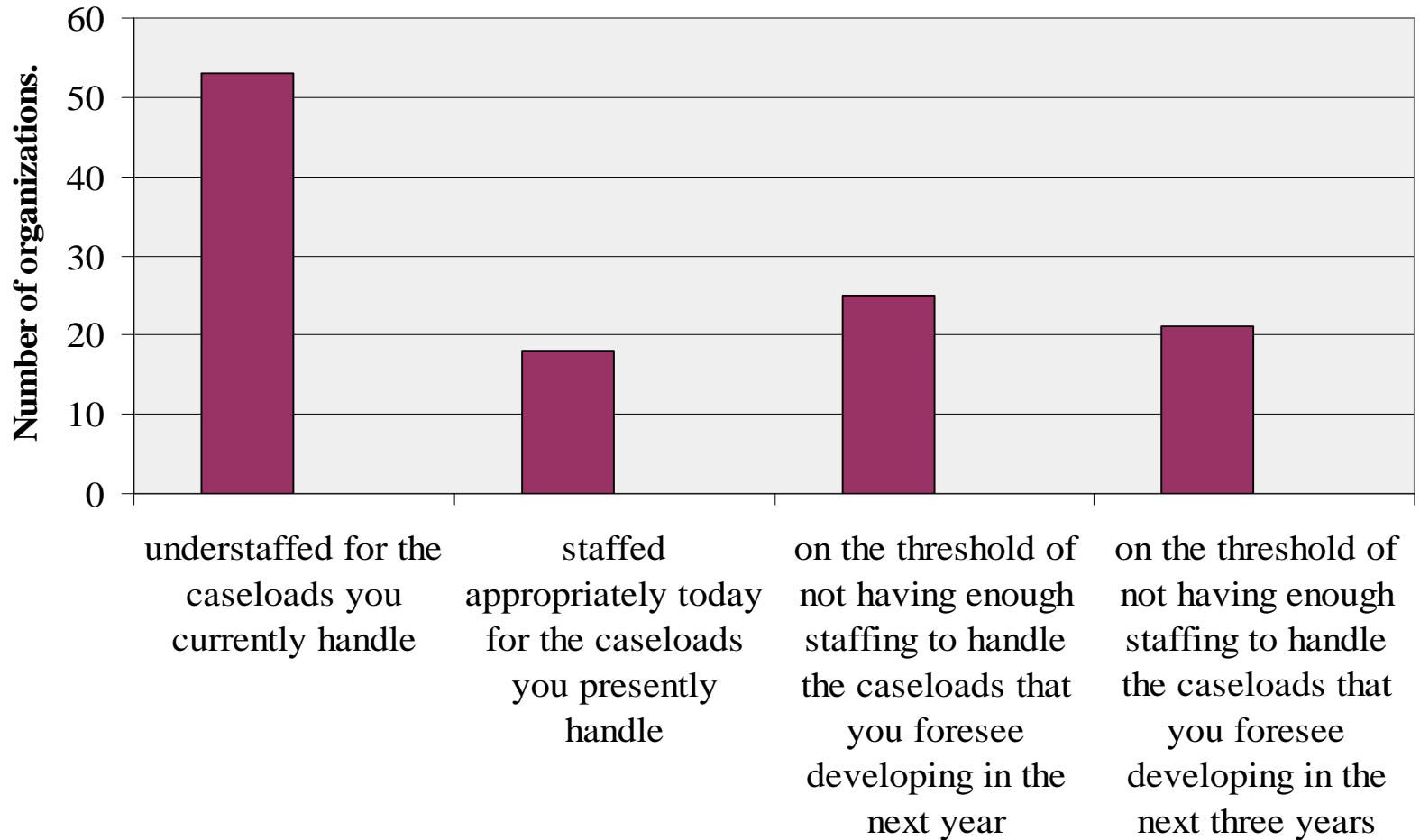
Growth in student participation in the last 5 years



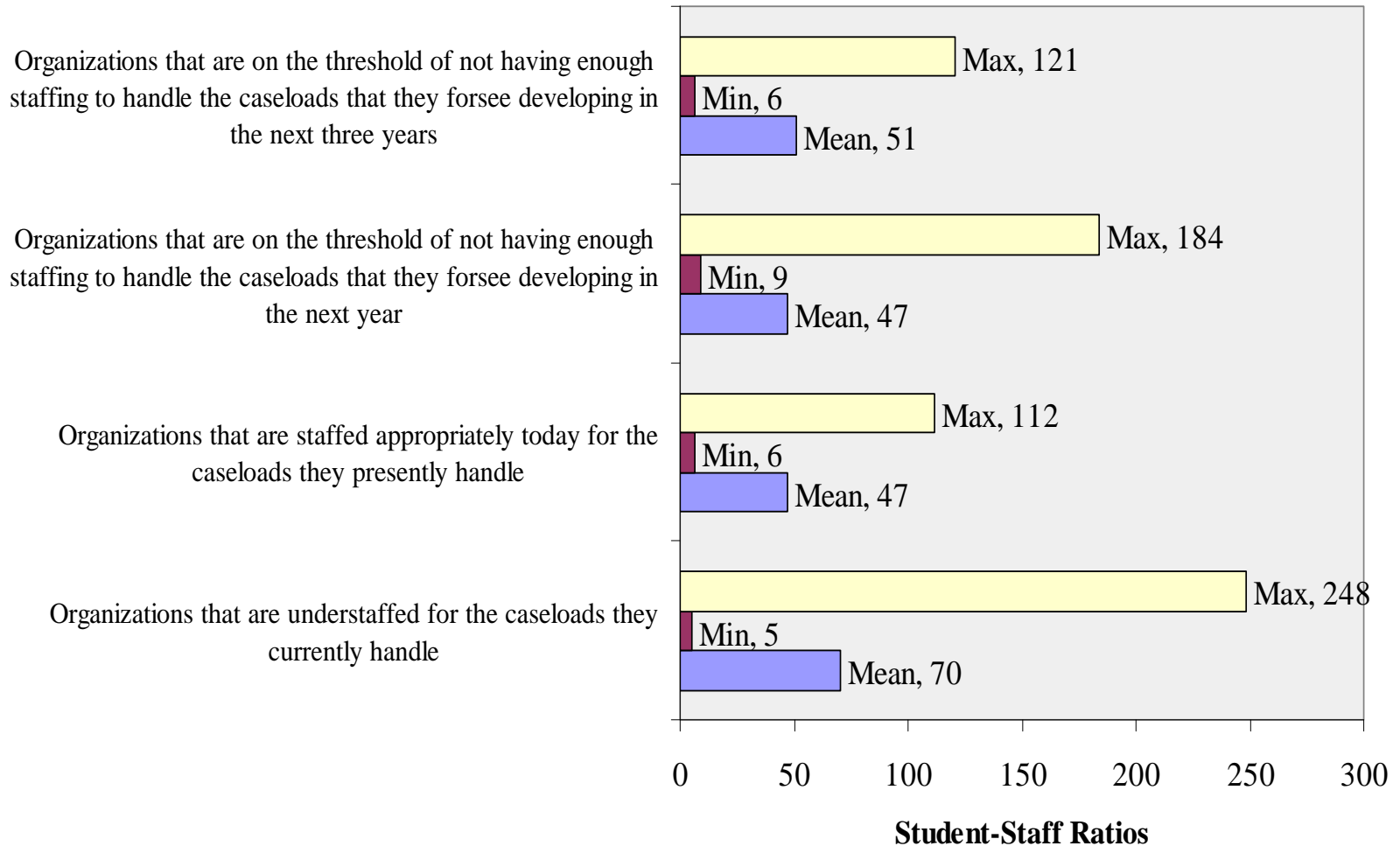
Programming growth at organizations/institutions in the last 5 years



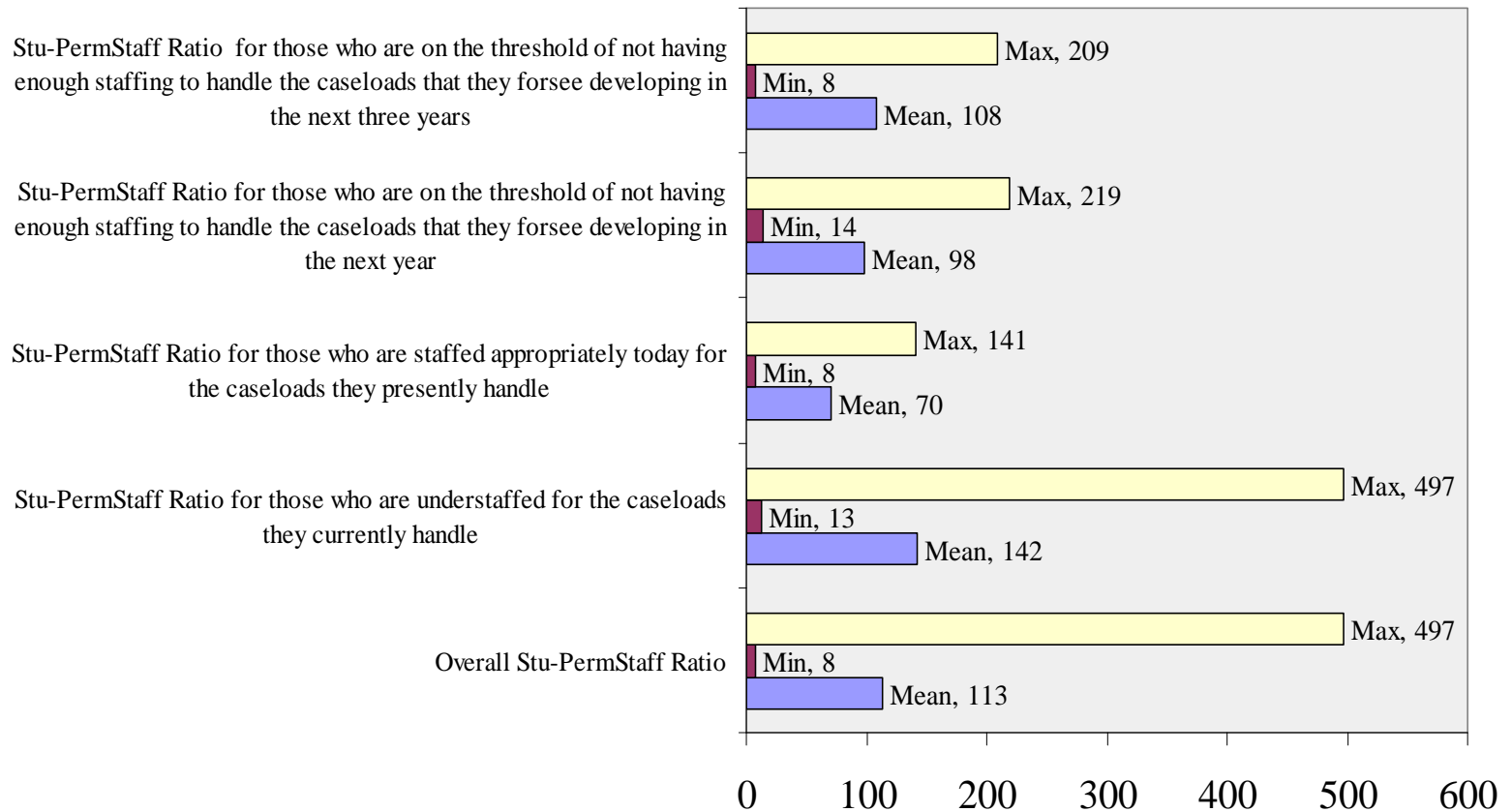
Staffing Levels



Student to Staff Ratios (counting all FTE's in an office)

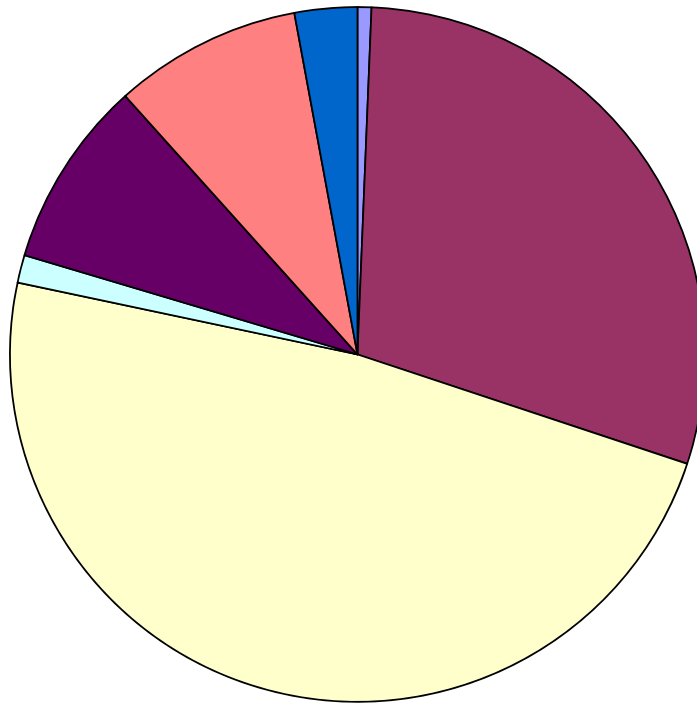


Student to Permanent Staff Ratios for Education Abroad and International Program Offices at Colleges and Universities



Part 2: Individual Respondents

Affiliations of Individual Respondents



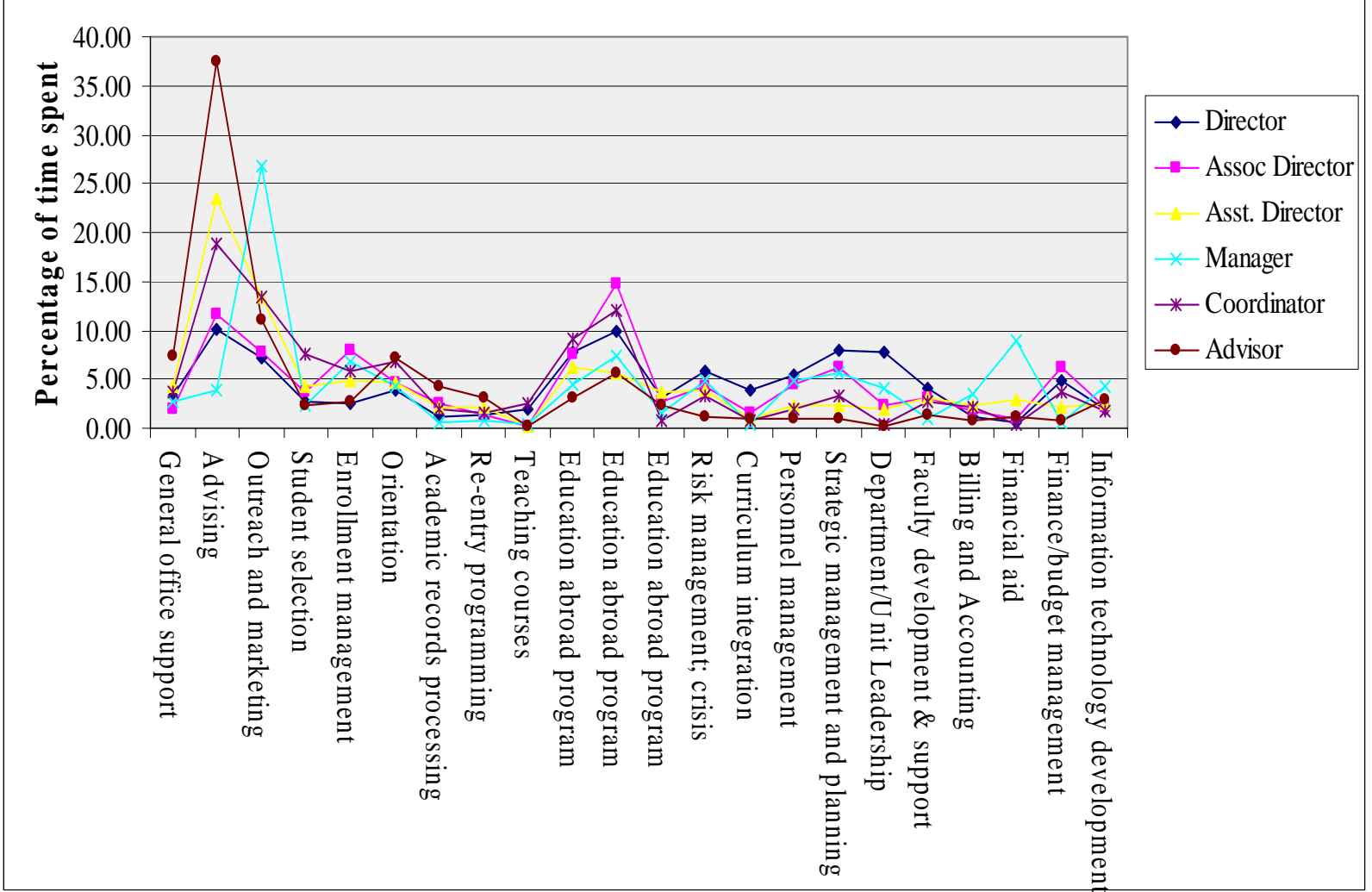
- Community/technical or community colleges in the U.S.
- Public institutions in the U.S.
- Private institutions in the U.S.
- Host institutions located outside of the U.S.
- Non-profit program providers and independent programs
- For-profit program providers and independent programs
- Other



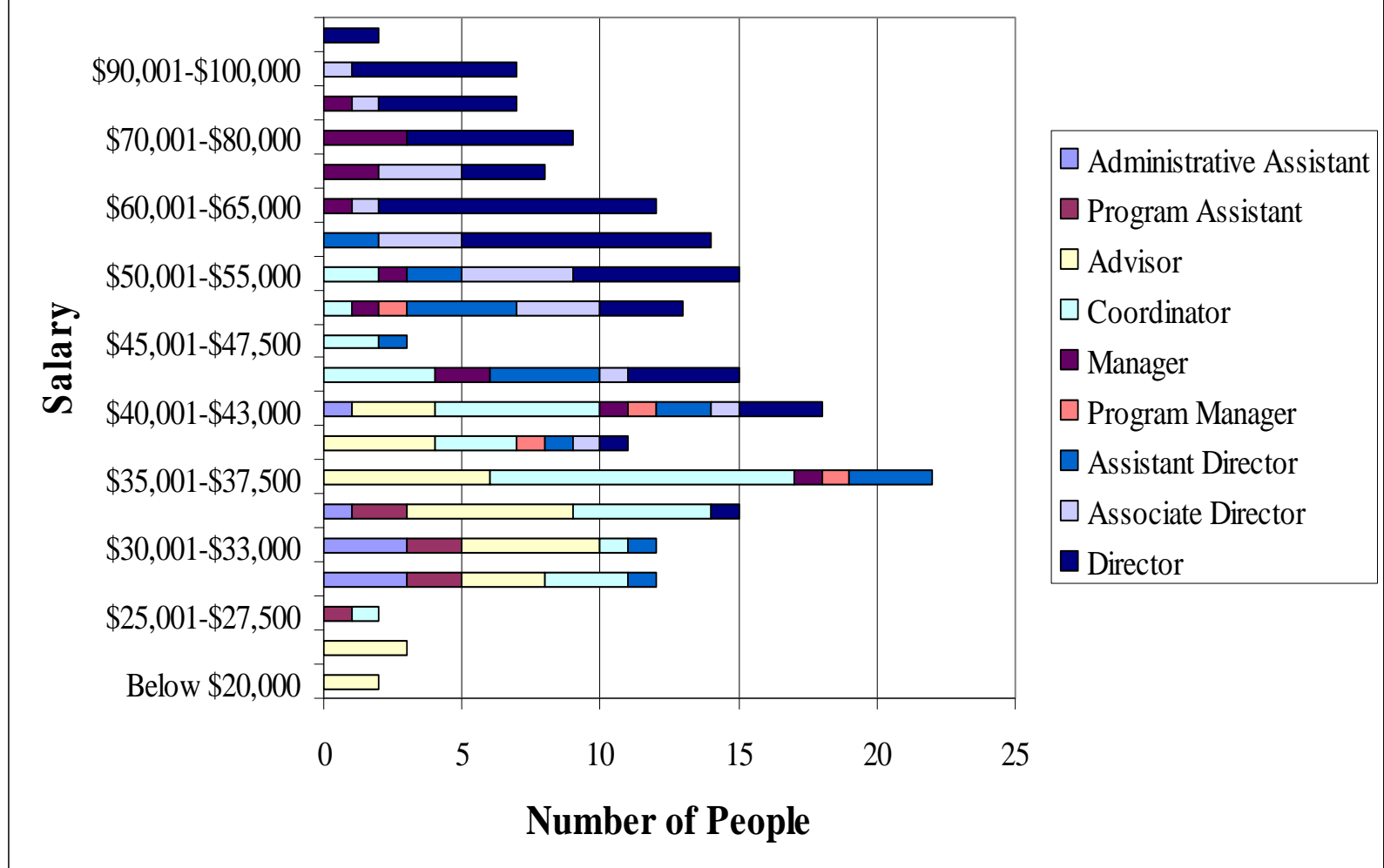
Respondents' current job titles

- 305 people provided job titles
- **After** consolidation, there were 146 different job titles

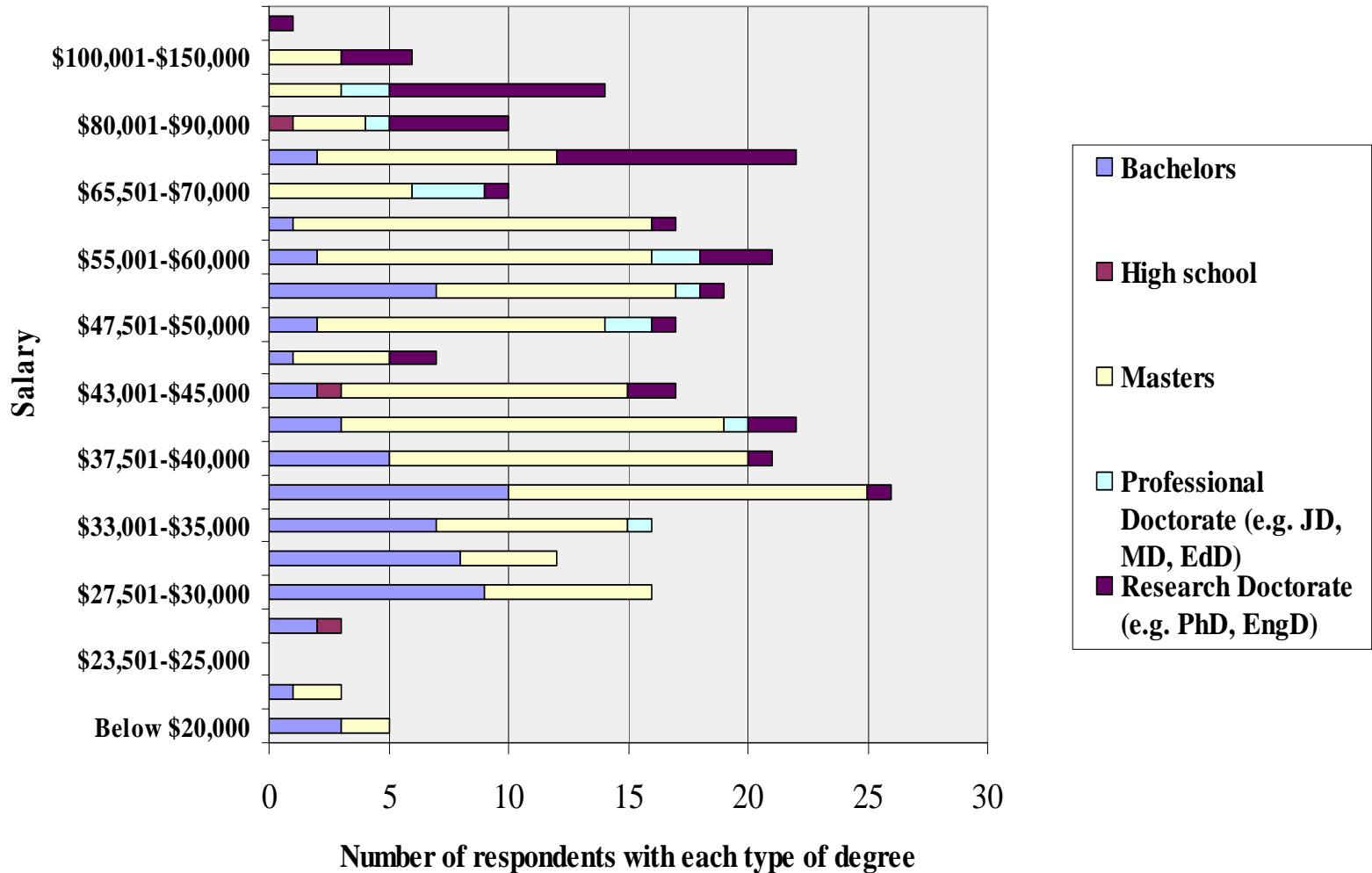
Responsibilities by Title



Salary by Title



Salary and Education (for full-time employees)



Comparison with data from CUPA-HR

(College and University Professional Association for Human Resources)

Senior Administrators Median Salaries 2007-2008

Job Title	All Institutions	Respondents
Director of Foreign Students (no education abroad director on CUPA list) (CUPA-HR)	\$54,810	
Director of International Education (CUPA-HR)	\$81,032	
Director, Education Abroad (Pathways)	\$68,204	27
Director, International Programs (Pathways)	\$69,074	17

CUPA's definition of IE Director: Directs all activities of the institution's international education programs. Responsibilities typically include international study, English study, international visitors, visa certification, education abroad, and international student admission functions.

Comparison with data from CUPA-HR

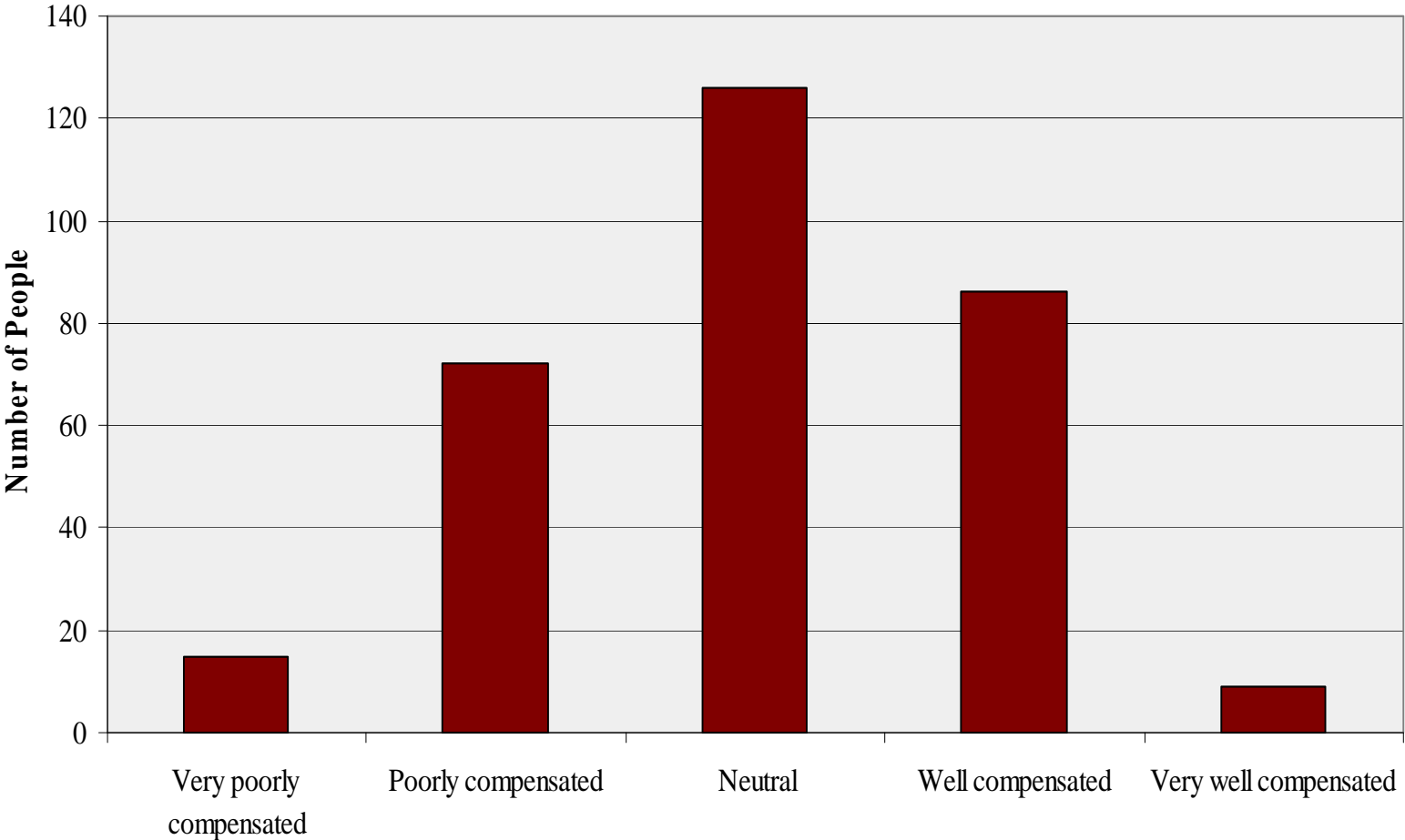
(College and University Professional Association for Human Resources)

Mid-Level Administrators Median Salaries 2007-2008

Job Title	All Institutions	Doctoral Institutions	Master's Institutions	Bachelor's Institutions
Study abroad advisor (CUPA-HR)	\$39,087	\$38,999	\$39,142	\$38,750
Advisor (Pathways)	\$34,341	\$35,364 (24 respondents)	\$29,667 (3 respondents)	\$32,583 (6 respondents)

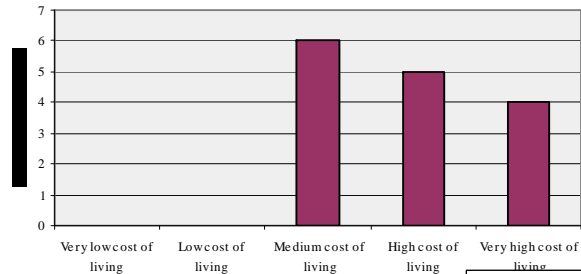
CUPA's definition of Study Abroad Advisor: With supervision from the Director, provides advisory, referral, and information services to students, parents, and others interested in work, travel, or volunteer opportunities abroad. Provides, organizes, and implements materials and forums regarding overseas study opportunities and sources of financial aid; assists students in complying with registration and academic credit transfer requirements. May supervise support staff positions. Requires a bachelor's degree and 2 years' related professional experience.

How appropriately compensated respondents feel

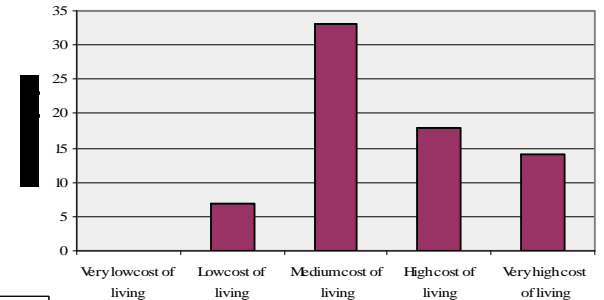


Compensation and Cost of Living

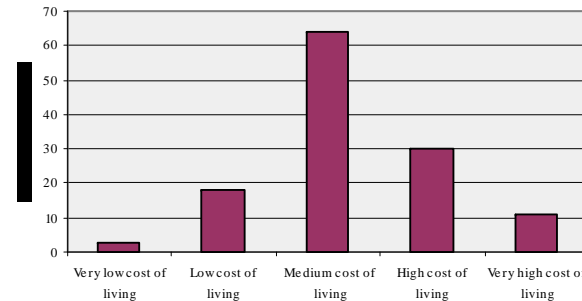
'Very poorly compensated' compared with cost of living



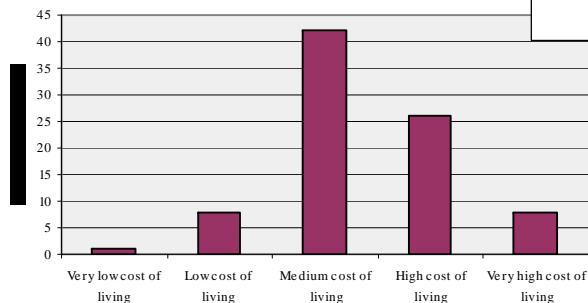
'Poorly compensated' compared with cost of living



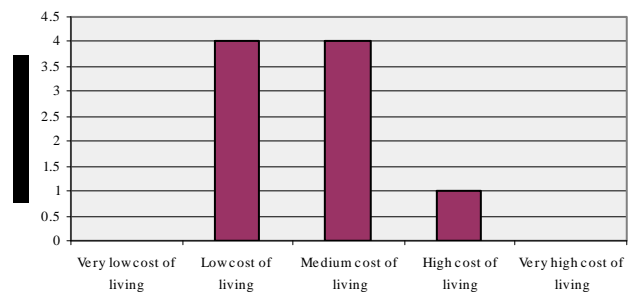
'Neutral' compared with cost of living



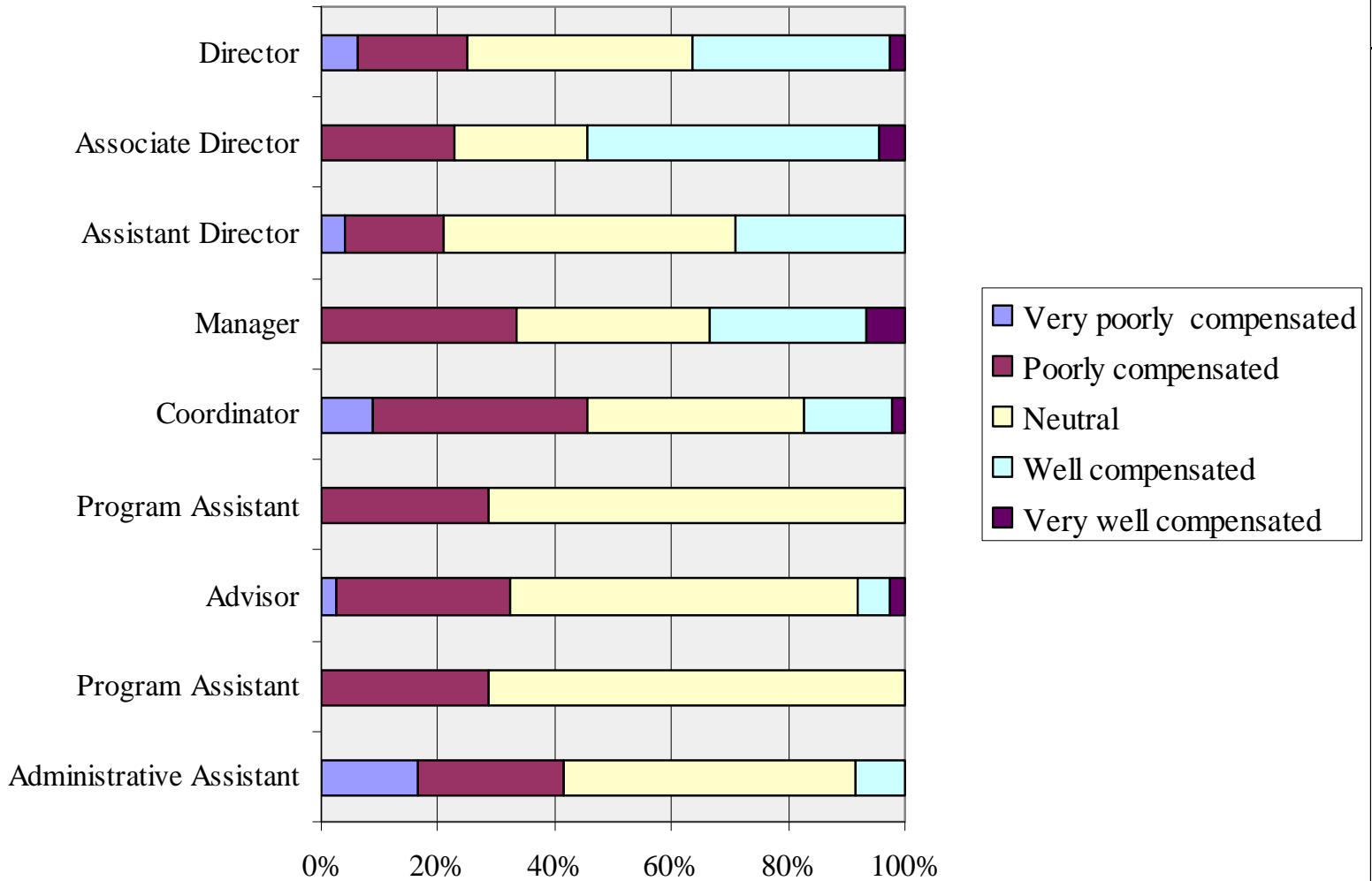
'Well compensated' compared with cost of living



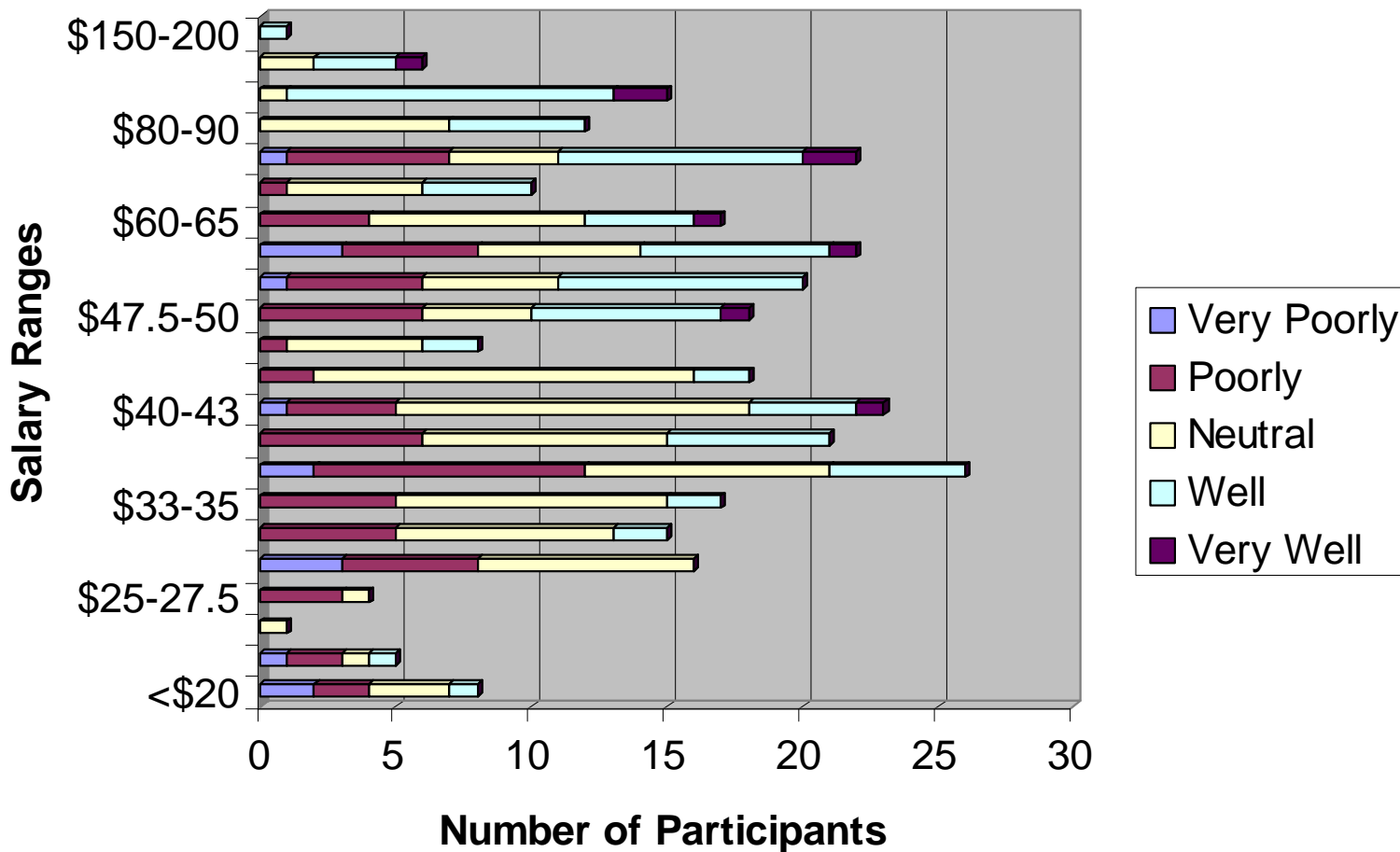
'Very well compensated' compared with cost of living



Satisfaction with compensation by title



Salary and Satisfaction with Compensation



Key Points Made by Participants Regarding Compensation

- Even those who were best paid felt that salaries in the field were low, especially for those in entry-level positions.
- Many voiced the sense that they were paid less than similar positions in the institution, even though they had greater responsibilities (including liability and risk), more powerful impact on students, and broader (campus-wide) responsibilities.

Key Points Made by Participants Regarding Compensation

- Qualifications for the field – degrees, international experience, language – are high even for entry-level positions, relative to the salary.
- For those in higher positions, there are similar concerns, as qualifications in such areas as risk management and strategic planning (and greater experience) increase.

Key Points Made by Participants Regarding Compensation

- In many institutions, internationalization is embraced as a priority, but it isn't always matched by salaries or other investments.
- Many said, we're in this job because we love the work, but that isn't an excuse not to pay a fair salary that reflects the respect we deserve for our responsibilities and background.

Questions for Discussion

1. To what extent do these findings represent your experience and situation?
2. What are the consequences of such variability (titles, salary) in the field?
3. What else would you like us to pull from this dataset?
4. What do you need to do next in your institution and situation and how can we support you?
5. What does the field need to do next, what strategies should it take, and how can we support it?
6. What other questions or topics should we examine that were not addressed today?

Next Steps

- Publish full report on this data
- Web site
- From this session, determine strategic directions for the project.