

ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS
COMMITTEE ON CAMPUS ADMINISTRATION AND PROGRAMS

A SURVEY ON
CHIEF INTERNATIONAL EDUCATION ADMINISTRATORS,
THEIR INSTITUTIONS AND OFFICES

By

Thomas H. Hoemeke, University of North Texas
Maria Krane, Creighton University
Judy Young, University of Texas at Arlington
Gerald Slavin, University of New Mexico

I. INTRODUCTION

The Chief International Education Administrator (CIEA) is the core of the AIEA membership—the “institutional leader engaged in the advancement of international education.” As such, she or he is often expected to be all things for all people concerned with international education on a college or university campus. In order to get a better understanding of the professional CIEA, the AIEA Standing Committee on Campus Administration and Programs (CAPS) recently conducted a survey of institutional members of the Association with the following two purposes:

- to obtain benchmark information about the CIEAs’ institutions, their international offices, and the CIEAs themselves as administrators and professionals.
- to assess the importance of key characteristics (knowledge, experience, skills, and individual) of the CIEA and to examine these characteristics in a group of practicing professionals.

The results of the survey questions aimed at the first purpose listed above are presented in this paper in a number of data tables and charts with some explanatory notes. The examination of the characteristics (knowledge, experience, skills and individual traits) of CIEAs is published in a separate paper by the AIEA entitled “Characteristics of the CIEA.”

The CAPS group conducted this survey research as part of its charge from AIEA, which defines itself as an association of “institutional leaders engaged in the advancement of international education.” The themes of leadership and of professionalism provided the theoretical and practical underpinning of this research. Literature on organizational leadership provided important guidance in the development of the survey instrument used here. Previous work on professionalism, particularly the AIEA/CAPS writing seminar of Spring 1997 and the CAPS Super Ghost Ranch seminar in Spring 1999, provided the bases for many of the ideas used in this research.

The CAPS wishes to thank the members of the AIEA for their input into this research, particularly those institutional members who formed the body of research subjects.

II. RESEARCH DESIGN

Since the primary focus of the CAPS group is the membership of the AIEA, the subjects of the research are the institutional members of the AIEA in the United States—a group that generally represents higher education institutions that employ a centralized approach to the administration of international education. From the outset, this group attempted to design a research mechanism that could also eventually be applied to other groups.

The first two sections of the questionnaire were designed to obtain benchmark information about subjects' institutions, their international offices, and the CIEAs themselves as administrators. The third section requests information about the CIEAs as professionals. The entire questionnaire has the following sections:

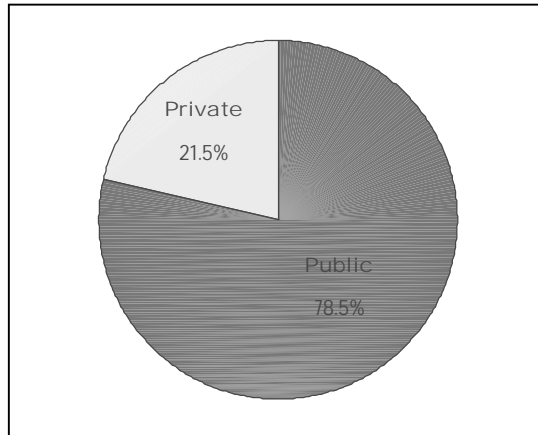
- I. Characteristics of the Institution
- II. Characteristics of the International Office and of the CIEA as Administrator
- III. Characteristics of the CIEA as a Professional
 1. Personal Demographic Information of the CIEA
 2. Personal Knowledge, Experience, Skills and Traits
 - a. Importance of Characteristics for the Position of CIEA
 - b. Extent to Which CIEA Feels S/He Possesses these Characteristics

The first draft of the questionnaire was developed by the research team and vetted by other participants in the AIEA Super Ghost Ranch seminar in 1999. The final version of the questionnaire was sent to a sample of ten AIEA institutional members for their comments about the validity of the items. The final questionnaire was sent to all 178 institutional members of AIEA in October 1999. Eighty-one responses (46%) were received. Information from the first two sections of the questionnaire is presented in the following pages.

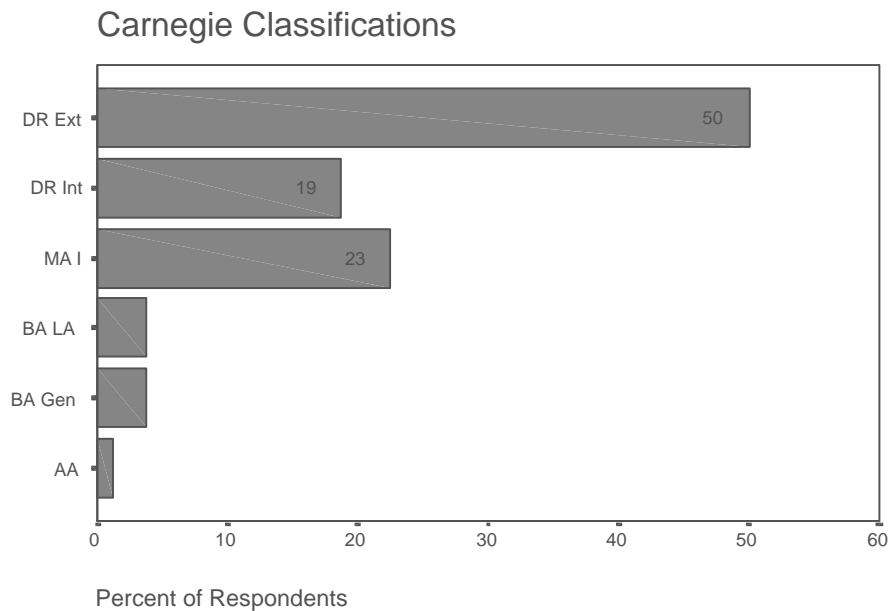
III. PRESENTATION OF DATA

INSTITUTIONAL PROFILES

DISTRIBUTION OF INSTITUTIONS BY TYPE OF INSTITUTION (PERCENT)		
	Frequency	Percent
Private	17	21.5
Public	63	78.5
Total	80	100.0



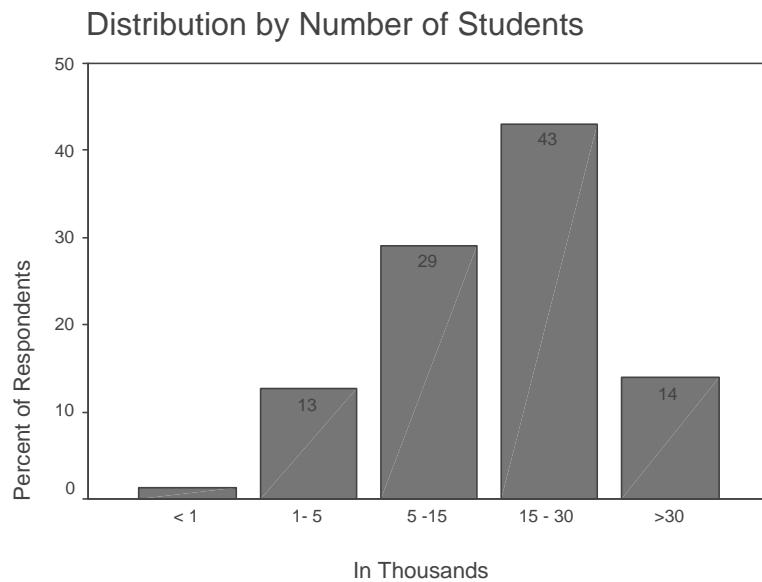
DISTRIBUTION OF INSTITUTIONS BY CARNEGIE CLASSIFICATION		
	Frequency	Percent
Doctoral/research universities – extensive (DR Ext)	40	50.0
Doctoral/research universities – intensive (DR Int)	15	18.8
Master’s (comprehensive) colleges and universities I (MA I)	18	22.5
Master’s (comprehensive) colleges and universities II (MA II)	0	0.0
Baccalaureate colleges – liberal arts (BA LA)	3	3.7
Baccalaureate colleges – general (BA Gen)	3	3.7
Baccalaureate/associate’s colleges (BA AA)	0	0.0
Associate’s colleges	1	1.3
Total	80	100.0



The original survey requested information on the old Carnegie Classification. The responses were re-coded to match the new classification system.

Respondent schools are predominantly in the Doctoral/research categories (almost 70 percent). Twenty-three percent are Master’s level schools and the remaining are Baccalaureate or Associate level. As might be expected from this distribution, more than half of the survey schools enroll more than 15,000 students—as shown in the following table and chart.

DISTRIBUTION OF INSTITUTIONS BY NUMBER OF STUDENTS		
	Frequency	Percent
Less than 1,000	1	1.3
1,001 -- 5,000	10	12.8
5,001 -- 15,000	23	29.5
15,001 -- 30,000	33	42.3
More than 10,000	11	14.1
Total	78	100.0



These distributions are paralleled in the following tables showing numbers of faculty and staff in the survey schools.

DISTRIBUTION OF INSTITUTIONS BY NUMBER OF FACULTY		
	Frequency	Percent
Less than 100	3	4.0
101 – 250	9	12.0
251 – 500	14	18.7
501 -- 1,000	22	29.3
More than 1,000	27	36.0
Total	75	100.0

DISTRIBUTION OF INSTITUTIONS BY NUMBER OF STAFF		
	Frequency	Percent
Less than 100	1	1.4
101 – 250	10	13.9
251 – 500	8	11.1
501 -- 1,000	19	26.4
More than 1,000	34	47.2
Total	72	100.0

Indicators of the level of internationalization are institutional mission statements and strategic plans. Questions were included to ascertain whether or not the international dimension is part of the institution's mission statement and the strategic planning process. The following tables show a fairly large percentage of inclusion of international education in mission statements and in strategic planning.

DISTRIBUTION OF INSTITUTIONS BY INCLUSION OF INTERNATIONAL EDUCATION IN INSTITUTIONAL MISSION STATEMENT		
	Frequency	Percent
Explicit Mention: High Priority	15	19.7
Explicit Mention; One Of Many	40	52.6
No Mention But Implied	18	23.7
No Mention At All	3	3.9
Total	76	100.0

DISTRIBUTION OF INSTITUTIONS BY EXISTENCE OF INSTITUTIONAL STRATEGIC PLAN		
	Frequency	Percent
Yes, Inst has Strategic Plan	64	84.2
No, Inst has no Strategic Plan	7	9.2
Not Sure	5	6.6
Total	76	100.0

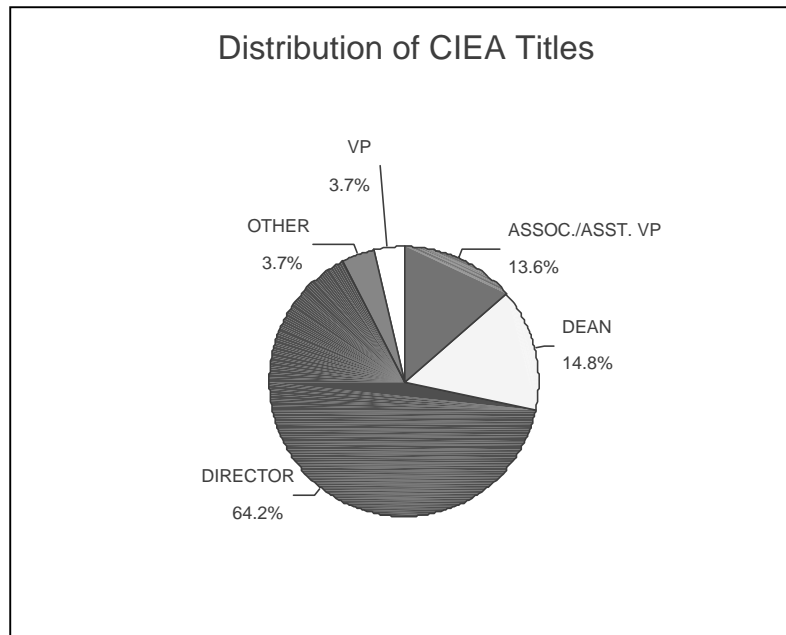
DISTRIBUTION OF INSTITUTIONS BY INCLUSION OF INTERNATIONAL EDUCATION IN STRATEGIC PLAN		
	Frequency	Percent
Plan Mentions International Education: High Priority	31	48.4
Plan Mentions International Education: Not High Priority	25	39.1
Plan implies International Education	6	9.4
Plan does Not Mention International Education At All	2	3.1
Total	64	100.0

CIEA PROFILE — THE OFFICE

The following tables and charts present the Chief International Education Administrator as a professional responsible for the operation of an organization within the institution, usually referred to as the “international office.” The data presented here represents the “unit” as opposed to the “individual” person.

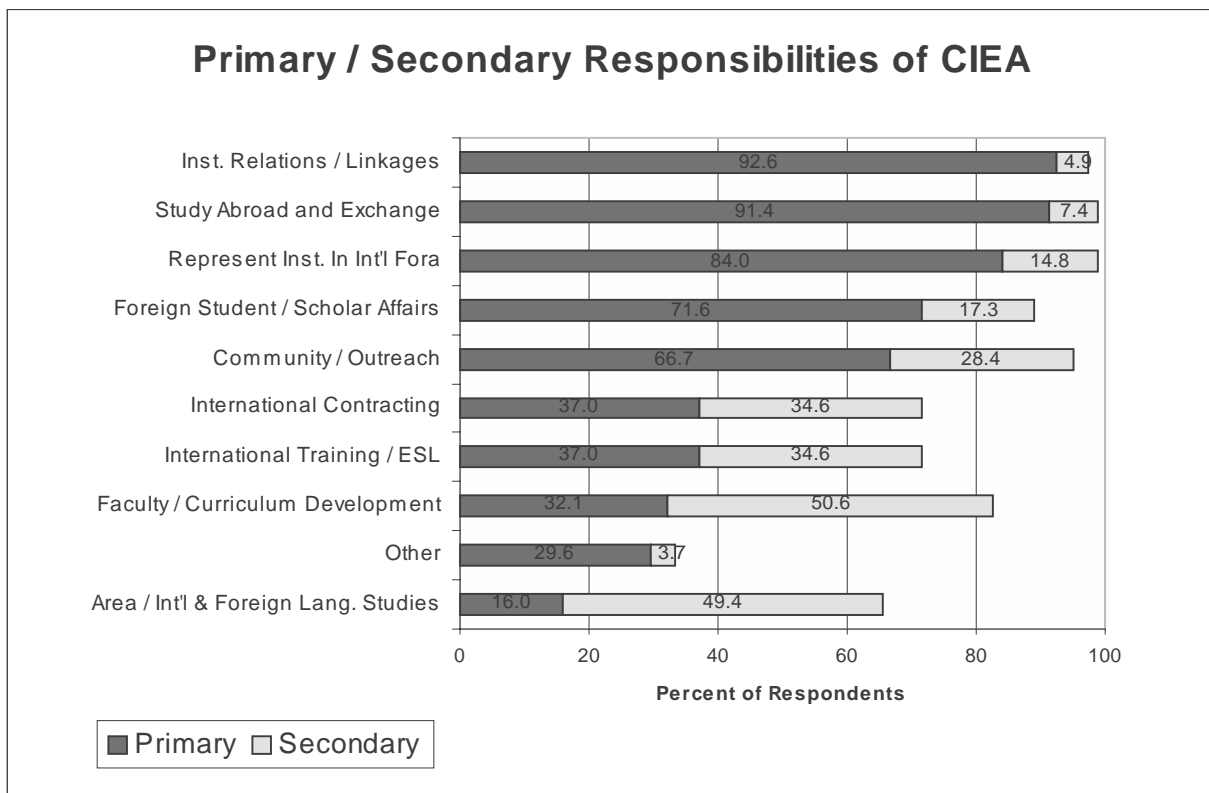
The first “office” characteristic is that of “title of the CIEA.” The responses were free-form and resulted in 21 different reported titles. The following table combines titles into more general categories. This combination closely followed the most prominent part of the many different titles used. For example, any title with the word “director” was placed into the single category of “Director.”

DISTRIBUTION OF CIEA TITLES		
	Frequency	Percent
Vice President	3	3.7
Associate/Assistant VP	11	13.6
Dean	12	14.8
Director	51	64.2
Other	3	3.7
Total	80	100.0



Section V. of the By-Laws of the AIEA includes a list of “areas of international education recognized as appropriately within the administrative purview” of the CIEA. While this list was never considered exhaustive, it has been very useful. The list was originally used in the criteria for institutional membership, requiring primary responsibility for at least four of these areas or a combination of primary responsibility for three and secondary for two. Insofar as the list provides a kind of model of international education, it is very useful for making comparisons of responsibilities of CIEAs. The list is included in the following data table and chart:

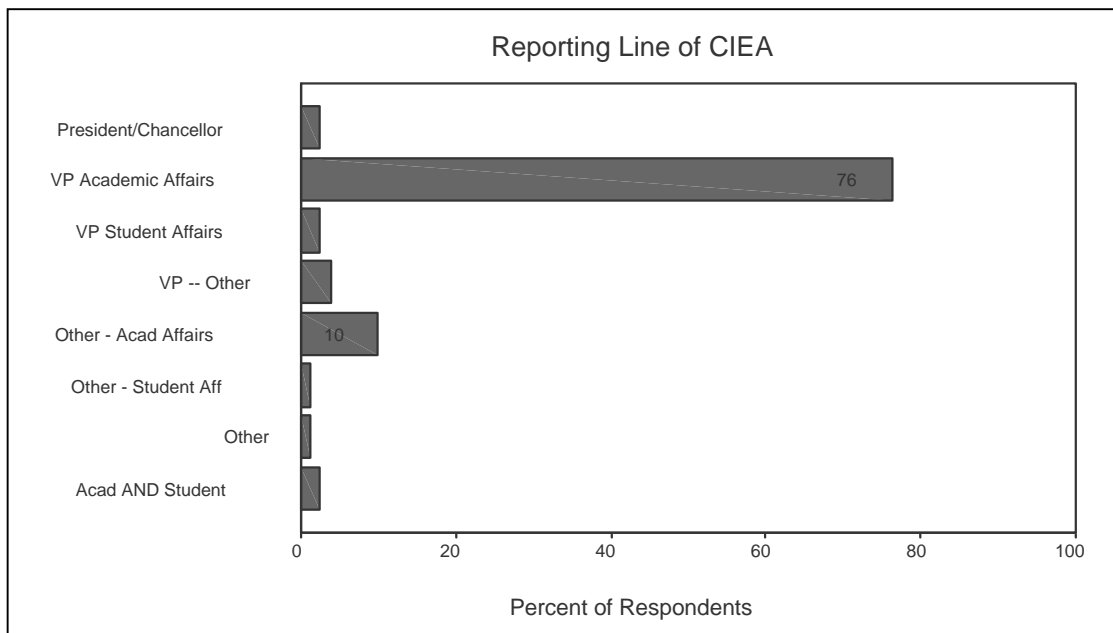
RESPONSIBILITIES OF CIEA OFFICE (ORDERED BY PERCENT OF CIEAs WITH PRIMARY RESPONSIBILITY)		
	PRIMARY	SECONDARY
Institutional Relations and Linkages	92.6	4.9
Study Abroad and Exchange	91.4	7.4
Represent Institution In International Fora	84.0	14.8
Foreign Student / Scholar Affairs	71.6	17.3
Community / Outreach	66.7	28.4
International Contracting	37.0	34.6
International Training / ESL	37.0	34.6
Faculty / Curriculum Development	32.1	50.6
Other	29.6	3.7
Area / Int'l & Foreign Lang. Studies	16.0	49.4



It is interesting to note that the percent of respondents with primary responsibility for a particular area decreases, the level of secondary responsibility for that item increases. This could indicate that these CIEAs have some level of responsibility (or involvement) across the spectrum of international activities on their campuses.

Given the array of responsibilities listed above, it can almost be assumed that CIEAs would be key personnel within the branch or division of the institution with widest purview—usually the academic side of the house. This assumption is borne out by the following data showing the overwhelming occurrence of membership in academic affairs.

DISTRIBUTION BY REPORTING LINE OF CIEA		
	Frequency	Percent
President, Chancellor, CEO	2	2.5
VP Academic Affairs; Provost	60	75.9
VP Student Affairs	2	2.5
VP – Other	3	3.8
Other, in Academic Affairs	8	10.1
Other, in Student Affairs	1	1.3
Other	1	1.3
Academic AND Student Affairs	2	2.5
Total	79	100.0

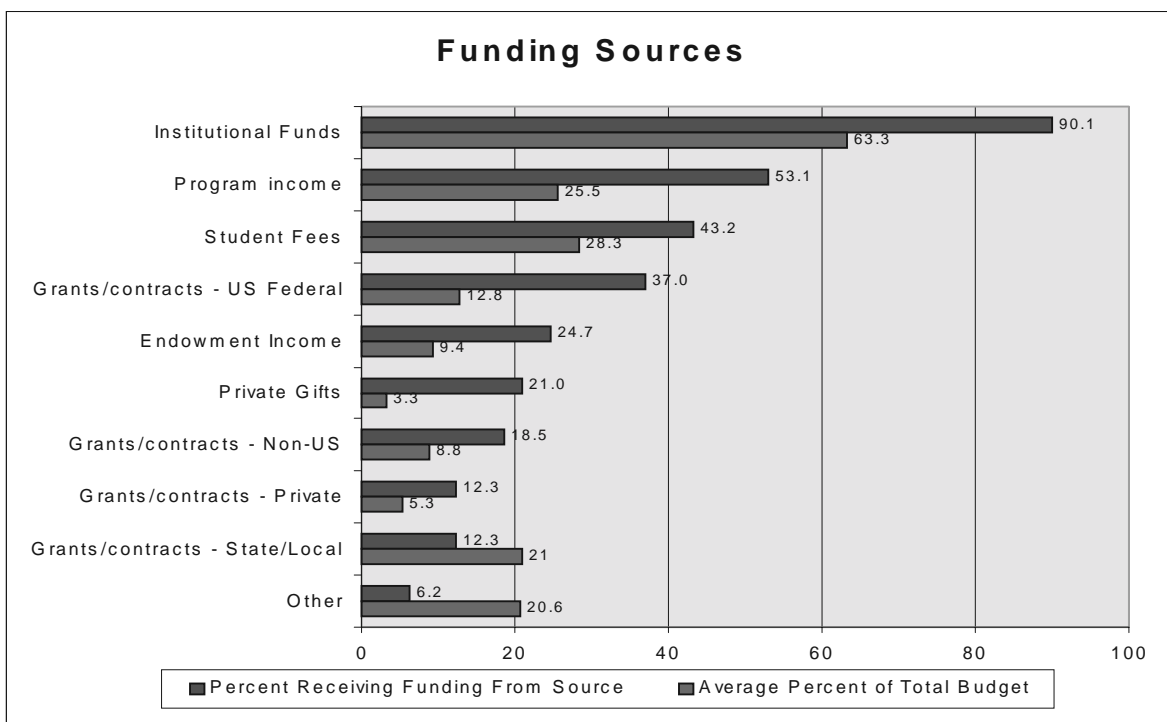


As is typical within academe, major units depend on, or at least extensively use, committees and advisory groups to aide in policy matters or in the operation of their programs. The following data table confirms that CIEAs frequently employ this strategy in their operations.

DISTRIBUTION BY EXISTENCE OF INTERNATIONAL EDUCATION ADVISORY BOARDS		
	Frequency	Percent
External Advisory Group	3	3.8
Internal Advisory Group	51	64.6
Combined Internal and External	18	22.8
No Advisory Group	7	8.9
Total	79	100.0

Just as higher educational institutions are funded from a growing diversity of sources, international offices also receive their funding from a wide variety of sources. It is still the case that the majority of international offices receive institutional funds, but the following data clearly indicated that program income, student fees, grants and contracts are typical sources in more than one third of CIEA institutions.

FUNDING SOURCES FOR INTERNATIONAL OFFICE BUDGET (ORDERED BY PERCENT RECEIVING FUNDING FROM SOURCE)		
	PERCENT RECEIVING FUNDING FROM THIS SOURCE	AVERAGE PERCENT OF TOTAL OFFICE BUDGET
Institutional Funds	90.1	63.3
Program income	53.1	25.5
Student Fees	43.2	28.3
Grants/contracts - US Federal	37.0	12.8
Endowment Income	24.7	9.4
Private Gifts	21.0	3.3
Grants/contracts - Non-US	18.5	8.8
Grants/contracts - Private	12.3	5.3
Grants/contracts - State/Local	12.3	21
Other	6.2	20.6



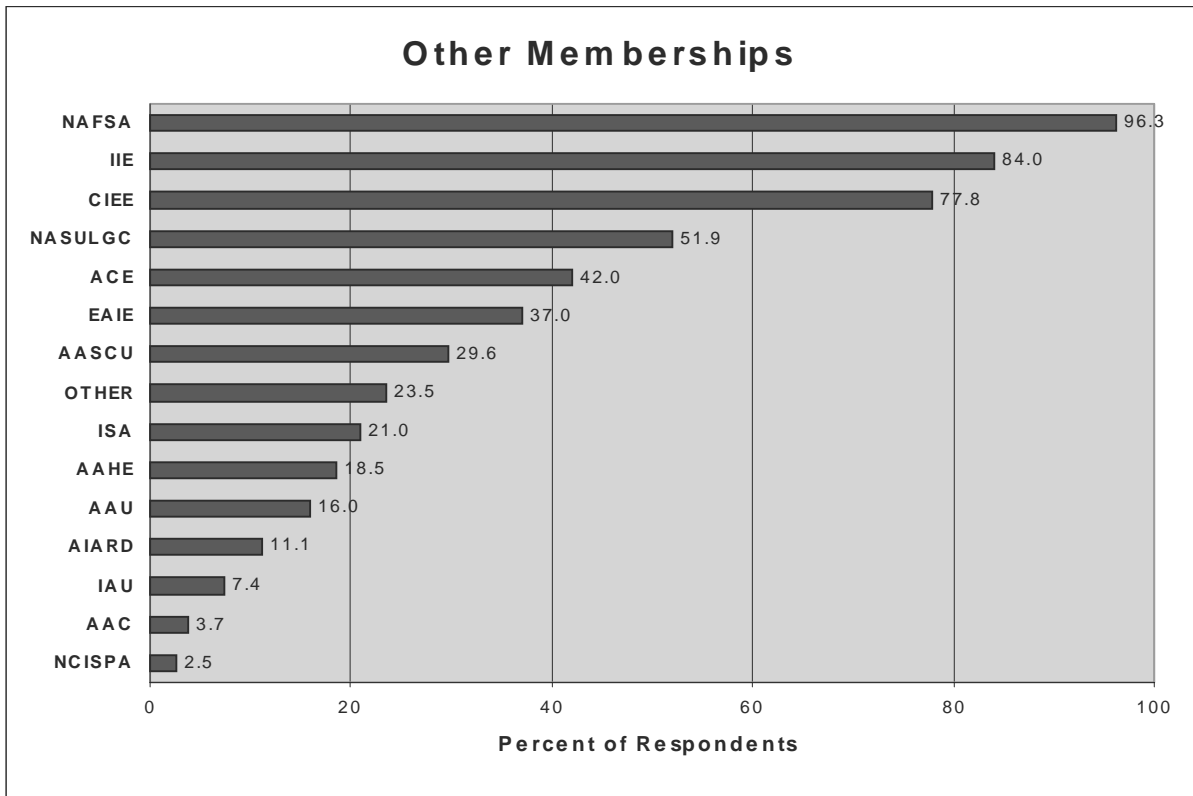
Note that, while more than ninety percent of schools do receive institutional funds, those funds typically only cover 63.3 percent of operating expenses. Few international office are supported entirely through institutional resources. The fact that a typical CIEA must lead an organization that must generate significant proportions of total revenue is not only indicative of modern colleges and universities, but is also says much about institutional expectations of their CIEAs.

The following table completes the resource picture affecting the CIEA as the leader of the international life of the institution. It also includes some interesting personal information!

INTERNATIONAL OFFICE AVERAGES AND RANGES			
	Average	Minimum	Maximum
Office Budget	\$1,200,000	\$15,000	\$8,500,000
Office Space	5,150 sq. ft.	240 sq. ft.	30,000 sq. ft.
Number of Employees	12.9	0.25	70
Annual Salary of CIEA	\$83,750	\$40,000	\$150,000
Age of CIEA	54.96 years	32 years	70 years

Finally, as a professional office within the institution, the international office and its staff typically belong to several professional associations that support their work. The following data demonstrates the level of additional memberships supported by CIEAs.

OTHER MEMBERSHIPS OF THE INTERNATIONAL OFFICE (ORDERED BY PERCENT OF OFFICES HOLDING MEMBERSHIP)	
	PERCENT HOLDING MEMBERSHIP
NAFSA: Association of International Educators	96.3
IIE: Institute of International Education	84.0
CIEE: Council on International Education Exchange	77.8
NASULGC: National Association of State Universities and Land Grant Colleges	51.9
ACE: American Council on Education	42.0
EAIE: European Association for International Education	37.0
AASCU: American Association of State Colleges and Universities	29.6
OTHER	23.5
ISA: International Studies Association	21.0
AAHE: American Association of Higher Education	18.5
AAU: Association of American Universities	16.0
AIARD: Association for International Agriculture and Rural Development	11.1
IAU: International Association of Universities	7.4
AAC: Association of American Colleges	3.7
NCISPA: National Committee of Int'l Studies and Program Administrators	2.5

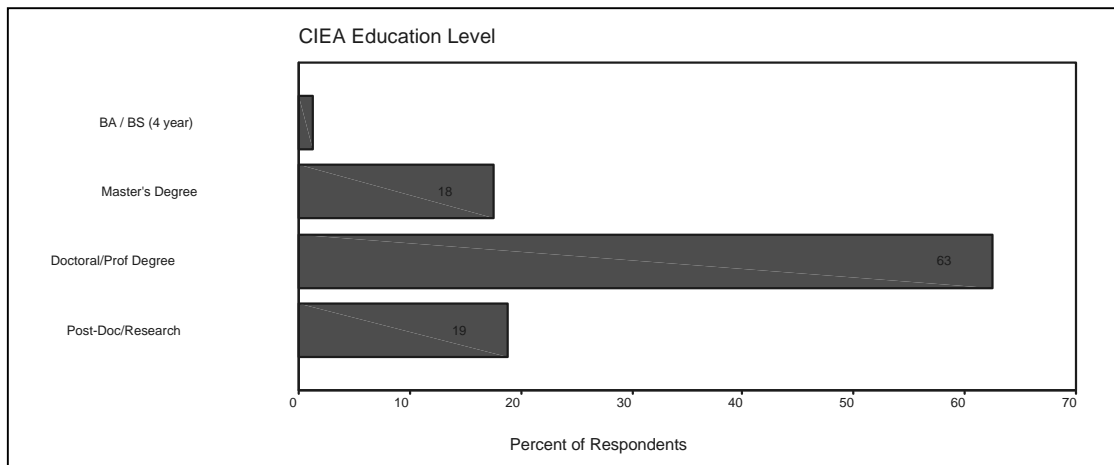


This completes the profile of the international office led by the CIEA. The next section presents a profile of the CIEA as a professional individual.

CIEA PROFILE — THE PROFESSIONAL

This section presents information about the CIEA as an individual. The characteristics examined here are primarily related to the background and experience of the CIEA. This benchmark information complements that presented in the previous section.

DISTRIBUTION OF CIEAS BY EDUCATIONAL LEVEL ATTAINED		
	Frequency	Percent
Bachelor's Degree (4-year)	1	1.3
Master's Degree	13	16.5
Doctoral Degree / Professional Degree	50	63.3
Post-Doctoral Research/Training	15	19.0
Total	79	100.0

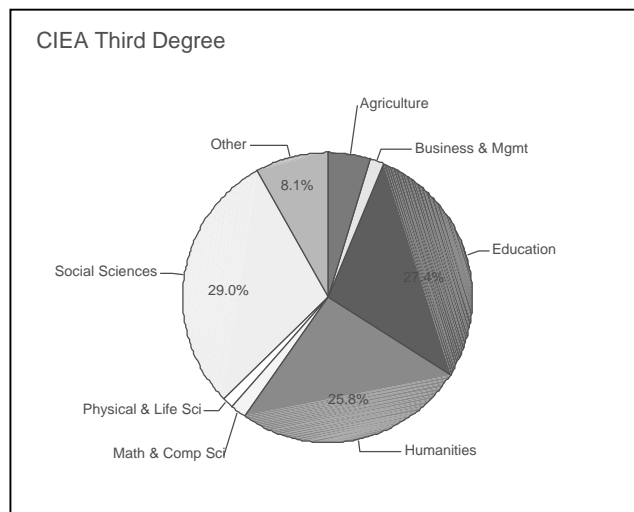
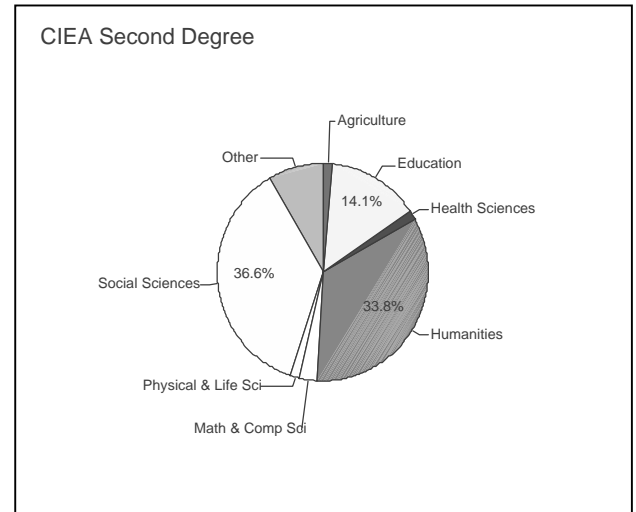
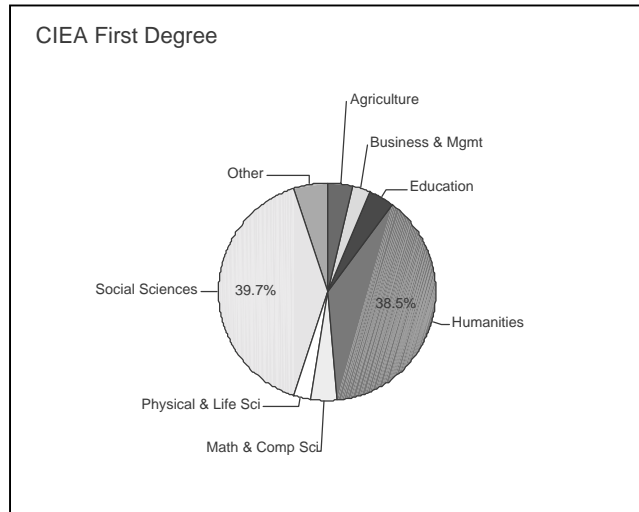


Clearly the majority of individuals hold doctoral degrees, with almost a fifth of them having done some post-doctoral work. The following table and charts demonstrate how the distribution of academic degree disciplines changes as the CIEA progressed from a first degree through the doctoral level.

	FIRST DEGREE		SECOND DEGREE		THIRD DEGREE	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Agriculture	3	3.9	1	1.4	3	4.8
Business & Management	2	2.6			1	1.6
Education	3	3.9	10	14.3	17	27.4
Health Sciences			1	1.4		
Humanities	29	37.7	23	32.9	16	25.8
Mathematics & Comp Science	3	3.9	2	2.8	1	1.6
Physical & Life Sciences	2	2.6	1	1.4	1	1.6
Social Sciences	31	40.3	26	37.1	18	29.0
Other	4	5.1	6	8.6	5	8.1
Total	77	100.0	70	100.0	62	100.0

The most striking change in the progression from first to third degree is that, at the doctoral level,

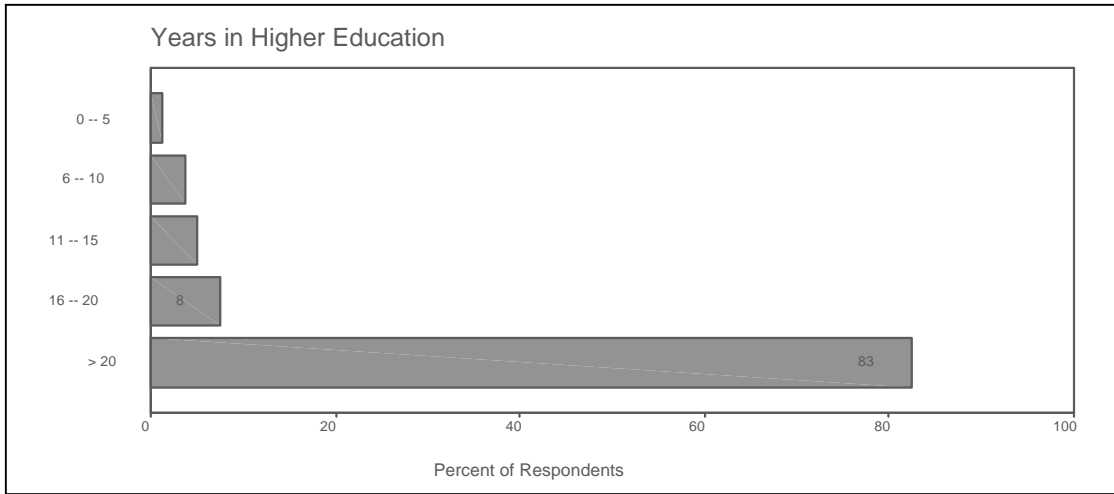
the CIEA is much more likely to have studied in the field of education. In a chart later on, it is shown that CIEAs have spent a good deal of time in higher education. This raises a question (only a surmise here) of whether CIEAs who are committed early on to a career in educational administration decide to finish their formal education in a field more directly related to their profession. That is beyond the scope of the data in this study. That fact, however, is made clearer in the following charts.



The following table and chart demonstrated that the CIEA has, indeed spent a good deal of time working in higher education. More than 80 percent report more than twenty years' experience in higher education.

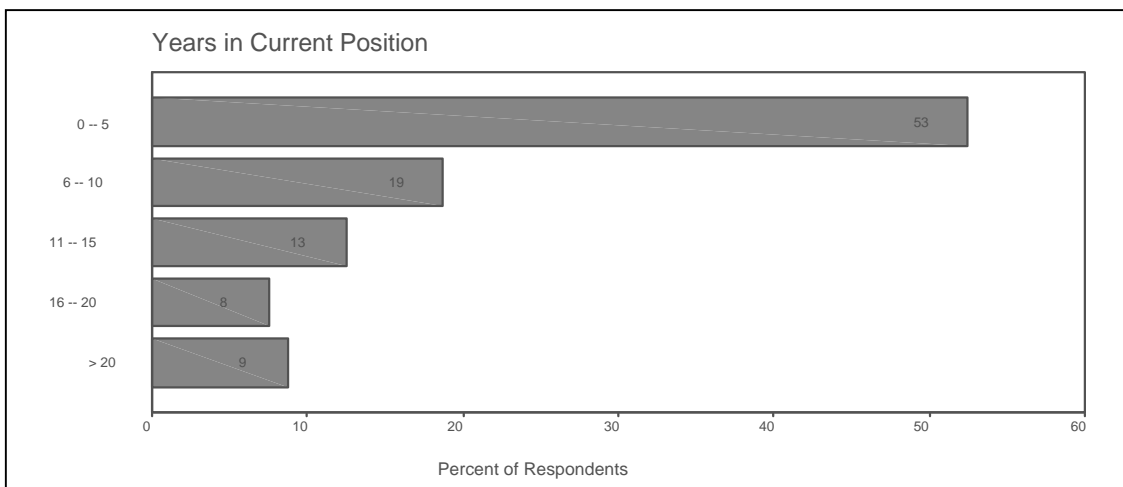
CIEA YEARS WORKING IN HIGHER EDUCATION

	Frequency	Percent
0 – 5 Years	1	1.3
6 – 10 Years	3	3.8
11 – 15 Years	3	3.8
16 – 20 Years	6	7.6
> 20 Years	66	83.5
Total	79	100.0



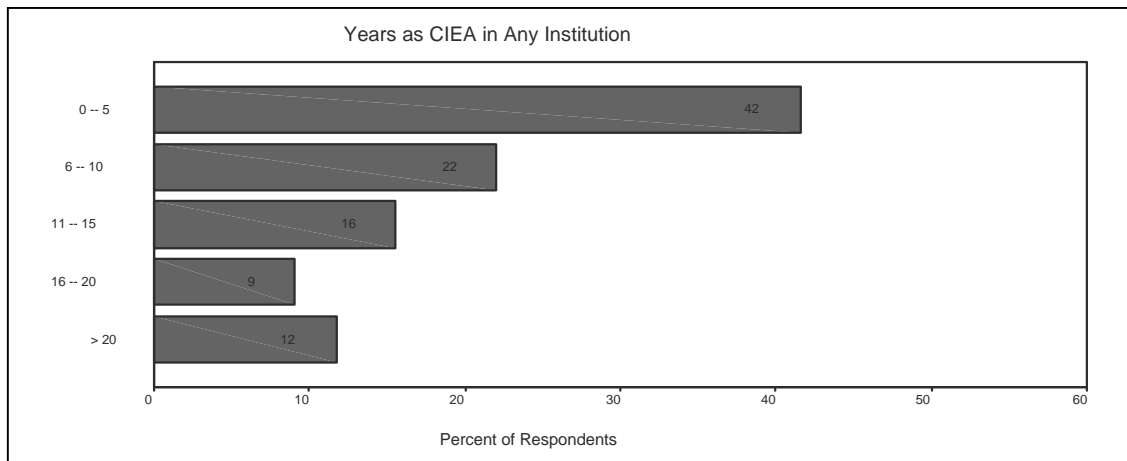
Not all of those years working in higher education have been spent in the current position of CIEA, however. The following data show that more than half of the CIEAs have been in their current position for less than five years.

CIEA YEARS WORKING IN CURRENT POSITION		
	Frequency	Percent
0 – 5 Years	41	51.9
6 – 10 Years	15	19.0
11 – 15 Years	10	12.7
16 – 20 Years	6	7.6
> 20 Years	7	8.9
Total	79	100.0



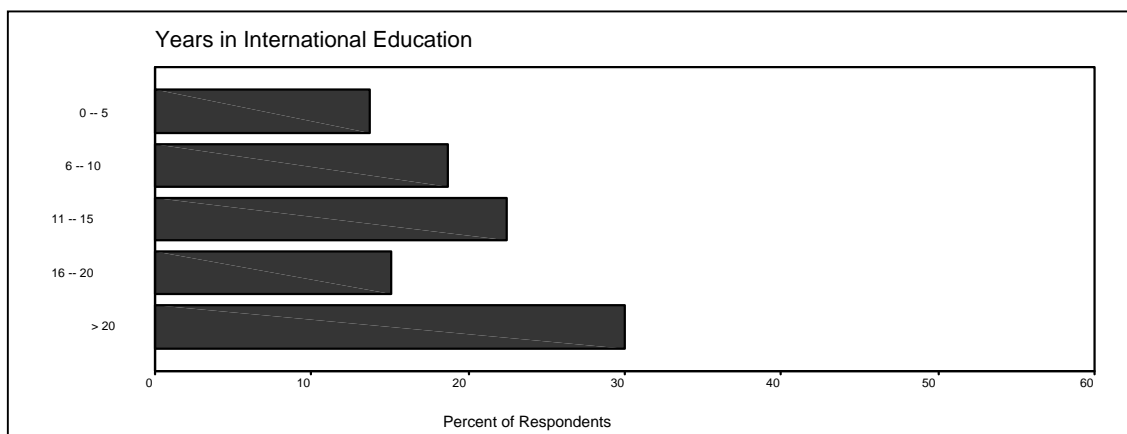
It also seems that some CIEAs have come to their current position from being a CIEA in another institution since more years have, on average, been spent as a CIEA in any institution than have been spent in the current position.

CIEA YEARS WORKING AS CIEA AT ANY INSTITUTION		
	Frequency	Percent
0 – 5 Years	31	40.8
6 – 10 Years	17	22.4
11 – 15 Years	12	15.8
16 – 20 Years	7	9.2
> 20 Years	9	11.8
Total	76	100.0



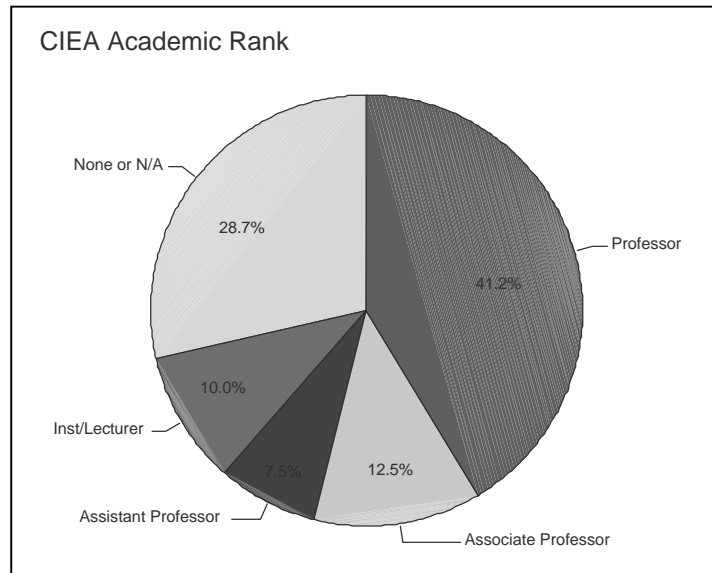
The final longevity data indicate that CIEAs, have spent fewer years working in international education than they have working in higher education. This is indicated by the fact that the following distribution is much less skewed than the three previous ones.

CIEA YEARS WORKING IN INTERNATIONAL EDUCATION IN ANY CAPACITY		
	Frequency	Percent
0 – 5 Years	11	13.9
6 – 10 Years	15	19.0
11 – 15 Years	17	21.5
16 – 20 Years	12	15.2
> 20 Years	24	30.4
Total	79	100.0



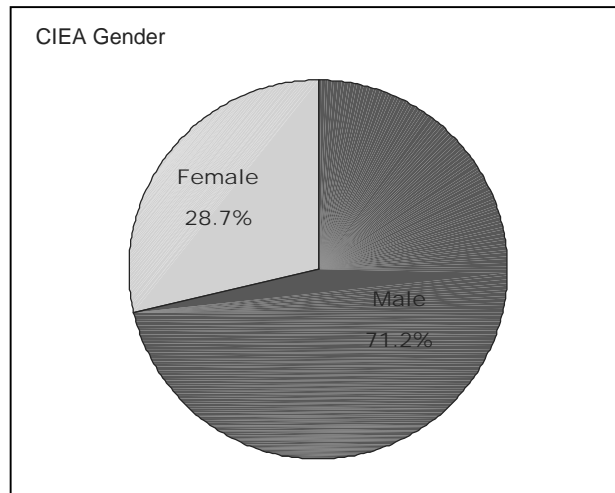
The last academic data deals with the question of whether or not the CIEA holds academic rank in the institution. It is interesting that about 70 percent do hold some level of academic appointment.

CIEA ACADEMIC RANK HELD		
	Frequency	Percent
Professor	33	41.8
Associate Professor	10	12.7
Assistant Professor	6	7.6
Instructor/Lecturer	7	8.9
None or N/A	23	29.1
Total	79	100.0

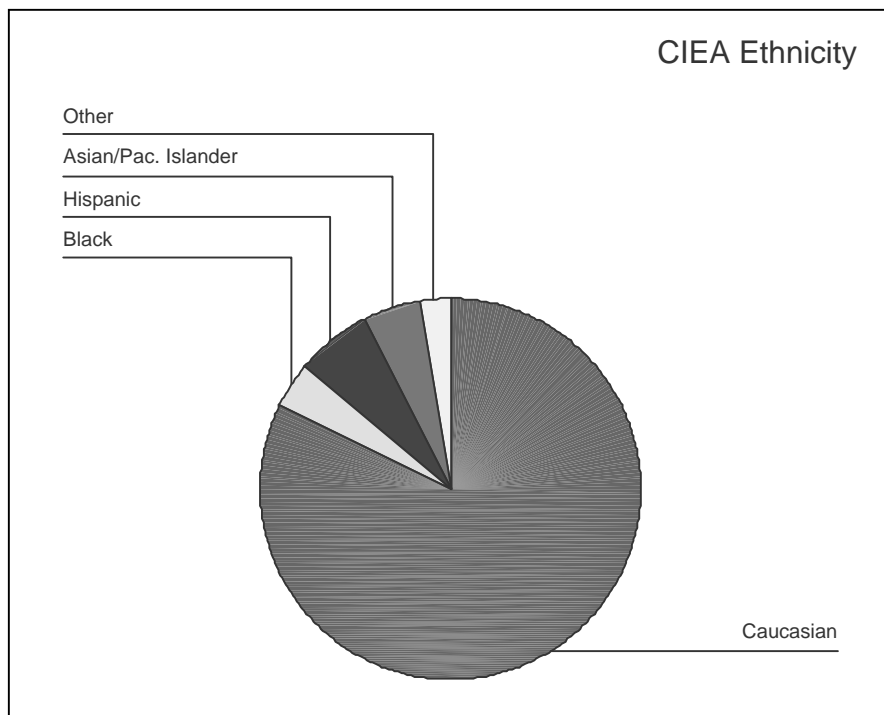


The final two descriptive statistics about the CIEA are gender and ethnicity.

CIEA GENDER		
	Frequency	Percent
Male	57	72.2
Female	22	27.8
Total	79	100.0



CIEA ETHNICITY		
	Frequency	Percent
Caucasian	64	82.1
Black	3	3.8
Hispanic	5	6.4
Asian/Pacific Islander	4	5.1
Other	2	2.6
Total	78	100.0



IV. THE DESCRIPTION OF THE CIEA

From the population studied in this project one could support the following descriptions of the Chief International Education Administrator and his office and institution:

- The Chief International Education Administrator in large comprehensive U.S. institutions is probably a white male with at least some gray hair. He has been involved with higher education more than twenty years, but has worked at a CIEA for only ten or fewer years. He has earned a doctoral degree and holds academic rank at the associate professor or professor level. He most likely has studied the humanities or social sciences, with some likelihood that he changed to education for the terminal degree.

- The CIEA is probably a director of an office that reports to the academic division of his institution. As a director, he has primary responsibilities for international linkages, study abroad and exchange, representing his school internationally, and for international student and scholar affairs and community outreach. He also has some responsibility or involvement in all other internationally oriented activities of his campus. Funding for his office amounts to slightly more than a million dollars annually which includes a sizeable proportion of institutional funds as well as program income, student fees and federal grants or contracts. Twelve or thirteen people are employed in his operation and he is underpaid!
- The institution that employs the CIEA is probably a large doctoral/research level comprehensive public school that recognizes its international mission and includes international education in its strategic planning efforts.