

# **Roles & Responsibilities of California Community College Study Abroad Leadership**

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NAFSA Region XII**

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# CCIE Education Abroad Snap-Shot

- Approximate 1,757 Students: 2023-2024
- Approximate **2,040 Students**: 2024-2025

2024-2025	2023-2024	2018 - PRE-COVID #
<b>Fall 2024: 10 programs</b>	Fall 2023: 9 programs	Typically: 14 programs
<b>Winter 2024/2025: 13 programs</b>	Winter 2023/2024: 7 programs	Typically: 17 programs
<b>Spring Break 2025: 4 programs</b>	Spring Break 2024: 1 program	Typically: 4 programs
<b>Spring 2025: 15 programs</b>	Spring 2024: 14 programs	Typically: 18 programs
<b>Summer 2025: 51 programs</b>	Summer 2024: 45 programs	Typically: 91 programs



**Frontiers:**

The Interdisciplinary Journal of Study Abroad

## **SPECIAL ISSUE: COMMUNITY COLLEGE EDUCATION ABROAD**

**Melissa Whatley, Rosalind Latiner Raby, & Sora H. Friedman:** An Untapped Resource:  
Introducing the Special Section on Community College/Technical and Vocational Education  
and Training (TVET) Education Abroad

**Silvia Marchionne:** Vocational Educational Training (VET) in Tunisia: Barriers and Challenges to its  
Internationalization and Possible Solutions to Boost Socio-Economic Development of the Country

**Dawn Wood:** Lessons Learned from Low-Income, First-Generation, Technical, and Rural Students (LIFTRs)  
Who Participate in Education Abroad

**Sarah E. Spencer & Alexandra Wood:** The Curriculum is the Culprit: Debunking Deficit Myths and  
Improving Access to Study Abroad for Community College/Technical and Vocational Students

**Heidi Fischer & Rosalind Latiner Raby:** Social Capital Development in Community College Alumni Who  
Studied Abroad

**Rosalind Latiner Raby, Melissa Whatley, & Sora H. Friedman:** Framework to Explore the Range of  
Literature on Community College/TVET College Education Abroad

# Leadership Job Titles & Skill-Sets Overtime

- **CCIE Annual Reports (1986-current)**
  - **1988:** 4 full-time leadership positions for International Education Offices
  - **1998:** 40 full-time leadership positions: Full-time IHE: 7; **Full-time Study Abroad: 4**
    - » Full-Time coordinator/director International Students: 12
    - » Full-Time counselor/staff International Student: 17
    - » Part-Time: 58% deans/chairs; 28% International Students; **14% Study Abroad**
  - **1998 Top 10 EA Skill-Sets:** Coordination, budget, marketing, supervision of site-visit; selection of faculty, assist faculty in publicizing; be liaison between faculty and administration; contract with providers; risk management; counsel students
- **2008 IIE-NAFSA NATIONAL SURVEY (Raby, 2008)**
  - **Would Full-or part-time additions to staff would drive growth**
    - 80% said they need 1 additional full-time employee
    - 75% said they need 1 additional part-time employee
    - Many respondents said they were only the staff member for EA

# Studies on Leadership Job Titles & Skill-Sets

- **2016: Survey of field (national)** (Valeau & Raby, 2016; Raby & Valeau, 2020)
  - Full-time positions
    - **48%** in international student affairs;
    - **40%** in global or international offices;
    - **7%** in education abroad;
    - **5%** in intercultural programs.
    - No one identified themselves as a Senior International Officer (SIO)
  - Skill-sets to get into international education leadership positions:
    - **90%** basic administrative skills
    - **10%** specific international knowledge. All said learning on job critical

# CCIE 2018 Annual Report Roles & Responsibilities

## – Got Jobs by Interest or By Chance

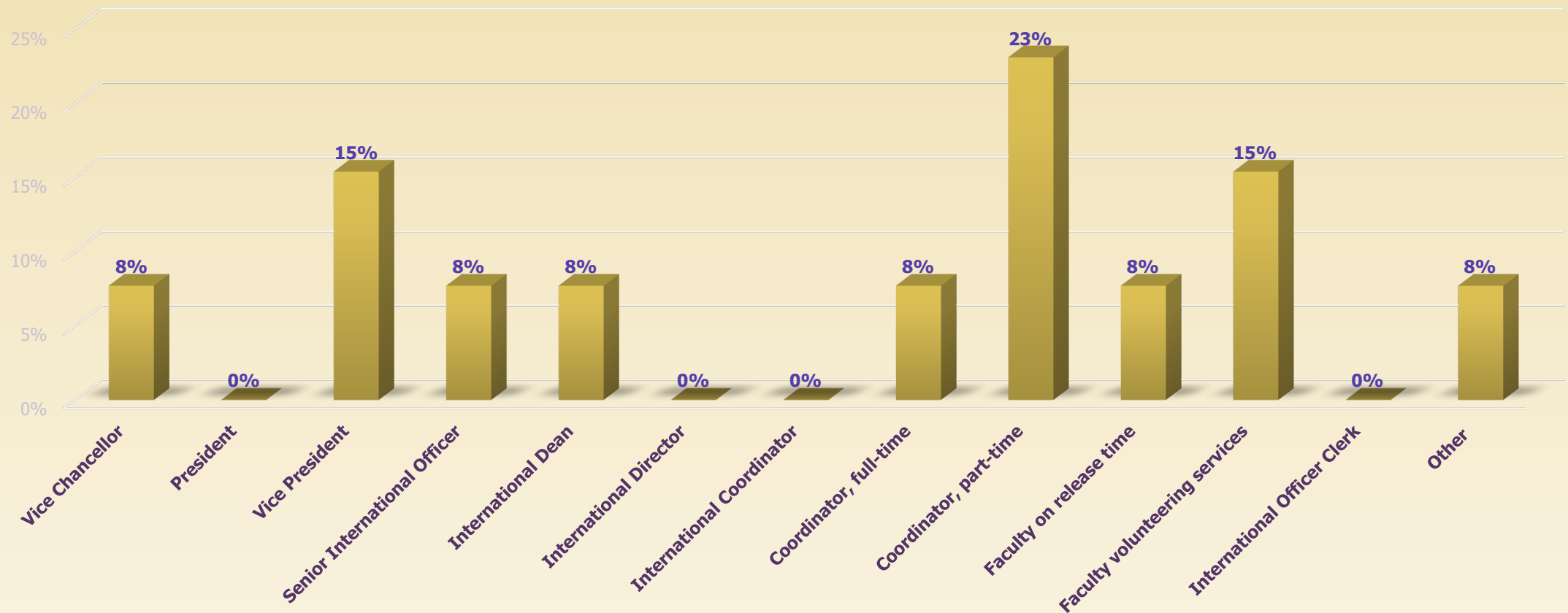
- Hard skills are important. Interest & experience in mobility very important
- **Passion is Critical**
  - Acquired job-specific & international skills after being hired
- Newer hires had more pre- international knowledge for their position
  - Tremendous importance of professional development for career trajectory

## – Multiple Hats is an advocacy talking point

- Job ranks: faculty, staff, mid-level and senior-level administration
- Many Job title contains international, global or intercultural
- No cohesion in defining job-skills consistent across institutions
- Respondents defined themselves as SIOs

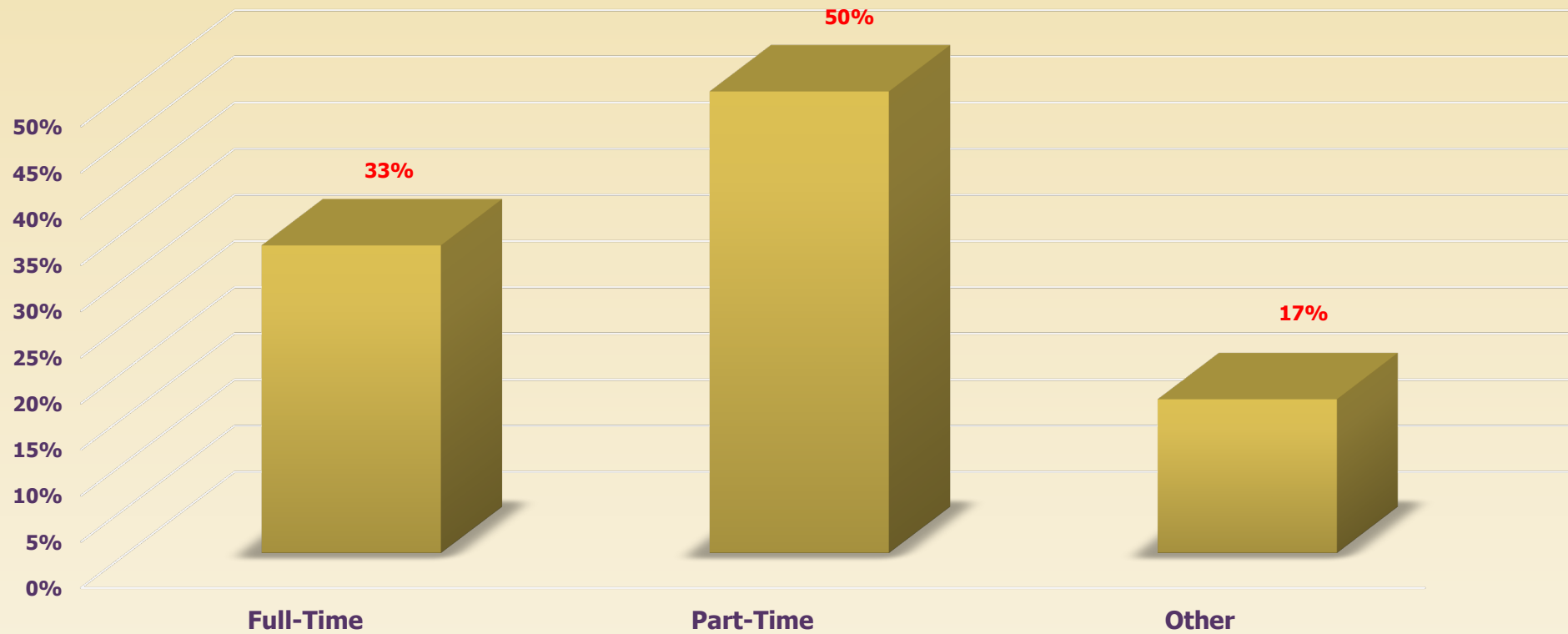
# CCIE State of Field: 2018

## Title of Leaders in Charge of Education Abroad



# CCIE State of Field: 2018

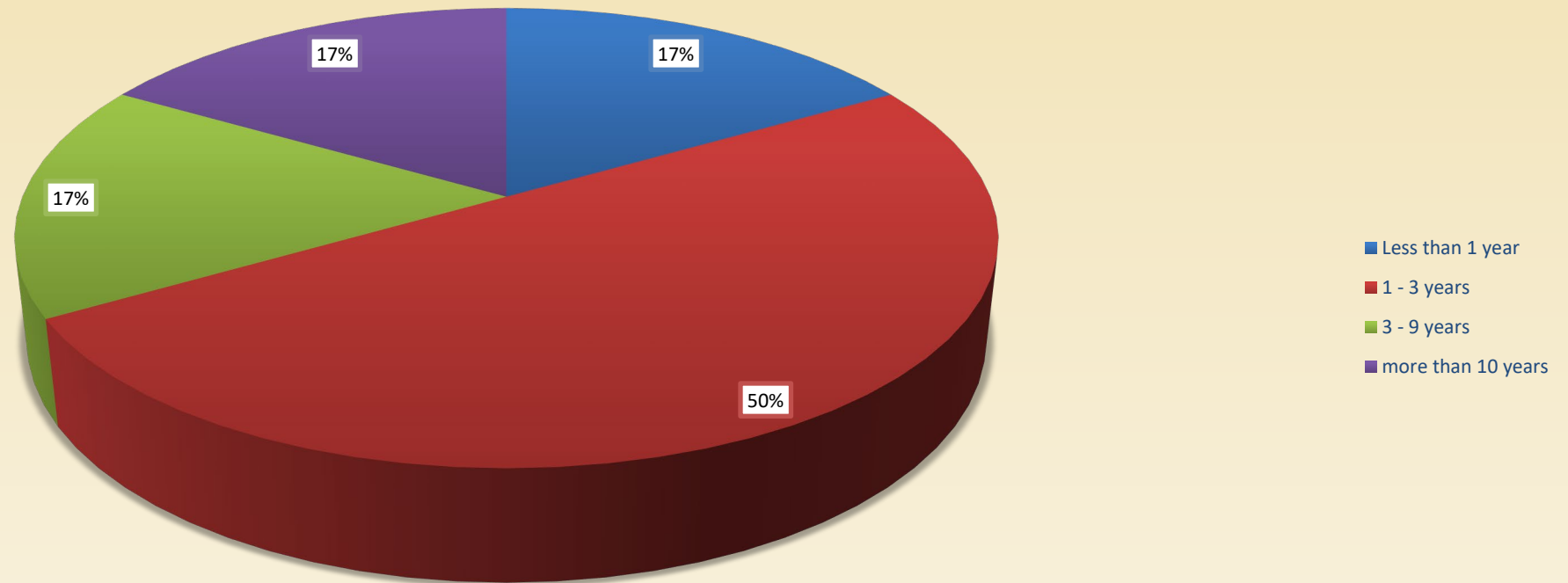
My position in regards to education abroad is





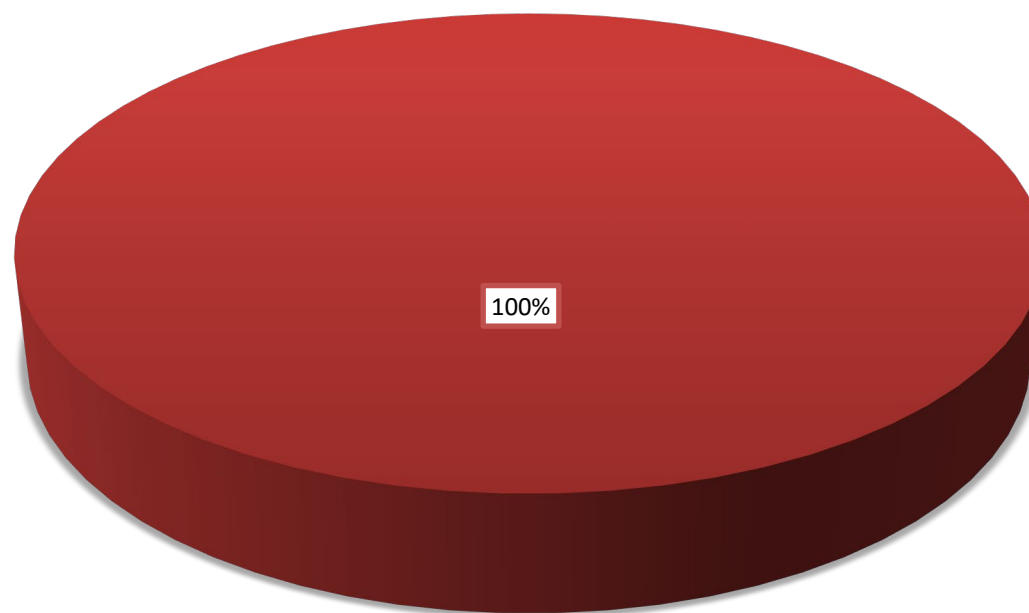
# CCIE State of Field 2018

As an EA administrator, years in this administrative leadership position



# CCIE State of Field 2018

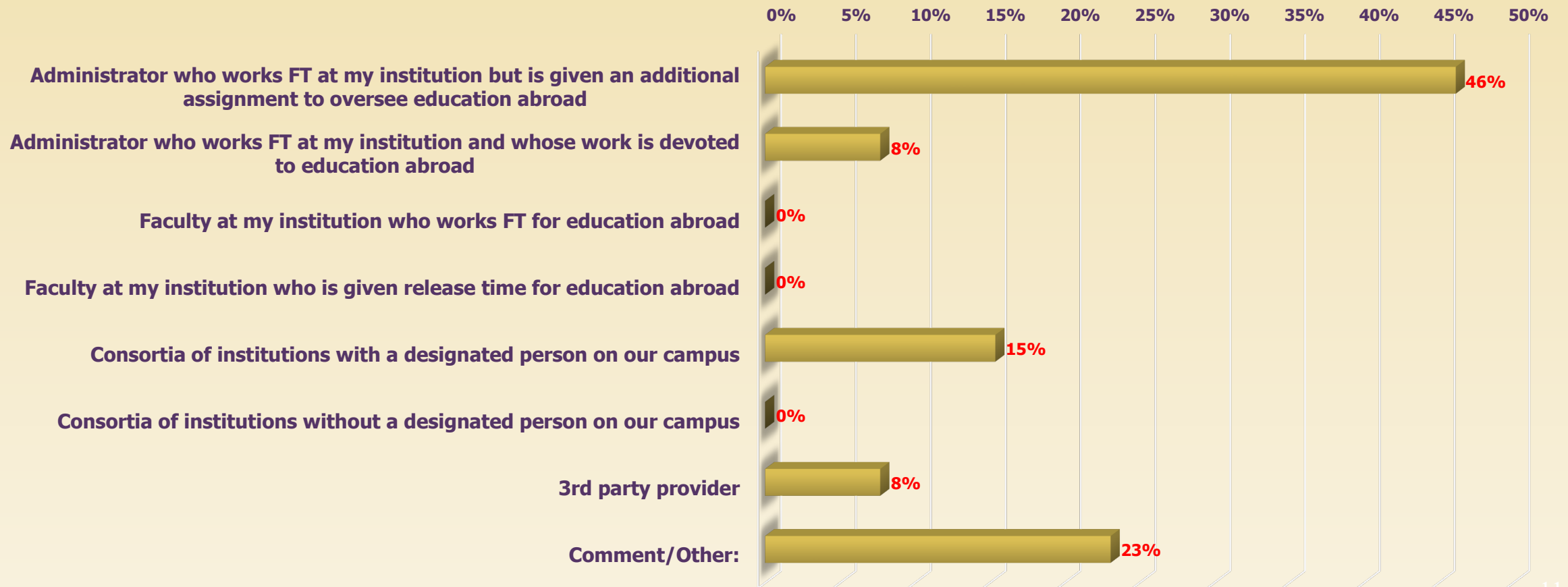
If you are an administrator, is your position:



■ Entry-level  
■ Mid-level  
■ Senior-level

# CCIE State of Field 2018

**Who administers EA at your district/college (having control over and running daily operations)**

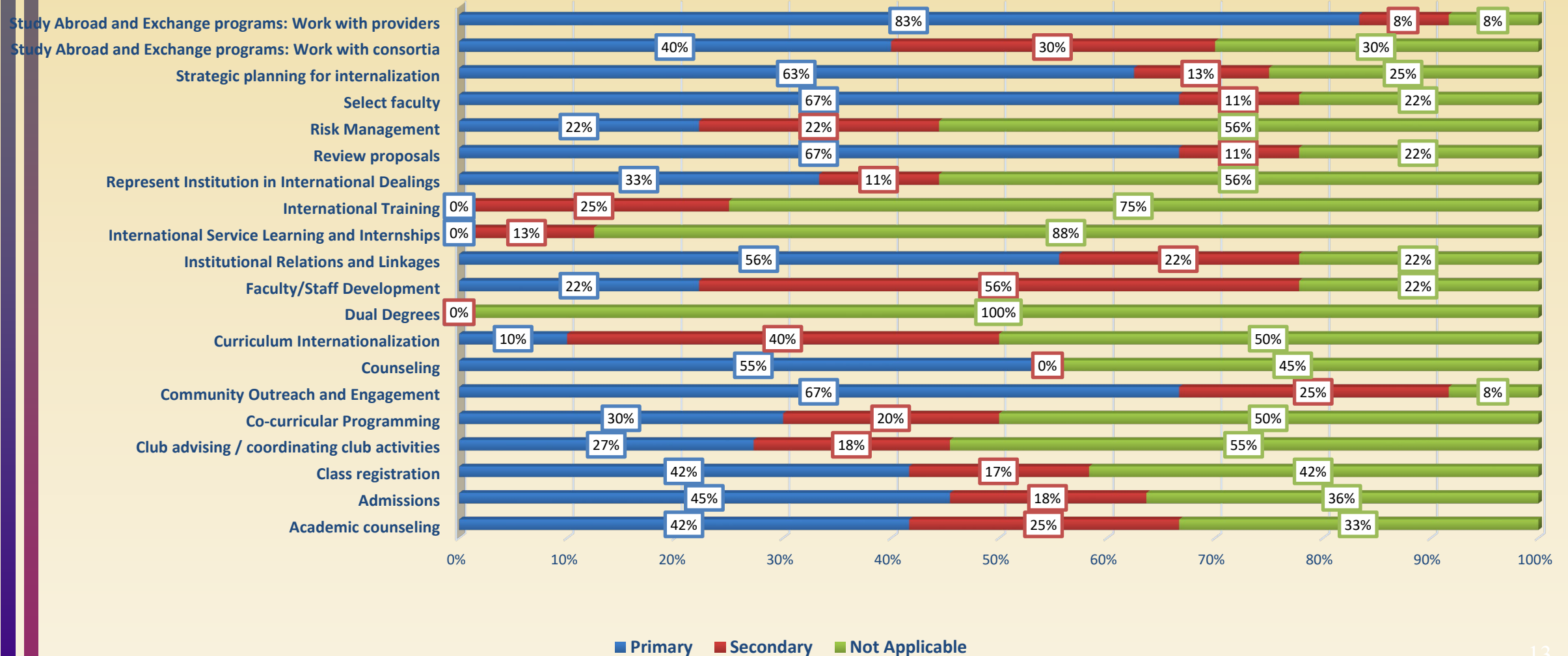


**Gary Rhodes, Lisa Loberg, & Ann Hubbard (1994). The Many Responsibilities of a Study Abroad Administrator Or How About a Pat on the Back and an Aspirin: NOTE UNIVERSITY RESPONDENTS**

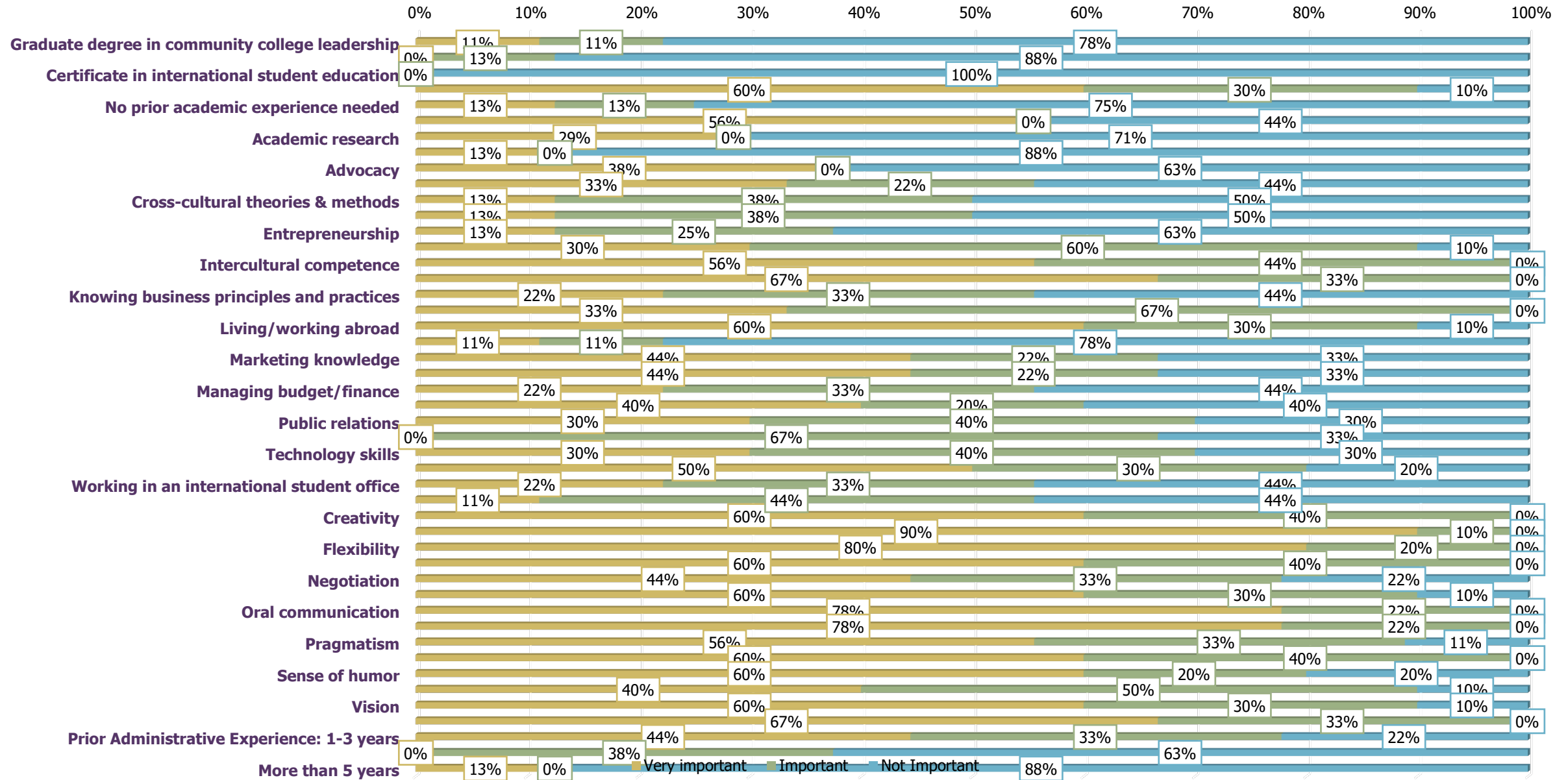


# CCIE State of Field 2018

Degree to Items are part of your job responsibilities



## Rank each skill in terms of the importance to GETTING your current position in education abroad: 2018



# CCIE State of the Field 2018

**What are the 3 most important skill sets you needed to get your position in education abroad?**

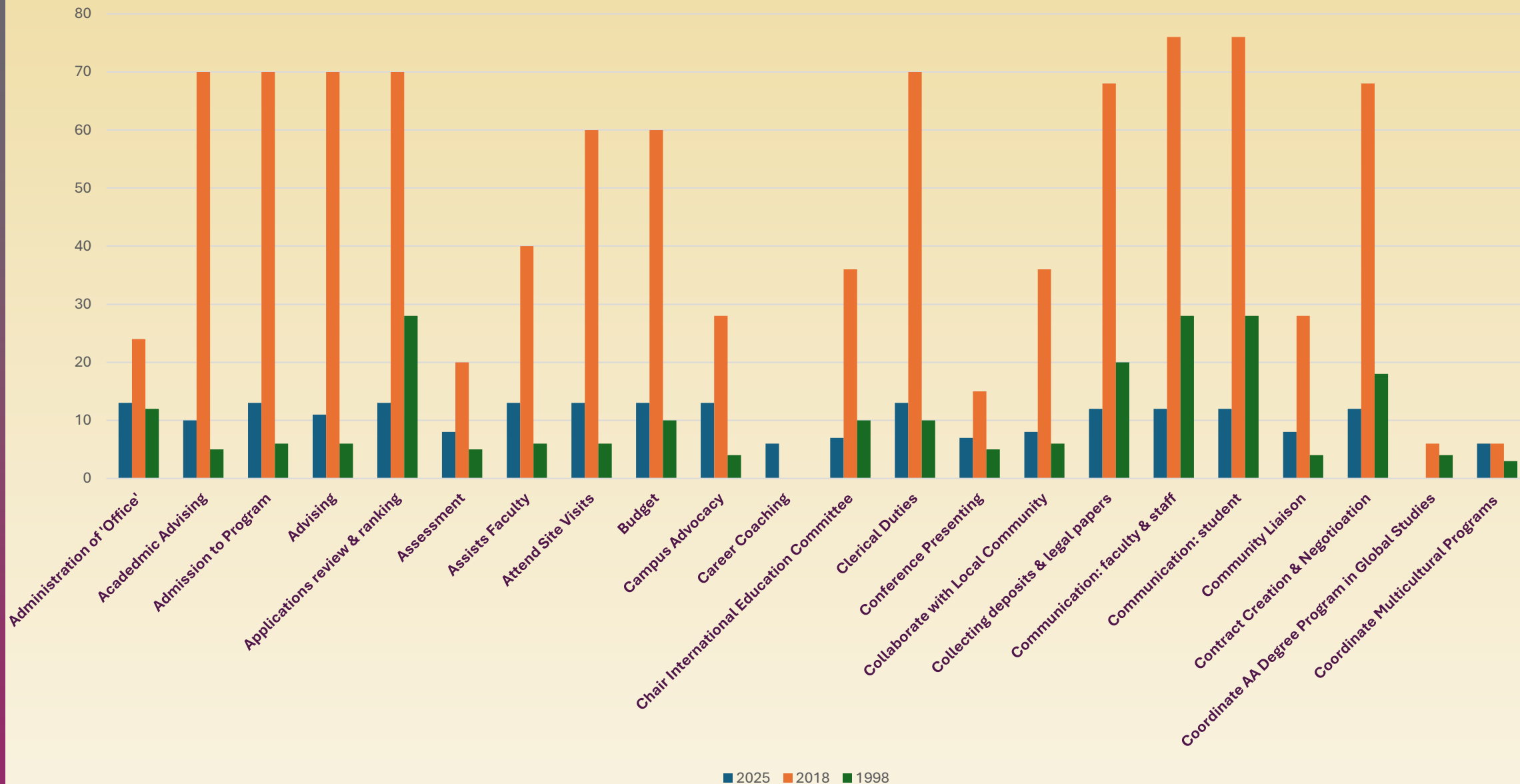
- Cultural knowledge
  - Passion and flexibility
  - Administration support
- Passion for diversity and education abroad
  - Marketing skills
  - Administrative skills
- Diplomacy
  - International experienced (student/employment)
  - Administrative experienced
- Previous study abroad experience
  - Counseling experience
  - Managing a team
- Interpersonal communication and relationship building
  - Knowledge of travel and student issues
  - Self-starter
- Energy and passion
  - Vision
  - Fuel

# Comparing Across Time

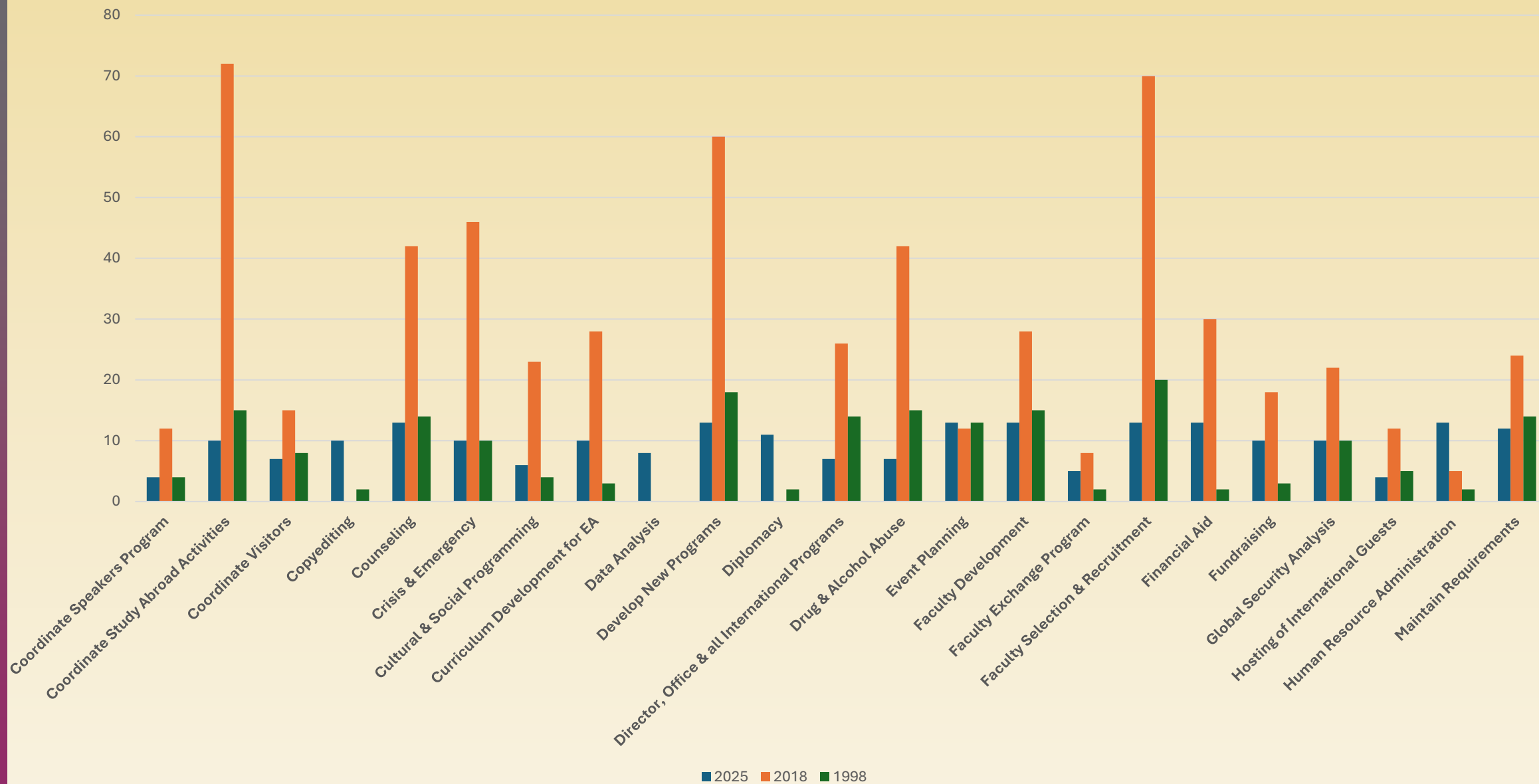
- Each survey has a different Number of respondents
  - **1998:** 28 respondents
  - **2018:** 76 respondents
  - **2025:** 13 respondents
- Survey asked for multiple responses
  - Respondents could choose more than 1 option



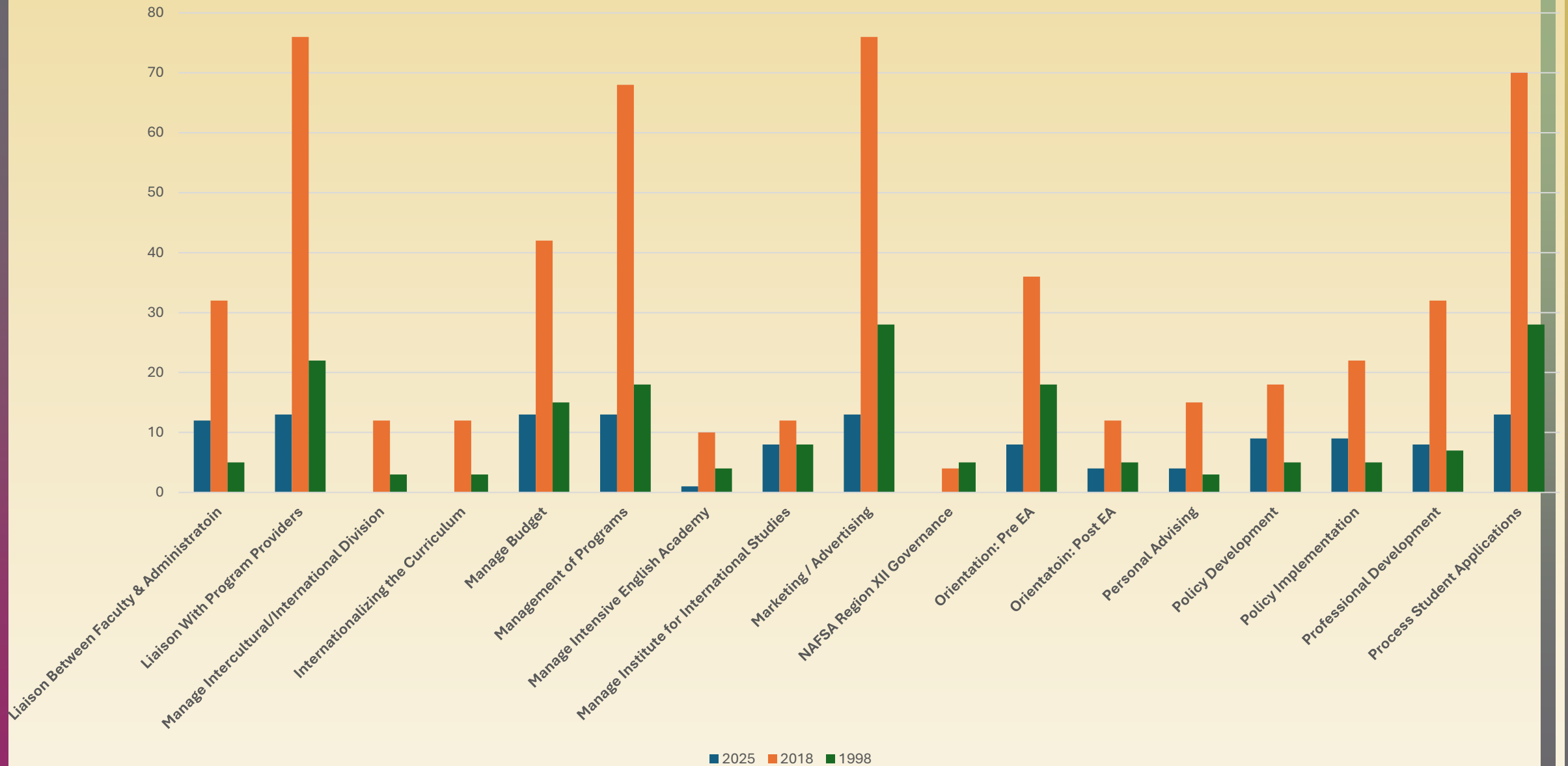
# CCIE Surveys: Duties & Responsibilities: 1998, 2018, 2025



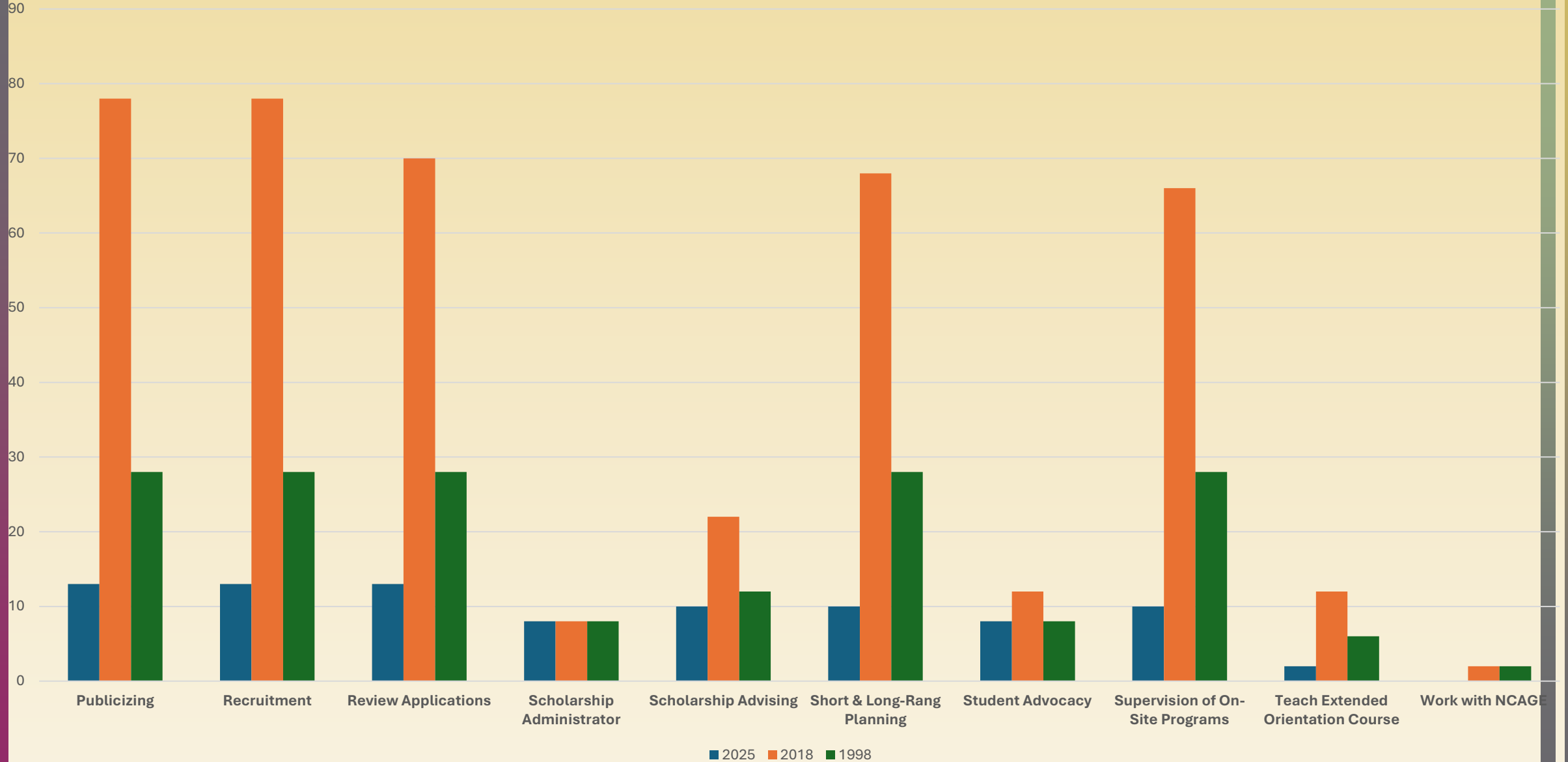
# Comparing Duties & Responsibilities: 1998, 2018, 2025



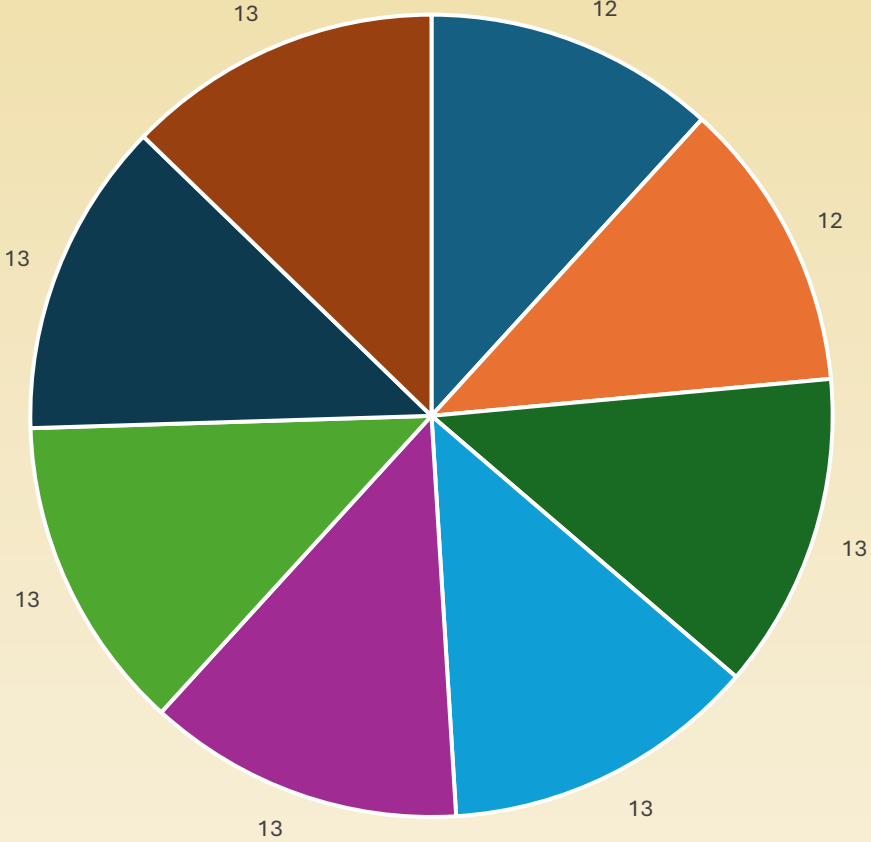
# Comparing Duties & Responsibilities: 1998, 2018, 2025



## Comparing Duties & Responsibilities: 1998, 2018, 2025



# Roles & Responsibilities: 2025: N=13



- Communication: faculty & staff
- Contract Creation & Negotiation
- Develop New Programs
- Faculty Development
- Faculty Selection
- Marketing & Publication
- Recruitment
- Student Health/Mental Health

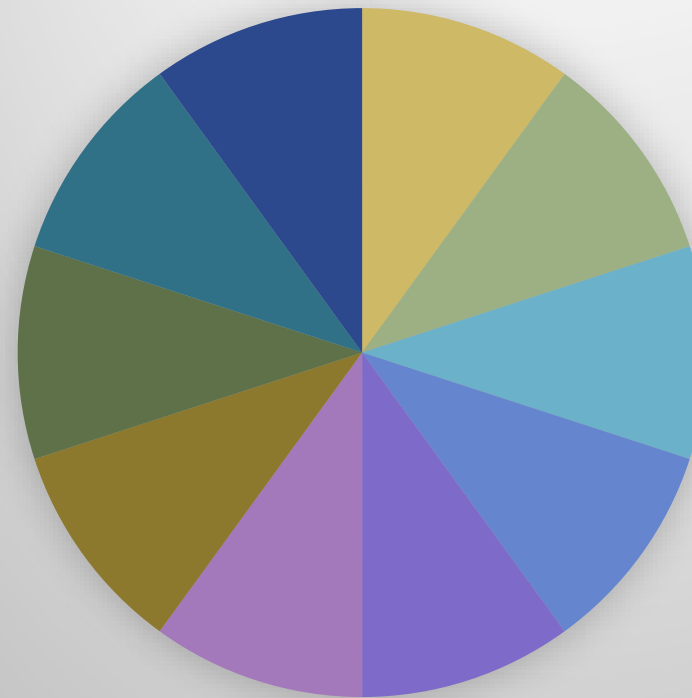
# Top 10: Comparing 2025 & 1998

**2025**



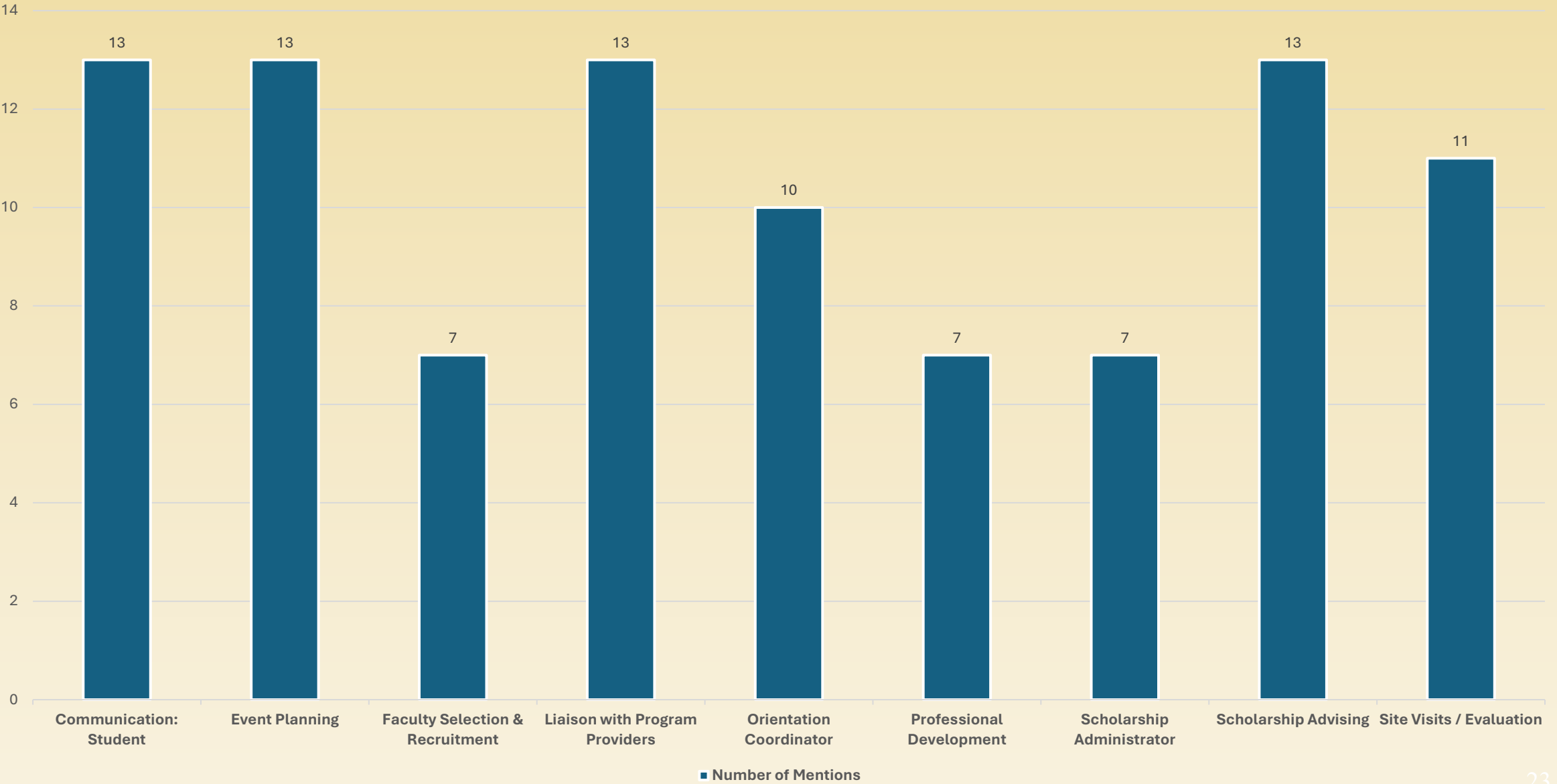
- Communication: Faculty & Staff
- Budget
- Contraction Creation & Negotiation
- Faculty Development
- Develop New Programs
- Marketing & Publication
- Recruitment
- Faculty Selection
- Short & Long Term Planning
- Student Health/Mental Health

**1998**

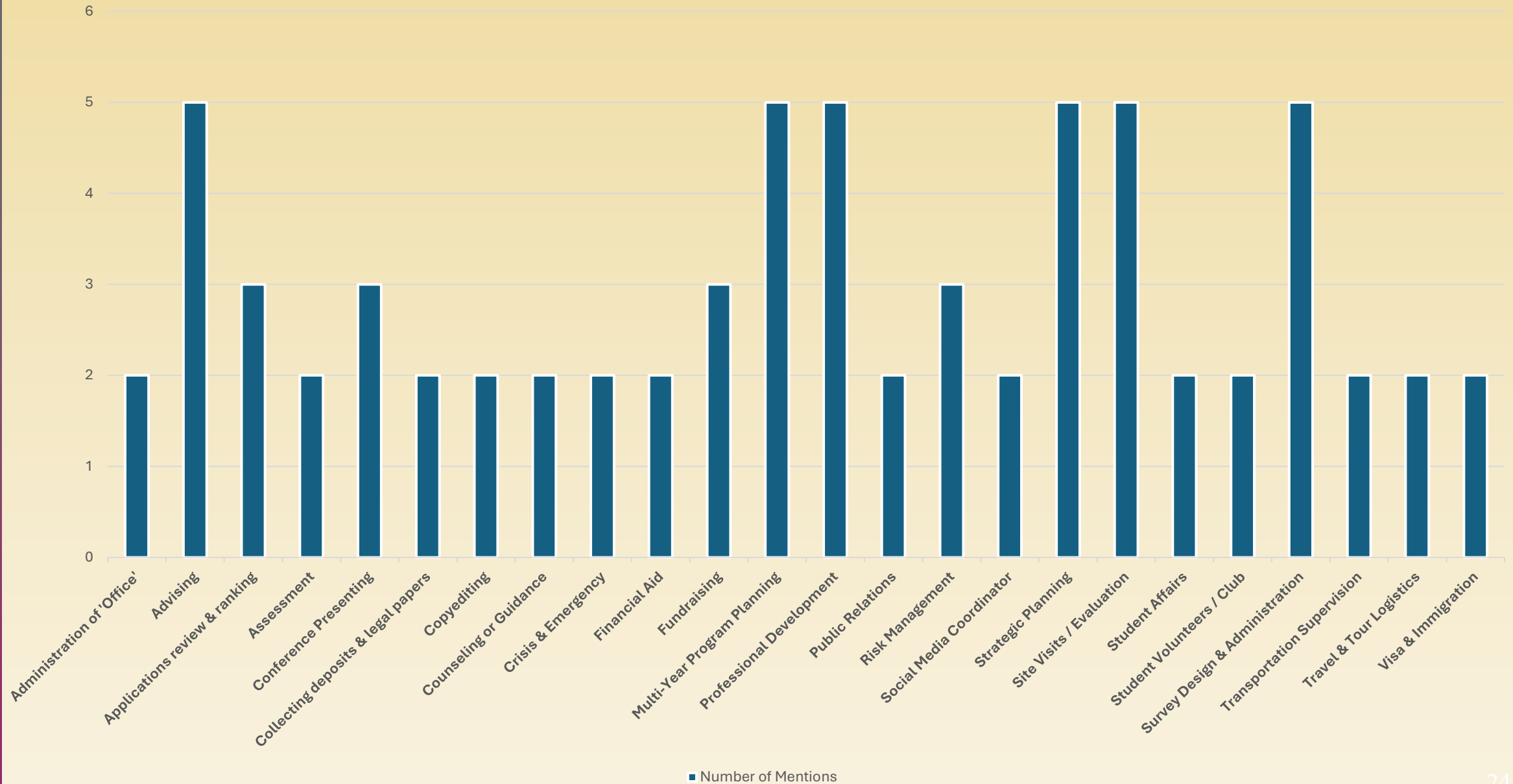


- Assist Faculty in Publicizing
- Budget
- Contract with Providers
- Coordination
- Counsel Students
- Liaison Between Faculty & Administration
- Marketing
- Risk Management
- Selection of Faculty
- Supervision of Site-Visit

2025: Roles & Responsibilities: 2025 - 6 - 13 Mentions



## Duties & Responsibilities: 2025 2 - 5 Mentions



■ Number of Mentions



# 2025 Open-Ended Questions

- **Changes since COVID-19?**

- |  |              |
|--|--------------|
| – More 1 on 1 advising/counseling            | 6 responses  |
| – Mental Health Issues                       | 10 responses |
| – Re-write Documents (Liability) & Protocols | 12 responses |
| – Budget Cuts & Less Support                 | 8 responses  |
| – Elimination of Position                    | 4 responses  |

# 2025 Open-Ended Questions

- **How do you advocate with senior administration**

- Ask more release time 12 responses
- Initiate reclassification process 2
- Request compensation (again) 4
- Keeping track of hours & sharing with Dean 2
- Show student numbers increase 4
- Presentations & conversations with 7
  - » Faculty Senate; President's Cabinet; Committee for Diversity Action, Inclusion, & Equity; Board of Trustees
  - » Get my work acknowledged
- I am full-time and do not use release time 5
- I do responsibilities not recognized by my job title / FTE 4

# Take-Aways: Compare Surveys Overtime

- **Changing Professionalization of the Field**
  - Need degrees, experience of administrative & international skills
- **Similarities Across Time**
  - Actual duties are the same as in 1998
- **Multiple Hats**
  - Administrative & Hard Skills
  - Task-Specific Skills: creating, developing & offering programs
  - International knowledge
- **Advocacy**
  - Education Abroad is a periphery program
  - Demands attention and constant request for upgrading position