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Preparing and Developing Community College International Leaders

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Abstract

Leadership training for future senior United States (US) community college leaders is an ongoing focus of US community college education. Leadership training is also a focus of US university international educators. Community college literature has assumed that full-time positions at community colleges devoted to overseeing and implementing internationalization do not exist and thus have not addressed succession opportunities. Based on a survey of 91 individuals who self-define their positions as ones in community college international leadership, this article examines what influences shaped the professional paths of these individuals and depicts criteria that can support future preparation for community college international education leadership from the viewpoint of those currently working in these positions. Pathway development patterns are seen in three forms: a) traditional preparation; b) non-traditional preparation; and c) job-embedded professional development.

Introduction

Leadership training for future senior United States (US) community college leaders is an ongoing focus of US community college education. Over the past two decades, studies have identified characteristics of current executive leaders, created an inventory of needed skill-sets, and defined strategies on how to best prepare the next generation of leaders as they transition along the leadership pipeline (ACE, 2012; Cook, 2012; Eddy, 2013; AACC, 2013). Leadership training is also a focus of US university international educators and recent association reports have defined leadership characteristics, skill-sets, and career trajectories (ACE, 2012; AIEA, 2014; Forum, 2015). Community college literature, neither addresses who is involved in international leadership nor emphasizes skill-set training for these positions. The primary reason is that past literature has assumed that full-time positions at community colleges devoted to overseeing and implementing internationalization do not exist and that

in the larger context of management, these positions are not relevant to mainstream needs.

While there is no single source that documents how many of the 1200 US community colleges offer international education programs, four sources give partial data on community college internationalization efforts. The Institute for International Education Open Doors (2015) monitors the number of students involved in mobility programs and the corresponding number of colleges that support these programs. In 2015, this profile included 336 community colleges. The American Council on Education (ACE) surveys internationalization policies and practices and in 2011, included data from 239 community colleges (ACE, 2012). The IIE and ACE reports suggest that 28% of community colleges have international education programs. Two additional studies on institutional practices include, but do not isolate data from community college respondents. Community college respondents represented 11% of the Forum on Education Abroad 2015 survey and 3% of the Association of International Education Administrators (AIEA) 2012 survey of Senior International Officers. Combined these studies suggest that positions for international education leadership do exist at community colleges.

The challenge of developing a new leadership cohort demands first identification of those currently in positions of power and then delineation of specific skills, social capital, and practices that enhance succession opportunities. This article confirms that there are individuals in international leadership positions at community colleges and examines what influences shaped their professional paths. In so doing, this article depicts criteria that can support future preparation for community college international education leadership from the viewpoint of those currently working in these positions. Pathway development patterns are seen in three forms: a) traditional preparation; b) non-traditional preparation; and c) job-embedded professional development.

Community Colleges and Internationalization Efforts

US community colleges provide the first two years of college along with options for occupational training, workforce development, developmental studies and a variety of life-long learning services to the local community. There is an increasing number of community colleges that also offer practical baccalaureate degrees. Over 13 million students attend the almost 1200 US community colleges. Students attend these institutions to improve basic skills, to raise Grade Point Average (GPA), and to gain skills to advance in careers. These institutions not only offer options for university overflow, but provide a "second chance" for non-traditional students to achieve a higher education. More than half of all adults in the US take post-secondary education classes at community colleges (AACC, 2016). For many students, but especially for non-traditional students, these programs remain their sole option for higher education.

Internationalization is an inherent part of the US community college that advances the mission of expanding student knowledge and of serving the needs of local communities (Raby and Valeau, 2016). Community college international

education includes various programs and curricula that aim to connect students, faculty, and local communities to people, cultures, and contexts beyond local borders. Internationalization is found in a variety of educational programs and student services (Raby and Tarrow, 1996) and in new credential and degree requirements that serve changing global employment needs (Treat and Hagedorn, 2013). The three most popular forms of community college internationalization are international students, education abroad, and internationalizing the curriculum. The trajectory of international education at US universities and community colleges is unique. These differences are important when examining leadership development and pipeline opportunities. At the university level, internationalization is integrated in the institution with defined staff and administrative positions whose job descriptions are detailed and include finite demands for expertise (Lambert, Nolan, Peterson and Pierce, 2008; AIEA, 2014). At community colleges, inclusion of internationalization is sporadic and varies from college to college, and from year to year (Copeland, 2016; Raby and Valeau, 2016). While discussion on the need to have a dedicated office and budget is part of community college internationalization literature (Hess, 1982), discourse on the positions themselves needed to fill these offices has largely been ignored.

Methodology

The purpose of this research was to gain insight into and information on individuals who work in community college international education and to learn about their career pipeline experiences. At a time when retirements are increasing and impacting the ranks of senior level community college administrators, information on a cohort of potential new leadership is important for development and long-term training. Given the current lack of information, our research centered around the following questions: 1) Are there full-time positions for international education leadership at community colleges?; 2) What characteristics are needed by individuals to obtain a job in community college international education?; 3) What is the career history of those currently working in community college international education? and 4) Is the career trajectory of these individuals part of the traditional leadership pipeline?. Three national surveys were used to source survey questions. We adapted questions from the Vaughn *Career and Lifestyle Survey* for CEOs that has long documented the community college leadership pipeline (Wiseman and Vaughn, 2007), from the *Pathways to the Profession Survey* that documents demographics of those who work in education abroad (Forum, 2015), and from the American Council on Education *Mapping Internationalization on U.S. Campuses* (2012) survey which details the organizational structure of community college internationalization.

Since no defined audience of community college international education leaders is apparent, we had no basis for establishing a concrete N. In fact, we were not sure who would be answering our survey and what details they would or could provide us. As such, we purposefully included

mostly open-ended questions to allow those in the field an opportunity to define terms and to provide an avenue to share their own stories. 35 questions were grouped in sub-headings: institutional; demographic; position; educational and work history; international education training and experiences; current position mentorship; future professional plans; and opinions on skill training, institutional support, international education challenges, and strategies to overcome challenges. Space was provided for respondents to explain their answers to closed questions or expand further upon open ended questions. A consistency of themes emerged from the answers that were coded to quantify descriptive statistics and to qualify simple categorizations that can be used to ground future versions of the survey.

In summer, 2015, an online survey was administered to eight community college list-servs (Community College Education Abroad–L (CCEA-L), Community College for International Development (CCID), California Colleges for International Education (CCIE), Council for Study of Community Colleges (CSCC), Institute for International Education (IIE); NAFSA: Association of International Educators Community College Institutional Interest Group (NAFSA CC-IIG) NAFSA: Association of International Educators Teaching, Learning, Scholarship Knowledge Community (NAFSA TLS) and SECUSSA) with the intent to reach those who were working in the field. Multiple list-servs were used because each targeted distinct groups of individuals working in community college internationalization. We requested that only those who work at a community college and who have at least some of their duties involving international education respond. Based on existing literature, we did not believe that there were many individuals who worked full-time and in positions solely dedicated to internationalization and therefore wanted to be as inclusive as possible. 91 respondents representing community colleges in 25 states and one non-US country participated in the study. As indicated above, the most responses on national surveys have been 239 to 336 community colleges. Our sample of 91 respondents thus represents but an introduction to the field. Nonetheless, because these 91 respondents came from a wide spectrum of community colleges representing 25 states, there is a generalizability of their responses and context for further study.

Background on Survey Respondents

This section provides background information on colleges, demographics, and staffing positions of survey respondents.

College Profiles

Survey respondents included 91 individuals who self-defined their positions at the community college as being in a leadership role. 90 of these individuals worked at a US community college and no college had more than one respondent. Colleges came from 25 states and of these, 14 states had multiple colleges represented. There was an equal split between large community colleges with over 20,000 students, medium size colleges with between 10,000 - 20,000 students, and small size colleges with less than 10,000

students. This is important because prior assumptions were that larger community colleges could more easily support internationalization efforts (Sipe, 2016). Survey respondents also represented an equal split between colleges with large international student populations of 250 students or more, international student populations of 100-250 students, and international student populations of less than 100 students. Within each of these categories there was also an even split between large size, mid-size and small size colleges that hosted international student programs. This is important because community college international student programs have historically had higher staffing than other international programs (Valeau and Raby, 2007).

Respondent Demographics

Questions about respondent demographics were designed to assess commonalities with current community college Presidents (CEO) because demographics are used in literature about leadership training and succession planning (Cook, 2012; AACC, 2013). Details are provided in Table 1. Community college CEOs are largely male, while survey respondents were mostly female. CEOs are mostly married or in a long-term relationship, while the same percentage is not found among survey respondents. There is no national comparison for CEO sexual orientation yet, although McNair's (2015) study identifies this demographic as did 42% of our survey respondents. CEOs are mostly in their late 60's, while more than half of survey respondents were 20-40 years old. Racial and ethnic group identify findings are similar to CEO leadership, with the vast majority being White/Caucasian. Write-in responses included self-identity as Latina and as Iranian/Persian. Neither CEO or international education leadership represent their likely student populations and are dismally failing in placing African-Americans and Native Americans into leadership roles.

Staffing Positions

To answer our first research question pertaining to staffing, we asked respondents to provide their work titles and longevity in current positions. 96.4% of respondents worked full-time and 84% defined themselves as administrators. In particular, 63% of the full-time work titles were listed as coordinator, manager, or supervisor, 20.5% as interim director, assistant director, director or executive director, 9% as international student office admissions, specialist, advisor, support professional, counselor, or Primary Designated School Official, 4% as faculty, 3% as dean, assistant dean or department chair, and .5% as senior administrator (.5%). Many of the jobs served international education since 61% of work titles included the word "international" or "global" or "intercultural." Over 50% of respondents were in their positions for many years with 34% in their current position for 11-31 years and 28% for 6-10 years. One-third of respondents were in their positions for a short period of time with 31% being in their positions for 1-5.5 years and 7% being in newly created positions for under one year.

Leadership Preparation

Three national studies (ACE, 2012; AIEA, 2014; Forum, 2015) document profiles of those working in international education leadership. We used information from these studies to compare data from our findings about community college international leadership career trajectories. Three different leadership pathways emerge that include a) traditional preparation; b) non-traditional preparation; and c) job-embedded professional development.

Traditional Preparation

The traditional community college leadership pipeline begins with a faculty position and includes a trajectory of department chair, dean, vice-president, and president (Weisman and Vaughan, 2007). The entry point of being a faculty is mirrored in the experiences of survey respondents. 39% of respondents had taught full-time and 60% had taught part-time at a community college. In international education, it is common for faculty to be given release time to conduct international work. 4% of our survey respondents were faculty working in release-time positions. Pipeline movement is not always planned and often begins with what is referred to as “accidental” leaders who are individuals who do not intentionally seek leadership roles (Garza and Eddy, 2008). Most survey respondents were recruited for their position by senior administrators based on their pre-existing “interest” in internationalization and were indeed “accidental leaders.” For many in international education, the traditional pipeline includes lateral movement from faculty position with release time to full-time administrative international position, but holding faculty status. 20% of respondents said that they

moved laterally in the pipeline in a similar pattern. National studies confirm a pathway of faculty on release time to assuming administrative duties (Brewer, 2016). Nationally, most study abroad leadership are faculty in release-time positions (Reinig, 2016) and 75% of university Senior International Officers (SIOs) once held faculty positions (AIEA, 2014). Unlike the pattern of faculty moving laterally, our survey showed that administrators who were given international assignments by senior administrators tended to not transition into full-time international positions.

Movement along the traditional pipeline is a noted goal of many survey respondents. 72% said that they moved from a position in their college that was not related to international education and did so at the request of their senior administration. Of these, 23% explicitly expressed interest in moving up the traditional leadership pipeline. Write in responses detail this pathway goal: “Once I get my doctorate, I want to move up to the Academic Vice-President or Vice-President level.”; “Given the opportunity, I’d like to be the Director or Dean”; “I will move into departmental positions to support work already being done related to international students.” “I will be furthering my career advancement into a dean or executive director position”; “I aspire to a higher level position as Vice-President Instruction/Academic Affairs since positions above dean in international education are lacking in community colleges.” “For career advancement, I am hoping to move into a Dean position and hopefully at some point a Vice-President position.”

In the traditional community college leadership pipeline related to administrative aspirations, movement is hierarchical with culmination being the CEO. Literature illustrates that

Table 1 | **Survey Respondent Demographics**

| Gender | | | | | |
|--|-----------------|-------------------------------|------------------------|------------------|-------------------------------------|
| Female: 75% | | Male: 25% | | | |
| Sexual Orientation (based on 42% of respondents and self-identification of terms) | | | | | |
| Heterosexual/Straight: 71% | | LGTQ: 18% | Bi-sexual: 2% | Other: 9% | |
| Marital Status | | | | | |
| Married: 74% | | Not Married: 26% | | | |
| Age | | | | | |
| 20-30: 3.45% | 31-40: 24.1% | 41-50: 31.0% | 51-60: 20.7% | 61-70: 19.5% | 70+: 1.2% |
| Race/Ethnicity | | | | | |
| White/Caucasian: 67.0% | Hispanic: 13.4% | Asian/Pacific Islander: 13.4% | African-American: 4.0% | Multi-Race: 2.4% | American Indian/Native American: 0% |

Table 2 | Chain of Command of Survey Respondents and ACE 2012 Survey Respondents

| To Whom They Report | Percentage of Survey Responses | Percentage of ACE (2012) Respondents |
|---|--------------------------------|--------------------------------------|
| To Board | 1% | |
| To President/CEO | 3% | 13% |
| To Chief Academic Officer | 17% | 33% |
| To Other Administrator in Academic Affairs | 30% | 16% |
| To Chief Student Affairs Officer | 9% | 21% |
| To Other Administrator in Student Affairs | 25% | 11% |
| To AVP International Education | 3% | |
| To Other Administrator in International Education | 12% | |
| To none | 0% | 18% |

presidents use hierarchical leadership processes to frame how their institutions should enact educational reforms (Eddy and VanDerLinden, 2006; Eckel and Kezar, 2011). Literature about community college internationalization confirms the president as the catalyst to guide internationalization efforts (ACE, 2012; Opp and Gosetti, 2015). Similarly, 82% of survey respondents confirmed a hierarchical construct in that the most common chain of command was faculty to their department chair, entry staff to their dean, mid-level staff to their Vice-President of Academic Affairs, and senior administrators to their President. Other chains of command are shown in Table 2 which have similarity to findings from the ACE Survey (2012).

Non-Traditional Preparation

“Career track professionals” (Altbach, 2007, p. 14) are hired as staff and proceed along an administrative pipeline. As jobs in international education demand more highly specialized knowledge, there is a greater tendency to hire those with pre-existing knowledge and experiences. Graduate programs reinforce this need through specific programs that prepare individuals for international specializations (Woodman and Putney, 2016). Increasingly, new graduates are not going into teaching but instead are becoming university “career international educators” (Streitwieser and Ogden, 2016). The Senior International Officer (SIO) position is an example of a new career track international professional position that requires specialized graduate training. Literature mostly defines the SIO as residing in four year colleges. No survey respondents identified themselves as a SIO.

In community colleges, there are administrators who do not enter into their position as part of a traditional leadership pipeline. In the Garza and Eddy (2008) study, all

of the administrators came to their positions through non-traditional routes. Similarly, 28% of survey respondents moved into their position without having an initial faculty position. Survey results found three distinctive patterns that defined the community college international leadership non-traditional pipeline. First, those who worked in International Student offices often moved from an entry level position to coordinator, director and then to other senior level positions. Survey respondents shared that their entry points had titles including administrative assistant, admission clerk, staff, counselor, immigration case manager, program advisor/specialist, and resident hall coordinator. The second pattern included those who worked in international programs other than international student programs. 18% of survey respondents began with interim positions in programs other than international students and then moved to coordinator, then director, and finally to other senior level positions. The third pattern involved direct hiring of individuals external to the community college for a specialized international position. 9% of survey respondents first worked at a for-profit company within international education and 7% at a nonprofit or private sector outside the field of higher education.

Even for survey respondents with a non-traditional entry, write-in responses indicated that once in the community college environment, future goals followed a traditional leadership pipeline: “I would like to move to a full-time, salaried position”; “I would like to move into a position that is embedded in the highest levels of campus leadership so that international is integrated into the overall school identity rather than a facet or sub-culture”; “I am employed as a classified member, but have been doing director duties and I would now like to officially move into the director position.”

There is a noted distinction between university Senior International Officer (SIO) and the equivalent at a community college that can truncate pipeline movement. University SIOs have doctoral degrees and many have graduate degrees in international education. Doctoral degrees are held by 27% of Forum members (2015) and 81% of AIEA member SIOs (2014). The percentage of doctoral degrees increase with senior levels as 62.5% of Vice-Presidents and 87.5% of provosts have doctoral degrees (AIEA, 2014). Doctoral degrees are also required by those wanting to go into community college president positions (AACCC, 2016). Comparatively, only 14% of survey respondents had a Ph.D., 7% had an Ed.D., and 1.5% had a MA in an international field. Moreover, survey respondents did not see such degrees as important for their position. One respondent shared that "I am looking at going back to school for my masters in international education. I will soon see if this is the training needed to be more effective." Among survey respondents, the educational profile necessary for leadership roles is currently not found.

Job-Embedded Professional Development

Details exist on specific knowledge and competencies required for different international education jobs. Identified management skills include knowledge of finance/budget, program management, and research. Identified international skills include knowledge of admissions, compliance, legal issues, visa and immigration services, health services, student learning, advising and risk management (Brewer, 2016; Austell, 2016). Additionally, 30% of Forum members (2015) said proficiency in a second language and 50% said living abroad are important skills. Reinig (2016) says that "there is an expectation that those in international education become expert multitaskers . . . and must be knowledgeable of all aspects of international education within the scope of their job and even beyond" (p. 134)

For those working in community college internationalization, expertise is either pre-existing or gained on the job. Survey respondents shared that the most common pre-existing knowledge was being a former international student and/or having had studied abroad. Very few respondents were international career-track professionals whose particular international skill-set was a criterion for being selected for their position. Nonetheless, the newly hired noted that their jobs required international competencies. One respondent said, "I had experience coordinating study abroad as a faculty and then I was asked to interview for my position." Another respondent said that "the field is becoming very specialized and there is now more than ever a need to breakdown and disperse job duties. It was my expertise that got me my job." Not enough information was given by respondents to develop a pre-existing knowledge checklist specific for community college international leadership positions.

The majority of respondents came to their jobs with no specific international knowledge and as such, they needed professional development to learn international competencies. 62% of survey respondents said that they had no prior training in the field of international education prior to

their appointment. For some, as write-in comments noted, "I learned on the job as I went" and "There was no requirement of knowledge in the job application and no directed path to gain this knowledge." When faculty or administrators are assigned international duties, they are often unaware of the depth of knowledge needed. Scarboro (2016) defines these academics-turned-managers as "accidental tourists" who upon appointment are then given "add-on" training in internationalization (Scarboro, p. 94). Although professional development is needed, similar to community college midlevel leadership pathways, such training rarely exists (Garza and Eddy, 2008). Only 8% of survey respondents said that they received job-directed training and that training came as a result of participation in NAFSA international student workshops. As one respondent said, "I needed SEVIS and F-1 regulation training and went to a NAFSA conference for that training." An additional 14% said that they learned new international skills by informally connecting to colleagues at other institutions and by attending conferences (although not for specific training). One respondent shared, "I think it is important to network and see best practices of international programming at other colleges." It is interesting to note that 56% of survey respondents said that they received specific community college leadership training, which would be expected of those climbing the community college administrative pipeline.

Survey respondents, when asked to define an ideal skill-set for new entrants into the field, identified two categories. 75% of respondents said that applicants must have basic administrative procedural knowledge that includes, as one respondent said "basics of any administrative position: budgeting, team building, connection to colleagues, strategic planning and the like." Equally important is the need to know specifics of community college leadership, management, academic affairs and student services procedures. The second skill-set category included three types of international skills: experiential, personality, and application, none of which were identified as essential for the job. In experiential, second language fluency (7%) and extensive international experience (6%) were desirable. In personality, 9% said competencies should include "something related to cultural communication styles", that shows empathy training and "skills that allow the individual to be compassionate and understanding of all peoples." In application, knowledge of F1 regulations (10%); risk management (9%); best practices in the field (7%); program development (5%); immigration policies (4%); study abroad processes (3%); research and evaluation skills (2%); marketing skills (2%); and entrepreneurial skills/fund-raising (2%) were noted as important. Other skills were mentioned by a single respondent and include knowledge of recruiting and retaining international students; building faculty networks; counseling; PR skills; use of technology in the field; dynamics of short-staffed office; and understanding of resources available.

Several respondents mentioned that by having the ideal skill-set, an individual could more likely become an agent of change and use their leadership skills to "integrate

international programs into the overall college community” and “promote external and internal stakeholder buy-in to avoid obstacles to internationalization.” Many respondents mentioned that on-going training “is important because a huge part of this work is managing often sudden and unpredictable change.” Finally, many acknowledged the need for professional development, as one respondent said, “It depends on their background. Assuming that, like me, other directors may come from the faculty ranks and have no formal background in International Education, these are some areas of expertise I believe can be useful.”

Discussion

This research asks the following questions: 1) Are there full-time positions for international education leadership at community colleges? 2) What characteristics are needed by individuals to obtain a job in community college international education? 3) What is the career history of those currently working in community college international education? and 4) Is the career trajectory of these individuals’ part of the traditional leadership pipeline? In answer to our first question, survey data shows that there are full-time leadership positions at community colleges that support international education. This is an important point since past literature has suggested that if these positions exist they are ad hoc in nature. Since past discussions on community college internationalization mostly focused on whether or not there is a physical office or dedicated line-item in the budget to pay for full-time positions, the additional emphasis on defined job titles and job skills will aid in grounding policy planning. The survey also showed the full-time positions are in all areas of international education, with 48% in international student affairs; 40% in global or international offices; 7% in education abroad programs, and 5% in intercultural programs. The Senior International Officer (SIO) position, while acknowledged by ACE 2012, was not part of any of our survey self-definitions. It is interesting to note that in 2016, there were designated tracks for community college SIOs at both the NAFSA and CCID annual conferences showing a change in the field.

In answer to our second question, we found that there is a need to define skill-sets so that individuals know what academic and professional experiences can best prepare them to enter into community college international leadership positions. Respondents uniformly said that having basic administrative skills was critical, but less than 10% said that specific international knowledge was important. Most respondents noted that “learning on the job was critical,” and all noted a lack of institutional attention to professional development to gain that knowledge. The lack of institutional attention to international skills is also shown as 99% of ACE respondents said that international work or experience is NOT a consideration in faculty promotion and tenure decision and 77% said that they never or rarely gave preference to faculty candidates based on their international knowledge (ACE, 2012). The under-emphasis given to international skills is a noted distinction when compared with university international leadership for whom 91% of AIEA membership

(2012) said knowledge of international issues and specific job knowledge was very important.

Finally, in answer to our third and fourth questions on career history and career trajectory, we found that respondents who entered into internationalization by interest or by chance, irrespective of being part of the traditional or non-traditional pipeline, still needed to acquire job-specific skills after being hired. Survey respondents did show that newer hires were more likely to need to demonstrate pre-knowledge that specifically supported their jobs in an international position. Respondents did mention that professional development should be obtained by attending designed training workshops, participating in conferences, and through outreach to colleagues. In terms of career trajectories, knowing the importance of skill-sets and professional development programs can help to prepare individuals for long-term planning as they transition along the leadership pipeline. Because dedicated positions in international education require advanced and very specific knowledge in each sub-area of international education, the affirmation of the fact that pipeline progression does exist for each type of job in international education at community colleges helps to chart a foundation for future change.

Conclusion

The *Valeau Lifestyle and Career Survey for International Education Leadership* charts the demographics, professional history, and training needs of community college international education leaders. The data reveals an unacknowledged field of full-time and dedicated positions that support community college international education that includes the ranks of faculty, staff, mid-level and senior-level administration. Many have a job title that contains the word international, global or intercultural. However, there is no cohesion in defining titles and job-skill sets consistent across institutions. There are thus unanswered questions in relation to sustaining the emerging cohort of community college international education leaders. In order to do this, and using the community college President planning as a frame, there needs to be an elevated emphasis on cultivating human capital that identifies where future leadership will come from, how to effectively recruit for positions, how they will be trained, and what professional development needs to be offered to advance knowledge and skill-sets. A richly informed discussion on leadership needs will enhance succession planning and provide opportunity to ensure community college international education leadership success and sustainability.

Our study shows that two changes need to be made at local, state, and national levels to support those going into community college international education leadership positions. First, targeted professional development needs to be included as part of administrative requirements. Specifically, dual efforts are needed to define mentorship opportunities for community college leadership training as well as for international specialization skills acquisition. In terms of leadership pipeline training, the evidence of non-traditional pathways that are pursued by international leaders, suggests a discussion on creating new pipeline models that

allow alternatives to a restricted pipeline that is built on the old academic hierarchical model of Dean of Instruction to Vice-President of Instruction and then to President. This is apt to be particularly true since these leaders are not yet perceived to be within the mainstream of academic or student services leadership and who have not followed the traditional pipeline pattern.

Community colleges need to specifically define opportunities for those who want to go into international education as well as pathways to move along and up the leadership pipeline. Even more important, for this discussion, is how individuals already in the community college international education positions can become part of the leadership pipeline and still use their international knowledge and experiences as an ongoing tool for international advocacy. A hopeful sign is the number of relatively new full-time jobs that are beginning to frame the hard-skills and social capital needed for international educational leadership positions. It remains important to learn about leadership pipeline preparation from community college presidents where a concentrated discussion has long focused on where potential leadership will come from, training specifics, and how their professional journey will provide them with required and advanced leadership skills.



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