INTERNATIONALIZING THE UNIVERSITY OF VERMONT:
THE TIME IS NOW

THE REPORT OF THE COMMITTEE TO REVIEW INTERNATIONAL EDUCATION
August 1, 2008
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PREFACE

Previous reports addressing the status of international education or internationalization at the University of Vermont

The following list* provides background and context. It illustrates that there has been consistent interest in expanding, coordinating, and synchronizing international education, but with little substantial action. Along with the current mission and vision that will guide us over the next five years, it supports our recommendation that “the time is now.”

January 1976  Overseas Study and Foreign Students at the University of Vermont
Written by: Jeremy P. Felt (Coordinator of Overseas Programs and Professor of History)

Discusses history of the Overseas Program at UVM, the role of the office, and services provided.

April 1982  Contribution of the Office of International Students and Overseas Programs: A Proposal for Action
Written by: David A. Shiman (Coordinator, Office of International Students and Overseas Programs) and Beverly S. Carlson (Advisor to International Students and Scholars)

Focuses only on international students and scholars, the role of the OISOP in internationalizing UVM, recommendations made from OISOP perspective.

1983  Progress Report and Budget Planning for FY 1985
Written by: David Shiman (Coordinator, Office of International Students and Overseas Programs)

Status of enrollment patterns, exchange programs, faculty exchanges, and efforts to recruit international students.

1984  Progress Report and Budget Planning for FY 1986
Written by: David A. Shiman (Coordinator, Office of International Students and Overseas Programs)

Status of enrollment patterns, exchange programs, faculty exchanges, and efforts to recruit international students. Includes proposal for additional staff.

*List compiled in Comprehensive Exam Submitted by: Gina M. Ippolito, M. Ed. Candidate, The University of Vermont, April 12, 2006
1985  Office of International Students and Overseas Programs

Written by Beverly S. Carlson (Coordinator, OIS/OP)

*Refers to difficulty in reporting to the Dean of Students Office. Gives update of responsibilities of the OIS/OP office: status of enrollment patterns, exchange programs, faculty exchanges, and efforts to recruit international students.*

1987  Office of International Services, Director’s Report

Written by: Bill Stone (Director, Office of International Services)

June 1989  Report of the Provost’s Task Force on International Education at UVM

Written by: Lynne Bond (Dean, Graduate College), Ed Ducharme (Professor, College of Education and Social Services), Bill Kelly (Associate Dean, College of Agriculture), Greg Mahler (Director, International Studies Program), Bill Stone (Director, Office of International Educational Services), Hilton Hallock (Intern), and Carolyn Elliot (Chair)

*Defines International Education and international populations at UVM, reports the status of recruitment of international students and faculty, current curriculum considerations, faculty development, co-curricular opportunities, assessment, and recommendations.*

June 1989  Executive Summary and Recommendations of the Report of the Provost’s Task Force on International Education at UVM

Unknown author.

1989  Steering Committee Report, International Education

1989  Graduate College Report on International Education

1989  Continuing Education, International Task Force

1989-1994  Internationalization Task Force

1992  Recommendations from the Director, Office of International Services and Overseas Programs

Consultation with Bill Hoffa
July 1993  Study Abroad Task Force, Final Report

Written by: Allan Andrews, Rosalind Andreas, Lynne Bond, Deep Ford, Kathy Ford, Leslie King, Donna Kuizenga, Mikyung Kwon, Kevin McKenna, Ron Savitt, Jackie Seibert

Outlines: 1) identify & prioritize study abroad issues; 2) develop targeting plan for formal exchange agreements; 3) target countries, specific departments; 4) identify two sites & first set of participants; 5) draft of agreement.

The Task Force made recommendations for an Associate Provost to coordinate Internationalization efforts and a standing committee (graduate & undergraduate faculty, Director of OIES, chaired by Assoc. Provost).

January 1999  “UVM’s Relationship to Vermont and the World”,
The University of Vermont, Self-Study Report

Written by: Judith Ramaley and Geoff Gamble

Submitted to: Commission on Institutions of Higher Education of the New England Association of Schools and Colleges

Discusses UVM as a sense of place within the state of Vermont, the nation and the world, offers five opportunities for exploration and action: 1) develop a culture of communication and collaboration, 2) support a culture of productive engagement with the community and world, 3) expect, reward, and celebrate engagement and excellence, 4) strengthen partnerships with the Greater Burlington community, 5) enhance our connections with the State of Vermont.


Written by: Frances Carr & E. Lauck Parke
EXECUTIVE SUMMARY

On November 8, 2007, Provost John M. Hughes formed the Committee to Review International Education and charged the committee to:

- Examine all aspects of international education at UVM
- Consider what operations and functions we will need to support in order to promote the University’s stated intention to bolster international education to realize the vision of the University
- Recommend organizational models to support the operations and functions
- Deliver the report in six months

Internationalization—commonly defined as the integration of international and intercultural dimensions into the teaching, research, and service functions of the university—is occurring at the University of Vermont (UVM). Through the scholarly and pedagogical interest, initiative, and creativity of the faculty, as well as the embedded interest of our students in diverse, global perspectives and international experiences including study abroad, and committed staff support, our community is engaged in literally hundreds of international and intercultural programs, research, encounters, and events which are enhancing the vibrancy and relevance of our shared intellectual experiences [see appendix A].

Nevertheless, by and large, internationalization at UVM is characterized by unclear responsibilities, lack of accountability, diffusion of resources, and little horizontal communication and coordination, all of which lead to a lack of strategic vision and focus, missed opportunities, and significant institutional risk. We believe UVM cannot achieve the central goal we all share in—to become a premier small research university with sustainability as its central focus—unless we take action to redress these inadequacies.

The purpose of this report is to review our present situation, articulate in the clearest possible terms why we need to take substantial action, and present an organizational model that most effectively addresses our current challenges in internationalizing our campus community.

Our primary recommendations include:

- Establish an Associate Provost or other senior-level administrative position to promote, coordinate, guide, and support our internationalization efforts within three years.
  - Prior to establishing this position, direct the Special Assistant to the Provost for Budget and Facilities Management to conduct a detailed cost-benefit-resource analysis. Complete the analysis by October 31, 2008
- Immediately establish an International Advisory Council to advise the Associate Provost
  - Establish the advisory council in the fall of 2008 and they will advise senior administrative leaders until the analysis of the Associate Provost position is complete
- Immediately fill the Director of the Office of International Education position
o Initiate the search as soon as possible.

There will be new costs associated with our recommendation, primarily those associated with the creation of a new senior leadership position. Nevertheless, given the current state of disorganization and institutional risk associated with our international engagements, this is not simply an issue of “how can we afford to implement” this recommendation, as much as “how can we afford not to implement” this recommendation. We did conduct some cost-benefit analysis and identified new resources that justify these costs, although not with what we consider to be sufficient thoroughness given the short time frame to produce this report. It is for this reason we suggest a detailed cost-benefit analysis, which we believe will provide sufficient justification for our recommended course of action.

PART I: THE CONTEXT

HISTORICAL BACKGROUND

As a community, we’ve been down the road of examining the necessity and state of internationalization on campus many times. We’ve examined it at various levels internally and we’ve contracted with outside consultants. The Preface outlines the reports and memoranda dating back to 1976 that addressed the needs at the time, many which still exist, and provided recommendations. There are some recommendations consistent among many of the reports, mostly the need for a central senior academic official and a strong advisory council. In December 2007, the President’s Commission on Diversity and Inclusion recommended that “we create a position in the Provost’s Office dedicated to the globalization and internationalization of the University of Vermont. “ Most recently, on May 1, 2008, over 60 students, faculty, and staff from across campus attended the Symposium on Strengthening UVM’S International Focus. The summary of the symposium (Appendix B) states:

“Participants shared a general sense that heightened international engagement on the part of UVM is necessary to compete effectively in contemporary higher education. While many in the UVM community engage in some form of international activity such as study abroad or research, the university lacks a sustained and comprehensive institutional focus on international engagement. “

While some recommendations from previous reports have been followed, the organizational problems we discuss in this report have persistently plagued our efforts to make headway in internationalization. With our huge steps forward over the past five years to reclaim our place among the outstanding public universities, we feel the time is right, and the need critical, to establish structure and define the roles and responsibilities necessary to promote internationalization and support our forward momentum. Without this action we will continue to squander institutional resources and organizational energy.

American colleges and universities have made concerted efforts to internationalize their campuses and curriculum since the 1990s, due in large part to a growing understanding of economic globalization: a realization that, as Thomas Friedman puts it, “the world is flat”. Rapid global climate change, along with the events of September 11, 2001 (the “Sputnik” of our era) have only accelerated this trend, as it has become obvious how both environmental sustainability and national security, in addition to
economic necessity, demand that Americans study, experience, and understand the world beyond our borders.

The University of Vermont has been somewhat slow to embrace this trend. Despite decades-long faculty commitment to international research and education, despite powerful and growing student demand for international experiences, and despite UVM’s geographic location on an international frontier, collectively we have shown reluctance to systematically address the opportunities and costs of internationalization. We look in vain in the various strategic plans or mission statements before 2005 for any clear support for this agenda.

A NEW STRATEGIC IMPERATIVE

The past few years have witnessed important change in this regard. President Fogel’s “Signatures of Excellence” statement of 2006 paired “diversity” with “global engagement” for the first time as among the “academic imperatives” of our institution; our intention now is to forge students “to be accountable leaders who will bring to their work dedication to the global community.” Late in 2007, Provost Hughes commissioned a study by the University Leadership Council on “Structuring the High-Performance International Education Office,” while convening our own Committee to Review International Education to make recommendations in this regard.

Most important, internationalization has now made its way into the current “Strategic Plan” for 2009-2013, recently approved by the Faculty Senate and the Board of Trustees. In this Plan, it is our vision “to be among the nation’s premier small research universities,” and the University’s “mission” now embraces Fogel’s language of 2006: “to prepare students to be accountable leaders who will bring to their work dedication to the global community.”

Moreover, among the five goals and objectives to realize the current vision and mission, four of these now note internationalization as a means to an end. Regarding “Diversity,” it is our intention to “Build a diverse and globally aware university community.” In the realm of “Academic Programs,” our intention is to “Make UVM a destination for the highest achieving...applicants, and nurture their intellectual development by direct interactions with world-class scholars.” With regard to “Scholarship,” we are setting out to “Foster applications of discovery, innovation, and invention to improve the well-being of Vermont, the region, and world.” And in the realm of “Student Experience”, we are intending to “Enhance a global perspective, transnational knowledge, and international experience among UVM students, faculty, and staff.”

Now is the time to create the organization and structure to support internationalization as a strategic imperative.
THE NEED FOR ACTION

There are good reasons to take action now. In its 2004 report, “A Call to Leadership: The Presidential Role in Internationalizing the University,” the National Association of State Universities and Land-Grant Colleges (NASULGC) cites four main reasons to internationalize (i.e. to integrate international perspectives and experiences into learning, discovery, and engagement). These four reasons directly support our vision, mission, and goals.

1. For our students, internationalization helps them to develop the global critical thinking essential to contributing as citizens of the world and competing in the international marketplace.
2. For our communities, internationalization links them to the world, expanding opportunities for university service and engagement while also enhancing their global competitiveness.
3. For our nation, internationalization contributes to national security and a vital economy, and prepares future world leaders who know and value American democracy.
4. For our institutions, internationalization enlivens faculty scholarship and teaching, expands research opportunities, and provides pathways to national and international distinction.

To accomplish our mission and to realize our vision, we must move to implement an organizational structure that can provide leadership and management, and promote collaboration and communication.

We feel our recommendation is consistent with President Fogel’s call in Continuing UVM’s Advance: Context for a Refocused Strategic Plan, “…to implement smart measures for these uncertain times, continuing on the course we have chosen with intensified discipline and focus.” The recommendations support his specific challenges to:

- Enhance programmatic value and the student experience through investment in academic quality
- Communicate effectively, far and wide, the news of our increasing value
- Reduce spending in areas less important to educational quality and student priorities, intensifying cost reduction and cost avoidance efforts in every domain
- Eliminate chronic unwieldy and unsolved bureaucratic and organizational structures and procedures
- Intensify investment in faculty research and scholarly pursuits, focusing resources on a limited number of Ph.D. programs to build national distinction
- Contribute to the economic vitality of Vermont through innovation and entrepreneurship
- Understand and seriously consider best practices nationally in all University venues.

Our recommendations are also very consistent with the research of best practices conducted by the University Leadership Council at our request, and provided to the University in a December 2007 custom research brief entitled: Structuring the High-Performance International Education Office (Appendix C). The report states “As international education grows in importance, many institutions are
finding that their current organization is not adequate to meet the new, higher bar for performance. “
The report recommends six actions to meet the challenge.

1. Centralize responsibility for all international activities with a senior academic official.
2. Bring together core support functions but maintain appropriate activities in the schools, colleges, and other administrative offices.
3. Create a single clearing house for information on international education.
4. Centralize all activities that create liabilities for the university.
5. Create an Advisory Council to align international education programs with the institution’s academic mission.
6. Senior leadership must make internationalization a top priority in order for centralization to work.

The systematic internationalization of the campus would address several critical issues and opportunities for the university. Among these are:

Lack of a University-wide coordinating or convening agent: While internationalization is taking place at the grassroots of the university, there is no single senior administrative officer or office with specialized oversight responsibilities or a coordinating function to ensure that the university’s financial and human resources are being most effectively protected and deployed.

Student recruitment and enrollment. Offering a range of opportunities for undergraduate students to obtain a global experience is critical to recruiting and enrollment. A recent report from the American Council on Education (ACE), reports that 55% of college-bound students indicate they are certain or fairly certain they will participate in study abroad, with another 26% indicating a strong desire to study abroad. They also report that 35% plan on an international internship and 37% responded that they were very interested in acquiring career-related work experience in another country. Eduventures’ College Search and the Millennial Generation, Jan 2007, reports that 51% of prospective students list study abroad as the curricular and co-curricular programming that would most likely make them apply. In 2007 The University of Vermont was ranked 21st in our Carnegie Classification for the percentage (per capita) of students studying abroad. The number of students is rapidly increasing so that in FY 2008 we sent over 1000 undergraduate students abroad.

Mitigating risk. National events related to study abroad, specifically the faculty led program from the University of Washington to Ghana (http://thedaily.washington.edu/2007/11/9/ghana-study-abroad-program-under-investigation/), highlight the necessity to have sound policies and procedures in place that protect students, faculty, staff, and the University as a whole, and that the policies and procedures are well understood and enforced. We do have policies and procedures, but due to our organizational decentralization and the fragmentation of international activities, we are at risk. For instance:

- The College of Medicine has been sending students to India for many years for a course. Until recently there were no formal procedures in place to manage the program in a way that supports the academic requirements while mitigating risk to the University. Specifically there was a contractual agreement signed that indicated the receiving host had no obligation to our students.
• While formal processes and procedures exist to establish relationships with other institutions and entities, internationalization is so decentralized that there is currently no way to monitor or enforce these processes and procedures.

Unrealized opportunities
• Multiple initiatives in a given region or country would benefit from collaborative support processes and communication about the programs. For example, UVM has institutional agreements with Beijing University and Tsinghua University with funding to support faculty research and faculty and student exchanges. There are many other engagements in the region and in country including with Beijing Normal University, Inner Mongolia, and Xian. The programs are often College-based and all would benefit from shared information and coordinated support. There are many examples around the world including in several countries in Africa and Asia, and in Australia where there is another formal partnership with University of Tasmania.
• Without central coordination and oversight, we have seen the creation of multiple faculty-led study abroad programs in the same region or even the same country with the same or similar focus. For example, in any given semester or summer term, there might be one, two, or even three UVM programs in Costa Rica and one or more programs in Mexico, each focused on sustainability-related themes. Typically one or two have to be cancelled, as they compete with each other for a limited number of students. Faculty invest incredible time and resources into the development of such programs, and need to be assured that support for their initiatives will not be undermined by lack of coordination at higher levels. A key aspect of this process is establishing clear strategic goals for the development and support of UVM study abroad.

Extramural Funding
• There are numerous funding opportunities to support research and educational partnerships most notably through research collaborations and institutional partnerships that support faculty development and student exchange. Examples include the International Office at NSF which provides matching funds for international collaborative research programs. Regional offices of NSF such as the newly opened office in Beijing attest to the commitment of the research support. The new Global Development Initiative of NASULGC and USAID with additional partners are launching a competitive grants program to support higher education partnerships: university-university to support research and faculty development in particular along with graduate and undergraduate advancement. UVM is on the steering committee for the Africa Development Initiative which will see the first round of funding in thematic areas consonant with UVM priorities of sustainability, health, and the environment.
• Current institutional partnerships in China, Tasmania, Maastricht, and Natal have extramural funding associated with support of research, faculty development, and education including the Freeman Foundation for China and the EU for Maastricht. Without institutional coordination, successful implementation and effectively using these funds is limited.
• Faculty across the university are enthusiastic about pursuing Federal Title VI grants to support international education, especially as such funding might align with the University’s strategic
priorities or health and education. However, such efforts require considerable time and coordination above and beyond normal faculty duties. Furthermore, Title VI grants only succeed when there is clear evidence that a proposed program will succeed, which can only come when there is clearly demonstrated support and coordination at the highest levels of the university. Both require clear commitment from University leadership to provide material and logistical support.

Resource Sources

- SEVIS Fees. UVM currently pays all SEVIS fees for F-1 and J-1 visa holders. This is not a practice most Institutions undertake and it is recommended that the University stop paying SEVIS fees. This would provide approximately $25,000 back to the general fund annually.
- Study Abroad Fees. Increase study abroad fees for all students by $100 (estimated return of $80,000 - $100,000 given current participation)
- Offer more UVM-sponsored programs, such as exchange programs, and faculty-led programs such as our current programs in Oaxaca and Belize. Tuition remains at UVM instead of going to external providers, and we can manage credit transfer process better, which enhances the student’s experience.
- Immigration Attorney Fees (currently $250,000). Conduct a thorough needs assessment. What services are being provided? Which ones are needed? What can we do internally?

PART II: THE RECOMMENDATION

The committee recommends the following actions which will move the university toward an effective organizational structure for international education:

IMMEDIATE ACTIONS:

1) Fill the Office of International Education director position.

2) Create an International Advisory Council to advise senior leadership on international matters.

3) Conduct a cost-benefit analysis of creating Associate Provost for Internationalization by October 31, 2008

ACTION TO TAKE WITHIN THREE YEARS:

Create an Associate Provost for International Education, or other comparable senior administrative-level position, with direct reporting line to the Provost.
DESCRIPTIONS OF SPECIFIC ROLES AND RESPONSIBILITIES

1) Director of the Office of International Education
   • Represent UVM and OIE by participating in professional associations, speaking engagements, task forces and working groups.
   • Manage day-to-day operations of OIE with regard to both immigration and study abroad related activities including:
     o Coordinates study abroad activity for all UVM students including oversight and support of faculty-led programs and exchange programs
     o Advises students preparing to study abroad
     o Serves as primary contact for incoming international exchange students
     o Risk Management and Liability oversight
     o Monitor world-events and inform campus community as appropriate
     o Liaise with government and other appropriate officials with regard to immigration
   • Serve as the Primary Designated School Office and Responsible Officer for immigration compliance.
   • Plan, develop and maintain department budgets
   • Ensure institutional compliance with regard to federal, state and institutional policies.

2) The International Advisory Council
   The Council should work in coordination with the Associate Provost for International Education to:
   • Review University policies related to international education for their impact on the various offices, departments and colleges.
   • Advise on the distribution of resources to support new programs.
   • Ensure that students from every college or department can find courses through study abroad that meet the requirements of the program of study.
   • Assist in the development of a strategic plan for internationalization.
   • Design and implement international initiatives.
   • Ensure that the international perspective is brought to the table at various meetings and in strategic discussions.
   • Provide “institutional memory” with regard to internationalization efforts.
   • Promote efforts to internationalize the campus through curriculum, student and faculty recruitment and inclusion.

The Council should be made up of strategic members of our campus community to include:
   • 2-3 Deans*
   • 3 Faculty members*
   • 1 Undergraduate Student
   • 1 Graduate Student
   • 2-3 Offices
   • 1 Representative of the Faculty Senate
*Dean and Faculty appointments will be balanced to ensure representation from every College and School in the University.

3.) Associate Provost for International Education

The following is a summary list of responsibilities. Elaboration can be found as Appendix D. The Associate Provost for International Education should:

- Immediately develop and implement an aggressive 10 year plan for the internationalization of the campus with an accompanying budget and benchmarks
- Provide Overall Leadership in the University Effort to Internationalize the Campus
- Marshal and Steward Resources in Support of Internationalization
- Provide Leadership and Support to Staff in the Office of International Education
- Review and Coordinate Fiduciary Policy & Systems to Enhance the Internationalization of the Campus
- Develop, Manage, and Coordinate Training and Development Efforts as they Relate to Internationalization
- Coordinate International Activities at UVM
- Liaise and Coordinate with Deans, Schools, and Colleges
- Coordinate with the Office of Risk Management and the Office of General Counsel

Appendix A: Internationalization at the University of Vermont – Existing initiatives and Gaps

Appendix B: Partial Report from the Symposium on Strengthening UVM’s International Focus


Appendix D: Responsibilities of the Associate Provost for International Education
APPENDIX A: Internationalization at The University of Vermont
The Committee identified five broad areas of internationalization at UVM:

1. STUDY ABROAD

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<thead>
<tr>
<th>Currently Existing</th>
<th>Gaps</th>
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<tr>
<td>External Programs</td>
<td>International Campuses</td>
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<tr>
<td>Faculty-Led Programs Abroad</td>
<td>International Admissions</td>
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<tr>
<td>Advising</td>
<td>Inventory of existing models &amp; coordination</td>
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<tr>
<td>Transfer Credit</td>
<td>Historical data/record keeping</td>
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<tr>
<td>Programming</td>
<td>Alumni Relations/Tours</td>
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<td>Internal Programs</td>
<td>Quality Control</td>
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<td>Inclusion in First Year Experience</td>
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<td>Financial Aid/Scholarships</td>
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2. SERVICES FOR INTERNATIONAL STUDENTS, SCHOLARS, FACULTY & STAFF

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<tr>
<th>Currently Existing</th>
<th>Gaps</th>
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<tr>
<td>Immigration Services</td>
<td>ESL/Language programming</td>
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<td>Visa/Immigration Advising</td>
<td>Programming/Social Services</td>
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<td>Host family programs</td>
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<td>Recruitment/Int’l Admissions</td>
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<td>Community Space</td>
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<td>Recognition of “other” internationals</td>
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3. STUDENT AND FACULTY EXCHANGES WITH OTHER INSTITUTIONS

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<tr>
<th>Currently Existing</th>
<th>Gaps</th>
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<tr>
<td>Exchange agreement writing</td>
<td>Integration into curriculum</td>
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<td>Student Advising</td>
<td>Faculty advising</td>
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<td>Facilitation of credit transfer</td>
<td>Coordination of agreements</td>
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## 4. INITIATIVES TO INTERNATIONALIZE THE CURRICULUM AND ON-CAMPUS EXPERIENCE

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<th>Currently Existing</th>
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<tr>
<td>Faculty-Led Programs Abroad</td>
<td>On-line courses while abroad</td>
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<tr>
<td>Diversity 2 requirement</td>
<td>Encouraged hiring of international faculty</td>
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<tr>
<td>Exchange Programs</td>
<td>Prioritization</td>
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<tr>
<td>Global &amp; Regional Studies Program</td>
<td>Balanced Strategic Mission</td>
</tr>
<tr>
<td>UVM Semesters Abroad</td>
<td>Systemic involvement and coordination</td>
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## 5. INTERNATIONAL RESEARCH COLLABORATIONS

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<th>Currently Existing</th>
<th>Gaps</th>
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<tbody>
<tr>
<td>Human Rights in Education</td>
<td>Support for endeavors</td>
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<tr>
<td>International Post-docs</td>
<td>Coordination of endeavors</td>
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<tr>
<td>Rubenstein School Work</td>
<td>International community center</td>
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<tr>
<td>International Partnerships</td>
<td>International Housing</td>
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<td></td>
<td>ESL programming/resources</td>
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Appendix B: PARTIAL REPORT FROM THE SYMPOSIUM ON STRENGTHENING UVM’S INTERNATIONAL FOCUS

May 1, 2008

Billings North Lounge, UVM

- **Sponsor:** International Initiatives Committee
- **Co-sponsors**
- The Office of International Education:
- Global Village
- Area and International Studies
- President’s Committee on Diversity and Inclusion
- Community Development and Applied Economics International Programs

1. **OVERVIEW**

Participants shared a general sense that heightened international engagement on the part of UVM is necessary to compete effectively in contemporary higher education. While many in the UVM community engage in some form of international activity such as study abroad or research, the university lacks a sustained and comprehensive institutional focus on international engagement. Participants noted a chicken and egg situation regarding the relative paucity of an on-campus international presence, especially in terms of degree-seeking undergraduates; there are limited services available and more focus needs to be placed on meeting the particular needs of the international community. Since these services are limited, UVM’s attractiveness as a destination for international undergraduates, graduate students and faculty is adversely affected. Part of the internationalization challenge for UVM is how to break this cycle.

A question often raised is how can we afford to place additional resources on this overall subject at a time of economic austerity? Participants noted, by contrast, the high missed opportunity costs in the university not engaging more fully in this area. Many specific ideas, cited below in this memo, were offered to address this situation.

2. **Breakout Sessions**

Participants divided into five break-out groups which identified and discussed in more detail ideas regarding further internationalization at UVM. The following themes, supplemented by notional ideas and suggestions, emerged from these discussions.
• **Strategy** – The need for a systematic and action-oriented plan was emphasized. It should answer the core question: What should be the goals of a dedicated UVM internationalization strategy over the next 5 years? How can these be realized? As part of this UVM needs a very clear, explicit, and well communicated statement about what it means to be globally aware citizens.

• **Marketing and retention** – The number of international students and faculty at UVM needs to be augmented. More generally, UVM’s profile as a serious international actor in higher education should be strengthened. Some ways to do this could include the following ideas:
  
  o Develop a preparatory summer academy for incoming international students.
  
  o Encourage faculty to market UVM internationally when traveling abroad for research to bring materials; recruit and network at conferences.
  
  o Connect with international students who are already attending secondary schools in the U.S., Vermont and Burlington area and find ways to assist them in coming to UVM.
  
  o Collaborate with other New England universities to market the region for foreign students. Share information with Burlington area higher education institutions on international engagement.
  
  o Ensure that mentoring is a core piece of a retention plan for international students.

• **Rationalization and Coordination** – There should be a higher level of rationalization and coordination of the internationalization function at UVM, although not at the expense of individual initiative and effort. There are a number of different aspects of this general point. These include:
  
  o Establishment of a senior-level line position with the authority to spearhead and champion these initiatives, and to connect UVM with external constituencies.
  
  o Development of a clearinghouse for international information and activities on UVM’s website which could collect and distribute information/resources for grants, translating, support services and also serve as a marketing tool, as 50% of students interested in coming to UVM also want to study abroad.
  
  o Formation of a campus-wide committee gathering representatives of various constituencies that can advocate for, advise and help guide or oversee the increased internationalization effort.
  
  o Study of internationalization models and initiative at peer and aspirant institutions to inform UVM initiatives.
- Audit of existing international programs to determine where they may be overlap or, conversely, where gaps may exist.

- **Development** – Internationalization initiatives should become a key priority for the Development Office. It could, for example, promote funding for scholarships for low-income study abroad students and deserving foreign students applying to UVM.

- **Academic** – There were many suggestions made regarding the further integration of international themes into the academic program. These include:
  - Support for pedagogical/professional development opportunities for faculty who are exposed to students from various cultural and educational traditions.
  - Expand professional development to build competencies in teaching, international collaborations and cross-cultural awareness.
  - Improved education of students and faculty about the cultures they are going to for research and study.
  - A reinforced role for Study Abroad as integral part of a globalized education.
  - Creation of a campus dialogue around theme of the centrality of global issues to UVM's stated areas of focus: the environment, health and liberal arts.
  - Further promotion of international research.
  - Access to internationalization opportunities for UVM students should be related to ability and should be equitable.
  - Encouragement of student political/social engagement at home after study abroad.
  - Encouragement of senior independent studies based on study abroad experience.

- **Infrastructure** - Due to a lack of infrastructure, many international students end up fending for themselves. Many international students are made to “feel invisible” in the classrooms. There is a lack of a community-wide sensitivity to this which leads to a lack of a “globalized” education for all students; creates an unhealthy climate that negatively impacts international students and retention. UVM needs to create, support, and sustain a “welcoming community”.
  - Officially identify an actual UVM "home" for international students and returned study abroad students, possibly physically linked to the Global Village.
o Educate staff/faculty support services on how to provide services for increased numbers of international students.

o Increase services (housing, transportation, ESL/ELL, & others) to prepare for increased numbers of international students.

o Augment resources for graduate student organizations, which are very important to attracting, retaining, and sustaining international students and also provide domestic students with exposure to other cultures.

o Develop additional briefing materials and information to international students so that they understand the cultural context of the U.S./VT/UVM before they arrive on campus.

o Increase the flow of resources to OIE so it is better able to facilitate activities such as FLPAs, visa issuance and immigration support and cooperative agreements.

o Be more proactive in generating external federal and non-federal internationally-oriented funding.

o Work with the international students to create a more affordable healthcare package.

o Establish advisor function for international exchange students at UVM.

o Identify on-campus housing for international guests, visitors, students.

• **Diversity** – Finally, an expanded notion of “Diversity,” is needed to reach beyond domestic U.S. constituencies, and include those that are international. How, for example, do we make sure that both Bosnian students and African-Americans are regarded as contributing to diversity at UVM? How can we — in our individual offices, departments, schools, and colleges — make use of the international community at UVM, including faculty and students who are returning from stays and studies abroad?
December 10, 2007

Dr. Jill Mattuck Tarule  
Associate Provost  
University of Vermont  
85 South Prospect Street  
348 Waterman Building  
Burlington, VT 05405-0160

Mr. Chris Lucier  
Vice President for Enrollment Management  
University of Vermont  
85 South Prospect Street  
353A Waterman Building  
Burlington, VT 05405-0160

Dear Jill and Chris:

Thank you for your project request. As we discussed, staff members have conducted research regarding various approaches to organizing international education activities. Enclosed, please find a Custom Research brief detailing our findings and a list of ten contacts who would be happy to provide you with additional information on this topic.

During the course of our research, we searched a range of sources (detailed in the brief) and interviewed administrators at ten universities that have faced similar challenges in organizing their international education activities. Overall, we found a growing consensus that the decentralized models used by most universities are no longer adequate to meet the rising expectations for international education. A senior academic official, often a Vice Provost for International Affairs, should coordinate all international education activities. Many (but not all) universities have also found value in bringing together international education services into a single office. Ultimately, certain activities must continue to reside in different offices around campus, particularly in the schools and departments (such as approving study abroad transfer credits). Coordinating such activities can be supported by an Advisory Council composed of the Deans and other relevant faculty and administrators. We also found that successful implementation of a new organizational structure depends critically on the vocal and continuing support of the President and Provost.

We hope that this information proves useful to you. We look forward to speaking with you at your convenience, at which time we can answer any additional questions that you may have. If we can be of any further assistance on this topic, please do not hesitate to contact me directly at 202-266-5978 or via e-mail at attisd@advisory.com.

With best wishes,

David Attis, PhD  
Senior Consultant

Aimée Douglas  
Senior Analyst
Structuring the High-Performance International Education Office

Custom Research Brief • December 10, 2007

RESEARCH IN BRIEF

As international education grows in importance, many institutions are finding that their current organization is not adequate to meet the new, higher bar for performance. This brief describes six effective approaches to organizing international education activities:

1. Centralize responsibility for all international activities with a senior academic official.
2. Bring together core support functions but maintain appropriate activities in the schools, colleges and other administrative offices.
3. Create a single clearing house for information on international education.
4. Centralize all activities that create liabilities for the university.
5. Create an Advisory Council to align international education programs with the institution’s academic mission.
6. Senior leadership must make internationalization a top priority in order for centralization to work.

MAJOR SECTIONS

I. Occasion for Research and Council Methodology
II. A Changing Context for International Education
III. Six Recommendations
IV. Useful Resources
I. OCCASION FOR RESEARCH AND COUNCIL METHODOLOGY

At the beginning of a process to restructure their Office of International Education, a member sought guidance and best practices around organizing international education activities. Their questions included:

- How are such offices structured?
- What are the responsibilities of the office?
- What is the leadership of the office and other staffing?
- To whom does the leader of the office report?
- What are the pros and cons of different organizational structures?
- What are the goals of the office?
- How do faculty and students use the office?

During the course of the research we used the following sources to deepen our understanding of the terrain (see section IV for a list of useful resources):

- Periodical literature, including:
  - *Inside Higher Education*
  - *The Chronicle of Higher Education*
- Multiple websites, including:
  - NAFSA: Association of International Educators
  - American Council on Education
  - IIE: Institute of International Education
  - various university websites
- Interviews with international education administrators at 10 colleges and universities:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Public/Private</th>
<th>Region</th>
<th>Undergraduates</th>
<th>% Study abroad</th>
<th>Int. students</th>
<th>Interviewee</th>
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</thead>
<tbody>
<tr>
<td>University A</td>
<td>Public</td>
<td>South Atlantic</td>
<td>5,000-10,000</td>
<td>15%</td>
<td>&lt;5%</td>
<td>Director, International Education/Programs Office</td>
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<td>University B</td>
<td>Private</td>
<td>South Atlantic</td>
<td>5,000-10,000</td>
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<td>Director, Study Abroad Office</td>
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<td>University C</td>
<td>Public</td>
<td>West South Central</td>
<td>35,000-40,000</td>
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<td>Midwest</td>
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<td>5-10%</td>
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<td>University E</td>
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<td>&lt;5%</td>
<td>Director, Study Abroad Office</td>
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<tr>
<td>University H</td>
<td>Public</td>
<td>Northeast</td>
<td>35,000-40,000</td>
<td>5%</td>
<td>&lt;5%</td>
<td>Director, International Student Services</td>
</tr>
<tr>
<td>University I</td>
<td>Public</td>
<td>Midwest</td>
<td>40,000-45,000</td>
<td>5%</td>
<td>&lt;5%</td>
<td>Associate Provost, International Affairs Office</td>
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<tr>
<td>University J</td>
<td>Private</td>
<td>West</td>
<td>5,000-10,000</td>
<td>10%</td>
<td>5-10%</td>
<td>Associate Vice Provost, Director Study Abroad Office</td>
</tr>
</tbody>
</table>
II. A Changing Context for International Education

International Education a New Priority

International education is a broad term that can include one or more (or all) of the following:

- study abroad,
- services for international students and scholars,
- student and faculty exchanges with foreign institutions,
- international research collaborations,
- and initiatives to internationalize the on-campus student experience.

International education has never had a higher profile on many campuses—or more scrutiny from administrators. A range of factors have raised the stakes for international education over the past 3-5 years:

- Soaring student interest driving increasing participation
- Student and parent interest in study abroad playing an increasingly important role in enrollment decisions
- Rapidly multiplying options for destinations and programs increasing complexity
- Growing competition for international students requiring a more proactive approach
- Increasing emphasis from external stakeholders and senior leadership on internationalization, broadly defined
- Renewed interest by the federal government in funding programs to promote internationalization at U.S. colleges and universities
- Growing student/faculty interest in issues such as sustainability, global health and poverty that require a global perspective
- Increased demand from employers for students with an ability to work across cultures within global organizations
- National security seen to depend increasingly on understanding of other cultures and languages
- Concerns about conflict of interest in certain study abroad agreements
- Recognition that international education is core to what the university does—not just a student service

A host of recent reports have focused national attention on the need to increase international experiences throughout the curriculum:


Report of the first U.S. University Presidents Summit on International Education, convened by the Secretary of State Condoleezza Rice and Secretary of Education Margaret Spellings (January 2006)


National Association of State Universities and Land Grant Colleges, *A National Action Agenda for Internationalizing Higher Education* (October 2007)

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1 In a recent poll, nearly 80% of respondents stated that the presence of international programs on campus would positively influence the choice of their child’s college or university (Commission on the Abraham Lincoln Study Abroad Fellowship Program, p. vi)


Improving Performance a Challenge

Because support for international education typically consists of a patchwork of programs and offices with responsibilities distributed around the campus (See chart “Engagement with International Education Activities Across the Campus” on page 8), many institutions are finding it a challenge to coordinate activities, set strategic goals and improve performance.

<table>
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<tr>
<th>Goals for International Education</th>
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<tr>
<td>➢ Increase undergraduate participation in study abroad</td>
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<td>➢ Increase the number of international students</td>
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<tr>
<td>➢ Embed global perspectives throughout the curriculum</td>
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<tr>
<td>➢ Expand global research opportunities</td>
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<tr>
<td>➢ Improve the university’s global reputation</td>
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<tr>
<th>Common Barriers to Success</th>
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<tr>
<td>▪ Difficulty of finding study abroad options that meet the requirements for certain majors</td>
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<td>▪ Inadequate scholarship support for study abroad programs</td>
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<tr>
<td>▪ Minimal support for faculty development of new international programs</td>
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<tr>
<td>▪ Limited recruitment efforts for international students</td>
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<tr>
<td>▪ No strategic focus for international programs</td>
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<tr>
<td>▪ Poor coordination between existing international programs</td>
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<tr>
<td>▪ No international center or focal point for international activities on campus</td>
</tr>
</tbody>
</table>

The Institutional Politics of International Education

“Internationalization got really sexy a few years ago. Student demand soared, and then it became part of a power play. Either people were really interested in it and wanted to have more control over it or they wanted to get rid of it.”

Study Abroad Director

Many institutions are now finding that their relatively informal, decentralized approach is not adequate to meet the new, higher bar for performance.
III. SIX RECOMMENDATIONS

1. Centralize responsibility for all international activities with a senior academic official.

Supporting international education requires coordinating a broad range of activities that take place in a variety of offices and departments around the institution. Lack of information, misaligned incentives and institutional politics tend to result in wasted effort, missed opportunities and a lack of strategic direction.

The Senior Academic Officer

To address this, an increasing number of institutions put a single person in charge of international activities, generically known as a Senior International Officer or SIO. While many institutions are creating new positions, adding a new title to the org chart is not essential. The critical factor is centralizing responsibility for international education. The actual position may be a Vice President, Vice Provost, Associate Provost or Dean depending on the institution’s history, the existing administrative structure or even the candidate for the job.

Role of the Senior International Officer (SIO)

- Serve as a single coordinator for information on all international activities
- Help set institutional strategy, performance targets and policies around international activity
- Integrate international education with the institution’s academic mission
- Be the institutional champion for internationalization—both internally and externally.

Reporting Structure

In most cases, the SIO reports up through the Provost in order to ensure that international education stays closely linked to the academic administration. Since the Deans play a critical role in shaping and sometimes even delivering study abroad programs, it often makes sense for the SIO to report to the Provost along with the Deans. Some institutions feel that for this reason it makes more sense for the SIO to be a Dean rather than to sit over the Deans.

In some cases, international education falls primarily under the Vice President for Enrollment. The rationale is that study abroad and international student services are inextricably linked to admissions and enrollment. This is particularly true for institutions that have very high percentages of study abroad or international students.

Some of the institutions that have recently appointed or decided to appoint a Vice Provost for International Affairs (or similar position):

- Pennsylvania State University (2005)
- University of Cincinnati (2005)
- Harvard University (2006)
- Brown University (2007)
- Georgia Institute of Technology (2007)
- Northern Arizona University (2007)
- Ohio State University (2007)
- Princeton University (2007)
- University of North Texas (2007)
No Silver Bullet

Creating a new position is not a silver bullet. We spoke to three institutions that had created a Vice Provost or Vice President for International Affairs only to terminate the position after just a few years. The main reasons cited for failure include:

<table>
<thead>
<tr>
<th>Why the Vice Provost for International Affairs Position Sometimes Fails</th>
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<tbody>
<tr>
<td>• Position not well defined</td>
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<td>• Wrong person in the position (too academic, lack of practical knowledge of international education)</td>
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<tr>
<td>• Resistance from the Deans</td>
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<td>• Resistance from the Provost (to a Vice President position)</td>
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<td>• Change in administration (President who supported the position left)</td>
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<td>• Lack of a dedicated budget</td>
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</tbody>
</table>

In most cases, the people we interviewed at these institutions believe that the university would still be better served with such a position if resistance could be overcome.

The Right Person for the Job

“You need to hire someone who has really lived and breathed internationalization and not just someone who’s published a great book.”

Director of International Student Services

Is A New Position Really Necessary?

Other institutions we spoke with felt no need for such a position. They find that they are able to coordinate international education adequately without a single administrator in charge. These institutions tend to speak of a “culture of collaboration” fostered by long-serving administrators with an extended history of working together. Their largely informal modes of coordination appear to be sufficient to meet their current needs (even as some of these institutions deal with significant volumes of study abroad and international students). But it is not clear how an institution lacking such a “culture of collaboration” could replicate it without an SIO to serve as the coordinator.
2. Bring together core support functions but maintain appropriate activities in the schools, colleges and other administrative offices.

International education includes a wide variety of functions that necessarily reach across the many silos that exist in a university. (See chart “Engagement with International Education Activities Across the Campus” on page 8.) Creating a new silo will not solve the coordination problem. It is essential to keep other stakeholders engaged while determining which activities are more efficient and more effective when housed together. The challenge is to distinguish those activities that need to be centralized from those that are more properly unit responsibilities. Unfortunately, there are no simple guidelines. The answer often depends on the specifics of how an institution functions.

There are two general approaches followed by most universities—the centralized model, which brings all core activities together under a single administrator, and the “import-export” model, which divides responsibilities for outgoing and incoming students between two different administrators.

The Centralized Model

One of the most common centralization approaches is to put study abroad, services for international students and scholars and area studies into a single Office of International Education reporting to a Vice Provost for International Affairs.

The main benefit of this model is that a senior administrator has direct responsibility for the core international education activities, ensuring that they are integrated with other functions around campus. This structure also gives these activities greater visibility to senior leadership.

Combining these functions and locating them in a central location on campus (such as an International Center) can have the added benefit of creating a central gathering place for students and faculty with an interest in international activities. The center can do more than simply provide support services; it can also host international programs such as speakers, films, musical performances and art exhibitions or provide meeting space for student groups.

Despite these benefits, we found little evidence that bringing these offices together creates actual administrative efficiencies. As the chart on page 8 shows, support services for international students (visas, orientation, academic advising, English language instruction) have very little overlap with support services for study abroad students. We did find one nascent but innovative attempt to create a business unit that centralizes common functions across the Office of International Education including procurement, payments, human resources and IT, but it is too soon to evaluate the results.
## Engagement with International Education Activities Across the Campus

### Frequency of Engagement

- **Always or most of the time**
- **Sometimes**
- **Rarely or never**

### Study Abroad

<table>
<thead>
<tr>
<th>Activity</th>
<th>Office of International Education</th>
<th>Study Abroad Office</th>
<th>Office of International Students and Scholars</th>
<th>Deans/Departments</th>
<th>Individual Schools (Bus., Law, Medicine, etc.)</th>
<th>Faculty</th>
<th>Student Affairs</th>
<th>Admissions/Enrollment</th>
<th>Finance/Risk Management</th>
<th>Financial Aid</th>
<th>Registrar</th>
<th>School of Continuing Education</th>
<th>Vice President for Research Education</th>
<th>School of Law</th>
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<td>Create and manage semester programs</td>
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<td>Create and manage summer programs</td>
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<td>Manage staff at overseas centers</td>
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<td>Approve third party providers of study abroad programs</td>
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<td>Manage outgoing student exchanges</td>
<td>○</td>
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<td>Recruit students for study abroad</td>
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<td>Advise students on study abroad options</td>
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<td>Select students for study abroad programs</td>
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<td>Orientation for study abroad students</td>
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<td>Determine whether study abroad credits will transfer</td>
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<td>Process visas for study abroad students</td>
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<td>Arrange travel for study abroad students</td>
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<td>Provide health and safety oversight</td>
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<td>Provide financial aid for study abroad students</td>
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<tr>
<td>Evaluate quality of study abroad courses</td>
<td>○</td>
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<td>Create short faculty-led programs</td>
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<td>Track contact information for study abroad students</td>
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### International Students and Scholars

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<th>Activity</th>
<th>Office of International Education</th>
<th>Study Abroad Office</th>
<th>Office of International Students and Scholars</th>
<th>Deans/Departments</th>
<th>Individual Schools (Bus., Law, Medicine, etc.)</th>
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<th>Admissions/Enrollment</th>
<th>Finance/Risk Management</th>
<th>Financial Aid</th>
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<th>School of Continuing Education</th>
<th>Vice President for Research Education</th>
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<tr>
<td>Recruit international undergraduates</td>
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<td>Recruit international graduate students</td>
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<td>Support international undergraduate admissions</td>
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<td>Support international graduate student admissions</td>
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<td>Process visas for international students</td>
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<tr>
<td>Process visas for international scholars</td>
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<td>Advise international students on academic course</td>
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<td>Provide ESL programs for international students</td>
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<td>Host visiting fellows (Fulbright, etc.)</td>
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<tr>
<td>Coordinate housing and other services for int. students</td>
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### International Collaborations

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<th>Activity</th>
<th>Office of International Education</th>
<th>Study Abroad Office</th>
<th>Office of International Students and Scholars</th>
<th>Deans/Departments</th>
<th>Individual Schools (Bus., Law, Medicine, etc.)</th>
<th>Faculty</th>
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<th>Admissions/Enrollment</th>
<th>Finance/Risk Management</th>
<th>Financial Aid</th>
<th>Registrar</th>
<th>School of Continuing Education</th>
<th>Vice President for Research Education</th>
<th>School of Law</th>
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<tbody>
<tr>
<td>Approve agreements with other foreign institutions</td>
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<tr>
<td>Support international faculty collaborations</td>
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<tr>
<td>Fund international travel by faculty and grad students</td>
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Note: Based on a set of typical institutions. Activities vary for individual institutions.
The Import-Export Model

Another common model is to have the Office of Study Abroad reporting through to the Provost (or Vice President for Enrollment) and the Office of International Students and Scholars reporting through to the Vice President for Student Affairs.

This structure has the advantage of grouping similar activities together (the Vice President for Student Affairs, for example, would be in charge of support services for all students, including international students) but it divides higher level responsibilities for international education between two senior administrators, making strategic integration more difficult.

Staffing the Office of International Education

Staffing depends in large part on the volume of work and the specific tasks assigned to the Office of International Education. One typical structure is shown below:

Example: Peer Advisors

At University D, all study abroad advising is done by a staff of about 10 undergraduates who have recently returned from study abroad programs. The students give presentations at residence halls during the evening (when professional staff might be less inclined to). The system works in part because University D has a relatively small number of faculty-led programs rather than complicated options from third-party providers.
The Limits of Centralization

Even at the most centralized institutions, many activities continue to fall outside the Office of International Education (see chart). Examples include:

- Enrollment of international undergraduate students typically stays with the Office of Undergraduate Enrollment, though the Office of International Students and Scholars plays a role in recruiting, application processing and post-application support.
- Departments and Schools at many institutions continue to run their own study abroad programs that may or may not go through the Office of Study Abroad.
- Many services for international students (housing, academic advising) remain in Student Affairs.

Example: Many Steps in the Enrollment Process

At University H, recruiting of international students is done by Undergraduate Admissions, Graduate Admissions and the Office of International Students. International undergraduates apply through the Undergraduate Admissions Office and international graduate students apply through the Graduate Admissions Office, which forwards the applications to the individual departments. Once students are accepted their files are forwarded to the Office of International Student Services, which handles the rest of the admissions process and helps with visas.

Quote: The Importance of Patience

“Getting all of the important groups on campus to buy-in to a new organization for international education takes patience. It can require 2-3 years with lots of discussions, panels and open forums.”

Director of International Student Services

The role of an Office of International Education is to ensure that these activities are coordinated across the institution, not to perform all functions related to international education.
3. Create a single clearing house for information on international education.

The rapid increase in international activity and the growing engagement of students, faculty and administrators across the entire institution has led to a proliferation of programs, relationships and agreements at many universities. Few institutions have full information on all of the internationalization activities that take place across the university. The result is overlapping programs, a proliferation of weak relationships and a lack of understanding of the full scope of activity.

Opportunities to build on existing programs are often missed simply due to lack of information. Examples include:
- Use faculty who are teaching or doing research abroad to help recruit international students
- Help different departments work together to build joint programs
- Link international students to study abroad students who lived in their home country
- Build a smaller number of strong research partnerships rather than multiplying the number of agreements

The first priority of the Senior International Officer is to provide a central clearing house for information on all internationalization activities across the university. Steps include:

- **Collect**: Create an inventory of programs, relationships, interinstitutional agreements, courses, etc.
- **Coordinate**: Create incentives for ongoing information sharing. E.g., provide academic credit only to those programs that go through the central office.
- **Communicate**: Communicate this information to all relevant stakeholder groups both inside and outside the institution through websites, newsletters, presentations, etc.

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**Example: Everyone Has Their Own Study Abroad Program**

At University A, the Office of Study Abroad runs most study abroad programs. But the Business School has a winter program that it runs in Southeast Asia, the Law School has a summer program in Europe, the History Department has its own agreement with another overseas university and two faculty members run their own program in China. The university is now working on an inventory to understand exactly how many programs are being run and who is running them.
4. Centralize all activities that create liabilities for the university.

While many international education activities are initiated by individual faculty members, administrators or even students, they often create a liability or a commitment on the part of the entire institution. It is essential that standard procedures be instituted in such cases. Two areas that stand out are agreements with foreign institutions and health and safety oversight.

Agreements with Foreign Institutions

Since any research or exchange relationship with a foreign institution involves the commitment of institutional resources, such agreements should be centrally coordinated, tracked and approved. Agreements are often initiated by individual schools or colleges, and the SIO typically has responsibility for reviewing them and then coordinating the approval and signing process by the Provost. Research agreements often go through the Vice Provost or Vice President for Research. At many institutions the Office of International Education plays little role in such agreements.

Health and Safety

The university has an obvious interest in the health and safety of students studying abroad, but at many institutions the Office of International Education manages only a portion of all study abroad programs. Particularly, as the popularity of non-credit study abroad (such as service learning or alternative spring break in Mexico or Africa) soars, the level of support and screening has not kept up, and many groups travel without health or evacuation insurance. Such trips are sometimes organized by a student but often have a faculty advisor, with important legal implications for the university.

It is important that faculty, departments, schools and student groups go through the Office of International Education to ensure that all students and faculty traveling abroad are accounted for and covered by the proper insurance. It is also important to have institution-wide policies on when to suspend a program for security or health reasons.

Example: A Dedicated Security Analyst

University D created a position for a full time International Travel Security Analyst. The person is allocated 75% to the Study Abroad Office and 25% to the SIO’s office. The position is responsible for proposing and modifying university policies on international health and safety, convincing departments of the benefits of going through the central office, and extending coverage to trips that are not sponsored by the university but that have the “imprimatur” of the institution (e.g., alternative spring break and other student organized trips).
5. Create an Advisory Council to align international education programs with the institution’s academic mission.

International education is more than just a set of services for students and faculty—it is part of the academic mission of the institution and needs to be managed as such. The ultimate goal of sending students abroad, welcoming international students and scholars and encouraging faculty to pursue their research globally is to enrich the academic life of the institution. Yet because the offices that support study abroad and international students typically fall outside of the schools and departments that support the academic mission, it is critical to establish processes to align the two.

An Advisory Council, typically chaired by the SIO and consisting of Deans (or their designees), faculty members and other relevant administrators can ensure that the Office of International Education supports the goals of the faculty, the colleges and ultimately the university as a whole.

Objectives of the Advisory Council include:
- Design and implement international initiatives
- Develop a strategic plan for internationalization
- Review university policies related to international education
- Distribute resources to support new programs
- Ensure that students from every college or department can find courses through study abroad that meet the requirements of the program of study.

Alternative Approach: Putting a Faculty Member in Charge of Study Abroad

At University J, the Office of Study Abroad is run by a Faculty Director as well as an Executive Director. The Office manages overseas facilities owned directly by the university. The Faculty Director’s role is to recruit faculty to teach overseas, oversee the development of curricula and work with the departments to ensure that the overseas programs fit within their curricula. The benefits of having a faculty member are that he or she is very familiar with the general education and program options and is well positioned to promote study abroad to the departments. The position rotates every three years and is supported by an Executive Director who handles the operational duties of the office.
The Pros and Cons of Faculty-Led Programs

The fastest growth in study abroad has come from shorter (less than 8 weeks in duration) faculty-led programs that typically happen over the summer, spring break or a January term. These programs now represent more than half of all study abroad students, up from less than 5% in 1996.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
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<tbody>
<tr>
<td>• Enormously popular with both students and faculty</td>
<td>• Lack the language and immersion experiences that have long been the hallmark of study abroad programs.</td>
</tr>
<tr>
<td>• Easier to fit into students’ academic schedules</td>
<td>• Without rigorous quality control can degenerate into “academic tourism”</td>
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<tr>
<td>• Low student-faculty ratio</td>
<td>• May have weak health and safety support</td>
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<tr>
<td>• More options for each specific course of study</td>
<td>• Often require more support from Office of Study Abroad</td>
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<tr>
<td>• More faculty control over content</td>
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<tr>
<td>• Tighter integration with the curriculum</td>
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Faculty-led programs present opportunities for Study Abroad to work directly with faculty and departments to further the academic mission, but the degree of support offered varies from institution to institution. At some institutions the Office of Study Abroad or the School of Continuing Education helps faculty design the courses, select students and even make travel and visa arrangements. At other institutions faculty may not even need to inform the Office of Study Abroad of their programs. The level of support depends on:

- The resources of the Office of Study Abroad
- The interest of the faculty in receiving support
- The degree to which the university wants to encourage such programs.

In addition, as mentioned above, any program associated with the university such as these can incur liabilities for the university so it is important to ensure such issues are addressed systematically.
6. Senior leadership must make internationalization a top priority in order for centralization to work.

What keeps international activities integrated in the face of the centrifugal forces from around the university is the unifying vision of senior leadership. Ultimately the authority of the Senior International Officer and the level of cooperation across units depend on the importance placed on international education by the President and the Provost.

They should:
- Make it one of their top 5 or 6 priorities
- Articulate the message that internationalization is central to the institution’s mission
- Prioritize international education in the budget
- Hold all units accountable for improving performance

While leadership from the top is essential, its objective is to encourage, rather than stymie, the initiative of faculty, administrators and students.

Example: Holding Deans Accountable

At one institution, the Provost asked each of the Deans to report to him annually on their international education activities, asking each of them, “What progress have you made in study abroad and what are your plans to make further progress?” In addition to his regular messages on the importance of internationalization and his financial support for specific initiatives, this made it clear that he expected every Dean to make this a priority, even in areas historically less focused on study abroad such as engineering and science.

These factors are particularly important if the institution is creating a new position or a new office. Overcoming institutional inertia and convincing the Deans, faculty and other units to work with the office requires major efforts from senior leadership. It also requires patience—two to three years to fully establish a new office according to some of our interviewees.

Quote: A Call to Leadership

“Internationalization does not involve tweaking the academy around the edges. It will require substantive, transformative change at all levels. That change will be possible only with the determined leadership of presidents and chancellors. It will require a focus on the ‘3 A’s of presidential leadership’—to articulate, advocate, and act.”

NASULGC, A Call to Leadership: The Presidential Role in Internationalizing the University (October 2004)
IV. USEFUL RESOURCES

Guidance on Organizing International Education Activities

http://www.nafsa.org/knowledge_community_network.sec/international_education_4/international_education_5/document_library_8/conference_symposium_4/internationalizing_the_13


http://www.acenet.edu/AM/Template.cfm?Section=International

Recent Reports from University Task Forces on International Education

Ohio State University International Program Task Force, “On Becoming a Global University” (June 19, 2007)

http://louisville.edu/provost/international-initiatives

University of New Mexico, “International Task Force Report” (February 1, 2006)
http://www.unm.edu/~acadaffr/Supporting%20Files/UNM%20INTERNATIONAL%20TASK%20FORCE%20REPORT.pdf

University of Nebraska at Lincoln, “Report of the Task Force on International Initiatives” (February 3, 2006)

University of Minnesota, “Transforming the University: Systemwide Academic Task Force on Forging an International University”

Michigan State University, “Recommendations of the Boldness by Design Internationalization Taskforce”
http://boldnessbydesign.msu.edu/documents/BbdImperative3_000.pdf

Princeton University, “Princeton in the World” (October 2007)
http://www.princeton.edu/pr/reports/int/home/index.htm
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Mr. Jon Booth
Executive Director, Study Abroad
Syracuse University
106 Walnut Place
Syracuse, NY 13244
315-443-1137
jbooth@syr.edu

At Syracuse University, Study Abroad falls under the Office of Enrollment Management while International Students and Scholars reports to the Vice President for Student Affairs. As Executive Director of Study Abroad, Mr. Booth collaborates with an Academic Council comprised of 11 deans.

Dr. Negar Davis
Director, International Student Services
Pennsylvania State University
0410 Boucke Building
University Park, PA 16802-1294
814-863-4097
ncd10@psu.edu

Penn State has a comprehensive Office of International Programs, and they recently created the position of Vice Provost for International Programs. Dr. Davis works with international students and is a regular consultant to universities interested in internationalizing their campuses.

Dr. Sara Dumont
Director, AU Abroad
American University
Rockwood - B05
400 Massachusetts Ave, NW
Washington, DC 20016-8039
202-885-1321
dumont@american.edu

American University has a highly decentralized structure, and a recent attempt to centralize activities under a Vice President for International Affairs failed. The Office of International Students reports to the Vice President for Student Affairs, while Study Abroad reports up through the Provost.

Ms. Kathleen Fairfax
Director, Study Abroad
Michigan State University
Office of Study Abroad-center Support
109 International Ctr
East Lansing, MI 48824-1035
517-353-8920
Michigan State University was one of the 2006 winners of the Senator Paul Simon Award for Campus Internationalization and is widely acknowledged as a leader in the field. Ms. Fairfax directs the Study Abroad program and reports to a Dean of International Studies and Programs who is also responsible for International Students and Scholars, Area Studies and international faculty researchers. Her office is funded entirely from student fees, and they have an endowment to support financial aid for study abroad.

Dr. David Keitges
Director, Office of International Education
Miami University
531 E. Spring Street
224 MacMillan Hall
Oxford, Ohio 45056
513-529-5623
keitgedj@muohio.edu

The Office of International Education at Miami includes all of the services involved in recruiting, admitting and serving international students as well as study abroad, exchange programs and institutional agreements with foreign institutions. Short-term summer programs are run through the School of Lifelong Learning (formerly the School of Continuing Education), though the Office of International Education collaborates with them to develop policies. Dr. Keitges reports directly to the Provost, who has been particularly active on internationalization.

Ms. Irene Kennedy
Associate Vice Provost and Executive Director
Bing Overseas Study Program
Stanford University
Sweet Hall, First Floor
590 Escondido Mall
Stanford, CA 94305-3089
650-723-0743
imk@stanford.edu

Stanford University was the most decentralized institution that we interviewed and appears to have little interest in creating an SIO position. They are one of those rare universities where a “culture of collaboration” appears to be sufficient to coordinate a broad range of activities across campus. Perhaps most interesting, their Study Abroad Office has a faculty director as well as an executive director. As Executive Director of the Bing Overseas Study Program, Ms. Kennedy reports to the Vice President for Undergraduate Education while the Office of International Students and Scholars reports to the Vice President for Student Affairs.

Dr. Laurie Koloski
Director, The Wendy and Emery Reves Center for International Studies
College of William & Mary
200 South Boundary St.
Williamsburg, VA 23185
757-221-3590
lskolo@wm.edu
Dr. Koloski, who reports to a Vice Provost for International Affairs, oversees The Wendy and Emery Reves Center for International Studies, an endowed center that not only handles study abroad and international student and scholar services, but also seeks to be a catalyst for all international activity and research at the College of William & Mary.

Dr. Claudia Kselman  
Director, Office of International Studies  
University of Notre Dame  
153B Hurley  
Notre Dame, IN 46556  
574-631-8258  
Kselman.2@nd.edu

Dr. Kselman reports to the Assistant Provost for International Studies. Her study abroad office is distinct from two other international student offices, one dealing with visas and the other providing services for international students.

Mr. John C. Sunnygard  
Director, Center for Global Educational Opportunities  
The University of Texas at Austin  
International Office  
PO Box A  
Austin, TX 78713  
512-471-3144  
sunny@austin.utexas.edu

The University of Texas at Austin is one of the largest suppliers of study abroad students in the United States. It also has six Title VI units and three flagship language programs. The Center for Global Education Opportunities contains study abroad, international students and scholars and ESL. It is located in the Provost’s office, where a new Vice Provost spends roughly one-quarter of her time on the “international mission.” UT has raised significant funds (through a student fee as well as philanthropy) to provide financial support for study abroad.

Dr. Dieter Wanner  
Interim Associate Provost, Office of International Affairs  
Ohio State University  
300 Oxley Hall  
1712 Neil Avenue  
Columbus, OH 43210-1219  
614-688-5482  
wanner.2@osu.edu

Dr. Wanner oversees the recently reorganized Office of International Affairs, which brings together study abroad, international students and scholars, grants programs, and academic programs, including area studies centers. The new organization includes a communications unit as well as a business unit, an innovative (though still nascent) attempt to achieve administrative efficiencies by centralizing common processes.
APPENDIX D: RESPONSIBILITIES OF THE ASSOCIATE PROVOST FOR INTERNATIONAL EDUCATION

- Immediately develop and implement an aggressive 10 year plan for the internationalization of the campus with an accompanying budget and benchmarks

- Provide Overall Leadership in the University Effort to Internationalize the Campus
  - Serve as principal advisor to the President and Provost on all matters concerning the internationalization of UVM.
  - Articulate the role of internationalization across the university’s strategic vision and objectives
  - Advocate for international efforts while collaborating with other university leaders involved whose portfolios involve international involvement and activities
  - Integrate international efforts throughout all university functions at all levels of the university
  - Liaise with the VP for Research, the VP for Development, the Associate Provost for Multicultural Affairs and other administrative officers as necessary to pursue the internationalization of the campus
  - Explore and perhaps widen the discussion within the UVM community around “diversity” to include international students and faculty
  - Collaborate in the strategic development of graduate programs with an eye towards internationalization
  - Work with the VP for Enrollment Management, and VP for Research and Dean of the Graduate College, to develop target percentages of full tuition paying international undergraduate and graduate student

- Marshal and Steward Resources in Support of Internationalization
  - Increase the value of a UVM education through coordinated internationalization of the campus
  - Collaborate closely with the Deans to internationalize the campus
  - Develop, implement, and be responsible for budgetary management
  - Provide strategic direction and support for the utilization of university funds, framing what the university will say "yes to" and what efforts individuals and units will need to secure their own funds for
  - Promote efficiencies (cost savings) in current operations through collaboration
  - Collaborate closely with Alumni Affairs and Development to garner support for the internationalization of the campus
  - Develop an endowment for internationalization of the campus
  - Facilitate, promote, and provide information for the development of grants development (federal, foundation, and corporate)
  - Secure cost savings from the shift away from student tuition dollars following external programs to the maintenance of tuition dollars through the development of and greater reliance on UVM study abroad opportunities
- Establish a named center for *International Studies* as a prominent university landmark, and center of support, in the heart of the campus for the internationalization of the university as well as provide a safe, visible space for international faculty and students.

- **Provide Leadership and Support to Staff in the Office of International Education**
  - Supervise and support the Director of the technical dimensions of internationalization
  - Ensure adequate staffing for current needs and for future needs as indicated in the 10 year plan
  - Realign the functions of the office with the strategic vision of internationalization

- **Review and Coordinate Fiduciary Policy & Systems to Enhance the Internationalization of the Campus**
  - Work with all appropriate units towards effective internationalization of the campus
  - Advocate for international education through the review and revision of accounting procedures and practices
  - Promote more user-friendly relationships with various units to support the internationalization of the campus

- **Develop, Manage, and Coordinate Training and Development Efforts as they Relate to Internationalization**
  - Support the professional development of faculty participating, or desiring to participate in, international activities (teaching, research & service) and/or interacting with international faculty and students on campus
  - Support the preparation, participation, and re-entry of students participating in international programs
  - Enhance the cultural sophistication of UVM students thus supporting their interaction with international students on campus
  - Take advantage of the knowledge and experience of UVM students who have been abroad when they return to campus
  - Convene appropriate groups of people on topics of shared interest and expertise internally, as well as bring in external resources to address issues of shared interest
  - Actively participate in the new student and faculty orientation programs to raise the visibility of internationalization on campus

- **Coordinate International Activities at UVM**
  - Convene the Advisory Committee on Internationalization and other ad-hoc groups
  - Periodically hold campus-wide consultations and town meetings on internationalization
  - Aggregate and make visible the considerable international activities and resources on campus
  - Provide a clearing house for information to promote and coordinate internationalization on campus
  - Oversee the development of a university-wide website (including the research dimensions of internationalization)
Establish a physical site on campus, both symbolic and operational, that provides a home and a nexus for international activities, including visiting international scholars

- Liaise and Coordinate with Deans, Schools, and Colleges
  - Facilitate international research through collaboration with the Dean’s Council and the Senate Professional Standards Committee
  - Work collaboratively to advance/optimize research under the auspices of existing partnerships and to bring existing institutional partnerships into the web of existing campus activities
  - Promote and develop the availability of international funds for research, awarded on a competitive basis, as well as liaise with the Faculty Grants Program under the auspices of the VP for Research
  - Explore the incorporation of a university-wide language requirement
  - Further the university goal of moving toward interdisciplinarity

- Coordinate with the Office of Risk Management and the Office of General Counsel
  - Review current policies and ensure Memorandums of Understanding exist for programs involving students and faculty
  - Collaborate with other on-campus offices involved in risk avoidance to develop policies to mitigate risk in international activities (H.R., General Counsel, etc.)