



2011 Conference

The Role of Governing Boards in the Global Transformation of Higher Education

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Competition & Collaboration in the Global Transformation of Higher Education



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Four Agenda Items:

1. Review of Literature
2. Results of Chief International Officers Survey
3. Issues and Concerns
4. Practical Advice for Working with Trustees

Competition & Collaboration in the Global Transformation of Higher Education



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I. Professional Literature

Very Little Formal Attention Has Been Paid

A. Association of Governing Boards

- Pamela J. Bernard, “Presidents and Board Must be Deliberate as They Expand International Activities.” *Trusteeship*, July/August, 2008, No. 4, Vol.16.
- Richard A. Skinner, “Globalization of Higher Education: What Role Should Governing Boards Play In Overseeing International Education?” *Trusteeship*, March/April, 2008, Vol. 16.
- Pamela J. Bernard, “Forget Global: Look at Your Educational Programs Next Door.” *Trusteeship*, March/April, 2010, No. 2, Vol. 18.



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B. Institute of International Education (IIE)

(one noteworthy exception)

“International Education as an Institutional Priority:
What Every College and University Trustee Should Know”

Note: Includes “How Can Trustees Help Make ‘International’
a Part of Everyone’s Education?”



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C. Community Colleges: “*Call To Action*”

“... central role in ensuring an educated U.S. citizenry and a globally competitive workforce ...”

YET ... no mention of international education in:

“We believe ...” “We commit ...” “We ask ...”

Perhaps the international dimension should be considered **IMPLICIT** rather than **EXPLICIT** in this document



II. Chief International Officer Survey

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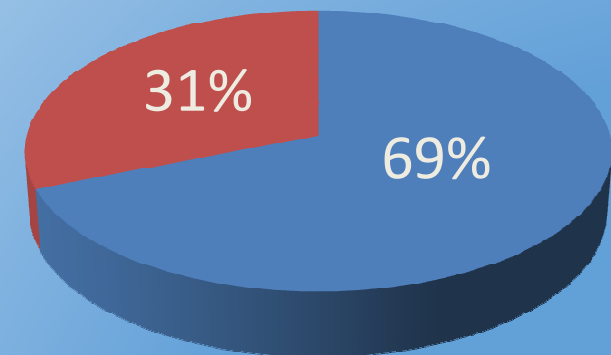
Profile of Respondents:

- 65 Responses
- **All** are Chief International Officers; all responses **anonymous**
- 47% at large, public, doctoral, research institutions
- 15% at two-year institutions
- 50% hold the title of “Director”
- 35% are Associate/Assistant Provosts or Associate/Assistant Vice Presidents
- 66% report directly to the Chief Academic Officer, and another 17% report to someone who reports to the Chief Academic Officer

- **IS THERE A COMMITTEE OF YOUR INSTITUTION'S GOVERNING BOARD THAT IS FORMALLY RESPONSIBLE FOR OVERSIGHT OF INTERNATIONAL PROGRAMS AND ACTIVITIES, OR THAT YOU MEET WITH OR REPORT TO ON A FAIRLY REGULAR BASIS?**

- **69% NO (44 institutions)**

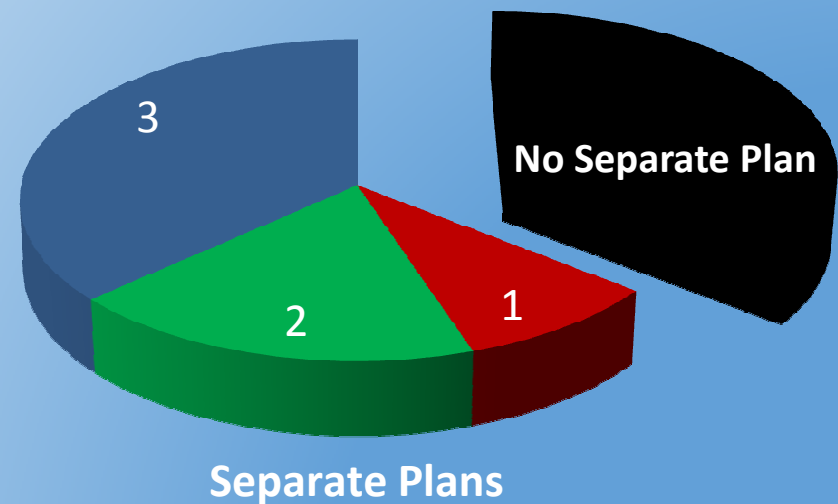
- **31% YES (20 institutions)**



Governing Board Involvement in Strategic Planning for International Affairs, and in Monitoring Results

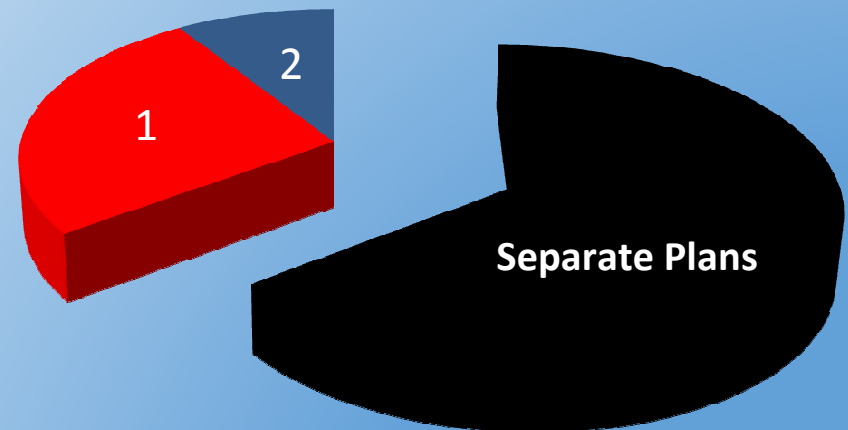
A. Institutions That Have a Separate International Affairs Plan (42 institutions, or 65%):

1. **6 institutions:** Trustees closely involved in creating strategy and monitoring its implementation (9% of 65 responses)
2. **12 institutions:** plan created by administration and faculty, and approved by Board with little or no significant revision (18%)
3. **24 institutions:** Trustees have not reviewed or approved plan (36%)



B. Institutions That Do NOT Have a Separate International Affairs Plan (23 institutions, or 35%)

- 1. 17 institutions:** international issues meaningfully incorporated into the institutional or academic plan **(26%)**
- 2. 6 institutions:** international issues NOT meaningfully incorporated into the institutional or academic plan **(9%)**





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Governing Board Involvement

IN OTHER WORDS . . .

- At only **6 institutions out of 65 (9%)** has the Board been **closely involved** in creating and monitoring international strategy
- At only **17 institutions out of 65 (26%)**, where there isn't a distinct international plan, is international affairs **meaningfully incorporated** into *an institution-wide* or *academic affairs* plan
- At **30 institutions out of 65 (46%)**, either there is **no separate international plan**, or international affairs is **NOT** incorporated into the institutional or academic plan
- At **12 institutions out of 65 (18%)** Board engagement in international strategy appears to be **after-the-fact** and perhaps **perfunctory**



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Relationship of Chief International Officer to the Governing Board or a Designated Committee

- **22** respondents (**34%**) have “**little or no relationship**”
- **20** respondents (**31%**) meet “**occasionally**” with governing board, “**report information,**” but receive “**little or no advice or direction**”
- **13** respondents (**20%**) “**pass information on *through someone else,***” but “**seldom if ever**” meet with trustees themselves
- **7** respondents (**11%**) “**meet regularly**” with trustees, who are “**meaningfully engaged**” in creating strategy and policy
- **2** respondents (**3%**) report that a trustee serves on **a non-Board advisory committee**

ONLY 7 of 65 chief international officers appear to have a desirable, ongoing, collaborative, working relationship with the governing board or a board committee



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Governing Board IMPACT on International Affairs

- 28** respondents (**45%**): **occasional** Board inquiries or contributions, but **no consistent or active engagement**
- 11** respondents (**18%**): Board embraces internationalization as a **mission-level issue**, and is a **valuable resource to president, provost, international officer**
- 10** respondents (**16%**): see **little evidence that international education appears on the Board's radar screen**
- 7** respondents (**11%**): Board concerned with **financial and risk management issues**, *rather than* **educational or competitive strategy**
- 6** respondents (**10%**): internationalization a concern to **only one or a few** interested trustees



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Anticipated Reactions from President or Provost to Requests for Greater Governing Board Engagement

- **23** respondents (**37%**): “**reluctance**” to add to issues for which president and provost are “**accountable**”
- **17** respondents (**27%**): “**strong support**” for “**fuller involvement**” by the trustees
- **14** respondents (**22%**): “**uncertain**” what reaction they would receive to such a suggestion
- **6** respondents (**10%**): a “**negative response,**” possibly because president and provost think Board “not well-qualified to contribute” to international discussions
- **3** respondents (**5%**): a “**negative response,**” possibly because president and/or provost are themselves “not committed to the importance of international education”



Matters Regarding Which Chief International Officers Desire Greater Governing Board Assistance

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- **22** respondents (**35%**): **fund raising** for international education purposes
- **14** respondents (**23%**): creating institution-wide and/or school-wide **international strategy**, and **mainstreaming international considerations** into **planning, budgeting, and decision-making processes**
- **10** respondents (**17%**): internationalizing the **curriculum** and approaches to **student development** (co-curriculum)
- **7** respondents (**12%**): making international affairs **a higher priority among administrative and faculty leadership**
- **7** respondents (**12%**): **“other”**
- **1** respondent (**2%**): **establishing partnerships** with institutions, governments, and NGOs in other countries



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III. ISSUES AND CONCERNS

- **Do Trustees and Chief International Officers read any of the same *professional literature*, or attend the same *workshops and conferences*?**
- **Are the *professional titles* of “Director” and “Dean,” rather than “Vice President,” “Vice Provost,” “Assistant Vice President,” etc., *impediments* to greater access to and interaction with the governing board?**
- **How can *Presidents and Chief Academic Officers* promote *greater governing board strategic involvement* in international affairs?**
- **What *strategies* would lead governing boards to focus on international affairs in their oversight of *strategic planning, presidential and academic officer performance, fund raising, and related matters*?**



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- **How can we best identify institutions that exemplify “*best practices*” regarding governing board engagement with international affairs, and *share pertinent information*?**
- **What role should various *professional associations* play in promoting greater governing board attention to the international dimensions of higher education:**
 - **AIEA: Association of International Education Administrators**
 - **IIE: Institute of International Education**
 - **AGB: Association of Governing Boards**
 - **AACC: American Association of Community Colleges**
 - **ACCT: Association of Community College Trustees**
 - **CCID: Community Colleges for International Development**
 - **NAFSA: Association of International Educators**
 - **Others?**



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IV. PRACTICAL ADVICE FOR ENGAGING TRUSTEES

1. Understand the **dynamics of the relationship** between the President and the Governing Board
2. Understand the **current strengths and weaknesses** of the Board
3. Understand the **Board's preferred methods and habits of operation**
4. **Identify one or more Trustees** who appear qualified to provide the kind of assistance you need
5. Get informal **advice from fellow senior administrators** who have track records of working successfully with the Board
6. **NEVER circumvent** the President or Provost in dealing with the Board
7. **NEVER surprise** the President or Provost in the Board Room—e.g., with good news, bad news, information, or anything else



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8. Develop a knowledge base regarding Board involvement in international affairs at **peer and competitor institutions**
9. Understand the processes through which the Board **evaluates its own performance, identifies needs for additional kinds of talent, and recruits new members**
10. **Identify fund raising opportunities that will not compete** with raising monies for other institutional needs
11. Understand the difference between **the institutional board and the foundation board**, and the relationship between them
11. Be wary of **Trustees who don't play by Board's rules**
12. Identify **projects or goals that are truly achievable**, that will give the President or Provost **a "win" in the Board Room**



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13. Understand the impact of **the role of the governor and legislature** at public institutions in appointing the Board and establishing expectations for its performance; state's **economic development issues**
14. Talk with **colleagues at other institutions** who work successfully and collaboratively with their boards
15. Consider the possibility of a governing board **retreat** (prepare *carefully*)
16. **Consider obtaining assistance from experienced consultants !**

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