



2011 Conference

The Role of Governing Boards 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

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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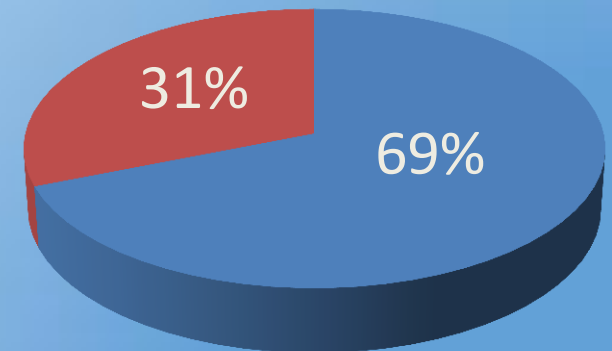
Profile of Respondents:

- 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)**

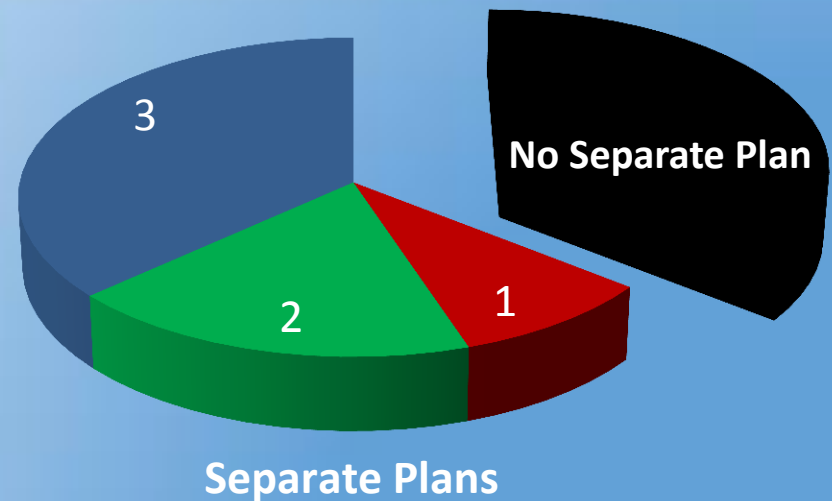
- **31% YES (20 institutions)**



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

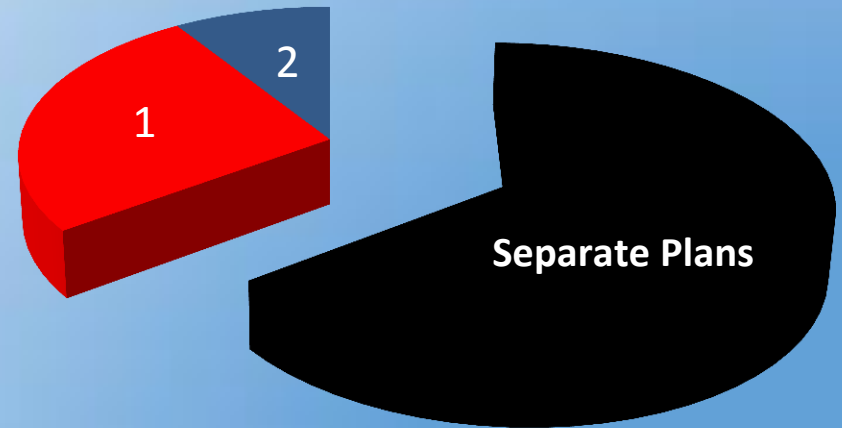
A. Institutions That Have a Separate International Affairs Plan (42 institutions, or 65%):

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%)



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**



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

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- **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

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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