

# Trustees and Internationalization: Case Studies from the Liberal Arts



## BELOIT COLLEGE

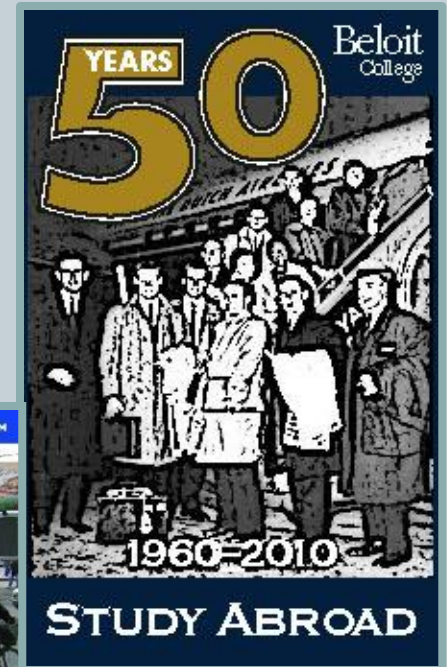
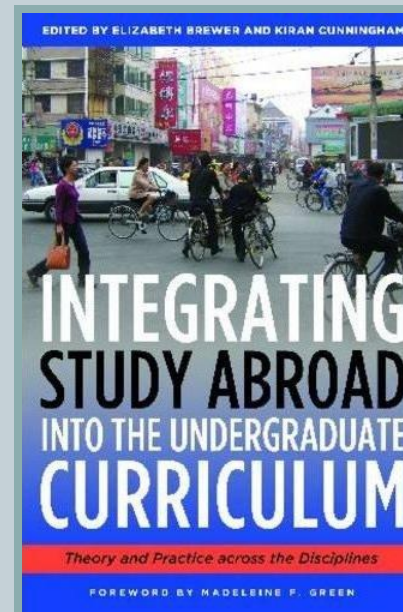
Beloit, Wisconsin



# Commitment to Internationalization



- Liberal arts college established 1846
- International identity evident in
  - mission statement
  - study abroad: 45% of students
  - international students: 10%
  - curriculum
  - faculty development
  - grants and gifts



# Enlisting Trustees



- To
  - support innovation
  - invest in projects they care about and trust
  - advance institutional mission
  - achieve outcomes
- Process needs to
  - build on pilot projects
  - Provide evidence of success

# 1<sup>st</sup> Case Study: Weissberg Program in International Affairs



- Annual week-long residency
- Established by father of an alumna (now trustee)
- To bring the world to Beloit and engage students with individuals active on world stage
  
- Class visits
- Formal and informal interactions
- Public talks
- Final public event (panel discussions, performance)

# Weissberg Chairs



- 2011: Ali Allawi: The future of Iraq and U.S. nation building
- 2010: Sheila Tlou: The right to health
- 2009: Elisabeth Rhyne: Microfinance
- 2008: Jan Egeland: Humanitarian crises
- 2007: Richard Goldstone: Transitional justice
  
- 1999 - 2000 Hanan Ashrawi: The future of Palestine



# Weissberg Program Development



- **Weissberg Residency: Annual gifts**
- **Weissberg Scholarship: 4-year gift**
  - For international students committed to addressing human rights in their home countries
- **Weissberg International Human Rights: 3-year gift**
  - Annual lecture and alumni career panel
  - Faculty/curriculum development
  - Student project grants

# Lessons Learned



- Process is iterative
- Communication is paramount - listening, consulting, informing
- Implementation requires individual leadership supported by team work
- Outcomes must be visible



# Asian Studies Initiative



- Freeman Foundation grants to strengthen Asian Studies at the undergraduate level
- **1<sup>st</sup> Initiative:**
  - Outreach
  - Resource development
  - Faculty development
  - Curriculum development
  - Language development
  - Partnerships



# Outcomes



- Expanded library holdings
- Chinese Cities in Transition course with site-based participant/observation projects
- New university partnerships in China
- Inclusion of Asia in teaching across the curriculum
- Renewed recognition of Asia's importance to the institution



# Trustee involvement



- **Beloit College and the Asian Century**
  - conference to discuss future directions
  - chaired by two members of the Board of Trustees
  - third trustee one of the conference speakers
  - outreach to alumni
  
- **Setting the stage for future developments**
  - evidence of success
  - commitment to on-going program
  - trustee support



# 2<sup>nd</sup> Initiative



- Based on outcomes of first initiative
- Faculty development in support of curriculum development
- Digitization Project
- Hands-on experience for students



# Changes from 1<sup>st</sup> Initiative



- Thematic approach
- Emphasis on faculty learning communities
- Engagement with scholars across the country to advance undergraduate teaching about Asia
- Outreach to general public and schools rather than teachers
- Trustee gift as match for Freeman grant

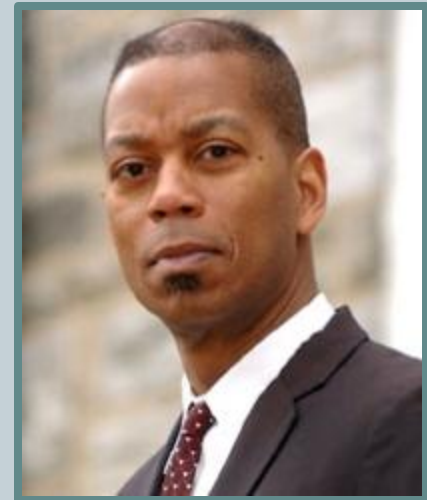




# Next Steps



- Continued engagement of trustees
  - Don Wyatt, Keynote Speaker, Fall 2011 Teaching Colloquium
  - Outreach to alumni
  - Fundraising initiative



# Final Lessons



- **Be realistic**
  - Capacity to carry out activities
  - Program administration
- Find synergies among programs, people, resources
- Provide evidence that a project is worthy of investment
- Communicate



Thank you!

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# *Active Governing Board Engagement*

*Board Participation in Internationalizing the  
Campus of a Large Public University*

*AIEA*

*February, 2011*

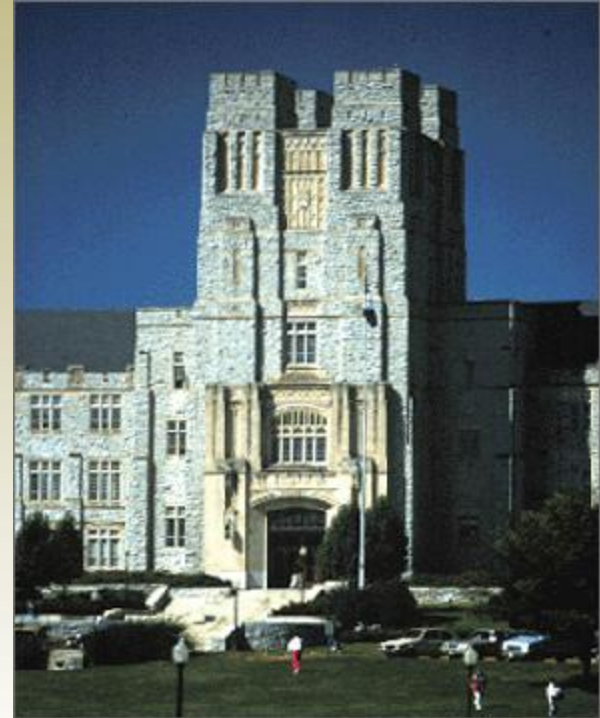
*John E. Dooley*

*Vice President for Outreach and International Affairs*



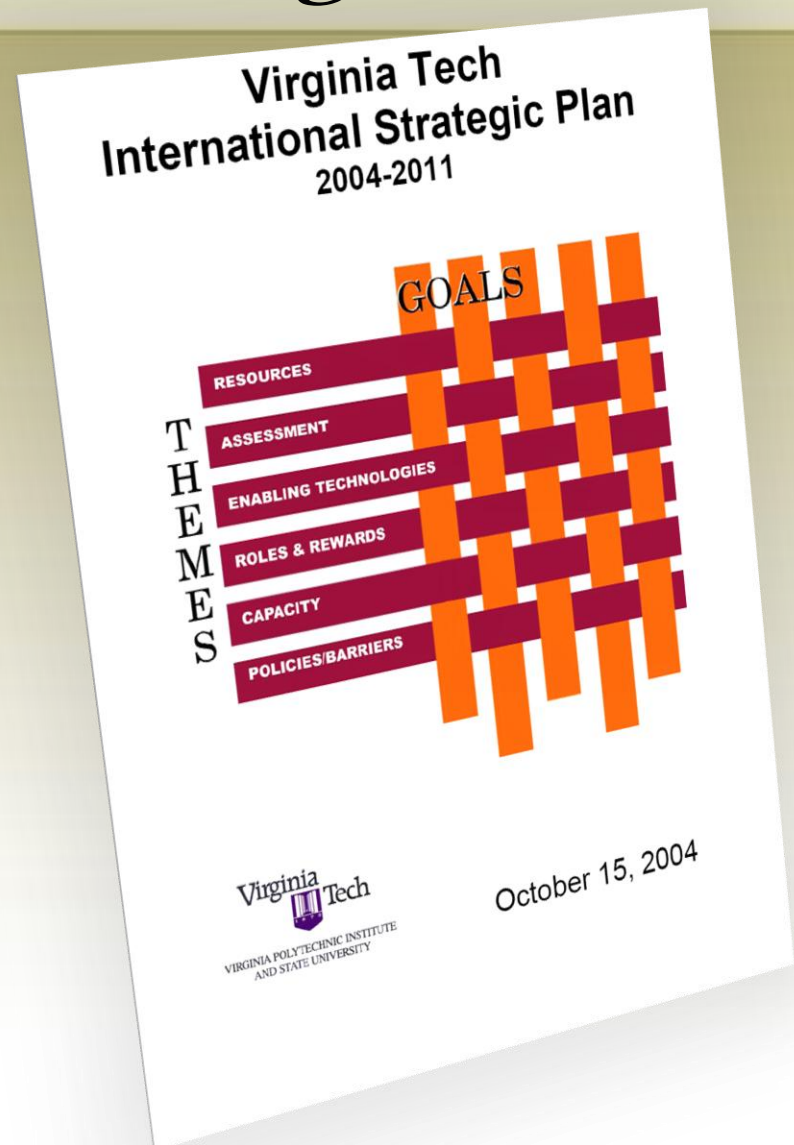
# *Background on VT*

- *Virginia's senior land-grant university*
- *Top 50 research institution*
- *31,000 students*
- *Governed by a 14 member "Board of Visitors", 13 of whom are appointed by the Governor:*
  - *Alumni*
  - *Business leaders*
  - *(Politically active)*



# *International Strategic Plan*

- *Two year process engaging the entire university community, including the Board of Visitors*
- *Major themes:*
  - *Increased student participation*
  - *Faculty development*
  - *Strategic partners*
  - *Five international centers*





# *Board Retreat, June, 2005: Insights Into International Programs*

- *Held at VT's Center for European Studies and Architecture*
- *Voluntary (all but one member participated)*
- *Program focused implementation of International Strategic Plan*
- *Included educational leaders from strategic partner institutions across Europe*
- *Results:*
  - Awareness, commitment and resources*



Riva San Vitale,  
Switzerland

# Board Advance, June, 2008: Virginia Tech in 2020: A World Class University

➤ *Held at VT's Center for European Studies and Architecture*

➤ *Voluntary (all but three members participated)*



➤ *Included presentations from board members on their interests and ideas on what a “world-class” university means*

➤ *Results:*

*Awareness, commitment and resources*



# *Continuing Board Engagement*

- *International update is a standing agenda item for quarterly meetings of the board*
- *Board members regularly participate in programs sponsored by the office of the Vice President*
- *Board members provide personal financial support for international initiatives.*





2011 Conference

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

Thomas J. Wyly

President, ***Strategic Consulting:  
The Wyly/Kellogg International Group***

Specialists in International Affairs, Global Engagement, and  
Searches for Senior International Positions

Other Expertise in Strategic Planning and Board Governance



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# Three Agenda Items:

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

# I. Professional Literature

## Very Little Formal Attention Has Been Paid

- 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.





## II. Chief International Officer Survey

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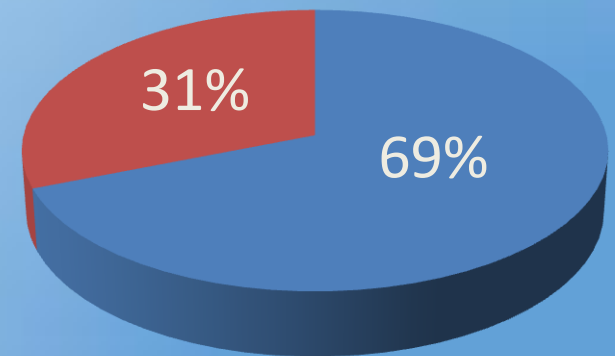
### Profile of Respondents:

- 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)**

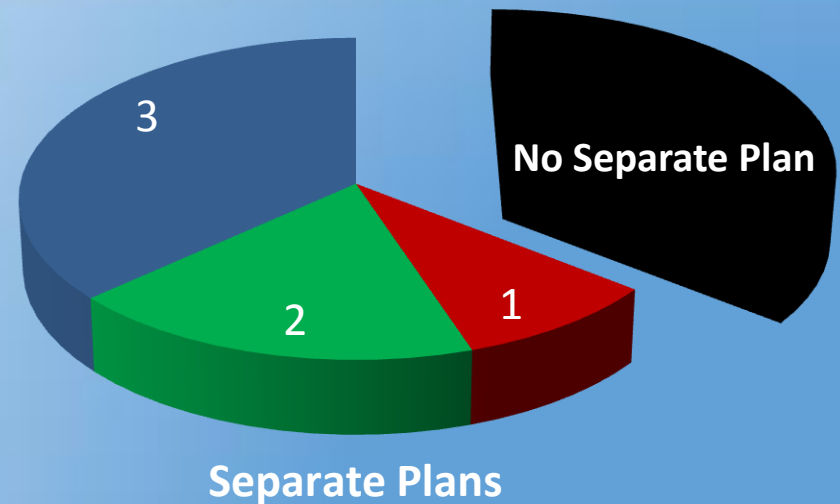


# Governing Board Involvement in Strategic Planning for International Affairs, and in Monitoring Results

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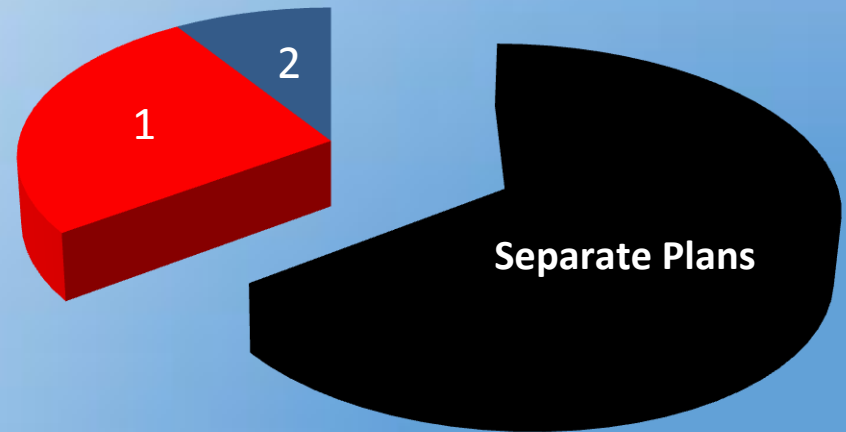
## A. Institutions That Have a Separate International Affairs Plan (42 institutions, or 65%):

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. PRACTICAL ADVICE FOR ENGAGING TRUSTEES

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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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