

March 14, 2014

VPDUE Richard Hughey  
Chancellor's Office

**RE: Proposal for Support of International Student Growth and Campus Globalization**

Dear Richard,

Thank you for the opportunity to review your Proposal for Support of International Student Growth and Campus Globalization (Dec 2013). It was reviewed by the Committees on Affirmative Action and Diversity, Admissions and Financial Aid, International Education, Teaching, Preparatory Education, Educational Policy, Planning and Budget and Graduate Council. Most of these committees also reviewed Consultant Ian Little's International Recruitment Assessment during fall quarter and are cognizant of UCSC's international enrollment numbers in the Long Range Enrollment Plan (LREP). The proposal sparked thoughtful discussion in committees and was reviewed along with the committee responses at the Senate Executive Committee (SEC). This letter provides a synthesis of SEC's conclusions and recommendations about the proposal.

SEC was careful to note the difference between international recruitment and retention and campus internationalization. Increasing international recruitment is a task that falls squarely within the VPDUE's purview but campus internationalization is a broad orientation with a much wider scope. It is laudable that the Proposal attempts to address both issues, but the scope of campus globalization is beyond the purview of any single officer in our current administrative structure. Adjusting to this broader orientation will take explicit, committed leadership from the Chancellor and EVC, and dedication from the faculty. SEC sees the advantages of globalization for faculty research and teaching at both the graduate and undergraduate levels, but it calls for an additional leadership position outside the VPDUE's office. While the proposal's focus is on addressing near-term issues, which is reasonable at the start of any venture of this magnitude, SEC strongly recommends the timely articulation of a plan for the evolution of our current support structure to one that will be able to reinforce globalized thinking and opportunities for undergraduate and graduate students, and faculty.

The AVP of International Education position will be discussed later in this letter, but clearly the expansion of the current 50% position to a 100% position is an excellent move in the proper direction. It is also our understanding that, subsequent to undertaking the review of the proposal and AVP job description, the position of IEO Director was vacated. Further, we understand that the current plan is to redesign this position at a higher level and to seek a Director with significant breadth of accomplishment to take on a much broader role. The Senate is eager to see the new job description, but again, we are heartened by this news. But we must repeat our strong opinion that a long-term sustainable vision of an internationalized UCSC contains an

autonomous unit for international activities that spans the campus vertically (undergraduate, graduate and faculty) and horizontally (across all divisions, colleges and schools). We feel that it is imperative to keep that vision in place while building UCSC's financial stability through the enrollment, education and graduation of fee-paying non-resident (NR) undergraduates.

While the Senate's long-term vision is stated above, it is impossible to discern the long-term vision of the administration from the proposal. Many of the units that support recruitment and retention are already in Undergraduate Education which, for now, has resources, flexibility and the mandate to overseeing international undergraduate enrollment growth. So the unstated strategy would seem to be one of seeding the initiative in UE before creating a broader campus structure, which may make economic sense if this is the administration's long term vision. SEC is concerned that without a clearly articulated vision, the structure supporting international enrollments will become concretized around only undergraduate education and limit UCSC from opportunities around internationalization in graduate education and research. SEC supports many of the recommendations in Consultant Ian Little's Assessment, especially a proposed organizational structure that clearly defined an academic leader with sufficient expertise in international affairs for a VP or VC position, together with a high-level staff collaborator with expertise in the myriad details encompassing a vigorous campus international presence. SEC remains concerned that without clearly defined roles and responsibilities in our organizational structure, we will miss opportunities for recruitment, creating partnerships or meeting demands for student success.

The proposal, while clear in details about how funds could be used for initiatives in Undergraduate Education, does not put forth a vision of the infrastructure to recruit, yield and support undergraduate enrollments for the LREP build out to 1,900 (combined (NR) undergraduates). Such a vision is fundamentally necessary before committing to any funding model, specific programs or initiatives, even though they may individually have merit. In an effort to understand what resources campus is currently directing to internationalization, we assembled an organizational chart and very rough financial estimates (attached) based on readily available information. It is admittedly of limited accuracy since the Senate does not have all the data, but serves as an example for the presentation the Senate would like to see for our current investment and for planning a structure that will meet the needs of campus.

The Admissions Office had success in yielding NR students last year. It is our understanding that this was achieved through parsing the applicant pool in a different way. It is also our sense that increase in admissions was in direct response to pressure brought to the matter by the attention it was given through Senate activities and the Office of Planning and Budget. While this was successful in moving to restore our numbers to previous levels, this reactionary strategy is not desirable. As recommended in Ian Little's Assessment, UCSC must develop pipelines for students by partnering with targeted institutions whose curriculum prepares them for success in our programs, whether these be preparatory high schools, or universities for transfer students. The Proposal is virtually silent on that vital aspect of recruiting which is developing a pool of highly qualified applicants. Developing pipelines is not supported in our current structure, and there is little in the proposal to indicate we intend to do so. The proposal's single nod to developing an applicant pool (B1) is vague, assigns no one responsibility, and describes no support for faculty participation. The quality of our international student body will have

significant impact on the environment for all UCSC students, the faculty who teach them and direct relation to the general budgetary impact that international tuition could create. COT's letter notes there will be need for instructional support. But by enrolling highly qualified undergraduate students, more can be directed to developing teaching and training TAs. SEC hopes to see a recruitment plan for developing a highly qualified applicant pool beyond the cursory paragraph in this proposal. SEC recommends directing more energy to the "front end" development of the applicant pool which will allow the campus more flexibility on how to support students after they arrive, rather than just reacting to the urgency of supporting unprepared students. CAFA's letter clearly articulates this point. SEC recommends against a strategy of creating an independent pipeline through self-sponsored ESL courses or focusing transfers from local community colleges.

The Senate supports the VPDUE's efforts to reinforce the current infrastructure around operational and logistical aspects of supporting an internationalized campus by enhancing the capacity in the Office of International Education. There is need for increased support and expertise about visas, faculty exchange, government sponsored graduate students and research exchanges. Global engagement will be accelerated if we appoint a staff IEO Director with experience of internationalization at other universities. As mentioned above, we understand that the job description for the new IEO Director is being rewritten along these lines.

Several committees recommended creating a focal place for international students. Suggestions range from a centralized service center to something that would combine international services with an academic and social hub. SEC understands this is a significant investment of space, and we hold it as an aspiration moving forward.

As regards the job description of the AVP of international Education, we are also concerned about folding the EAP Director position into the AVP position as proposed, and strongly advise against such a move. The needs of the EAP must not be set in competition with the budgetary exigency to increase NR enrollments, and giving responsibility for both to the same officer is not advisable. Conversely, EAP is a thriving enterprise at UCSC with the current administrative structure, and we see much work in store for the AVP without EAP in his/her portfolio. Additionally, we believe a broader role in recruitment and international program development is warranted for the AVP position than is currently outlined in the job description. Finally, we would like to see the job description include broader consultation between the Senate and the AVP as the lead position clearly identified with our international engagement.

SEC recommendations:

- 1) Focus on applicant pool development and institutional pipelines in targeted regions. This will take some faculty involvement that warrants logistical support. A broader role of the AVP in recruitment and institutional partnerships beyond what is described in the current job description is warranted.
- 2) Retain a distinct EAP Director (as currently structured).
- 3) Develop a timeline and strategy to restructure leadership of international efforts from reporting to UE to a broader campus-focused position reporting to the Chancellor/EVC.
- 4) Address the uneven understanding across campus about the benefits of NR tuition for all

students, not just NR enrollees. Communicate that NR tuition is leveraged for the benefit of campus.

- 5) Plan for a physical space that is a focal point for international activities.

Sincerely,

A handwritten signature in black ink, appearing to read "Joseph P. Konopelski". The signature is fluid and cursive, with a large initial "J" and "K".

Joe Konopelski, Chair  
for Senate Executive Committee

cc: EVC Galloway  
VC Delaney

**Enclosures:**

UCSC International Resources (ESTIMATES)  
Senate Committee Responses

February 21, 2014

Joe Konopelski, Chair  
Academic Senate

Re: Globalization Report & Associate Vice Provost of International Education Job Description

Dear Joe,

The Committee on Admissions and Financial Aid (CAFA) has reviewed the *Proposal for Support of International Student Growth and Campus Globalization* (December 20, 2013) and the associated job description for an Associate Vice Provost (AVP) of International Education. As you know, CAFA works closely with the Undergraduate Education (UE) Division, specifically the Enrollment Management and Office of Admissions units. At this time, the committee is most concerned that any of the positions and structures we put in place to recruit, support, and coordinate internationalization be deployed in the most effective way possible. It is obvious to many that the leadership has not sought out or leveraged the international expertise already available to it. As a result, decisions have been made, people have been hired, and silo mentalities created which might make future collaboration across campus difficult.

Regarding the AVP job description, our concerns can best be expressed in the following alternative proposal for such a position: The campus needs a leadership position that informs and oversees all international programming and decision-making. The position must have administrative and budgetary authority for all relevant programs.

CAFA sees embedding this position within the UE organization as potentially problematic. We recommend that the AVP report to the EVC. The primary responsibilities of the AVP would be planning and supervision of recruitment, admission, and retention of undergraduate international students along with development and oversight of related school and university partnerships. The position would also play a part in graduate recruitment through integrated outreach efforts, but mostly in terms of providing information and referral to specific departments, divisions and faculty. Globalization encompasses far more than undergraduate concerns and by structuring the AVP position within UE, the individual would be less able to effectively guide and support (inter)campus relationships as well as faculty, graduate studies, etc.

There is also concern regarding lines of responsibility and authority. These need to be clearly defined so that there is minimal conflict in priorities. Should any arise, the EVC is the appropriate arbiter given the cross-campus impacts. CAFA recognizes that there are many different modes of recruitment, some more suitable for a person with faculty stature and others where a staff member would be more effective. The committee believes these activities should not be conflated, and recommends distinct roles for faculty and staff involvement. While collaboration is essential, staff must be accountable to the faculty position and the faculty position should be invested with authority to make decisions that others will follow as well as to discuss and sign off on partnerships with international institutions.

Related to this is the impromptu appointment of a Special Advisor to the Chancellor. CAFA notes that the VPDUE's report assigns duties related to recruitment, global visibility, strategic international partnerships, faculty engagement in internationalization efforts, fundraising activities, and collaboration on undergraduate education, graduate studies and research to the

Special Advisor. The committee is concerned with a potential conflict in goals and responsibilities and views the reliance on this position (which may or may not have an end-date) as the centerpiece of our campus' recruitment strategies to be a glaring strategic error. Additionally, this position is yet another layer of authority outside the structure which functionally may be difficult for the AVP to coordinate or manage. Clarity is essential for all concerned if there is to be a cohesive plan from which we move forward.

Where programs and staff are partly international (such as admission), the AVP would share in the decision-making process and provide leadership in areas that pertain to international and global concerns. EAP would report to the position but would be expected to operate without direct oversight. Current operations in the International Education Office and related programs in the colleges and student services would be overseen by the AVP but have qualified staff in place to manage the day to day operations. The position would be expected to serve as campus host for visiting international delegations and to travel for crucial partnership and pipeline meetings. The position would require direct administrative support, we recommend an assistant director.

With respect to recruitment, CAFA notes that is important to be mindful of the quality of our international applicant pool, rather than simply the quantity. For the sake of our reputation as a leading research institution as well as the sake of students being able to meet the expectations of faculty, we must take the time to learn about and recruit from schools that are preparing students with an education that will enable them to succeed and be retained at UCSC. CAFA is concerned that we have invested resources into international recruitment staff positions, yet in many cases these individuals are not viewed as authoritative in creating relationships with schools and universities. In articulating a vision for what international recruitment and enrollment looks like three and five years from now, CAFA hopes that a plan can be agreed upon which will provide a logical and responsible framework for how the new AVP is to proceed using their expertise.

Qualifications for the position: The committee believes strongly that only a qualified faculty member could be effective in the ways expected of this position. Given the need to not only increase the importance of internationalization on campus but to also establish our reputation globally, it is essential that someone with substantial international experience and sufficient administrative background be hired to be able represent the university as well as supervise staff and maintain appropriate collaboration with senate committees and academic leadership.

Regarding the Internationalization Report:

The report essentially is a resource proposal, but we find the allocations high given the lack of clear articulation about the future structure of campus international operations. Most concerning is the current disparate deployment of resources related to international student recruitment and support. The Office of Admissions has several staff working on related goals, as does the IEO (though we note their current mandate aligns with compliance), as well as an Associate Dean of International Education and time commitments from the existing UE AVP Strategic Planning. This huge spread, even within one division is clearly not functioning effectively and yet we see no plans for this structure to evolve. We are strongly concerned that asking any individual to work within this framework is untenable. Rather than focusing on any true priorities, they will spend vast quantities of their time coordinating across unit boundaries with disparate stakeholders.

Although this type of organizational development can (and perhaps should) be phased in over

time, we see the current organizational structure for the support of internationalization extremely lacking; we recommend that the AVP be given the authority to rationalize the organizational structure to remedy this.

Many of the positions recommended in the consultant *International Recruitment Assessment* report (September 2013) already exist on campus, though nearly none at the level suggested. We need to ascertain what truly is being covered by existing staff now, and what priorities and functions are not. We are very concerned that existing units within the current UE structures have hired positions to address issues like recruitment or retention, but we are unable to tell what their assigned duties or even goals are moving forward. Funding for internationalization must be wisely distributed at the most effectual and strategic locations and levels. Assessment and accountability are critically important, as the ability to gauge the relative success and trade-offs between recruitment activities and investments is key to refining our strategy and leveraging resources to their best potential.

Sincerely,

A handwritten signature in blue ink that reads "June A. Gordon". The signature is written in a cursive style with a large, looping initial "J".

June Gordon, Chair  
Committee on Admissions & Financial Aid  
University of California, Santa Cruz

cc: Senate Executive Committee

February 20, 2014

Joe Konopelski, Chair  
Academic Senate

**RE: Committee Response to International Student Growth and IO Staff Position Review**

Dear Joe,

CEP members discussed the proposal prepared by VPDUE Hughey for support of International Student Growth and Campus Globalization, including the job description for a potential Associate Vice Provost of International Education and support staff. Before committee deliberation, VPDUE Hughey recused himself.

Our recommendations regarding this report can be summarized thusly and are elaborated below.

- UCSC is at a crucial juncture with respect to campus globalization and we urge UCSC leadership to articulate a campus wide vision with clearly defined goals to guide international program development.
- We concur with CPB that this vision should be big and bold and accordingly, administrative leadership should be at the Vice Provost level.
- Because of accumulated pressures on faculty numbers, CEP recommends establishing a *new* FTE faculty position for the Vice Provost of International Education.
- We recognize globalizations is proceeding apace and recommend appointment of an interim Vice Provost of International Education to maintain momentum while the hiring process unfolds.
- The new Vice Provost position should be vested with program and budget discretion.

CEP supports campus globalization that is proceeding apace through a variety of initiatives, such as the recently concluded agreement with Punjab University. The committee is impressed with the considerable work that went into developing such a comprehensive proposal and financial plan for international growth, faculty initiatives, need-based financial aid and scholarships, diversity, recruitment, and retention initiatives. We concur with the observation in the letter from CPB, dated January 31, 2014, that while the proposal contains a financial plan and targets, it does not include a budget as such. It is therefore impossible to determine if and how the various pieces, and the globalization initiative as a whole, would actually pencil out.

Without entering into a full on budget discussion, we note one example where the numbers do not seem to add up. The report indicates 2% of the total budget will be allocated for programs and faculty initiatives that prepare international students for academic success. We note that currently only 19% of International students satisfy the English Language Writing Requirement in their first quarter on campus, suggesting additional support is needed for this population to attain English language proficiency. An increased number of international students will call for even more resources.

CEP believes the budget question, while significant in and of itself, is indicative of a larger and even more pressing set of educational policy questions surrounding campus globalization. These require discussion and resolution before further planning proceeds and especially before

resources are committed. Those questions concern, first, principles about the vision being pursued through campus globalization efforts. We note that the VPDUE's plan calls for the creation of a full time Associate Vice Provost of International Education, a position that would report to the VPDUE. This staffing plan suggests that undergraduate education would be the central focus of the new position (including resident undergraduate students studying abroad and international baccalaureate students studying at UCSC).

We note that CPB's January 31, 2014 letter expresses reservations about this limited staffing plan and essentially urges the campus to think in bigger terms. CPB's more capacious vision calls for an office of international education, to be overseen by a new Vice Provost who reports directly to the EVC. Along with launching new ventures and partnerships, the new Vice Provost office would bring together all manner of existing campus activities and programs associated with international studies, including visiting scholars and faculty and international graduate students. CEP also sees a role for this new position in expanding campus offerings through UNEX and UCOE.

In discussing the report on International Student Growth and Campus Globalization, CEP members concluded that the central campus administration (in consultation with the academic senate) must more clearly articulate a campus globalization vision. Staffing plans (AVPIE or VPIE) should reflect that vision as must the requisite resources to ensure success. In the absence of such support, a more expansive program would be difficult to mount and maintain. Even a narrowly focused undergraduate program would suffer without a clear vision, however. We strongly encourage campus leadership to recognize this moment as a crucial fork in the road for defining UCSC's involvement in a rapidly globalizing educational environment.

We concur with our CPB colleagues that UCSC should aim for a comprehensive approach that will galvanize the campus. We worry that an initiative focused in undergraduate education may fail on two counts: it may not meet existing campus needs and it may not allow the campus to move into new program areas beyond the scope of undergraduate education.

Like our CPB colleagues, CEP strongly believes that a senior position in International Education warrants appointment at the Vice Provost level. We argue that this full time faculty administrator will be taking on an immense workload, representing UCSC around the world, and should report directly to the EVC. Further, this senior administrator must be afforded the time, resources, and authority to review the current proposal and make amendments. Our understanding is that this recommendation is in accordance with the international strategic planning consultant's view on the importance of international education for our campus.

Second, the committee recommends establishing a *new* FTE faculty position for the Vice Provost of International Education. We are acutely aware of continuing downward pressures on undergraduate instruction, and we feel strongly that this position should not come at the expense of any academic department. If this position were to be filled by a current UCSC faculty FTE, for example, then CEP would expect that the home department would be appropriately recompensed with a comparable faculty FTE.

Thank you for the opportunity to comment.

Sincerely,

/s/

Tracy Larrabee, Chair  
Committee on Educational Policy

cc: Senate Committee Analysts

February 14, 2014

Joe Konopelski, Chair  
Academic Senate

**RE: International Student Growth and Campus Globalization Proposal**

Dear Joe,

The Graduate Council has reviewed the Proposal for Support of International Student Growth and Campus Globalization and the Job Description for AVP International Education, and has the following comments.

The documents themselves note that the body of international students include both undergraduate and graduate students, and include elements geared towards attracting and supporting international graduate students to the campus. The Council considered the appropriateness of including such activity in a division that reports to the Vice Provost and Director of Undergraduate Education (VPDUE) office, as opposed to the office of the Provost, the latter of which would provide an umbrella naturally incorporating both graduate and undergraduate education. The Council noted that the motivation for these documents is largely geared towards raising our non-resident undergraduate population, and serving them well once they are here – a focus that the Senate in general, and the Council in particular, remains supportive of. Thus, the Council does not wish to jeopardize the focused effort to achieve these goals by questioning the administrative structure under which these efforts will be organized. In large measure, we support the sentiments and plans outlined in these documents, and join the VPDUE's office in hoping that the number of high-quality non-resident undergraduate students can be responsibly raised to meet stated targets. With that said, the Council would like to emphasize two areas of interest, and express its hope that, while perhaps housed within the purview of the VPDUE, these will be given appropriate attention by the International Education Office (IEO) as our Campus's international profile grows.

**Sponsored students:** This is something our Ph.D. programs could benefit from, were we to develop solid relations with sponsoring agencies that could reliably deliver sponsored applicants to our programs. As an example, the Saudi and Qatari governments fully sponsor students for Ph.D. programs in some fields. To take advantage of that, we would need to have someone in the International office working on that relationship, with the goal of making us a destination of choice for those students.

**Limited English-language instruction infrastructure:** This is already a problem for current cohorts of international graduate students. Currently rather small in number, the Graduate Division provides training for these students via an ad-hoc arrangement with a commercial service for those who aren't able to demonstrate proficiency upon arrival at UCSC. If that number were to increase substantially, the Graduate Division would likely be overwhelmed by this training responsibility. In addition, the development of such a training infrastructure can provide financial benefits to the

campus, as some nations sponsor students to spend a year developing English-language skills before enrolling in Ph.D. programs.

The Council hopes that, whatever the reporting line, the responsibility of the IEO must integrate both undergraduate and graduate concerns, some of the latter of which have been called out in this letter. This implies that there should be a regular and formalized advisory contact between the IEO and the Graduate Division.

Sincerely,

A handwritten signature in black ink, appearing to read "Bruce Schumm". The signature is fluid and cursive, with a long horizontal stroke at the end.

Bruce Schumm, Chair  
Graduate Council

February 20, 2014

Joe Konopelski, Chair  
Academic Senate

**RE: Committee Response to International Student Growth and IO Staff Position Review**

Dear Joe,

CPE members discussed the proposal prepared by VPDUE Hughey for support of International Student Growth and Campus Globalization, including the job description for a potential Associate Vice Provost of International Education and support staff.

The committee is impressed with the comprehensive proposal and financial planning for international growth, faculty initiatives, need-based financial aid and scholarships, diversity, recruitment, and retention initiatives. But members are concerned was focused on the proposed Associate Vice Provost of International Education. We believe this position should be a senior position at the Vice Provost level with expertise in the area of international student issues.

Further, this senior administrator should be afforded authority over resources. Members are concerned the proposed budget maybe inadequate given the challenges for needed resources.

Thank you for the opportunity to comment.

Sincerely,

/s/

Bruce Cooperstein, Chair  
Committee on Preparatory Education

cc: Senate Committee Analysts

February 21, 2014

Joe Konopelski, Chair  
Academic Senate

**RE: VPDUE Proposal for Support of International Student Growth and Campus Globalization**

Dear Joe;

The Committee on Teaching (COT) has reviewed VPDUE Hughey's Proposal for Support of International Undergraduate Growth. COT notes the limitation of the report is its narrow focus on how the tuition realized from fee-paying international students will be used in the Division of Undergraduate Education. While we understand that this scope is appropriate to the office that produced it, the proposal needs to be considered in the context of how all the funds will be used. This is especially important in regards to teaching since these enrollments will have an uneven impact across campus on undergraduate instruction. The report does not address this differential impact with heavier enrollments (and needs) in specific programs in Engineering, PBSci and possibly Social Sciences.

The proposal does have many elements that will benefit undergraduate education, such as the reciprocity in supporting EAP. However, COT would like to see more funding be prominently highlighted for instructional support, since the needs will be great. With consternation COT notes that the VPDUE proposes a Global Innovation Fund for supporting projects related to international education without first considering restoration of a Center for Teaching and Learning. Such a center could provide resources to instructors and TAs to support instruction for international and other populations, including discerning which students have the academic qualifications to succeed, but trouble with English and those who need academic support.

It is not appropriate to consider this funding proposal outside of the context of an analysis projecting what departments and programs will be affected and to what degree, since the impacts will be uneven. Commitment of some revenues from international tuition can also be used to support more entry level instruction for all students (Math and Writing). To carve out a portion of international revenues for specific programs or initiatives within Undergraduate Education, though they be laudable, short circuits planning for the instructional support in the academic divisions.

Sincerely,

/s/

Charlie McDowell, Chair  
Committee on Teaching

cc: CPB Chair Friedman  
CIE Chair Crow  
CEP Chair Larrabee  
CPE Chair Cooperstein  
CAFA Chair Gordon  
CAAD Chair Lau  
GC Chair Schumm  
COC Chair Abrams

February 21, 2014

Joe Konopelski, Chair  
Academic Senate

**RE: CAAD review of VPDUE Proposal for Support of International Student Growth and Campus Globalization**

Dear Joe:

The Committee on Affirmative Action and Diversity (CAAD) reviewed VPDUE Hughey's Proposal for Support of International Undergraduate Growth (hereafter referred to as the "Proposal") at its meeting on February 10 and had a lively, far-reaching, and productive discussion about its many different proposals and assumptions. Throughout the discussion, CAAD members sought to interpret diversity in the broadest possible sense while also trying to balance the different diversity-related considerations and concerns relevant to international and domestic student populations. Overall, the committee found the document to be simultaneously too broad in the sheer number of initiatives proposed *and* too limited in its focus on only undergraduate enrollments (although we recognize that undergraduate education is the part that falls within the VPDUE's purview). In attempting to address such an extensive number of issues, the Proposal generated quite a range of concerns and comments.

One of CAAD's major concerns is a structural one related to the AVP position (the job description bundled with the Proposal) in the overall context of UCSC's role in international education and training. More specifically, CAAD believes that the campus priorities of (1) developing the infrastructure for successful international student enrollments at the undergraduate and graduate levels and (2) establishing a global reputation for outstanding international educational opportunities and partnerships warrants a higher level, professional staff leadership position outside of the Division of Undergraduate Education, an expert with professional training and experience in international education. We hope that such a person would provide the leadership and vision necessary to help UCSC build the infrastructure to support rapidly increasing student enrollments while also continuing our recent recruitment successes and developing international partnerships and opportunities for students and faculty. CAAD finds the proposed AVP position inadequate for the scope of this job for several reasons: (1) most faculty members lack the professional education, training, and expertise in international education required for this crucial leadership position; (2) the AVP position, as proposed, is already too ambitious to be successful in even the areas it covers; (3) the proposed AVP position reporting structure limits the authority and campus leadership potential on the issue of international education.

That said, CAAD recognizes the central importance of having a faculty member in an AVP position under a higher-level professional administrative director of International Education (who would report directly to the CP/EVC). Administrators at foreign universities often prefer to meet with faculty, and we hope that this will be one of the AVP's primary responsibilities. In addition, we assume that the Chancellor's Special Advisor will not become a permanent position (although we would not be opposed to that) and that the AVP will assume some of those duties as well. In addition, we understand and support the AVP's attention to academic infrastructure needs, particularly in terms of writing education and overall, multidimensional student support.

Given the scope of this aspect of the proposed AVP position--and even assuming that it would be a position under an administrative director of International Education--CAAD believes that the responsibilities for EAP should be separated out of the position and that we should retain an EAP Director. The committee is particularly concerned that support for EAP will be pushed aside in pursuit of international enrollments and the revenue they provide. UCSC's EAP program is one of the most successful of all UC campuses, and we regularly send high numbers of UCSC students abroad; at the same time, our campus benefits from enrolling well qualified EAP students from abroad, which contributes significantly to campus diversity goals. Overall, we do not find the proposed AVP position, which combines all of these responsibilities, to be reasonable, and we worry that this structure could make us mediocre in all areas.

Lastly in terms of structure, we would like to see centralized staff support dedicated to managing the bureaucracy for international students (undergraduate and graduate), faculty, staff, and visitors. There are Fulbright grants and various foreign funding opportunities available for foreign PhD students to study at American universities, but these often require negotiating with foreign governmental agencies over the details of how much funding will be provided and what the hosting university is expected to cover for each student. The timing of admissions and guarantees of support can also be critical, and are unique to each country. The complexities of these bureaucratic mazes are often so overwhelming for faculty and departmental staff that they forego opportunities to bring in well-funded foreign students. The report's silence about support for international graduate students, researchers, and faculty is a symptom of its focus on undergraduate education and attests to the limitations of subsuming all international efforts under the VPDUE. There are real opportunities to centralize and manage logistical support for these groups by leveraging expertise in visas, government funding, insurance, and use of allowable funds for sponsored graduate students, and CAAD believes that it makes most sense to integrate these services under a broader International Education Office from the start. This expanded purview might also facilitate working with foreign governments and universities to create reciprocal agreements and exchanges. It is also not clear from the Proposal how the activities outlined by VPDUE Hughey articulate with the activities of the Chancellor's Special Advisor Anu Luther or with the structures presented in Consultant Ian Little's report.

Beyond the committee's structural concerns about the AVP position and overall campus leadership for international education, CAAD members also emphasized the importance of extensive, quality cultural training (i.e., that which avoids essentializing and overgeneralizing along the lines of "X culture believes such-and-such, therefore we should treat students from X

in Y fashion”). This will be particularly important in supporting faculty, instructors, TAs, and student support services staff. Deeper, perhaps even ongoing, pedagogical training focused on teaching to individuals coming from different instructional traditions will benefit both students

and instructors. A particular burden will fall on those teaching writing to English Language Learners. CAAD feels strongly that some part of the financial resources coming to UCSC from foreign students should be used to support the Writing Program to develop faculty expertise in English Language Learning, thus serving as a resource for students at all levels as well as for faculty, GSIs, and TAs. Such expertise and pedagogical training will also benefit domestic students as instructors become increasingly sensitive to learning distinctions among recent, long term, and domestic English language learners.

CAAD embraces the idea that increased international enrollments could enhance diversity and the quality of undergraduate education for all students through additional instructional support. Increasing cultural diversity should strengthen the overall campus community when accompanied by increased emphasis on cultural sensitivity--provided the campus invests in the necessary infrastructure. At the same time, we want to reiterate the need for a complex understanding of diversity. The recommendations above are intended to raise awareness of how our increasingly globalized campus must become sensitized to the needs of students whose cultural and scholarly backgrounds, languages, and world views may be very distinct from California students and the diversity within that domestic student body. In particular, the committee wants to be sure that within the scope of attending to diversity, and pursuing opportunities for educational and cultural enrichment, UCSC is not neglecting its commitment to educational equity. Given this opportunity to shape the foundations for future campus growth, we believe it is critical to build in programmatic components that help express and reproduce our university's commitments. For example, the new program could commit a certain percentage of international admissions slots to students from under-represented countries, and could use a portion of the fees generated from the program to help offset costs for outstanding students from those countries.

The committee was especially enthusiastic about the proposal to establish a physical space dedicated to international students and international education and believes that such a center would not only provide a welcome community space but also underscore the fact that UCSC values the social and intellectual contributions that international students make to our campus community. Many universities have these kinds of spaces--UC Berkeley's International House is an excellent example--and CAAD advocates such a space which celebrates cultural diversity and could be beneficial to all students, not just international students.

Overall, CAAD is excited by the potential implicit in the Proposal but has severe reservations about continuing to increase international student enrollments (at the undergraduate and graduate levels) without having the necessary academic and support infrastructure in place to support them. Even more, as discussed above, the committee finds the Proposal to be, paradoxically, both too broad and too limited in scope to demonstrate a successful path to a fully

internationalized UCSC, and we share CPB's concerns about the proposed uses of student fees in the context of the campus' overall planning and budget needs.

Sincerely,

A handwritten signature in black ink, appearing to read "Kimberly Lau".

Kimberly Lau, Chair  
Committee on Affirmative Action and  
Diversity

cc: COC Chair Abrams  
GC Chair Schumm  
CIE Chair Crow  
CEP Chair Larrabee  
CPB Chair Friedman  
COT Chair McDowell  
CPE Chair Cooperstein  
CAFA Chair Gordon

February 21, 2014

Joe Konopelski, Chair  
Academic Senate

**RE: Proposal for Support of International Student Growth and Campus Globalization and Proposed Job Description for Associate Vice Provost for International Education (AVPIE)**

Dear Joe,

The Committee on International Education (CIE) has reviewed the VPDUE's Proposal for Support of International Student Growth and Campus Globalization and the accompanying proposed job description for the Associate Vice Provost for International Education (AVPIE). The committee continues to enthusiastically support the ongoing campus conversations on how to better internationalize our university. We strongly support the creative way in which the VPDUE has risen to the challenge of thinking through the beginning of what internationalization might mean for UCSC.

Regarding the specific items in the Job Description and Proposal for Support of International Student Growth and Campus Globalization, we offer the following comments:

**JOB DESCRIPTION**

We understand that the job description circulated has been superseded by further more nuanced and better organized drafts. CIE appreciates and supports the need for faculty oversight on the growth of multidimensional global engagement. The level of this faculty position matters primarily because, as we argue below, the person appointed needs to interact broadly with other Divisions and to be in conversation with their Deans.

CIE also notes the retirement of Anne Butler, Director of IEO and the possibility this opens up for rethinking the position of Director at a higher administrative level, and for seeking candidates with extensive professional experience in this area. Global engagement will be accelerated, and we may be able to learn from mistakes already made, if we appoint a staff Director with experience of internationalization at other universities.

**GOVERNANCE STRUCTURE**

The limited consideration in this report for opportunities for recruitment of international graduate students and for support of international research highlights the challenges of the current location of internationalization under the Division of Undergraduate Education. We recognize the need to build on the current administrative arrangements and consider that the resources and flexibility of the Division of Undergraduate Education offer considerable potential for UCSC's move into international areas. At the same time, we would not want crucial areas of global engagement omitted at this stage. And, we suggest that a gradual transition is desirable either to a new

International Division or to a situation in which the proposed Chief International Officer / AVP is able to draw equally from Graduate Division and Office of Research.

There are also challenges of coordination with the Special Advisor to the Chancellor for International Initiatives. The relationship between the AVP and the SA needs to be considered along with the question of what happens when the two-year term for the SA comes to an end. VPDUE is aware of this question. But we do not know the best way to ensure continuity and coordination between these two posts.

In continuing to highlight important omissions in the report, CIE notes that the document only sparingly addresses the following areas that are key to comprehensive internationalization:

- Opportunities to increase international graduate enrollments;
- Support for international scholars and non-degree students;
- International Faculty exchange;
- Partnerships with foreign universities;
- Support for international faculty research;
- Language support

### **CIE FEEDBACK ON SPECIFIC POINTS**

CIE supports the priorities reflected in the proposed use of tuition funding to support global engagement:

- 2% of non resident tuition should be devoted to the support of faculty initiatives in global engagement
- 5% to students for need-based financial aid and for international scholarships
- 10% of non-resident tuition to prospective students to ensure the diversity and retention of our non-resident student cohorts
- 7% for recruitment and retention.

CIE enthusiastically supports items such as A3-Globalization Innovation Fund and A4-Academic Program Incentive in the report. Committee members have been visiting academic department meetings during the winter quarter to engage faculty members in conversation about what internationalization should mean for UCSC. A recurring theme of these discussions is the lack of resources for internationalizing the curriculum. Not only do we owe it to our growing numbers of incoming international students to offer a diverse curriculum, but also we owe it to students from California to offer a curriculum that reflects global studies, issues and interconnectedness, and the need for international engagement and participation, to prepare students for the professional world beyond UCSC.

In conversations with the international consultant, Ian Little, CIE questioned the effectiveness of the 10-day international orientation (C5-International Orientation). The length of the program (not typical on other UC campuses) and the relatively high cost to international students make CIE wonder if this is the best way forward for orientation. The committee would like to see a report on the whole experience of recruitment, orientation, and acclimating to UCSC based on

the current cohort of international frosh. This data will be key in determining the validity of such a program.

CIE enthusiastically supports the development of the International Education Office (IEO) into a full International Center (D9-International Center). The current organization, staff, and physical footprint of the IEO make it inadequate to address the needs of a truly international student body. CIE was pleased to see the inclusion of faculty-led programs abroad as a priority (E1-Faculty-Led Programs). As the campus-wide discussion on internationalization progresses, though, the committee is re-examining the level of priority for this particular venture. Oversight, logistical support, emergency provisions, and services for faculty-led trips abroad (E5-International Programs Risk) is an essential step towards providing our students and faculty with the valuable experience of learning and living abroad, but the dedication of limited resources to extended UCSC faculty-led trips requires more evaluation. Such programs must be designed to offer the possibility of undergraduate research in international settings and collaboration with partner institutions overseas.

CIE has been collecting data on faculty international experience and connections via a survey first shared with Senate faculty and lecturers in October 2013. Over 100 faculty members have responded, offering a snapshot of UCSC's international footprint and offering many opportunities for greater connections in areas ranging from undergraduate recruitment to faculty research. This survey was launched with input and support from the VPDUE, and the data being collected should be consulted and used in the planning elements of the VPDUE's proposal. Many areas of the VPDUE's current report would benefit from a knowledge of UCSC faculty's current international reach. Our survey and our meetings with faculty have found that faculty have international research sites, exchange programs, internships, collaborations, and more, all of which could benefit from administrative coordination and support.

In section C3, CIE is concerned that establishing "a more even distribution of matriculated international students" might suggest mandatory distribution of students. As with all our students, college selection and living preferences should be decided by preference whenever possible.

As mentioned above in our comments on governance structure, CIE notes that the VPDUE's report is primarily concerned with our undergraduate community. We firmly believe that many of the proposed activities, initiatives, and programs mentioned in the VPDUE's report should also benefit graduate students. A similar proposal for graduate students is needed; some of the VPDUE's proposed programs (such as those aimed at retention) could integrate graduate students while there may be other efforts that might uniquely benefit graduate students. Conjoint planning of the undergraduate and graduate initiatives will be needed.

Although CIE agrees that internationalization needs to occur across campus, we note that global engagement and participation are already a focus for many students and faculty. For example, College Nine, which is not mentioned in the report, has created many successful international initiatives and structures for UCSC students, such as the International Living Center (ILC), iFloor, and a variety of cultural events. As we plan to broaden internationalization, we must be

cognizant of the existing infrastructure and programs on campus. Many opportunities may be easily scalable and there is no need to reinvent the wheel.

Thank you for the opportunity to comment on this proposal. The committee eagerly awaits the administration's response to the points raised here and by other Senate committees.

Sincerely,



Ben Crow, Chair  
Committee on International Education

January 31, 2014

Joe Konopelski, Chair  
Academic Senate

**Re: Internationalization Implementation & Priorities**

Dear Joe,

The Committee on Planning & Budget (CPB) thanks Vice Provost & Dean of Undergraduate Education Hughey for circulating the *Proposal for Support of International Student Growth and Campus Globalization* (December 20, 2013), and the associated job description for an Associate Vice Provost of International Education. We heartily agree with the goals stated in the report title and elsewhere in the report, but respectfully disagree with the approach these documents take to confronting our challenges.

We write to you now (with copy to CP/EVC Galloway) because the issues concerning international education are campus-wide and interconnected, and are not fully contained within the purview of the Undergraduate Education division. We are recommending a different course than that outlined in the documents circulated by the VPDUE, a course that we believe will bring greater success at lower cost.

The current proposal and job description lack two indispensable ingredients: a clear description of what a successful international operation would look like at UCSC five years from now, and an early infusion of expertise to bring coherence in dealing with our multiple challenges. So far the campus response to our challenges has mainly been asking staff whose primary responsibilities lie elsewhere to work with each other on an ad hoc basis. We see the same approach implicit in the current documents. Specifically,

1. The job description for an AVP of International Education keeps the current administrative structure intact, and expands an existing position reporting to the VPDUE from 50% to 100% time. The AVP would have responsibility for outbound undergraduates (EAP) as well as incoming undergraduates, and would connect to Admissions only through overworked officers higher on the organization chart. The AVP would not have the mandate to work with dimensions of campus globalization beyond undergraduate education, such as building pipelines that include graduate student and research components. It seems to us that this job configuration will do little to bring coherence to our internationalization efforts.
2. CPB recommends, by contrast, that the next international officer hired be placed higher in the administrative structure, perhaps as a Vice Provost, and have primary responsibility for building our international programs for undergraduates, graduate students and faculty. The point is that our needs are interconnected and extend beyond the scope of the Undergraduate Education division. Our recommendation is consistent with that in the recent consulting report by Ian Little. More importantly, many other campuses have mounted successful international programs in recent years and, to the best of our knowledge, all of them have a campus-wide chief international officer (CIO) with broad responsibilities and professional expertise. We attach typical job descriptions as an appendix to this memo.

3. To elaborate on the last point, we believe that it is essential that the CIO address immediate and ongoing issues in communication and collaboration in and beyond the Undergraduate Education Division. The CIO must handle the logistical (e.g. legal and pipelines) issues and implementation. The proposed AVP position satisfies neither of these roles, and might over-complicate the process of implementing this preferred structure in the future.
4. The proposed AVP position continues to conflate EAP (abroad) roles and responsibilities with those of international recruitment and partnerships, which CPB views as non-aligned goals for one position to manage without clearer articulation of the other support positions involved.
5. The CIO needs to have a clear mandate for Senate collaboration and interaction. The current AVP job description includes no such mandate.
6. Plans must be clearly articulated for establishing and maintaining diverse international student pipelines. Experience here and elsewhere shows that such pipelines stabilize enrollment growth and greatly improve international student success at all levels. The VPDUE report implicitly assigns pipeline responsibility to the Special Advisor to the Chancellor position, under the unlikely assumption that that position will be in place for up to 10 years. Although the Special Advisor may help initiate pipelines and international partnerships near term, it seems evident that other administrative structures will be necessary for maintaining them even in the medium term.
7. We would like to see a clear analysis of how the lower level hires within UE and the EAP office will be handling the administrative work and provide support for the VP/AVP. This is a key concern given the difficulties in communications within the current structures.
8. It is essential that physical space be purposed as a hub for international students, faculty, and staff. This area will provide the scaffolding of essential community for this population, and perhaps be proximate with support services. This recommendation also is clearly articulated in the consultant report, but seems not to have been heeded.
9. We do not yet have a clear business plan. Surely some direct return of resources from non resident tuition (NRT) to international operations is reasonable. The current proposal calls for certain percentages of NRT to be plowed back in specific ways. We await the analysis of the funding formula from Planning and Budget and understand that you can not make decisions without it, but in the meantime we have two general points to make.
  - a. Some initial investment is required up front. At present, this investment is scattershot, with many individuals asked to acquire bits and pieces of international expertise, and to coordinate their efforts, at the cost of taking time away from their regular tasks. Retention and transmission of expertise is problematic, further raising implicit costs. Explicit expenditure on a single individual with the necessary expertise would greatly reduce these costs, and save money in the long run and perhaps even (with full accounting for implicit costs) in the short run.

- b. As NRT revenues expand, a decreasing fraction of them will be needed for operations.

For the last several years, CPB has been discussing issues regarding non-resident enrollment and internationalization with increasing frequency and urgency. We know that the VPDUE and other leaders in the administration take these matters seriously and we respect their thinking. Nevertheless, the discussions within CPB have led to a strong consensus opinion that:

- A. We have an immediate need for a plan of the desired administrative structure when international enrollments approach steady state numbers and other aspects of globalization begin to mature, perhaps five years from now. In other words, we need to know now where we are headed, and let that guide our immediate actions.
- B. The next filled administrative position must function to coordinate all campus efforts, and bring expertise across the many areas involved. Therefore we recommend giving priority to a professional (career) position that will become part of a future sustainable international structure, rather than to the AVP position as presently defined. Again, to clarify the difference, we attach several sample job descriptions we harvested online.

Sincerely,  
Daniel Friedman, Chair



Committee on Planning and Budget

Appendix

cc: CP/EVC Galloway

## Appendix.

### University of Northern British Columbia - job description

Job title: Director, International Education  
Reports to: Vice Provost, Student Engagement

The Director of International Education provides both strategic leadership and business management for UNBC's internationalization initiatives. The International Education portfolio includes English Language Studies, International Exchanges and Student Program units.

The Director will develop and implement a strategic plan to attract, support, and retain international students that will include promotion of UNBC's external international student relationships, and support both academic and non-academic programming aimed at improving all phases of the international student experience.

### Duties and responsibilities

This job description outlines the general nature and level of work to be performed by employees in this position or within this classification. Management retains the right to assign or reassign duties and responsibilities to this position at any time according to the organization's needs. The Job Description is not a comprehensive inventory of all duties, responsibilities and qualifications that may be required of employees assigned to the position or classification.

### The Director of International Education:

- Promotes and advances UNBC's internationalization goals and objectives with other administrators, faculty and staff.
- Designs and advances enrolment strategies focused on recruitment and retention of students that have a strong fit and high likelihood of success at UNBC.
- Develops and implements business strategies for the achievement of significant revenue targets.
- Manages programming, fiscal, and other business matters for International Education in accordance with the UNBC Policy.
- Provides administrative leadership and management for the UNBC's internationalization initiatives.
- Ensures the existence of a supportive learning environment for international students through the delivery of high quality services and programming ranging from international student orientation to academic tutoring, to social programming.
- Oversees the existence and functioning of integrated and efficient educational supports between English Language Studies and International Operations.
- Maintains and further enhances UNBC's international exchanges and field schools.
- Liaises with:
  - College Deans and Faculty – Provides a leadership role in supporting the College Deans and their faculty members to strategically enhance international education.
  - Office of the Registrar – Collaborates with the Office of the Registrar to promote international student services.
  - External International Education Organizations – Fosters effective relationships with external partners concerned with international education in the province and beyond.
- Provides Human Resource management for the Department, including recruitment, hiring, performance appraisals, and discipline.
- Ensures that an atmosphere of cooperation is maintained, and professional development opportunities are made available to all International Education staff in order to meet the ongoing requirements for growth and change.
- Works collaboratively with the Student Engagement management team to provide leadership in the development and operation of structures, programs, and policies that promote diversity and student life. The programs developed support university retention efforts and promote UNBC as an attractive choice for prospective international students.
- Works collaboratively and proactively with all university units, including Continuing Studies, Facilities, Purchasing/Contracts/Risk Management, Finance, Information Technologies, Human Resources, and other departments as the need arises.
- Reports regularly and as requested on the progress and success of all internationalization initiatives.
- Other duties as may reasonably be assigned.

### Qualifications

- A Masters or Ph.D. in a related field, along with a demonstrated understanding of an academic environment;
- Outstanding leadership experience in international education combined with a minimum of 5 years of administrative experience in higher education;
- Demonstrated experience in international education areas such as international student markets, recruitment, agent / educational consultants, exchange agreements, English Language Studies, etc;
- Familiarity with Canadian Immigration and national/ provincial policies related to international students in higher education;
- Supervisory, managerial and budgetary experience in a unionized environment;
- Significant experience working with international students.
- An equivalent combination of education and experience may be considered.

**Knowledge, Skills and Abilities**

- Outstanding business acumen, with successful experience in revenue generation and international educational marketing;
- Demonstrated commitment to student engagement and an understanding of international students with an interest in their present and future success;
- Strong language and communication skills, with demonstrated second-language fluency (Mandarin or Spanish would be considered assets);
- Strong collaborative skills;
- Ability to lead and manage in a continuously evolving environment.

**Fordham University**

In this key role, the Director of International Initiatives will provide visionary leadership to advance our existing international educational programs and initiatives. We seek a hands on professional who will coordinate and support international agreements between Fordham faculty, departments, schools and other international institutions, and develop innovative new plans for international programs and activities. The Director of International Initiatives will launch recruiting and curriculum development efforts and seek collaborations with other global educational institutions in order to develop opportunities for both faculty and students abroad. In addition, she/he will raise awareness of the University's global programs and prepare students to thrive in a global environment. The successful candidate will provide budget oversight for all international program initiatives and resource allocations; collaborate with other University offices to assist with visa and immigration issues; oversee the Office of Study Abroad and work with units in the University to enhance Fordham's presence as a global institution; provide financial assistance, and aid in cultural awareness and academic concerns.

The ideal candidate should have a Masters Degree; a Ph.D. is preferred. The successful candidate should have five years experience in International education; demonstrated leadership, substantial administrative and managerial experience in international education; a record of recognized professional achievement; and the ability to work with broad constituents including government agencies, alumni, donors, international dignitaries, and academic leaders. We seek a candidate with excellent organizational, interpersonal and communication skills, plus a firm commitment to diversity and equal opportunity goals. Successful candidates should have a knowledge of and commitment to the goals of Jesuit Education.

We offer a competitive salary and benefits, including tuition remission. Please email cover letter, resume and salary requirements to:

<https://chroniclevitae.com/jobs/0000817357-01>

**Miami Dade College**

**Summary:**

The Executive Director of International Education is responsible for coordinating Study Abroad Programs and activities for Miami Dade College, for overseeing the Miami Dade College Confucius Institute, and for developing relevant international academic partnerships, and for fostering the recruitment of international students by working closely with campus and district personnel. Has primary responsibility for international marketing/recruiting, for Study Abroad programs, for the Miami Dade College Confucius Institute, and for hosting and educating international visitors and facilitating international educational exchanges. All study abroad programs and international academic partnerships are an integral part of Miami Dade College and are designed to strengthen student, faculty, and staff global relationships and understanding.

**Essential Duties and Responsibilities:**

- In collaboration with College senior leadership and the campuses, oversees the development and implementation of the MDC Associate in Arts degree program and courses at international sites and facilitates the development of articulation agreements
- Works in conjunction with the Executive Director, Workforce and Partnerships in planning, development and administration of other MDC international initiatives, including international business and/or workforce development and the offering of campus Associate in Science and baccalaureate programs/course at international sites
- Actively develops and oversees external funding, including grants, for international initiatives
- Collaborates with the Executive Director, Workforce Development and Partnerships, to foster international affiliations through contact/negotiations with foreign consulates, trade and cultural centers and develops/maintains contacts with key consulates and trade centers in Miami, as well as embassies in Washington DC
- Monitors/implements new international travel guidelines or restrictions
- Establishes/updates the plan for international initiatives and advises the College leadership on , international site development, contractual partnership, and articulation matters
- Establishes and updates the plan for international initiatives, including international site development and articulation agreements
- Develops/coordinates MOUs, articulation agreements, and collaborative proposals between MDC and international entities
- Hosts international visitors in cooperation with District and Campus personnel
- Works with state and national international education organizations to expand opportunities for Miami Dade College faculty and

students

- Supervises the International Education Programs Manager and oversees related planning efforts to develop/mange Study Abroad programs
- Supervises the Director, Confucius Institute and oversees related planning efforts
- Chairs, the CASSC International Education Committee
- Develops and monitors the overall budget for international education initiatives assigned to the Office of International [sic]
- Performs other duties as assigned

**Knowledge, Skills and Abilities:**

- Knowledge of college educational philosophy and top management administrative practices and procedures
- Leadership skills and abilities to chair and organize faculty/administrative committees
- Demonstrated skills and abilities for collaboration and the formation of internal and external partnerships
- Excellent organizational and interpersonal skills.
- Excellent supervisory and effective management skills
- Knowledge and familiarity with relevant information systems, databases, software applications
- Ability to establish innovative and effective international high education partnerships
- Ability to read, analyze, and interpret common professional and technical journals, financial reports, and legal documents
- Ability to think, reason, and make sound judgments on how responsibilities are completed in
- compliance with College and Florida Department of Education standards and guidelines
- Ability to communicate effectively with employees, faculty, staff and community groups
- Ability to work a flexible schedule including evenings and weekends and to travel internationally
- Ability to work effectively, courteously and agreeably in a multi-ethnic/multi-cultural environment with students, faculty, and staff

**CUNY - Brooklyn**

**Job Title: Senior Director of International Education and Global Engagement (HEO)**

**Job ID: 2600**

**Location: Brooklyn College of the City University of New York (CUNY)**

**Full/Part Time: Full-Time**

**FLSA: Exempt**

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**GENERAL DUTIES**

- Directs curriculum development and operations of a College's specialized academic program under executive oversight.
- Designs, implements and monitors a comprehensive academic program development plan
- Administers all curricular, administrative, and financial aspects of the program
- Oversees program evaluation efforts and creates strategic plan to further develop program offerings
- Manages annual budget; develops proposals and other initiatives for expanded program support
- Cultivates and maintains strategic partnerships; serves as primary liaison to faculty and administrators to plan and execute programming activities
- May participate in faculty recruitment efforts
- Manages professional and clerical staff
- Performs related duties as assigned.

**CAMPUS SPECIFIC INFORMATION**

International education and global literacy are central to the mission of Brooklyn College to prepare highly motivated students of diverse backgrounds for the opportunities of a global workforce and an interconnected world. The College invites applications for the Executive Director of its new Office of International Education and Global Engagement. The successful candidate will bring dynamic leadership to international education initiatives at the College and will foster the global engagement of the College's students in meaningful learning experiences.

Reporting directly to the Provost / Vice President for Academic Affairs, with broad latitude for independent judgment and decision-making, the Executive Director of International Education and Global Engagement (the Executive Director) will play a central role in articulating the goals and benefits of international education to a campus community of more than 17,000 students and 524 full-time faculty members. The Executive Director will work in close collaboration with the faculty, the deans for undergraduate and graduates studies, the division of Student Affairs, and others to develop a strategic course of action to promote opportunities for education abroad for Brooklyn College students and foster critical linkages with international institutions to advance the objectives of a globally engaged college.

Responsibilities include, without limitation: assessing and promoting international study offerings to ensure that the needs of Brooklyn College students are being met; advising students regarding international travel and study; developing and implementing an orientation program for all students intending to study internationally; assisting faculty during the planning and implementation of study abroad programs; coordinating

safety and risk management policies for education abroad programs and serving as the primary contact for study abroad emergency and crisis situations; managing staff, budgets, and all activities of the Office of International Education and Global Engagement; overseeing the management of education abroad accounts and budgets; working with senior leadership to develop new funding support for education abroad programs and scholarships; working with the Registrar's Office and faculty representatives regarding credit equivalencies for international partner institutions; producing the annual report on education abroad goals and performance outcomes.

**MINIMUM QUALIFICATIONS**

Bachelor's Degree and eight years' relevant experience required.

**PREFERRED QUALIFICATIONS**

- Progressively responsible positions with a demonstrated record of success in international education and study abroad programming. A master's degree is strongly preferred.
- Knowledge of national trends and best practices in international education and direct experience with study abroad program development and international education advisement.
- Experience studying and/or working abroad is desirable. Experience managing budgets and staff.
- Excellent planning, problem-solving, and communication skills. Experience working collaboratively with college faculty and staff. Fluency in at least one language other than English is desirable.

**COMPENSATION**

Competitive and commensurate with qualifications and experience.