

Review of
International Programs and Services
at
The University of Hawaii at Mānoa

Consultants' Report
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INTRODUCTION

The University of Hawaii system strategic plan strives to “establish the University of Hawaii and the state of Hawaii as the research, service, and training hub of Oceania, with bridges to the Asia-Pacific region, the Americas, and the rest of the world.” The flagship Manoa campus vision statement further identifies its institutional goals “to advance stable, peaceful, prosperous, and democratic relations in the region by being an international center of learning and exchange”; to “expand leadership in international affairs, emphasizing Hawaii, Asia, and the Pacific”; and to transform the “campus into a Hawaiian place of learning open to world culture.”

As international activities and programs have matured and spread throughout the university, the decentralized nature of the enterprise raised questions about the efficacy of the organizational structures that support such ventures. Indeed, the university has convened committees, commissioned reports, and examined alternative approaches to the current organization and delivery of international programs and services.

Recently, the Chancellor and the Vice Chancellor for Academic Affairs decided to appoint an Assistant Vice Chancellor for International Affairs and sought advice from external parties about the optimal portfolio of such a central office. As the two parties who were retained to assess current university structures and staffing related to international programs, we understood our charge from the Vice Chancellor to be the following:

1. Conduct a review of all of the components of the institution as they relate to the institution’s international objectives and as they compare to current successful models of campus internationalization.
2. Examine all levels of international activities, including study abroad, international exchanges, international student services, international student housing, faculty and curriculum integration, and the role of Manoa’s international office vis a vis the University of Hawaii system.
3. Provide a written report with recommendations within three weeks of the campus visit.

PROCESS

Prior to arriving on campus, we reviewed websites and print materials. Over a three day period on campus, we conducted interviews with 56 UHM and System faculty, staff, and students [See Appendix I]; visited office facilities; and reviewed the strategic plan, organizational charts, unit mission statements and performance assessments, general education requirements, enrollment statistics, and other pertinent documents. In addition, we met with the Chancellor, the Vice Chancellor for Academic Affairs, and Dean Edgar Porter for both introductory and exit interviews.

The report that follows outlines:

1. The rapidly changing environment of higher education and international education in the U.S.
2. UHM's inherent strengths that position the institution for leadership in key areas.
3. Current support infrastructure for international education and the adequacy of resources to accomplish the university's stated international mission and goals.

In particular, we attempted to identify ways in which the university can further define its global mission and emphasis; organize itself to achieve synergy and economies of scale; and capitalize on its unique assets to consolidate its global reputation as a leading research university. We assessed how various units are carrying out their key functions and services in international education, noting their assigned missions, current performance, any issues that may need to be addressed, and related recommendations.

CONTEXT

Science, technology, culture, and business are not the only sectors being driven by the forces of globalization. The higher education sector is undergoing profound changes driven by global demographics; capacity to serve the growing market for higher education services; regional dynamics; changing delivery systems, models, and technologies; global competition for market share; and emerging issues of cost, quality assurance, and lifelong learning. Leading research universities must recognize the global context in which they now operate and develop the capacity for agile response to changing demands, changing clienteles, and emerging competition from other countries. Indeed, we see many examples of the world's leading universities experimenting with partnerships and new paradigms, and competing aggressively and successfully for the world's best and brightest faculty and students. While once we could rely on the US being the destination of choice for the world's scholars, shifting mobility patterns tell us that the dynamic is shifting. It is within this larger context of rapid change, global competition, and creative global partnerships that we frame our analysis of the UHM international infrastructure. [For further information, see Tapping the Global Student Market, Appendix II.]

FINDINGS

Throughout our visit, we were warmly received by the many faculty and staff with whom we met, and we were encouraged by their receptiveness to the idea of a new level of institutional leadership for the university's international agenda. Most welcomed the idea of reorganization and the centralization of international services and offered useful insights into how it might be achieved. Concurrently, in the course of our conversations, we were able to clarify our own mission as consultants; allay some fears; and focus attention on productive discussion of how best to achieve common goals.

Our meetings with the Interim Chancellor, the Vice Chancellor for Academic Affairs, and a number of deans reinforced our impression that there is already a deep understanding and appreciation for UHM's unique role as a globally engaged research institution and many significant areas of distinction are already in place. The institution's leadership seemed well-versed in the theory and substance of campus internationalization and expressed genuine enthusiasm for building the international dimensions of the University.

In addition, many UHM and System faculty and staff had prepared overviews and progress reports of their respective administrative or academic units. We were very impressed by the depth and breadth of the international dimensions of the campus; the global diversity of faculty and staff; the level of international student satisfaction with services; the level of faculty engagement in international teaching, research, and service, and the outstanding level of expertise in languages and area studies focusing on Hawaii, the Pacific and Asia.

Indeed UHM is well ahead of many peer institutions with regard to the integration of multicultural components into the fabric of academic life. The multicultural and global dimensions of the undergraduate general education curriculum; the level of language instruction; and the number of departments and schools deeply immersed in international teaching, research, and service amply demonstrated an uncommon commitment to building UHM's global profile.

However, we also found widespread frustration as faculty and staff attempt to move UHM to the next level of global engagement. We attribute this dissatisfaction to:

1. A lack of focus and cohesion in identifying and carrying out the institution's global mission and vision.
2. A lack of leadership, strategic planning, and advocacy for the institution's emerging international agenda.
3. A diffuse, uncoordinated, and inefficient organizational structure for initiation, oversight, and assessment of international programs and services.

These deficiencies have resulted in the inability to maximize resources, and perhaps more important, the loss of opportunities that could have made significant contributions to the institution's international engagement and reputation.

We hope the following assessment will give focus and direction to university decision makers in structuring a senior administrative position to address these issues in a university-wide context in order to achieve institutional goals. Consolidation of key international units and programs under the leadership of an Assistant Vice Chancellor for International Affairs can result in significant economies of scale, synergies among units, and a critical focus that the university is finding difficult to achieve under the current organizational structure.

Increasingly, mainland universities are making the strategic decision to consolidate and centralize all of their international activities into a single division of a vice provost or

vice president for international education or programs. U.S. universities have realized there are many benefits to having a chief administrative officer at the vice-provost or vice-presidential level, responsible for all international aspects of the University, with authority to speak on behalf of international students, scholars and overseas programs and initiatives. The establishment of a centralized office for all international activities brings vertical integration to the international area and permits the development of a common vision and mission. For UHM, this will allow all international activities to be directed toward a common goal without competing for resources with units in different administrative areas with radically different objectives. Consolidating international programs and international student services at UHM under the jurisdiction of a senior academic officer reporting to the Vice Chancellor will immediately communicate to international students and scholars that they are valued by the institution and that they are full and equal members of the UHM community. It will raise the profile of overseas experiences, delivering the implicit message that these are valuable programs for those preparing for the world of the future. The vertical integration of the international area will also enable the university to respond more quickly to emerging international opportunities and challenges.

A key component of UHM's future success in international education will be the role of the new Office of the Assistant Vice Chancellor for International Education Affairs in engaging the faculty in guiding the future development of the international dimensions of the university. UHM has already established a university-wide international education committee and a Study Abroad Council to assist the Assistant Vice Chancellor in developing policy, priorities, and procedures for the future.

Lastly, consolidating all international programs and student services under the jurisdiction of a senior academic officer, UHM will align its administration with those of most large public and private institutions of higher education in the country.

OFFICES/PROGRAMS REVIEWED

STUDY ABROAD CENTER

Stated mission:

Students "...shall acquire knowledge through academic work in other countries and develop cross cultural understanding through cultural immersion in those countries... . The UHM Study Abroad Center shall create, facilitate, and administer all academic study abroad programs for UHM.... The Center shall also provide informational, advisory, and support services to students and faculty members concerning international educational opportunities that are available through other U.S. universities. "

Observations:

UHM study abroad participants are often first time travelers and dependent upon financial aid, and this cohort represents a challenging demographic group for study abroad offices. The current array of UHM programs are designed to inspire confidence in both students and parents with regard to academic credit policies, faculty supervision, logistical arrangements, health and safety concerns, and affordability. Indeed, participation rates are reasonably high, and there is a fairly wide range of geographic options available. Faculty members are very supportive and heavily involved in recruitment of students and delivery of courses at study abroad sites. In fact, the resident director positions are highly valued as faculty development opportunities and are very competitive. Overall, the programs appear to meet national standards of best practices, and are well managed. Staffing appears to be adequate for the current participation rates.

Concerns:

A recent university assessment report (Yamada, 2005) points to issues regarding the study abroad fee charged by the Outreach College which appear to be excessive with regard to services provided. There also appear to be issues with regard to disbursement of Financial Aid that remain unresolved. We visited the office and were surprised to see so little space devoted to this enterprise. There was a lack of meeting space; a lack of space for advisors to work with individual students; no accessible space for program materials, inadequate file space; insufficient tech support; and poor physical placement on campus in terms of access to normal student flows.

In a separate meeting, a few department chairs complained that faculty directors left unfilled and uncompensated teaching “holes” in their departments, so some found faculty participation to be a negative factor in fulfilling on-campus commitments. Although there is a faculty oversight committee, program development appeared opportunistic, and there appeared to be little attention devoted to strategic planning. Some language faculty voiced concerns that their needs were not considered and that they had little input into which sites were developed and how the curriculum would be designed and delivered. Most of the programs provided coursework in the appropriate language, relevant social sciences, and humanities, and some included business curricula. However, few had science, technology, or other under-represented course options. Most programs were based on the faculty-led UHM semester/AY format to European destinations or sites in Japan. There were no programs in Africa, Eastern Europe, Russia or the Middle East and few in Latin America. No consortium programs or third party programs were regularly used as UHM options thus limiting geographic and curricular options to those the university can afford to mount itself with limited resources.

Recommendations:

1. Transfer the study abroad to the jurisdiction of the new Assistant Vice Chancellor for International Affairs.
2. Provide adequate space for advising, orientation, files, marketing materials and library holdings.
3. Explore best practices for program management at employed at other universities, including software packages to help manage program information, curricula, applications, and budgets.
4. Engage in a university wide strategic planning effort to determine geographic, academic, and programmatic priorities for future development.
5. Review faculty guidelines for new program development and provide adequate information to faculty members about the process and respective responsibilities of both faculty and study abroad staff in creating new programs.
6. Benchmark with other universities regarding the array of geographic options, participation rates, and various program models that can expand participation rates in all fields of study.
7. Consider other means of registering and transcribing study abroad academic credit. At present, the average registration and transcript service provided through the Outreach College is \$466 per student. With over 450 participants per year, this constitutes significant income that could be directed toward performing this task in-house while covering additional staffing and operating costs in SAC or, alternatively, which could be jettisoned in favor of significantly lower costs of participation for students.
8. Engage the new Assistant Vice Provost for International Affairs in resolving the on-going Financial Aid snafu. Current university practices may have to be reconsidered or overridden to ensure that student accounts can be cleared of outstanding bills, and critical funds made available to students for the beginning of their programs.
9. Consider some form of compensation to departments for replacement of faculty who are serving as Program Directors for UHM programs abroad.

INTERNATIONAL EXCHANGE PROGRAMS

Stated Mission:

Exchange Programs “promote student, scholar, and faculty exchanges with quality universities around the world and ...oversees and maintains the various international agreements with these universities.” (This unit manages relations with 81 universities in Asia, Europe and Oceania/Pacific.)

Observations:

UHM International Exchange Programs were previously administered by the UH System and only recently transferred to UHM where they are managed by coordinator Darrell Kicker. The coordinator attempts to balance numbers of incoming and out bound students

(83 inbound and 54 outbound); helps integrate exchange students into campus life; works with admissions and academic advisors to resolve problems and provide services to both inbound and outbound students; and maintains and renews existing agreements. This one-person office is located in one small faculty office space separate from the Study Abroad Center. Given the cost effectiveness of these programs and the high caliber of exchange partner institutions, they are ideally suited to the needs of many UHM students. These are important programs with regard to future graduate enrollments at UHM, as well, since our experience tells us that many inbound undergraduate exchange students eventually return as graduate students in the host institution's programs.

Concerns:

It is highly unusual to have the range of student overseas experiences managed by different offices on campus. This bifurcation (based on funding model and the one-way versus two-way flows of students) is really irrelevant to student participants. Furthermore, the National Student Exchange (primarily mainland and Caribbean destinations) is housed in ISSS. It would make sense for students to find *all* of their study abroad options in one place; consistent advising, registration, orientation, re-entry services; and uniform credit transfer, quality assurance, and health and safety oversight of programs. The Exchange and Study Abroad offices actually hold *separate* recruitment fairs, orientation sessions, and other activities that overlap with regard to international programs. Arbitrary separation of exchange and study abroad programs unnecessarily confuses both students and parents; contributes to perceptions of "bureaucratic runaround"; hinders strategic planning and accurate assessment of overall institutional performance; and arguably puts the university at risk if programs are not consistently monitored and managed. Furthermore, there is duplication of effort; potential for contradictory priorities; loss of synergy; and potential loss of attention to important goals.

Recommendations:

1. Transfer International Exchanges under the jurisdiction of the new Assistant Vice Chancellor for International Affairs. Student services such as recruitment, advising, registration, program marketing materials, orientation, program assessment, transcribing of credits, etc. should be handled by Study Abroad staff. (Inbound students should be serviced by ISS).
2. The Coordinator should be deployed on developing new partnerships in accordance with the international strategic plan; monitoring existing agreements and exchange balances; monitoring the welfare of inbound exchange students (in cooperation with ISS); and promoting faculty and staff exchanges for teaching and research.
3. This office can also share enhanced office, meeting and materials library space with Study Abroad and actively participate in strategic planning efforts to identify future priorities for development.
4. Some consideration should be given to co-locating NSE options in the Exchanges Office as well.

OFFICE OF INTERNATIONAL STUDENT SERVICES (ISS)

Stated Mission and Functions:

To help international students have a successful experience during their sojourn at the UHM.

ISS serves as the primary resource for international students (1753 from 97 countries), administration, faculty and staff for information on regulations that affect international student status in the U.S. The ISS also serves as the office responsible for meeting Department of Homeland Security compliance in regard to monitoring and reporting student information via the SEVIS (Student and Exchange Visitor Information System) web-based data base. In carrying out their mission, ISS offers the following services and programs:

- Conduct new international student orientations
- Advise international students on regulations affecting student status and on requests for DHS benefits
- Advise the International Student Association, a volunteer student organization where students acquire leadership skills by planning cross-cultural activities to help promote international student adjustment
- Administer SEVIS federal compliance mandates for UHM
- Conduct SEVIS training to designated school officials at UHM and throughout the System
- Support faculty and administration in on-going efforts to internationalize the curriculum
- Administer UH policy requiring health insurance coverage for international students
- Administer scholarships for international students (i.e.: APTDE, JN ISS Endowed Scholarship)

Observations:

ISS appears to be doing a fairly good job in carrying out its functions and meeting its somewhat limited mission on campus. ISS rose to the challenge of the implementation of SEVIS on the UHM campus and is continuing to develop IT expertise for efficient and effective SEVIS federal compliance monitoring. This includes resolving Manoa versus System Banner access, permissions and restrictions, raising priority in the Banner Central scheme of priorities, as well as training all Designated School Officials (DSO's) in three different offices of UHM. Other critical challenges include dealing with international student health insurance compliance, assisting UHM to maintain international student enrollment by responding appropriately to new tuition rates, and the waiver policies already implemented, as well as impending new waiver policies.

IT issues appear to be a continuing critical challenge for ISS, and despite the fact they have a full-time in-house IT specialist and the assistance of a System IT specialist, they complain they are given low priority for resources for IT services.

ISS staff members contend they are understaffed with only three advisors, a clerk, a secretary, two paid student employees and two interns and a graduate assistant. The director and the assistant director complain that they must spend too much of their time on SEVIS and related regulatory compliance procedures and processes. As a result, they have insufficient time for advisement, new student orientation, and student programming (i.e. cultural enrichment and integration programs, programs for spouses and dependents etc.).

We were surprised and concerned that new international student orientation is only three hours in duration, compared to several days to a week at peer institutions. The new international student orientation program appears to be largely concerned with regulatory compliance and enforcement. We were also concerned that international student cultural programming and the organization of international student cultural events is left to the International Student Association (ISA) and not done by ISS professional staff. (This concern was shared by a small group of international students with whom we met.)

In addition, the turn around time for the processing of international student documents is slow, approximately ten days for most documents. However, travel documents are processed in three days which is reasonable.

Staffing levels appear to be about right, given the number of international students served, and the fact ISS does not have to take care of international scholars (visiting international professors and researchers, post-docs, etc.) who are handled at the System level. Also, approximately 200 East-West Center fellows receive their orientation and some assistance from advisors in the EWC.

ISS has requested a full time receptionist to replace part time student interns who currently staff the front desk and provide information to walk-in clients. Certainly this would improve the quality of the information provided to walk in students and probably enable advisors to spend more time with students. Although this does not appear to be a high priority of the director of ISS, the addition of a part time staff member or a graduate assistant to handle student programming and to assist with international student orientation would certainly enhance the quality and breadth of the services offered by ISS.

The staff of ISS appears to be competent, pleasant and dedicated individuals. However, the office seems to be overly focused on bureaucratic functions and services to the exclusion of enhanced student integration through social and cultural experiences.

With respect to space, ISS offices are attractive and centrally located; however, if additional advisors were to be added in the future, there might well be a space issue.

Recommendations:

1. Transfer ISS to the jurisdiction of the new Assistant Vice Chancellor for International Affairs.
2. There may be both a perceptual and a leadership issue in ISS in that they appear solely focused on immigration compliance and regulatory enforcement in serving the needs of the international student population. We recommend a comprehensive review of the mission, expectations, and staffing of ISS in order to clarify priorities and focus staff effort on a more comprehensive set of services.
3. SEVIS data entry is occurring in at least three separate locations on the UHM campus which puts the institution at risk in terms of accuracy and performance on this important federal reporting system. Therefore, we recommend UHM consolidate all SEVIS records in the ISS office for maintenance and reporting purposes.
4. ISS should receive on-going IT support and staff training for more efficient and effective SEVIS compliance monitoring in order to free up full time international student advisors for student advisement and programming.
5. There might be some economies of scale by transferring responsibility for international scholars to ISS and it is recommended that this be further examined by the new Assistant Vice Chancellor for International Affairs.
6. Compliance with international student health insurance coverage should be transferred out of ISS to a central insurance office on the campus in order to free up staff for other tasks, such as improving the orientation program and cultural programming for new students.
7. ISS should provide a comprehensive and mandatory orientation program for all newly admitted international students as soon as this fall, if feasible, and certainly no later than spring semester 2007. The orientation program should be at least a day long in duration and might eventually be expanded to several days. The orientation program should cover immigration matters, and other topics, such as social security information and application process, income tax, housing, healthcare, socialization, intercultural communications, academic advisement, student/faculty and student/advisor issues. There should also be a social-cultural component including UHM faculty, staff and American students. This international student orientation program should be offered at the beginning of both Spring and Fall semesters. As UHM begins to diversify its international student population due to recruitment activities, it will become even more important to provide all new incoming students with a comprehensive orientation to life and study at UHM. This will also be essential if UHM wishes to attract and retain Asian and European students.
8. ISS should provide more professionally organized international student programming for both international students, scholars and their dependents rather than to leave this in the hands of volunteer student groups. In our meetings and informal discussions with international students at UHM there were complaints about the lack of interaction with Hawaiian and mainland students, and of feeling isolated on the campus. These issues should be addressed both in the new student orientation program and by ISS advisors.

9. The Assistant Vice Chancellor for International Affairs should examine staffing levels in ISS and consider providing a full time receptionist and/or a part time student advisor or a graduate assistant to conduct student programming. If international student enrollment should increase at UHM then consideration should be given to the addition of an additional full-time international student advisor.

MEETING WITH INTERNATIONAL STUDENTS

The Office of International Student Services (ISS) kindly arranged a luncheon for us with several undergraduate and graduate students from Canada, China, Japan, Viet Nam, and Singapore. We had a pleasant discussion about the students' degree of satisfaction with UHM student services, and overall adaptation to living and studying in Hawaii.

The following are general comments from the students:

- Overall the students were happy with (ISS) services and praised ISS staff. However, the graduate students claimed to have less interaction with the office or need for its services
- The undergraduate students and one graduate student complained about the lack of contact and interaction with Hawaiian and mainland students
- All the students complained about the UHM dormitories (lack of accommodations) and the high cost of housing in Honolulu. Undergraduate students complained they are given low priority with respect to on-campus housing and as a result, many live in difficult circumstances
- Several students complained about the limited financial support for students from non-Asian Pacific countries
- There was considerable dissatisfaction with the UHM health insurance and how it is administered (frequent check stops and bureaucratic procedures). However, those students who had used the student health care facility were very satisfied with the care they received
- There were some complains about the UHM facilities, especially maintenance of the computer labs and the libraries
- There were many requests for assistance with income tax issues for international students
- All the students felt they would have benefited from a more comprehensive international student orientation program such as the one offered at the East West Center that encompasses a two week period and delves into cultural values
- All the students felt there should be more extra-curricular activities for international students and university funding to support these activities

Recommendations:

1. As stated previously, we recommend ISS provide a comprehensive new international student orientation program to address some of the concerns raised by UHM international students.

**OFFICE OF INTERNATIONAL EDUCATION
FACULTY AND SCHOLAR SERVICES (OIE)****Stated Mission**

The system-wide OIE is responsible for the overall administration of the J-1 Exchange Visitor Program for visiting scholars for the UH System, including UHM. (However, J-1 international students enrolled at UHM are handled by the Office of International Student Services.) OIE is also responsible for all international faculty, researchers and staff employment visas (H-1, O-1, TN, P, labor certifications, EB-1 and EB-2 immigrant petitions) for the UH System. The bulk of employment visas, 498 out of 532 in FY 2004-2005, are for UHM faculty, researchers, and staff.

OIE provides the following additional services for the UH system:

- SEVIS implementation and compliance, reporting and monitoring requirements
- Central immigration database for employees and scholars;
- Statistical and narrative reports (external and internal)
- Immigration advising for international faculty and scholars, and UH staff
- Liaison with federal agencies and other institutions and organizations
- University immigration policies and procedures
- Interpretation and dissemination of immigration laws, regulations, and procedures.
- Support services for international employees, scholars and dependents – health insurance, orientation, and tax workshops.
- Education and training for AOs/Pos, department secretaries, faculty, and administrative staff; written materials; OIE immigration and web content.

Observations:

We were most impressed by the highly professional and competent staff of this office. They appear to be doing an outstanding job under somewhat difficult and challenging circumstances. Located in the Physical Science Building, in individual and unattractive small offices opening directly off a busy and noisy corridor, these professionals (including an immigration attorney) have no reception area to receive clients, and no meeting room to hold staff meetings and orientation sessions for new UH staff and faculty. There is also limited and insecure space for the storage of sensitive client immigration files, documents and petitions. For many newly hired UH international scholars, faculty and staff, this is their first contact with the UH administration beyond their employing department, and these unattractive offices do not project a good image of UH, nor does it enhance the status of these outstanding immigration professionals.

Beyond this space problem, staff has no administrative or clerical support, no computer support, inadequate office equipment, and limited opportunities for professional development.

Lastly, compensation for the staff does not meet their level of expertise, and there appears to be inequity in job classification of the APT positions versus faculty specialists in other international offices. Equally troubling is the unstable nature of the funding for the staff, only one staff member is a regular employee, paid from general funds, whereas all others are temporary employees paid from RTRF funds until June of 2006. All employees work long hours and uncompensated overtime.

Nevertheless, despite all of the above mentioned handicaps and difficulties, the dedicated staff members are pleasant, cheerful, and positive in their outlook. They are familiar with the best practices in the immigration services profession, highly knowledgeable about current immigration law and procedures and provide a high level of service to the UH in general and the UHM in particular.

As U.S. institutions of higher education are increasingly globalized they must compete for the best faculty and staff, not just within the U.S. market, but worldwide. Those universities which are able to navigate the ever more complex U.S. system of employment based visas will be successful in attracting and retaining international employees. Therefore, competent and effective immigration services for international faculty and staff is of critical importance in every university's human resource management. The UH is fortunate to have such an outstanding unit as OIE and they should provide appropriate recognition to their professional staff, and the space and resources requisite for the efficient operation of this important unit.

Recommendations:

1. Given that over 90% of the caseload of the Office of International Education Faculty and Scholar Services comes from UHM, we recommend that immigration services for international faculty, scholars and staff be transferred from the System to the jurisdiction of the Office of the Assistant Vice Chancellor for International Affairs. Given the highly specialized technical nature of the services offered by OIE we would not recommend it be merged with ISS, but rather be a free standing unit reporting directly to the Assistant Vice Chancellor for International Affairs. The current senior immigration specialist, Linda Hamada, has, in our opinion, the expertise, experience, competencies and leadership skills to lead this unit as director.
2. We recommend that all immigration services provided by this unit be offered to UHM departments, schools and colleges be offered on a fee for service basis, which is the common model in most U.S. institutions of higher education.
3. We recommend that this unit continue to provide immigration services to the other units of the UH System, but on a fee for service basis.

4. If all fees collected by this unit are insufficient to properly resource the unit, including providing competitive salaries for the immigration specialists employed in the unit, then UHM should provide an appropriate subsidy, or provide regular faculty specialist salaries to the key employees of the unit.
5. Qualified immigration specialists in this unit should be reclassified from APT to faculty specialists.
6. After transfer, we recommend the Office of International Education Faculty and Scholar Services be given a more appropriate name, such as the Office of Immigration Services, or the Office of Faculty, Scholar and Staff Immigration Services.
7. The Office of Immigration Services should be provided with suitable and appropriate offices, equipment and clerical support.
8. Staffing levels for this office appear to be adequate, given the current case load, with the exception of clerical support. We recommend the appointment of a secretary to assist in the preparation of immigration petitions and related clerical work.

OFFICE OF ADMISSIONS AND RECORDS and OFFICE OF SCHOOL AND COLLEGE SERVICES

Stated Missions:

We met with the directors of these two units together and later with two admissions' officers who conduct international recruitment. From these meetings we learned that the Office of Admissions and Records is responsible for the processing of all undergraduate applications, both domestic and international, undergraduate and transfer students. These offices are also responsible for registering all Mānoa students and maintaining their records, and providing reports and labels related to applicants and enrolled students. The Admissions staff process approximately 11,000 applications annually. In addition they also perform the following services:

- Marketing and recruitment
- Counsel students concerning programs and educational options at UHM
- Determine the tuition status of all applicants and enrolled students
- Admit qualified undergraduate and unclassified students to UHM
- Meet with denied students to discuss options for admission to other UH campuses
- Evaluate previous work (e.g., other college work, AP, CLEP, military schooling, etc.) for possible transfer to UHM
- Develop the schedule of classes and of finals each semester
- Register eligible students
- Process grades
- Maintain student records and produce transcripts and reports
- Verify student enrollment and graduation
- Order and distribute diplomas
- Respond to mail, email, phone and in-person inquiries

There is no separate unit, section or office dedicated to the processing of international students, and all foreign credential evaluations are done in-house. The director indicated there is no dedicated admissions staff for internationals; all staff members are cross trained and competent to evaluate foreign credentials and are competent to handle international applications. Financial eligibility is verified by admission officers, and visa documentation (I-20's) for admitted students is issued in the Admissions office.

Observations

The Office of School and College Services collaborates with the Office of Admissions and Records to provide outreach and recruitment services for prospective students. They appear to work more with domestic student recruitment, both on Hawaii and on the U.S. Mainland, whereas the Office of Admissions and Records does some limited international recruitment activities. It appeared to us that there may be some overlap between these two offices and perhaps some confusion of missions. However, we did not feel this was part of our focus or charge.

The two directors indicated there is no enrollment plan, neither for domestic nor for international students. The current policy is to admit every Hawaii resident who qualifies for admission. With respect to out of state students, they try not to exceed a cap, imposed by the legislature, of 30% on out of state students (which includes internationals), although this cap was exceeded in 2004. This was one of the most poorly understood policies across the campus, many staff made reference to this cap, but few could clearly explain it to us, including the directors of Admissions and School and College Services.

With respect to international undergraduate and transfer students there is no enrollment plan, no enrollment targets, and no sense of how many internationals should be admitted nor what kind of geographic distribution might be optimal. They appear to admit out of state and internationals until they reach the ambiguous 30% cap. The two directors did not seem to have a good sense of the total number of applications received nor their historic yield performance. In fact there appeared to be little concern about yield and certainly no sense of what UHM's yield compared to peer/competitor institutions. In short there was no bench marking at all.

From the directors we learned that UHM headcount enrollment was 20,549 for Fall 2004, and from a preliminary Fall 2005 report from Interim President McClain released after our visit to UHM, we learned that UHM's enrollment stands at 20,619 or 0.8% increase over Fall 2004. Since Fall 2002, UHM's rate of enrollment growth has slowed, due to housing constraints and possibly recent tuition increases. Enrollment of non-resident students has increased dramatically in recent years. Furthermore, since Fall 2000, non-resident students paying out-of-state tuition have increased 63%. This is a positive development, given the substantial tuition revenue lost to UHM due to tuition remission. Enrollment via the Western Undergraduate Exchange (WUE) program has surged by over 220%, which may *not* be such a good thing since these students pay in-state tuition.

With respect to international student enrollment, there is a modest increase of 50 students in 2005, over 2004, with a total (undergraduate and graduate) international enrollment of 1,753 in 2005. Historical patterns show a steady decline from a high of 1,979 in 1995 to 1,333 in 1998. From 1998 to 2005 there is a pattern of modest growth, with a downturn in Fall 2003. Given the size of the institution, UHM should have an international enrollment of approximately 2,400 to 3000 students. (This is based on 10-12% of total enrollment being international which is typical at many US public research institutions.)

The two directors (Admissions and Records and School and College Services) reported that total applications for Fall 2006 were down approximately 30% across the board, and they were especially concerned about freshmen applications. They attributed this decline to the increased tuition for Fall 2006, a shortage of on-campus housing, the high cost of living in Honolulu, and recent “bad press” about drinking on campus. International undergraduate applications are also down over last year. The admissions officers we later met with attribute this decline to an inadequate international recruitment effort, to an SAT requirement for internationals (most US institutions of higher education exempt internationals from the SAT requirement), a lack of on campus housing, and a less than pro-active attitude towards the recruitment and enrollment of internationals. They did not feel UHM’s out of state tuition was a big factor, and indeed we believe they are correct. UHM provides unusually generous full and partial tuition waiver support to many internationals and certain Mainland USA students. UHM’s out of state tuition is still on the low side compared to other US state universities. Nor did the admissions officers believe that the local cost of living was a factor, and again we think they are correct. Compared to the cost of living in Tokyo, Seoul, and many other Asian cities, Honolulu is still a bargain. With respect to transfer international students, the two officers reported that the lack of articulation agreements with overseas institutions and the lengthy delays in performing transfer credit evaluation hurt UHM’s enrollment. This issue came up when we spoke with international students on the campus, and they were indeed especially unhappy with how their transfer credits had been handled.

Although we did not have time to look into every aspect of international admissions at UHM, and we only gave international graduate admissions a very cursory look, we did note some rather unusual practices and policies that are not within the mainstream of US schools practices and policies. In our opinion, these policies and practices may have a negative effect upon international enrollment at UHM. For example, we were surprised to note that UHM did not admit O level students from Singapore, Hong Kong and other countries with this British style high school certification. With the exception of the truly elite US schools and truly over-enrolled state school systems, (Texas and to some degree California), most schools do accept the O-level (or equivalent) for consideration for admission. UHM does not consider graduates from Singapore institutes of technology for transfer credit, as many US institutions do. This certainly places UHM at a disadvantage compared to U.S. Mainland schools and deprives UHM of excellent self sponsored students who well afford study in Honolulu. We also noted the SAT requirement for international students, as mentioned previously in this report.

It appears that the TOEFL score requirement for undergraduate students is on the low side (UHM requires only 500 compared to 550 at most US universities). A score of 500 is usually associated with “open enrollment” and community colleges. Beyond negative perception, a TOEFL score requirement of 500 does not usually represent a student with adequate English language proficiency to perform successfully in an American English-speaking university. UHM should increase its minimum score to at least 523 unless there is strong evidence that suggests students entering with 500 are able to perform well. But perceptions of prospective students, overseas education counselors, and embassy personnel suggest that an increase in TOEFL score requirement would be good.

It appeared to us that the admissions requirements at UHM are based on US educational system and practices without consideration of the differences in educational systems and practices between the US and other countries. This certainly limits the pool of applications. There does not appear to be a realization that the larger the pool of applicants, the more selective the institution can be, and ultimately the more prestigious the institution will appear in the eyes of overseas students.

Although there is no international enrollment management plan and thus no thought out international recruitment plan, the two admissions officers we interviewed are participating in some international recruitment trips overseas “on their own”, as they characterized their efforts. These two officers provided us with excellent historical data on international enrollments at UHM, including application and enrollment numbers and yield patterns by both semester and by country. Sadly, this revealing data does not appear to be of interest to anyone but the officers themselves.

The data on international recruitment clearly indicates that both the number of applications and the number of students enrolled from countries where there has been some sort of recruitment activity (attending international student college fairs, or visiting international high schools, etc.) has increased. The yield from these countries is substantially higher than from countries not visited by the two UHM recruiters. These two admission officers revealed a very comprehensive and up to date knowledge of the best practices in international recruitment and admissions and are very valuable human resources for UHM. Unfortunately, they do not feel especially valued for their skills and knowledge in the international admissions area, although both indicated they felt valued by their director and colleagues for their professionalism in the general admissions area.

Their director appears to tolerate their interest in the international area, and to support it on an ad hoc basis depending upon resources available, but she does not feel this activity is central or of great importance to the overall mission of her office. This is not a criticism of the director; she is running a processing operation, and she does not, and should not alone make policy concerning the overall enrollment of the institution. The composition of the student body of UHM, both in number and in mix between domestic in state and domestic out of state students, and of international students, and of undergraduate versus graduate, is for the upper administration to determine and a central part of an institutional enrollment management plan.

Recommendations:

1. We recommend that UHM appoint a director or assistant vice chancellor for enrollment management as quickly as feasible. UHM clearly needs to get control over its enrollment, both domestic and international, and its tuition waiver policies. This officer should be responsible for working with the Chancellor, the Vice Chancellor for Academic Affairs, the new Assistant Vice Chancellor for International Affairs, and the Deans to develop an enrollment plan for UHM. The enrollment plan should also address marketing of the institution (we noted much confusion of image in the various documents, brochures and other items used in recruitment and in representing the institution to the outside world) as well as the recruitment of domestic and international students. The Assistant Vice Chancellor for International Affairs, together with the Director of Enrollment Management, should become an advocate for the recruitment and admission of international students.
2. We recommend UHM review and revise its current tuition waiver policies for international students. In our opinion far too much tuition is being given away to students who could well afford to pay full out-of-state tuition. Tuition waiver funds are a valuable resource and should be deployed in a strategic manner to build enrollment and attract outstanding students who might not otherwise select UHM. Tuition waivers should not be awarded merely on the basis of academic performance or geographic origin.
3. We recommend that the Office of Admissions and Records establish an international admissions section or unit, headed by an associate director, which is the practice in most US universities. This unit should gather admissions officers with an interest and expertise in international credential evaluation and admissions processing. They should be allocated a budget for professional development (membership in professional associations such as NAFSA, and for attendance at national conferences and workshops), and for international recruitment activities. UHM has a serious structural disadvantage in that International Admissions has no home within or outside of the Office of Admissions and Records. There is both an attitude and a leadership issue here that will require stronger commitment and direction from senior leadership if it is to be addressed.
4. We recommend that the Office of Admission and Records review its international admissions requirements and policies and align them with those of UHM's peers. In particular we recommend reconsideration of the TOEFL score requirement, of the requirement of 12 years of schooling (O level students), and of transfer credit for polytechnic graduates.
5. We recommend that the Office of Admissions and Records improve its processing of transfer credits and seek to establish articulation agreements with overseas institutions in order to provide for a more seamless transfer to UHM.
6. We recommend that UHM engage an international enrollment management and admissions specialist to conduct a thorough review of undergraduate and graduate international admissions policies and procedures.

INTERNATIONAL ENROLLMENT MANAGEMENT

We were not specifically requested to review this area or function at UHM because it does not currently exist. However, after our meetings with the Office of Admissions and Records staff, we came to the conclusion that UHM urgently needs to address the areas of domestic and international enrollment management. We have already recommended the appointment of a director or assistant vice chancellor for enrollment management (See Recommendation 1 on page 17). However, given the importance of international enrollment to the internationalization of any university, we wish to discuss international enrollment management as a separate issue and make several recommendations for UHM's consideration.

We have noted in the previous section that international enrollment at UHM is beginning to flatten, and indeed decline. There are a number of factors that probably have contributed to UHM's declining enrollment of international students which mirror the experience of many other institutions of higher education in the country. Most notable are the barriers against international students raised by the U.S. government in the aftermath of the terrorist attacks of 9/11. The new background security checks imposed on students from certain countries and in certain fields of study, as well as the new SEVIS tracking system implemented last year, have had an especially negative effect upon international student enrollment. These measures have resulted in long visa delays and many visa denials and have fostered a perception among prospective students that the USA is no longer welcoming or tolerant toward international students. The recent increases in out of state tuition and housing costs have only served to exacerbate the problems of attracting less affluent out-of-state or international students to UHM.

Lastly, other countries (Australia in particular, Canada and the United Kingdom, and, to a lesser extent, Singapore and China) have begun to successfully compete with the United States in the international student market. As international enrollments in the US have flattened over the last three years, they have increased dramatically in Australia, the UK and Canada. Institutions of higher education in these countries began strategically recruiting beyond their borders nearly a decade ago. Unfortunately, U.S. universities and colleges have been slow to recognize and respond to this competition. All of these countries have aggressively accelerated their recruitment activities in the last two years and openly market their institutions of higher education and, by implication their countries, as offering welcoming and cost effective environments for international students.

No longer can U.S. institutions of higher education remain complacent or passive and expect that international students will simply apply and come to their programs. The unchallenged belief of many American university faculty that US graduate research programs are the best in the world and that international students do not have other choices is no longer valid. That myth was probably shattered forever this year when international graduate applications dropped by nearly 30% nationwide. And lest anyone think this is an anomaly, and that next year will be better, he/she should take note of the

huge worldwide drop in advance registrations for the GRE, the GMAT and the TOEFL, tests primarily required only by US institutions.

The implications for American institutions of higher education are profound. They must respond to the challenges of overseas competitors while engaging in public advocacy to remove or at least reduce the regulatory barriers erected by our government which impede the mobility of international students who wish to study in our country. US institutions of higher education must actively engage in overseas recruitment while improving the quality, effectiveness and efficiency of programs and services they offer for international students.

In particular, they must be efficient in their international admissions processing systems. Research on international students clearly indicates that students are most likely to accept the first admission offer they receive. And given the long visa application process, overseas students cannot afford to wait. It can now take up to three or four months to obtain a visa in China and in many Muslim countries. Even in areas of the world considered “friendly” to the US, visa processing times are many weeks or months longer than before 9/11. Background security checks for so called sensitive fields (most of the sciences and computer science) can take several weeks to months.

To respond to these challenges UHM has much work to do. Its recruitment activities are virtually nonexistent, its admissions and enrollment systems are not geared to growing international enrollments, its international student services and international immigration services are overlapping, duplicative and fragmented across the campus, and without unified leadership.

So what is to be done? UHM, like every comprehensive research institution in the country, must undertake a concerted effort to reach out, attract, and retain high quality, full-tuition and fee-paying international students to its academic programs. This effort must include well executed campus-based and overseas recruitment activities and effective admissions processing, enrollment, and retention activities. In short, effective enrollment management is critically needed. In addition, UHM must provide effective and efficient student services and academic advisement for its international students to ensure they have a productive and rewarding experience while studying and living at UHM. This effort will enhance international student satisfaction with their experience at UHM and result in an ever-growing community of loyal alumni around the world.

An effort such as the one we have just described requires the support and cooperation of all the diverse administrative and academic units across the campus. In short, the whole UHM community has to come together and cooperate to improve the quality, the effectiveness and the efficiency of the services and programs it offers to international students. This process begins with developing a consensus on the optimal global diversity of the student body.

We therefore repeat our recommendation here that UHM appoint a director or assistant vice chancellor for enrollment management as quickly as possible.

UHM should elevate the vacant Director for Enrollment Management to the assistant vice chancellor level. The current reporting level is too low to attract a highly qualified senior professional given the current competition in the field for enrollment managers.

Given the importance of enrollment to the institution, it is critical to attract a professional enrollment manager who can operate at the level of the senior vice chancellor's staff and who can bridge the gap between undergraduate and graduate students at UHM. For successful interactions with the deans on sensitive issues such as setting enrollment targets, negotiating and establishing academic policies affecting admissions and enrollment, it is important the enrollment manager be a senior administrator.

This new Assistant Vice Chancellor for Enrollment Management, who would be the chief university officer responsible for enrollment management, should report to the Vice Chancellor and oversee both undergraduate admissions and graduate admissions (including international admissions).

The Assistant Vice Chancellor for Enrollment Management should develop an institutional enrollment management plan in consultation/collaboration with the Vice Chancellor, the Dean of the Graduate School, and the deans of the various professional schools. The plan should also include international enrollment. Alternatively, a separate plan could be developed for international students. In the case of the latter, the new Assistant Vice Chancellor for International Affairs should have input in the development of this plan. An international recruitment plan should be for a five year period and should develop strategies to strengthen UHM's already strong name-brand recognition and standing in Asia, as well as to begin recruiting in Canada, Europe and Latin America. The development of an effective international recruitment plan is very complex and is not simply a matter of sending recruiters overseas. It requires an institution to develop a unified and consistent branding of itself and of its programs. Descriptive materials and brochures have to be developed and websites realigned or re-designed., staff and faculty have to be trained, overseas alumni identified and enlisted to assist UHM recruiters, and systems developed on many different levels and within many different academic and administrative offices on the campus. It is also important to include the participation of overseas alumni in the plan. We would therefore further recommend that UHM consider engaging an international recruitment consultant to assist in the development of the recruitment plan.

The Office of Admissions and Records should establish an international admissions section. All procedures and policies of international admissions (undergraduate and graduate) should be reviewed, and the director of the Office of Admissions and Records should report to the new Assistant Vice Chancellor for Enrollment Management. (It may also be necessary and desirable to create a position of director of international admissions within the reorganized Admissions Office. However, we would leave this to the international admissions consultant to consider.) Lastly, we think it useful to review the benefits of recruiting international students to UHM:

Academic Benefits:

- International students bring different perspectives to academic disciplines, enriching the experience for all students. With an increasingly integrated global economy and communications network, international students on our campuses provide a way of exposing a large number of American students to the rest of the world.
- Receiving international students allows UHM to send students abroad under the reciprocity provisions of exchange agreements.
- With decreasing numbers of college-age American students, we must look to international students if our institutions are to maintain their current size and range of disciplines.
- High quality international students support some academic departments. Without them, there would not be sufficient numbers to support graduate programs in some fields. At the same time, it is in our national interest to maintain graduate programs in these fields (i.e., computer science, mathematics, physics, chemistry, engineering, etc.). Teaching Assistants resulting from graduate programs enable departments to offer large numbers of service courses at the undergraduate level. Without a graduate program, professors would have to teach introductory courses.
- In some fields (i.e., linguistics, foreign languages, anthropology, comparative literature, Asian/Pacific studies, etc.), international students are essential.
- There is no leading American university without either a select or significant international presence.

Financial Benefits:

- International students bring outside funds (estimated at over a \$100 million annually) into the Honolulu economy.
- UHM, like most state institutions, now depends upon tuition as part of the operating budget; international students generate a higher tuition per head than in-state residents.
- International alumni offer an untapped source of university development funds. Graduates of U.S. institutions often advance to the highest positions in business and government in their home countries and are capable and willing to make large financial contributions to their *alma mater*.

Regional Benefits:

- Education is one of the leading exports of the U.S. By educating international students in the USA, the U.S. balance of payments is reduced by the net inflow of funds international students spent in the USA. The U.S. International Trade Commission now tracks education services as one of the industries on which statistical analysis is provided, addressing

trade barriers, industry trends and factors affecting trends in consumption, production and international trade. NAFSA: Association of International Educators estimates U.S. exports of education services totaled \$13.29 billion in 2005. In 2004-05, international students and their families contributed \$106,590,000 to the economy of the State of Hawaii of which \$30 million was generated from UHM international students.

- International graduates of UHM retain strong loyalty to the institution and the region. This may help in terms of foreign ventures by Hawaiian companies and gives UHM and the region some important contacts abroad. As UHM graduates move into more responsible positions in government and industry, they carry with them a disposition to buy American products and support American initiatives and foreign policy goals.

UH SYSTEM OFFICE OF INTERNATIONAL AFFAIRS (OIA)

Stated Mission:

The Office of International Affairs (OIA) supports international education efforts for students and faculty throughout the 10 campuses of the University of Hawaii. OIA oversees the University's international agreements and exchanges with partner institutions. Through these exchange programs with universities around the world, the University of Hawaii is able to offer students and faculty opportunities for overseas study, teaching and research in a diversity of fields. OIA also serves as a resource for individuals seeking information and support for international events or programs.

Primary Responsibilities of the Office of International Affairs:

- Oversee, develop and expand new and existing international linkages
- Evaluate procedures for establishing international exchanges and agreements of cooperation
- Review and monitor UH international agreements
- Work with the President's Committee on International Programs on policies regarding international programs and exchanges
- Coordinate student recruitment and selection for international scholarship opportunities
- Seek funding for international activities and programs

Observations:

We met with Jenny Samaan, System Director of OIA and Dr. Harold McArthur, Director, Research Relations.

In addition to the responsibilities listed above, OIA also coordinates international activities and reciprocal exchanges with overseas partners among the 10 UH campuses, providing information, collecting data in international programs, students and enrollment. OIA provides expertise on international education and international student issues and

organizes overseas recruitment trips, especially for the less experienced UH campuses. They constantly look for funding and development assistance opportunities for the UH system. They coordinate public outreach programs, represent the System where appropriate, assist with alumni relations, and assist the UH president with international protocol and overseas travel.

It is clear from an examination of OIA reports that most of the international education activities, programs, and exchanges, as well as, the majority of international student enrollment is centered at the University of Hawaii's Mānoa campus. It was the recognition of this fact that led to the transfer of the international exchanges from OIA to UHM. Earlier in this report we recommended the System immigration services function (Office of International Education Faculty and Scholar Services) be transferred to UHM. If this occurs, OIA will be left with a smaller portfolio of functions and services. However, it could still play an important role in the UH system.

Clearly, there will always be a need for the protocol function in the system president's office. Ms. Samaan struck us as a most capable and knowledgeable international expert who would continue to play this role well. She would also continue to provide invaluable advice and expertise on international education and international student issues to the other nine campuses of the UH system. In particular, she could assist with international student recruitment. We note that international student enrollment is growing most rapidly in the U.S. mainland community colleges, and clearly this is a potential growth area for the UH system.

OIA should continue to coordinate system-wide international exchange programs. However, since the majority of students who come to Hawaii under these programs select UHM, new system-wide exchanges should be discouraged.

OIA should work with all the UH campuses to encourage student participation in campus-based study abroad programs and to enhance the campuses' international curricula. OIA can also work with faculty members throughout the UH system to encourage international research, teaching, and collaboration with scholars abroad. OIA should also consider becoming more engaged in developing UH's alumni overseas and in doing development work for the system.

Recommendations:

1. The mission of OIA should be reviewed and revamped to meet the changing needs of the UH system given that the main user of the services of OIA is the UH Mānoa campus. We recommend OIA examine the missions and services of other large system offices of international mainland university systems, the State University of New York system, the University of Texas system and the University of Oregon system.
2. Promote UH system capacity for addressing international development assistant projects.

- 3 We believe the OIA director, Jenny Samaan, is a very talented, energetic and knowledgeable individual and an asset for the UH system. We recommend every effort be made to ensure she remains within the system in an appropriate position where her considerable talents could be fully utilized.

UNIVERSITY OF HAWAII FOUNDATION

Stated Mission:

Stephen Dunnett met with Mr. Kevin Takamori, Associate Vice President of Alumni Relations of the UH Foundation, a system office. Mr. Takamori is an energetic and knowledgeable professional having served in alumni relations at Harvard University. The UH database has only 2,000 international alumni and the office is currently trying to look for “lost” alumni. Currently, one-third of all dues-paying UH alumni are from UHM.

At present, UH has many unit-based alumni chapters and regional chapters, but no international or overseas alumni chapters. Given the small staff of the UH Alumni Office, it would be a challenge for them to develop overseas alumni chapters at this point in time.

Recommendations:

1. International alumni are of critical importance in any international recruitment and development effort and UHM should work closely with the system alumni office or consider establishing its own alumni relations office.
2. We frequently meet many UHM alumni in prominent positions throughout Asia. They are an untapped resource for UHM and an effort should be made to reach out to them while they are still in a position to assist their alma matter. UHM should encourage alumni in countries where there are significant numbers (probably Korea, Japan, and Southeast Asia) to form chapters in the near future.

ESTABLISHMENT OF THE OFFICE OF THE ASSISTANT VICE CHANCELLOR FOR INTERNATIONAL AFFAIRS

UHM has already taken the decision to consolidate all international education programs and international student services under an Assistant Vice Chancellor for International Affairs. We applaud this decision and, as stated in the introduction to this report, UHM is aligning itself with its peer institutions on the U.S. Mainland which have already consolidated their international programs.

At the request of Vice Chancellor Neal Smatresk, we are providing a brief overview of how similar offices of the Chief International Evaluation Officer (CIEO) are structured at U.S. Mainland universities. CIEO’s are usually vice provosts and sometime vice presidents at mainland research universities with the following offices often reporting to them:

- Office of International Student and Scholar Services
- Immigration Services for International Faculty and Staff
- Study Abroad
- International Exchange Programs and Linkages with Overseas Universities
- Area Study Programs
- Intensive English Programs
- International Enrollment Management (including international recruitment and admissions)
- International Alumni (often a shared oversight with alumni relations)
- International development assistance projects
- Overseas branch campuses, programs, and representation offices (usually shared with various deans)

In the case of UHM, we recommend the following offices be brought under the jurisdiction of the Assistant Vice Chancellor for International Affairs:

- International Student and Scholar Services
- Immigration Services for UHM International Faculty and Staff
- Study Abroad
- International Exchanges

Since the area studies emphasis at UHM is largely Asian and Pacific Studies which are well situated in the College of Hawaiian and Pacific Studies (CHAPS), we do not recommend any change in reporting line for this unit.

Staffing:

In addition to the Assistant Vice Chancellor for International Affairs, the office will require clerical/administrative assistance; possibly some part-time graduate assistants, and student assistants. At a minimum, the Assistant Vice Chancellor will require professional staff to assist with oversight of the various offices, assessment of performance, publications, internal and external communications, website development and maintenance, liaison with deans, partner institutions, and the public, and budget management. There should also be a program officer to assist in grant proposal writing and to assist in the development of overseas sponsored projects and programs.

Qualifications:

The Assistant Vice Chancellor for International Education should have a Ph.D. in a related field and hold academic rank at the university. This is necessary given the Assistant Vice Chancellor's frequent interactions with deans and faculty across the university as well as with a variety of external constituents. In order to effectively represent the university abroad and work successfully with colleagues in many countries, the Assistant Vice Chancellor must have considerable knowledge of all world regions, extensive international experience, cross-cultural sensitivity, and strong human relations

and diplomatic skills. In particular, the Assistant Vice Chancellor must possess a sophisticated understanding of the cultures, politics, and educational systems of the countries that are of strategic importance to the university and the United States. In addition to being a competent administrator and good steward of university resources, the Assistant Vice Chancellor must be entrepreneurial and quick to take advantage of new opportunities in a constantly changing global environment, especially given that the office must generate revenue for many of the activities it undertakes. The value of such extensive experience in the international area and the seasoned judgment that derives from it cannot be overestimated. Relationships with overseas partners often take years to cultivate and mature, and these relationships benefit from the continuity and stability of a highly respected, well-known incumbent with a long tenure in the position. Since the Assistant Vice Chancellor has dealings with virtually all segments of the university, he/she should have (or quickly develop) an extensive acquaintance with the university's faculty and staff and be a thoughtful bearer of institutional memory. Given the extensive and often trying travel schedule required of the Assistant Vice Chancellor, the person must have a strong constitution, flexibility, patience, and the capacity to put up with the many physical and cultural challenges that characterize international travel.

Position Description:

Stephen Dunnett has attached his own position description (See Appendix III) as a possible model for UMH to consider as it crafts the Assistant Vice Chancellor for International Education position description. Of course, this position description will have to be modified to conform to the UHM context and requirements.

CONCLUSIONS

The University of Hawaii Mānoa has a long and proud history. It is a dynamic institution situated in an exciting city in one of the most beautiful locations in the world. Honolulu is a gateway to both Asia and the United States Mainland or as it is known locally, "The Crossroads of the Pacific". UHM has attractive campuses, modern state-of-the-arts facilities and a diverse and growing selection of undergraduate, graduate and professional degree programs. UHM also has one of the most multicultural student bodies of any institution of higher education in the country. The campus is highly internationalized, both in terms of its faculty, student body and academic program openings. The presence of the East-West Center and other world-famous institutes, centers and professional schools add to the international prestige and reputation of UHM.

UHM offers a diverse number of international programs to its students, both international and domestic. The University also provides a variety of services to its international students. Currently, these services are decentralized and uncoordinated as stated earlier in the report. Some services are offered at the UH system level and others at UHM. As we have already noted, UHM has wisely decided to consolidate all international student services and programs in a single division led by an Assistant Vice Chancellor for International Affairs, in keeping with the norm at Mainland universities.

Once the new Assistant Vice Chancellor for International Affairs is appointed and the consolidation of international services takes place, UHM will be poised to move forward as a major player in international education. With the addition of an international enrollment management function, UHM will also be able to increase its enrollment of high-quality, fully self-funded international students. The newly consolidated international division will provide them with effective and efficient student services to ensure international students have a productive and enjoyable experience studying and living at UHM.

Although our time on the UHM campus was relatively brief, we believe we came to a good understanding of the critical issues in international education and student services on the campus. We have made every effort to be both accurate and fair in our assessments of the various offices and programs we reviewed. If we have made any errors, or misunderstood any issues, we wish to express our sincere regret and state this was entirely unintentional.

We hope that the recommendations we have made will be helpful to UHM as it moves forward in the establishment of the new office of the Assistant Vice Chancellor for International Affairs, and we wish UHM every success in the future.

In conclusion, we thank Interim Chancellor Denise Eby Konan; Vice Chancellor for Academic Affairs, Neal Smatresk; Interim Dean Edgar Porter; and all the faculty, staff and students of UHM and the UH System who graciously received us, and who patiently responded to our many questions and requests for information and documents. We also wish to thank Dean Edgar Porter for his generous hospitality during our stay in Honolulu, and for providing background information, reports and other relevant documents. His departure will be a great loss to UHM, and we wish him every success in his new position in Japan. Last, but not least, we wish to express particular gratitude to Mr. Viet Ngo, Assistant to the Liaison for International Affairs, in the School of Hawaiian, Asian and Pacific Affairs, for setting up our appointments, making all travel and housing arrangements, and for accompanying us on our appointments. His patience, which we know we tried on occasion, and his constant good humor and friendly advice, were much appreciated.

Stephen C. Dunnett and JoAnn McCarthy, Consultants

APPENDIX I
International Education External Review Appointments
Dr. Stephen Dunnett and Dr. JoAnn McCarthy
January 31-February 3, 2006

Tuesday, January 31

7:00 pm	Dinner with Vice Chancellor Neal Smatresk and Interim Dean Edgar Porter	Hau Tree Lanai
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Wednesday, February 1

9:00-9:45	Denise Eby Konan, Interim Chancellor, UHM	Hawaii 202
10:00-10:45	Director Thomas Hilgers, General Education Office Administrator; General Education Chair Patty Fryer; Foundations Board Chair David Chin; Ethical Issues Board Chair Roger Babcock; Hawaiian, Asian and Pacific Issues Board Chair Spencer Leineweber; Oral Communications Board Chair Jim Richardson; Drs. Todd Sammons, Michael Graves, Helen Baroni, Karen Jolly (faculty previously involved in general education)	Hawaii 309
11:00-11:45	Interim Dean Joseph O’Mealy, Languages, Linguistics and Literature	Bilger 101
12 -12:45 pm	Lunch with Viet Ngo, Assistant to the Liaison for International Affairs	Moore 314
1:00-1:45	Coordinator Darrell Kicker, International Exchange	Moore 316
2:00-2:45	Interim Dean Edgar Porter, Hawaiian, Asian and Pacific Studies	Moore 309
3:00-3:45	Interim Dean Peter Tanaka, Outreach College; Interim Associate Dean Carolyn Okinaga; Program Director Judy Ensing	Krauss 101
4:00-4:45	Dean Walter Jamieson, Travel Industry Management	George 344
5:00-5:45	Dean and Director Andrew Hashimoto, Tropical Agriculture and Human Resources	Gilmore 202

**International Education External Review Appointments
Dr. Stephen Dunnett and Dr. JoAnn McCarthy
January 31-February 3, 2006**

Thursday, February 2

8 - 8:45 am	Dean and FHB Distinguished Professor Vance Roley	BusAd C204
9:00-9:45	Study Abroad Council Chair Neal Milner and Director Sarita Rai	Hawaii 209
10:00-10:45	Mānoa International Education Committee Chair Patricia Cooper and Vice Chair David Ericson	Hawaii 209
11:00-11:45	Assistant Director Martha Staff, International Student Services	QLCSS 206
12 -12:45 pm	Lunch with international students	QLCSS 208
1:00-1:45	Chair Robert Bley-Vroman, Mānoa Faculty Senate Executive Committee	Hawaii 208
2:00-2:45	Interim Director Janice Heu, Admissions and Records and Interim Director Jan Taniguchi, School and College Services	QLC 214
3:00-3:45	Study Abroad Center staff: Vanessa Chong, Max Lee, Allison Yap, and Ruth Matsunaga	Moore 115
4:00	Meeting with Kevin Takamori, Associate Vice President of Alumni Relations, UH Foundation	

**International Education External Review Appointments
Dr. Stephen Dunnett and Dr. JoAnn McCarthy
January 31-February 3, 2006**

Friday, February 3

9:00-9:45	Recruiters Ran-Ying Porter and Imelda Zamaripa, Admissions and Records	QLCSS 001
11:00-11:45	Immigration Specialist Linda Hamada, International Education Office	PSB 106
12 -12:45 pm	Director Jenny Samaan, International Education Office and Director Harold McArthur, Research Relations	PSB 106
1:00-1:45	International Student Services staff: Ray Allen, Amy Hashiona, Jing Zhang, Sandy Davis, Aaron Yamane, and Danita Dumadag-Hugh	QLC 310
2:00-2:45	Director Linda Duckworth, International Student Services	QLC 206
5:00-5:45	Vice Chancellor Neal Smatresk	Hawaii 209
6:00-6:45	Interim Chancellor Denise Eby Konan	Hawaii 202
7:00	Dinner with Interim Dean Edgar Porter	To be determined

APPENDIX II

TAPPING THE GLOBAL STUDENT MARKET

by

JoAnn S. McCarthy

Assistant Provost for International Affairs

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Over the years, the United States has emerged as the destination of choice of more students than anywhere else in the world, and we currently host more than half a million of the world's future leaders. However, this pre-eminent position is now facing some serious challenges, and it is important that we understand the broader context of current and future student mobility around the world as well as factors that enhance or inhibit our competitiveness for this important student sector.

Global Trends in Higher Education

Some important forces are at work in the worldwide higher education sector today, and these factors have significant implications for student flows. For example,

1. Demographics

The global demand for higher education is forecast to increase from 97 million in 2000 to 263 million in 2025. Significantly, existing higher education capacity is not sufficient in those regions that will experience the most substantial population growth over the next 20 years. Indeed, growing demand for higher education will be fueled by countries with rapidly expanding populations and economies such as China and India. These two countries will account for more than half of the total global demand for international higher education by 2025. Concurrently, Japan, Russia, and many Western European countries will see a *decline* in domestic demand for higher education. These demographic phenomena will certainly have significant impact on the flow of students to provider nations having the capacity to serve them and could potentially reshape the world's balance of power.

2. Regionalism

The expanding European Union has moved toward standardization of degrees and certification across national boundaries. ERASMUS, SOCRATES, and the Bologna Agreement have allowed students to move relatively freely among the 25 member states of the European Union with confidence that their coursework is transferable and their degrees will be accepted everywhere. The European Credit Transfer System (ECTS) has also facilitated intra-European student movement, no doubt at the expense of transatlantic mobility. The EU-US Transatlantic Agenda

has attempted to open a dialog and fund some initial consortium-based projects that will begin to make our systems more compatible. However, a new EU effort known as ERASMUS MUNDUS is preparing to expand its network beyond Europe to a global scale. As further evidence of regionalization, Latin American students are increasingly studying *within* the region (17%) as opposed to choosing institutions in North America or Europe. In Southeast Asia, with its growing population of students seeking educational opportunities outside their home countries, a growing number are choosing to study in another country within the region (18%).

3. Alternative Delivery Systems

The evolution of technology-enhanced delivery systems allows for new approaches to service student populations outside the borders of provider countries. In addition, some institutions are investing in offshore campuses as yet another alternative to educating international students on their home campuses. Others are forming higher education partnerships across borders and creating joint degree programs.

4. Increasingly Competitive Environment

Many countries have recognized the considerable benefits of attracting the world's best and brightest students to their institutions of higher education. They have adopted national policies and established well funded infrastructures to promote higher education as a service commodity on a par with other services that contribute to their national economic growth. They have removed barriers for testing, application, and visa processes in order to compete more effectively for the international student market. They have also improved response time and support services. Indeed, some institutions in non-English speaking countries have even developed curricula *in English* in order to compete for the vast number of students who can speak English as a first or second language. In addition, private sector for-profit providers such as the University of Phoenix, Laureate Universities (formerly Sylvan International Universities), and others are marketing on-line and campus-based degree programs around the world. Finally, new American-style universities similar to the American University of Cairo have been created in central Europe, the West Bank, Kuwait, and elsewhere to respond to the increasing demand for higher education in many regions of the world.

5. Accreditation and Quality Assurance

Accreditation organizations such as AACSB and others are going global. Quality assurance measures are becoming more sophisticated and widely used as regional collaboration expands. Student mobility is growing as students find their credits are validated across educational systems and are now more "portable" than in the past.. Furthermore, new joint degree programs are being spawned as institutions gain confidence in standards of practice across borders.

6. Consumers are becoming more informed and value conscious.

As more students become mobile, they are learning the nuances of other systems. “Brand Name” institutions are no longer the only viable alternatives. The spectacular growth of international student enrollments in U.S. community colleges is further evidence that students are looking for economical alternatives to high cost destinations. They are also looking at other non-US systems (particularly in the UK, Australia, and Canada) that are more economically competitive.

International Student Enrollment Trends in the US

Clearly, international student flows to the United States do not occur in a vacuum. Increasing international enrollments is not merely a function of “marketing” academic programs to target audiences. Student mobility is influenced by a complex matrix cultural ties, demographics, economic factors, political climate, educational infrastructure in the home country, available technology, popular perceptions of the host site, and the formal policies of institutions and governments. It is subject to a dynamic interplay of supply, demand, incentives, and constraints.

Given the context of these global trends in higher education and the various influences that shape them, how is the U.S. faring? Unfortunately, it has become increasingly clear that we can no longer take international student enrollments for granted. The most recent statistics from the Institute for International Education’s annual Open Doors survey, indicates that, although we registered a .6% increase in international students in 2002-03, this growth pales in comparison to other countries such as Australia, Canada, and the UK—all of whom have made all out efforts to attract new students. Although there was a decline in enrollments from a number of countries and regions (Middle East, Indonesia, Thailand, and Malaysia), some major sending countries still registered strong increases (India, China, Korea, Mexico, Canada). However, actual growth may be masked by the consequences of a stalled economy in the US. With few practical training jobs open to graduating students, some may have decided to prolong their studies and thus inflate the pool of enrolled students. A preliminary survey of U.S. institutions in the fall of 2003 continued this mixed report of increases and decreases, and many anticipate stagnation or further decline in U.S. international enrollments in the fall of 2004 in spite of growing global demand for higher education..

Unfortunately, there are additional indicators of possible difficulties for the U.S. in this increasingly competitive market. Overseas advising offices attached to the U.S. embassies and consulates are reporting decreased numbers of applications for visas; and the Council of Graduate Schools is reporting a downturn in GRE test enrollments worldwide, perhaps due to the closing of a number of testing sites around the world. Chinese GRE testing is down 50%. Taiwan reports they are down 43%. In India, testing

is down by 37%. Since these constitute three of the five top sources of international students for the U.S., this news cannot be good.

Contributing Factors Affecting U.S. Enrollments of International Students

In a climate of fierce competition for international students, the U.S. tradition of *laissez faire* recruitment may be coming to an end. While in the past U.S. institutions could rely on a steady stream of international applicants, only the most competitive U.S. institutions can now be confident of their ability to enroll the world's most sought after students. Most institutions will find their enrollments eroding unless they mount more creative, sophisticated, and effective responses to this rising tide of competition.

Furthermore, as the world economy remains sluggish, the cost of a U.S. higher education continues to rise dramatically. Without new sources of financial aid to assist international students in meeting that financial challenge, many of them will be forced to choose lower cost options outside of the U.S.

Since September 11, no one can deny that the political environment has been an increasingly powerful factor influencing international enrollments in the U.S. As the federal government has sought to enhance national security, the fallout on education mobility has been profound. Increasingly onerous regulations have created a substantial "hassle-factor" for obtaining visas (time, cost, payment methods, inconvenience, staff unresponsiveness, and perceived unwelcoming atmosphere at consulates and embassies abroad). Regulations associated with the Student Exchange Visitor Information System (SEVIS); the National Security Entry/Exit Registration System (NSEERS) for Muslim country males age 16-40; and the US Visitor and Immigrant Status Indicator Technology (USVISIT) have introduced bureaucratic complexities that are often seen as intrusive, harassing, accusatory, and intimidating by prospective students who are not subjected to such treatment by other countries.

Long Term Implications for US Higher Education

Left unattended, U.S. higher education could experience serious erosion of its primacy in science and technology research; institutions could see significant declines in their international enrollments that will threaten the viability of key academic programs; the global diversity of our student population will decline at a time when it has become more important than any other time in our history; and the U.S. may find its political and economic security threatened if it cedes a significant portion of the next generation of world leaders to education systems in other countries. It is time for leaders in U.S. higher education to recognize the forces that are contributing to this recent loss of "market share" in international education and mobilize both federal and institutional resources to reverse the trend. Specifically, we need to develop both national and institutional strategic marketing plans based upon trends analysis, competitive advantage, a consistent

message, coordinated efforts, creative delivery formats, and attention to quality service. Immediate attention must be directed toward eliminating unnecessary barriers and reversing the image of the U.S. as an unwelcoming environment for international students.

It's not an impossible task. We have only to look to our colleagues from other countries who have marshaled the will and resources to significantly increase their foreign student enrollments in a relatively short time. A pro-active approach, at both the institutional and national levels, will require sustained leadership and engagement of international educators in aggressive advocacy and marketing campaigns.

APPENDIX III

POSITION DESCRIPTION: VICE PROVOST FOR INTERNATIONAL EDUCATION

The Office of the Vice Provost for International Education (OIE) is the central administrative office responsible for the university's international education services and programs. Reporting to the Provost, Professor Stephen C. Dunnett, Vice Provost for International Education, is the university's chief international education officer, responsible for the following functional areas: International Enrollment Management (International Recruitment and Admissions), International Student and Scholar Services, Immigration Services, Study Abroad, Exchange Programs, and Overseas Sponsored Programs. As the office responsible for globalizing the university, the Office of the Vice Provost works with the provost's office and the academic units to internationalize the curriculum, develop international studies and programs, and promote international education opportunities both on campus and overseas.

The Office of International Enrollment Management (IEM) is responsible for establishing a strategic enrollment management plan for the recruitment, admission and retention of international students to the University at Buffalo. Working in collaboration with the Vice Provost for Enrollment and Planning, the Graduate School and the academic units, IEM sets goals and objectives for the recruitment of students from specific countries and regions in order to meet institutional enrollment targets and the larger goals of UB's Mission to globalize the university. The staff of IEM is responsible for overseas recruitment activities and follow-up strategies so that a sufficiently large and qualified pool of prospective international students apply to the university. IEM conducts outreach activities campus-wide to provide training and resources to university personnel involved with recruiting and admitting international students.

International Admissions (IA), a unit of IEM, is responsible for the admissions processing of all international undergraduate applications. IA is also the final clearinghouse for international graduate admissions and serves as a university-wide resource providing expertise and guidance on foreign universities and credentials. International Admissions evaluates foreign credentials and undergraduate transfer credits, reviews financial documents, creates university and U.S. Department of Homeland Security SEVIS (Student and Exchange Visitor Information System) records for incoming international students, and issues initial Certificates of Visa Eligibility. IEM works with International Student and Scholar Services once new international students arrive to ensure their enrollment and adjustment to UB is successful and to ensure retention and full compliance with federal immigration law and regulations.

The Office of International Student and Scholar Services (ISSS) serves the international community of the University at Buffalo (UB), including students, visiting scholars, faculty, researchers and non-U.S.-citizen workers. ISSS provides immigration

services, initial and on-going orientation programming, cultural programming and enrichment activities, and general support to this international population. At present, there are 3,628 F-1 and J-1 visa students enrolled at UB, 285 exchange scholars, and 267 individuals in H-1 B (work) visa status for a total of 4,180 visa students and scholars. With dependents and permanent residents, the UB international community is approximately 7,000 persons. Immigration Services, a unit of ISSS, is the central university office responsible for insuring that the university is in compliance with applicable federal law with respect to the hiring and retention of non-U.S. citizens holding faculty, research, and staff appointments. The office files employment-based immigrant and non-immigrant petitions so that academic departments may hire international faculty and researchers.

The Office of Study Abroad Programs serves both undergraduate and graduate UB students before, during, and after they participate in a study abroad or university exchange program. Study Abroad Programs provides information and assistance at every stage of the process—from helping students find the right program, complete a successful application, apply for financial aid, and obtain course approvals; to preparing students to go abroad with relevant travel, health and safety, and cultural orientation information; to staying in touch to provide support and advice throughout their stay overseas; to processing their grades and transferring credits upon their return; to helping them readjust to their life and studies back home. Currently, 7 percent of UB undergraduates participate in a study abroad experience—well above the national average. UB currently offers 55 programs in 31 countries in Africa, Asia, the Caribbean, Europe, the Middle East, North America, Oceania, and Central and South America.

The mission of the Office of Overseas Sponsored Programs is to assist schools, departments, and faculty members in developing externally funded international education programs. Drawing on UB's extensive experience in developing and delivering international programs both in Buffalo and in Africa, Asia, Europe, and Latin America, the office collaborates with the academic units to conceptualize, plan and administer overseas academic programs, typically in cooperation with partner institutions in-country and/or sponsoring agencies in the U.S. The office currently administers a B.S. Degree Program in Business Administration in partnership with the Singapore Institute of Management and partners with Konan University in Japan on an Economics and Business Administration Program that annually brings 35 Japanese undergraduates to UB for an academic year of coursework in economics and business administration. UB is also considering possible degree programs in China and Kuwait. Under the auspices of the SUNY-wide agreement with the Higher Education Authority of Turkey, UB is establishing dual-degree bachelor of science programs in Civil and Environmental Engineering with Istanbul Technical University. Beginning in 2006, the program will bring 30 Turkish students to UB each academic year. On an ongoing basis, OIE monitors requests for proposals and assists faculty members in articulating ideas, editing and costing out proposals, identifying funding sources, and ongoing guidance and follow-through. The office also assists the provost in establishing policies, standards, and guidelines for overseas academic programs developed by the academic units and in ensuring compliance.

In addition to these major functional areas, the Office of the Vice Provost for International Education is responsible for internationalizing the curriculum and campus experience of students, faculty, and staff. The office works closely with the Council on International Studies and Programs, a faculty advisory committee, to develop international education policies, review new international programs, and promote and support international activities of campus-wide interest. The membership of the Council comprises faculty from across the university as well as international education staff, who are *ex officio*. The office works with faculty to develop exchange programs with leading institutions of higher education around the world. It helps develop and support foreign language and area studies programs that increase student knowledge of the languages and cultures of other countries. The office collaborates with the College of Arts and Sciences and the professional schools to organize and sponsor international artistic and cultural events on campus. OIE also works with Western New York community organizations such as the International Institute and Buffalo/Niagara WorldConnect in organizing and hosting international education activities of general interest. Educating the community about the university's cultural resources and the benefits of international exchange is one of the goals of OIE's International Education Week activities each November.

The Office of the Vice Provost works with the SUNY System Administration Office of International Programs as well as chief international education officers at other SUNY campuses to develop and implement system-wide initiatives in the international area. OIE is also responsible for hosting visiting foreign dignitaries according to appropriate protocol, arranging presidential and provostal trips abroad, and serving as the university's primary representative in dealings with the university's 60 partner institutions overseas, international education organizations, foreign embassies and consulates in the U.S., and federal agencies involved in international education and exchange. Through a variety of media—the UB *International* newsletter, brochures, websites, and listservs—the office is in constant communication with the campus community and with colleagues and alumni around the world, promoting and publicizing the university's international programs and activities.

Constituencies:

The Office of the Vice Provost (OIE) works with a large number of internal and external constituencies. The office is responsible for providing immigration, orientation and support services to more than 4,200 international students, scholars and employees at UB and their dependents. OIE also serves domestic students participating in study abroad and exchange programs. The office works with the deans and academic units on an ongoing basis to internationalize the academic areas and foster interdisciplinary area studies programs; develop reciprocal exchange and study abroad programs; coordinate and support international graduate recruitment and enrollment efforts; conceptualize, develop, negotiate and secure approval for overseas sponsored programs; arrange for approval of faculty teaching overseas; and coordinate the visits by delegations from overseas partner institutions. The office works with individual department chairs and faculty to support their international students, scholars, and programs. For more than 30 years the UB

Council on International Studies and Programs, a consultative body of internationally active faculty that advises the Provost and Vice Provost on international programs and policies, has been a primary conduit for consultation with the university faculty at large on international education.

OIE advises the President and the Provost on international education programs, policies and initiatives as well as the significance and implications for UB of events and trends overseas. OIE works with the Office of the President and the Office of the Provost in planning the schedule and protocol of visits to UB by high-level international delegations, including university presidents from exchange partners, ambassadors and consuls general of foreign governments, and distinguished international alumni. In addition, the Office of Vice Provost arranges official presidential and provostal trips abroad to visit exchange partner universities, branch campus and offshore programs, and international alumni events.

OIE has frequent interactions with all of the vice presidential and vice provostal areas. The office works with Student Affairs in coordinating and improving the full range of services for international students and scholars, from housing to dining services to student life. An ongoing area of mutual concern is the provision of appropriate services to meet the special needs of internationals and the integration of international students and scholars into the campus community. OIE works with the Office of the Vice President for University Advancement on development initiatives that support international studies and programs and on international alumni issues. From time to time, there is also a need for OIE to work with the Office of Vice President and Chief Information Officer. Recently, for example, the two offices collaborated to remove the block that was placed on UB websites by the Chinese government. University Libraries are often consulted regarding the exchange of library materials and library staff with partner universities, and tours of the UB libraries by visiting delegations.

Interactions with the Vice Provosts for Academic Affairs and Enrollment Planning are ongoing and extensive. OIE works with Academic Affairs on a variety of specific academic issues relating to international students and scholars as well as study abroad and exchange programs. Academic Affairs assists OIE in reviewing overseas academic programs that are under development and in evaluating the academic standards of new and existing overseas programs. OIE works with Academic Affairs in ensuring that the university's offshore programs comply with all Middle States accreditation requirements. In addition, OIE frequently interacts with the Graduate School concerning graduate student issues, the recruitment and admission of international graduate students, new graduate degree programs and degree requirements. OIE and Enrollment Planning work closely in developing enrollment management plans and in establishing international enrollment targets. Another area in which there is ongoing interaction is the student services that report to Enrollment Planning and which serve UB's international students. While less frequent, OIE's interactions with the Senior Vice Provosts and the Vice Provost for Institutional Analysis are cordial and productive. In fact, all of the vice provostal units work well together, and relations among them are cordial, collegial, and professional.

The Office of Vice Provost has many external constituencies, including more than 60 exchange partner institutions overseas, a large number of faculty colleagues and international educators around the world, international Alumni Association chapters and many individual alumni leaders, and institutions sponsoring or cooperating in the delivery of overseas academic programs. These include Renmin University and Motorola University in China, Konan University in Japan, Riga Business School in Latvia, Singapore Institute of Management, Chinese Cultural University in Taiwan, and Istanbul Technical University in Turkey. These cooperative education programs typically are run through the Research Foundation and bring external revenue to UB. In some instances, OIE works with partners in the private sector overseas. An example is the Molecular Medicine Symposium in Baroda, India, an annual international conference jointly organized by UB and its partner the M.S. University of Baroda, and sponsored by Sun Pharma and Comed Chemicals, Ltd., pharmaceutical companies based in Baroda. The Vice Provost's overseas constituents demand a great deal of time and energy as they involve regular visits by OIE staff, the frequent hosting of visiting delegations to UB, and ongoing communication and administrative oversight activities with all of the university's overseas partners.

OIE is also the university's primary contact with U.S. and foreign government agencies involved in overseeing, sponsoring, or regulating international education programs. These include the Department of State, the U.S. Agency for International Development, the Department of Homeland Security, the Department of Justice, and the Fulbright Commissions both in the U.S. and abroad. OIE works with leading sponsoring agencies involved in international education such as the Institute of International Education (IIE), Council for International Exchange of Scholars (CIES), Latin American Scholarship Program at American Universities (LASPAU), Africa-America Institute (AAI), and America-Mideast Educational and Training Services, Inc. (AMIDEAST).

The Office of the Vice Provost has frequent interactions with the leading professional associations in international education, including NAFSA: Association of International Educators, Association of International Education Administrators (AIEA), the European International Education Association, the International Commission of the National Association of State Universities and Land Grant Colleges (NASULGC), and the Association of American Universities (AAU). The Vice Provost currently serves on the board of NAFSA and is President-elect of AIEA. The Vice Provost's leadership role in the profession not only is a form of public service but also enhances the visibility and stature of UB in the field of international education.

Qualifications:

The Vice Provost for International Education should have a Ph.D. in a related field and hold academic rank at the university. This is necessary given the Vice Provost's frequent interactions with deans and faculty across the university as well as with a variety of external constituents. In order to effectively represent the university abroad and work successfully with colleagues in many countries, the Vice Provost must have considerable

knowledge of all world regions, extensive international experience, cross-cultural sensitivity, and strong human relations and diplomatic skills. In particular, the Vice Provost must possess a sophisticated understanding of the cultures, politics, and educational systems of the countries that are of strategic importance to the university and the United States. In addition to being a competent administrator and good steward of university resources, the Vice Provost must be entrepreneurial and quick to take advantage of new opportunities in a constantly changing global environment, especially given that the office must generate revenue for many of the activities it undertakes. The value of such extensive experience in the international area and the seasoned judgment that derives from it cannot be overestimated. Relationships with overseas partners often take years to cultivate and mature, and these relationships benefit from the continuity and stability of a highly respected, well known incumbent with a long tenure in the position. Since the Vice Provost has dealings with virtually all segments of the university, he/she should have an extensive acquaintance with the university's faculty and staff and be a thoughtful bearer of institutional memory. Given the extensive and often trying travel schedule required of the Vice Provost, the person must have a strong constitution, flexibility, patience, and the capacity to put up with the many annoyances, inconveniences and dangers that characterize international travel.