



UNIVERSITY
AT ALBANY

State University of New York

“The World Within Reach”

ANNOUNCES A NATIONAL SEARCH FOR THE POSITION OF

VICE PROVOST

for

*INTERNATIONAL
EDUCATION*

THE UNIVERSITY IS BEING ASSISTED IN THIS SEARCH BY

STRATEGIC CONSULTING

THE WYLY / KELLOGG INTERNATIONAL GROUP

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***In addition, Tom and Earl will also be conducting Preliminary Interviews at the AIEA Annual Conference, February 15-18, 2015 at the Marriott Wardman Park Hotel, Washington, DC**

I. AN INTRODUCTION TO THE UNIVERSITY

The University at Albany is one of the four research universities within the State University of New York System (along with Buffalo, Stony Brook, and Binghamton). Founded in 1844 as the New York State Normal School, the institution today offers Baccalaureate, Masters, and Doctoral programs to over 17,300 students on three campuses in New York State's Capital District, approximately 135 miles north of New York City. The institution has been officially designated as a doctoral university center since 1962. The University comprises eight Colleges and Schools: Colleges of Arts and Sciences, Computing and Information, the Rockefeller College of Public Affairs and Policy, and Schools of Business, Education, Criminal Justice, Social Welfare, and Public Health. There are approximately 120 undergraduate majors and minors, and 138 masters, doctoral, and graduate certificate programs.

The University enrolls approximately 12,800 undergraduates and 4,500 graduate students, representing almost every state in the union as well as one hundred other countries. Five and one half percent of degree-seeking undergraduates are international, and 17.5% of graduate students. About 170 are enrolled in the Intensive English Language Program. Over 400 students go abroad each year to study, and there are about 100 incoming study abroad students annually. There are over 1,200 faculty, many engaged in life-enhancing research that contributes profoundly to the public good. Each year there are about 100 visiting international scholars. More than 165,000 living alumni reside in 115 countries. 7,700 students live on campus, and there are more than 200 student clubs and organizations. The University participates in Division I athletics.

The institution is governed by the SUNY Board of Trustees and a smaller College Council consisting of nine leading citizens appointed by the Governor of New York State and also one student member; the University's faculty and alumni organization also provide representatives to the Council. The institution's work is supported by the University of Albany Foundation, which is governed by a separate board. The University's enviable location, at the heart of the state's Capital District and approximately two hours from New York City, provides its students with almost limitless opportunities for internships, employment, cultural enrichment, and recreation.

Many of the University's academic programs are highly ranked and internationally recognized, and continue to rise in distinction and accomplishment:

- In the latest graduate school rankings from *US News and World Report*, for example, eight programs placed in the Top 25 in the nation, including the Criminal Justice Ph.D. Program (#2), Information Technology and Management (#3), and Public Management and Administration (#14).
- Other highly ranked programs included Public Finance and Budgeting (#16), Nonprofit Management (#18), the School of Social Welfare MSW Program (#24), Public Health (#25), the Sociology Ph.D. Program (#28), Library and Information Studies (#31), and the Clinical Psychology Ph.D. Program (#47).
- The School of Education's doctoral programs in Reading, Curriculum, and Instruction have all been ranked among the Top Ten in the country, based on the Faculty Scholarly Productivity Index compiled by *Academic Analytics*, a benchmarking organization

focusing on research universities. Also, according to a 2012 analysis published in the *Journal of School Psychology*, the School of Education's School Psychology program ranked 7th in scholarly productivity among the nation's 59 APA-accredited school psychology doctoral programs.

- For the second year in a row, the Masters of Business Administration Program placed #1 in the country for job placement, with 100% of its graduates accepting positions within three months or less of graduation. Also, the new Business School building, which opened in 2013, has been judged the fourth most beautiful business school facility in the world by "*topmanagementschools.com*." The Graduate School of Business is ranked by *The Princeton Review* as one of the *Top Ten Best Places for Women to Earn Their MBA*, and one of the *Top Fifteen Best Places to Earn an MBA in Management*.
- The University's three main libraries rank among the top 100 research libraries in the nation.
- In addition, low tuition rates for both in-state and out-of-state students have resulted in the University's being highly ranked as a best value in public education by *Kiplinger Personal Finance*.

The University pursues its teaching, research, and public service missions on three campuses: the **Uptown Campus**, the **Downtown Campus**, and the **East Campus**.

The **Uptown Campus**, the University's largest facility, was designed in the 1960s by acclaimed architect Edward Durell Stone, and is one of the nation's most distinctive campuses. It consists of a "podium" of 13 academic buildings on a common platform, connected by a continuous roof and lower level corridors, with more than 1,200 supporting columns. The entire Upper Campus offers wireless internet access. The Upper Campus houses the principal administration building, University Hall; the Main Library; the new Science Library; the Ion Beam Laboratory; the Life Sciences Building; the School of Business; the Performing Arts Center; the University Art Museum; the Campus Center; the Athletics Complex; and four residential quadrangles with 23-story high rise residence halls and surrounding squares of low-rise buildings. Also located on the Upper Campus are most of the University's meteorology facilities, the National Weather Service station, and the Atmospheric Sciences Research Center.

The **Downtown Campus** is located one mile from the New York State Capitol Building and Empire State Plaza, the State's administrative, legislative, and health affairs complex. Inspired by Thomas Jefferson's design for the University of Virginia, the Downtown Campus served as the University main location until 1966. The Downtown Campus houses the University's three public policy schools and colleges—the Rockefeller College of Public Affairs and Policy, the School of Criminal Justice, and the School of Social Welfare. The Downtown Campus is also home to the New York State Writers' Institute, founded by Pulitzer Prize-winning novelist and journalist William Kennedy, the nation's leading chronicler of life in Albany. The Institute has hosted more than 1,200 writers, poets, journalists, historians, dramatists, and filmmakers, including both internationally famous award-winners and younger talents at earlier stages of their careers. The Downtown Campus also houses the architecturally renowned Thomas E. Dewey Graduate Library, devoted to public policy.

The University's **East Campus**, located on a hilltop in the nearby Albany suburb of Greenbush and offering exceptional views of the Albany skyline, is home to the University's health sciences, cancer research, and biotechnology programs. It houses the School of Public Health, which is a joint venture of the University and the New York State Department of Health; the Cancer Research Center, including the Center for Functional Genomics, which conducts state-of-the-art research in biochemistry, genomics, and proteomics; and a business incubator focusing on the science disciplines. The University is also in the process of creating an Institute for Biomedical Education and Research on its East Campus in partnership with Albany Medical Center, the Capital District's teaching hospital and medical college; the Institute will conduct research regarding cancer, cardiology, and neurological disorders, such as Alzheimer's disease. The East Campus also houses Tech valley High School, a high tech, public consortium secondary institution.

II. INSTITUTIONAL LEADERSHIP

Robert J. Jones, Ph.D. became the 19th president of the University at Albany in January, 2013, following a distinguished career in the University of Minnesota System. President Jones is an agronomist and crop physiologist who earned his doctorate at the University of Missouri, Columbia. At the Minnesota System he served most recently as senior vice president for academic administration. Previously he spent fifteen years at the University of Minnesota Twin-Cities, where he served as vice president and executive vice provost for faculty and academic programs, vice president for campus life, vice provost for faculty and academic personnel, and in other leadership roles. President Jones's research has focused on the role of cytokinins in stabilizing grain yields of maize against environmental stresses and global climate change. He is a fellow of both the American Society of Agronomy and the Crop Science Society of America.

Throughout his career, President Jones has been a committed internationalist. He has been a visiting professor and featured speaker in North America, Europe, Asia, and Africa. From 1984 to 1994, he served as an academic and scientific consultant for Archbishop Desmond Tutu's South African Education Program. In 2010, he was awarded a University of Minnesota endowed chair in urban and international development. He was also named a recipient of the Michael P. Malone International Leadership Award by the Association of Public and Land-grant Universities (APLU). Dr. Jones has also served on the board of directors for the Midwest Universities Consortium for International Activities. President Jones has placed accelerating the University's international development in the forefront of his planning for the institution's future, declaring campus globalization "a top strategic goal": he anticipates increasing expenditures for international programming; he intends to interview personally all finalist candidates for the Vice Provost for International Education appointment; and he looks forward to working closely with the individual appointed.

It should be noted that the University at Albany is also currently searching to appoint a new chief academic officer, i.e., a new **Senior Vice President for Academic Affairs and Provost**. *President Jones's intention is that the search for a new Provost, to whom the Vice Provost for International Education will report, be completed first, so that the new Provost can participate in the Vice Provost selection process, and so that finalist candidates will have the opportunity to confer in advance with the new Provost.* President Jones also seeks to appoint a new Provost who will be an informed and dedicated supporter of an expanded international agenda. For the current academic year, **Dr. R. Timothy Mulcahy** is serving as *interim* chief academic officer.

Dr. Mulcahy holds a Ph.D. in pathology and radiological sciences from the University of Wisconsin-Madison, and previously served as vice president for research at the University of Minnesota and associate vice chancellor for research policy and professor of pharmacology and human ecology at Madison. Dr. Mulcahy will also be available to finalist candidates for the Vice Provost for International Education appointment.

The Vice Provost for International Education is one of only three vice provost positions at the University:

- **Kevin Williams, Ph.D.**, is the University's **Vice Provost and Dean for Graduate Education**, Professor and former Chair of the Department of Psychology, and also chair of the search committee for the Vice Provost for International Education appointment. He earned his Ph.D. in Psychology at the University of South Carolina.
- **Jeanette Altarriba, Ph.D.** is **Vice Provost and Dean for Undergraduate Education**. Also a Professor in the Psychology Department, Dr. Altarriba directs the Cognition and Language Laboratory at the University. She earned her doctorate at Vanderbilt University.

The Vice Provost for International Education will work closely with both Dr. Williams and Dr. Altarriba, as well as with other members of the academic leadership team and with senior-non-academic administrators. There are several Associate Provosts and Associate and Assistant Vice Provosts with responsibility for various specialized functions at the University. Other members of the University's academic leadership include:

Edelgard Wulfert, Dean of the College of Arts and Sciences

Donald S. Siegel, Dean of the School of Business

David L. Rosseau, Dean of the Rockefeller College of Public Affairs and Policy

Alan Lizotte, Dean of the School of Criminal Justice

Robert Bangert-Drowns, Dean of the School of Education

Sue R. Faerman, Dean of the College of Computing and Information

Philip Nasca, Dean of the School of Public Health

Katherine Briar-Lawson, Dean of the School of Social Welfare

Mary Casserly, Dean and Director of Libraries

The College and School Deans are united in wishing the University to appoint as Vice Provost an outstanding international education professional who will function as a member of the Provost's staff and the Deans' Council, and who can provide exceptional intellectual, administrative, financial, and practical leadership in developing a new vision and strategic plan for international affairs at the University.

Other senior administrators who look forward to collaborating with the new Vice Provost include:

**Fardin Sanai, Vice President for University Development and Executive Director,
The University at Albany Foundation**

James Van Voorst, Vice President, Finance and Administration

Lee Serravillo, Executive Director, The Alumni Association

Christine A. Bouchard, Vice President for Student Success

**Tamra Minor, Chief Diversity Officer and Assistant Vice President for Diversity
and Inclusion; and**

Robert Andrea, Associate Vice Provost for Enrollment Management

Biographies of all the members of the University's leadership team are available on the institution's web site.

III. EXAMPLES OF CURRENT INTERNATIONAL COMMITMENTS

Some highlights of the University's current activities in international education include the following:

In the College of Arts and Sciences:

- there are degree programs in Africana Studies, Chinese Studies, East Asian Studies, Japanese Studies, Globalization Studies, Latin American Studies, Spanish, and Puerto Rican Studies;
- there are additional minor programs in French Studies, Hebrew, Italian, Portuguese, Russian, Russian and Eastern European Studies, International Studies, Korean Studies, Portuguese, and US Latino Studies;
- the Center for Latino, Latin American, and Caribbean Studies (CELAC), founded in 1984, pursues both teaching and research and service missions to the larger community;
- the Mesoamerican Studies Institute houses the largest number of Mesoamerican scholars at any university north of Mexico;
- a new faculty and student exchange programs in Economics has been developed with Tohoku University in Sendai City, Japan;
- the Confucius Institute for China's Culture and the Economy involves a partnership with the Southwest University of Finance and Economics in Chengdu, Sichuan Province, People's Republic of China.
- University faculty and students have become engaged with the International African Monsoon Multidisciplinary Conference, improving knowledge and understanding of West African weather and climate and their impact on society.

In the School of Business, which was the first business school in the country to be accredited at both the undergraduate and graduate levels by the Association to Advance Collegiate Schools of Business (AACSB):

- The School organized, sponsored, and chaired the Fifth Annual International e-HRM Conference at the SUNY Global Center in New York City, convening international scholars and business and HR leaders to explore best practices in deriving value from human resource management information technology and electronic human resource management;
- The School's "G3 Program: Going Green Globally" provides an integrative business environment in which MBA students team with clients, university faculty, and industry experts to work on client strategic initiatives and sustainability plans.

In the School of Education:

- The School is the home of the Secretariat of the Comparative and International Education Society (CIES), the premier scholarly society in this field in the world;
- The School administers the Institute for Global Education Policy Studies (IGEPS), which provides leadership to its scholarly international education initiatives; among these is the creation of the web site "GlobalHigherEd.org," maintained by School's Cross-Border Education Research Team, which functions as a clearinghouse regarding relevant news, current events, and research regarding international higher education;
- The School recently received a \$1.34 million grant from the National Science Foundation to develop a multi-layer cyberlearning platform that will cultivate collaborative inquiry-based practices across classroom communities in America and internationally; elementary school teachers and students from Albany, New York City, Toronto, and Singapore will participate in the research.

In the School of Computing and Information:

- Faculty from the School have been appointed to the Advisory Committee of the E-Gov Chapter of the China Information Association, a national organization formed by government practitioners, researchers, and industries focusing on information-related business in China.

In the Rockefeller College of Public Affairs and Policy:

- The College works continually to develop international opportunities for its students by creating new study abroad and exchange programs with international partners. For example, programs recently developed include a dual degree MPA program with Bocconi University in Milan; coursework in global affairs and the Chinese language at Fudan University in Shanghai; and the Peace Corps Masters International Program, in which Peace Corps service is integrated into the MPA degree program;
- The College offers a strong emphasis on international relations, with core concentrations in global governance, global security, and international political economy;
- International relations research and networking opportunities are offered through several dedicated Centers and Institutes:

- The Center for Policy Research has received multiple grants from the US State Department for undertakings such as the Project on International Security, Commerce, and Economic Sanction, and diverse strategic trade management projects regarding Mongolia, Saudi Arabia, Armenia, and Taiwan. The Center is also supported by grants from the US Department of Homeland Security in an integrated training and research program offering the MPA and Ph.D. degree to homeland security professionals. The Center also receives considerable funding through its participation in the National Consortium for the Study of Terrorism and Responses to Terrorism, conducting research on the organizational behavior of terrorist and extremist organizations;
- The Center for International Development pursues integrated development through the design and implementation of large, multi-year donor-funded projects, as well as research-intensive assessments and evaluations. Current and recent projects have centered on Afghanistan, Bangladesh, Bosnia and Herzegovina, Cote d'Ivoire, Jordan, Kenya, Lebanon, South Sudan, and Uganda. A number of these projects, such as legislative strengthening in Cote d'Ivoire, are supported by USAID;
- The College also collaborates actively with the SUNY System-wide Global Office in New York City, and with SUNY's Levin Institute, which pursues in many different ways the impact on globalization on the economy and institutions of New York State.

In the School of Criminal Justice:

- A number of faculty have strong international teaching, research, and consulting interests, regarding issues such as international policing, the international interrogation of high-value detainees, international approaches to capital punishment, and youth gangs in different nations.

In the School of Social Welfare:

The School has a very strong international focus. Its faculty collaborate with universities and community organizations worldwide, creating opportunities for undergraduates, MSW students, and Ph.D. candidates to experience social work in other parts of the world. Some examples are:

- In Indonesia, shortly after the 2004 tsunami, two faculty members conducted "train the trainer" workshops, enabling mental health professionals to get essential services to those most in need;
- In Peru, four professors and two MSW students developed community programs, fostered a network among four universities, initiated research on domestic violence, and funded sewing machines for village women. In addition, the School helped launch the first Ph.D. program in social work in Peru;
- Two professors have worked with a survivor of the Rwanda genocide to help children orphaned during the conflict. One is studying how trauma is experienced in Rwandan culture and what techniques indigenous counselors have developed to cope with it;

- In Ireland, one professor has conducted highly acclaimed research on the unique issues surrounding people with both intellectual disabilities and dementia;
- Together with three South African universities, a social welfare professor founded the U.S. - Africa Partnership for Building Stronger Communities. Since 2000, the partnership has hosted annual study tours and spawned cooperative initiatives to deal with HIV/AIDS, and other significant issues;
- The School of Social Welfare has enjoyed a "sister university" relationship with Hallym University in South Korea. Extensive student and faculty exchanges have helped to shape the country's new child welfare system and resulted a multi-site project to reduce family poverty;
- Since taking part in a mission to Russia, School faculty have collaborated with a Russian professor to publish four social work textbooks -- two of which are required reading for Russian social work students. Recent initiatives include work on aging and disaster preparedness as part of a deepening collaboration with a Russian university;
- In China, a professor is working to address aging issues. His latest textbook, translated into Chinese, will serve as a critical resource as the country grapples with its aging population. School faculty are also collaborating with their Chinese counterparts to research high-need youth;
- In Haiti, post-disaster research has led to empowerment of local leaders and non-governmental organizations;
- Many of the School's students participate in international study, research, and practicum experiences.

In the School of Public Health:

- The Global Institute for Health and Human Rights pursues a number of international projects, bringing an interdisciplinary focus to global health issues and effective ways of addressing them. Projects have addressed concerns such as family planning and reproductive health, maternal and child health, prison medicine, HIV/AIDS treatment and counseling, and advocacy, research, and health policy;
- The Center for Global Health is the School's focal point for international education, research collaborations, and programs. Working in collaboration with various academic departments at the University, the New York State Department of Health, and different U.S. and international institutions, programs, and individuals, the Center addresses major global public health challenges through educational programs, capacity-building projects, applied research, interventions, faculty and student exchanges, and evaluations;
- The School offers instruction via videoconferencing to public health students in other nations, such as Hanoi Medical University in Vietnam;

- The School offers various international service learning opportunities to its students. For example, recently a contingent of twelve students, alumni, and faculty traveled to El Seibo, in the Dominican Republic, to provide nutrition advice, plant gardens, and install water filters, in partnership with a local community health organization.

In the Honors College:

- Approximately 5% of the University's undergraduates are enrolled in the Honors College. Offerings including a number of international topics. Recent examples include: Music and Society in Latin America; Multiculturalism in a Global Society; Biological Consequences of Global Change; Health and Human Rights: An Interdisciplinary Approach; and Contemporary Immigration and the Second Generation.

IV. THE OFFICE OF INTERNATIONAL EDUCATION

The Office of International Education consists of three main units: **Study Abroad and Exchanges, International Student and Scholar Services, and the Intensive English Language Program.**

Study Abroad and Exchange

Study Abroad and Exchange is a major undertaking at the University. The office manages more than 120 options in 30 countries, and through the SUNY Study Abroad Consortium offers more than 600 additional opportunities managed by the study abroad offices at other colleges and universities within the SUNY System.

In 2012-2013, 420 students studied abroad, 322 through the University's own Study Abroad office, 9 through other SUNY programs, and the remainder through programs offered outside the SUNY consortium. In addition, the office sent 219 students from other universities on University at Albany programs, the majority from other SUNY campuses. The University has about fifty exchange partner institutions, and about thirty study abroad partners.

The University's study abroad participation rate—defined as the percentage of undergraduate students going abroad at least once between entering freshman year and graduation, is approximately 13%. Study abroad options include fall semester, spring semester, academic year, winter session, spring break, and summer. In recent years, growth has occurred mostly in shorter term options, mainly during the summer. The University has also decided recently to join the Institute of International Education's "*Generation Study Abroad*" initiative, aiming to double its study abroad participation rate by the end of the decade. Graduate student participation is generally fairly low: most graduate students who go abroad, moreover, do so in programs managed by their own departments or Colleges or Schools, rather than the Study Abroad and Exchanges office.

Study abroad participants at Albany continue to receive all federal, state, and institutional financial aid for which they would be eligible for on-campus study (except work study). This is an important policy, since the University currently does not offer institutional study abroad scholarships.

In accordance with national patterns, about 60% to 70% of study abroad participants each year are female, and 30% to 40% male. Of the 420 Albany students who went abroad last year, 154, or 37%, identified themselves as members of minority groups, well above the national average of about 20% minority participation.

In recent years, the Study Abroad office has also created additional service learning opportunities for Albany students. Last year, 72 students participated in service learning programs of some kind, with recent initiatives in India, Japan, the Dominican Republic, and Cambodia.

Participation in international internships is fairly small, but the University hopes that new partnerships with FIE in London and EUSA in Madrid will promote additional interest. A new partnership with Albany Asia Associations, a local organization that facilitates internship placement with corporations and NGOs in Cambodia, may also help increase participation.

The office also manages the enrollment and advisement of all incoming exchange students and incoming (tuition-paying) study abroad students. There are about 100 such students per year, the large majority undergraduates.

Currently, the Office of Study Abroad and Exchanges at Albany is essentially self-funded. Staff salaries, supplies, site visits, and the marketing of programs are all funded by fees generated by study abroad activity, primarily from longer-term programs. Small grants made by the office to faculty, to support either conference attendance or the development of new faculty-led programs, are also funded in this way. The long-term viability of this model may be uncertain, both because Albany study abroad fees are relatively high compared with other SUNY campuses, and because *Generation Study Abroad* objectives may eventually require an increase in staffing in the office. The University is open to exploring alternative funding models for the unit.

The office of Study Abroad and Exchanges has been led since 2004 by **James Pasquill**, who has worked in international education at Albany since 1987. James received his B.A. in Russian Studies from Bates College and an M.A. in Russian Language from the University at Albany. He has also studied in the Russian language schools at Middlebury College and Norwich University. James also represents the University on the SUNY System's Council on International Education, and is past chair of the Council.

International Student and Scholar Services

The number of international students at Albany continues to increase. In Fall 2014, total international enrollment was 1,739, a 5% increase over Fall 2013, and a 21.8% increase over Fall 2012. This total includes 738 graduate students, 839 undergraduates, 162 students enrolled in intensive English programs, and non-degree students and inbound study abroad students. Albany's international students are enrolled in 40 different academic departments in all of the University's Schools and Colleges. The institution also enrolls over 600 additional students who are citizens of other countries, but who are also legal, permanent residents of the United States.

China sends the largest number of students to Albany (521), followed by South Korea (273), India (160), Japan (51), Taiwan (45), Iran (32), Canada (26), Pakistan (25), the United Kingdom (23), Brazil (19), and Turkey (19). Recently, there have been substantial increases in the numbers of international students enrolling from China, India, and Iran, and increases as well in

those enrolling in the College of Computing and Information and the School of Business. Nearly 80% of international students come from countries in Asia.

International students constitute 5.5% of degree-seeking undergraduates, and 17.5% of graduate students. International students account for 35% of the graduate enrollment in the College of Computing and Information and 31% in Rockefeller College. They are also strongly represented in the graduate programs in Arts and Sciences, Business, and Public Health.

Inbound study abroad students number 106, coming from 27 partner universities in 14 countries. Most are enrolled in non-degree study for one or two semesters, but a smaller number will complete degree programs at the University.

The ISSS Office also provide services to approximately 100 visiting scholars each year, from about 20 countries, having affiliations with all of the University's Schools and Colleges.

The Director of the ISSS office is **Michael Elliott**, who joined the University in August, 2014. Previously he served as ISSS Director at the University of Denver and the University of North Carolina, Greensboro. Michael holds a B.A. in Biology from the University of Colorado at Boulder, an M.A. in International Affairs and Development and an M.Ed. in International Education from Ohio University, and is a Ph.D. candidate in Leadership Studies at North Carolina A & T University. Michael also served in the Peace Corps in Kenya and has worked for USAID in South Africa and in Washington, DC.

Intensive English Language Program:

The Intensive English Language Program (IELP) offers three distinct programs in order to meet the varying needs of different international students.

The full-time intensive language program is intended especially for serious students who wish either to seek admission to an American college or university or to improve their English for business, personal, or professional reasons.

The Intensive English Language Program is offered year-round. In addition to the fall and spring semesters, the IELP offers an eight-week summer session. There are 20 class hours per week. Courses are taught at the high-beginning, intermediate and advanced levels, and classes are purposely kept small so that students can receive individualized attention according to their needs. IELP students also engage in a variety of organized activities and cultural events to help ensure that they will experience the fullest possible use of the English language and increase their knowledge of American culture.

The Summer Academic Institute in IELP is intended for graduate and undergraduate international students who have been accepted to the University for the fall semester. This program gives students the opportunity to practice and improve English language skills in a friendly environment before the fall semester begins. The objective is to enable students to start their studies at the University at Albany with confidence derived from familiarity with their new surroundings and knowledge of academic language skills.

The Intensive English Language Program also offers ESL courses for international students who are currently enrolled in the University. Oral Communication and Academic Writing courses are

designed to give students the skills and practice they need to succeed in university-level course work.

IELP has experienced enrollment growth in recent years, in large measure because of the enrollment of conditionally-admitted students from China. Current enrollment is 174 students. In 2014, IELP successfully prepared 70 undergraduates and 18 graduate students for matriculation at the University.

The IELP program is administered by the Research Foundation of SUNY. The Director is **Linda Leary**. Linda earned a B.A. in Education from SUNY Cortland and an M.A. in Reading from the University at Albany. She has worked in the program since 1982, became Assistant Director in 1990, and Director in 2000. There are fourteen full-time teachers in the program, 3 part-time instructors, and 4 other full-and part-time staff.

V. KEY OPPORTUNITIES AND CHALLENGES **FOR THE NEW VICE PROVOST**

President Jones aspires to transform the institution into a truly global university. He seeks an individual with the knowledge and experience necessary for providing leadership in creating a new international vision and strategic plan for the institution, and the practical administrative and managerial ability to bring comprehensive new strategies to reality. As the above discussion indicates, a great deal of international activity already occurs at the University, but much of this work results from the teaching and research interests of individual faculty or departments, or from the priorities of the College and School Deans, rather than occurring in relation to institution-wide goals and strategies. Many faculty and staff view this circumstance as a disadvantage to the University, and a broad consensus exists that the appointment of a new Vice Provost must be a critical step in “getting the campus going” regarding a more strategic and comprehensive approach to internationalization--one that will result in greater leveraging of existing activities, the development of new initiatives, and an expansion of the University’s global recognition, accomplishment, and external support. The institution’s academic and administrative leadership and its faculty are very ready to work with a new Vice Provost in embracing this exciting challenge.

Some of the key issues awaiting a new Vice Provost are the following:

➤ LEADING A COLLABORATIVE PROCESS TO CREATE A NEW VISION AND STRATEGIC PLAN FOR CAMPUS GLOBALIZATION

The first task for the new Vice Provost will likely be to review current international programs and related commitments, in order to identify existing strengths to be built upon and priority opportunities for new academic, administrative, and organizational initiatives. A richly experienced senior international officer should be able to bring a well-informed comparative and competitive perspective to this undertaking.

Part of this process will likely include making recommendations to the President and Provost for strengthening the University’s administrative organization and “infrastructure” for international affairs. For example, currently there is no campus-wide steering or planning committee for

international matters, and no external advisory committee to provide systematic intelligence from principal stakeholder groups. Some also believe that the operating departments in the Office of International Education need to be more closely connected to ongoing operations of the Schools and Colleges. The current location of the International Education office, in the newly-constructed Science Library, may also need to be reconsidered.

Another component of this review may be identifying ways to strengthen the international dimensions of existing academic programs, as well possible creation of new initiatives especially well-suited to the University's mission, strengths, and competitive position. Some new initiatives might correspond to currently unmet needs in the international education marketplace, or prove highly attractive to new student constituencies. For example, President Jones has expressed interest in exploring the creation of a Global Affairs degree program.

Other potential opportunities that have been discussed on campus for promoting campus globalization and strengthening the international character of an Albany education include the following: identifying curricular areas in which the international dimension should be deepened; having the International Education office find new ways to promote and support faculty global research; identifying nations and regions of the world where Albany should have a greater presence or academic commitment (e.g., possibly Africa and the Middle East); reviewing existing MOUs to see if consolidation or other changes would be in order; identifying new opportunities for joint programming with universities abroad (e.g., dual degree programs, and 2 + 2 and 3 + 2 programs; developing strategic criteria for selecting partner institutions abroad; working with academic departments to achieve greater faculty encouragement of study abroad; strengthening the attention paid to international education in domestic student recruitment, orientation, and academic advising systems; strengthening international student retention; incorporating international themes into residential life arrangements; doing more to promote Albany's academic offerings, including its online programs, to students abroad; and adopting measures to achieve a "cultural change" at Albany, such that international experience is more highly prized and encouraged throughout the institution. The campus community looks forward to a new Vice Provost's considering and refining such possibilities, as well as bringing his or her own ideas into the strategic mix

➤ **INTERNATIONAL STUDENT AND SCHOLAR RECRUITMENT**

The new Vice Provost will be expected to work with the individual Colleges and Schools and the Enrollment Management Office to develop new strategies and approaches for increasing substantially the representation of international students and scholars. President Jones has challenged his team to devise a plan for doubling international enrollments over the next five to seven years. Achieving this goal will require a reconsideration of the University's approaches to international student recruitment, and the new Vice Provost will be expected to become a meaningful contributor to the development of new recruitment models.

As noted above, the University historically has attracted more international graduate students than undergraduates. For the Fall, 2014 semester, however, of the approximately 1,750 new international students who will be enrolled, 53% will be undergraduates and 47% will be graduate students, the first time the undergraduate percentage has been higher. There is general agreement on campus that the University has significant potential to increase undergraduate international enrollments.

Currently there is no centralized international student enrollment management plan. Nor does the Office of International Education currently play a key role in international recruitment. Some Schools and programs, such as Business, Public Health, and Public Administration, have their own recruitment specialists, but most schools do not; nor do any of the academic units currently have a dedicated international recruiter.

The University is also considering partnering with a pathway program provider to help increase international enrollments. For all these reasons, experience in international student recruitment and retention would be a highly desirable qualification in a new Vice Provost.

➤ **REVIEWING THE ORGANIZATION, OPERATIONS, STAFFING, AND FINANCING OF THE OFFICE OF INTERNATIONAL EDUCATION, IN LIGHT OF NEW STRATEGIC INTERNATIONAL GOALS**

It is certain that significant growth in the University's international student and scholar population, as well as any significant changes in academic offerings, will have major impacts on the three operating departments in the Office of International Education. Regarding Study Abroad, for example, the University's adoption of IIE's *Generation Study Abroad* goal of doubling study abroad participation will necessitate a thorough review: additional staffing, different ways of organizing responsibilities within the office, different ways of connecting the Study Abroad program to the Schools and Colleges, and different approaches to funding the office, as well as to the financial support of students going abroad, would all likely need to be considered. Increasing graduate student participation, moreover, would also require reviewing collaboratively with those departments and programs having highly structured curricula what different approaches might be possible for integrating greater international experience into degree programs.

Larger international enrollments would also confer additional responsibilities on the Office of International Student and Scholar Services, as would the introduction of third-party pathway programs or efforts to increase enrollments from non-Asian countries. Change in international enrollments would also place new and likely larger demands on the administrators and teaching staff of the Intensive English Language Program. In sum, a comprehensive, integrated review of the work of the Office of International Education, in light of both current strengths and weaknesses and future institutional directions, will be a critical priority.

➤ **SUPPORTING THE PRESIDENT AND PROVOST IN THEIR INTERNATIONAL UNDERTAKINGS**

President Jones envisions being closely engaged in the University's international development, and also appointing a Provost who will be actively involved in these efforts as well. The new Vice Provost will be expected to support the President and Provost in various ways—in assuring the incorporation of international considerations in future institutional strategic plans, in assisting them in outreach to governmental and education leaders in other nations, in assisting and accompanying them in international travel, and in other ways.

➤ **PROVIDING STRATEGIC SUPPORT TO NON-ACADEMIC DEPARTMENTS AND PROGRAMS THAT WILL NEED TO BECOME MORE DEEPLY ENGAGED IN INTERNATIONAL ACTIVITIES**

The University recognizes that various non-academic departments and activities are crucial to the success of campus globalization: in addition to collaborating closely with faculty, Deans, and other senior academic administrators, and leading the Office of International Education, the new Vice Provost will also be asked to provide counsel and assistance to other offices on campus whose support for internationalization is essential. As one important example, while the University has raised significant funds from US government agencies, such as the State Department and USAID, fund raising for international initiatives has not been a high priority for the Development Office or the University's Foundation, nor have international goals been prominent in capital campaigns or annual fund appeals. The priority placed on fundraising for international programming might well change with the assistance of the new Vice Provost. Also, the Alumni Association has not been staffed or budgeted to create an international alumni relations strategy, though it would like to do so.

The University's Development and Alumni Association staff are eager to work with a new Vice Provost to elevate the attention paid to international education in their efforts. There are many possibilities for new initiatives, including better outreach to corporations and other external stakeholders for support; organizing international alumni chapters and facilitating diverse kinds of alumni support for the institution; recognizing international alumni achievement; and connecting international students with international alumni.

There is also a need for the International Education Office to collaborate closely with the Division of Student Success to promote a true multicultural and international campus environment and the best possible support services for international students and scholars.

VI. PROFESSIONAL QUALIFICATIONS AND PERSONAL ATTRIBUTES SOUGHT

Given the scope and complexity of the many dimensions of the Vice Provost's position, the University seeks to appoint an experienced and accomplished international education administrator who will have the capacity to excel across the broad range of responsibilities involved. The individual appointed will need to be richly experienced and accomplished in many different dimensions of university internationalization. He or she will have a proven track record of significantly expanding the international accomplishments of a major research institution, most likely through highly successful previous service as a Senior International Officer, and prior leadership in guiding a campus through the complex process of creating and implementing a new vision and plan for globalization. He or she will need to be creative, highly entrepreneurial, and collegial, equally adept in collaborating regarding academic matters as a peer of faculty and Deans, and regarding numerous related, non-academic concerns with other senior administrators.

The person appointed should merit being deemed the University's premier expert regarding international education. He or she should be able to guide the institution in integrating and leveraging for maximum value current international efforts, while also functioning as an inspiring catalyst for important new directions. The new Vice Provost should offer expansive knowledge of successful globalization strategies at premier research universities, and of best practices in the international education profession. He or she will likely have played leadership roles in important international education professional associations. The Vice Provost will thus

need to serve simultaneously as a campus leader and a campus resource: on the one hand, a true strategic thinker who can imagine important new directions; on the other hand, a skilled administrator who can translate bold ideas to concrete, workable, financially responsible plans of action.

The Vice Provost should also have excellent financial skills, both taking a prudent investment attitude regarding the additional resources the University is prepared to devote to globalization, and working with the fund raising team and research faculty to bring new external resources to the institution.

Because of the crucial academic components of the Vice Provost's responsibilities, it is likely, though not required, that the person appointed be terminally-credentialed with significant teaching and research accomplishment. An individual who has not risen through traditional faculty ranks can be considered, however, if prior experience reveals clear success in collaborating with faculty regarding curriculum, research, advising, grantsmanship, the international dimensions of faculty professional development, and related educational issues. Knowledge and experience regarding one or more of the professional disciplines represented in the University's Schools and Colleges would also be highly advantageous.

The individual appointed will also need to understand the role of a major research university in a large and complex state higher education system, and have the ability to envision improvements to the workings of the University as a whole. The Vice Provost will also need to be a skillful leader and successful manager of large staffs, and someone committed to the continuing professional development of the members of the International Education office. He or she should be experienced in supporting a President and Provost in implementing important international priorities. Prior accomplishment in one or more of the functional areas within the International Office, knowledge of innovative approaches regarding international student recruitment and retention, and some history of contributing to an international alumni relations programs are all also highly desired. The individual appointed will also need to represent the University in a creditable, persuasive way with numerous external academic and non-academic constituencies, both in the U.S. and abroad.

The University believes that the responsibilities of this appointment require substantial prior successful experience in leadership roles regarding campus internationalization efforts. It is considered an advantage if the person appointed will have lived and worked in one or more regions of the world outside the United States. Command of languages in addition to English is preferred, but not strictly required.

Compensation for this appointment is highly competitive, and the institutional benefits package generous. Appointment with tenure is possible for a suitably qualified candidate. The University is also open to considering a trailing spouse or domestic partner appointment for an appropriately experienced individual; it will also facilitate the job search of a spouse or partner with other employers, should an appointment at the University not be feasible.

VII. LIFE IN THE CAPITAL DISTRICT

Originally settled in 1614, located on the west bank on the Hudson River, equidistant from New York City and Montreal, and about two and a half hours west of Boston, Albany is both an

historic city with Dutch, German, and English origins, and a modern city of about 100,000 people. It is the center of New York State's "Capital District," which also includes the cities of Troy, Schenectady, and Saratoga Springs, with a combined population of nearly 900,000. Albany is one of the oldest surviving settlements from the original thirteen colonies, and the longest continually chartered city in the United States.

Albany has a long history as an innovative transportation center—it became the eastern terminus of the Erie Canal, and home to some of the earliest railroad systems and one of the first commercial airports in the world, as well as Robert Fulton's steamboat service. The lumber, publishing, banking, and brewing industries were long central to Albany's growth and prosperity. Albany today combines well-preserved historic neighborhoods with a modern skyline, and is a national leader in high technology (including nanotechnology), health care, and higher education, in addition to serving as the capital of New York State.

Albany offers varied neighborhoods. Downtown Albany, consisting mostly of office buildings occupied by state government agencies, is the city's oldest neighborhood. The modern buildings of Empire State Plaza dominate the Albany skyline, and were mostly constructed during the governorship of Nelson Rockefeller. North and south of the downtown area are a number of older, residential neighborhoods, with considerable carefully preserved architecture. Mid-town neighborhoods are often compared with New York City's Greenwich Village, with a vibrant mix of residential and commercial buildings, including restaurants, bars, night clubs, unique shops, and cultural centers. Western neighborhoods are typically more suburban in character.

Owing to its historical and political significance, Albany has numerous important museums, cultural facilities, and historical districts. Prominent are the New York State Museum, the New York State Library and Archives, the Henry Hudson Planetarium, the Irish American Heritage Museum, the Albany Institute of History and Art, and the USS Slater Museum Ship, the only World War II destroyer escort still extant. There are more than fifty buildings on the National Register of Historic Places. Recreational opportunities are plentiful in the city, with more than sixty public parks and recreation centers. The well-respected *Times Union* is the city's main daily newspaper. There are numerous excellent public and private high schools. Health care, primarily through the Albany Medical Center, is world-class.

Albany has active sister city relationships with Nassau, Bahamas; Nijmegen, Netherlands; Quebec City, Canada; Tula, Russia; and Verona, Italy. It has additional "twin city" relationships with Ghent, Belgium, and Extremadura Province, Spain.

Albany is also one of the leading higher education centers in the United States. It has been estimated, for example, that more than 60,000 college and university students reside in greater Albany. In addition to the University at Albany, other leading post-secondary institutions include the Albany College of Pharmacy and Health Sciences, Albany Law School, Albany Medical College, the College of Saint Rose, Empire State College, Excelsior College, Rensselaer Polytechnic Institute, the Sage Colleges, Siena College, Skidmore College, the State University of New York at Cobleskill, and Union University. In 2005, a *Forbes* survey called "The Best Places with the Best Education" ranked Albany third in the United States, following just slightly only the Raleigh-Durham-Chapel Hill Triangle and Boston.

VIII. THE APPLICATION PROCESS

The University is being assisted in this search by **STRATEGIC CONSULTING: THE WYLY / KELLOGG INTERNATIONAL GROUP**, a national higher education consulting firm specializing in institutional strategy, international education, and searches for leadership positions.

Questions and nominations can be directed to **DR. THOMAS J. WYLY** (tomwyly@juno.com, 617-489-2673) or **DR. EARL D. KELLOGG** (earlkellogg@gmail.com, 217-621-3856).

To apply, please submit (i) a cv/résumé, (ii) a cover letter carefully relating the applicant's experience to the responsibilities involved, (iii) current salary and compensation expectations, and (iv) the names of at least three references to **both** Dr. Wyly **and** Dr. Kellogg at the email addresses provided above, preferably by **Friday, January 30, 2015***. Only electronic applications can be considered.

**Referees will not be contacted without prior consultation with applicants,
and candidate confidentiality will be scrupulously respected.**

IX. FOR FURTHER INFORMATION

Additional information about the University is available at <http://www.albany.edu>; about the University's international initiatives at <http://www.albany.edu/intled/> and <http://www.albany.edu/studyabroad/>. Information about Albany's human resource policies and benefits programs is available at <http://www.albany.edu/hr/> and <http://www.albany.edu/hr/benefits.php>.

Interested parties can also contact Tom Wyly or Earl Kellogg, at the phone numbers and email addresses listed above, in complete confidence.

**Tom and Earl will also be available to discuss this opportunity during the Annual Meeting of AIEA: The Association of International Education Administrators, February 15-18, 2015, at the Marriott Wardman Park Hotel, Washington, DC.*

**STRATEGIC CONSULTING:
THE WYLY/KELLOGG INTERNATIONAL GROUP**