



ANNOUNCES AN INTERNATIONAL SEARCH FOR THE POSITION OF

DIRECTOR

**THE INSTITUTE FOR
GLOBAL LEADERSHIP**

“Thinking Beyond Boundaries, Acting Across Borders”

THE UNIVERSITY IS BEING ASSISTED IN THIS SEARCH BY

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

TO LEARN MORE OR TO OFFER NOMINATIONS, PLEASE CONTACT:

THOMAS J. WYLY

EARL D. KELLOGG

BOSTON, MA OFFICE

27 Van Ness Road
Belmont, MA 02478
Tel: 617-489-2673
Email: tomwyly@juno.com

CHAMPAIGN, IL OFFICE

1725 Devonshire Drive
Champaign, IL 61821
Tel: 217-621-3856
Email: earlkellogg@gmail.com

Preferred Application Deadline: **February 28, 2016**

***In addition, Tom and Earl will also be conducting Preliminary Interviews at the AIEA Annual Conference, February 19-22, 2017, at the Marriott Wardman Park Hotel, Washington, DC**

January 5, 2017

I. AN INTRODUCTION TO TUFTS UNIVERSITY

Tufts University, founded in 1852 and located in suburban and downtown Boston, is globally recognized as one of the nation's premier, mid-sized research institutions. The University seeks to appoint a new Director of its pioneering and renowned **Institute for Global Leadership (IGL)**. The position is available because of the retirement of the founding Director, who served with distinction for thirty years. The new Director will be expected to continue and strengthen the IGL's existing flagship initiatives in experiential and practice-based education, while also bringing his or her own vision and experience to bear in conceiving new directions and strengthening academic collaborations across campus.

A Carnegie Very High Research Activity institution, Tufts is also deeply committed to the intellectual and personal growth of undergraduates, by "*providing transformational experiences for students and faculty in an inclusive and collaborative environment*" and "*creating and sustaining an environment that prepares to launch all our students into the world fully prepared to chart a course for success.*" Tufts enrolls 11,137 students (5,290 undergraduates and 5,847 graduate and professional). It has eight schools that report directly to the Provost: Arts and Sciences; Engineering; Medicine; Dental Medicine; the Fletcher School of Law and Diplomacy; the Friedman School of Nutrition, Science, and Policy; the Cummings School of Veterinary Medicine; and the Tisch College of Civic Life. There are 1,423 faculty, six libraries, 1,246 international students and scholars, 341 student organizations, and 132 graduate and professional clubs and groups. The University's motto is "*Pax et Lux.*" The IGL is a University initiative reporting to the Provost. While students from any school at Tufts can and do participate in IGL programs, the majority of IGL students are enrolled in undergraduate degree programs in the Schools of Arts and Sciences and Engineering, with many majoring in the interdisciplinary International Relations concentration within the School of Arts and Sciences.

Tufts is led by **President Anthony P. Monaco**, a distinguished geneticist who assumed office in 2011. He is also Professor of Biology in the School of Arts and Sciences and Professor of Neuroscience in the School of Medicine. President Monaco also serves as Chair of the Steering Committee of the Talloires Network, a group of more than 350 universities worldwide committed to advancing civic engagement in higher education, and as President of the Association of Independent Colleges and Universities in Massachusetts (AICUM). Under President Monaco's leadership, the University has identified strategic directions and key initiatives that will enhance Tufts' longstanding commitments to innovation, collaboration, civic life, and global perspectives. Tufts has long been a leader in global studies, with significant international initiatives in all of its Schools. The University's current strategic plan, approved by the Board of Trustees in 2013, includes a commitment to further "*strengthen and coordinate global programs;*" the IGL will be an important campus partner in this effort. The Tufts strategic plan can be found at <http://provost.tufts.edu/strategic-planning/>. Additional information about the University is available at <http://www.tufts.edu/>.

With its beautiful and historic main academic campus in the Boston suburbs of Medford and Somerville (with broad views of the Boston skyline), its veterinary campus in Grafton, MA, and its health sciences campuses as well as its School of the Museum of Fine Arts in downtown Boston, Tufts is situated in one of the nation's most cosmopolitan and international cities, with unrivaled cultural, educational, and recreational opportunities. Health care in Boston is generally

recognized as the best in the nation. Tufts is a highly collegial institution and offers a very high quality of work life, and is strongly committed to diversity and inclusion in all its undertakings.

II. THE MISSION AND DISTINGUISHING CHARACTER OF THE INSTITUTE FOR GLOBAL LEADERSHIP (IGL)

The IGL's mission is to prepare new generations of critical thinkers and effective, ethical global leaders who are able to comprehend and constructively contend with the complexity of the world's most challenging and intractable issues. Focusing on interdisciplinary and innovative approaches to experiential education, the IGL provides students with diverse, exciting learning opportunities that complement and supplement their departmentally-based programs of study. Students learn through intensive engagement in innovative classes, global research opportunities, internships, workshops, simulations, and international symposia, involving domestic and international students and global affairs leaders from the public, civil society, and private sectors around the world.

In addition to serving students in the Schools of Arts and Sciences and Engineering, the IGL also engages over 100 students annually from partner US military academies and universities in other nations in its programs. Three to four hundred high school students also participate annually in its **Inquiry** program (described below). IGL has also sent more than 1,800 students to more than 90 countries to engage in research projects and internships. Tufts undergraduates routinely regard their IGL experience as transformational, and one of the most enlightening and rewarding components of their education. Further, they often remain passionately committed to the work of the IGL after graduation. A number of IGL's 2,000 alumni serve as mentors to current students and provide networking opportunities for them; they also provide counsel and active support to IGL's diverse initiatives.

The IGL is widely recognized as having created a successful paradigm for the integration of classroom and experiential learning. Its flagship program is an intensive course, **Education for Public Inquiry and International Citizenship (EPIIC)**, which each year addresses a different topic of fundamental global importance. EPIIC engages the campus in yearlong programming around the selected theme, culminating in the annual Norris and Margery Bendetson International Symposium, designed by the students, that brings more than fifty policy makers, academics, military officials, journalists, and activists to campus. Past EPIIC topics have included *International Terrorism; The West Bank and the Gaza Strip; Transformations in the Global Economy; Ethnicity, Religion, and Nationalism; The Future of Democracy; Global Inequities; The Role of the US in the World; Oil and Water; The Politics of Fear; and Global Health and Security*. The theme for 2016-2017 is *Order and Chaos: Diplomacy and Force in a Changing World*.

Another main IGL initiative, **Inquiry**, one of the University's significant public service initiatives, engages high school students in a challenging, year-long academic program under the mentorship of Tufts undergraduates. **The Program for Narrative and Documentary Practice (PNDP)** provides students with unusual opportunities to document and explore critical global issues through written narrative, photography, and audio and video recording. Other key initiatives include the **New Initiative for Middle East Peace (NIMEP)**, the **Alliance Linking Leaders in Education and the Services (ALLIES)**, which examines civil-military relations), programs in **Sustainable Development**, and **Synaptic Scholars**. Many of the IGL's initiatives

are conceived and put into practice by students, advised and mentored by its highly dedicated staff. The institute also generates a substantial multiplier effect on the intellectual life of Tufts and on its reputation. One of IGL's distinctive features is its commitment to respond quickly to students' interest in emerging world events, a capability which complements the necessarily more deliberate process of traditional curriculum development. A fuller description of the IGL's diverse programs can be found at <http://www.tuftsgloballeadership.org/>.

III. KEY ATTRACTIONS OF THIS OPPORTUNITY

In keeping with the IGL's distinctive importance to the University as an experiential partner to its academic departments and programs, the position of Director reports directly to the institution's **Provost, Dr. David Harris**, who is also chairing the search committee for this appointment.

The IGL benefits from a dedicated Advisory Board of over 30 distinguished persons representing the academic, corporate, media, governmental, and NGO communities, a number of whom are IGL alumni. The IGL's five staff members direct and help coordinate IGL's diverse programs and are highly dedicated to the Institute and its students.

The IGL's annual operating budget in excess of \$1 million is met through generous University funding, grants, contributions from Advisory Board members and alumni, and other individual donors. The University's Administrative Associate Provost provides valuable assistance to the Director regarding financial management and budgetary issues. Two experienced professionals from the University's Development office—the Director of Development for University Initiatives, and the Associate Development Director for Foundation and Corporate Relations--assist the IGL in its successful fundraising activities.

In addition, Tufts is a global institution, with significant international initiatives in many of its Schools. The University recently established the strategic goal of strengthening its global programs and bringing a greater degree of integration and coordination to these many undertakings. The new IGL Director will be expected to collaborate with the recently appointed Senior International Officer and Associate Provost and other educators and staff on campus in pursuing this goal, including as a member of a newly-formed Global Advisory Council.

IV. PRINCIPAL CHALLENGES

The University and its Provost are committed to the continuing advancement of the IGL as a key experiential partner to academic departments throughout the University. Initially, the new Director will review and, as necessary, revise IGL strategies and programs, focusing on deepening collaborative relations with the School of Arts and Sciences and particularly the International Relations program; Arts and Sciences is Tufts' largest school, offering more than 70 degree programs. As progress occurs on this front, the University anticipates the IGL developing an even broader vision and role, including establishing additional collaborations with other Schools and programs that are also committed to experiential learning, but currently not as connected to the IGL, such as the renowned Fletcher School. Hence Tufts is seeking a leader in

experiential education and global affairs who can address immediate needs, yet also, building on initial successes, take on a broader strategic agenda for IGL's longer-term future.

The Director will be responsible for leading all the intellectual and operational activities of the IGL. He or she will be expected to undertake the following:

- To provide vision and lead the implementation of the IGL's core programs, particularly the **EPIIC** colloquium and symposium, and create, manage, and sustain new programs that provide students with opportunities to engage in experiential learning inside and outside the classroom;
- To collaborate on an ongoing basis with department and program heads and faculty, including in the School of Arts and Sciences, the School of Engineering, the Fletcher School of Law and Diplomacy, and Tisch College of Civic Life, in the planning and implementation of IGL activities;
- To nurture and further develop the IGL's diverse global network, as well as its active network of alumni around the world;
- To work with the IGL Advisory Board and University Advancement to develop, support, and mobilize resources for the IGL;
- To conduct outreach to leading practitioners and policy makers, including recruiting policy makers in residence, and to facilitate student engagement with them;
- To provide mentorship and support to student research initiatives, internships, and projects; and
- To lead the staff and manage the budget of the IGL.

Among the most important challenges awaiting a new Director are the following:

Programmatic:

- *Exercising responsibility for all the strategic activities of the IGL, including program design and implementation, campus-wide collaboration, advising the Provost, supervision of staff and budget, liaison with the Advisory Board, publications, and fundraising;*
- *Assuring that a positive and effective leadership transition occurs after a long period of the IGL's having been directed by one individual;*
- *Continuing and strengthening wherever possible the IGL's "core" programs, particularly **EPIIC**, while at the same time evaluating how several other initiatives, which may merit a lesser priority or that attract fewer participants, might be reorganized, consolidated, or, in some instances, eliminated;*
- *Advancing discussion with faculty and academic program directors, in the International Relations Program and other departments, about identifying better ways to integrate experiential and traditional, classroom-based student learning. This would include*

creating better opportunities for faculty to help shape the IGL's priorities and approaches and to participate more fully in conceiving and sponsoring IGL events, while also articulating as clearly as possible the pertinence and value of the IGL's activities to the University's various degree programs. Additional campus discussion is also required regarding questions such as the following:

- *What standards are most appropriate for assuring and evaluating the academic rigor of IGL programs, and particularly EPIIC, given that the Institute's initiatives are deliberately designed to offer non-traditional, experiential opportunities that are not available in formal degree programs?*
- *How should students best be prepared and guided to engage in the various kinds of research opportunities abroad that the IGL sponsors, and how can that research best connect with their major programs of study?*
- *How can the IGL best maintain and enhance its capacity to respond quickly and effectively to student interest in changing world events by developing and mentoring initiatives that meet students' educational needs and desires in educationally rigorous ways that complement their other studies?*

Outreach:

- *Reaching out in new and imaginative ways to the IGL's many alumni, to maintain their dedicated interest and support and to solicit their views about current programs and future opportunities;*
- *Identifying faculty and staff in various Tufts schools who may not be currently engaged in the IGL's efforts, but who, if appropriately invited, would likely respond and make significant contributions to the IGL's vision and programs; and*
- *Expanding the IGL's already extensive networks of external individuals and organizations that function in various capacities as resources to it.*

Organizational Leadership:

- *Establishing effective working collaborations with the members of the IGL Advisory Board, who are fully invested and engaged in the IGL's success;*
- *Assuring that the IGL remains on a steady and secure financial footing, ideally reducing over time the Institute's dependence on funding from the Provost's office. The Director will need to partner effectively with the Administrative Associate Provost and the Development staff to assure the continued support, financial and otherwise, of corporations, foundations, government agencies, IGL alumni, and other benefactors; once established in the Director's role, the person appointed might devote perhaps 30% of his or her time to fundraising efforts;*
- *Inspiring the IGL staff and promoting their ongoing professional development, and assuring their continued, meaningful involvement in program design and implementation and service to students; and*

- *Contributing to the goals of achieving greater strategic coordination and integration among the University's many international programs and initiatives, as well as of creating transformational educational experiences for students.* The Director will serve on the Global Advisory Council convened by the University's Senior International Officer, and on other academic committees and groups, and will be expected to share knowledge and experience regarding new possibilities for integrating experience-based learning as effectively as possible with existing School curricula.

Above all, the Director will be charged with valuing, maintaining, and advancing the IGL's governing philosophy of service to students: respecting their desire for initiatives that complement their major programs of study, responding appropriately to their ideas and suggestions for new IGL initiatives, assuring their safety and well-being during IGL-sponsored international undertakings, and cheerfully serving as a key resource to students who appreciate the distinctive contribution the IGL makes to their intellectual, personal, and career development.

V. PROFESSIONAL AND PERSONAL QUALITIES SOUGHT

In making this appointment, Tufts is seeking a leader in experiential education and global affairs who can address immediate needs, yet also, building on initial successes, take on a broader strategic agenda for the IGL's longer-term future. The University desires an imaginative, strategic thinker and a proven collaborator who is broadly knowledgeable about global issues and passionate about and capable of conceiving and organizing creative opportunities for students to engage them. Because Tufts is a research university that cares deeply about the education of undergraduates, moreover, the Director will need to appreciate both these missions and the relationship between them. The individual appointed will need to understand the nature of academic governance and decision-making in a university. He or she must have the ability to lead and achieve through collaboration, to mentor students and IGL staff, and to work with other educators on campus, and in turn to learn from them. He or she must also be committed to promoting diversity and inclusion in the IGL's programs through these kinds of collaborative approaches.

The new Director must be a person of vision who can strengthen existing core activities and also develop new and different approaches, while deepening mutually beneficial ties between traditional and experiential education. Experience in fundraising or a willingness to participate in development efforts are also desired, as is the ability to work effectively with a knowledgeable and committed Advisory Board. The person appointed should also possess and continue to develop networks in one or more international fields that he or she can regularly utilize to expand the IGL's international range and to enrich its efforts.

Tufts emphasizes that it is seeking candidates from a variety of career backgrounds.

Experienced faculty members in disciplines associated with the work of the IGL will be considered, as will ***seasoned academic administrators***, so long as they also offer a mix of intellectual and practical experience in engaging crucial world issues. At the same time, ***applicants from outside academia, such as diplomacy, government, international business, NGOs, human rights, the media, and the technology sector*** are also strongly encouraged. Tufts will prefer candidates, whatever their backgrounds, whose career experience merits an affiliation of some kind with one of Tufts' academic departments, perhaps as a "Professor of the Practice,"

or, where the experience and scholarship of the candidate match the needs of a department or School, as an associate or full Professor. **The preferred start date is July 2017, or earlier if possible.** Compensation and benefits are highly competitive. Information about Tufts' generous benefits programs is available at <http://hr.tufts.edu/benefits/>. The University will also consider the feasibility of a trailing spouse or partner appointment for a suitably qualified individual.

VI. THE APPLICATION PROCESS

Tufts is being assisted in this search by **STRATEGIC CONSULTING: THE WYLY/KELLOGG INTERNATIONAL GROUP**, an international higher education consulting organization specializing in institutional strategy, international affairs, and executive search. Potential candidates and those wishing to offer nominations should contact **DR. THOMAS J. WYLY** (617-489-2673, tomwyly@juno.com) or **DR. EARL D. KELLOGG** (217-621-3856, earlkellogg@gmail.com) in complete confidence.

Applicants should submit the following materials to <https://apply.interfolio.com/39844>:

- (i) a cover letter relating their experience to the responsibilities described;
- (ii) a C.V./resume;
- (iii) a one-page statement describing their experience teaching or mentoring young people and their teaching philosophy;
- (iv) a brief statement regarding compensation expectations; and
- (v) the names and contact information of at least three references.

All applications will be acknowledged. References will not be contacted without prior permission. The application deadline is **February 28, 2017, though applications will be reviewed on an ongoing basis and will continue to be received until an appointment is made.**

Dr. Wyly and Dr. Kellogg will also be pleased to meet with candidates in confidence at the annual meeting of AIEA: The Association of International Education Administrators, February 19-22, 2017, at the Marriott Wardman Park Hotel, Washington, DC.

Tufts University is an equal opportunity, affirmative action employer seeking a diverse pool of candidates.

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