



# Council

A Vision

for the Next

Fifty Years

**Council**

CIEE: Council on International Educational Exchange

# Council 50

## A Vision for the Next Fifty Years

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### Introduction

In 1997, Council on International Educational Exchange will celebrate its 50th anniversary. Those of us responsible for the stewardship of the organization are committed to assuring that Council will be as vibrant, relevant, involved in leadership and emblematic of excellence when we turn fifty as we were when we turned five.

Towards that end, during the last year we have been engaged in a reexamination of our activities, the many constituencies we serve, the nature of the environments in which we operate, and the likely events that will occur in the future. While none of us has a crystal ball, many of the forces which will affect us in the future are already quite apparent. Therefore, this is an appropriate time and place in our history to evaluate where we are, where we are going, and how best to get there. The next century will pose challenges for all of us, and by looking to the future today we can smooth the path to achievement of our long-term goals.

This document is not a step-by-step and year-by-year plan for the future but a broad statement of principles and a general outline of direction. It is designed to provide internal guidance in designing and developing programs and external information for our many colleagues and collaborators. As times and circumstances warrant, we will continue to update and revise our plans, renewing and refreshing our goals. Within the confines of a clear set of goals and principles, our desire is to be flexible and responsive to the needs of the many organizations, agencies and individuals we serve.

### Mission

The mission of Council is to help individuals gain understanding, acquire knowledge and develop skills for living in a globally interdependent and multiculturally diverse world.

We serve this mission through the operation of a wide variety of programs and services that are implemented throughout the world and managed by Council staff. We also work with and through a variety of collaborator organizations which share our values and interests.

### Principles

This paper highlights our core activities and some new directions that Council is likely to pursue in the years ahead. Programs are very likely to change over time in response to changing conditions in the world we serve. That is to be expected. What should not change as readily are the basic principles we adhere to in the achievement of our mission. These principles should serve as the guidelines for everything we do and should provide the basic tests by which we measure the success of any program or service. There are four basic principles that Council seeks to follow: quality, service, responsibility, and efficiency.

We believe that Council programs should be quality leaders in their respective areas. In our view, quality is not something that happens by accident. From the design and development of a program through its execution and evaluation, there are many quality tradeoffs. From the people we hire, to the partners we work with, to the setting we select, we believe that quality should be built into our programs at every level. By assuring the highest levels of quality, we serve the long-term interests of everyone involved, even though we might have to give up some short-term benefits. Doing it right, at the highest level of quality, is simply the only way to do it at all.

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We are a service organization operating for the benefit of hundreds of academic institutions and organizations throughout the world. Our goal is not to dream up anything we can do and do it. Rather, our job is to understand and respond to the needs of the institutions we serve. Of course, these institutional needs are both broad and diverse, and sometimes the needs of one constituency we serve are at odds with the needs of another, or at least compete for the same resources. Study abroad can mean something very different to institutions in different parts of the world. While we think globally, we have to remember that our services must also meet the needs of highly diverse local communities. Such needs can and do vary greatly throughout the world.

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Council has a special responsibility because of the nature of our work. While we serve a broad clientele, the vast majority of those we serve are students. These individuals are at an important developmental stage of their life cycle, and the experiences we provide will have a lasting impact on their lives. Given this, we have a special responsibility in the conduct of our activities. In everything we do, we should assure that we serve as a positive role model of good world citizenship, demonstrating the highest standards of ethical and moral conduct. And, of course, that we deliver what we promise.

In most countries throughout the world, Council's activities qualify under various nonprofit statutes. Even where this is not the case, our overall purpose is not to make money. We are not a shareholder organization seeking to maximize returns to stockholders. Rather, we are a mission-driven organization whose purpose is to fulfill that mission through the conduct of our program activities. We have no endowment, receive few government grants, and largely support our activities through program service fees. While we should never say yes or no to something just because of economics, we can not and should not ignore eco-

nomics realities. Rather, within the confines of fulfilling our mission, we should seek to be as efficient as possible. The need for capital and the opportunities for programming greatly exceed our financial resources. By operating efficiently, we will help assure the supply of adequate resources to do the many things that can and should be done.

## **Governance**

Council is governed by a Board of Directors elected by our member institutions. Members on the Board serve for five-year, staggered terms, so that each year approximately twenty percent of the members of the board will be new. These participants represent a broad range of professional interests and personal experience. The Board is charged with oversight of Council including the selection of Council's senior management, approval of its strategy and operating plans and other major initiatives of the organization. Various subcommittees of the Board deal with particular topical areas of activity, such as products and services, globalization and diversity, and the travel companies. However, overall, the Board's job is to review and approve planning and strategy, and the staff's job is to develop for approval and execute those plans and strategies.

In addition, Council has an Academic Consortium Board. This Board is involved at a more detailed level with the operation of Council Study Centers. Today, there are 40+ study centers, 180+ members of the Consortium, and almost 500 institutions that utilize these centers for their students. This group has its own system of governance and is tied to the Board of Directors through its Chairman, who also serves on the Board of Directors and its Executive Committee.

Overall, Council has an open, participative and democratic system of governance. It is designed to provide for a wide variety of input on the myriad of

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issues that come before an organization as varied as Council. Each member organization has an opportunity to participate at many different levels within Council. And, because these members are broad and diverse in their own right, many organizations have multiple participants and kinds of participation in Council activities.

## Directions

As pointed out earlier, the specific plans and actions that will guide Council over the coming years will, by necessity, change. However, at this time, we are pursuing a variety of directions that should interest the reader.

First, we are seeking to broaden the range of geographic areas we serve, and the level of indigenous programming available in each of these areas. While Council Study Centers operate all over the world, they are primarily concerned with serving the needs of U.S. students. Over time, we have developed a range of activities in Western Europe and Asia (primarily Japan) which are geared more to the needs of local institutions than to U.S. members, our traditional stronghold. International educational exchange means very different things in various parts of the world. The timing and nature of exchange experiences vary widely, as do the goals of the individuals who participate and the institutions who support these programs. We will, by necessity, offer more and more programs that are designed to meet the specific needs of a particular geographic area. In this manner, we will achieve greater global balance in our activities.

In Europe, our activities have been focused on Western Europe, with emphasis on France, Germany, Ireland, Italy, Spain, and the United Kingdom. We will expand our activities into Belgium, the Netherlands, the Scandinavian countries, and the former Eastern Bloc countries.

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In Asia, we will expand far beyond Japan. As much research has pointed out, the Pacific Rim is one of the fastest growing areas of the world and the need for international exchange is growing along with these nations' economic development. Australia, China, Hong Kong, New Zealand, Singapore, Taiwan, Thailand, and Vietnam are all likely to see greater involvement by Council in the next decade than they have in the past. We have started efforts in several of these areas and we will continue to grow these program activities.

Finally, in Latin America, we see expanded coverage in places such as Argentina, Brazil, Chile, Costa Rica, and Mexico. The close geographic proximity of these areas to our present operations, and the increasingly strong ties between these cultures and that of the U.S., means that the need for international exchange in these areas will continue to grow in the coming years.

## Programs and Activities

None of this is to suggest that we will forget or downplay the needs of our historical, core constituencies and supporters. In the U.S., as in the rest of the world, we will continue to grow and develop the kinds of programs and services that meet the needs of the institutions and individuals we serve. While there are too many examples of these plans to deal with in this paper, a few examples will provide a sense of our direction.

Council Study Centers have been, and will continue to be, leaders in study abroad activity throughout the world; in variety, in quality, in content, in process and management, in the richness and rigor of the experience we deliver to students, and in the quality of support and cooperation we provide to consortium members and participants.

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Council Study Centers will continue to expand into new geographic areas. There are always parts of the world where inadequate opportunities exist for institutions and where Council and its consortium partners are well positioned to launch new Study Center sites and programs. New programs have come on-line recently in Mexico and Tunisia. Research and development is also underway for places such as Africa, Cuba, India, and the Middle East. This process of geographic expansion will not stop.

In addition, we will continue to explore new models for international exchange experiences. While the model we presently employ has been and is likely to continue to be the primary model of collegiate-based international educational exchange for many years, there are new needs and types of programs that can meet unanswered needs within the organizations we service.

In addition to programs with a stronger vocational focus, there is also a need for shorter, less expensive, less language-dependent programming. Various initiatives are underway to fully understand and respond to these needs. Some institutions are also looking to plug into Council's administrative expertise and economies of scale by operating study centers which represent a higher level of academic involvement by a specific institution than in a traditional consortium effort, but with less administrative burden than operating their own study center. Here, too, Council is exploring various models with our institutional partners and developing prototype programs.

Students, and therefore the institutions that serve them, are also looking for more types of non-academic exchange experiences. Our work programs and volunteer efforts continue to expand. Our goal in these areas is to increase the awareness of institutions as to the availability of these types of programs and expand the number of venues, projects, and countries in which people can participate.

Finally, we see some blending of academic and non-academic programming. Students today often want to combine study abroad with internships, a series of travel-related experiences, and perhaps a longer stay and paid employment to defray part of the costs of study abroad. Again, Council is exploring various models and prototypes to respond to this need.

Council will continue to develop programs for faculty to assist them in the internationalization of their campuses. Some of these programs are directed to specific faculty and specific countries. Others are directed at helping educational administrators in campus internationalization efforts, such as our annual conference and programs conducted in conjunction with other professional organizations. Overall, it is Council's goal to serve collegiate institutions by serving both student and faculty needs.

At the secondary level of education, Council is committed to significant growth and development of our program offerings. We know that students who have international exchange experiences at the secondary level are more likely to engage in similar experiences as they continue their education. And even for those who do not, such experiences can have significant lifelong meaning. In many parts of the world, international educational exchange tends to be much more a secondary, pre-collegiate experience than it has been in the U.S. Given the global nature of our activities, this is an important consideration in the development of programming for this level of student.

Council Travel operates retail travel agencies in the United States, England, France, and Germany, and a wholesale travel business in these same places plus other select markets throughout the world. In this area, unlike our other activities, we actively compete with profit-centered organizations which have goals and practices significantly different from our own nonprofit environment. We need to be mindful of the

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competitive nature of this particular activity and be sure that our mission and the execution of successful strategies in this area remain consistent. We are already at work at providing closer linkages between our travel and educational programming and reexamining certain other activities to assure they are consistent with our mission.

Over the coming years, it is our intention to substantially expand our travel presence in those markets where we believe we can obtain significant levels of market share. We do not seek to be a global travel company just to be global. We believe that local market dominance is the key to success and that global operation, while useful, is not a necessity. We also believe that technology will have a large impact on the way this business is conducted; both at the time of reservation and the point of sale. We intend to be a leader in the implementation of this technology.

## Organizational Development

Council is a unique type of organization. While its size is relatively large by almost any measure, we are actually a composite of many smaller programs, activities, and offices. Today, we employ about 700 professionals in the conduct of our activities. Although technology will certainly allow us to grow our activities faster than we grow our staff, over the coming years Council staff will continue to expand.

In the end, our ability to do everything we do is dependent upon having knowledgeable, skilled, and committed people. We believe that the ability to attract, recruit, and retain high-quality staff is at the core of our ability to develop the organization. If we expect to have the best people, we will have to provide the type of work environment that the best talent tends to seek; one with challenge, opportunity, and rewarding work, along with rewarding compensation.

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We can not expect that people will accept lower salaries just because we are nonprofit. We will have to be competitive with general labor markets, providing a comparable work experience in every way with what other organizations provide. Towards this end, we need to provide and are working on the development of career paths and tracking within Council so that we can not only expect the best, but provide commensurate opportunities for these people.

We are also evaluating and upgrading our benefits, salary administration, and organizational development programs, and will continue to do so. Over time, people should expect that the organization will invest in them with training, equipment, management development and support so that each individual can maximize their full potential during their time at Council.

This document provides information about Council and its future plans for our many partners: members, staff, institutions, professional colleagues, and collaborators throughout the world. While not providing specific details on every program, activity, service, and plan, hopefully it provides a good sense of our future direction. We believe the future is a bright one. At no time in history has the need for the type of activities we conduct been greater. More and more, we all find ourselves living, working, and interdependent in a global society. Council programs help people prepare for life in this world. We look forward with eager anticipation to playing a leading role in the next half-century of international educational exchange.



Stevan Trooboff  
President and CEO  
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