



2017

**ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS
ANNUAL CONFERENCE**

**ORGANIZATIONAL CHANGE AND THE MAKING OF
AN INTERNATIONALLY FRIENDLY UNIVERSITY**

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The Hague University of Applied Sciences in figures



- 25,000 students and 1,900 staff
- 7 faculties
- 11 English-medium bachelor degree programs
- 44 Dutch-medium bachelor degree programs
- 9 master's degree programs
- 450+ exchange partners
- Strategic partnerships in Brazil, China (and Europe to follow)

Defining the Internationally Friendly University

The perspective from The Hague University of Applied Sciences

- Bilingual information for students and staff
- Organized support for students
- Supportive and culturally sensitive staff & faculty
- Curricula that have articulated their international dimension
- Teaching & assessment that intentionally address international diversity



Michigan State University - College of Education

- 193 int'l students from 34 countries
- Study abroad programs – undergraduate and graduate
- Partnerships, research and collaborative projects in a variety of countries
- Global educators cohort program in teacher education
- Number of internationally engaged faculty ???



Defining the Internationally Friendly University

The perspective from Michigan State University – College of Education

- Knowing what you have
- Definitions
- Offering support for international engagement
- Connecting people – students, faculty, staff – move beyond the “usual” suspects
- Integration on international perspectives in curriculum
- Play well with others



New York University

Founded in 1831, New York University is the largest private university in the United States. The University has degree-granting campuses in New York, Abu Dhabi, and Shanghai. Operates 11 global academic centers and research programs in more than 25 countries. New York University is also one of the largest employers in New York City, with more than 19,000 employees including 4,500 faculty.

Enrollment (2014)

Total: 57,245

Undergraduate: 24,985

Graduate and Professional: 24,289

Noncredit Programs: 7,971

NYC: 50,027



International Faculty
Members and Research
Scholars from Countries
Around the World



5,917

Total Freshman
Enrollment

Defining the Internationally Friendly University

The perspective from New York University

- Seamless movement between sites
- Space to explore global issues
- Exceptional service leading to student success



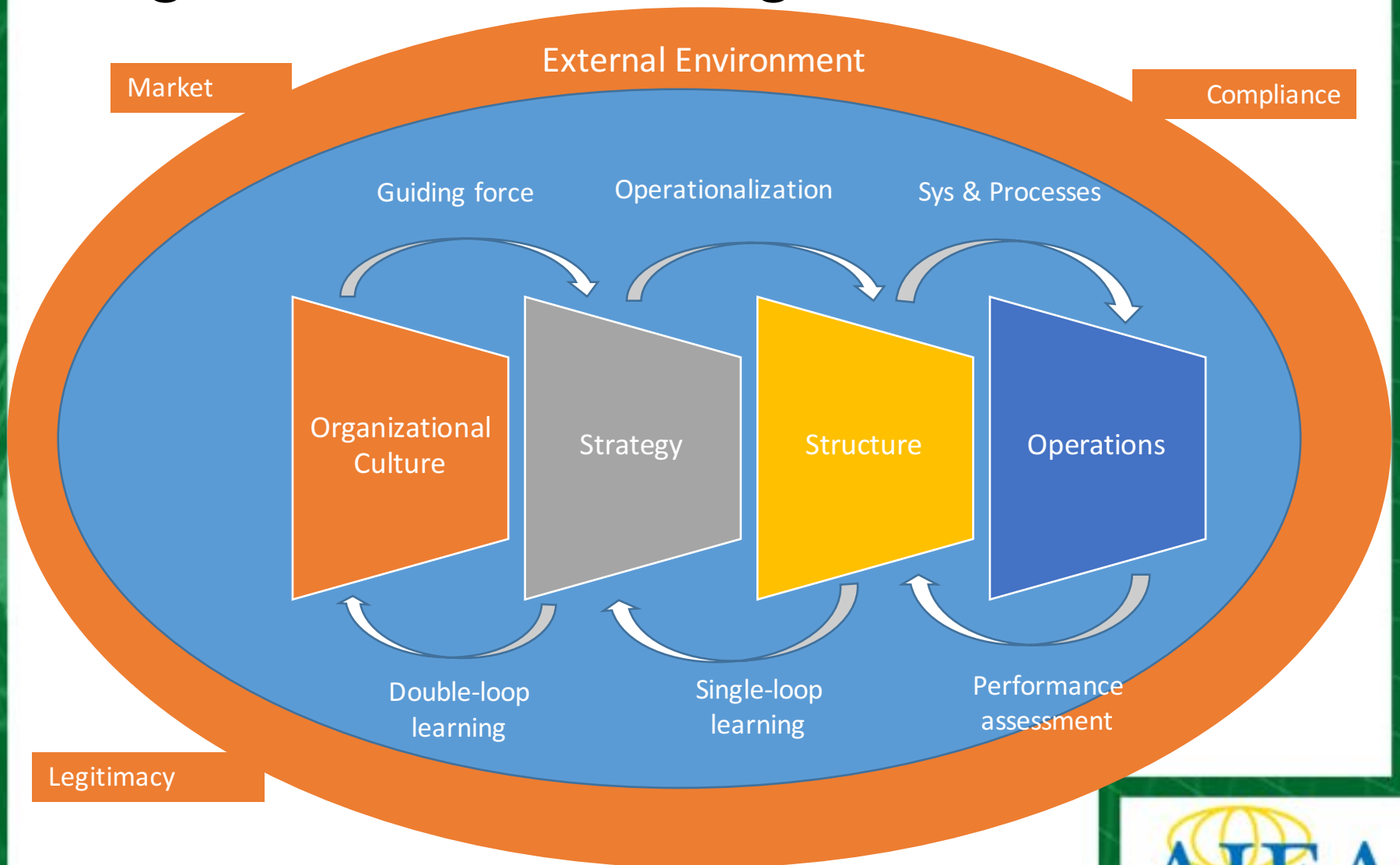
NYU Sends More Students Abroad than Any Other American University



INTERNATIONAL STUDENTS

NYU Has the Highest Number of International Students in America

Organization Learning Model



Adapted from Dauber et al. (2012). A Configuration Model of Organizational Culture

The Making of an Internationally Friendly University

The Hague University of Applied Sciences



The Making of an Internationally Friendly University

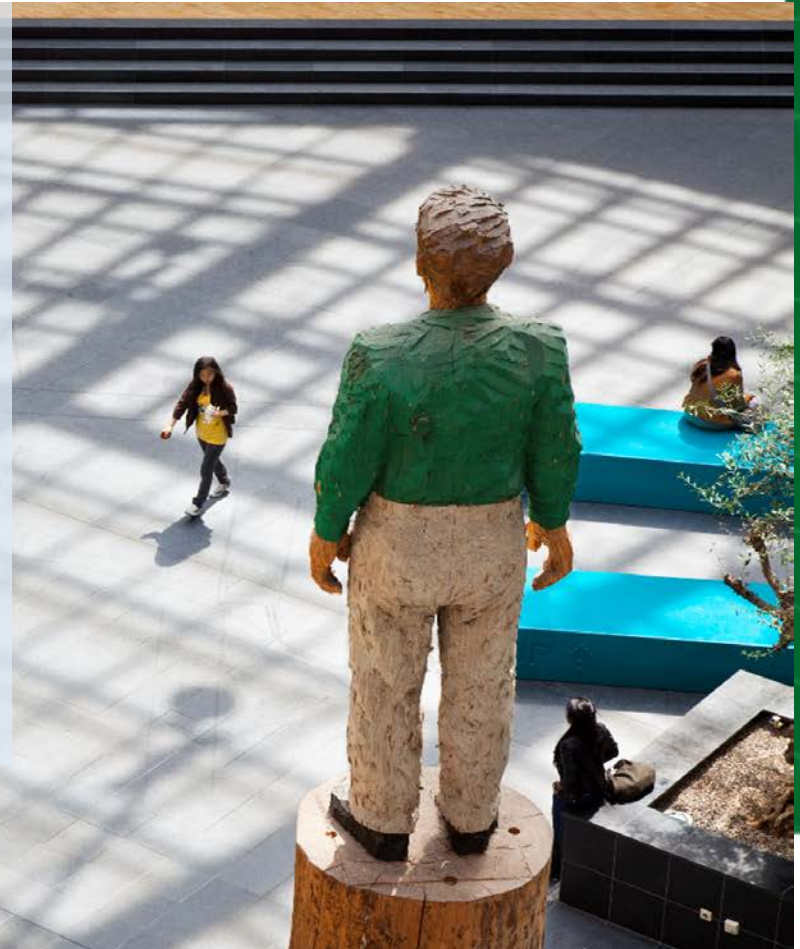
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Drivers of change:

A new organizational philosophy

A new strategy

A new structure



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Organizational philosophy

FROM:

Autonomous & separate schools

Central services communicate top down

No learning organisation



TO:

A networked university

Central services facilitate

Balancing interaction, connection & inspiration with monitoring, measuring & control

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Strategy of Internationalization

FROM:

A separate policy area

Top down

Quantitative approach and prescriptive



TO:

Internationalisation linked to Global Citizenship & Networking

Qualitative: Compass

Inspiring: most international UAS in 2020

The Making of an Internationally Friendly University

The Hague University of Applied Sciences



1. Rationale and policy or strategy for internationalisation

- An effective and comprehensive policy or strategy for internationalisation linked to the university's vision and values is clearly communicated.
- Is understood by academics and support staff at all levels across the institution as well as academic committee, the Governing Body and external stakeholders.

2. Governance, leadership and management

- Importance and relevance of internationalisation is recognised by the Supervisory and Executive Board and all management, and demonstrated as such across the institution
- Explicit in all key university policies and strategies, incorporated into planning processes, aligned and delivered through normal line management routes
- Key areas to include are positioning and profiling, learning and teaching, research strategies, human resources policy, assessment, subsidies (local, national and international) and facilities

3. Internationalisation of the formal curriculum for all students

- University-wide strategy is translated to internationalized curricula and learning outcomes across the institution – global perspectives and intercultural communication
- Content, pedagogy, assessment processes and graduate outcomes
- Varied international mobility opportunities support the internationalised curriculum e.g. academic study abroad, work placement, group study tours, international volunteering and service learning, demonstrably linked to the desired internationalized learning outcomes and curricula
- Intercultural learning opportunities in multicultural classrooms, within the local community and during internships in multicultural workplaces
- Build international reputation in the field of applied research.

4. International campus culture and informal curriculum for all students

- An international and multicultural campus culture is evident, well established within the international region of the Hague, including student union clubs, societies and informal gatherings
- Forms the basis of the informal curriculum for all students
- International aspects of university life are retained regularly through events, displays and activities which support internationalisation at home
- Students are trained to make full use of the international campus culture to deepen their intercultural competencies

5. Student diversity

- Vibrant diverse international and multicultural student community as active participants in (off) campus life
- Students valued for the way in which they enrich the classroom and campus culture.

6. Guidance and support for students outside the classroom

- Effective systems and services provide support to support internationalisation, including language and intercultural competence development
- Promoting and encouraging internationalisation for all students
- Language, cross cultural capability, academic support, relevant advisory and counselling services

10. Monitoring, reflection, evaluation and review

- Body or individual with overarching responsibility for internationalisation incorporated within management structures
- Report regularly on progress
- Benchmarking of performance
- Continuously enhance of internationalisation activities and strategy through feedback, reflection and evaluation processes
- Revisions to policy and practice



7. Staff development, recognition and reward

- Wide ranging staff development and recruiting programme to support internationalisation, including language and intercultural competence development
- Identification of need along with recognition and reward for engaging in any aspect of the international dimension of university life offered systematically through performance review or appraisal

9. Resources follow strategy

- Resource allocation and the engagement of management to ensure that the commitment to integrated internationalisation can be delivered
- Travel and human resources policies support international activities, education and research
- Dedicate support to build and maintain combined partnerships (triple helix)
- Consistent internal and external communication of positioning and strategy

8. Meaningful, broad and deep international partnerships

- Well-maintained and fully utilized (inter)national network of partnerships with universities (applied and research), alumni, industry, research institutes, (local) government, non-governmental organisations and public service organisations.
- Be the leading university in Triple helix (partnerships of universities, industry and government), both in practice and in research, to create innovation and build on global citizenship.



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Organizational structure

FROM:

15 academies

Diverse support
administrative offices in
academies

8 central service units

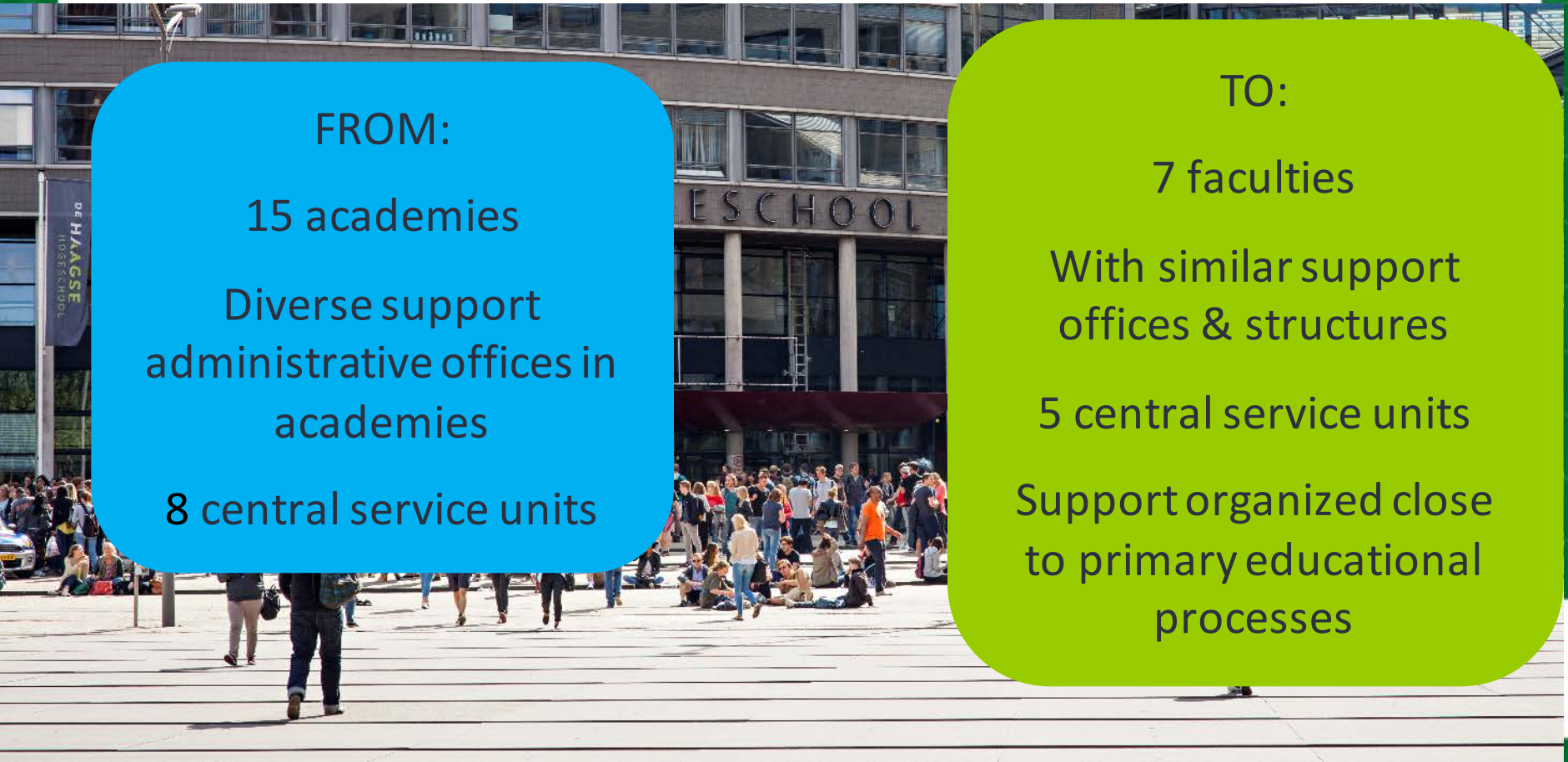
TO:

7 faculties

With similar support
offices & structures

5 central service units

Support organized close
to primary educational
processes



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Systems and Processes

Structure follows strategy:

New Team Internationalization

New faculty-wide internationalization platforms

Internationalization Co-ordinators in all faculties



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Result: Catalyst for change



Unrest & confusion

Opportunity &
Energy:

Let's change

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Towards an internationally friendly university

For faculty

- Transparency in internationalization governance
- Staff development programs in internationalization
- Making internationalization intentional: learning outcomes in curricula
- Collaboration across programs & faculties

For students

- Meaningful internationalization in programs
- Co-creation with students
- Shared extra curricular events

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Lessons learned

- Seek balance between top-down & bottom-up:
 - Help roll out the carpet
- Provide inspiration on the rationale for internationalization
- Anticipate & organize support in parallel with the strategy: not an afterthought
- Have your guardians in place!

The Making of an Internationally Friendly University

Michigan State University – College of Education



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Michigan State University – College of Education: Organizational Culture

- Decentralized within the college
- Embedded in large, decentralized institution
- Long history and valuing of international engagement
- Long history of involvement of international and comparative work
- Valuing research



MICHIGAN STATE
UNIVERSITY



Michigan State University – College of Education: Strategy

- Defined thematic priorities in education
- “Infusion” approach – curriculum
- History of faculty-led study abroad
- Creation of global educators cohort
- Recognition that graduate students need international perspectives/opportunities too
- Stronger connecting with central Office of Study Abroad
- Need – clear international strategy



Michigan State University – College of Education: Structure

- Changing role/staffing/organization of international office
- Rigid undergraduate curriculum
- Education abroad advising/opportunities exist in multiple places
- Differing faculty profiles in departments – challenge for greater involvement



Michigan State University – College of Education: Systems & Processes

- Looking at other study abroad models in addition to faculty-led
- Conversations with teacher ed faculty related to student teacher mentoring
- Additional staff member with greater role in support for study abroad
- Working to make in-roads on student concerns to participate in study abroad



Michigan State University – College of Education: Lessons Learned

- Know your history.
- Structure matters – requires strong, intentional connecting
- Importance of regularly revisiting the way things are, such as study abroad participation
- Need for college-level international office to be a great connector (in college, across university, externally), resource, and tone setter.
- Importance of how people identify in connecting internationalization beyond the “usual suspects.”



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New York University



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New York University

NYU Strategy

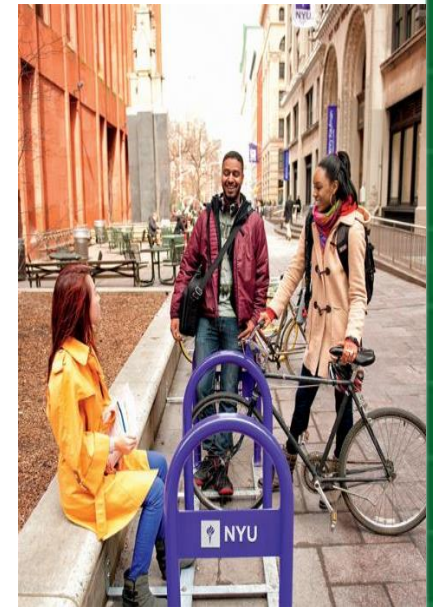
- PROPOSED: NYU INTERNATIONAL STUDENT SUPPORT CENTER
- Centralized coordinated clearing house of resources for students
- Assist international students in adjusting to U.S. education system and navigating the complexities of NYU
- Support domestic and international students in the development of cultural sensitivity and awareness towards each other



New York University

NYU Culture

- Physical Space: Lounge for students to meet, study, relax and tutor
- On-campus Employment Resource for Int'l Students
- Robust Pre-arrival Orientation (including webinars to prepare for transition)
- Academic English tutoring, Enhancement Workshops and U.S. Classroom experience and expectations
- Social Programming & Support including home-stay opportunities and learning trips in break



New York University

NYU Culture

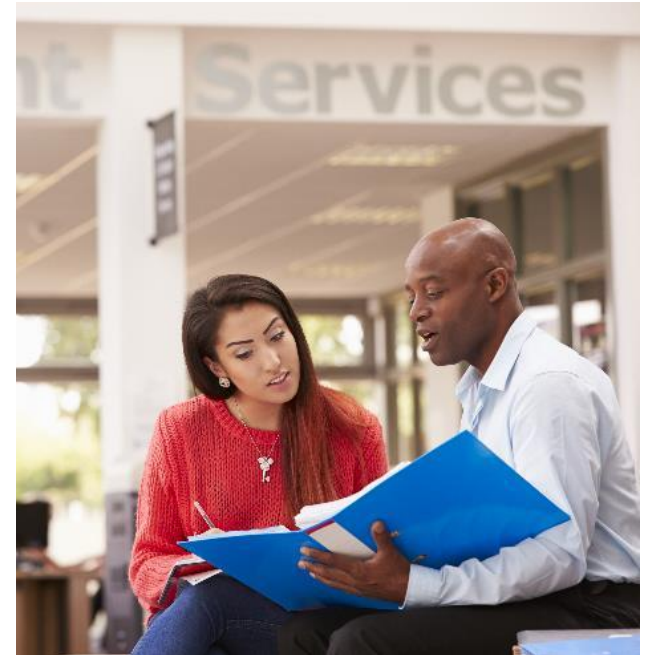
- International Freshman sendoffs
- On-campus Employment Resource for Int'l Students
- Robust Pre-arrival Orientation (including webinars to prepare for transition)
- Academic English tutoring, Enhancement Workshops and U.S. Classroom experience and expectations
- Social Programming & Support including home-stay opportunities and learning trips in break



New York University

NYU Culture

- International Student Support Group, Alumni Network, President's council for International Student Clubs
- Practical matters: Translation Services, phone interpretation for parents, written translation, Health & Wellness
- Health Promotion Office, Off-campus Housing
- Finance: Resources for tax preparation



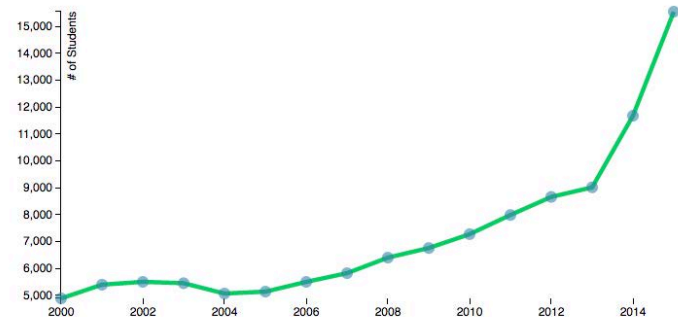
New York University

NYU Structure

- Decentralized Structure
 - 17 schools
- OGS (Global Services)
 - 1,248 Scholars
 - 4,348 Outbound students
 - 15,543 Inbound International Students
- Faculty support
 - Over 100 faculty abroad
- OGS Staff Count – 42 (including myself)

We're growing.

See how NYU international student enrollment has grown since 2000.



Source: <http://bit.ly/2jB7Ezf>



New York University

NYU Systems & Processes

- Fulfilling the fiscal needs of the university
- Maintaining the high quality of educational instruction (rankings)
- Supporting the flow of students throughout the various campuses
- Assessment of retention rates and satisfaction of students
- Efficiency in operations, StudentLink Center



New York University

Lessons Learned

- Importance of Collaboration
- University wide Buy-in
- Service, Service, Service
- Excellent and Timely Communication
- Evaluation and Assessment



Reflection

Using an example that is fresh in your mind...

- How does the environment affect “international friendliness” at your institution?
- What organizational structures have helped your institution become more internationally friendly?
- Can you share examples of systems and processes that help your institution become more internationally friendly?
- What has been useful and relevant feedback for assessing your institution’s “international friendliness”?
- Any implication(s) of the international environment on the organizational culture at your institution?



Reference

- Dauber, D.; Fink, G.; and Yolles, M. (2012). A Configuration Model of Organizational Culture. *SAGE Open*, 2, (1).



Thank You

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