

2016Association of International Education Administrators

ANNUAL CONFERENCE

The Role of the SIO in Building Organizational Capacity for Internationalization

Gonzalo Bruce, Emporia State University David Di Maria, Montana State University Wesley Milner, University of Evansville

At your institution...

- Is there a general understanding of international aspirations?
- Do people view these aspirations as congruent with the institutional mission?
- Is your institution structured adequately to address comprehensive internationalization?
- How do processes help/hinder comprehensive internationalization?
- How does organizational culture help/hinder internationalization goals?



The Agenda for Today

- Who is at the table? Institutional profiles
- Making the case of organizational capacity

Case Studies:

- From establishing priorities for internationalization to aligning the parts (Montana State University)
- From Purpose to Monitoring Progress (University of Evansville)
- Implications and reflections
- Q&A

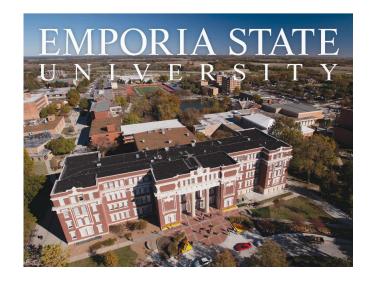


Who's at the table?



Emporia State University

- Established in 1863 as the first Teachers College in the State of Kansas.
- Governed by the Kansas Board of Regents
- Master-Comprehensive University with strong focus on teaching
- Located in Emporia, KS Central in the Flint Hills (Central-East Kansas)
- Enrollment of 6,114 (60% UG and 40% GR)
- 254 full-time faculty members
- 1:18 student/faculty ratio
- About 9% of student population is international – total of 590 students from 59 countries





Montana State University



- Established in 1893 as Montana's land-grant university
 Largest university in Montana with four campuses and extension offices across the state
 15,421 total students including 710 international students from 72 countries
- Very High Research Activity
 - Largest research and development entity in the state
 - Research expenditures typically exceed \$100 million
 - 200 active technology licenses, 87 patents and 14 plant variety certificates
- Located in Bozeman, MT
 Listed among the top 20 college towns in the U.S.
 Ranked the #1 Ski Town in North America

 - Close proximity to Yellowstone National Park



University of Evansville

- Private, residential liberal arts-based university in southern Indiana
- Full-time undergraduate enrollment of approximately 2,200
- Diverse student body representing 42 states and 56 countries
- Top 10 master's-granting university in the Midwest (US News & World Report)
- Traditionally sends approximately 50% of students abroad
- 80 fields of study including accredited professional programs in Engineering, Business, Health Sciences/Public Health and Education
- Harlaxton College, owned and operated by UE for over 45 years with 170 students per semester in a interdisciplinary program





We expect you will take away from this session...

- 1. A framework that will help you diagnose your institution for building organizational capacity
- 2. Illustrate with two case studies the applications of building organizational capacity.
- 3. A collective reflection about lessons learned and implications



What are Organizational Capacities?

The administrative foundation of an institution, which is essential for establishing and sustaining initiatives intended to realize its vision

Toma, 2010

The continually evolving range of capacities, knowledge and resources needed for an organization to be effective.

Connolly & Lukas (2002)

The administrative capacity to fulfill the mission and realize the aspirations of the organization.

Cistone, 2002



Why are they important?

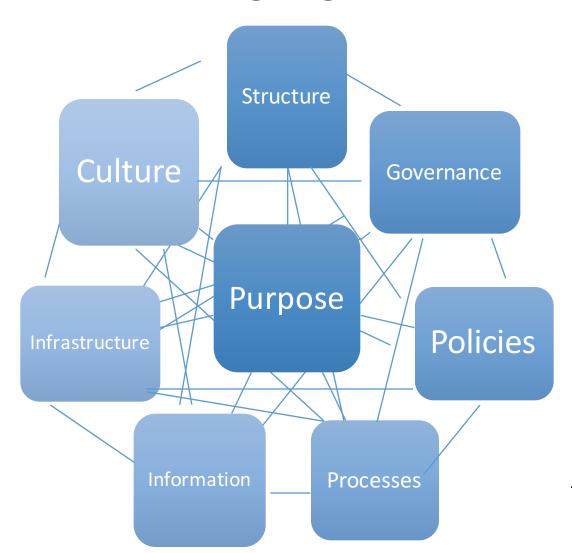
 Building organizational capacity is directly related to strategic management

 It requires "system thinking" – focused on the interrelated nature of complex organizations

 In loosely-coupled organizations, it is a helpful approach for SIO's to advance comprehensive internationalization.



Framework for Building Organizational Capacity



Toma, 2010



Framework for Building Capacity

- Purpose Why are we here and where are we headed?
- **Structure** How are we configured to do our work?
- Governance Who makes what decisions?
- Policies What rules do we proceed under?
- Processes How do we get things done?
- Information What do we need to inform our decision making?
- Culture What is our essential character?

Toma, 2010



SIO's areas of intervention for BOC

- Develop institutional routines
- Connect curriculum with international focus
- Expand the consensus and understanding of international aspirations (climate)
- Positioning international priorities
- Expanding institutional resources through partnerships
- Systems-thinking: interaction of the parts involved in internationalization
- Result-focused management
-What other areas?

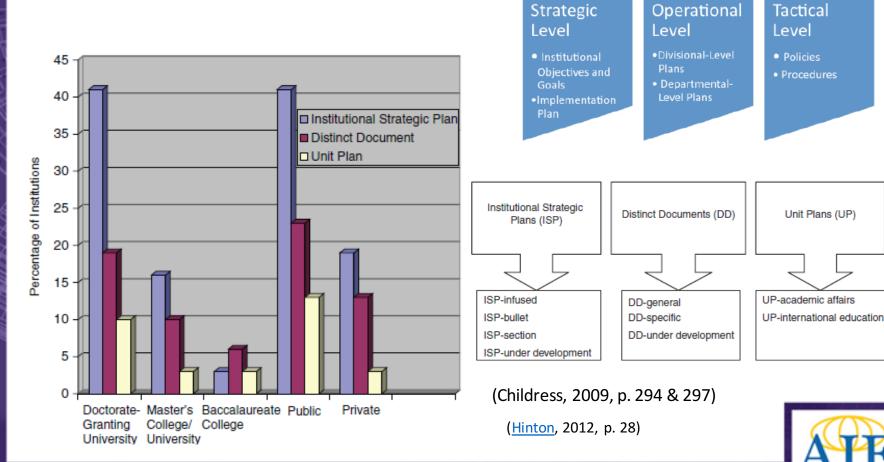


From establishing priorities to aligning the parts

The story of Montana State University



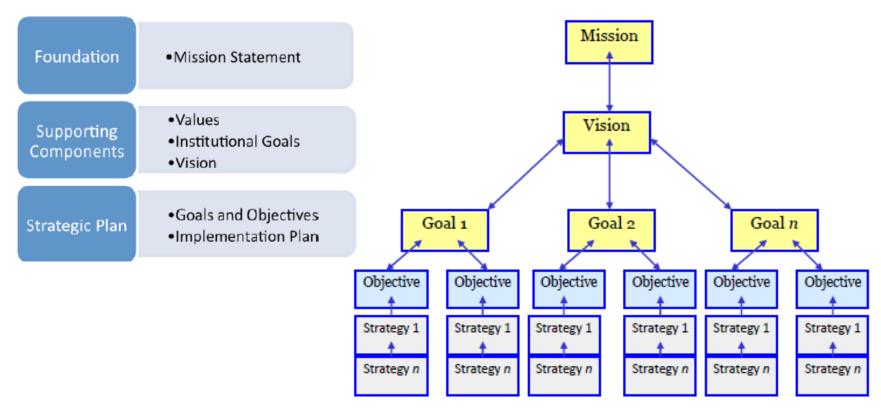
Internationalization Plans



First Poll



Mapping Strategic Priorities



Educational Policy Institute, p. 52; Hinton, 2012, p. 9

Josef Mestenhauser (2006)

International education is a "fragmented, complex, multidimensional, interdisciplinary, intercultural field" (p. 61).



Organizational Network Mapping

Mapping the Many Dimensions of Interpersonal Interactions

Customized survey is developed to evaluate an organizations particular need(s)...

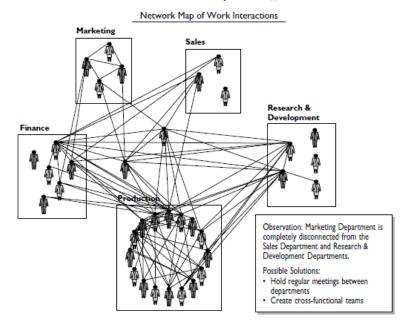
ASSESSED DIMENSIONS	SAMPLE QUESTIONS
Mission and vision	With whom do you discuss the company vision and business strategy? With whom do you discuss what is important and valued in the organization?
Work interactions	With whom do you work to get your job done [exchange information, documents and other resources]?
Grapevine	With whom do you discuss what is going on at work, and who is doing what in your organization?
Decision making	From whom do you seek inputs, suggestions and feedback before making a decision?
Innovation	With whom do you discuss ideas, innovations, and better ways of getting things done?
Expertise	To whom do you go for expert advice in doing your work?
Customer knowledge	With whom do you discuss customer needs and market demands?

...and employees then fill out survey answering how frequently they interact with their coworkers

Surveyed Employe	e: Marty Wiadro	
	Employee	Frequency Score
Question	Jeff Weldman	3
With whom do you discuss ideas, innovations	Shari Barnett	5
discuss ideas, innovations and better ways of getting things done?	Jon Kurtz	4
	Tamara Fagell	0
	John Wasserman	j.,
100		

Frequency of Contact	Frequency Score
None	0
Yearly	I
Quarterly	2
Monthly	
Weekly	
Daily or more	

Organizational X-Ray Reveals Antares Corporation's "Fatal Flaw":
Marketing Department "Out of Loop" on Sales and
Research & Development Efforts



Source: Krebs & Associates.



Strategic Action Plan for International Programs at Montana State University



Study Abroad and Exchanges Group

Objective: Increase participation in study abroad opportunities

International Students and Scholars Group

 Objective: Bring the World to Montana State University

International Curriculum and Research Group

 Objective: Expand MSU's Role in Addressing the World's Greatest Challenges by Supporting International Research and Educating Students to be Internationally Competent within their Academic Discipline

Global Operations and Systems Group

 Objective: Implement Systems that Promote International Engagement and Measure the Impact of Strategic Actions

International Partnerships and Protocol Group

 Objective: Promote Global Engagement by Establishing and Maintaining Strategic International Partnerships

Internationalization Objective Three: Bring the World to Montana State University

Affiliated Action Group: International Students and Scholars

Strategic Actions for Accomplishing Internationalization Objective Three:

- 3.1 Better engage international students and scholars in Montana communities.
- 3.2 Increase the availability of cultural and social programs for international students and scholars.
- 3.3 Increase the number of international students and scholars.
- 3.4 Identify opportunities to attract underrepresented international student groups.
- 3.5 Increase awareness of immigration regulations impacting international students and scholars.
- 3.6 Improve MSU's ability to compete for sponsored students from around the world.
- 3.7 Increase the number of cultural sharing programs organized by the Office of International Programs (e.g., weekly cultural events).
- 3.8 Expand outreach to community groups in Bozeman.

Assessment Metrics:

- 1. Develop a series of weekly cross-cultural programs designed to increase interaction between international and domestic groups.
- 2. Improve MSU's ranking for international student enrollment in the Institute of International Education's Open Doors.
- 3. Increase the number of international short-term and exchange students by 10%.
- 4. Establish a single point of contact for government agencies sponsoring students at MSU.
- 5. Initiate three new partnerships in Latin America and the Middle East.
- 6. Increase the number of nations represented by MSU students to 75.
- 7. Increase the number of international students to 900.
- 8. Expand community outreach programs to neighboring towns (e.g., Belgrade).





MSU Strategic Goals Supported by Internationalization Objective Three:

Access: Montana State University is committed to widening access to higher education and ensuring equality of opportunity for all.



MSU Strategic Objectives Supported by Internationalization Objective Three:

- A.1 Educate more students while maintaining the quality of programs.
- A.2 Diversify the student body



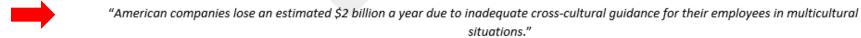
MSU Metrics Supported by Internationalization Objective Three:

- A.1.2 By 2019, the number of new transfer enrollments will increase 15 percent to approximately 1,100.
- A.1.3 By 2019, the number of students enrolled in graduate programs will increase 20 percent to approximately 2,350.
- A.1.7 By 2019, the total student population will increase 15 percent to 16,000.
- A.2.3 By 2019, the number of international students enrolled will increase to 660 (a 20 percent increase).
- D.1.3 By 2019, MSU will improve its rank among Carnegie Classified Research Universities—Very High Research Activity (RU/VH) institutions on four measures: STEM R&D expenditures (current rank 94); Non-STEM R&D expenditures (rank 92); Number of science and engineering research staff (rank 96); and doctoral conferrals (rank 106).
- D.3.2 The graduate student population will increase 20 percent to approximately 2,350 by 2019, with an emphasis on increasing doctoral student enrollment.
- D.3.3 By 2019, the number of graduate degrees awarded will increase from 548 to 625 per year. Science, technology, engineering and mathematics (STEM) master's and doctoral degrees will increase to 325. All doctoral degrees awarded will increase from 56 to 80 per year.



Academic Affairs Strategies and Objectives Supported by Internationalization Objective Three:

E.2.1 Achieve 25% of students with a cross-cultural experience.



- Committee for Economic Development

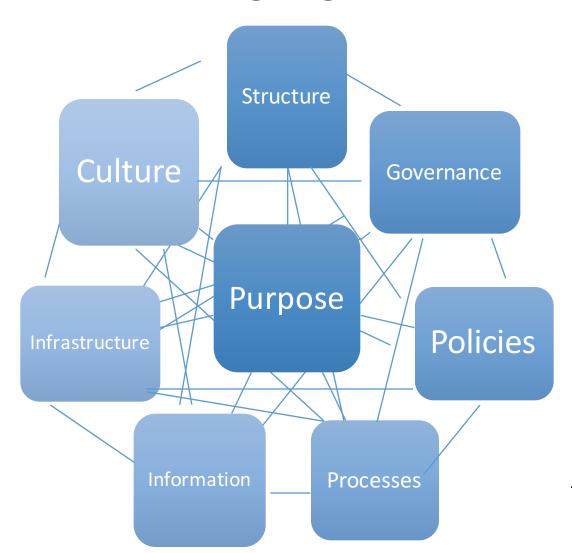


International Students and Scholars Action Group

- ACE Language Institute
- Diversity Awareness Office
- Career Services
- Counseling and Psychological Services
- Residence Life
- Student Accounts
- Office of Admission
- Colleges



Framework for Building Organizational Capacity



Toma, 2010

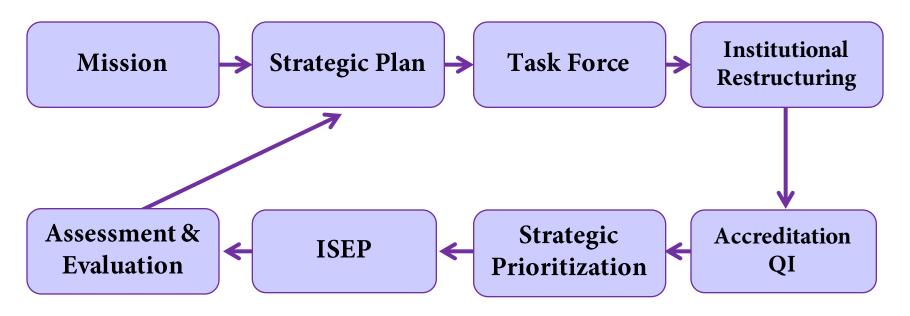


From Purpose to Monitoring Progress

The story of University of Evansville



Intentional Internationalization



Institutional Systematic Evaluation Plan



University's Core Goals

- To sustain and enrich a curricular and co-curricular experience of exceptional quality and impact
- To expand and enrich the University's international programs and engagement to achieve national prominence
- To ensure a work environment that honors and values the contributions of all community members and their continuing professional growth
- To attract and retain a study body of high academic achievement and personal aspiration
- To model and teach social responsibility in the local and global community
- To make the world better aware of the distinctive and transformative character of a UE education
- To secure the resources necessary to support the University's pursuit of excellent



Task Force on International Engagement

- Overarching strategy for the University's international engagement.
- Student learning outcomes and rationale for global engagement and proposes mechanisms for assessing the achievement of these outcomes.
- Administrative structure of the University in terms of international engagement, programs, policies and development and proposes significant change to create integration of mission, communication, coordination, collaboration and implementation of international initiatives.
- Harlaxton College protecting, developing and investing in the continued success of this distinctive program.
- International students and diversity identifies goals for diversity and integration of international students.
- Enhancing the quality and distinctiveness in the study of foreign languages.

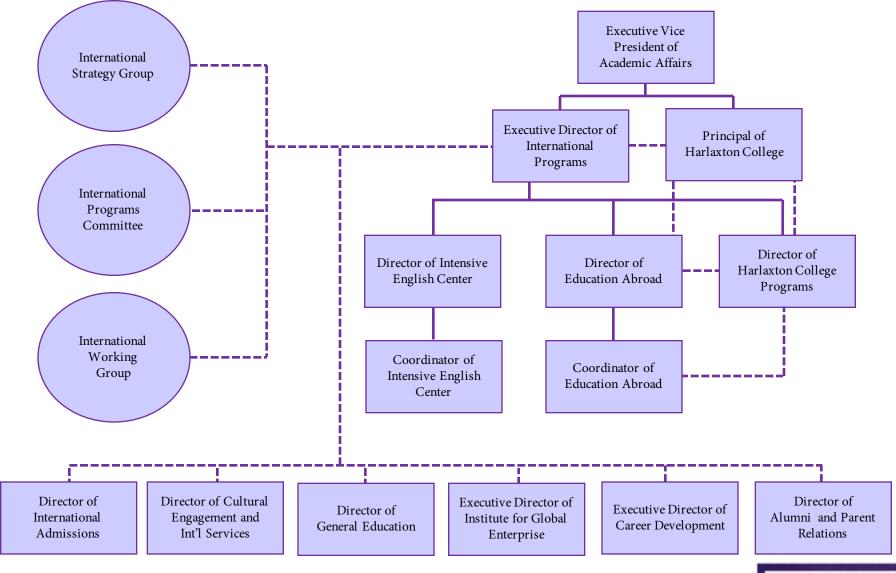


University of Evansville Guarantee

- Graduate in four years
- Mentored by committed, full-time faculty
- 100% of freshmen receive a scholarship
- Access to at least one Internship
- Every student has a real opportunity to study abroad



University Organization





International Strategy Group



- Align University Actions with Mission and Strategic Plan
- Insures Cooperation and Implementation Across Broad Units
- Institutionalize Internationalization at all Levels



Essential Components

- Embed internationalization into University Strategic Plan
- SIO and other international actors must have real access to senior administrators and Board of Trustees
- Connect internationalization and evaluation to accreditation if possible
- Coordination and collaboration is important with centralized university structure and vital with more decentralized system
- Must consistently demonstrate benefits and shared interests with other units and actors



Accreditation and Quality Initiative

- Intersection of Internationalization and Social Responsibility
- Expanding International Partnerships
- Responsible Global Citizenship on an Increasingly Diverse Campus (including general education)
- Developing Model Short-term Study Abroad Experiences
- Focus on Student Learning Outcomes
- Implementation of Assessment Measures
- Bolstering Harlaxton College Programs

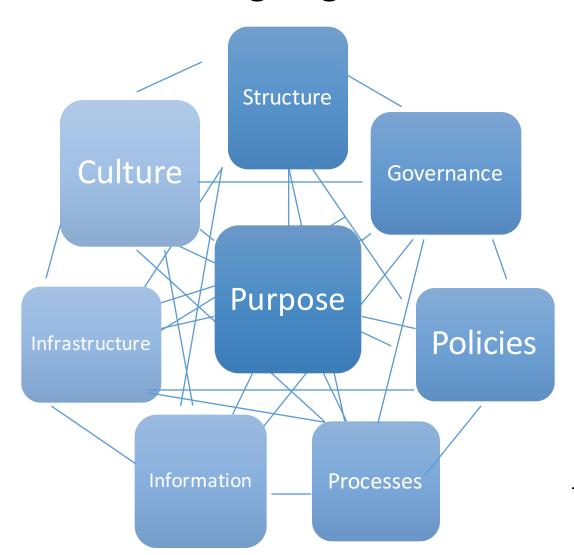


Assessment Tools

- Global Perspective Inventory (since Fall 2013)
 - UE students who study abroad (pre & post)
 - Int'l Connection Living-Learning Community
 - Orientation Leaders
 - International and domestic freshmen
 (3-yr cycle interspersed with BCSSE and NSSE)
 - All graduating seniors three-year cycle
- Harlaxton College Survey (10-year longitudinal)
- Intercultural Development Inventory
- Percentage and Diversity of International Students
- Percentage of Students Studying Abroad
- Sustainability of Abroad Programs



Framework for Building Organizational Capacity



Toma, 2010



Second Poll



Implications/Lessons Learned

- Refresh Rate
- Field to Porch
- SIO Positioning
- Believing vs. Knowing vs. Learning
- Systems Thinking

"Culture eats strategy for breakfast."

- Peter Drucker



Implications/Lessons Learned

- Tree vs. the forest
- Access to and buy-in from highest-level administrators and Board of Trustees
- Marry internationalization and evaluation to accreditation where possible
- Coordination and collaboration (centralized vs. decentralized structure)
- Ability to consistently demonstrate benefits and shared interests with other units and actors
- Decline in foreign language instruction and students' interests
- Sustainability of short-term abroad programs
- Exogenous shocks affecting international student population



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Questions & Answers

