

Survey

As you enter, please complete your survey and hand back to the presenters – we will tally the results and share them with the audience at the end of this presentation.

Finding Meaning and Fulfillment in Restructuring the Education Abroad Office

Bucknell University

Jennifer Ellis Fritz, Assistant Director, Office of International Education

Clark University

**Adriane van Gils-Pierce, Director, Study Abroad and Away Programs and Associate Director
of the LEEP Center**

University of East Anglia

Anne-Marie Bruner-Tracey, Manager, Study Abroad Office

University of Pittsburgh

Jeff Whitehead, Director, Study Abroad Office, University Center for International Studies

The Forum on Education Abroad

Tenth Annual Conference:

"New and Emerging Paradigms for Education Abroad"

THURSDAY, APRIL 3, 2014

8:45 - 10:00 a.m.

Reasons for Restructuring: Bucknell University -Office of International Education

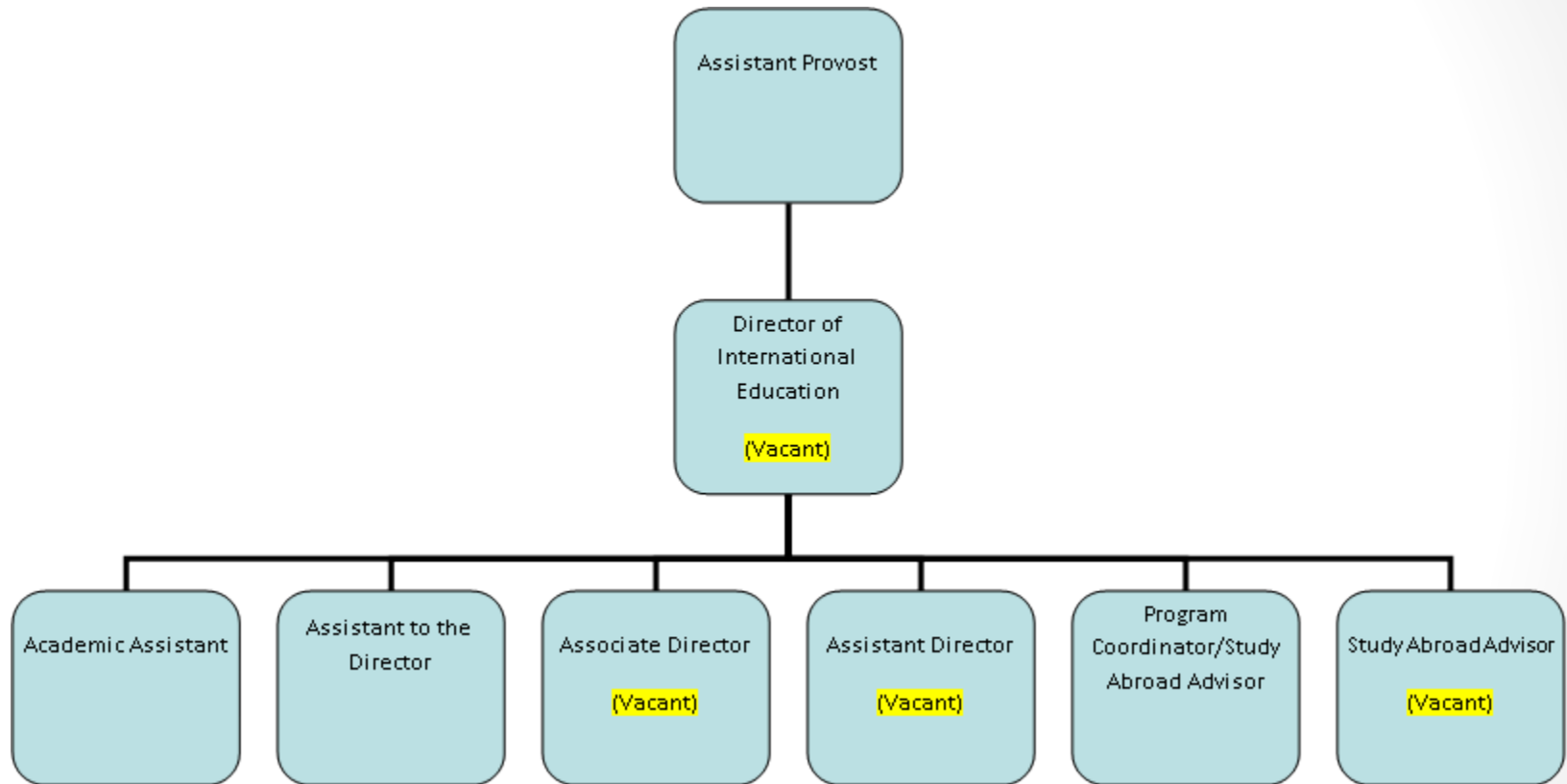
- 1. Growth**
- 2. Leadership Change/Functionality**
- 3. Reviews/Audits**

Navigating the Restructuring Process: Institutional Case Study/Story of Restructuring Bucknell University-OIE

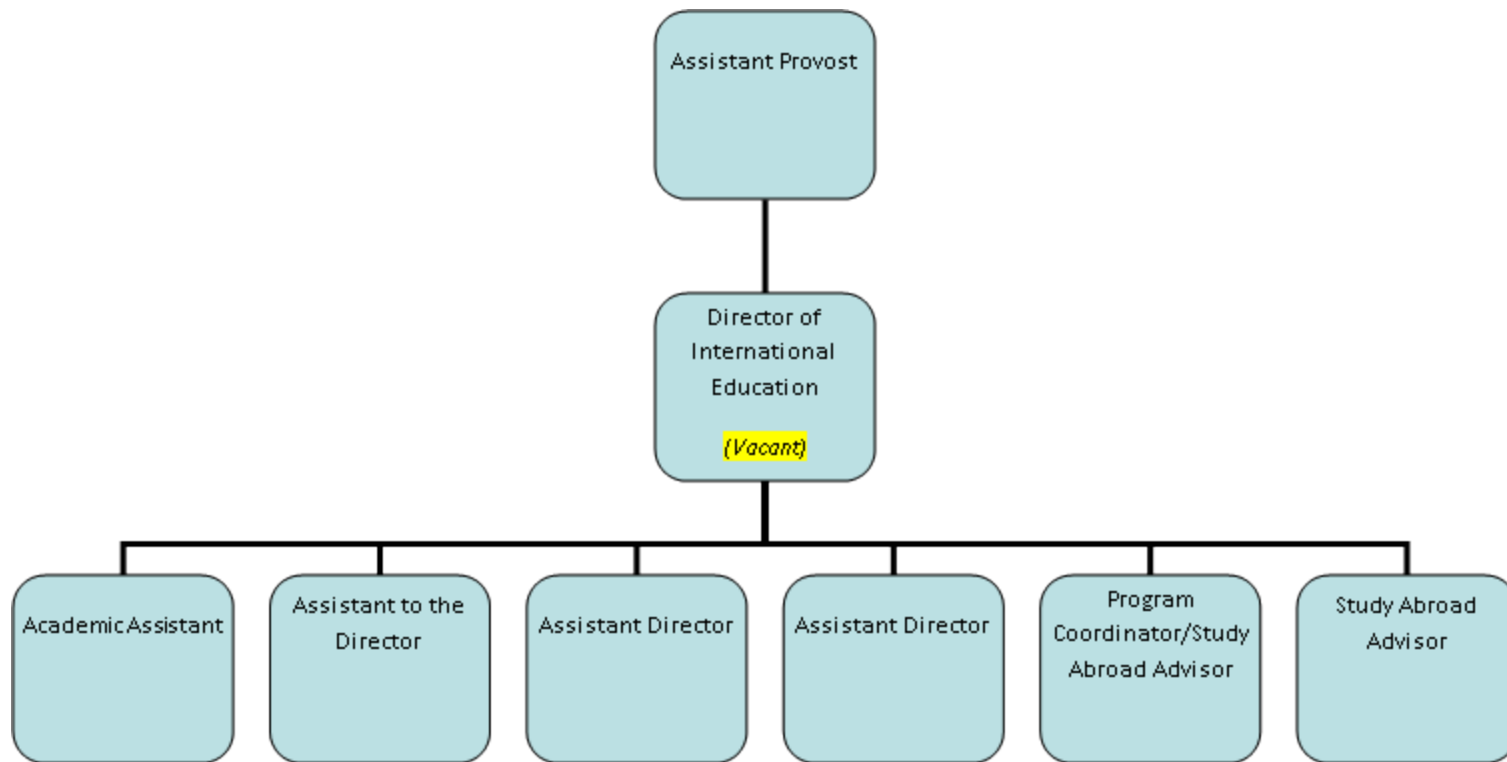
- **Phase 1:** The organizational chart and it's own story... “pre” restructuring
- **Phase 2:** The internal and external review and it's own story...
- **Phase 3:** The organizational chart and it's own story... “post” review/ongoing restructuring...



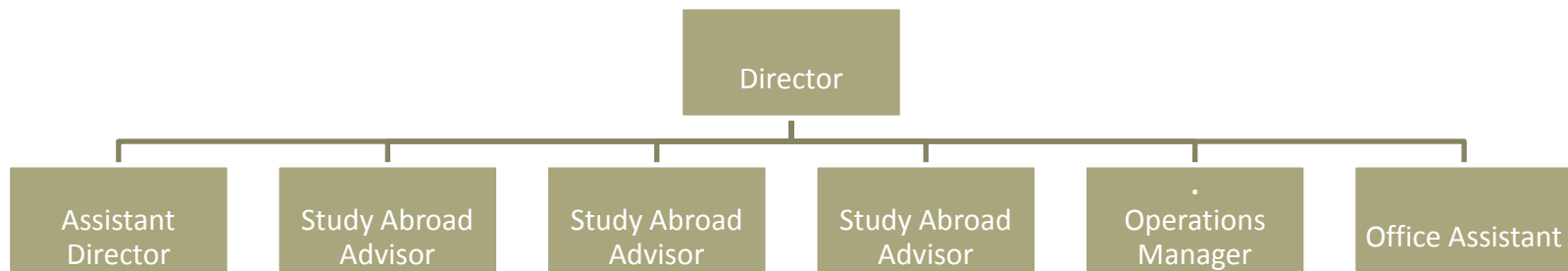
Bucknell Office of International Education Organizational Chart – Horizontal 2007



Bucknell Office of International Education Organizational Chart –Horizontal 2008



Bucknell Office of International Education Organizational Chart –Horizontal 2009-2012



Phase 2: Moving towards Restructuring the Bucknell University Office of International Education

NAVIGATING Restructuring: Approach

Internal: Office of Internal Audit

- The OIE participated in an internal audit at Bucknell University with the Office of Internal Audit in 2012. (Bucknell participates in a standard internal audit cycle.)

External: FORUM Quality Improvement Program (QUIP) for Education Abroad

- The OIE completed a self-assessment/guided self-study report in October 2012, and the Forum on Education Abroad Quality Improvement Program (Forum-QUIP) completed an external review in November 2012

Summary-OIE Proposed Changes: 3 Prongs

1. ORGANIZATIONAL & POLICY CHANGES— BUCKNELL UNIVERSITY

1. Global Education Advisory Council (GEAC) (create)
2. GEO Mission Statement (draft new mission)
3. “International” to “Global (rename OIE)

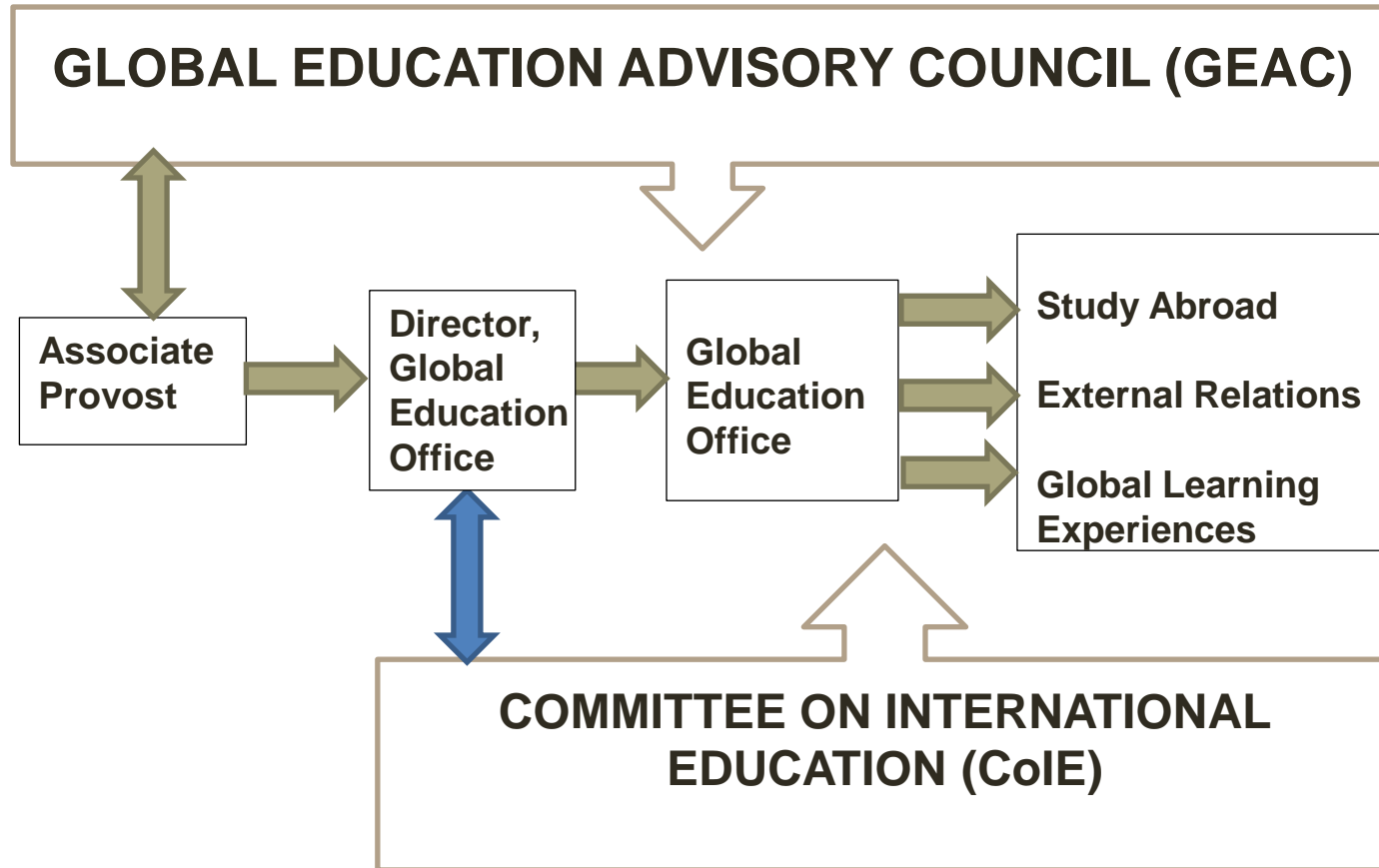
2. ORGANIZATIONAL & POLICY CHANGES— GLOBAL EDUCATION OFFICE

1. Role & Functions
2. New Initiatives
 - Complete Advising Model (CAM)
 - Assessment (GPI)
 - Risk Management (Hire Risk Manger)
 - Major Advising Pages (MAPS)
3. GEO Structure
4. Staff Roles

3. ORGANIZATIONAL & POLICY CHANGES— STUDY ABROAD

1. Study Abroad Department Liaisons (SADL)
2. Sophomores Study Abroad Policy
3. Preferred Providers
4. Summer Programs

Geo-Organizational and Policy Changes Advisory Board for Global Education



GEO Major Functions

**Global
Education
Office**

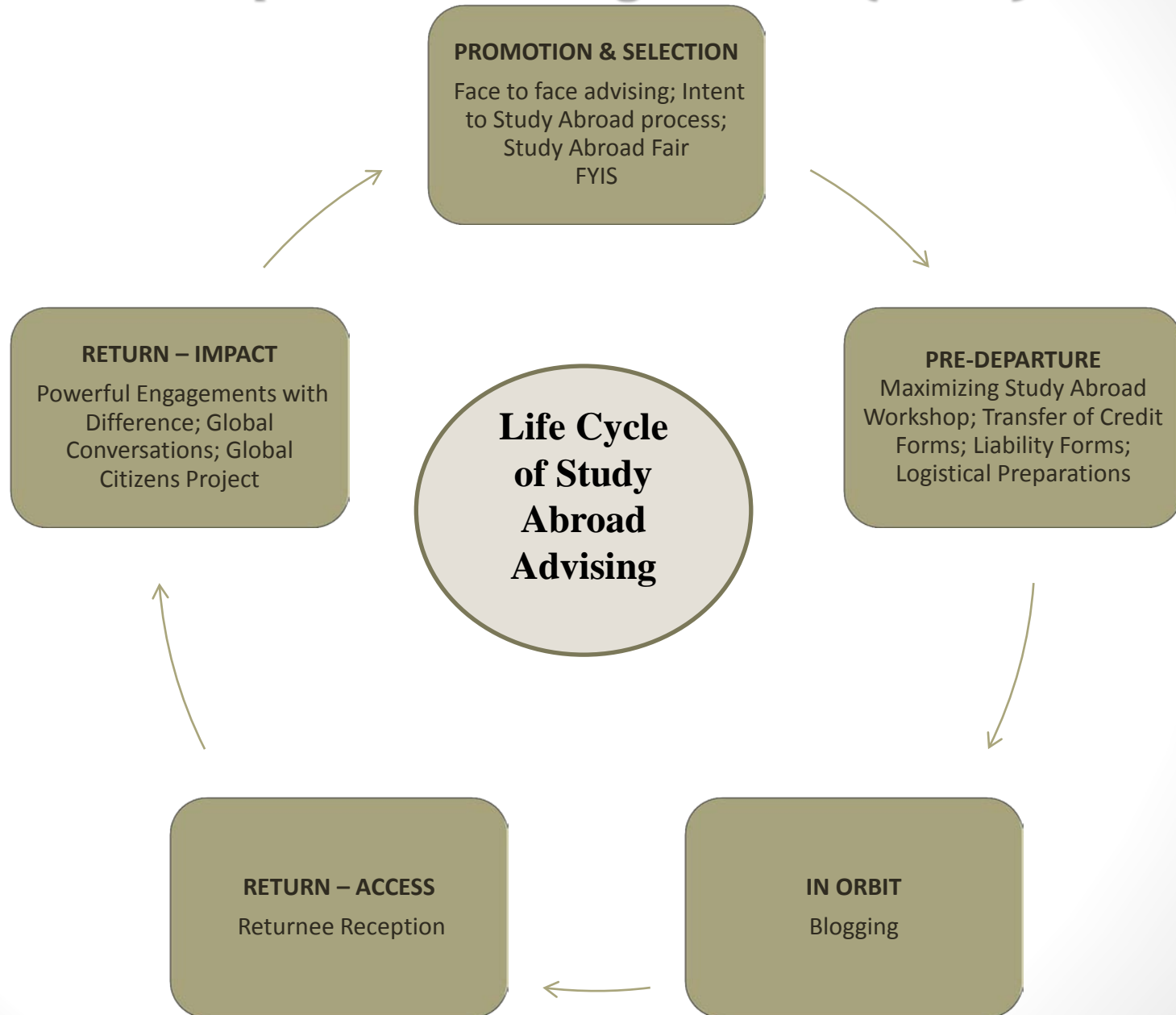
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graph LR; GEO[Global Education Office] --> SA[Study Abroad]; GEO --> ER[External Relations]; GEO --> GLE[Global Learning Experiences (GLE)];
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Study Abroad

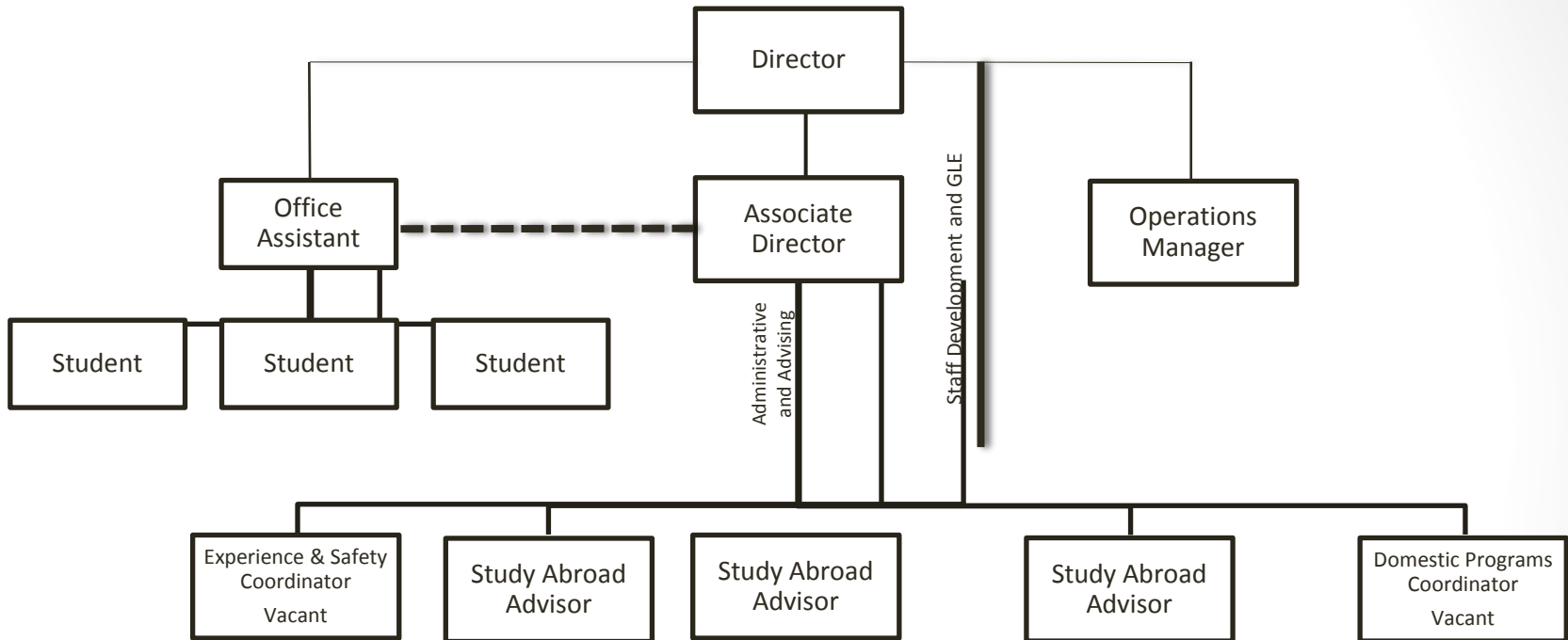
External Relations

**Global Learning
Experiences (GLE)**

Complete Advising Model (CAM)



Bucknell Office of International Education Organizational Chart – Functional 2013-2014 Academic Year Projections



*Value/Importance of Restructuring
Projected and Ongoing Positive Outcomes : 5 GEO GEMS*

The new Global Education Office is thus restructured to:

1. Be more focused in its mission and functions on campus.
2. Better involve the academic colleges and departments in the practice and management of study abroad.
3. Enhance staff performance by better clarifying roles and relating them directly its mission.
4. Better utilize best practices in the field to inform its study abroad practice, including risk management and outcomes assessment.
5. Position it for a more intentional and effective role in enhancing students' global learning experiences.



Bucknell University - Benefits

- **Communication & Decision Making Improved:**
 - Increased productivity and quality through better communication (fully documented policies and procedures: office manual *in progress*)
- **Focused Work (CAM):** change in mission, roles, reporting structure (streamlined, specialized) (Example: from Assistant to the Director to Operations Manager: one person dedicated to budgets and bill processing)
- **New Resources:** OIE larger office space and increased staff (*+2 in progress*-one person dedicated to crisis mgt. , domestic programs): 2 conference rooms, resource library, all staff have own their office
- **General Office/Campus Attitude:** More positive interactions, transitional (many changes are positive)

Challenges: Bucknell University

- **Initial Staff Reactions:** added or new job responsibilities (until *new* people arrive), long term role changes (right roles for right people), stress, uncertainty, resistant in beginning about change, kickback, (departure or projected departure, making waves about new reporting structure), onboarding folks
- **Working Shifts:** Moving 10 month staff to 11 month and part time staff to 11 month positions (folks may be concerned how this changes their current life/home balance or summer plans)
- **Leaderships Expectations:** expecting OIE/GEO's internal changes to keep lockstep pace with upper level administration expectations/immediacy of new ideas and OIE response (Example: "Monitoring International Events Policy")
- **Change in Location:** (moving is generally stressful, work interruptions, updating all materials with new address, student traffic, website etc. however positive to have new space)
- **Change to a new online student study abroad application system:** (positive yet difficult with many other changes already in progress)

Reasons for Restructuring: Clark University

- Re-organization of the Study Abroad office took place in the larger context of Clark's new LEEP Initiative (Liberal Education and Effective Practice)
- **The LEEP Initiative**, based on the AACU's LEAP Vision of Learning, is Clark University's new model of education, combining a robust liberal arts experience with authentic engagement in the world and workplace.
- It answers the question of what we as an institution are going to do to ensure that the 21st century liberal education we provide will equip our students with the necessary capacities to pursue purposeful lives and successful careers.
- **The LEEP Center** answers the question of how Clark should reorganize the undergraduate campus to support the LEEP Initiative.
- **The LEEP Center** was created by merging the academic support services on campus: Career Services, **Study Abroad**, Academic Advising, Community Engagement, Writing Center, and Innovation & Entrepreneurship, moving them to one location on campus, and creating a new advising model and learning outcomes.

Navigating the Restructuring Process: Clark University

Mission:

Clark University's mission is to educate undergraduate and graduate students to be imaginative and contributing citizens of the world, and to advance the frontiers of knowledge and understanding through rigorous scholarship and creative effort. Clark's motto is "**Challenge Convention; Change Our World**".

LEEP Center Vision and Mission Statement (Draft 1):

Students will come to the LEEP Center with ideas – for community projects, research studies, new businesses, social ventures, art exhibits or shows -- and will learn how to turn ideas into reality. They will come with questions -- about academics, study abroad, internships, neighborhood engagement, career planning, or fellowships – and will be connected with expertise.



Navigating the Restructuring Process: Clark University

- **Phase 1: LEEP Initiative (2009)**
- **Phase 2: LEEP Learning Outcomes (2010-11)**
- **Phase 3: LEEP Center organization and implementation (2012-13)**



Clark University

Study Abroad and Away Office

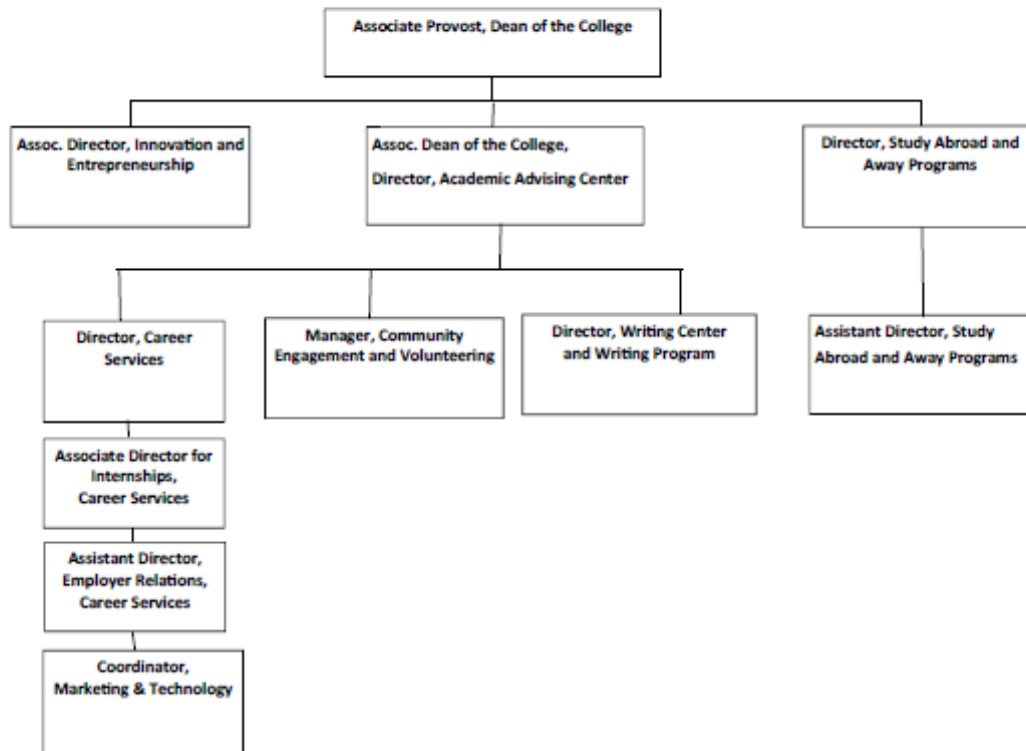
- The SA office currently employs 2 full time staff members*: 1 graduate assistant, and 5 undergraduate work students

**SA-dedicated time was cut to 50% in summer 2013; the remaining 50% to be spent on LEEP Center advising and programming*

- Staff include a director and associate director
- The SA office hires an unpaid intern for special projects, when possible
- By the time Clark students graduate, about 35-40% typically will have spent a summer, semester, or year abroad
- In AY 2011/12, Clark ranked 26th among doctorate/PhD institutions for the number of undergraduates studying abroad

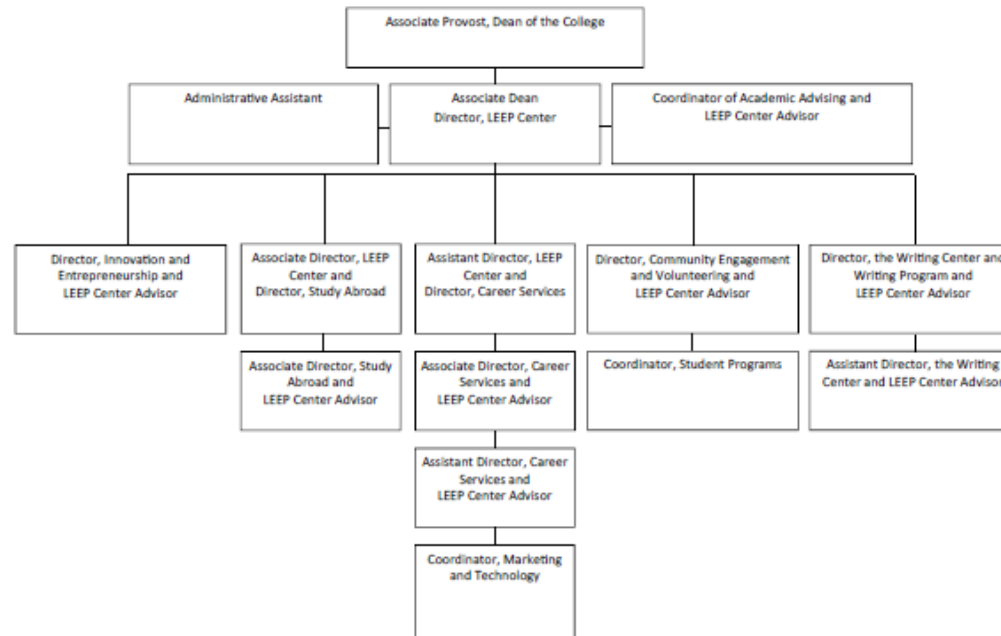
* Institute of International Education. (2013). "Leading Institutions by Duration of Study Abroad and Institutional Type, 2011/12." Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opendoors>

Organizational Chart prior to Spring 2013



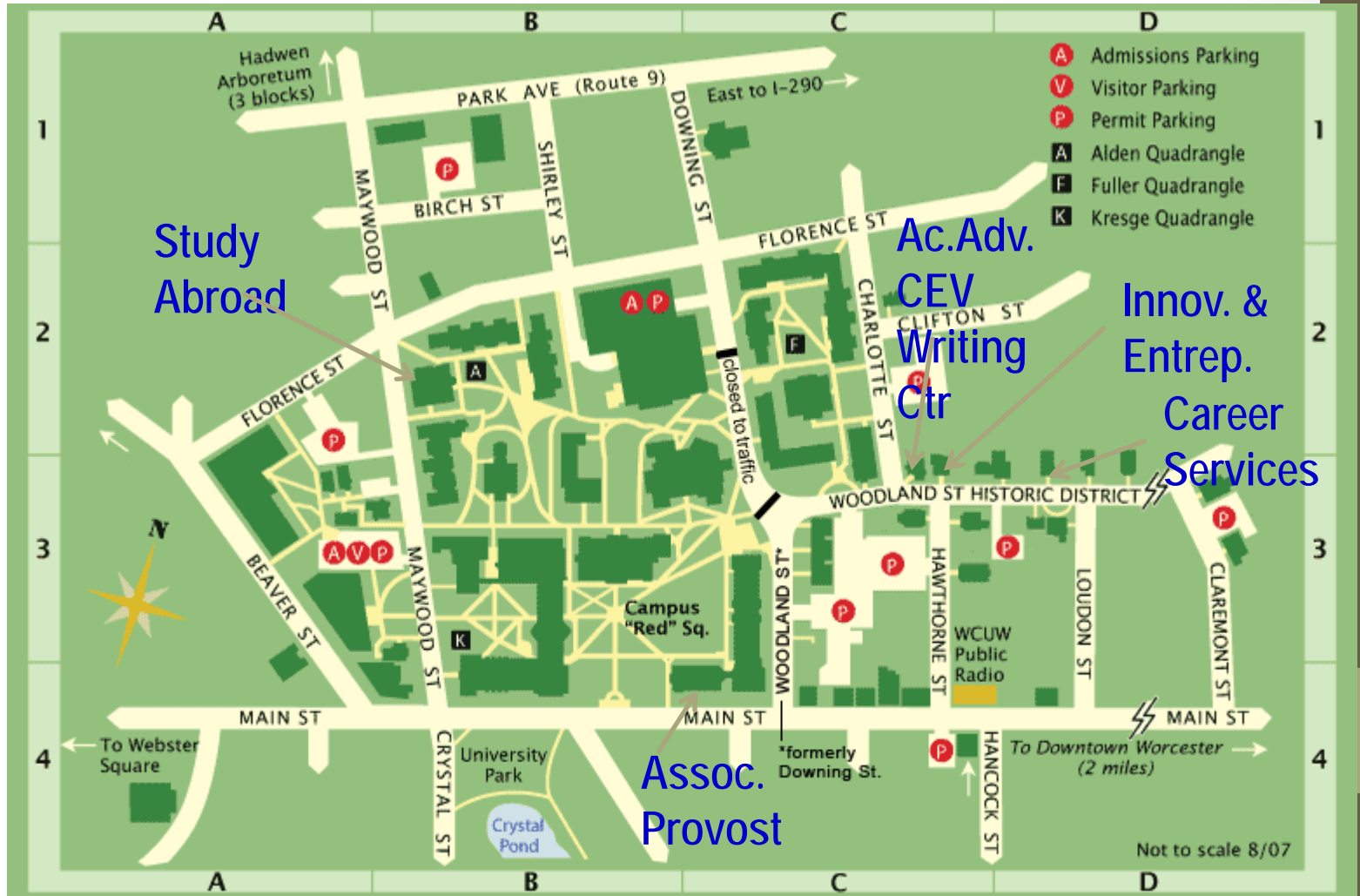
Academic Support Services Organizational Chart

Organizational Chart since Spring 2013



LEEP Center Organizational Chart, AY14

Location of Academic Support offices Prior to Summer 2012



Clark University LEEP Center- Location of Academic Support offices since summer 2012

Second floor houses the Writing Center
and
Marketing & Technology

Career
Services

Career
Services

Study
Abroad

Work
Students
& **Grad.
Assistant**

First Floor

I & E

Academic
Advising

I & E and
CEV
support

LEEP Ctr
Director

Dir. St. Abroad

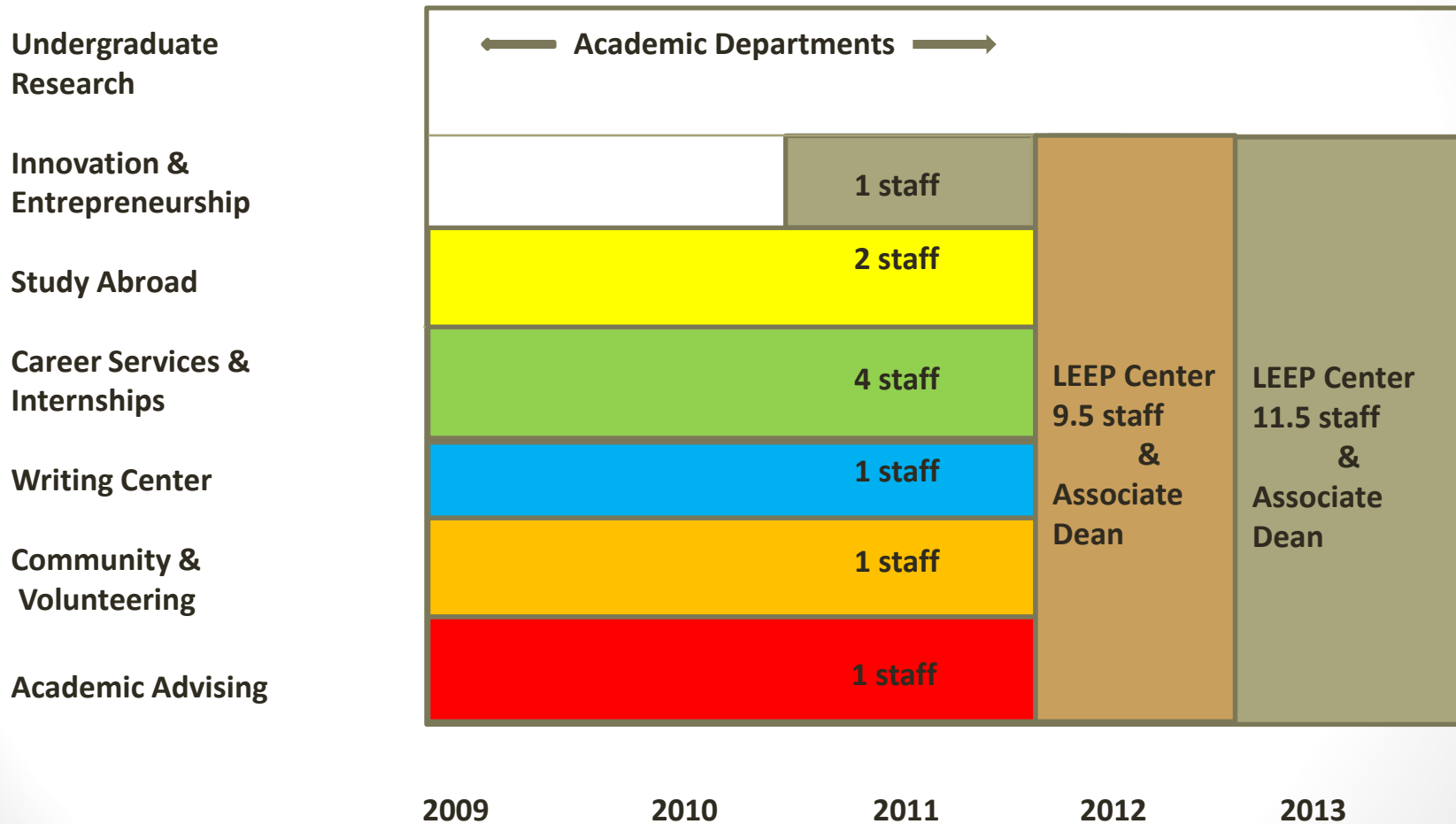
Dir. Career Serv

Luxembourg
Center

Work
Students &
Grad.
Assistant

CEV

Clark University - Timeline



Clark University - Benefits

- **This was the university's #1 Strategic initiative, so we received a lot of attention (this was also a challenge at times), and more funding than other units on campus**
- **#1 Strategic initiative means a new building for us; when you are serious about something, you put up a building**
- **More interest from, and collaboration with faculty**
- **Increased student traffic**
- **Opportunities to become thought leaders/experts**
- **Solid leadership from the new LEEP Ctr. Director**
- **Amazing collegial environment; we are becoming well-versed in what each of our offices does**

Clark University - Challenges

- **Changes in Reporting Structure**
- **Changes in Location (Space invaders!)**
- **Technology, or lack thereof**
- **Added job responsibilities and keeping the integrity of the Study Abroad office**
- **Loss or shifting of Resources (Study Abroad particularly)**
- **Leadership Expectations - Clark had top-down mandate.**
- **Communication/confusion**

Reasons for Restructuring: University of East Anglia

- History
 - De-centralised and remote academic control and management
 - Semi-centralised academic support model
 - Study Abroad Office – partnership management and student services
 - Learning and Teaching Service – academic support
 - Academic coordinators – academic validity
- Internal factors
 - University-wide restructure
 - Institutional Strategies
 - Internationalisation
 - Corporate Plan 2012-2016
- External Factors
 - National Strategies
 - European Strategy

Reasons for Restructuring: University of East Anglia

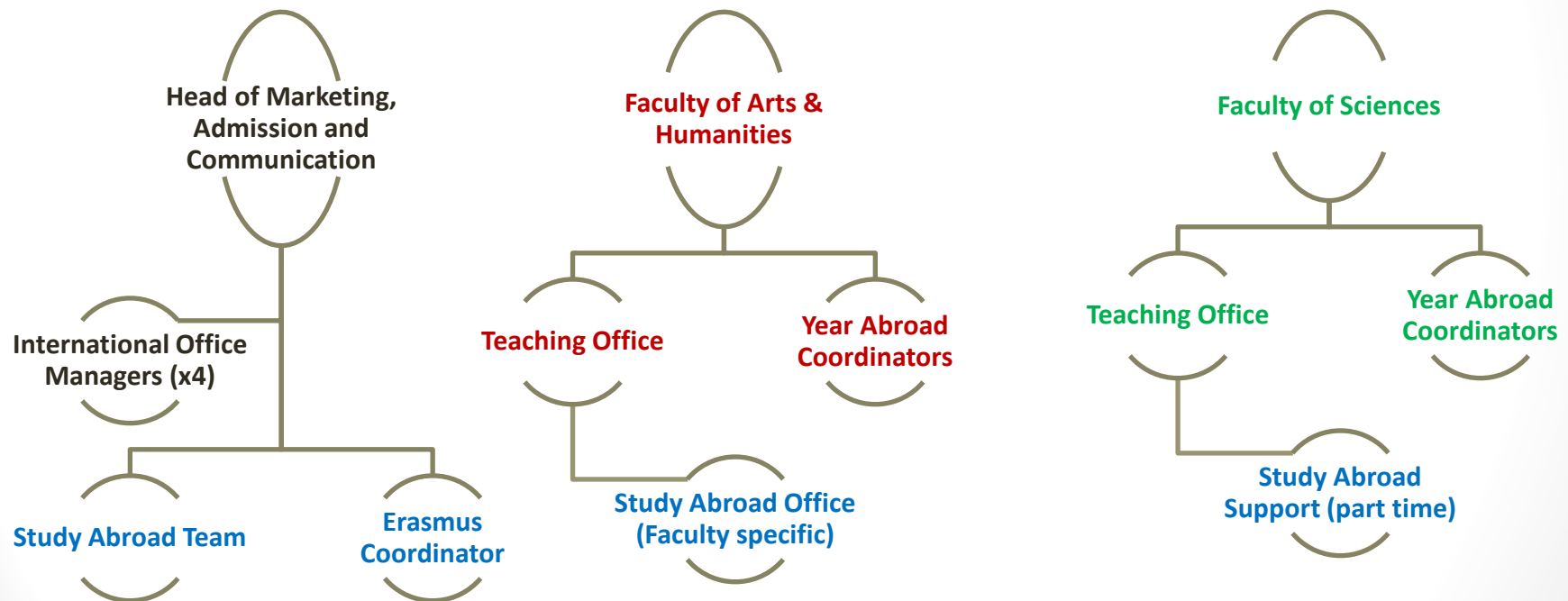
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- External Factors



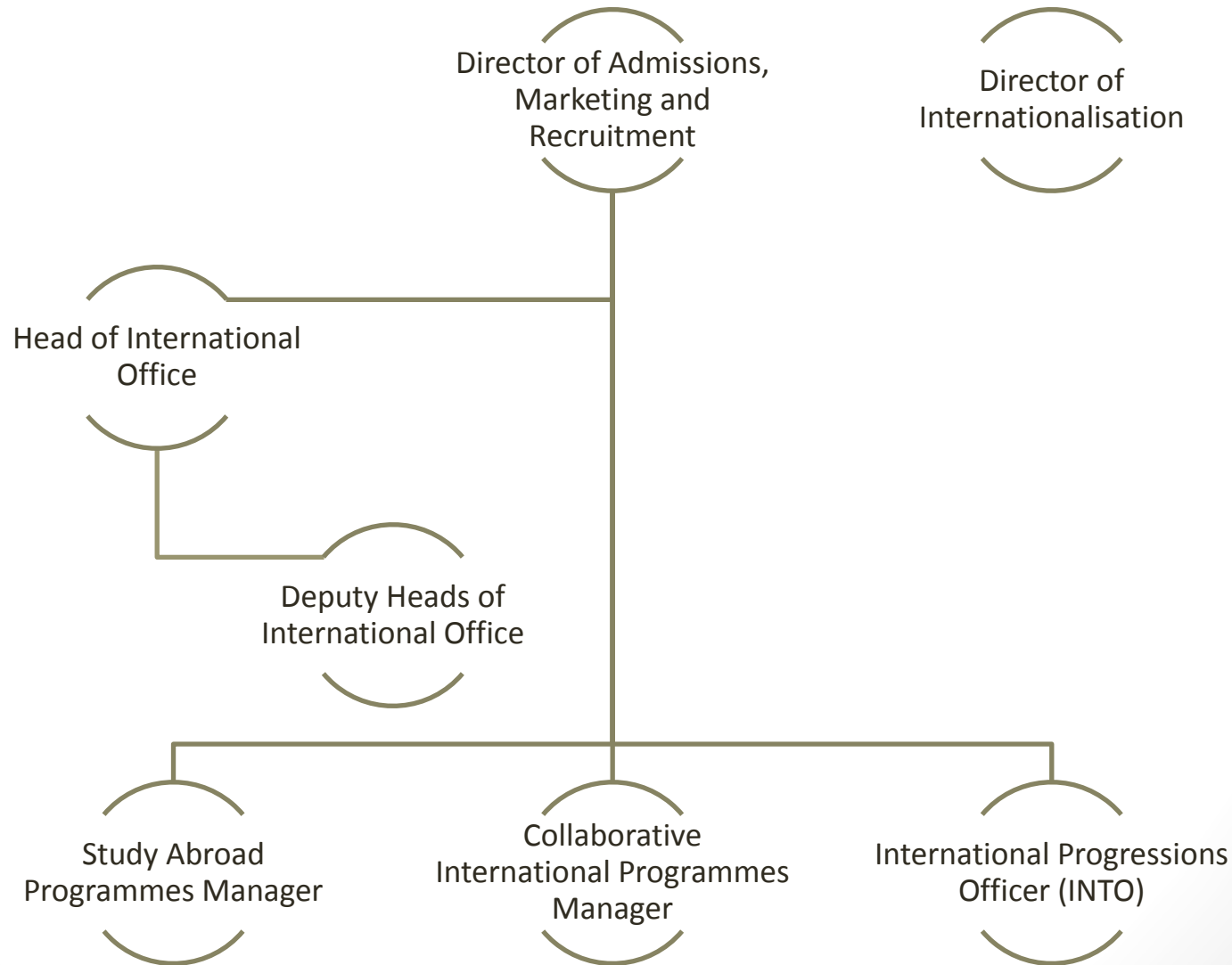
Navigating the Restructuring Process: University of East Anglia

- **Phase 1: Higher Level Management meetings**
 - Attempts to reduce duplication of activities
 - Incomplete understanding of actual tasks performed
 - No consultation
 - No communication of Plan
- **Phase 2: Redundancy and Redeployment**
- **Phase 3: Space re-allocation/creation**
- **Phase 4: Adjustment**

Navigating the Restructuring Process: University of East Anglia (pre-2011)



Navigating the Restructuring Process: University of East Anglia (post-2011)



University of East Anglia Study Abroad Office

Study Abroad Programmes Manager

Incoming Team

Outgoing Team

Administrative Team (including Erasmus+ management & staff mobility)

Incoming Student Coordinator

Outgoing Student Coordinator

Erasmus Coordinator

Administrative Assistant

Administrative Assistant

Assistant (part-time)

Benefits: University of East Anglia

[Semi]-**centralised** service office

Increased **visibility** of Study Abroad – branding

Streamlined and updated processes

Exceeded University goals of student and staff mobility

- >10% annual increase of incoming mobility
- > 30% annual increase in outgoing study and work mobility
- 110% overall increase in outgoing study and work mobility

Challenges: University of East Anglia

[Semi]-**centralised** service office → increased expectations of staff duties by University community

Increased **visibility** of Study Abroad – branding → envy

Streamlined and updated processes → increased uptake and service needs

Exceeded University goals of student and staff mobility →
1. demands for additional services, not necessarily relevant
and 2. increased criticisms for resources available

→ Disengaged staff + HIGH staff turnover

→ Battle for effective (and decorated) space

Reasons for Restructuring: University of Pittsburgh

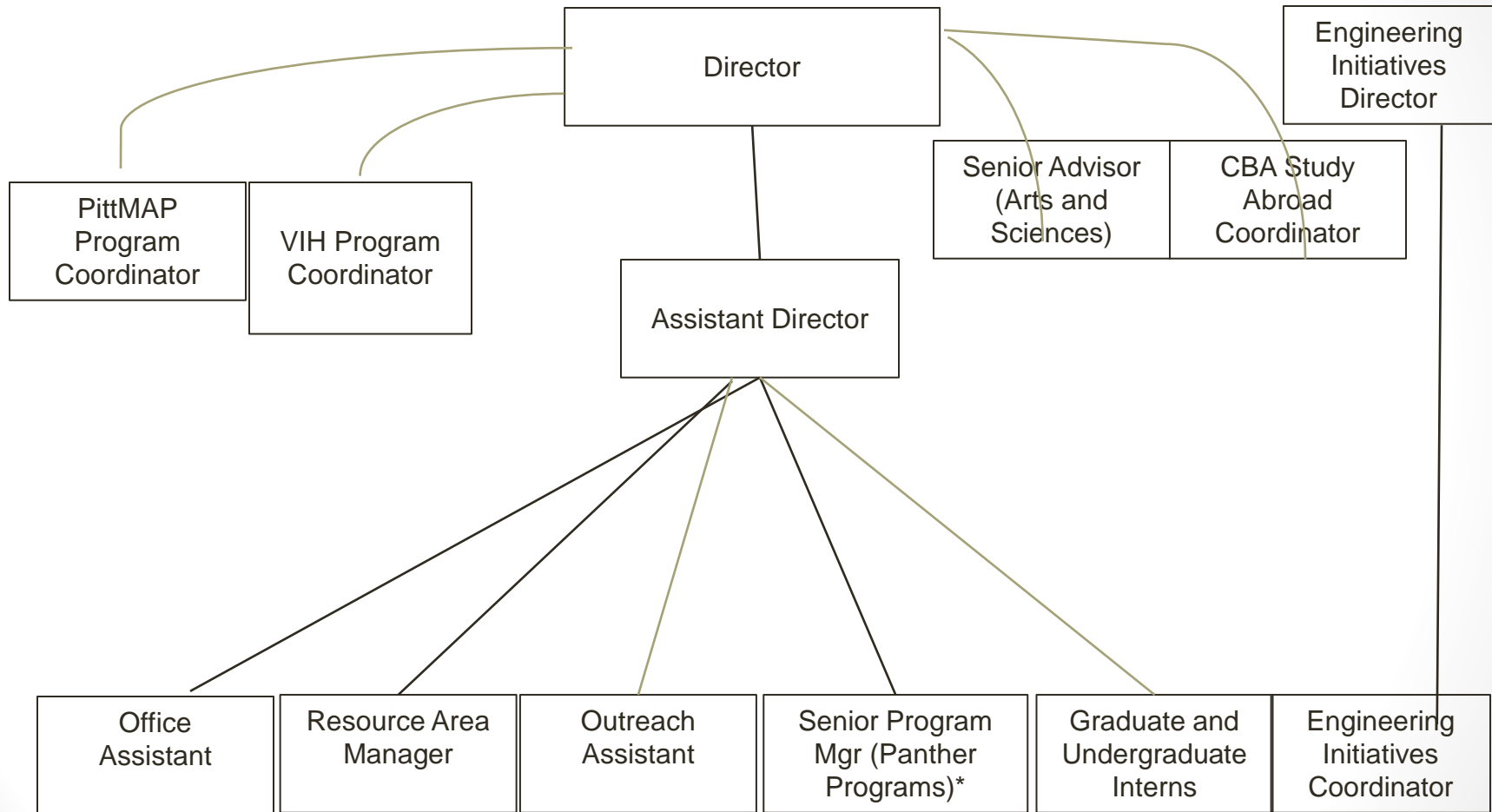
- Change in leadership
- Growth
- Priority shifting in program type / goals for study abroad

Navigating the Restructuring Process: University of Pittsburgh

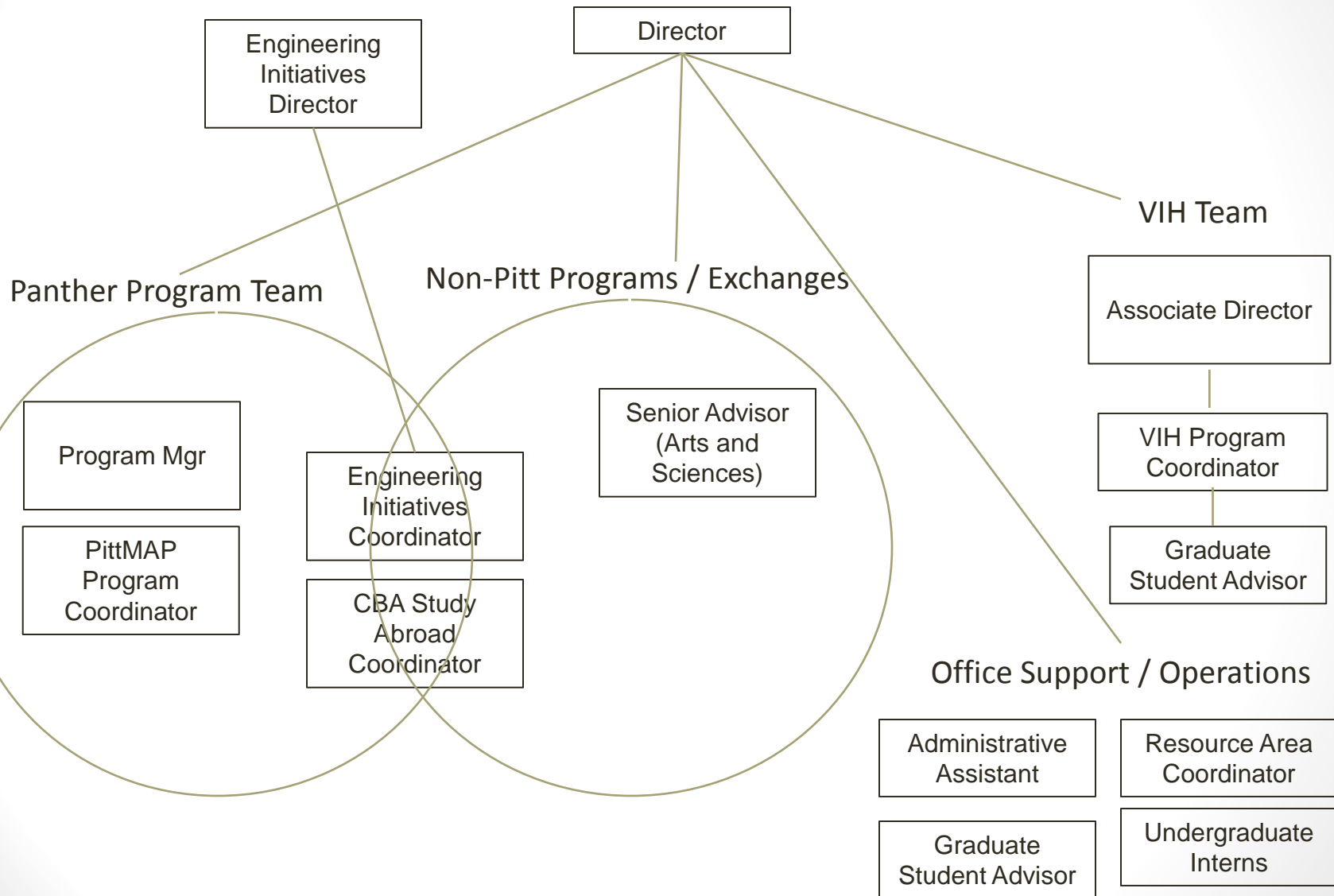
- **Phase 1: Revised Structure (my first attempt) June 2010**
- **Phase 2: 2011 Changes**
- **Phase 3: 2012-2013 Changes**
- **Phase 4: 2013-2014**



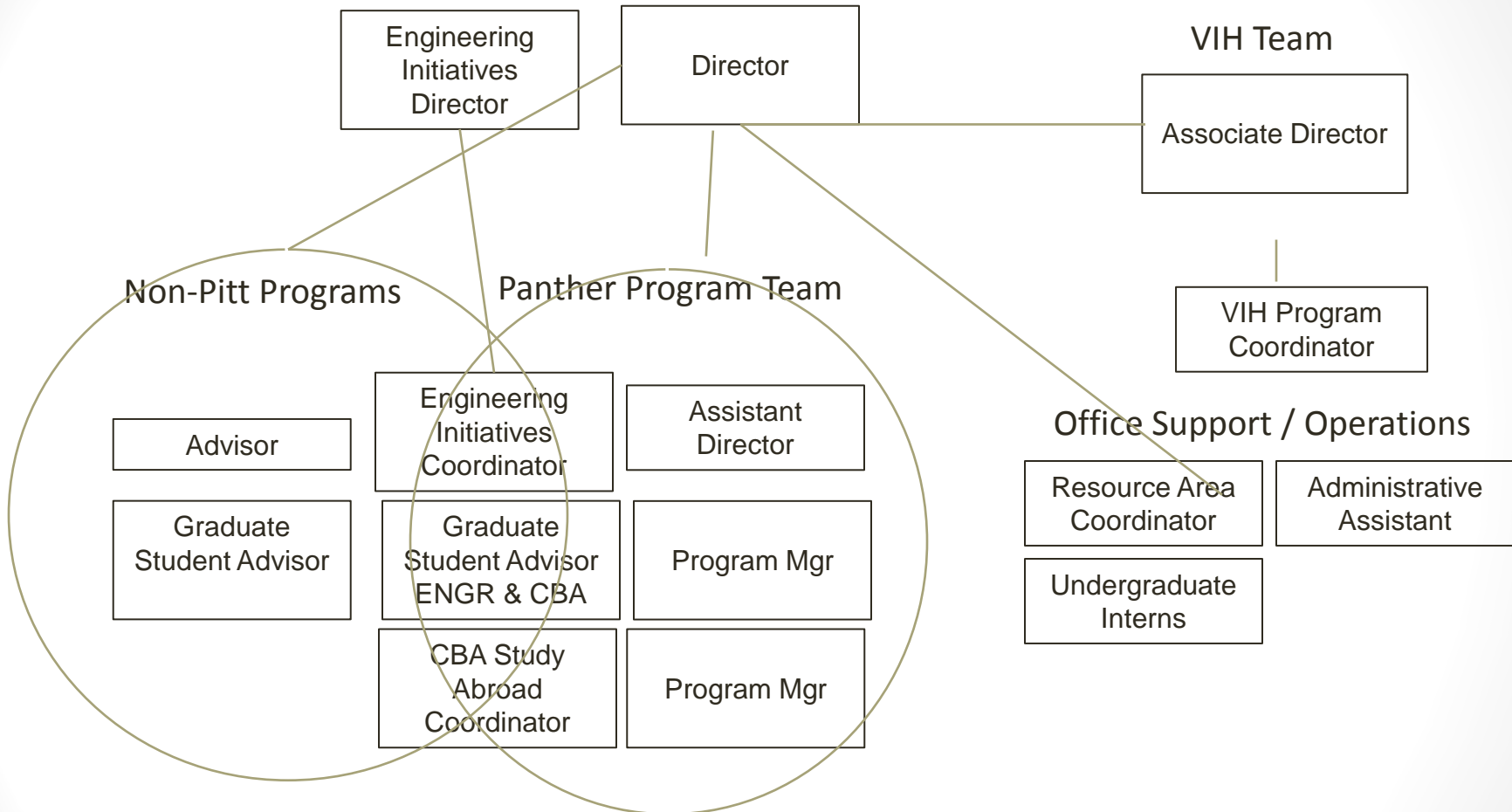
Navigating the Restructuring Process: Original Structure – Pre-June 2010



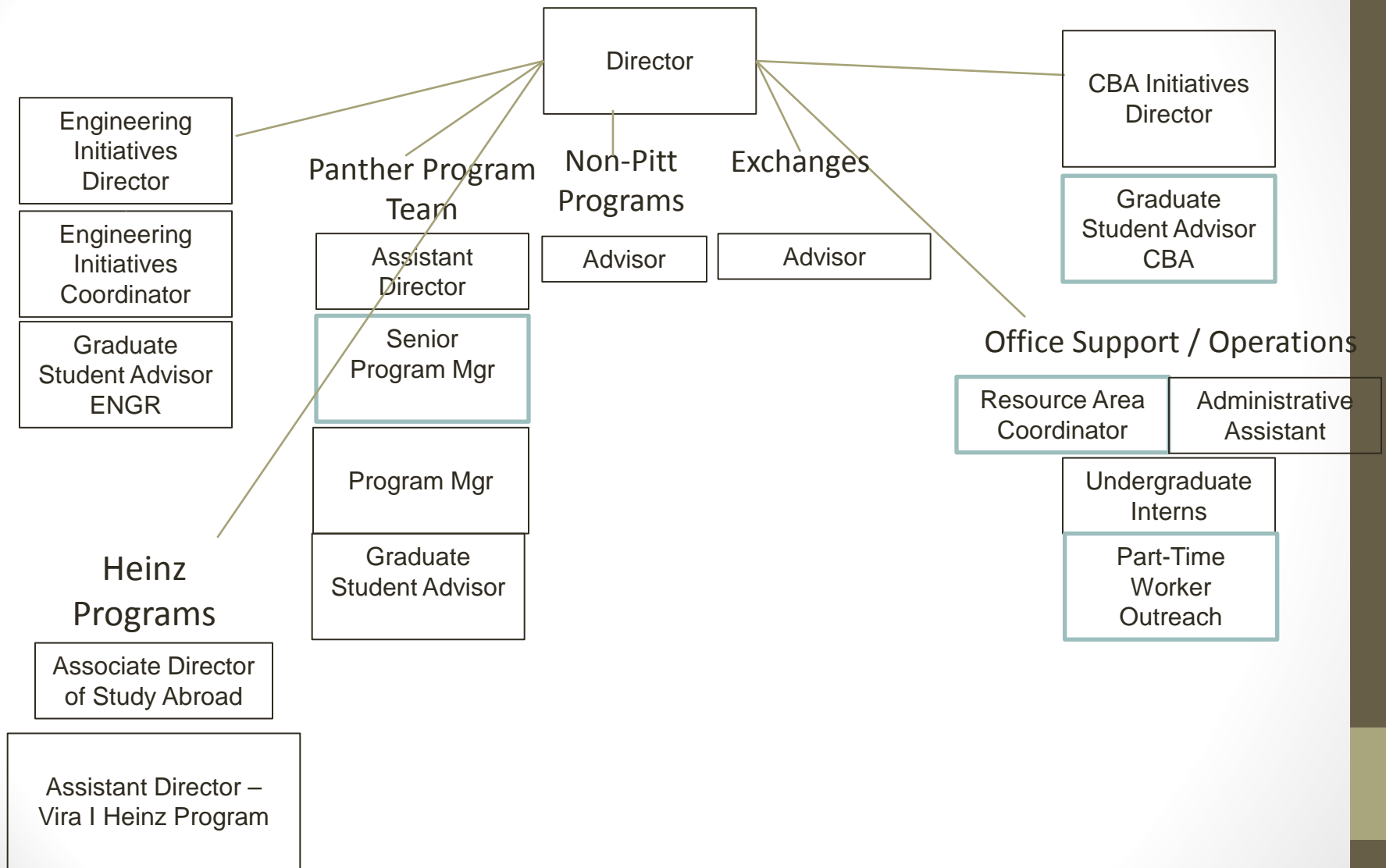
Phase 1 Changes – June 2010



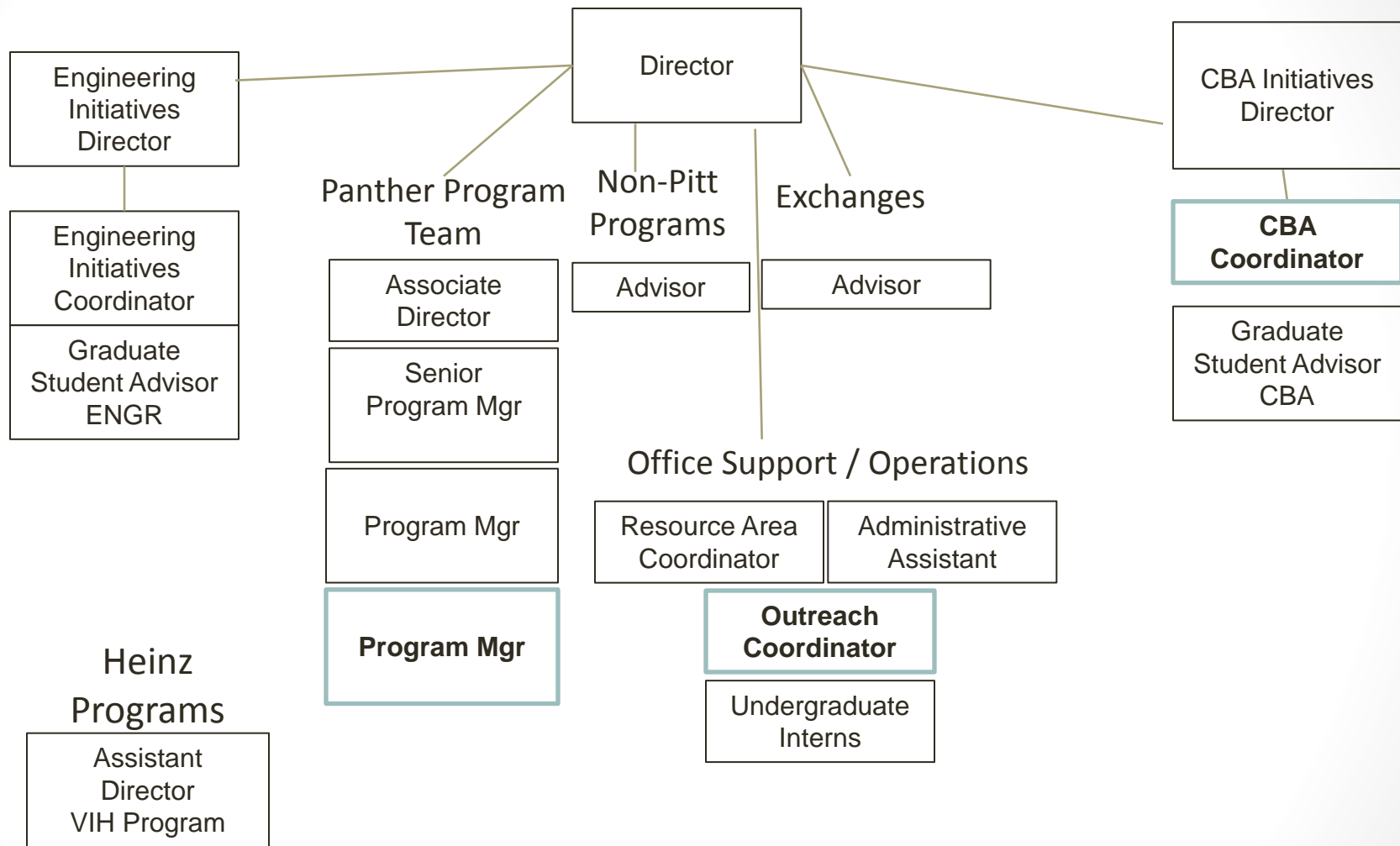
Phase 2 Structure– June 2011



Phase 3 Structure 2012-2013



Proposed Phase 4 Structure 2013-2014



Benefits: University of Pittsburgh

Has achieved the University goals of

- Increasing the number of students studying abroad
- Increasing the number of students participating on Panther Programs and Exchanges
- Increasing the overall number of home U programs + visibility of those programs
- Increasing overall traffic to our office
- Led to justification for purchasing of content management system to govern online processes

Challenges: University of Pittsburgh

- Identifying the right roles
- Finding the right people to fit those roles
- Uncertainty revolving around change
- Resource allocation and budget cuts
- Leaderships expectations

Bucknell, Clark, UEA, Pitt

Common Lessons Learned

- Change is Continuous and Difficult
- Proactive Planning and Preparation
- Implementation Timeline
- Communication is Key
- Staff Buy-In/Teamwork
- Advocacy and Alignment with Overall Strategic Direction of the University
- Reorganization is Rarely Resource-Neutral

Reflections on the Lessons Learned

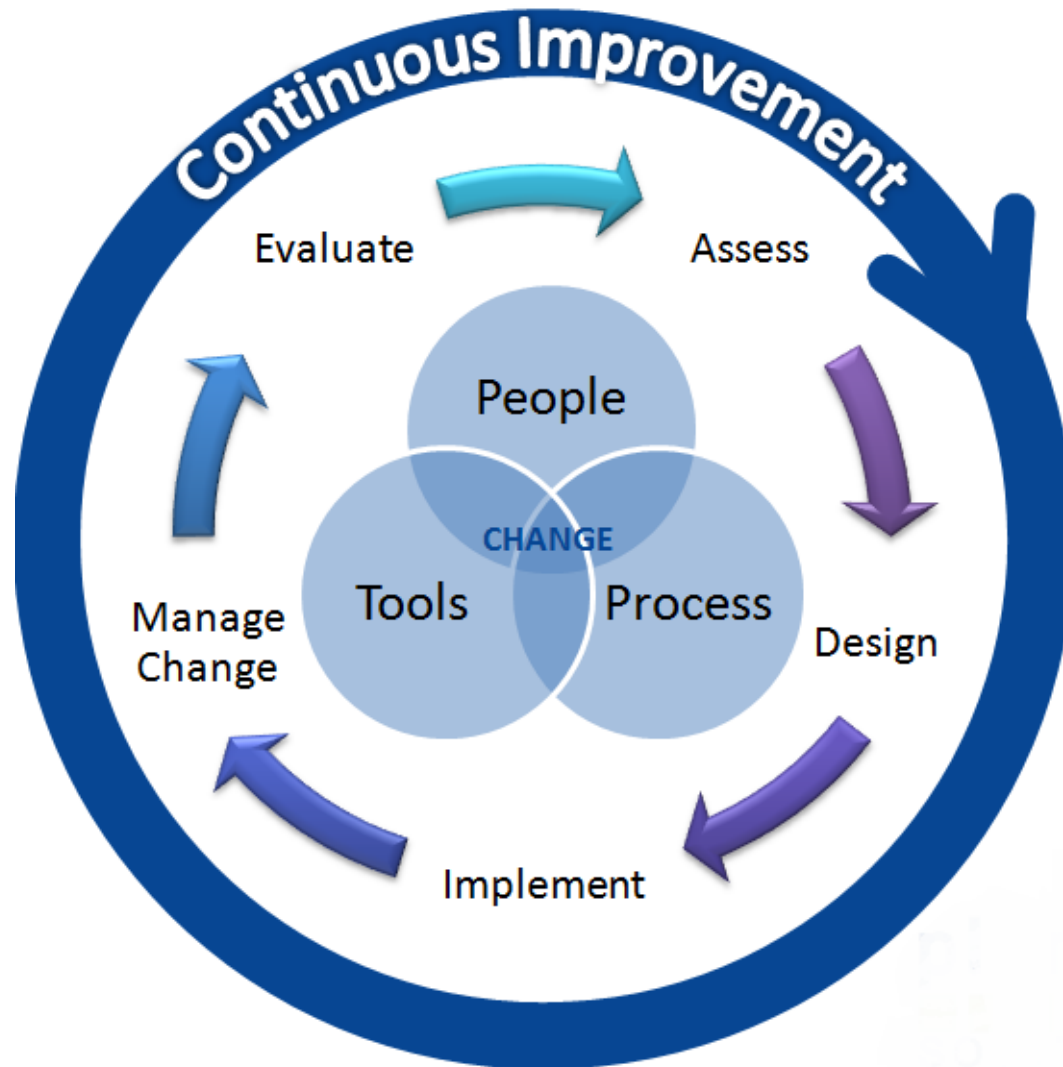
- Change management
 - Contexts
 - Organisational culture
 - Management style(s)
 - Processes
 - Customisation
 - Timing and Sequencing
 - Pace
 - Information transfer
 - Performance outcomes
 - Resources (added or neutral)
 - Service improvement
 - Other



Change Management: Information Transfer

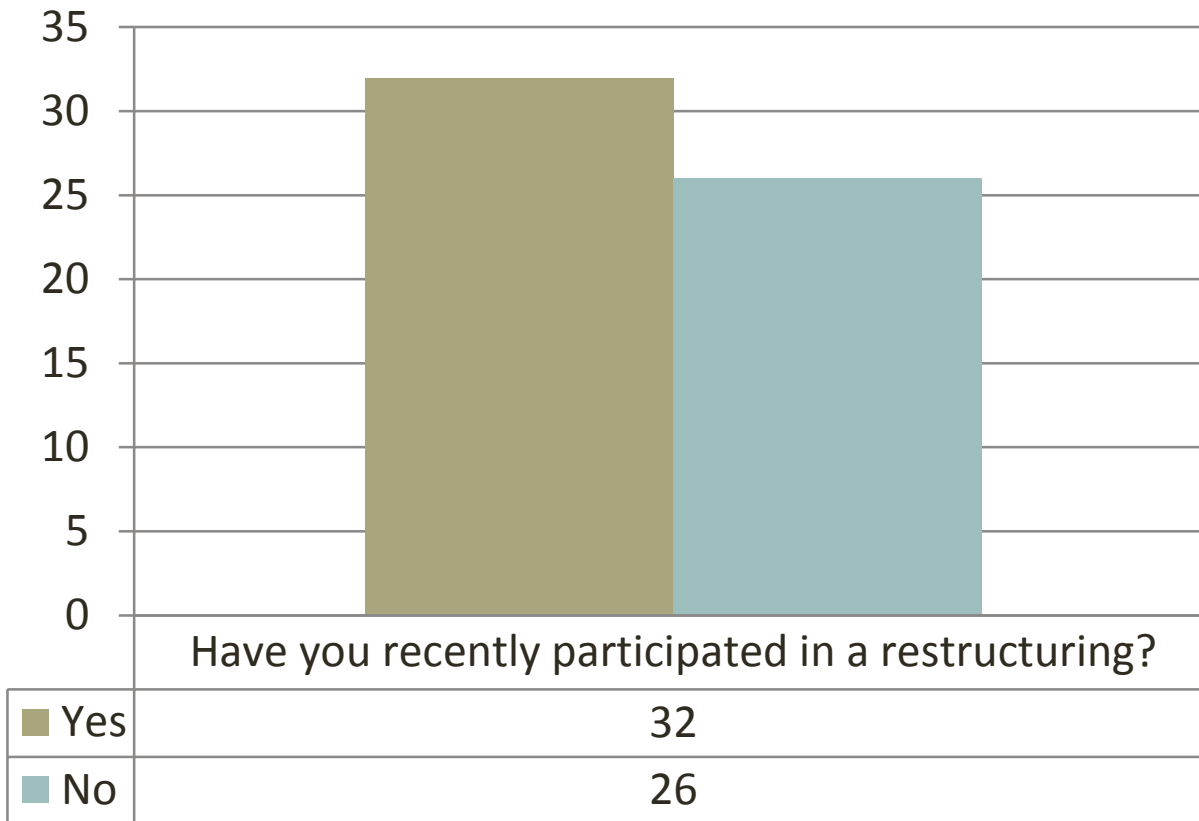
- Documentation of processes
- Strategic plan for implementation (*should be shared with all constituents from the beginning*)
- Staff on-boarding program that is relevant to the unit
- Communication from to management on importance of each role / change in role to help with staff engagement
- Incentivize and goal-orient (*workshops and retreats to train and coach*)
- Positive attitude (*find ways to boost morale*)
- *Assess success of re-organization continually*
- *Be prepared to tweak/innovate as you go*

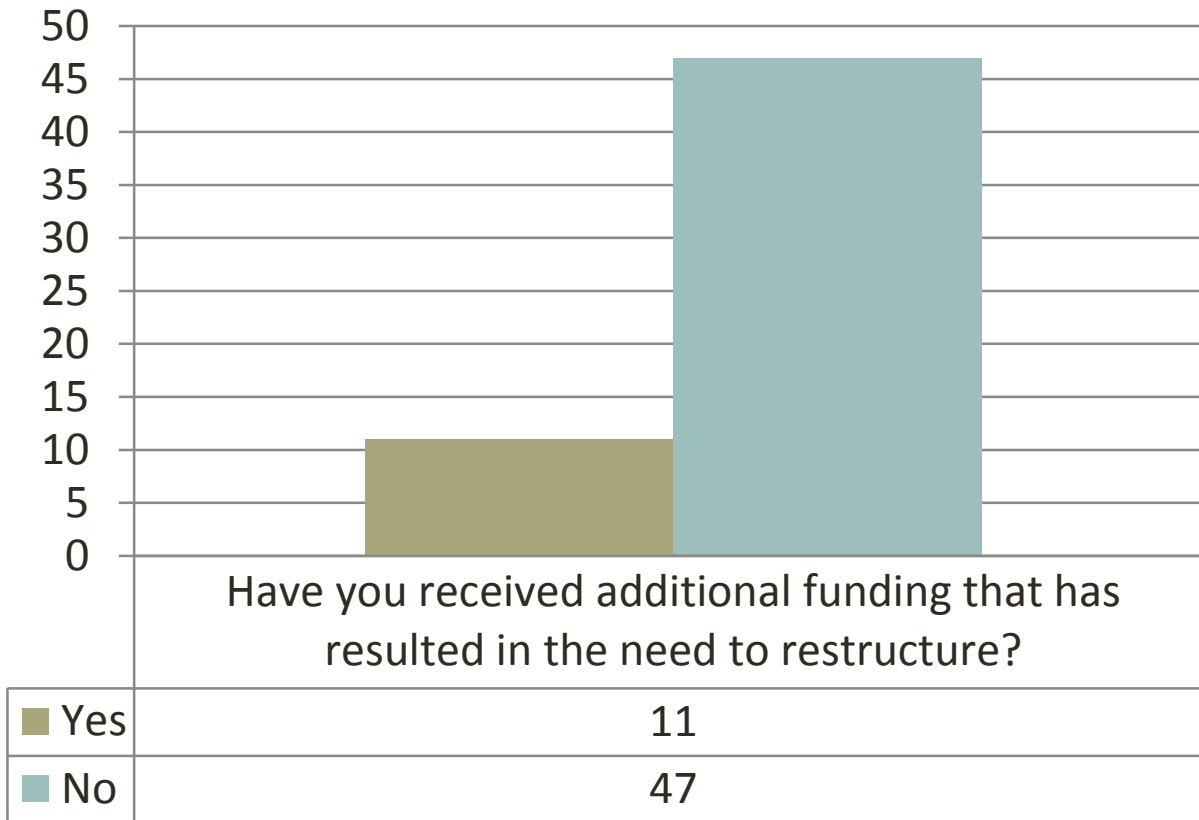
Change Management: Processes

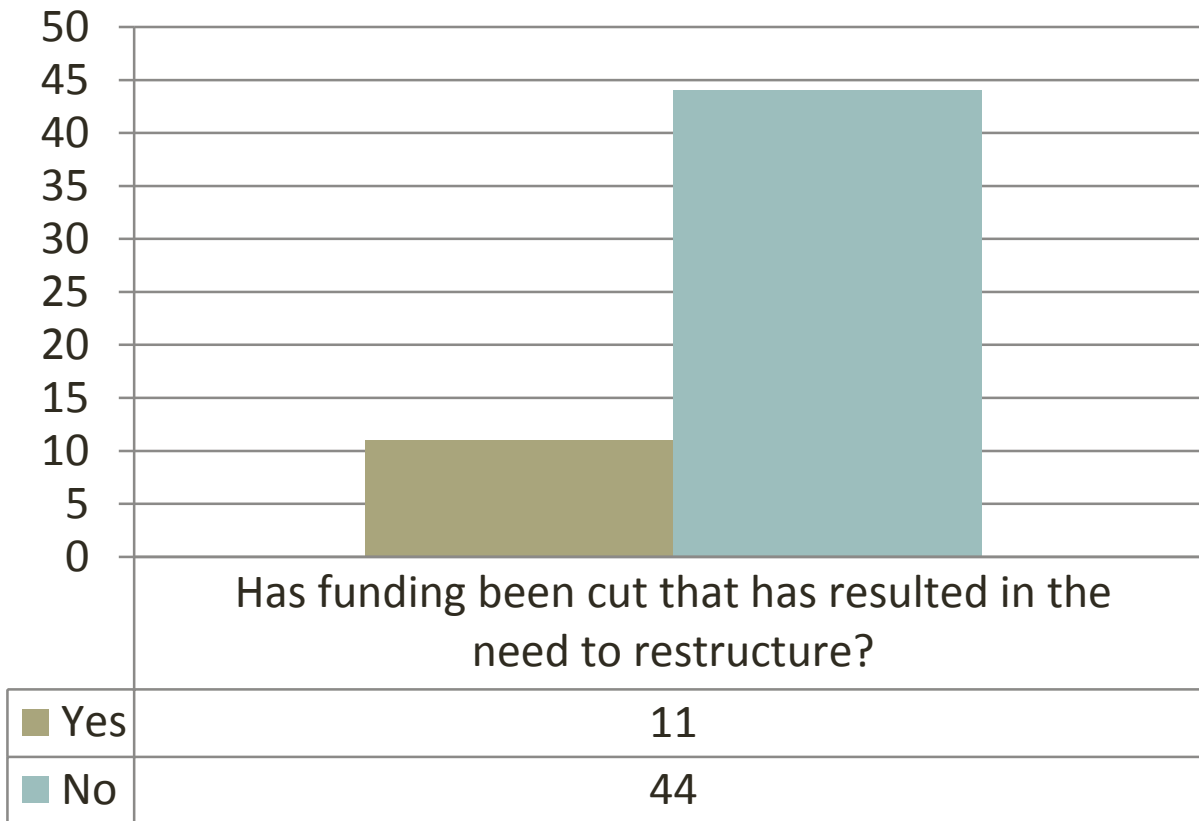


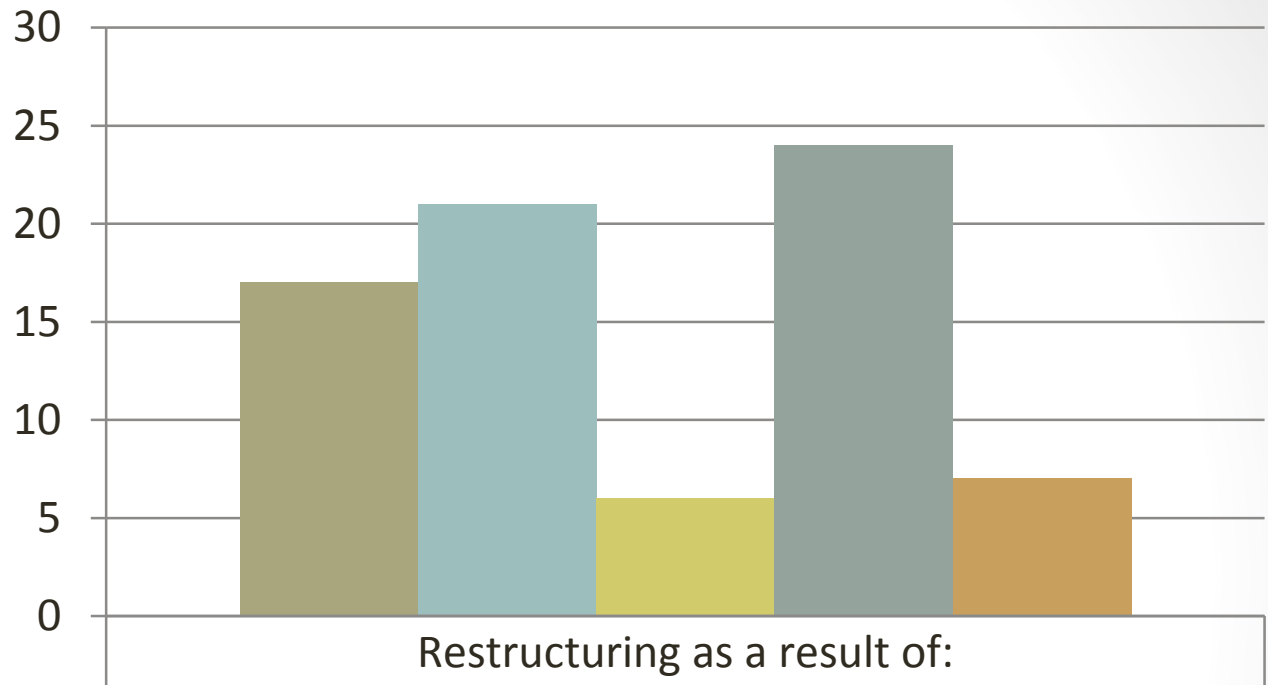
Audience Reflection

- Survey Results
- Questions and Answers

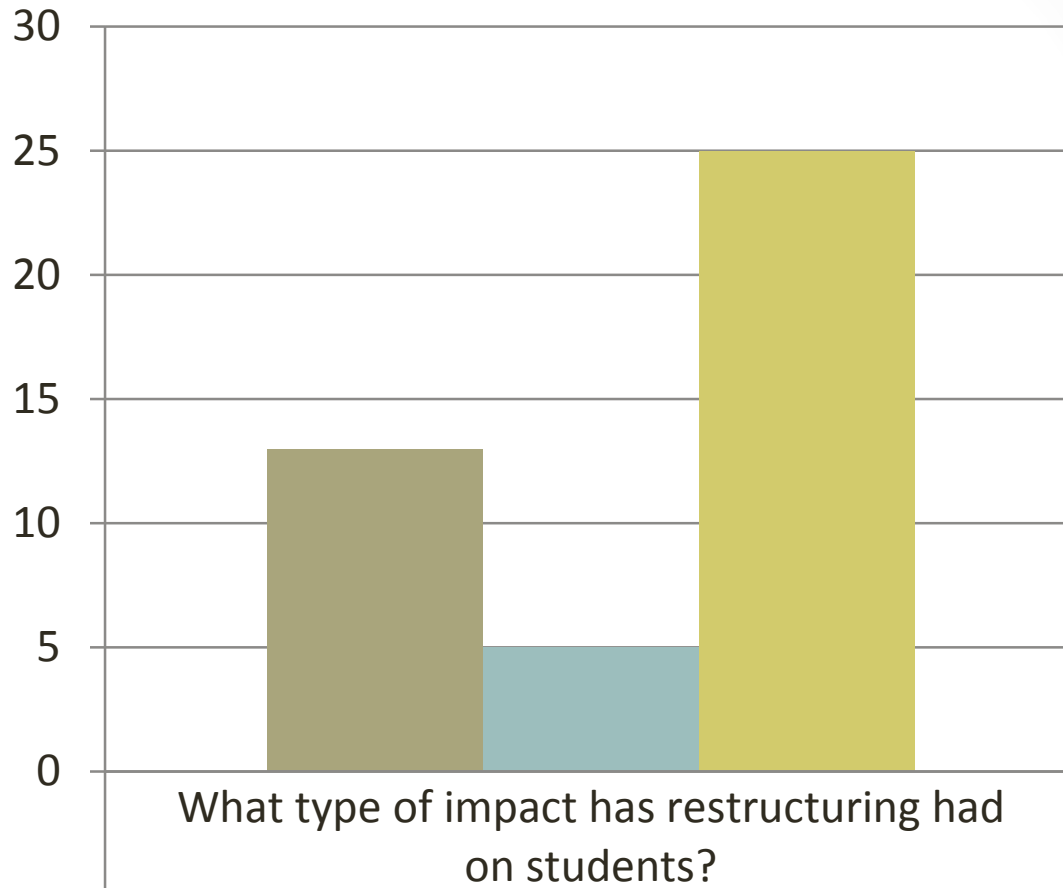




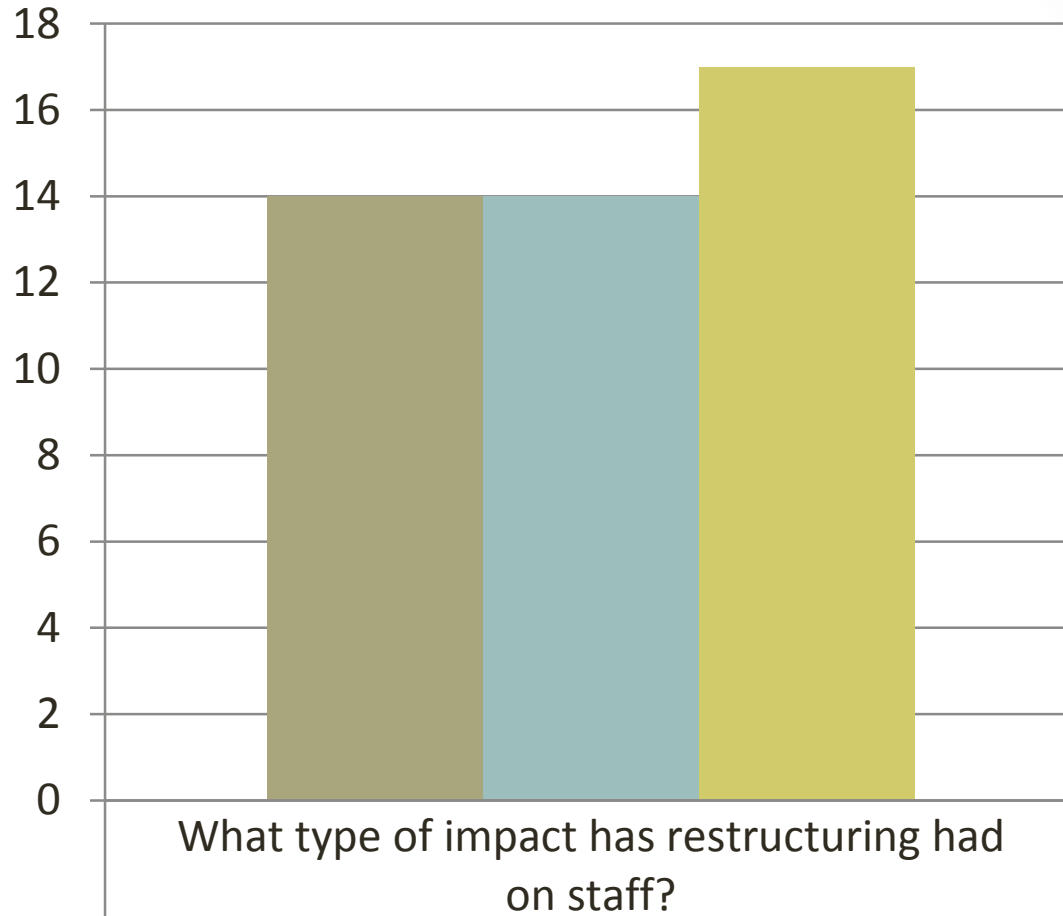




Restructuring as a result of:	
■ new initiative from leadership	17
■ changing priorities	21
■ feedback from audit/review	6
■ consolidation or separation	24
■ other	7



■ Positive	13
■ Negative	5
■ Neutral	25



■ Positive	14
■ Negative	14
■ Neutral	17