

# FOSTER GLOBAL STRATEGY AT THE INSTITUTIONAL LEVEL

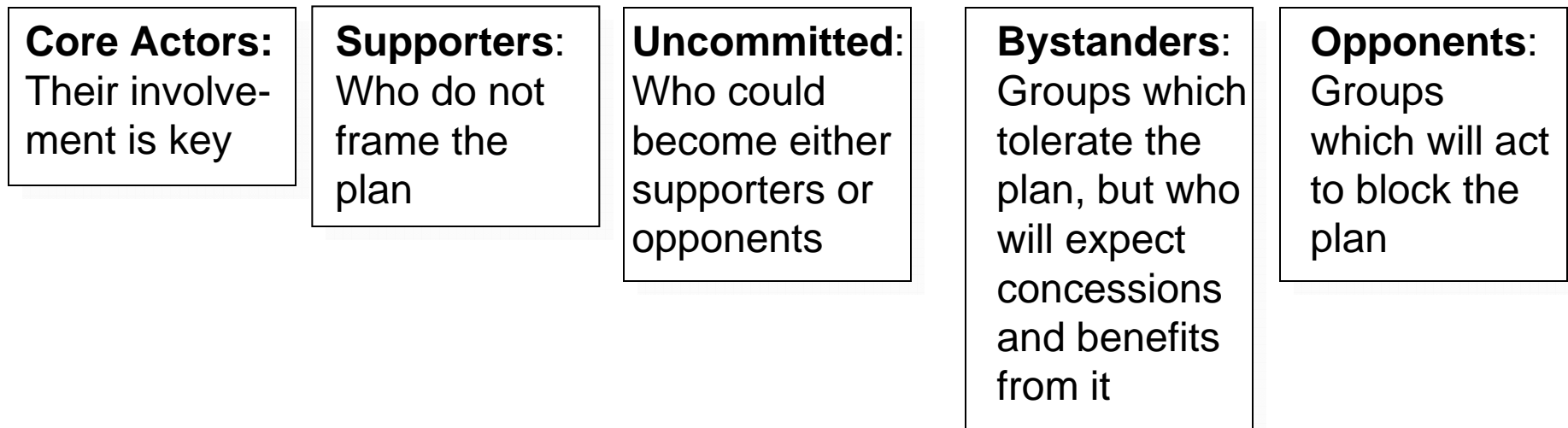
Yating Chang, Ed.D.  
Purdue University

# Types of Stakeholders

*Degree of Support*

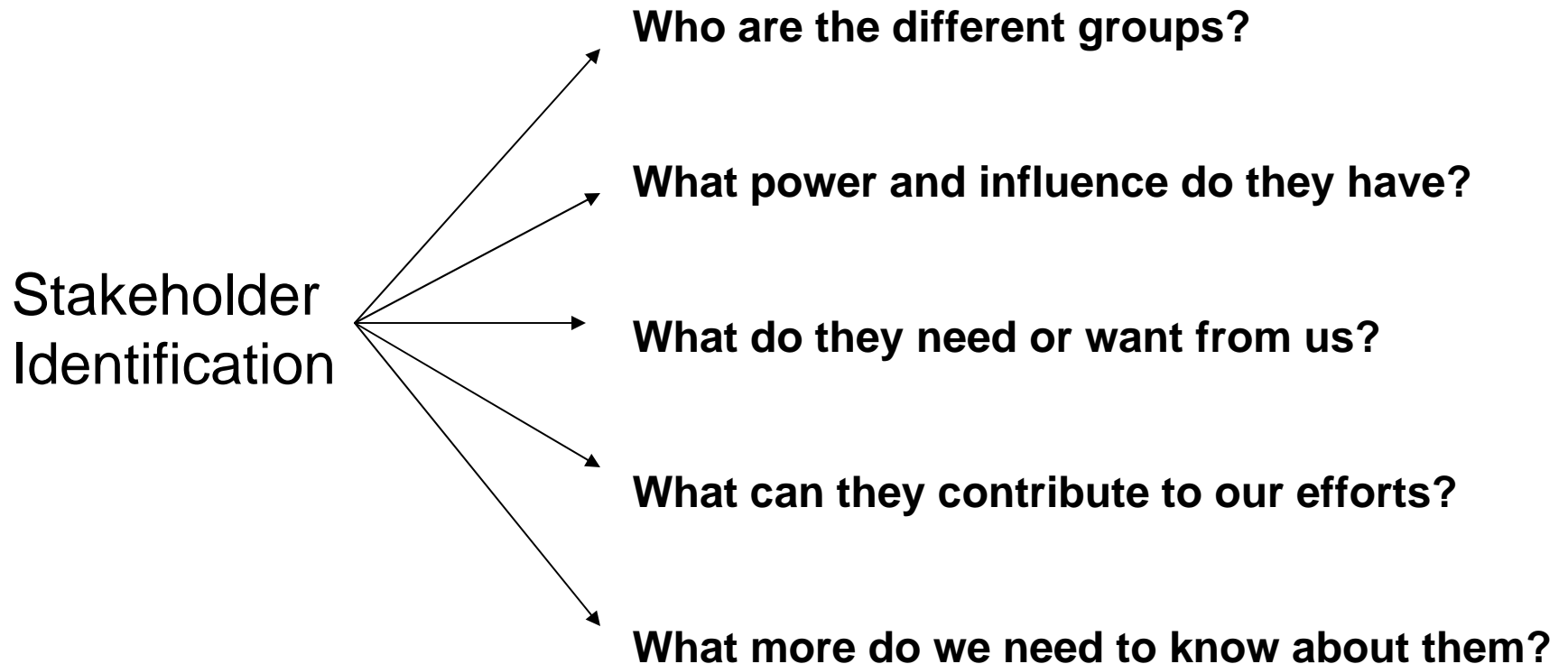
*High*

*Low*



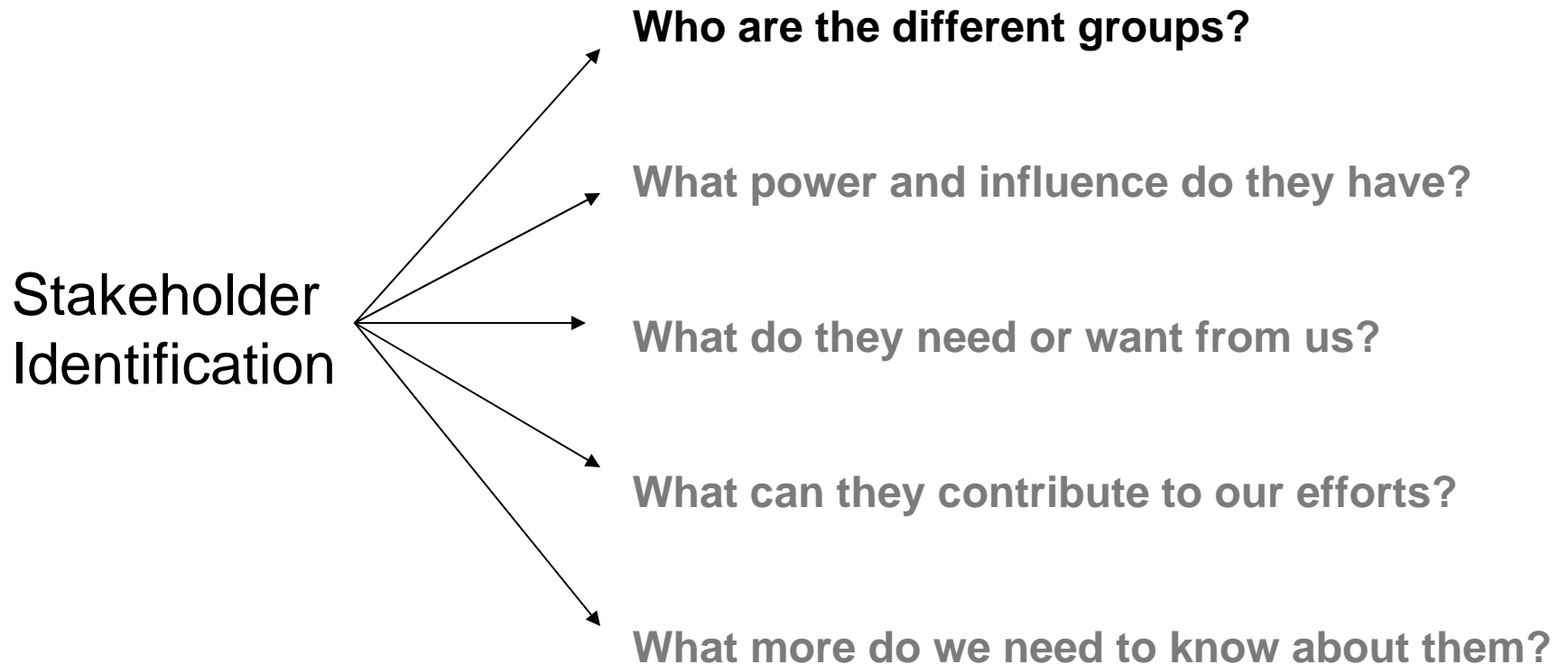
# Picking Your Collaborators

**Stakeholder:** Any group or individual with the power to help, hinder or otherwise influence your plan



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## Institutional - level Stake holders

- ❑ Office of International Programs
- ❑ Registrar Office
- ❑ Bursar Office
- ❑ Financial Aid Office
- ❑ Risk Management Office
- ❑ Academic Deans

# Describe Your Interaction with your campus International Programs?

1 ----- 5 ----- 10

Very

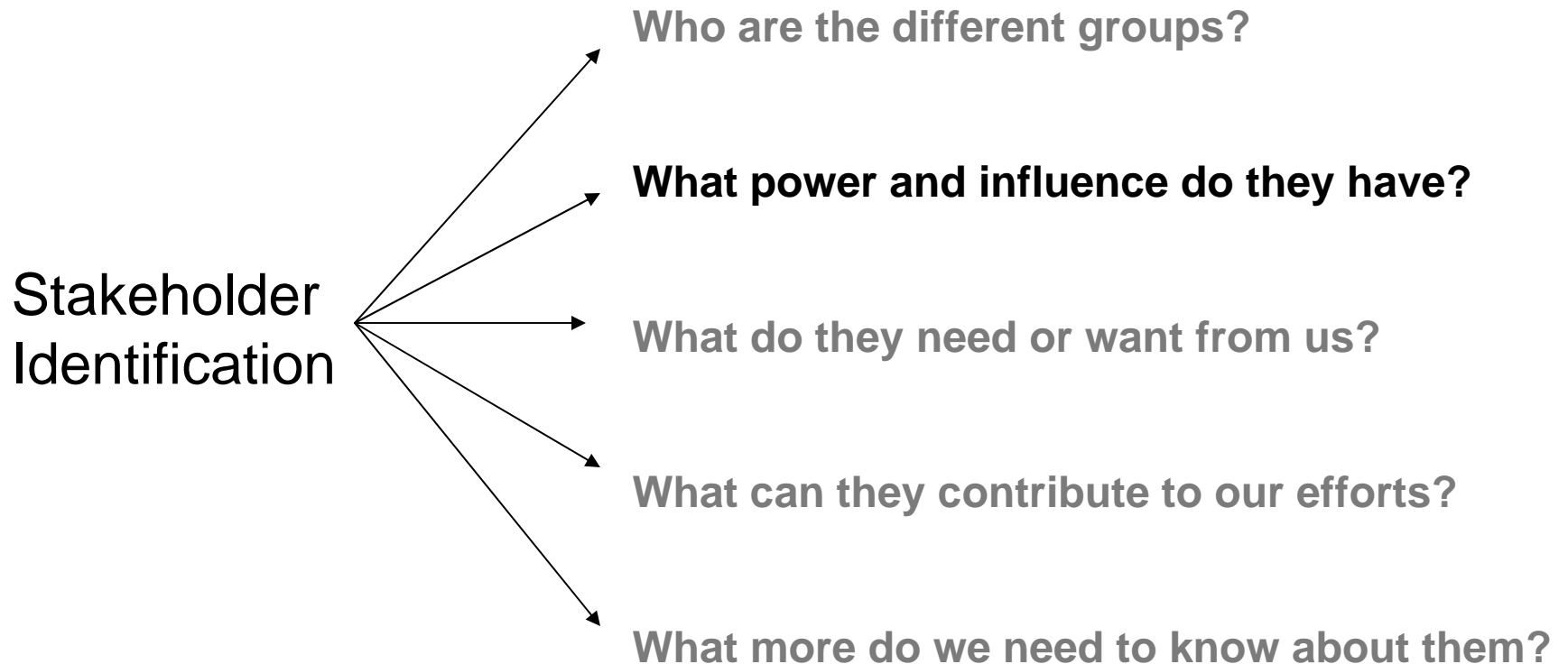
Very

Unsatisfied

Satisfied

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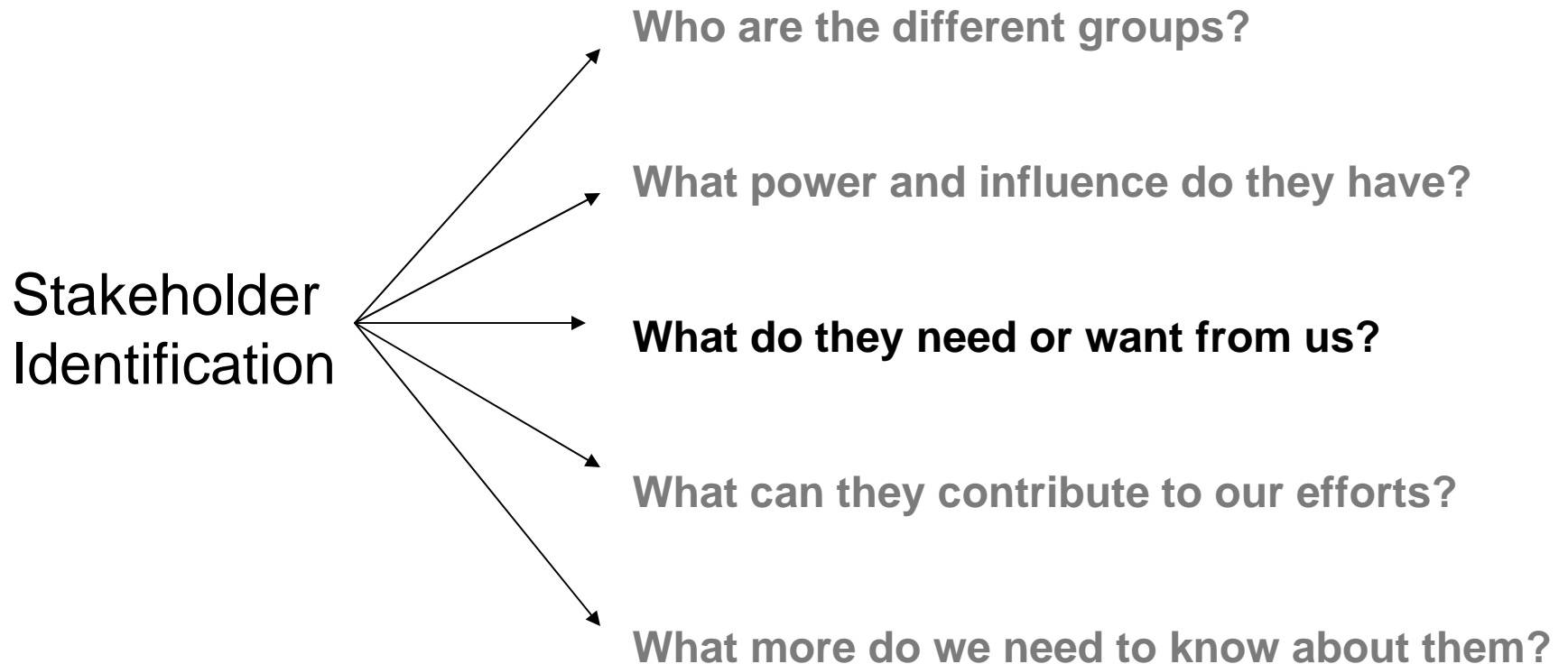


# Natures and Functions of International Program

- Function
  - International Student & Scholar Services
  - Programs for Study Abroad
  - English as Second Language Instructions
  - International Admission
- Mentality
  - Student affairs vs. Academic affairs

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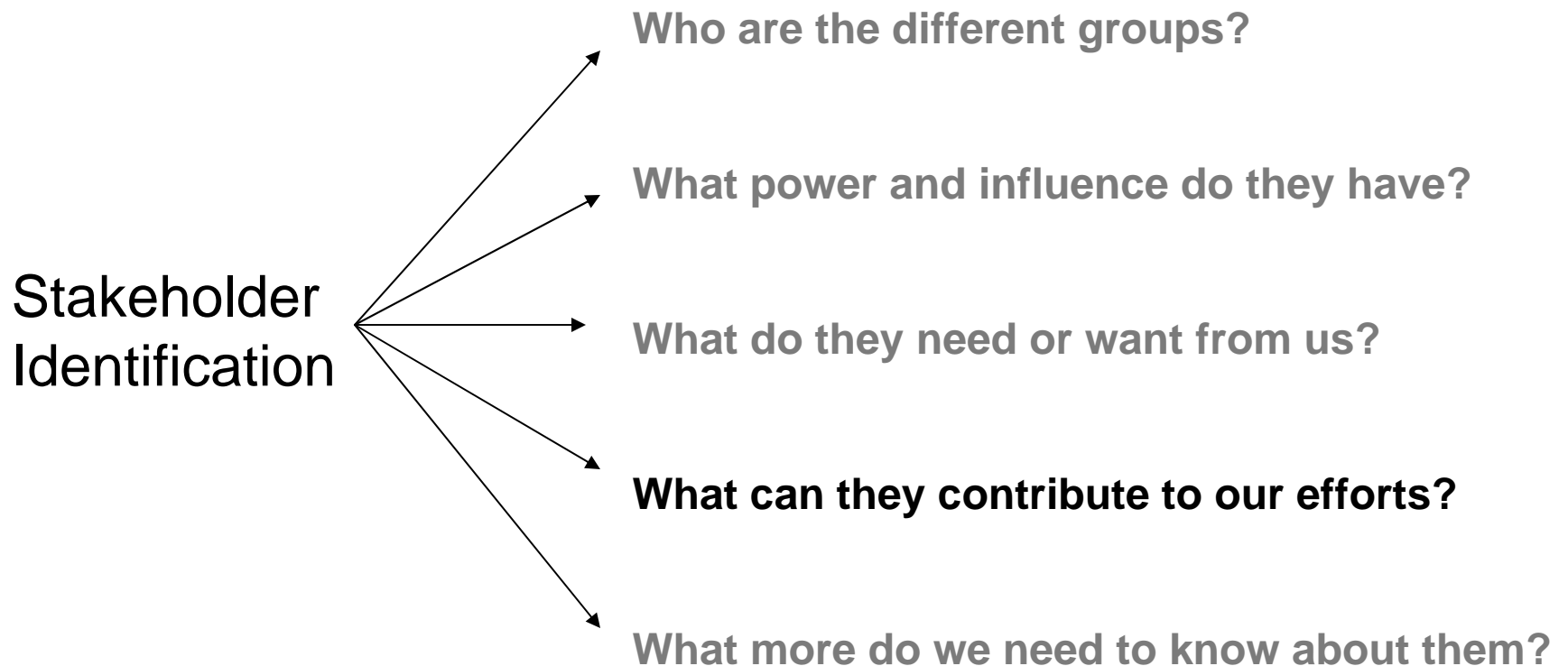


# Centralization vs. Decentralization

- What to centralize?
  - Information
    - Liability
    - Health insurance
  - Coordination – “To speak in one voice”
  
- What to decentralize?
  - Initiatives
  - Ideas
  - Effort

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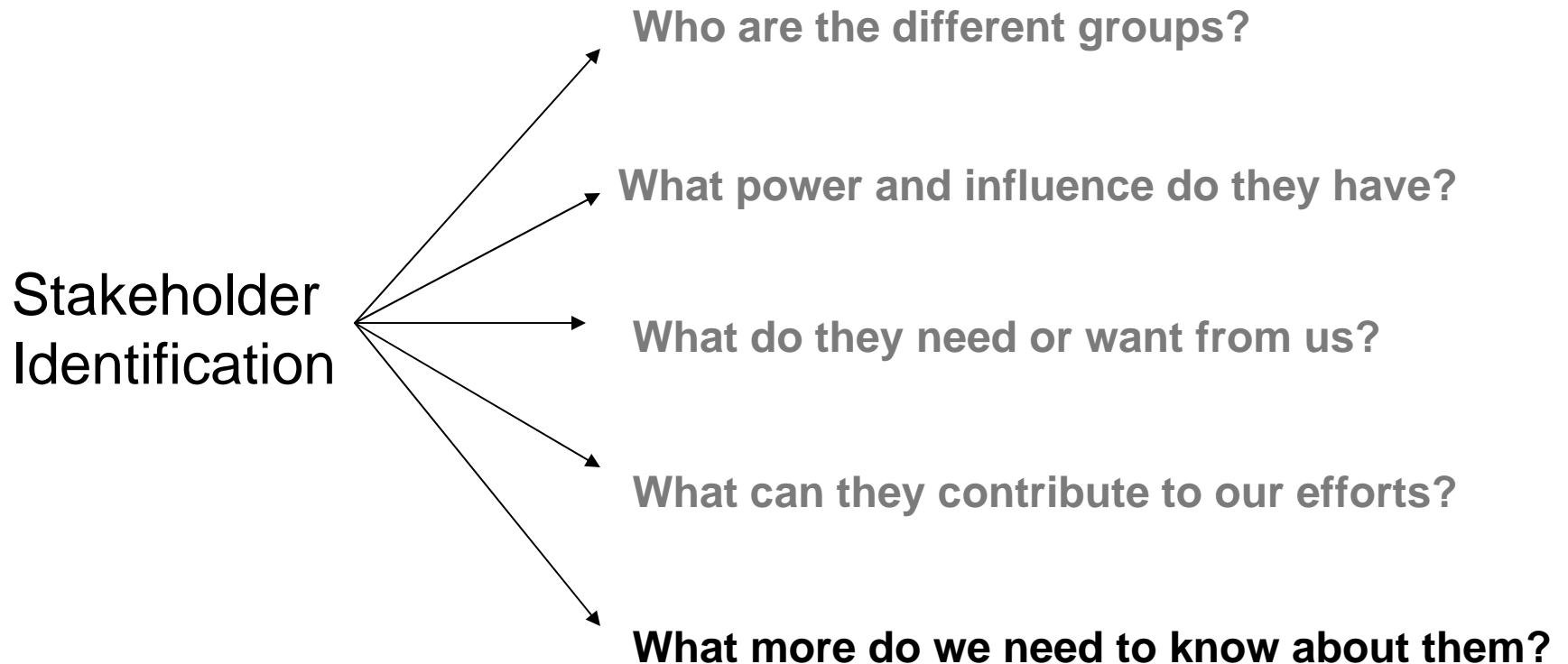


## Services and guidelines

- Faculty orientation
- Student orientation
- Logistical/ Travel support for international programs
- MOU / Exchange Agreements
- Visibility in the International arena

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## Engineering Leadership – From our perspective

- Driven by data
- Logical
- “Doers”, not “talkers”
- Risk takers
- Quick to respond
- Innovative
- Outcome-oriented
- Practical
- Entrepreneurial

## Engineering Leadership

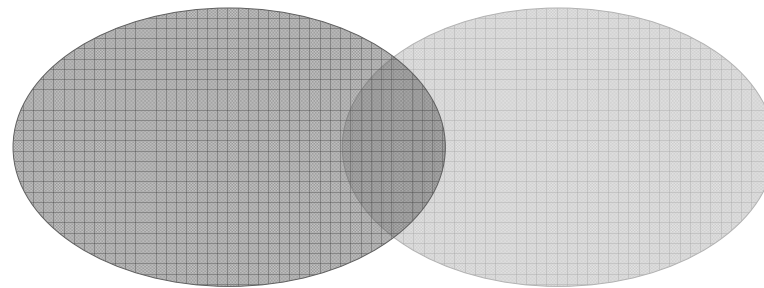
– From “an outsider” perspective

- ❑ Linear cognitive patterns
- ❑ Coloring outside the line
- ❑ Always trying something new
- ❑ Focus too much on details
- ❑ Not communicative
- ❑ Socially Inept

## Difference in Philosophy

- Internationalization vs. Globalization
- Personal Growth vs. Economical Gain
- Collaboration vs. Competitiveness

*Study  
Abroad Office*



*Global Engineering  
Program*

# Global Strategic Planning

*“Strategic planning must respond to the local campus culture, decision-making traditions, the degree of urgency, and the administrative vision, political skill, and courage at each campus”*

(Keller 1997: 163)

# Different Academic Cultures

**The Collegium**

**The Bureaucracy**

**The Political Institution**

**The Anarchic Institution**

Birnbaum, Robert. (1988) *How Colleges Work: The Cybernetics of Academic Organization and Leadership*. Jossey-Bass Publishers: San Francisco

# The Collegium

Could also be termed a “family.”

**Examples:** corporate boards, The US Senate, some small liberal arts colleges.

Generally small in size and inclusive.

**Core values:** discipline-centered (the “canon”), shared values, shared power, consultation and consensus in decision-making.

Importance given to tradition and precedent.

## The Bureaucracy

Could also be termed “a machine.”

**Examples**: some community colleges, some mid-size state institutions.

Not usually characteristic of large institutions.

**Core values**: rules and procedures, hierarchy, fiscal responsibility, student learning outcomes.

The organization chart is real, and matters. Roles are often more important than personalities. Often coupled with a political/negotiating culture.

## Political Institutions

Could also be termed “a shifting kaleidoscope of interest groups and coalitions.”

**Examples:** some mid-level public institutions. Usually evolves from formerly collegial or bureaucratic institutions.

Power to get one’s way comes not from norms or from rules, but through negotiation. Often a competitive arena, particularly in conditions of resource scarcity.

Indifference is the “normal” mode of faculty engagement, except when resources are on the table.

**Core values:** Equitable distribution of resources and benefits; or, at worst, every man for himself.

## Anarchic Institutions

Could also be termed “the kingdom of individuals.”

**Examples:** large and complex universities with diverse programs and structures.

A collection of autonomous actors, resembling a community more than an organization. Overall goals are often vague, processes may be unclear, and participation or buy-in is fluid and shifting.

The curriculum is like a beanbag, and developed from the ground up: each new faculty member drops some beans in.

**Core values:** Scholarly (usually research) productivity and excellence based on the work of individual faculty.

Thank You

Yating Chang, Ed. D  
yatingchang@purdue.edu