U.S.-Central Asia University Partnerships Program
UniCEN

Webinar Series

Principles of International Partnerships

Susan Buck Sutton
Senior Associate for Internationalization
American Council on Education
Goal of this webinar: to introduce
1) changing landscape of international partnerships
2) new partnership strategies

- Outlining the global landscape for international partnerships
- U.S. approach for international partnerships to support Central Asian universities in developing partnerships with U.S. institutions
- Written assignment and questions
About Me

• Senior Associate for Internationalization at the American Council on Education (ACE)
• Research Associate at the Center on International Partnerships at the Institute of International Education (IIE)
• Senior Advisor for International Initiatives at Bryn Mawr College
• Emerita Associate Vice President of International Affairs and Chancellor’s Professor of Anthropology at Indiana University
• President of the Association of International Education Administrators (AIEA)
• Chair of the International Education Leadership unit of NAFSA
• Published five books and over 60 articles on international education, including *Developing Strategic International Partnerships: Models for Initiating and Sustaining Innovative Institutional Linkages*
• Consultant to nearly two dozen colleges and universities
• B.A. from Bryn Mawr College and her Ph.D. from the University of North Carolina (Chapel Hill) in anthropology
International Partnerships (IPs)  
(a working definition for higher education)

institutional linkages between a Higher Education Institution (HEI) and one or more other institutions/organizations, located in different nations or across national boundaries

(HEI – Higher Education Institution)
Outline

1. Why the recent growth in interest in international partnerships?
2. What is happening in the U.S.?
3. What are the best practices?
4. What are U.S.-Central Asia possibilities?
1. The recent growth in IPs
Within higher education, international collaboration is increasingly seen as a driving goal.

Top 3 benefits of university internationalization worldwide:

1. Increased international awareness of students (52%)
2. Improved quality of teaching & learning (45%)
3. Enhanced international cooperation (36%)

In 2005 Survey, international cooperation did not even make the list (except for Africa).

International Association of Universities (IAU) Survey 2014
### Figure 8

**Top 10 internationalisation activities prioritised in strategy by region**

*(n=1917)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>EHEA</th>
<th>Northern Europe</th>
<th>Eastern Europe</th>
<th>Southern Europe</th>
<th>Western Europe</th>
<th>Western Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Int. mobility of home students</td>
<td>68%</td>
<td>67%</td>
<td>61%</td>
<td>76%</td>
<td>70%</td>
<td>68%</td>
</tr>
<tr>
<td>Int. student recruitment</td>
<td>53%</td>
<td>63%</td>
<td>62%</td>
<td>50%</td>
<td>41%</td>
<td>44%</td>
</tr>
<tr>
<td>Int. mobility of home staff</td>
<td>39%</td>
<td>38%</td>
<td>47%</td>
<td>49%</td>
<td>28%</td>
<td>51%</td>
</tr>
<tr>
<td>Int. strategic partnerships</td>
<td>38%</td>
<td>44%</td>
<td>28%</td>
<td>31%</td>
<td>43%</td>
<td>30%</td>
</tr>
<tr>
<td>Programmes in non-local language</td>
<td>33%</td>
<td>32%</td>
<td>46%</td>
<td>33%</td>
<td>32%</td>
<td>19%</td>
</tr>
<tr>
<td>Joint/dual/double degrees</td>
<td>29%</td>
<td>22%</td>
<td>31%</td>
<td>34%</td>
<td>29%</td>
<td>38%</td>
</tr>
<tr>
<td>Campus internationalisation</td>
<td>26%</td>
<td>25%</td>
<td>22%</td>
<td>22%</td>
<td>34%</td>
<td>18%</td>
</tr>
<tr>
<td>Internationalisation of home curriculum</td>
<td>21%</td>
<td>20%</td>
<td>22%</td>
<td>22%</td>
<td>34%</td>
<td>10%</td>
</tr>
<tr>
<td>Int. staff recruitment</td>
<td>20%</td>
<td>28%</td>
<td>13%</td>
<td>14%</td>
<td>34%</td>
<td>10%</td>
</tr>
<tr>
<td>Int. rankings focused activities</td>
<td>18%</td>
<td>16%</td>
<td>25%</td>
<td>22%</td>
<td>12%</td>
<td>23%</td>
</tr>
<tr>
<td>Courses developing int. awareness</td>
<td>18%</td>
<td>16%</td>
<td>10%</td>
<td>10%</td>
<td>28%</td>
<td>18%</td>
</tr>
</tbody>
</table>

*Respondents were able to select up to five answers*
## Highest priority international activities at U.S. HEIs for last 3 years

**ACE 2017 Mapping Internationalization**

<table>
<thead>
<tr>
<th></th>
<th>Doctoral</th>
<th>Master’s</th>
<th>Baccalaureate</th>
<th>Associate</th>
<th>Special Focus</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase study abroad</td>
<td>71%</td>
<td>81%</td>
<td>63%</td>
<td>41%</td>
<td>43%</td>
<td>54%</td>
</tr>
<tr>
<td>Recruit international students</td>
<td>66%</td>
<td>70%</td>
<td>63%</td>
<td>42%</td>
<td>40%</td>
<td>51%</td>
</tr>
<tr>
<td><strong>Partnerships Abroad</strong></td>
<td>59%</td>
<td>56%</td>
<td>45%</td>
<td>25%</td>
<td>55%</td>
<td>42%</td>
</tr>
<tr>
<td>Internationalize curriculum</td>
<td>29%</td>
<td>34%</td>
<td>43%</td>
<td>39%</td>
<td>29%</td>
<td>37%</td>
</tr>
</tbody>
</table>
WHY is there growing interest in international collaboration?

- To enter one’s institution into emerging global networks of higher education
- To prepare ALL students for globalized lives by offering ALL the opportunity to interact with individuals/institutions from other nations
- To attract international students from partners – for diversity and revenue
- To pursue the international collaboration that cutting-edge research now demands
- To expand curricular offerings, share faculty resources, transform course content through international dialogue
- To improve institutional and national capacity by connecting to centers of excellence elsewhere
- To take the multinational approach needed for addressing global issues and building a better world
There is also a **bigger goal...**

Recognizing that international partnerships can change how we understand ourselves, the goals we consider worth pursuing, and even the structures of higher education itself.

**International Partnerships can:**

- Lift our thinking to the **global level**
- Let us see ourselves as part of **something larger**
- Lead us to consider more than what we get for ourselves – but also **value of benefitting others** & building a global academic landscape that works for all
- Underscore that we cannot do all we now want alone
- Produce **new possibilities, ways of thinking** – that only come from bringing different perspectives together
International Partnerships are particularly effective in enabling faculty, students, & HEIs that are new to international work to get started.

- **Partner staff & faculty can guide their counterparts** in learning about each other’s countries, enabling them to do research there and/or teach about it
- Partners can develop programs tailored to each other’s students, providing international learning and interactions for ALL students in ALL fields, including those who do not study abroad
- IPs enable HEIs to model the global learning and competence they want for their students at the institutional level
In short, International Partnerships establish *formal connections* in which *partners become actors* in each other’s institutional plans and strategies.

With some combination of the following *kinds of mutual benefits*:

**Transactional**
(exchange people, services, resources of equivalent value)

**Transformational**
(combine resources, create platforms for mutual growth & new activities, transform each institution in various ways)
Goals depends on the institution and the nation where it is located.

Different national goals for internationalization:

- **India**: “a means [to] address the supply-demand gap, remedy low quality of teaching & learning..., accelerate research & innovation, prepare students to be competitive in the global labor market ... and enhance [institutional] profiles internationally & domestically.” (Lakshmi Iyer 2017)

- **Vietnam**: “...is driven by economic development imperatives and the government’s desire to strengthen the country’s political and economic relationships with a wide range of trading partners.” (Christopher Ziguras and Anh Pham 2017)

- **Japan**: “a particular focus on student mobility, educational partnerships, and international rankings” (Hiroshi Ota & Yuki Watanabe 2017)
Kazakhstan:

Rationales for internationalization focus on

“integration into the global educational sphere; competitiveness, benchmarking and employability; and [as] a natural extension of Kazakhstan’s multicultural” [and multinational] character.

Lynne Parmenter, Jason Sparks, Aisi Li, Sulushash Kerimkulova, Adil Ashirbekov and Zakir Jumakulov 2017
## Top reasons for internationalization

<table>
<thead>
<tr>
<th>Reason</th>
<th>All HEIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student preparedness for global era</td>
<td>71%</td>
</tr>
<tr>
<td>Diversify students, faculty, staff on campus</td>
<td>56%</td>
</tr>
<tr>
<td>Attract more students, at home &amp; overseas</td>
<td>38%</td>
</tr>
<tr>
<td>Raise international reputation &amp; ranking</td>
<td>9%</td>
</tr>
<tr>
<td>Support institutional accreditation</td>
<td>6%</td>
</tr>
<tr>
<td>Generate new revenue for the institution</td>
<td>32%</td>
</tr>
<tr>
<td>Contribute to international development</td>
<td>12%</td>
</tr>
<tr>
<td>Maintain U.S. competitiveness</td>
<td>5%</td>
</tr>
</tbody>
</table>
2. What is happening in the U.S.
<table>
<thead>
<tr>
<th>Level</th>
<th>All</th>
<th>Special Focus</th>
<th>Associate</th>
<th>Baccalaureate</th>
<th>Master’s</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>77%</td>
<td>83%</td>
<td>56%</td>
<td>91%</td>
<td>95%</td>
<td>98%</td>
</tr>
</tbody>
</table>

American Council on Education *Mapping Internationalization on U.S. Campuses* 2017

Percentage of U.S. higher education institutions with International Partnerships
Growth in International Partnerships in U.S. is recent.

1923 U of Delaware & Sorbonne

1984: most HEIs had no IPs

2012: 21% still had none
   21% were starting them for 1st time
   48% were intensifying partnership work

2017: 13% more starting them for 1st time

Historically, most U.S. International Partnerships fell into 2 types:

- **Student mobility** through exchange or one-way direct enrollment programs
- **Cooperative development and technical assistance projects** between U.S. and Global South (capacity building, local development)

(Klasek 1992)
U.S. International Partnerships pursue many **GOALS** and take many **FORMS**.

- Teaching, research, civic engagement, professional practice
- Student exchanges & capacity-building, but also
  - Faculty exchanges
  - Collaborative teaching (e.g., COIL)
  - Joint/dual curricula (e.g., 2+2 programs)
  - Research centers, virtual labs, and field projects
  - Joining in international connections/initiatives of surrounding community
  - Bringing different perspectives together to tackle global problems
- Multiple partners, consortia
- Businesses, community organizations, NGOs, governmental agencies, immigrant groups, and more
U.S. HEIs are also becoming strategic about developing International Partnerships that:

- **Fit** the institution, its mission, plans, students, strengths
- **Build on** the institution’s entire ecosystem of international collaboration
- Do **not spread** resources too thinly
- Enable the institution to **achieve** its promises
- Have **deep impact**, either individually or collectively as a carefully constructed group
- Engage a **range** of faculty, staff, and students
- Can be **sustained** over time
Such strategizing often ...

- Defines overall International Partnership goals and ideal portfolio
- Moves toward fewer, but more intense partnerships
- Develops several categories of partnerships – from individual faculty collaborations to institution-wide commitments
- Provides a framework that gives broader meaning to individual partnerships and assists them in setting objectives and projects
- Encourages faculty and staff to think broadly and creatively about why they are pursuing International Partnerships and what support is needed to make them work
- Tries to connect exchange partnerships with other types
- Establishes processes and structures for approving and managing partnerships
- Designates staff to oversee partnership work
### ACE Mapping Survey 2017

Has your institution articulated a **formal strategy** for international partnership development?

<table>
<thead>
<tr>
<th></th>
<th>Doctoral</th>
<th>Master’s</th>
<th>Baccalaureate</th>
<th>Associate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>39%</td>
<td>28%</td>
<td>16%</td>
<td>10%</td>
<td>19%</td>
</tr>
<tr>
<td>No</td>
<td>35%</td>
<td>42%</td>
<td>60%</td>
<td>70%</td>
<td>58%</td>
</tr>
<tr>
<td>No, but developing one</td>
<td>27%</td>
<td>30%</td>
<td>24%</td>
<td>21%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Are there specific, campus-wide **guidelines** for developing or approving partnerships?

| Yes | 64% | 46% | 30% | 16% | 32% |

Is there a **staff member** whose primarily responsibility is developing international partnerships?

| Yes | 48% | 42% | 30% | 24% | 31% |
In this process...

- International partnerships are not just about “student exchange”.
- International partnerships are shaped to
  - connect faculty as well as students
  - enhance faculty promotion of the exchange
  - blend the exchange into on-campus programming
  - spread impact and open possibilities for other disciplines
- The need for “more international partners” is focused on greatest impact for the institution:
  - Specific nations
  - Disciplines
  - Activities
- New faculty, students, and institutions are getting involved
3. Best Practices
Unfortunately too many International Partnerships are still:

- **Paper-only** (signed agreements, no activity)
- **Dormant** (once had activity, but no longer)
- **Asymmetrical** (sometimes in exploitative way)
Why such difficulties?

• Fundamentally because this is new territory for HEIs
  • Many just now starting International Partnerships
  • Many with International Partnerships are now realizing they should position and approach in new ways

• International Partnerships have long been viewed as a minor tactic – little attention and few resources directed toward them

• Little understanding of their full potential and impact

• Little understanding of how to organize, manage, harness them

• International Partnerships are often individual initiatives, the occasional research or development project, the study abroad office, and occasional presidential directives
This situation has led to practices that can harm *partnership health*.

- “Empty” MOUs with too little planning & strategy
- Too much energy from the top or no support from the top
- Poor communications, little attention to relationship-building
- One-sided decision-making; exploitative tactics
- No mechanism for resolving difficulties and disagreements
- Original champions have left or lost interest; no new ones cultivated
- Lack of funding, staffing, support
- Process and legal roadblocks
- Lack of commitment, integrity, transparency by one or both partners
- Lack of tracking or evaluation of results over time
- Narrow understanding of what international partnership impact
Lessons learned about initiating International Partnerships:

Explore the full range of possible partners.

Then take the time to:

• Learn about each other’s institutions in depth
• Discuss what “partnership” means to each side
• Talk about past partnership experiences
• Identify areas of mutual interest
• Brainstorm possible activities broadly, narrowing the list over time
• Discuss what resources each side can provide,
• Begin the human relationships on which the partnership will proceed
• Support faculty and staff on both sides in early discussions with their counterparts at the other institution
• Develop a shared understanding of goals and procedures
• Obtain the needed support and resources
• Obtain the necessary approval at each institution
Lessons learned about sustaining International Partnerships over time:

• Frequent communication and sustained relationship-building
• Trust established through integrity, fairness, transparency, honoring commitments
• Shared decision-making, joint determination of goals and projects
• Disagreements dealt with openly; procedures for resolving them
• Mutual understanding of academic freedom and ethical principles
• Workable early projects that build base for later ones
• Low-cost, on-going activities alongside more dramatic projects
• Explore new ideas that emerge
• Participation by new faculty, departments, partners is encouraged
• Flexibility, adaptability, and openness to change
• Genuine mutual benefit
• Financial and institutional support
• Track, evaluate, revise over time
HEIs track, assess, rework, and renegotiate their International Partnerships over time

• System in place for keeping track of activities and numbers:
  • Students
  • Faculty
  • Courses developed
  • Etc.

• Periodic assessments of the health of the partnership
  • Level of communication
  • Frequency of activities
  • Engagement of faculty
  • Etc.

• Periodic evaluation of the impact of the partnership on students, faculty, institution;
  • Has the partnership achieved its goals – for both partners?

• Memorandum of Understanding that calls for revisiting and renegotiating the partnership every so many years
HEIs find ways to fund International Partnerships, building up over time

• Start slowly with an easy project, tapping existing internal sources of funding (e.g. seed grants)
• Seek such fellowships as Fulbright for faculty mobility
• Use cost-efficient measures, such as COIL (Collaborative Online International Learning)
• Work with local businesses, Sister City organizations, etc.
• As partnership grows, name it & publicize its impact to attract support
• Research external grants for specific projects – U.S. Dept. of Ed, Dept. of State, USAID, various foundations, National Science Foundation, etc.
Frame research collaborations for success

• Articulate the research expectations and environment at each institution, and navigate the differences

• Provide research capacity-building:
  • Grant writing and management
  • Institutional Review Board and other ethical oversight
  • Mentoring of PhD students

• Frame with workshops, web resources on
  • complexities of international partnerships
  • history, language, culture, politics, economics of partner country
Manage International Partnerships with care

- Articulate the resources that each partner brings
  - To those within the partnership
  - To those beyond the partnership at each institution
- Benefits that each partner receives does not have to be \textit{identical} but rather \textit{meaningful}
- Benefits should be mutual – not dependent on financial resources
- Frame discussions with an understanding of global economics that acknowledges current inequities
- Do not leave decision-making only to the funding partner
4. U.S.-Central Asia Possibilities
**Where does your institution have partnerships?**

<table>
<thead>
<tr>
<th>Country</th>
<th>Doctoral</th>
<th>Master’s</th>
<th>Baccalaureate</th>
<th>Associate</th>
<th>Special Focus</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>80%</td>
<td>59%</td>
<td>39%</td>
<td>17%</td>
<td>28%</td>
<td>34%</td>
</tr>
<tr>
<td>Japan</td>
<td>62%</td>
<td>33%</td>
<td>30%</td>
<td>11%</td>
<td>19%</td>
<td>23%</td>
</tr>
<tr>
<td>U.K.</td>
<td>59%</td>
<td>37%</td>
<td>33%</td>
<td>8%</td>
<td>17%</td>
<td>22%</td>
</tr>
<tr>
<td>Germany</td>
<td>65%</td>
<td>36%</td>
<td>27%</td>
<td>6%</td>
<td>20%</td>
<td>21%</td>
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<tr>
<td>France</td>
<td>65%</td>
<td>36%</td>
<td>27%</td>
<td>4%</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>South Korea</td>
<td>58%</td>
<td>34%</td>
<td>19%</td>
<td>4%</td>
<td>25%</td>
<td>19%</td>
</tr>
<tr>
<td>Mexico</td>
<td>51%</td>
<td>26%</td>
<td>15%</td>
<td>7%</td>
<td>18%</td>
<td>16%</td>
</tr>
<tr>
<td>India</td>
<td>60%</td>
<td>24%</td>
<td>15%</td>
<td>2%</td>
<td>15%</td>
<td>15%</td>
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<tr>
<td>Australia</td>
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<td>22%</td>
<td>15%</td>
<td>1%</td>
<td>16%</td>
<td>13%</td>
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<tr>
<td>Brazil</td>
<td>54%</td>
<td>20%</td>
<td>11%</td>
<td>5%</td>
<td>9%</td>
<td>13%</td>
</tr>
</tbody>
</table>

*ACE Mapping U.S. Internationalization on Campus 2017*
32% of U.S. study abroad students are hosted by the United Kingdom, Italy, and Spain.
“What Central Asia means to the United States”
Joshua Walker and Kevin Kearney 2016

“One of the most important regions in the 21st century ... a pivotal region rich in energy, central in geography, and boundless in opportunity... a critical link that bridges East and West ... home to dozens of ethnicities and a multitude of religions ... [its recent] progress reflects the extraordinary international role Central Asia has to play in the coming years”
## U.S. National Security Education Program – Preferred Languages

<table>
<thead>
<tr>
<th>Language</th>
<th>Preferred Languages</th>
<th>Language</th>
<th>Preferred Languages</th>
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</thead>
<tbody>
<tr>
<td>Albanian</td>
<td>African Languages (all)</td>
<td>Akan/Twi</td>
<td>Amharic</td>
</tr>
<tr>
<td>Arabic (all dialects)</td>
<td>Armenian</td>
<td>Azerbaijani</td>
<td>Bahasa</td>
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<tr>
<td>Bambara</td>
<td>Belarusian</td>
<td>Bengali</td>
<td>Bosnian</td>
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<td>Czech</td>
<td>Gan</td>
<td>Georgian</td>
<td>Haitian</td>
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<tr>
<td>Hausa</td>
<td>Hebrew</td>
<td>Hindi</td>
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<td>Japanese</td>
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<td>Kanarese</td>
<td>Kazakh</td>
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<td>Korean</td>
<td>Kurdish</td>
<td>Kyrgyz</td>
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<td>Lingala</td>
<td>Macedonian</td>
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<td>Malayalam</td>
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<td>Polish</td>
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<td>Punjabi</td>
<td>Romanian</td>
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<tr>
<td>Russian</td>
<td>Serbian</td>
<td>Sinhala</td>
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<tr>
<td>Zulu</td>
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</tbody>
</table>
“Our programs partner with the governments, private sector, and people of Central Asia to expand trade and markets; enhance cooperation on energy and water; and improve governance and social services. Our regional programming supports the U.S. Government’s New Silk Road and C5+1 policy priorities to increase connectivity within the Central Asian region and between the economies and peoples of South and Central Asia — including Afghanistan — to foster greater stability and prosperity across the region.”
Assignment

Write down brief responses at: https://www.surveymonkey.com/r/XXSVT7F

- Why is your university interested in international partnerships, especially with the U.S.?
- What kinds of partnerships does your university have with institutions in other nations?
- Which partnerships have been most successful and why?
- How are partnerships managed at your university and who is involved in developing them?
- Do you have questions about the topics in Webinar 1?

You may complete in English, Russian, Uzbek, Kyrgyz, Kazakh, etc.