

U.S.-Central Asia University
Partnerships Program
UniCEN

Webinar Series

Principles of International Partnerships

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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

EAIE Barometer 2018

Figure 8

Top 10 internationalisation activities prioritised in strategy by region*
(n=1917)

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

● 1st

● 2nd

● 3rd

● 4th

● 5th

* 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

	Doctoral	Master's	Bacca-laureate	Associate	Special Focus	Total
Increase study abroad	71%	81%	63%	41%	43%	54%
Recruit international students	66%	70%	63%	42%	40%	51%
Partnerships Abroad	59%	56%	45%	25%	55%	42%
Internationalize curriculum	29%	34%	43%	39%	29%	37%

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

American Council on Education
Mapping IZN on U.S. Campuses 2017

Top reasons for internationalization	All HEIs
Improve student preparedness for global era	71%
Diversify students, faculty, staff on campus	56%
Attract more students, at home & overseas	38%
Raise international reputation & ranking	9%
Support institutional accreditation	6%
Generate new revenue for the institution	32%
Contribute to international development	12%
Maintain U.S. competitiveness	5%

A photograph showing a group of hands from various people, all wearing white shirts, holding large blue puzzle pieces. These puzzle pieces are shaped like continents and are being assembled to form a world map. The hands are positioned at different points around the map, with some pieces already in place and others being held up. The background is a plain, light-colored surface.

2. What is
happening
in the U.S.

Doctoral	Master's	Baccalaureate	Associate	Special Focus	All
98%	95%	91%	56%	83%	77%

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



American Council on Education, *Mapping Internationalization on Campus Survey*.

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?

	Doctoral	Master's	Baccalaureate	Associate	Total
Yes	39%	28%	16%	10%	19%
No	35%	42%	60%	70%	58%
No, but developing one	27%	30%	24%	21%	23%

Are there specific, campus-wide [guidelines](#) for developing or approving partnerships?

Yes	64%	46%	30%	16%	32%
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Is there a [staff member](#) whose primarily responsibility is developing international partnerships?

Yes	48%	42%	30%	24%	31%
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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 *identical* but rather *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



A group of hands from various individuals are shown holding large, blue puzzle pieces that have been shaped to form a world map. The puzzle pieces are being held over a light-colored surface, and the hands belong to people wearing business attire. The puzzle pieces include shapes for Africa, Europe, Asia, Australia, and the Americas.

4. U.S.- Central Asia Possibilities

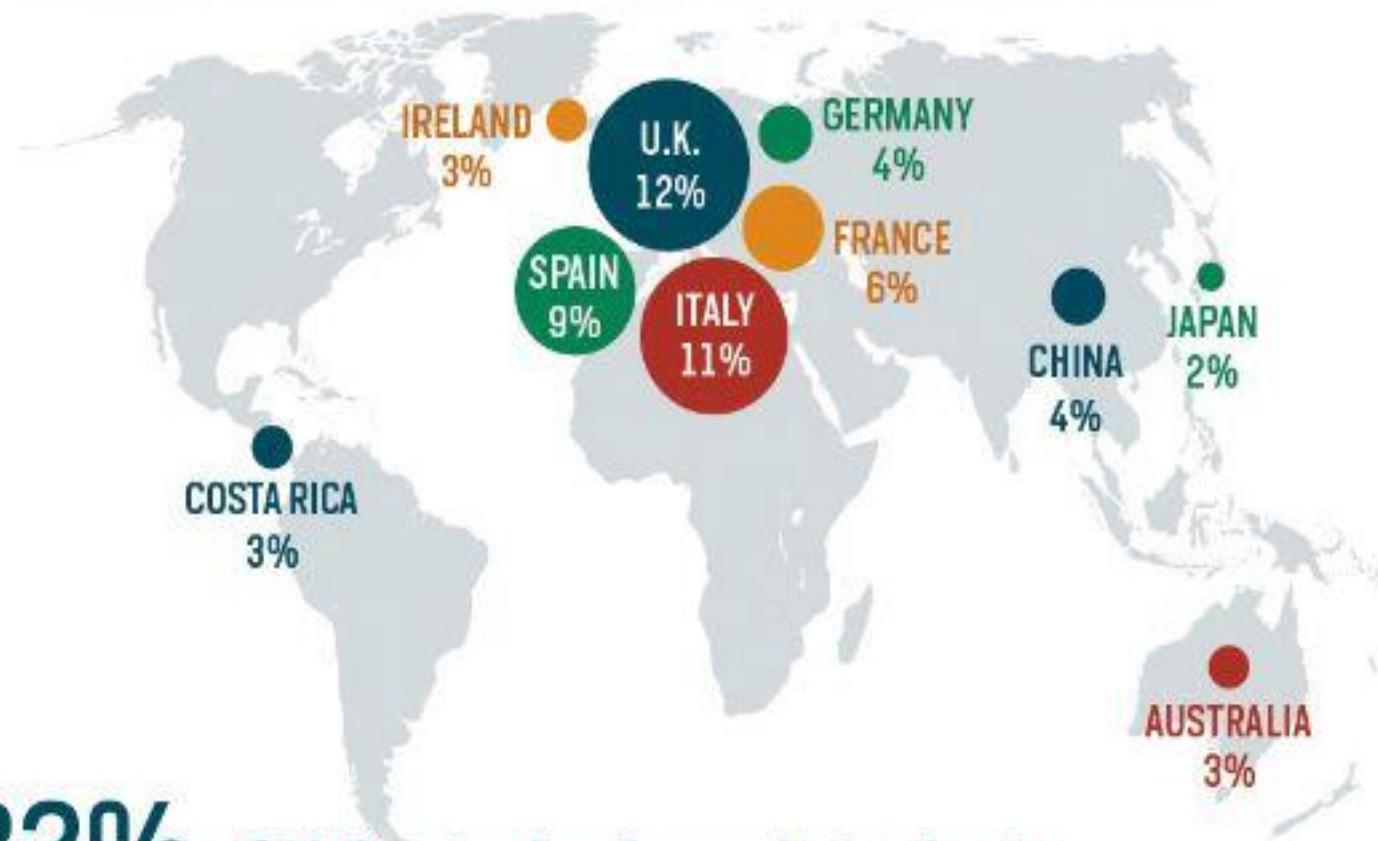
Where does your institution have partnerships?

	Doctoral	Master's	Baccalaureate	Associate	Special Focus	Total
China	80%	59%	39%	17%	28%	34%
Japan	62%	33%	30%	11%	19%	23%
U.K.	59%	37%	33%	8%	17%	22%
Germany	65%	36%	27%	6%	20%	21%
France	65%	36%	27%	4%	18%	20%
South Korea	58%	34%	19%	4%	25%	19%
Mexico	51%	26%	15%	7%	18%	16%
India	60%	24%	15%	2%	15%	15%
Australia	50%	22%	15%	1%	16%	13%
Brazil	54%	20%	11%	5%	9%	13%



ACE Mapping U.S. Internationalization on Campus 2017

TOP TEN DESTINATIONS FOR U.S. STUDY ABROAD STUDENTS



32% of U.S. study abroad students
are hosted by the United Kingdom, Italy, and Spain.

Open Doors is conducted by the Institute of International Education
with the support of the Bureau of Educational and Cultural Affairs
of the U.S. Department of State. Online at: www.iie.org/opendoors

opendoors®

“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

Albanian	African Languages (all)	Akan/Twi	Amharic
Arabic (all dialects)	Armenian	Azerbaijani	Bahasa
Bambara	Belarusian	Bengali	Bosnian
Bulgarian	Cambodian	Cantonese	Croatian
Czech	Gan	Georgian	Haitian
Hausa	Hebrew	Hindi	Hungarian
Japanese	Javanese	Kanarese	Kazakh
Khmer	Korean	Kurdish	Kyrgyz
Lingala	Macedonian	Malay	Malayalam
Mandarin	Moldovan	Pashto	Persian
Polish	Portuguese	Punjabi	Romanian
Russian	Serbian	Sinhala	Slovak
Slovenian	Swahili	Tagalog	Tajik
Tamil	Telegu	Thai	Turkmen
Turkish	Uighur	Ukrainian	Urdu
Uzbek	Vietnamese	Wolof	Yoruba
Zulu			

USAID Central Asia Region

“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.