

FORUM

MEMBER
MAGAZINE

Discussing international education

A photograph of four hands holding four interlocking puzzle pieces in a circle. The pieces are orange, white, green, and red. The hands are positioned around the pieces, suggesting they are being brought together.

STRATEGIC PARTNERSHIPS

LOOK SMALL, THINK BIG 09

IN CONVERSATION WITH SIMON MARGINSON 14

USING STRATEGIC ENTREPRENEURS TO
BUILD STRATEGIC PARTNERSHIPS 21

U4 NETWORK: INSTITUTIONAL
DEVELOPMENT THROUGH TRUST 33

100 YEARS OF IIE

FROM STUDENT MOBILITY TO STRATEGIC ENGAGEMENT

Inaugurated nearly 100 year ago, the Institute of International Education (IIE) has seen a lot change in the landscape of international higher education institutional partnerships. Not only has there been a quantitative increase in the sheer numbers of collaborations worldwide, the focus of these partnerships is now also shifting towards mutually beneficial, strategic partnerships.

When the IIE was founded nearly 100 years ago, one of the first actions founding Director Stephen Duggan took in establishing the new organisation was to survey 250 colleges and universities in the United States to determine their capacity and interest in exchanging students and professors with foreign countries. With results of this survey in hand, Duggan visited Great Britain, France, Belgium, Switzerland, Italy, and Yugoslavia in the summer of 1919. He personally delivered hand written letters of introduction to authorities and university officials, prominent journalists, and distinguished scholars across Europe, paving the way for educational partnerships and exchanges between universities in the US and Europe.

Nearly a century later, we are in the midst of a dynamic time for international academic partnerships; we are seeing exponential growth and broadened scope. The landscape of exchanges today is hardly recognisable. New forms of strategic collaboration are developed each year, involving many new components and reaching places that wouldn't have been possible even a few years ago. While transatlantic partnerships continue to be strong, IIE has developed an international partnership training programme for

universities in Myanmar, and we have begun paving the way for partnership activities for universities who wish to establish academic ties with Cuba and Iran.

It is not only the geography that is changing. Today, IIE and its Center for International Partnerships in Higher Education are developing and executing cutting edge partnership development programmes, providing consulting services, publishing research on partnership policy and good practices, and delivering training on partnership mechanisms to educators and administrators all over the world. The Center has worked with over 200 higher education institutions through our International Academic Partnership Program (IAPP), which assists American colleges and universities in developing a strategy to increase partnerships in countries such as Brazil, China, India, Myanmar, Vietnam and Norway, with a strong focus on

strategic collaboration, research partnerships, and faculty engagement that go far beyond exchanging students.

MODERN MOTIVES FOR COLLABORATION

Colleges and universities around the world have been partnering with each other – intentionally or not – for decades and, in some cases, centuries. What is different today is the increasing pressure to invest in mutually beneficial and sustainable partnerships. Institutions are looking to do it right and well. Long gone are the days of fruitless, inactive agreements and superficial handshakes. Today's partners focus on strategy, intentionality, and results; often needing expert guidance in navigating this new playing field.

While many of international education's core opportunities and challenges are similar, much has changed in the landscape of international partnerships from the time IIE was founded. IIE's 1920 Annual Report cites the initial survey the Director sent to more than 250 American colleges and universities about their international activities, specifically student and faculty mobility. The report notes:

"During the past two years, more than 100 French girls were received into our institutions upon fellowships which included, in most cases, tuition, board and lodging. In grateful acknowledgment of

What is different today is the increasing pressure to invest in partnerships that are mutually beneficial and sustainable

that courtesy, the French government has reciprocated by receiving 20 American girls in French lycées and four in higher institutions. But the number of fellowships upon which foreign students may study here are very small compared to the demand for them. The War has aroused a great interest in the United States in every country of Europe, and large numbers of students are anxious to come here to study, but have not the funds."

economies (Brazil, China, India and Indonesia), has established multinational research and strengthened institutional international partnerships by awarding grants to university consortia focusing on science, technology, engineering, and mathematics (STEM) related issues of global significance.

One of the more complex forms of international partnership collaboration is the emerging trend of joint- and double

more than 80% of respondents said they have developed a strategic international partnership and 69% said their institution distinguished a "strategic partnership" from a regular one. This growing body of empirical data informs us of the evolution and growing importance of increasingly complex international partnerships in higher education.

EMPOWERING EACH OTHER ON THE GLOBAL STAGE

In this tough fiscal environment, and in the increasingly competitive world our students face upon graduation, universities are pulled in many directions. They're asked to prepare global citizens, perform cutting edge research, develop innovative teaching methods, maintain active alumni networks, and fulfil a host of other requirements – and all on diminishing budgets. What we have come to learn as international partnership experts is that American institutions are not the only ones faced with this list of challenges.

Strategic international partnerships address all of these elements by acknowledging that counterparts in other countries face similar challenges, and have complementary, adaptable ways of addressing them. Partners share best practices and align their goals across the campus so that student, faculty, staff and administrator experiences are interwoven and share a common international fibre.

Most of all, these partnerships act as a catalyst for internationalising the campus, catapulting institutions onto the global stage through study abroad programmes, faculty exchanges, joint research, dual degrees, and other collaborative activities. With increased interest, research and awareness around the international partnership phenomena, we can expect to see many more years of fruitful, mutually beneficial international partnerships and sustained educational relationships across national boundaries.

— DANIEL OBST & CLARE BANKS

Collaborative degree programmes continue to gain traction around the world, in part because they offer an opportunity to build strong academic and institutional partnerships

The interest in increased student and faculty mobility continues to be the driving force behind initiating higher education partnerships. However, from the time of IIE's first mention of the exchange of French and American girls, the ways in which institutions cooperate and offer a range of exchange opportunities has grown immensely, sparking the interest of university presidents, professors, and administrators from all corners of the world.

PROSPERING FROM PARTNERSHIPS

Universities are identifying many new areas and frameworks for international research collaboration. For example, a recent delegation that IIE led to Norway, with support from the Norwegian Centre for International Cooperation in Education (SIU), identified numerous areas of mutual interest relating to the Arctic, spanning both the hard and social sciences, which have particular relevance with the US now chairing the Arctic Council. The Global Innovation Initiative, a shared commitment of the United Kingdom and the United States to strengthen research collaboration between universities in the UK, the US and selected emerging

degree programmes. International dual and double degree programmes are study programmes collaboratively offered by two (or more) higher education institutions in different countries. While many institutions find them challenging to organise, these collaborative degree programmes continue to gain traction around the world – in part because they offer opportunities to build strong academic and institutional partnerships.

Joint- and double degrees appeared in Europe in the early 1990s, when institutions became well connected under the European Union scheme and began to share compatible academic credit systems. These programmes, once viewed as overly complex, are now also gaining traction in the United States and other world regions.

This fall, IIE and DAAD will publish a book, *Global Perspectives on Strategic International Partnerships*, discussing the current state of international partnerships. One of the chapters draws on data from a new survey conducted by IIE and the Freie Universität Berlin of more than 250 universities around the world, regarding their involvement in international partnerships. A preview of the findings shows that