EAIE

FORUM

MEMBER MAGAZINE

Discussing international education

STRATEGIC PARTNERSHIPS

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CONTENTS

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EDITORIAL

"Howdy, partner". This highly colloquial phrase, although commonly conjuring up images of the very specific context of cowboy movies set in the American west, nonetheless resonates with many of us working in the field of international education across Europe and beyond. What could be more natural than to tip a hat, extend a hand, and embark on a common goal, or mutually beneficial programme, with a peer institution in another country?

But, is it that simple? As the phenomenon of internationalisation of higher education grows in complexity and scope, how do we and the institutions we represent understand 'partnerships'? What do we need from these arrangements, and how do we achieve desired ends? As we come to put increasing emphasis on all things 'strategic', how do we define such things as 'strategic partnerships'? Where do these fit into the mix of internationally orientated activities in which our institutions are engaged?

To get at some of these crucial questions, this issue of *Forum* brings together perspectives from a variety of national contexts, as well as different points of connection, relevant to the discussion of strategic partnerships.

Our International Institute of Education (IIE) colleagues, Daniel Obst and Clare Banks, for instance, remind us that there is a long and evolving history of partnerships that provides an important foundation for understanding current trends in this area. One such trend, specifically in the Dutch context,

is explored by Han Aarts, who looks at the ways that Dutch national priorities for capacity-building abroad are affecting the strategic options for universities to develop key international partnerships.

The practicalities of strategic partnership development and sustainability are certainly of crucial interest. Here, we are given insights by Robin Helms into the opportunities and challenges that cultural difference may present to partnering institutions. Clare Mills and Mark Hughes provide an example of how strategic engagement between higher education institutions and corporate actors gave a boost to institutional and national visibility in Sweden. Alison Pearce urges us to better leverage our institutions' own 'strategic entrepreneurs' to facilitate the partnership building we are so keen to achieve. And Chris Medalis helps us understand how to make the most of limited networking opportunities to cultivate potential partners. Additional contributions in this issue provide further examples of how approaches to strategic partnerships are playing out in Europe, and elsewhere, and what we are learning from these experiments.

We are also given some food for thought for the future. Hannu Seristö raises the question of whether strategic partnerships will eventually evolve into authentic 'multinational universities'. And our interview with Institute of Education professor Simon Marginson provides us, among other key observations, with insights into the launch of a new, highly internationalised, Centre for Global Higher Education – a prime example of a strategic partnership conceived to deliver broad value to its multiple stakeholders around the world.

'Partnering up' may be instinctive for international educators. Yet in today's complex and competitive world, there appears to be more than meets the eye to this most natural inclination.

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THE TRIPLE CROWN OF PARTNERSHIP?

Partnerships between universities take many shapes and forms, but when universities engage in strategic partnerships expectations are often very high. In practice, short-term benefits are difficult to see and significant investment is needed to ensure that both partners' needs and expectations are met.

Illustration: feelplus (shutterstock)

Almost everybody in higher education is talking about working with strategic partners, as if identifying partners confers glamorous internationality on the participants. What is it about these partnerships that make them strategic? Typically, a university in one country aims to collaborate in many academic and non-academic fields with a single university or highly selected group of universities in another country or countries, with the goal of achieving mutually beneficial outcomes. The added value is perceived to help the participating universities strategically by linking with highly reputed international partners, making themselves more international. It may be essential to note that non-strategic partnerships are generally as essential as strategic ones in defining a university's international stature; however, these partnerships are much less readily consumable as illustrations of international quality. They are important to departments and schools and often also to the university as a whole because they facilitate internationality for all members of the university and they are the pool out of which the next strategic partnerships are derived.

THE DANGER OF ASSUMPTIONS

The term 'strategic partnership' suggests similar motives exist among participants for instigating the partnerships. However, it often hides the details of an institution's strategy: what exactly one hopes to achieve with international partnerships beyond publicity, under which conditions, and in which areas one specifically wants to cooperate. Such looseness is a hindrance for measuring success as well as an encouragement to creativity, lending to stagnancy on the one hand, and potentiality on the other.

The term also suggests that this is a genus of partnerships; participants have all agreed to its meaning and therefore do not need a moment of consensus. These 'strategic' partners, it suggests, are intimates of one's own university; partners one has worked with for some time. Laying out one's own interests in detail – potentially uncovering differences of purpose – is sometimes perceived as detrimental to the relationship as a whole. Yet all of these assumptions are unspoken.

The notion that strategic partnerships are the triple crown of partnerships – the golden league of international university cooperation – is almost always what motivates universities to engage in them.

The notion that strategic partnerships are the triple crown of partnerships is almost always what motivates universities to engage in them

Not all are aware, however, that the multi-faceted situation presented above shapes success and failure of strategic partnerships, and their ability to measure them, quite considerably.

While we would like to have more figures about the benefits of partnerships in general, and more indicators defining how they help accomplish university missions, very few universities actually have a solid informational basis for measuring the contribution of international partnerships in the university-wide context. If we invest time, personnel, and money into strategic partnerships and expect success, we need to measure them more effectively and be able to analyse our results. What are the criteria that one puts to the strategic partnership yardstick, and how can we document success or failure?

YOUR SUCCESS MAY NOT BE MINE

Success is a relative category; really, one might say that success is a variable specific only to one university, but certainly not applicable to an international host. Practitioners manoeuvre between international countables (such as numbers of mobility, research workshops and projects), rankings, stories of internationalisation describing complex projects of cooperation and what we may call event internationalisation: the production of highly publicised one-time international events using the full scope of the public relations toolbox to the purpose of demonstrating the university's international quality ad hoc. Universities focused more on student activities will frontline, for example, mobility and joint degrees while those more focused on research excellence – the majority of actors in this strategic league – will emphasise joint research activities with international partners, research-based guest scholars and the like. Therefore, in measuring the quality of a strategic partnership, we might encounter two valuations of the identical activities: one partner considering the partnership successful, the other not, depending on the context of the criteria they are applying.

PARTNERSHIPS: A SHORTCUT TO SUCCESS?

Why then, in view of this multi-faceted and complex situation, do universities enter into a strategic partnership? There are a number of well-defined motives, of course, other than the fact that having

a strategic partner seems to provide the capstone to every university's official international stance. One of the most common reasons for engaging in strategic partnerships is that universities enhance their own reputation by sharing in the glory of their partner's reputation.

Also, as research questions necessitate the engagement of scholars from multiple disciplines and institutions, many feel that universities can only provide the full gamut of the scholarly experience by joining learning and research resources with international partners. In addition, there is the abstract idea that one might optimise one's university's use of third-party funding resources with a ready-made partnership or partnerships.

Many, as mentioned before, use the strategic partnerships as shortcuts in communicating their internationality. The strategic partnership becomes the figurehead for all international cooperation that is assumed but need not be demonstrated.

SPECIAL FUNDING

A strategic partnership may also be used as a way to focus faculty interest on certain universities and not on others, especially if the partners allocate specific funds to the relationship. With such partnerships in place and a demonstrable history, some funding is more readily available.

In the context of Germany's funding landscape this is certainly true; the German Academic Exchange Service introduced a funding line which focuses on the development of strategic partnerships.

The enormous variety of possible types of partnerships that can be funded is an indicator of how difficult measuring success is going to be. They encompass both bilateral and multilateral relationships, as well as those focused on a shared research theme and those focusing on university level cooperation encompassing many different subjects and fields. It really covers everything from networking activities to focused bilateral development and differs quite substantially in this respect from what the EU means when it issues a call for strategic partnership funding. For the EU, strategic partnerships within ERASMUS+ are all about teaching and learning as well as possible capacity building.

THE VALUE OF TRANSPARENCY

One of the lessons learned by all engaging in strategic partnerships is that it pays off for partners to define what they propose to get out of the partnership. The willingness to engage and the financial investment usually involved are no substitute for charting possibilities and impossibilities, both in research and in teaching cooperation.

> These partnerships will increase the international visibility of an institution but the main benefits will only become clear in the long term

Oftentimes when this step does not take place, assumptions are made on both sides, hindering close cooperation. One can hardly exaggerate, for example, the differences that manifest between systems based on tuition and non-government money, and systems based on state funding. The financial need for tuition waivers cuts possibilities in unforeseen ways if one does not negotiate around this fact.

MEASURING SUCCESS

Various criteria might be measured among the following activities: increased mobility of scholars and students, joint publications, workshops and summer schools involving both scholars and students, shared research projects, additional third-party research funding, joint degrees, conferences at student and scholar levels, internships, shared language training, staff exchange, as well as co- and e-teaching activities.

The simultaneous presence of many of these international cooperation modes is an indicator that this is indeed a special partner or group of partners with which it might pay off to further develop possibilities. To collect, at the end of a cooperation year, agreed on figures and stories describing these activities – instead of only looking at numbers exchanged and summer schools held – is what strategic partnerships are about.

THE FRUITS OF YOUR LABOUR

The need to define expectations and the realisation that there will be few short-term pay-offs to the relationship are essential preconditions to entering into strategic partnerships. These partnerships will increase the international visibility of an institution but the main benefits will only become clear in the long term, and require investment.

To view them as laboratories at all levels of interaction is the most fruitful stance one can take as a university: this involves having administrators, scholars and students who push the partnership forward, it involves reviewing the development on a regular basis, and being willing to readjust the focus of the relationship. Such open experimentation and flexible observation does not make measuring results easier, but is necessary if universities want to avoid wasting their resources.

— URSULA HANS

LOOK SMALL, THINK BIG

Small universities, sometimes overlooked as potential partners due to their inexperience, make for very worthy allies. A shorter chain of command in decision-making, enthusiasm and willingness to make partnerships work are some of the strengths that smaller institutions bring to the table.

Photo: r.classen (shutterstock)


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Strategic international partnerships are integral to campus internationalisation and student and staff mobility, but the advantages of partnering with small universities of fewer than 6000 students are often overlooked. Adding small institutions to strategic partnership portfolios can be very rewarding and can provide a true experience of immersion in the university and host country's culture.

In contrast to international offices at large universities, small universities have a few key international specialists who often have a great deal of decision making authority or have easy access to those who do, making it possible to move projects forward quickly and effectively.

> Tasks that can take months to handle at a large university can take just weeks or even only a few days at a smaller university

Tasks that can take months to handle at a large university can take just weeks or even only a few days at a smaller university. This prompt reaction is sometimes crucial for visa expedition or accommodation concerns.

Because these international officers are also often experts in all of their university's international strategic partnership programmes, they can participate in productive meetings and strategic planning sessions with their partners at international conferences such as the EAIE's, allowing relationships to be broadened and strengthened quite quickly.

SELECTING AND MANAGING PARTNERSHIPS

Finding the right strategic partner is challenging for universities of any size, but this can be particularly significant for small universities. Once an international relations manager has identified potential university partners that share common academic programmes and international goals, it is essential to identify key faculty and personnel who are willing and able to cooperate with the proposed international initiatives.

Knowing who makes international programming decisions at each university and how long it usually takes to get a programme or policy approved at that institution is useful. It is also important to choose international relations managers with whom you believe you can work well.

COMPATIBILITY OF SIZE AND CULTURE

The compatibility of the two universities' sizes and cultures must also be assessed. Knowing the number of students and employees as well as class sizes at each university is helpful. If these numbers vary greatly, the partnership can still work, but it might be challenging. For example, are students used to being one of 100 students in a large lecture hall, or are they used to small interactive classes? How mobile and independent are the students and faculty at each institution? Are they located in a city or country that your students and faculty would find interesting?

A large university in a large city might not be the best match for a small university in a small town because it might be difficult to maintain a reciprocal partnership. Students and faculty from smaller universities are also accustomed to having a great deal of personal attention and knowing exactly whom in their university they can reach out to if they have a particular question or problem. Larger universities can help by ensuring that there is a specific contact person available for such communication. In addition, if students of small universities are accustomed to living on or very near their university campus, larger universities can help ease housing concerns by clearly explaining what housing arrangements are available (with photos), how much they will cost, and what is included in that cost.

TIPS FOR SUCCESSFUL PARTNERSHIPS

After determining that the two universities' cultures mesh, potential partners can begin discussing the gaps in their current study abroad programmes, types of programmes that they would like to offer, faculty research interests, and expected outcomes for study, teaching, and research abroad. It is important that some or most of these interests and expected outcomes are a good match. It is also essential to ask the potential partner how many current active international partnerships they have

01 Catholic University of Avila (UCAV)
02 Catholic University of Avila (UCAV)
03 Medical University of Graz (MUG)

Photos courtesy of authors

and how much time they are able and willing to invest in developing a partnership with your university. Nothing is worse than going through the extensive task of formulating an agreement only to find out that your university's partnership is not a priority.

Starting with small joint projects can be an important consideration when working with a small university since one or two people usually organise and facilitate these entire projects. It is often helpful to replicate a programme model that has already been successful at the more experienced university. Once the small-scale programmes have been initiated and assessed, the partnership can develop into full-semester or year-long exchanges, faculty research projects, and more. Developing strong personal relationships between the individuals involved in the partnership will also help the programmes to continue even if there are some glitches, as there will be a lot of understanding and mutual support for each other as well as dedication to the programme.

CASE STUDIES

Both small universities, the Catholic University of Avila (UCAV), Spain, and the University of St. Francis (USF) in Illinois, USA, have been partners since 2011. The first steps in establishing this partnership included visits to each partner university followed by short three-week intensive English and nursing programmes and a short-term six-week faculty intensive English and research programme at USF as well as short-term faculty visits. The greatest challenge with this partnership so far has been reciprocity. Future projects include improving reciprocity, further faculty collaboration, and expansion to a semester-long exchange programme.

The Medical University of Graz (MUG), in Austria – a large university with a smaller nursing school – also has a partnership with USF. Both institutions identified a need to provide desirable short-term study abroad opportunities for their nursing students and faculty, which would fit into their gruelling academic schedules. Since 2013, they have been working together to establish a joint international interdisciplinary summer school programme focusing on elderly care. The biggest challenges with implementing this joint programme stemmed from departmental inexperience, lack of internal communication, and strict curricular stipulations that required a lengthy approval process.

It is crucial for international relations managers to meet early and often with faculty champions committed to the international programme's success and to maintain consistent communication with this team. After the successful implementation of the joint summer programme, USF and MUG plan to develop a longer semester exchange programme and increase faculty collaboration.

SHARING INSIGHTS

If institutions do their homework and understand the strengths and weaknesses of small universities, they can have very productive partnerships. Small universities make great partners because they typically focus on strategic partnerships to manage they can provide a concentrated effort to create programming in a short amount of time; and they often have the unique ability to build relationships between department heads and faculty in various departments.

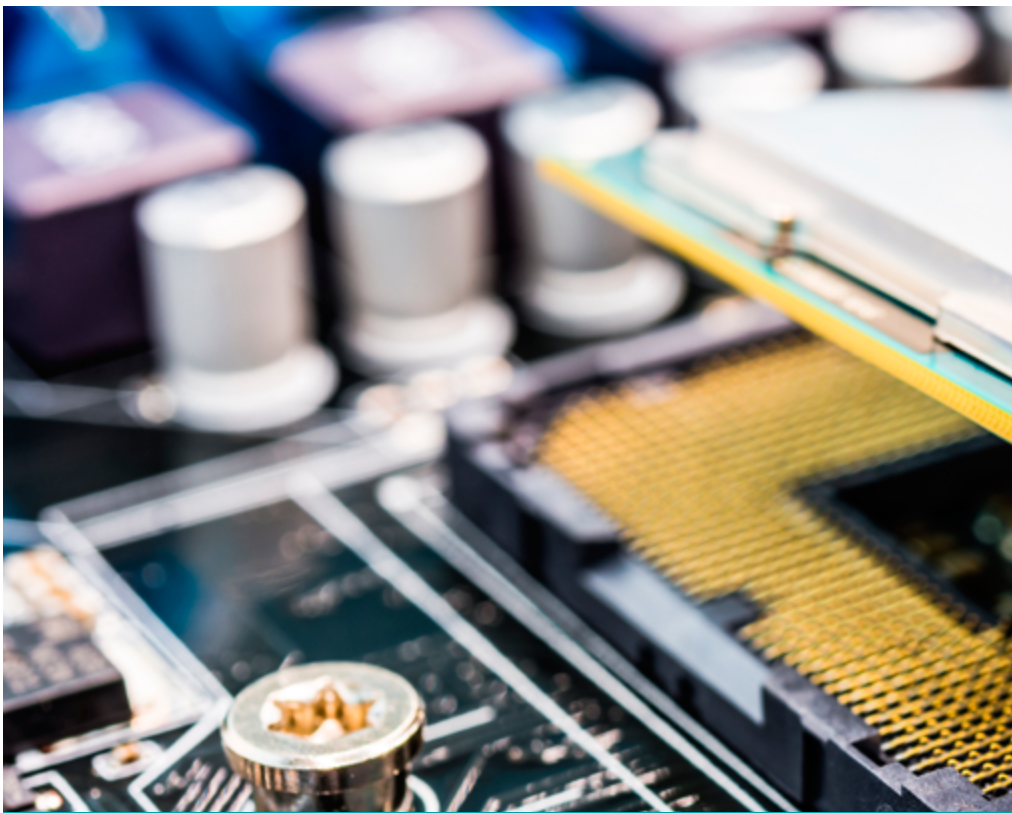
It is also important to be patient and stay positive. Just because a programme doesn't run as expected one semester does not mean that it will not eventually succeed. Plan programme reciprocity and perform continual assessments and programme adjustments so that the partnership is sustainable. Small universities may sometimes lack experience, but don't let that scare you away. For every bit of experience they lack, they make up for it in great enthusiasm and personal attention.

It is crucial for international relations managers to meet early and often with faculty champions committed to the international programme's success

— ANGELA MAFFEO, JAVIER VELÁZQUEZ SAORNIL & CHRISTINA SCHÖNBACHER

PARTNERSHIPS BEYOND HIGH

Economic advancement in developing countries has resulted in a new wave of potential students. Yet universities face fierce competition for their attention. Corporate partnerships, along with a healthy amount of branding, have been highly successful in promoting Sweden as a study destination for Indian students.



The rise of the middle class in Brazil, Russia, India and China, as well as in Mexico, Indonesia, Nigeria and Turkey (the BRIC and MINT countries) has spurred a demand for education, expanding the global educational market. Technology has increased the flow of information, making it easier for students to explore, discover and apply for international opportunities.

These trends, among others, drive a rising need for innovation in university branding; standing out in order to be an attractive choice for students in the crowded global educational market. Traditionally, universities (and countries) with strong brands and international rankings have been the winners, while universities outside this sphere remain fairly unknown on the international scene. These universities are more dependent on the context they are in: closeness to industry, the region and city they are situated in and the culture that surrounds them. To position the university, strategic national and international alliances, as well as branding initiatives have proven successful, where actors from more than one area collaborate.

RAISING SWEDEN'S PROFILE

Until just a few years ago, Sweden had been known for its free education, even for foreign students. In 2010, following a decision from the parliament to harmonise with the EU regulations, all Swedish universities started charging tuition fees for non-EU students. For the first time, the Swedish universities had to create or rephrase their brands' value propositions and radically change the way they recruited students.

Sweden is a small country, with some research universities that rank quite high, but as a destination for fee-paying students it has not been top of mind. Culturally, on the other hand, Sweden has a very good reputation worldwide as an innovative and egalitarian country, which created enormous potential to leverage.

CORPORATE COLLABORATION

The KTH Royal Institute of Technology in Stockholm, worked in partnership with ABB, the worldwide robotics and power and automation technology company; SAAB, the aerospace and defence company; and Ericsson, the communications technology company. The ultimate goal was to create awareness of KTH, along

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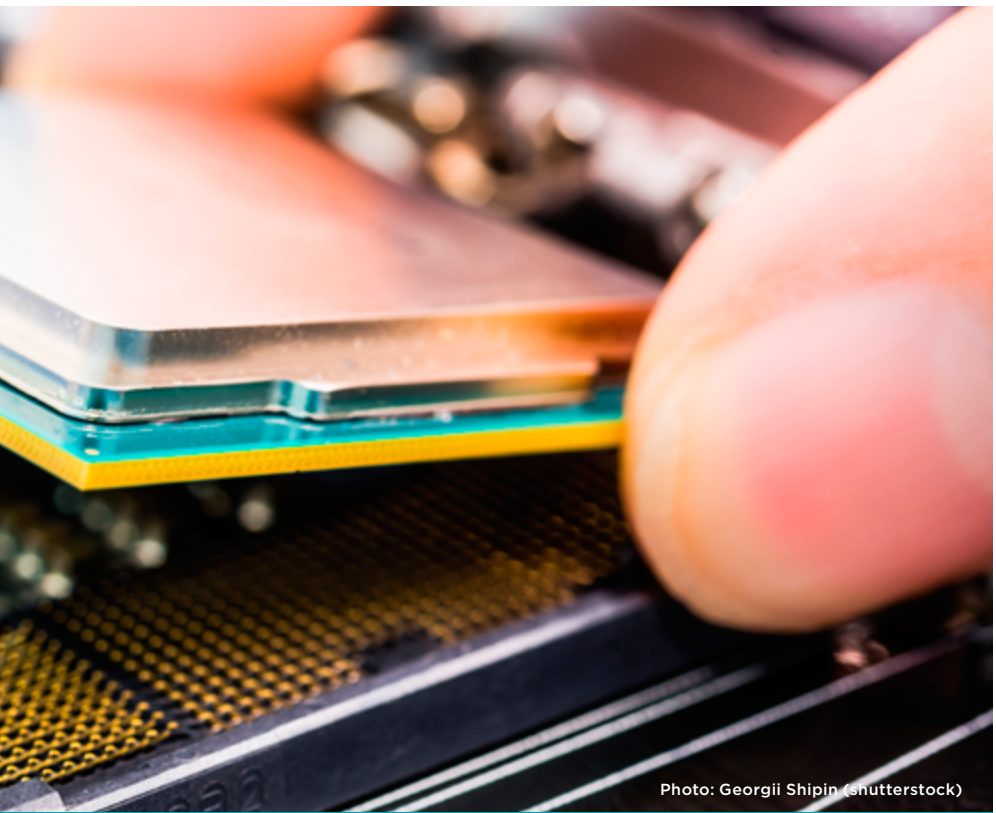


Photo: Georgii Shipin (shutterstock)

with specific study programmes, and to attract top students to study in Sweden.

With this goal in mind, Sqore (formerly Student Competitions) and KTH professors designed a series of knowledge based competition campaigns, targeting Indian engineering students. The quizzes tested students' logical reasoning, knowledge of Swedish–Indian relations, Swedish innovation, KTH, and programme-specific technology. In the final stage of the competition, participants had to answer a case question in their chosen field of engineering.

The engagement that this resulted in was huge. Most students spent at least two hours on the competition and 30% spent more than four hours. While they took the quizzes and case question, students also learned important information about KTH and the partnering companies. Participants reported that by taking part in the competition they gained knowledge about KTH and Sweden.

In addition to the different aspects of the competition itself, and the appeal for KTH, a key feature of the initiative was the collaboration with corporate partners.

This partnership resulted in:

- raising the profile through the reach of a global brand;
- demonstrating that KTH is a top university for desirable international employers to recruit candidates from;
- proving that an education at KTH provides students with a solid academic base in addition to offering opportunities to gain practical experience.

ADDED VALUE

Of course, another bonus of working with big corporates is the financial resources they have available. While scholarships are a great offering in any initiative toward non-EU students in Sweden, there are still many scholarship recipients who cannot afford to attend a university in a country where the living costs are high – as they are in Sweden. By including corporate partners, the initiative was able to offer living allowances to winning Indian students for the duration of their studies in Sweden.

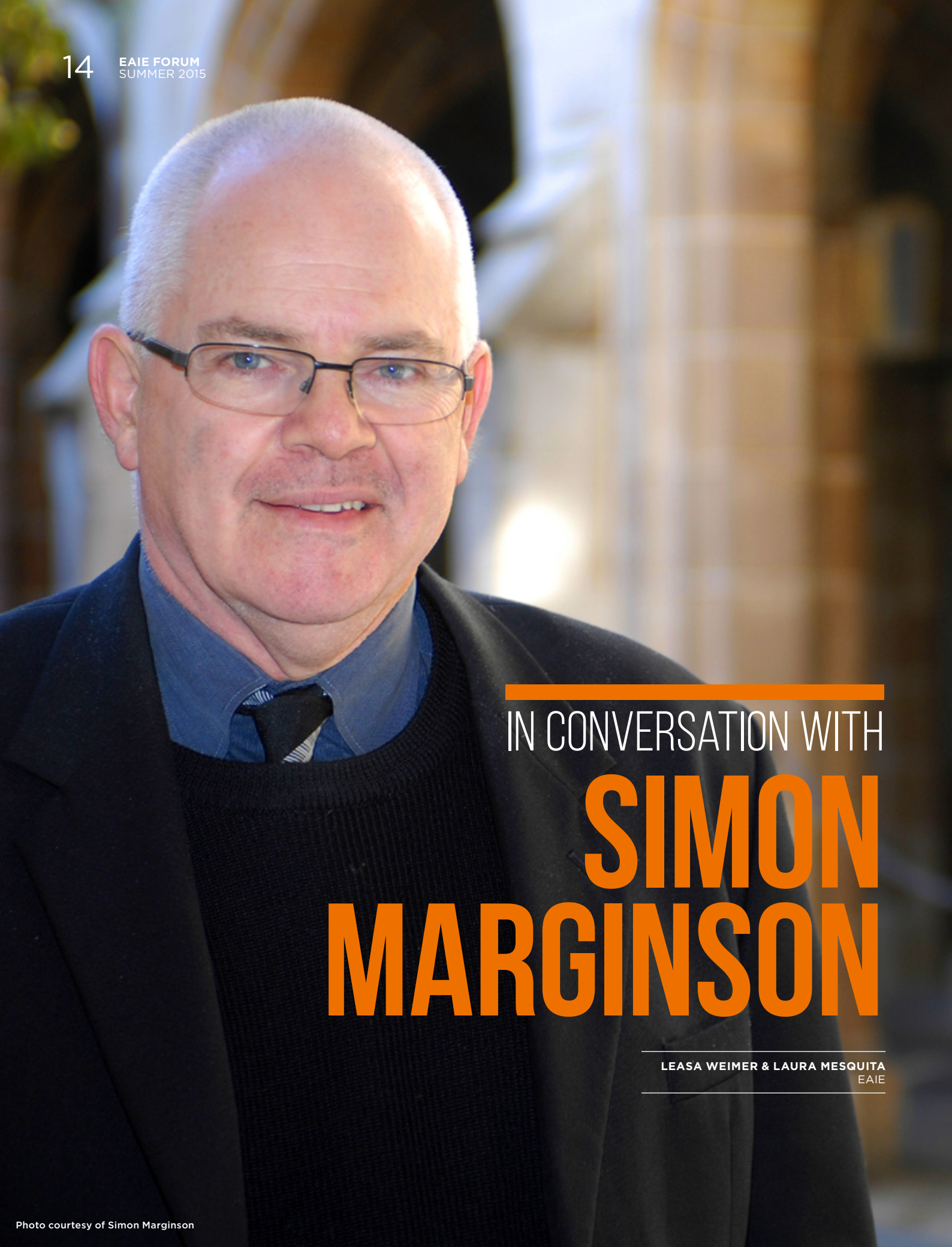
CELEBRATING SUCCESS

Through this initiative, KTH gained a number of valuable insights. Firstly, collaboration on branding activities like this is very successful. Actors that should be considered in these types of initiatives include higher education institutions, companies and government agencies. These partnerships create a strong and coherent value proposition for students. By pooling resources and having a common engagement strategy and a holistic message, even small nations and universities with limited resources can have a high impact.

Secondly, a strong success factor for the initiative was its creation of a cultural connection with the students. The focus was not only on a potential study programme but also on the existing connections between them and their country with Sweden. Familiarising students with the potential country of their studies helped them to make an informed choice when deciding to participate, and eventually to apply to the university.

Finally, this type of activity is a great complement to the various international marketing activities and channels, including in-country study fairs, social media activity, PR and content marketing, as well as scholarship allocation and selection.

— CLARE MILLS & MARK HUGHES



IN CONVERSATION WITH SIMON MARGINSON

LEASA WEIMER & LAURA MESQUITA
EAIE

Photo courtesy of Simon Marginson

A life-long scholar and commentator on issues of internationalisation, Simon Marginson is now embarking on a truly fascinating new journey as the Director of the University College London's Institute of Education's Centre for Global Higher Education (CGHE). The centre itself is an ambitious strategic international partnership, combining leading research scholars of international higher education from all over the globe. Simon speaks of the past, the present and the future of the field and gives insights into the richness that can result from international collaboration.

What is your vision for the Centre for Global Higher Education and what type of projects and research can be expected when it launches in October 2015?

SM: The whole field of higher education is within our sights, but we have 13 funded projects in specific areas. The projects are divided into three broad categories: those that take a global perspective and have a strong comparative global systems aspect; those that look at the UK higher education system as a whole, but also contain comparative elements; and those that essentially start from the ground up from a local higher education perspective. These three areas intersect constantly and one of our distinct contributions to the field of study will be to model higher education as a combination of the local, the national and the global and to push those perspectives together as much as possible to see what happens at their points of joining. For example, we are interested in the public good role of higher education, and we'll compare the different national approaches to this as well as examine global public goods produced in higher education. We are likewise interested in issues of the financial sustainability of higher education, and again, we'll compare the way this is handled in different higher education systems. We'll be global in the sense that we'll situate UK higher education globally. UK higher education is our core interest because we're a nationally-funded research centre.

This issue of *Forum* focuses on international strategic partnerships and the new Centre for Global Higher Education is in itself a global international partnership. What are the key issues on your mind in terms of making the most of this particular set of international partnerships as you launch the new centre?

SM: We have eight international partners. One particular strength of our centre is that we'll have a very strong interest in East Asia. Three of our leading scholar partners are from that region, from Hiroshima University, Shanghai Jiao Tong University and Hong Kong. We also have partners in South Africa, the Netherlands, Ireland, the United States and Australia. One of our partners started global university rankings, and another started income contingent tuition loans systems. It is a strong group, and one that working together could lift higher education in key areas. Several of our partners have a strong interest in taking a valid social science approach to international comparisons and ranking, as opposed to using ill-informed surveys and composing these comparisons as a reputation game.

Several of our partners have a strong interest in taking a valid social science approach to international comparisons and ranking, as opposed to using ill-informed surveys

The fact that a critical mass of leading international and UK researchers is involved in the CGHE means that further new projects and new ideas will develop, often out of synergies between different research programmes. In addition, we place a lot of importance on our global

communications. I hope that we'll help to energise UK higher education research in terms of global relationships and a global perspective, moving us away from national issues that have become stereotyped and stuck. This will, in turn, allow us to come up with new ideas in the national context, about where higher education is going and how to improve it.

I hope that we'll help to energise UK higher education research in terms of global relationships and a global perspective

You've also done some significant research in recent years on the issue of international student safety and security. Members of the EAIE, as practitioners, are interested in this lived experience of the international student more broadly.

SM: I'm glad you mentioned that. I've spent years working on that area and I've been quite disappointed about how marginal people think international education is despite its enormous importance. My theoretical work on globalisation and higher education is broadly cited but research on international students, which is equally important and more empirically-based, just doesn't get noticed in the same way. People are so fixated on domestic students. Although talking to you about the importance of international students I realise that I am preaching to the converted.

International students often get more out of higher education than normal students. On average they work harder. They often undergo more transformative personal development than do most domestic students, because they're immersing themselves in a foreign place and foreign education system. It's really very impressive, the degree of engagement they have in higher education compared to the domestic student population. But they face cultural barriers and problems of personal security that most domestic students do not face. International students are non-citizens, with fewer rights and less familiarity with the country and its education system. They often pay more for their health care, cannot access local welfare supports, are exploited by landlords in the housing market, and do not enjoy full work rights – they are often underpaid and over-worked when they manage to obtain a job. Some face abuse and discrimination because of the colour of their skin or their accent when they speak. Where do they go when this happens? Most people in the country of education are unaware of these problems and don't seem interested in finding out. Until we develop some kind of cross-country protocol that provides for the security of non-citizen students in the country of education, we will not advance in this area.

Until we develop some kind of cross-country protocol that provides for the security of non-citizen students in the country of education, we will not advance

What role should strategic international institutional partnerships play in addressing student needs?

SM: Some partnerships are more material than others and involve a more intense commitment by the partners. There are a lot of nominal partnerships on paper that don't indicate much aside from the desire to be seen as global. Then there are substantial partnerships, for example those which orchestrate twinning between programmes, or are sustained by joint degree structures. This level of partnership gets pretty interesting in terms of matching up curricula and may involve exchange of students and staff. Substantial international partnering has become central to a range of activities. There are the commercial interests of countries and institutions that want to recruit international students who will contribute to revenue; and then there is research cooperation, which is growing everywhere, and is often the loss leader that opens up other forms of international sharing and learning.

Some of your more recent research is focused on the role of higher education in constructing public good. In what way should institutions consider the notion of the public good when constructing international partnerships?

SM: Higher education contributes to global public good by developing research into important common human problems and sharing it across borders. Therefore, partnerships that contribute to public good in this form are highly desirable. That's the easy answer to your question, but there's more to it. The way the 'public good' is understood in, say, the Nordic jurisdiction, and the Anglo-American jurisdiction, or China, or Japan, is different. In some jurisdictions the state has a broader role and in others it has a narrower, contested role. In some countries, 'public' is understood as something that government does. In others it's just as much about civil society

as it is about state activity. It's not an easy question to answer because there's not one common terminology that applies everywhere. That makes the whole area rather interesting.

My sense is that the Anglo-American countries, where I come from, are having particular difficulties at present in dealing with the public potentials of higher education – that is, the contributions of higher education that extend beyond benefits solely to individuals. We are seeing a move away from a 'mixed economy' notion, in which higher education is seen to generate both public and private benefits, towards a highly marketised notion, in which it is seen to produce only private earnings and employability. The fact is that the public goods are still produced everywhere, but in the UK and US they are under-recognised and under-funded, and therefore produced at a lower level than they might be. Perhaps the Anglo-American countries have something to learn from the broader recognition of public goods in other jurisdictions. Pushing these different jurisdictions against each other conceptually and empirically may allow us to make a forward move on this rather difficult conceptual and empirical question. Also, by developing a more generic notion of public with resonance across the whole world, we might make a forward move on notions of what global governance and global society might look like. We need to progress that area if we are to tackle the big common human problems which we are manifestly struggling to tackle collectively at the moment.

Looking back, what do you think is the most remarkable change you have seen as a scholar studying international higher education?

SM: The last 25 year span is the most interesting one. The Internet established a single-world communicative space, although one that is culturally-loaded and dominated by English-language knowledge. Systems of research and scientific publishing have become more global, and this has made an enormous difference to universities. Many things have followed: quickened international movement in academic labour markets, especially at the doctoral level; and the rise of global comparisons and ranking. This has created global templates that everyone feels they've got to live up to.

The development of global student mobility has been a more linear process, but the rate of growth in the last ten years has been fast and furious. The other big change since the late 1990s is the growth in participation in higher education. If you look at the UNESCO data, in 1970 there was a 10% global tertiary involvement ratio. By the early 1990s it was only about 15%, but then it starts to accelerate. It's double the mid-1990s level now, 20 years later. On top of that, we've seen the spread of national science systems and the development of research universities around the world. There are about 50 countries that publish more than 1000 research papers a year, meaning they have an indigenous science capacity of their own, compared to 35 such countries in the mid-1990s. National systems have become more developed in terms of education and research, are now interacting more than they did before, and have become more similar than they were before. There have been more changes in the last 20 years than at any other two decade span in the history of universities.

We've seen these 20 years of rapid growth, what about the next 5 or 10 years?

SM: I'm not going to say I think technology is going to replace face-to-face learning, but this is an especially difficult question. It's really difficult for social science to do any kind of forecasting and the track record of those who forecast big synthetic mega-trends, such as the trajectory of higher education, is usually bad. At best you can make linear projections but the interesting changes are qualitative and non-linear in form. I wouldn't like to forecast whether universities will become more global or less so, though it's an issue that concerns me greatly, as I see them as key institutions if we are to move towards a more integrated world system. Historically, in the last 500 years or so, the national/global trade-off has fluctuated. Global systems evolve, only for national barriers to emerge. In the last ten years there's been something of a reassertion of national barriers in regards to immigration, at least in some countries. This has slowed down global mobility compared to what could have happened. If it were free to do so, mobility would grow. But there are a lot of impeding factors at play. Most countries which are relatively affluent seem to have some element of immigration resistance.

I'm not overly sanguine about the future of higher education. I think a lot of its functions could be replaced by other social organisations, other forms of communication and learning. I'm not sure the research university is going to last forever. Higher education has developed immensely quickly. It could unwind as well. It has grown partly because of its assumed role in relation to work, but I don't think we are the major factor in determining productivity and employability; nor do we provide the equality of opportunity we promise. At the moment higher education looks very strong, but so did the monasteries in England around 1500 before Henry VIII abolished them. Some of their functions spilled out into civil society, while others disappeared. It's a question of whether societies continue to put more and more into the basket labelled 'higher education', or whether they find that in the end they can't run so many of their activities through that institutional medium and need to carry out those activities elsewhere.

CULTURAL AWARENESS & NEGOTIATED SPACE

Forming international partnerships can be incredibly enriching for institutions. Yet unless cultural differences are clearly acknowledged and agreements are made about how to work around ethical issues that affect collaboration between institutions, issues can arise. Awareness of cultural differences while offering clarity about one's ethical position makes for successful cultural interaction that helps sustain partnerships over time.

As higher education partnerships have proliferated worldwide, a number of organisations have developed codes or statements of good practice to inform institutional decision-making and guide implementation of joint programmes and initiatives. For its 2015 report, *International Higher Education Partnerships: A Global Review of Standards and Practices*,[1] American Council on Education (ACE) analysed five such statements set forth by organisations in the US and abroad, each of which is intended to cover different types of collaborations and reach different audiences. Our goal was to explore the key common themes among them, as well as identify gaps – issues that are critical to partnership development but are not detailed in the existing standards – and suggest good practices in these areas.

Photo: Dragon Images (shutterstock)

Among the themes identified, cultural awareness is one of the most critical. Regardless of specific type or activity, all forms of global engagement involve interactions of multiple cultures. An awareness of the cultures involved – and the understanding that cultural differences present both challenges and opportunities – should underpin international education collaborations. The standards address a number of issues in this realm; in the ACE report we also explore some of the challenges that arise in the practical application of the good practices recommended by the standards.

An awareness of the cultures involved should underpin international education collaborations

MANAGING CULTURAL DIFFERENCES

Broadly, the standards stipulate that the cultural contexts of all parties should be taken into account at all stages – from initial negotiations among potential partners, to programme design and implementation, to monitoring and maintenance of the relationship. Faculty and staff should possess intercultural communication skills, as well as a shared knowledge of the specific cultures represented; training and development opportunities may be needed to ensure a high level of cultural competence among programme personnel, particularly in terms of working with – and ensuring the success of – students of varying cultural and linguistic backgrounds.

Even for faculty and staff with a high level of cultural competence it can take years to develop an in-depth understanding of the partner institution's cultural context, which includes not only the national/regional culture, but institutional culture as well. Candid discussions among stakeholders on both ends of the partnership – both before the programme is launched and on an on-going basis – about key aspects of their respective cultures can help identify possible points of tension, and smooth the way for mutually acceptable solutions. In terms of administration, issues to address may include partners' cultural mores surrounding reporting structures, the role of institutional leadership, decision-making processes, communication of information, negotiating styles, relationship management, and dealing with crises.

In the academic realm, there are often cultural differences in pedagogy (*eg* lecture versus discussion format), grading and evaluation practices (*eg* what counts toward a student's grade), the use of technology in the classroom, and expectations surrounding the role of faculty and the faculty–student relationship. Processes for determining content and curriculum (*eg* the extent to which faculty have autonomy in these areas) may also differ. There may also be differences in research culture (*eg* surrounding authorship, participant consent procedures, and methodology).

Even for faculty and staff with a high level of cultural competence it can take years to develop an in-depth understanding of the partner institution's cultural context

Given their pivotal role in this realm, it is critical for faculty to be involved in all discussions around academic issues. Faculty from both partner institutions should work together to find common ground and set the tone for the programme's own academic culture, which will likely entail elements from the cultures of all partners. For some institutions, adopting the pedagogical practices of the partner institution may in fact be a goal of the collaboration, which should be taken into account in establishing the programme's academic policies and practices.

ETHICAL DILEMMAS

While the standards provide solid advice for managing cultural differences on a day-to-day basis, in the course of a partnership – particularly one that endures over time – it is likely that at some point situations and issues will arise for which the good practice is not so clear. What happens when one partner's cultural customs or operating procedures conflict with practices, values, ethical principles, and/or laws of the other?

For example, if one partner believes that women should not be admitted to a joint programme, or that certain ethnic groups should not have access, should local customs be honoured? In contexts where personal relationships are typically taken into account in decisions about student admissions, hiring, vendor selection, and other areas of programme operation, what are the potential implications for equity and transparency? Should a faculty member involved in an international research collaboration be expected to adhere to the intellectual property laws of the partner country, if such regulations are less stringent (by law or in practice) in her or his home country? What happens when expectations for academic freedom are not commensurate? Such questions abound.

In dealing with these and other ethical dilemmas that arise in the course of partnership development and implementation, there are no easy answers; the most problematic course of action, though, is inaction, or underestimating the importance of these matters. When entering partnerships, institutions should perform due diligence to determine what ethical dilemmas are likely to arise in working with a potential partner. Analysing the overall political and academic context of the partner country is an important first step; the history and policies of the potential partner institution should also be considered, along with the nature of the proposed collaboration (*eg* the activities and subject matter entailed).

'NEGOTIATED SPACE'

Ultimately, individual institutions must determine where they need to draw the line on controversial issues, and what compromises they are willing (and unwilling) to make in order to move a relationship forward. In terms of academic freedom, for example, is the institution concerned primarily with what happens within the confines of the collaborative programme, or should it decline to partner with a foreign institution (or even a whole country) that in general does not adhere to the home county's standards in this area? Institution leaders, faculty, and administrators on the home campus need to be at the table for these discussions. Taking into account the priorities and opinions of all stakeholders will help ensure buy-in for those collaborations that move forward. As a result, faculty and staff may be more willing to work through controversial issues that arise down the road, rather than advocating that the relationship be abandoned.

In addition to internal discussion, open, on-going communication, rooted in an attitude of mutual respect, is needed in directly addressing potentially controversial issues with the partner institution, and finding solutions that are ethically, culturally, and legally acceptable to all parties. Partners should be upfront about what they can offer in terms of resources, and should become familiar with the policies, conditions, and constraints of the other institution. Collaboratively designed orientation programmes and advising should include candid conversations with participants to ensure they understand the terms of their participation, and are realistic in their expectations.

To characterise the process by which international partnerships can work through potential conflicts and find common ground to move forward, Patti McGill Peterson, ACE's Presidential Advisor for Global Initiatives, uses the term 'negotiated space'. Underscoring the need for open communication and joint solutions in order to achieve this goal, she elaborates:

> *"When institutional partners come together to engage in academic cooperation, it is imperative that all parties lay out their expectations for ethical behaviour and good practice. To be silent or hope for the best will not form the foundation of an effective partnership. International partnerships are ultimately a matter of negotiated space, hopefully between honourable and well-intended parties. If partners take this seriously and mutually develop their ethical frameworks for collaboration, they plant the seeds of long-term sustainability for the partnership."*[2]

— ROBIN HELMS

When entering partnerships, institutions should perform due diligence to determine what ethical dilemmas are likely to arise

1. http://www.acenet.edu/news-room/Documents/CIGE-Insights-Intl-Higher-Ed-Partnerships.pdf

2. Peterson, Patti McGill. 2014. "Ethical Partnerships in Higher Education." *Forum*, winter, EAIE.

USING STRATEGIC ENTREPRENEURS TO BUILD STRATEGIC PARTNERSHIPS

Internationalisation through strategic partnerships is a goal for many higher education institutions and their upper-level management teams. Yet for institutional objectives to truly flourish, they should get the most out of the various skills that different actors bring to be table. This piece explores the interesting role that can be played by resourceful academic staff in materialising institutional, and individual, aims. ▸

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A few years ago, I asked around universities why staff were not more involved in building strategic international partnerships. I was told, "the staff won't do it," or "management won't let you do it." I smelled a rat. Having worked in private business, where staff *will* do it and "management need you to do it," I was convinced the real reasons were more organisational than personal. Two years later, I was developing strategic partnerships I had negotiated, organised and implemented myself, with the support of my colleagues and management. Based on my experience, I also developed a theory regarding these much espoused but less practised initiatives.

PITFALLS AND BLIND SPOTS

There's a vicious circle of execution failure in higher education internationalisation strategy, especially in strategic partnerships. Repeated failure to implement properly results in a culture of underperformance, in which failure is expected, tolerated and ignored. Ignorance of the underlying reasons means assumptions (such as those quoted above) rush in to fill the knowledge gap. Managers step into the strategy vacuum and pull all the wrong levers. Hardly surprising in institutions in which Gresham's Law applies: *discussions about bad operations drive out discussions about good strategy implementation*.

Strategy documents, where they exist, contain vague statements about the 'encouragement' or 'facilitation' of strategic partnerships tacked onto the end of the 'international' section. There they languish without responsibilities, targets, allocated resources or key performance indicators, even in the most managed of institutions. The 'rhetoric-reality gap' in higher education internationalisation strategy, and the resulting deterioration in the global position of UK universities, are well documented.

ACADEMIC ENTREPRENEURSHIP

Universities are complex organisations operating in a turbulent environment, variously described as "organised anarchies" and "professional bureaucracies." Political scrutiny and multiple constituencies mean autonomy is constrained and aims are unclear, disputed and changing. Universities are therefore reacting organisations, and even a minimal understanding of strategy would lead to the adoption of an emergent strategic approach, learning and adapting as you go. Such an approach would benefit from the strong cultural values of many university staff who are able to work under an umbrella of institutional aims broadly in line with their own.

Instead, the rise of managerialism has pushed universities into trying to adopt a planned approach to strategy, executed through demanding compliance with bureaucratic process and control, and working entirely against the predominant values of academics. No wonder then that there is a hostile attitude among many in higher education to 'academic entrepreneurship' (spin-off activities, *etc*). This interpretation of entrepreneurship is based on a narrow and superficial understanding of the concept in which it is misunderstood as purely commercial, resulting in it being wrongly equated with managerialism. In fact the opposite is true.

Consider Schumpeter's early definition of "pure" entrepreneurship from 1947: *the doing of new things or the doing of things that are already done in a new way.* Further definitions emphasise the value of autonomy and flexibility (not just making money!), similar to 'academic freedom' and therefore appealing to the strong values of many university staff. Use this "pure" concept and whole areas of your university have just become staffed by entrepreneurs, seeking to do new things in new ways, such as internationalising through partnerships. I know this to be true from the giddying range of creative, flexible, determined and autonomous behaviours I observe in my colleagues at all levels – academic and administrative – as I built my strategic partnerships with other universities around the world. But it is only recently that I recognised my own and my organisation's tendencies and skills as entrepreneurial.

IS THE CURRENT MOTIVATION FOR INTERNATIONALISATION CORRECT?

Sometimes driven by the need to create alternative income streams and by growing managerialism, the predominant attitude of higher education to internationalisation in Anglophone countries has been a tactical 'infusion approach': reductionist, symbolic, commercial and competitive.

Anglophone universities in particular have been reliant on an unsustainable competitive advantage based on teaching in the English language (a basic strategic error), focused on the short-term exploitation of lucrative international students (a basic marketing error) and implementing superficial changes to programme titles and syllabi via bureaucratic process (a basic execution error). University staff have not bought into this shallow approach imposed from the top (another basic execution error), faced, as

they are every day, with the consequences for all students and their own inability to deliver satisfactorily.

It is not internationalisation they disagree with, indeed many staff enjoy the international diversity of their working environment, it is the underlying values driving it. This purely commercial approach cannot motivate staff to engage in partnerships. It is now resulting in a loss of market share as institutions in other countries surpass such institutions in the genuine quality of their internationalisation.

This purely commercial approach cannot motivate staff to engage in partnerships

A FRESH APPROACH

There is an alternative: a transformative, internationalist and cooperative approach to partnering, implemented through commitment to a vision rather than compliance with targets. A holistic and comprehensive approach to 'deep' internationalisation, in which the organisation is populated by current and future global citizens, and embraces international students as valuable resources rather than tolerating them as a necessary evil.

Staff participation is essential to develop better skills, attitudes, professional and institutional networks. This vision is in line with the internationalist values of most academics and many of their administrative colleagues and is therefore much more likely to be implemented. Link it with an entrepreneurial approach to implementation and to a broad umbrella strategy – building on an existing preference for freedom and flexibility – and you have an executable strategy for the future of international strategic partnerships.

Often in the process of developing our partnerships was it only my deeply held beliefs about the value of internationalism, coupled with my entrepreneurial perseverance, which kept me hurdling the barriers. No amount of managed targets would have succeeded.

INVALUABLE QUALITIES

But entrepreneurs are not strategic. They are self-interested and tactically exploit opportunities for their own benefit. I certainly had my own interests at heart at the outset. Welcome, Robert Burgelman's concept of the "strategic entrepreneur". Working in the ranks of large, complex organisations, they use "autonomous strategic behaviour" to deliver elements of the corporate strategy, often supported, as I am, by middle managers. Usually operating on the fringes of the organisation and rarely in the higher levels of management – entrepreneurs do not succeed by investing in the status quo – they are well-placed and capable of delivering the more challenging and risky aspects of a holistic internationalisation strategy, such as strategic partnerships.

So personal is the decision to invest the time and effort needed to build a long-term partnership, that it cannot be affected through compliance with a policy. An individual must commit. So demanding is the implementation of a worthwhile partnership, that the entrepreneurial tendencies of self-reliance, perseverance, passion and flexibility are invaluable. Strategic entrepreneurs are skilled in 'piggy-backing' on existing resources and doing more with less. Sound familiar? A little support from management and some organisational slack allow them really to flourish.

Can't identify your strategic entrepreneurs? Don't look in your committees, they are avoiding them, preferring instead to create and use their own team culture, network of relationships and the informal communication stream. They might have been pushed out of your organisation or they are dormant.

If you really want to build long lasting, worthwhile, profitable strategic partnerships, don't be so commercial and controlling. If you want to maintain your internationalisation strategy in an age of financial crisis, don't waste resources micro-managing. Instead, base your umbrella strategy on an inspirational vision of diversity and the values of internationalism. This will awaken your dormant strategic entrepreneurs and attract others: give them a direction rather than directives, build in a bit of slack and autonomy, allow them to piggy-back, and watch them deliver.

— ALISON PEARCE

Staff participation is essential to develop better skills, attitudes, professional and institutional networks

100 YEARS OF IIE

FROM STUDENT MOBILITY TO STRATEGIC ENGAGEMENT

Photo: Maartje van Caspel (istock)

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.

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

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

that courtesy, the French government has reciprocated by receiving 20 American girls in French lycees 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."

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 Artic, 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 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 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 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.

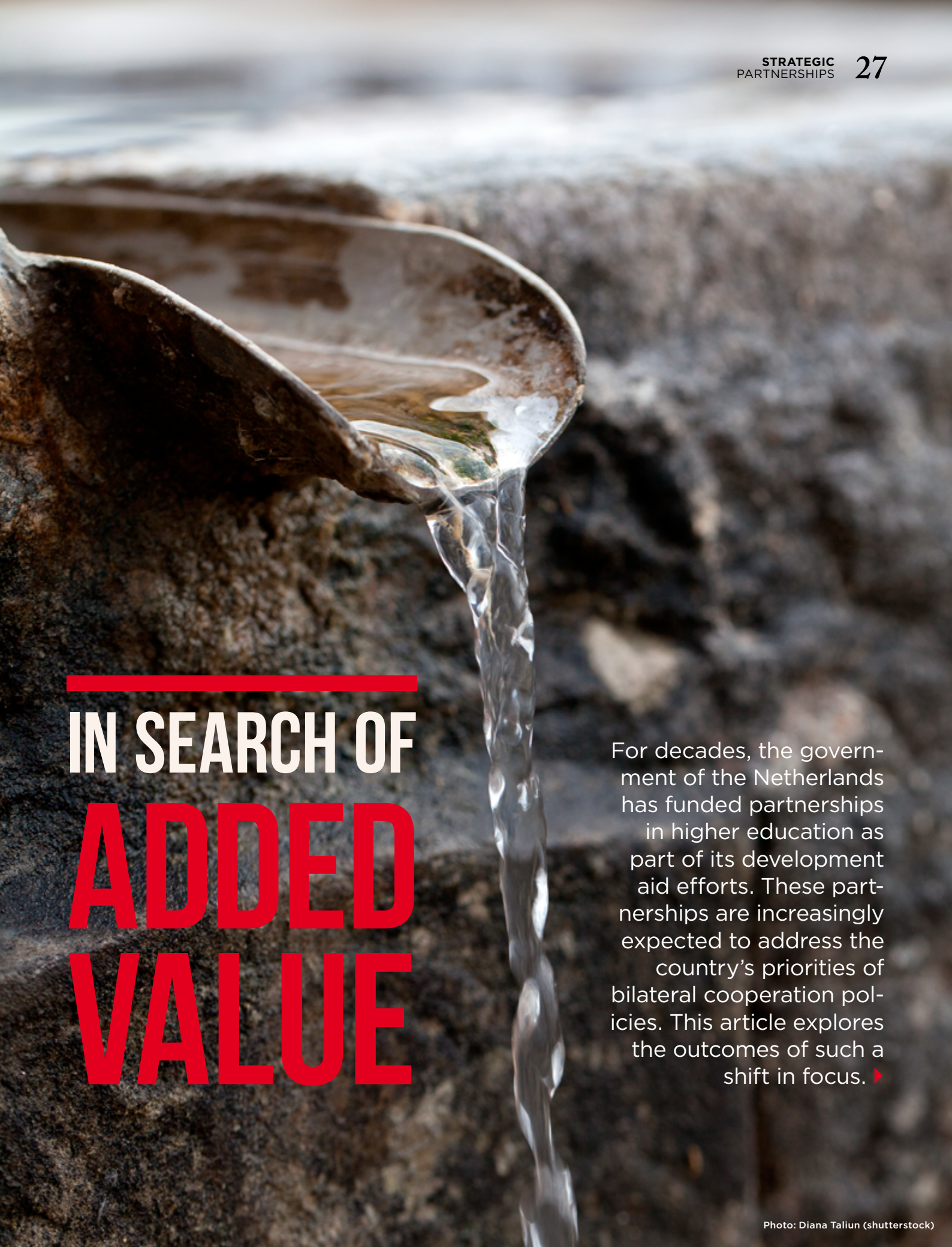
EMPOWERING EACH OTHER ON THE GLOBAL STAGE

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



IN SEARCH OF ADDED VALUE

For decades, the government of the Netherlands has funded partnerships in higher education as part of its development aid efforts. These partnerships are increasingly expected to address the country's priorities of bilateral cooperation policies. This article explores the outcomes of such a shift in focus.

Photo: Diana Taliun (shutterstock)

Since the 1950s, the Dutch government has supported the strengthening of higher education in the developing world and tertiary training of scholars from developing countries in the Netherlands. Scholarship programmes and project-based funding were the principal mechanisms that enabled this. For a long time it was mainly left to Dutch higher education institutions to take initiatives and to recruit strong scholarship candidates. Institutions developed proposals for projects in areas and with partner institutions in the developing world as they saw fit. As a result, many long-lasting partnerships developed, with a strong ownership, often on both sides.

supports capacity building in higher education, as it is now called, through projects and by providing fellowships. However, the initiative of Dutch higher education institutions has been curtailed. Interestingly, while in general the neoliberal-inspired thinking is that more should be left to the market and its actors, in (Dutch) development cooperation policy, the thinking was that an engineered approach would be more effective and have a more focused impact. Thus the government embarked on a bilateral cooperation policy, concentrating on a limited number of countries, and on just two or three policy areas within each country. Government-supported funding

For a long time it was mainly left to Dutch higher education institutions to take initiatives and to recruit strong scholarship candidates

A disadvantage of such arrangements, especially from the perspective of policy makers with an intention to engineer development, was that the programmes weren't very focused. Projects covered everything imaginable; from designing dams for Bangladesh to beekeeping in Costa Rica. Another supposed disadvantage was that the projects weren't demand driven. Dutch institutions were suspected to mainly promote their own (research) interests, without taking their partners' needs into consideration. Southern partners, in turn, were less inclined to take equal ownership if their interests weren't represented.

ENGINEERING PARTNERSHIPS

The new millennium has brought many changes. The Dutch government still

of higher education cooperation was to follow this approach.

Presently the Dutch government funds a capacity building programme, the Netherlands Initiative for Capacity building in Higher Education (NICHE), and a Netherlands Fellowships Programme (NFP). Both programmes are administered by EP-Nuffic. The NICHE programme is implemented in roughly 10 selected countries in Africa and Asia. In each of these countries, NICHE projects support two or three thematic sectors. It is EP-Nuffic, in consultation with the Dutch Embassy and authorities in the respective countries – not Dutch institutions – that decides what projects will be developed and with which local institutions. Outlines for new projects are advertised as public tenders in the Netherlands. Dutch higher education institutions, as well as other providers such as development organisations or consultancy firms, can submit proposals for the implementation of a project. In an evaluation procedure organised by EP-Nuffic, one proposal is selected. The 'winning' institution will support the institution in the South with substantial funding (usually €1-2 million) for four years, in most cases.

HOW DOES THIS WORK IN PRACTICE?

As a former Dutch colony, Indonesia is often one of the countries targeted by Dutch cooperation policy, with the focus on specific topics: water, food and the Rule of Law – all of which are supported by the NICHE programme. The Faculty of Law at Maastricht University is interested in cooperating with an Indonesian institution in this area.

In consultation with the Dutch embassy in Jakarta, EP-Nuffic identifies institutions in Indonesia that may be supported through the NICHE programme. One of the first institutions identified in this way was Udayana University on Bali. Their main problem was that their curricula in law were too theoretical and had little relevance for actual legal practice in Indonesia. This was most interesting for Maastricht University, with its problem-based learning approach – a great way to make education more practice-oriented and learning more context-related – which was precisely the challenge that the Faculty of Law of Udayana was facing. A proposal for this project was made, and consequently selected by EP-Nuffic as the best proposal. The project was a success, with the introduction of a completely renewed law curriculum at Udayana.

Photo: Mirek Nowaczyk (shutterstock)

COOPERATING WITH COLONELS

In 2013, a new NICHE project was identified to support LEMDIKPOL; an institution, fully part of the Indonesian National Police (INP), which develops all police training. The purpose of the project was to boost the training capacity of this institution by developing distance and blended learning. Another part of the agenda was to bring down police corruption, to strengthen the respect for human rights and the civil functions of the police. The police was originally part of the army in Indonesia, and police officers still have military ranks.

Maastricht University was asked by CINOP – a Dutch organisation adept in competence-based learning – to make up a consortium, including an Indonesian university proficient in distance education, and a number of experts in police training. Another winning proposal was put together and selected by EP-Nuffic. And so we found ourselves around the table with police colonels, discussing how to improve the course curricula for officer training of specific tasks (such as community policing, protecting the rights of women and children, traffic police, criminal investigation, *etc*). Being forced to think practically about how to improve the training was a challenging experience, and our own learning curve might well have been as steep as theirs.

We found ourselves around the table with police colonels, discussing how to improve the course curricula for officer training

ADDED VALUE?

There is much debate among Dutch universities about this method of developing projects, and partnerships, within the framework of development cooperation. Dutch universities are critical because they cannot take the initiative to find new projects themselves; they are dependent on the projects and partners identified by EP-Nuffic, in consultation with the government. As a result of institutions not proposing projects themselves, ownership of these projects is often less than optimal, on both sides of the partnership. Insufficient ownership may also imply a weak basis for the sustainability of project results. Many partnerships engineered in this way fall apart as soon as the project contract expires. Quite some projects would never have existed had they not been identified by EP-Nuffic.

However, the current approach does have its advantages. There is a clear policy guiding the identification of new projects. These policies are generally well informed – probably better than individual institutions might be. Universities are coupled with partners whom they may never have partnered with had they taken initiative themselves (like the police training institution).

Nonetheless, I personally believe that it is better to let higher education institutions develop the projects they are supposed to implement – though framed by clearly defined policies. There is reason to distrust too much planning in a complex process such as development. Long live creative diversity! Universities are characterised by a degree of anarchy, and some of their biggest achievements may be attributed to that. The joint search for achievements may well provide the best basis for true partnerships.

— HAN AARTS

DEVELOPING STRATEGIC RESEARCH-BASED PARTNERSHIPS

Partnerships built on the basis of openness, reciprocity and a true desire to collaborate are the ones most likely to succeed in their goals. The University of Technology Sydney, Australia has worked to put academic staff at the centre of this equation, letting sustainable research relationships build from within.

Illustration: Positive thinker (shutterstock)

Every university has myriad partnerships but, increasingly, many institutions are recognising that not all partnerships are equal, and accepting that there is nothing wrong with that. Indeed, such more-than-equal partnerships have in recent times been labelled strategic partnerships.

For a partnership to be strategic, there must be an element of institutional benefit, which elevates the partnership beyond the transactional nature of the vast majority of a university's partnerships (which bring benefits primarily to the participants in the partnership rather than the institution itself).

RECOGNISING COMPATIBILITY

The institutions to be identified as candidates for an international partnership will depend on the strategy and the type of partnership sought. For the University of Technology Sydney (UTS), this has meant the development of a number of partnerships focused on research collaboration so as to increase research capacity, open up funding opportunities, and establish joint academic appointments. In developing what UTS calls "Key Technology Partnerships", mutual commitment, desire to develop a partnership and reciprocal academic interest are the essential elements; added to an understanding that such mutual commitment is likely to be highest with UTS's peer institutions – that is, institutions which are considered to be at roughly the same level according to the world ranking systems, and in the eyes of the people who work at those institutions.

> Compatibility between researchers is a necessary but insufficient condition for a strategic partnership to develop

Any partnership an institution wishes to develop into its most significant form, particularly if it is to be research-collaboration focused, should have building blocks in place in the form of pre-existing collaboration. This indicates compatibility amongst researchers and, more importantly, that successful collaboration can take place between academics at the two institutions and in these two countries. If at least a few researchers were collaborating between the institutions, and in more than one academic area, this would suggest that a broader and deeper partnership is possible.

At UTS, great emphasis was placed on analysing data on all international collaboration taught with UTS researchers' involvement, additionally, information was gathered from researchers on informal and desired collaborative links in order to arrive at a shortlist of institutions that were considered potential Key Technology Partners.

REACHING BEYOND COMPATIBILITY

Compatibility between researchers is a necessary but insufficient condition for a strategic partnership to develop, however. There must be a mutual interest – indeed desire – to develop a partnership beyond the transactional state at the institutional, or executive, level. There are three main aspects to this: firstly, any

resource commitment to the development of a partnership will need the endorsement of those who are ultimately responsible for allocating resources within that institution; secondly, in a world where academic performance management is becoming increasingly common and academics need to demonstrate not only their intrinsic value as researchers but also their willingness to support the institution's strategic objectives, having an institutional goal of developing a partnership with a particular institution can be a motivating factor for many academics to seek collaboration opportunities with their peers at that institution; and thirdly, the approach by partner A must coincide with partner B's own strategic aims and priorities.

That institution you identified as the perfect partner may simply not see you in the same light

Further to that third aspect, it is important for any institution embarking on such a partnership strategy to understand and accept that not every approach will result in the partnership envisaged – or indeed a partnership of any significance at all. That institution you identified as the perfect partner may simply not see you in the same light. You can try to persuade them but, ultimately, limited resources, time and energy are almost always best spent where they are relatively quickly and enthusiastically reciprocated.

RESOURCE RESTRICTIONS

In many respects the most challenging aspect of developing any partnership is of course resources: not just financial resources, but staff resources too will be required in order to develop an institution-wide and significant partnership. However, the financial aspect need not be a significant imposition, and the number of partnerships can be limited (indeed, should be limited) to what can reasonably be serviced by the available resources.

At UTS, AUD 10 000 per year is allocated in principle to each Key Technology Partner institution, through a competitive application process, to fund short visits to UTS by academics of those partner institutions. This seed funding provides the spark that allows conversations to start and relationships to grow. An important element of the application process is for researchers to identify and begin to engage with their fellow academics at UTS in order to establish networks of researchers at the two institutions, rather than one-on-one partnerships that survive only as long as those academics are collaborating.

Visiting academics are challenged to do likewise at their home institutions: link their colleagues to counterparts at UTS, engage widely with the UTS academic community through seminars, workshops and individual meetings, and lead the development of the network of interested academics at their institution.

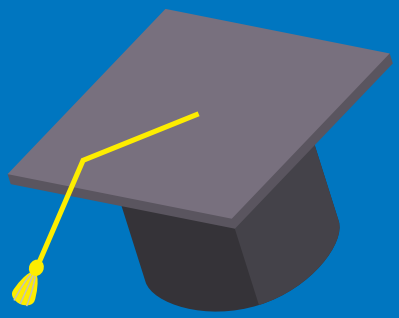
A LITTLE HELP GOES A LONG WAY

As groups of researchers learn about each other's work, and have the time to explore ways to work together, capacity grows, enthusiasm takes hold, and the number of potential industry-, government- and other funding opportunities increases dramatically as the number of academics – with their contacts and ideas, backed by the research office capacity of two institutions – work towards a common goal.

Furthermore, partnerships are underpinned wherever possible by collaborative doctoral degree agreements, which provide opportunities for research students to work under the guidance of experts in their field from two institutions, gain international experience and receive an entry into existing and expanding international research networks, increasingly vital for any research student seeking to build a career in academia. Academics are encouraged to consider their current research students as potential participants in such programmes, and to explore the potential for prospective PhD candidates to gain from such exposure and experience.

The amount of funding UTS and Key Technology Partner institutions provide is small – as some of our academics tell us – but the activity that results can be significant; and every success helps the partnership grow, provides encouragement to all those involved, and raises the profile of the partner institutions a little higher.

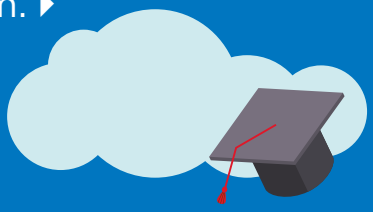
— INNES IRELAND



U4 NETWORK

INSTITUTIONAL DEVELOPMENT THROUGH TRUST

The U4 network is an inspiring strategic partnership between Ghent University (BE), the University of Göttingen (DE), the University of Groningen (NL), and Uppsala University (SE). These four European universities, comparable both in profile and size, are living proof that strategic partnerships can add a lot of value to the institutions that embark upon them.



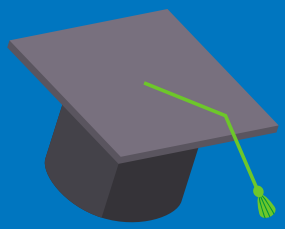


Illustration: Aniwhite (shutterstock)

Founded in 2008, the U4 network consists of four comprehensive European universities with similar profiles and of similar size, namely Ghent University, University of Groningen, University of Göttingen, and Uppsala University. All universities have an international reputation of excellence and share a history of cooperation, which is culminating in the U4 partnership. The latter has turned into one of the universities' most important strategic partnerships.

The added value of the U4 network is based on the mutual commitment of the partner universities to form a platform for cooperation, with the aim of capitalising upon the partners' complementary strengths and pooling resources. The U4 network is hence more solidly anchored in governance and policy on the institutional level.

The first aim of the partnership is to build a framework for joint cooperation initiatives in the field of education, research and institutional management, and to build a platform enabling it to act as preferential partners in international projects and contexts to strengthen the international position and visibility of the individual partner institutions.

CONSIDERABLE COMMITMENT

The U4 network is a durable, long-term and cross-project cooperation on an institutional level. This is particularly valuable in light of the fast-changing global and European higher education context, characterised by an ever growing quantity of short-term and/or project oriented bilateral agreements. It aims to:

- broaden the education offer by pooling resources and enhancing the students' international experience;
- strengthen the research output through cooperation and joint projects;
- share knowledge and pool resources with regard to university management.

Cooperation within the network is divided into four academic clusters: Humanities, Medicine & Pharmacy, Science & Technology, and Social Sciences, Economics & Law, with a fifth cluster for Institutional Management.

This fifth cluster is considered unique amongst strategic partnerships and has led to the excellence the U4 network demonstrates on an international level. It consists of a series of projects focusing on the optimisation of the collaboration within the entire network. Showcase projects are the Peer Review Sessions and the Leadership Programme.

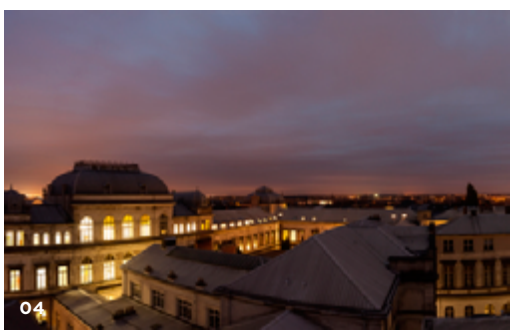
GROWTH THROUGH PEER REVIEW

Peer review sessions are held annually and focus on one specific topic relevant to the partnership. Each session seeks to improve the internal processes of each partner institution as well as the intensity and depth of the cooperation. Rather than setting a formal benchmark in order to achieve a certain level of performance, the act of peer reviewing should especially signal new approaches and new opportunities. Each partner alternately takes the lead in preparing and hosting themes such as 'Finance and Allocation Models', 'HR and Gender Policies', 'Research Infrastructures' or 'Governance Models'.

The activity of peer reviewing is a valuable tool for assessing each other's specific strengths and challenges. A prerequisite is that all partners of the U4 network provide the necessary information on the given topic to all partners. This form of peer assessment increases awareness of problematic areas and also highlights strategies with a high impact on the network. The ideas that have been taken on board are used to improve


01


02 Photo: Frank Stefan Kimmel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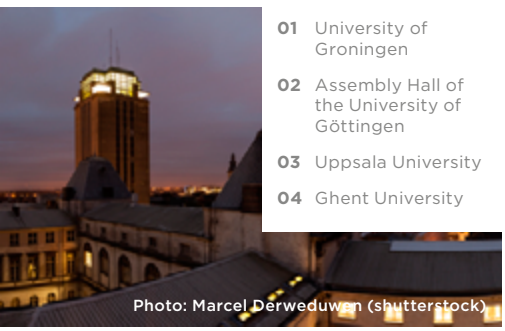
Photo: Marcel Derweduwen (shutterstock)

01 University of Groningen

02 Assembly Hall of the University of Göttingen

03 Uppsala University

04 Ghent University

the current structure and impact of the framework. Therefore, the focus of the peer review session is on policy processes and activity profiles rather than on output performance and boasting figures.

Rectors of the four partner universities govern the U4 network; they meet at least once a year to discuss milestones and advances within the framework. In addition, an increasing number of administrators from all four partners have received profound training in international study programme management and international perspectives on teaching and learning. The training takes place within the framework of the Institutional Management cluster, in the form of joint workshops, staff trainings and staff exchanges. In addition, the leadership programme also focuses on top-level executives within the university and their training is also aimed at increased involvement in the network and further internationalisation of the universities.

Resulting from revised leadership and management, the network continuously improved in different aspects. For example, research facilities and online resources can be shared between the universities, leading to an accumulation of shared knowledge. In this way, governance, management of complex infrastructures and research opportunities and processes between the partners are improved, and further academic profiling can be achieved in the form of publications and joint research programmes.

MULTIPLE GOALS

Another main objective of the network is to join forces when it comes to supporting young researchers. The network organises various interdisciplinary summer and winter schools, such as the school on Antiquity, which took place for the sixth time this year. During the last six years, the series of summer schools developed a large community of researchers and PhD students from interdisciplinary fields around the topic of antiquity. The framework and increased exchange between researchers and students have ultimately led to jointly supervised PhD students.

To facilitate joint supervisions, the U4 network has developed a framework agreement for joint PhD supervision (co-*tutelle*) and provides funding for (prospective) jointly supervised PhD students. To further support the development of joint programmes, the U4 network provides workshops for interested researchers and funding for preparatory missions. This way, the network manages to include students at an early stage and provides them with the opportunity to establish themselves within an international, excellence network.

The inter-university peer review and continuous training of staff and top-level executives is only possible because of the remarkable level of trust that has been developed between all four partner universities over the last years. The openness and transparency that is necessary to perform these projects is most likely unique. In each of its existing years, the cooperation within the network has continuously increased. By joining in each other's networks and setting up new joint international projects, the reputation and international visibility of all four partners has increased dramatically.

The close connection on all levels that has been developed over the least years – resulting in efficient and non-bureaucratic communication – increasingly facilitates the development of academic research partnerships and creates a university network that transforms the individual universities into one extended campus.

— UWE MUUS, MARCO LANGE & AVRIL VON HOYNINGEN-HUENE

ARE STRATEGIC PARTNERSHIPS A ROUTE TOWARDS MULTINATIONAL UNIVERSITIES?

Higher education institutions are increasingly expected to deliver graduates that can navigate a globalised labour market. All the while, these institutions continue to be nationally organised. Could strategic partnerships lead the way to the creation of a multinational university?

Universities face many pressures. Ever increasing demands for quality are pushing universities to focus and profile themselves more clearly. Competition for funding, students, and good partners is hard. Employers, financiers and students demand education that is relevant and valuable in the increasingly international job markets. Graduates should be equipped not only with the latest professional competences but very often also with the ability to work in different parts of the world.

The channels and ways of knowledge distribution have seen a revolution and, thanks to modern technology, learning is seldom tied to one particular location or time. All these pressures and forces exist while, at least in Europe, money seems to be tighter for research and education, as the economies are not doing particularly well. This article purposefully uses rather 'industry' terminology, while at the same time completely acknowledging the key role of universities in civilising people, advancing knowledge and finding solutions for grand challenges.

NATIONAL YET INTERNATIONAL

The pressures to enhance international competences of graduates are visible in many education sectors, perhaps most clearly in business education. It is generally accepted that internationalisation of university education and also research is valuable both from the students' and faculty's point of view. Global perspective and broad collaboration with foreign partners enhances the value of learning and research work.

Universities have long been very international: people have gone abroad for higher learning and research work for centuries. Many universities, especially the old and well-known ones, are in many ways very international. Namely, a large share of the student population and even of faculty may have come from abroad, perhaps from over 100 countries. However, these universities are at the same

Photo: a_v_d (shutterstock)

time very national: there may be only one campus with very national rules, governance and ways of working. One is tempted to ask: why are there no truly multinational universities? This is quite interesting, as we have had multinational companies and other organisations for a very long time.

FROM INTERNATIONAL TO MULTINATIONAL

Of course there are perfectly valid and understandable reasons for the fact that universities are in many ways very national. For instance, the role of states, *ie* taxpayers, in funding the universities, and the legislation regarding higher education and degrees often anchors the universities into one country. Thus, even if there are forces driving the university 'service product' to be more international, it may take a long time before we could see a true multinational university.

It just might be that the route towards a multinational university goes through strategic partnerships. The establishment of foreign campuses, 'acquisitions' of foreign universities or mergers between universities from different countries may just be too slow, too risky and too expensive. Also, for political reasons they could be very difficult to implement, as long as national governments have a major role in financing university activities.

Quite similar settings have been seen in other industries, such as utilities or transportation. For instance the airline industry – a very international industry in many measures – is equally interesting in the sense that there really are no truly multinational companies. Instead, the demands for global service product and for economies in the supply side have been met through the formation of strategic alliance groups between numerous airlines. Key examples are Star Alliance, Oneworld and SkyTeam.

Of course, the most famous, often old universities do not necessarily need to become global; everyone knows them and there are always enough ambitious and bright students, faculty and partners who are willing to come to those universities from anywhere in the world. The accumulated reputation capital, and often also wealth, lessens the pressure to grow outwardly international. However, the universities that are not quite so well known, but feel the pressures mentioned above, may find it appealing to move towards being a multinational university.

The formation of strategic partnerships, or alliances, with like-minded universities from abroad might provide a way to enhance attractiveness and even challenge the more famous 'competitors'. The lessons from some service industries suggest that there may be potential to enhance quality and value added in learning and research through strategic partnerships.

THE NEXT TIER IN INTERNATIONALISATION

Strategic partnerships offer more than what universities today do in international collaboration. Most universities have cross-border student mobility, double degrees, faculty mobility and joint research programmes. In addition to those elements, a true strategic partnership could comprise well-planned, seamless degree programmes where students could do their studies on several continents if they wish, without the extra bureaucracy that is still there today. This would provide them with global, cross-cultural experience that is so often expected by employers. Faculty could rotate in a well-planned manner, and the often very expensive research infrastructure could be more systematically and more efficiently used. Also, in terms of managing and leading universities, one always learns new practices when working closely with a good partner.

It appears, again based on what we have seen in some industries, that there is both value and quality enhancing potential and also efficiency-driven, cost-saving potential in cross-border strategic partnerships. Such partnership would be less risky than building expensive own campuses abroad, and obviously more manageable, not least politically, than merging universities across borders.

Multinational companies were born for a reason. If the company operates on a global market, the multinational format provides many benefits, quality-wise and through scale and efficiencies. We can say that universities operate increasingly in global markets, both in terms of sourcing (faculty, partners such as companies, even students) and the product (education, degrees), so there could be benefits in being organised as a multinational university. That might be too challenging to start implementing directly, but perhaps strategic partnerships can provide a step towards the multinational format.

— HANNU SERISTÖ

USING SPEED NETWORKING TECHNIQUES TO FIND THE RIGHT INSTITUTIONAL PARTNER

As you prepare for the 27th Annual EAIE conference in Glasgow from 15–18 September, here is a handy step-by-step little guide to help you capitalise on all the amazing networking opportunities you'll encounter.

As international education professionals and representatives of our institutions, we attend a variety of conferences, seminars, workshops and trainings throughout the year. This gives us numerous opportunities to meet counterparts and peers from other institutions. How often do you find yourself at a networking event at a conference or other professional gathering, where you meet a counterpart whom you think would make a good institutional partner? Or, perhaps you've just met a representative of a university that is relatively unknown to you, but he or she is expressing enthusiastic wishes to link with your institution.

"Could this be a significant opportunity that I should pursue, or am I wasting my time?", you might wonder. In such a networking setting you'll need the right skills and tools to make a swift assessment of the prospects, exchange relevant information quickly, and establish a plan to continue communications. Or, if the prospect does not seem worthwhile, you'll need the conversation skills to extract yourself and move on. After all, there are other contacts at this event for you to engage with.

At a networking event, you want to move as efficiently as possible from casual chatting to the heart of the matter. You will need to gain important information and insight, assess the prospects on the spot, and discover whether or not this conversation can lead to a new partnership opportunity. Here are some guidelines on how you can achieve this rapid exchange of information and assess partnership potential.

STEP 1: PLAN AND PREPARE

Before you attend the event, make sure you:

- Know what your institutional and personal goals are;
- Make sure to find out from colleagues at your institution what their priorities are and what they are looking for;
- Prepare a concise and clear introduction of yourself and your institution;


Photo: Daniel Vegel

- Practise your elevator speech and make sure it is interesting, that you can deliver it well, and that you are able to adapt it to the right context;
- Bring enough business cards.

STEP 2: MAKE YOUR INTRODUCTION

Once you are at the networking event, be ready to:

- Make a point of initiating conversations rather than waiting until others approach you;
- State your name immediately, clearly and with energy;
- Say what you do and describe it briefly;
- Say something about yourself and your institution that establishes what you have in common or makes you unique;
- Make it a pleasant and friendly experience.

STEP 3: TRANSITION FROM SMALL TALK TO PARTNERSHIP EXPLORATION

After introducing yourself and making small talk, you will need to transition the conversation into expressing what you are looking for.

- Identify your institutional needs to your conversation partner and articulate them clearly.
- Strategise together if and how your mutual needs can be met.
- Keep your mind open for any opportunities, for example with a different part or programme of your institution.
- Be able to state what your institution realistically can and cannot commit to; do not overpromise.
- If a potential partnership seems promising, make sure to take the person's business card and write a note on the back of it so you remember the exchange once you are back in the office.

You may find that the person you are speaking with, or their institution, will most likely not turn out to be a suitable partner. In this case, you have to move on. Extricate yourself so that you can continue to circulate.

- Don't be afraid to ask, "If you can't help me, do you know someone who can?"
- Make a graceful exit: finish a comment, smile and extend your handshake and say, "It has been nice talking with you."
- If it has not been pleasant, you can simply say, "I hope you enjoy the rest of the conference," and move away.
- Circulate in the room to ensure that you speak with a variety of people.
- Be bold and take control.

STEP 4: FOLLOW UP

After you return to your office, prioritise following up with useful contacts.

- Send a brief e-mail to remind them of your discussion and include any further information that you promised or which you think may interest them in pursuing a partnership.
- Contact colleagues at your institution to share your new contact if relevant.
- Include your new contact in your contact database, add them to list-serves or mailing lists if appropriate, but make sure not to spam them.

Networking is about exploring professional and institutional relationships, actively fostering contacts, creating ways to disseminate information, and identifying, articulating and meeting needs. With planning, clear goals and strong conversation skills you will be able to expand your partnerships in a meaningful way.

— CHRISTOPHER MEDALIS

For some real hands-on advice and practice on speed networking skills, join us for the pre-conference workshop 'Networking secrets to maximise your potential' chaired by Peter Kerrigan on Tuesday 15 September from 9:00-12:30, in Glasgow. To freshen up your memory on useful tips and tricks of speed networking, come to the 'Speed networking: your gateway to crucial contacts' session on Thursday 17 September from 10:00-11:00 at EAIE Glasgow 2015.

Find out what the EAIE Barometer reveals about the state of international strategic partnerships in Europe

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www.eaie.org/glasgow/barometer-strategic-partnerships

EAIE BLOG SPOT

In between *Forum* issues, visit the EAIE blog for news, views and insights. Anywhere and at your fingertips! Grab a comfy seat and start browsing!

30 APR

DEVELOPING AND MANAGING JOINT PROGRAMMES: WHY AND HOW?

Have you encountered obstacles setting up a joint programme? EP-Nuffic's practitioners' guide *Joint programmes from A to Z* can help you along.
www.eaie.org/blog/developing-and-managing-joint-programmes-why-and-how

28 MAY

MAKING HIDDEN COMPETENCES VISIBLE

We often assume that international mobility improves graduate employability, but do employers agree? It often comes down to bringing specific competences to their attention.
www.eaie.org/blog/making-hidden-competences-visible

02 JUN

TIPS FOR TRAVEL: INTERNATIONAL MOBILITY FOR DISADVANTAGED STUDENTS

If international mobility programmes are as transformative as we believe them to be, then equity of access for students from all backgrounds is a key issue. Being mindful of disadvantaged students' constraints goes a long way in promoting opportunities.
www.eaie.org/blog/tips-for-travel-international-mobility-for-disadvantaged-students

04 JUN

READY FOR TAKE-OFF: THE GRONINGEN DECLARATION NETWORK

EAIE President Laura Howard attended the Groningen Declaration Network's fourth annual meeting in Spain and reports on interesting developments.
www.eaie.org/blog/ready-for-take-off-the-groningen-declaration-network

09 JUN

STUDENT-CENTRED LEARNING: NOT ALL ABOUT TEACHING?

Do you ever question how the 'research university' ideal affects teaching? Student-centred learning is a radical move away from practices that have made teaching somewhat secondary at universities.
www.eaie.org/blog/student-centred-learning-not-all-about-teaching

14 JUL

SUMMER *FORUM* BLOG SERIES: STRATEGIC PARTNERSHIPS

A week-long blog series further explores the theme of strategic partnerships covered in this issue of *Forum*.

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www.ieasa.studysa.org/#!2015-ieasa-conference/c181c

26 AUGUST

EAIE Annual Conference 2015 registration closes

'A wealth of nations'

www.eaie.org/glasgow

30 AUGUST–3 SEPTEMBER

37th Annual EAIR Forum, Krems, Austria

'From here to there: Positioning Higher Education Institutions'

www.eairweb.org/forum2015/

15–18 SEPTEMBER

27th Annual EAIE Conference, Glasgow, Scotland

'A wealth of nations'

www.eaie.org/glasgow

28 SEPTEMBER

Autumn EAIE Academy 2015, Venice, Italy

Early-bird registration deadline closes

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AIEC 2015, Adelaide, Australia

'International education: global, responsible, sustainable'

www.aiec.idp.com

7–9 OCTOBER

6th ANIE Annual Conference, Dar es Salaam, Tanzania

'From the MDGs to SDGs: The contributions of international higher education'

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26 OCTOBER

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