Emerging Trends and Strategic Priorities for International University Partnerships: *Results from 2016 WES-AASCU Survey*

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Agenda

- Global Context for University Partnerships
- Results of WES - AASCU Survey
- Case Study: Minnesota State, Mankato
- Case Study: UNC Charlotte
- Discussion
The Global Context for University Partnerships

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“Partnerships will be more comprehensive and not only focused on student exchange: virtual, private, research, local”

-Hans de Wit
Global Context, Global Trends

1. Growing importance for institutional and national strategies
2. Challenges of funding
3. Competitive pressures: shift away from (only) co-operation
4. Emerging regionalization, with Europe often a model
5. Quantity versus quality assurance
6. Lack of sufficient data for comparative analysis & decision making


Image: AmDevIntl.com
Finding the Right Partnerships

- Institutional type
- Mission
- Student population: size/profile/diversity
- Ranking (quality assurance)
- Ability to meet needs or provide resources (labs or other facilities, time, etc.): capacity
- Faculty support/campus collaboration
“Transactional” vs. “Transformational” partnerships

Tuition/Program Fees
- Administration
- Enrollment Growth
- Non-Degree Programs
- “Reciprocal”*

Research/Mission
- Faculty collaboration
- Joint Degrees/Research
- Catalyst for new growth
- “Generative”*

Addressing the U.S. Global Partnership Lag

- What are the barriers to building partnerships?
  - Lack of leadership/mission, esp. governmental
  - Lack of infrastructure or process
- What are the costs of failing to act?
  - The new ‘gold standard’ for HEIs worldwide

WES article: http://wenr.wes.org/2016/05/15292/
AASCU - WES International Partnerships
Survey Results

Paul Schulmann, Senior Research Associate, World Education Services
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Institutional and Respondent Profiles

1. Representatives from AASCU institutions
2. Average of 38 partnerships
3. Approximately 62% of partnerships are active
4. 65 Responses, 41 Completed Surveys

Respondent Titles
- Dean/Director (of administrative department)
- Associate Provost for Academic Affairs
- Provost and/or Vice President for Academic Affairs
- Assistant/Associate Dean or Director
- Officer/Coordinator/Counselor/Advisor
- Other
90% of Respondent’s Institutions Have at Least Five Years of Experience With Partnerships

- No engagements: 5%
- Novice: less than 5 years: 5%
- Intermediate: 5-15 years: 41%
- Experienced: more than 15 years: 49%

n=41
The Vast Majority of Respondents Reported Increased Number of Partnerships

Over the past three years, the number of international university partnerships at your institution has:

- Increased: 85%
- Decreased: 5%
- Not changed: 10%
- Not sure: 0%

n=39
Europe is by Far the Most Popular Region for Partnerships

- Europe (incl. Russia or Turkey): 29 (74%)
- China (only): 20 (51%)
- East Asia (excluding China & So. Asia): 14 (36%)
- Latin America: 11 (28%)
- South Asia (incl. India): 10 (26%)
- North America: 3 (8%)
- Sub-Saharan Africa: 3 (8%)
- Oceania: 1 (3%)
- Middle East/North Africa (MENA): 0

n=39
Which statement best indicates the status of your institution's plan for international university partnerships?

- We do not have a plan
- We are currently developing a plan
- We have a plan
- Not sure

n=41
Why Institutions Did Not Develop Plan

- Partnerships developed on ad hoc basis
- Insufficient resources dedicated to study abroad
- Insufficient interest from university leaders
- Challenges centralizing management of partnerships
University Partnership Plans

Is the plan linked to your institution's overall strategic plan?

- Yes: 77%
- No: 23%

Is the plan linked to your institution's internationalization plan?

- Yes: 83%
- No: 17%

n=30
Partnership Development is Priority for 87% of Institutions

Please assess the priority of partnerships development within the internationalization plan at your institution over the next 3 years.

- High priority: 44%
- Moderate priority: 43%
- Low priority: 13%
- Not a priority: 0%

n=30
Improving Student Exchanges Is the Top Goal of Partnerships

Top Goals

- Improve student exchange and/or study abroad: 19
- Increasing international student recruitment: 14
- Enhancing institutional capacity & capabilities (research/teaching): 5
- Mission-driven: 2
- Expanding research opportunities: 1

n=41
Lack of Resources is Top Challenge for AASCU Institutions in Defining/Meeting International University Partnership Goals

Biggest Challenge

- Lack of resources/funding: 22
- Low participation in study abroad: 6
- The institution's limited focus on internationalization: 4
- Lack of faculty demand/support: 3
- Lack of experience and expertise with managing existing partnerships: 2
- Lack of experience and expertise in identifying appropriate new partners: 2
- Lack of supporting programs (e.g. articulation agreements, intensive English training on campus, etc.): 1
- Lack of research opportunities appealing to international faculty/partners: 1

n=41
Priorities for AASCU Institutions’ International Partnership Strategies for Next Three Years

Percent that listed the following as a "high priority"
Campus Case Studies

Stephen Stoynoff, Dean of Global Education, Minnesota State University, Mankato

Joan F. Lorden, Provost and Vice Chancellor for Academic Affairs, UNC Charlotte
The Role of International Partnerships in Campus Globalization

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International Partnerships: An Essential Component of the University’s Globalization

• Promote bidirectional student and faculty mobility and institutional collaboration
• Offer an academic pathway to the University for international students
• Offer sites for faculty-led University study programs and semester- or year-long exchange programs
• Offer students sites for internship, service learning, and practicum experiences
• Offer faculty sites for visiting appointments and research collaboration
• Offer administrators and staff members sites for professional development and peer exchanges
Is More Better?

How many partnerships are enough?

It depends on what you do with them.

MSU Mankato currently has a total of 50 partnership agreements but only 30 are truly active. They include one corporation, three NGOs, six governments, and 20 universities.

The partners are located in Asia, Europe, Latin America, and the Middle East.
Challenges to Establishing and Sustaining Partnerships

- Staff
- Travel funds
- A strategic plan
- An institutional framework for establishing and managing partnerships
- Institutional processes and procedures for organizing delegation visits and exchanges
- Sustained communication
Promising Trends in International Partnerships

- Academic transfer pathways (XUT and Daegu)
- English transfer curricula at international partner institutions (IUGB, SEGi, Hosei, and Tokai)
- Consortium partnerships (AASCU-PathPro-MnSCU)
- Paid internships in career-related fields (Bureau 507/Buro 302)
Building the UNC Charlotte Global Network
Joan F. Lorden
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AASCU 2017 Winter Academic Affairs Meeting
Pathways: Structuring Choices, Facilitating Success
Partnership Objectives

Develop and maintain an enduring network of deep and dynamic relationships to provide:

- a broad range of accessible, diverse, and affordable international engagement opportunities for students, faculty, and staff
- opportunities for internationalization at home
OFFICE OF INTERNATIONAL PROGRAMS

- OIP Administration (14)
- Office of Global Education and Engagement (3)
- Office of Education Abroad (6)
- Office of Intercultural and Educational Experiences (4)
- Office of International Students and Scholars (7)
- English Language Training Institute (21)
- World Affairs Council of Charlotte (4) (hosted by OIP)
Office of International Programs:

- Manages, coordinates and reviews annually UNC Charlotte's nearly 60 international exchange agreements and memoranda of understanding
- Collaborates with deans, senior administrators, and faculty to advance University and seven colleges internationalization goals
- Conducts on-campus internationalization programming
  - International Enrichment Freshmen Seminar
  - Global Gateways: internationally-themed residential community
  - International Speaker Series, Foreign Policy’s Great Decisions Lecture Series
  - International Festival, International Education Week
International Partnerships
Kingston University
London

- 33 year partnership
- Student semester/year long exchange
- Short term faculty-led programs (psychology, criminal justice, communication studies)
- Faculty exchange and outbound faculty in-residence program
- Joint faculty programming, symposia, performances, research
- Staff exchange (10 in/outbound annually)
- Joint graduate program
- Joint study of student success initiatives
Stellenbosch University
South Africa

• 11 year partnership
• Student semester/year long exchange
• Short term faculty-led programs (health, education, sustainability)
• Faculty exchange (short term, Fulbright)
• Best practices sharing in community engagement
• Short inbound program (executive MBA)
University of Pedagogy Ludwigsburg, Germany

- 33 year partnership
- Student semester/year long exchange
- Faculty exchange (short term/year long)
- Short term faculty led programs
- ERASMUS+ funded project for faculty/student mobility
- Annual German-American Faculty Symposium
- Joint research publications, presentations, longitudinal research
Partnership benefits

• Growth in education abroad participation (exchanges, summer, spring break):
  – from 379 to 734 students in a decade
• Facilitate strategic goals of the Colleges
• Expanded opportunities for faculty and staff in research, teaching, and best practice sharing
• Enrichment of on-campus internationalization
• Increased diversity of inbound students/faculty
• “Triangulation” opportunities
Challenges

- Funding for student participation
  - Capital campaign priority
- Changing interests of faculty
  - Broad base of mutual interest
- Turnover in personnel at partner institutions
  - Regular partnership renewal
  - Ongoing partnership cultivation
**About World Education Services (WES)**

**WES** is a **non-profit organization** headquartered in NYC and Toronto, providing organizations and institutions with **research-based support** on student mobility, international enrollment, and transnational education, with **over 40 years** of international education experience.

- More than **1.5 million credential evaluation reports** have been provided to international students and skilled immigrants since our founding.
  - Over **220,000 applications** were processed in 2016 alone.
- Over **10,000 professionals participate** in WES webinars & training annually.
- WES delivers verified credential evaluation reports to **more than 2,500 academic institutions worldwide**.
- Our blog, [WESSStudentAdvisor.org](http://WESSStudentAdvisor.org), has over 250,000 subscribers in 185 countries, with over 2 million page views since 2013. Nearly 84,000 current and prospective international students follow us on Facebook as well.