International Strategic Partnerships: What Leaders Should Know

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Welcome

NAME

TITLE
**U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA)**

- **Mission:** To increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange that assist in the development of peaceful relations.

- ECA is committed to fairness, equity and inclusion, and its programs strive to reflect the diversity of the United States and global society.

- 55,000 participants engage in exchange programs funded by ECA annually

- 15,000 American participants travel abroad on exchanges each year

- 101 U.S. public and private non-profit institutions funded
The U.S.-ASEAN University Connections Initiative

• A White House Initiative, implemented through ECA’s IDEAS Program

• Bringing together leaders from diverse colleges and universities in the United States and ASEAN for trainings and networking to foster sustainable international academic partnerships

ASEAN@worldlearning.org

https://www.studyabroadcapacitybuilding.org/asean-initiative/
Learning Outcomes

• Gain a deeper understanding of best practices in international partnerships
• Gain key insights from U.S. and Southeast Asian practitioners about developing different university partnership models between institutions in the U.S. and ASEAN countries
• Gain a deeper understanding about virtual exchange opportunities.
Land Acknowledgement

The AIEA Secretariat is located on the ancestral lands of the Shakori, Occaneechi, and Catawba peoples. AIEA honors with gratitude the land itself and the people who have stewarded it throughout the generations. This calls us to commit to continuing to learn how to be better stewards of the land we inhabit.

In addition, we acknowledge the overlapping histories of this land, including past violence and ongoing harm produced by the legacy of racialized slavery and oppression.

What is a Land Acknowledgment and why do we recognize land?

An explanation from the Native American Council (NAC) at the University of Iowa:

A Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories.

To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol.

https://nativeamerican council.org.uiowa.edu/acknowledgement-land-and-sovereignty
AIEA equips leaders to shape the future of higher education in a global context.

The Association of International Education Administrators (AIEA), formed in November 1982, is the only association specifically focused on international education leadership and serving those leading comprehensive internationalization.

"AIEA has not only provided the best professional development and networking for me, but also helped me develop my career path, define my leadership role at several institutions, and connect me to the most interesting opportunities and influential leaders in our field."
- Sabine Klahr, Penn State

www.aieaworld.org
Higher Education Landscape In Southeast Asia
1. Intra-Regional Cooperation/Network

2. National Policy and Focus

3. Institutional Policy with Strategic Partners

Drivers for International Partnership in Southeast Asia
1. Regional Cooperation/Network Development in Southeast Asia

National Governments set up ‘Intra-Regional Platforms/Gateways’ to facilitate strategic engagement:

- ASEAN University Network (AUN),
- SEAMEO Families, etc.
Key Results

- Talents/ Human Resource Development
- Research/ Academic projects
- Institutional capacities
- Networks/ Alliances

**AUN Human Rights Education Network (AUN-HRE)**

- **Quick Facts**
  - Establishment: 2009
  - Focus: Human Rights Education
  - Host: Mahidol University
  - Members: AUN 30 & 2 Associate Members

- **Activities in Review**
  - Meetings Organized
  - Workshop/Training Conducted
  - Publications (Textbook on Peace and Conflict Transformation in Southeast Asia)
  - Other Activities (Student & youth engagement/Participation World EXPO 2020)

**AUN Health Promotion Network (AUN-HPN)**

- **Quick Facts**
  - Establishment: 2014
  - Focus: Health promotion within higher educations for society at large
  - Host: Mahidol University
  - Members: AUN30, 4 Associate Members & 8 Japanese Institutions

- **Activities in Review**
  - Meetings Working Groups (Committee Meetings/Revision HURS2022/TUN-HPN)
  - Conferences/Seminars (Int’l Health Promoting Campuses Symposium)
  - Training/Workshop (Health Literacy Curriculum for Mahidol Leaders/HURS Training)
  - Other Activities (Health University Day through revolutionary "Metaverse" exhibition)
SEAMEO Secretariat
• Located in Bangkok, Thailand and is the executive arm of the Council and headquarters

SEAMEO Regional Centers:
• 26 Centers
• Three clusters (education, science, culture)
2. National Policy and Focus

A  Higher Education Reforms throughout the region

B  Value Propositions at the national level (e.g. IR 4.0; lifelong learning; quality assurance; SDGs etc.)

C  Alignment with HEI core missions and preferences
## Higher Education Policy and Focus

<table>
<thead>
<tr>
<th>Country</th>
<th>Policy Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THAILAND</strong></td>
<td>Higher education reform through several policy interventions, e.g. autonomous university legislation, ministerial merger, industrial 4.0/BCG/SDG framework, and reinventing university schemes.</td>
</tr>
<tr>
<td><strong>BRUNEI DARUSSALAM</strong></td>
<td>Quality education, dynamic nation through the holistic education by offering educational programs with a relevant and meaningful curriculum, and responsive to the individuality of students to achieve fullest potential for all.</td>
</tr>
<tr>
<td><strong>MALAYSIA</strong></td>
<td>Quality education that develops individuals to their full potential and fulfills the aspirations of the nation through holistic approach: mobility programmes, APEX scheme for research-intensive HEIs, and quality assurance.</td>
</tr>
<tr>
<td><strong>MYANMAR</strong></td>
<td>The Ministry of Education aims to nurture future-oriented science and technology professionals, support national economic development and promote research.</td>
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</table>
## Higher Education Policy and Focus

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<tr>
<td><strong>Cambodia</strong></td>
<td>The Royal Government of Cambodia has continued its effort to reform the education sector through <strong>policy and regulatory reform</strong> to improve education <strong>quality, accessibility, efficiency, effectiveness, inclusiveness, and transparency</strong>.</td>
</tr>
<tr>
<td><strong>Indonesia</strong></td>
<td>Education in Indonesia has top priority to improve learning outcomes through <strong>sustainability, quality assurance and workforce development</strong>.</td>
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<tr>
<td><strong>Laos</strong></td>
<td>The Ministry of Education and Sports is in charge of manage, promote and support the higher education in order to fulfill its mission which is to <strong>shape skilled academics, researchers and scientists</strong> in line with the needs of socio-economic development.</td>
</tr>
<tr>
<td><strong>Philippines</strong></td>
<td>The Department of Education (DepEd) supports SDG 4, ensuring inclusive and equitable quality education and promoting lifelong learning.</td>
</tr>
<tr>
<td><strong>Singapore</strong></td>
<td>The Ministry of Education aims to help students discover and make the best of their own talents, to help them realize their full potential, and develop a passion for lifelong learning, entrepreneurship and digitalization.</td>
</tr>
<tr>
<td><strong>Vietnam</strong></td>
<td>The government’s strong commitment to quality assurance, professional and a skilled workforce development.</td>
</tr>
</tbody>
</table>
3. Institutional Policy with Strategic Partners

HEIs are to identify and strengthen their **bilateral** and **multilateral** partnership.

HEIs are to identify **areas to collaborate** with strategic partners based on their strengths.

National Governments/Regional Platforms are to facilitate the HEIs’ **Strategies for strategic partnership** (HEI/Industries/Governments).

HEIs to **upskill their human capital** for strategic engagement.

HEIs to upgrade its ‘eco-system’ to accommodate bilateral/multilateral cooperation with HEIs, Industries, Governments, Granting Agencies.
HEI/Institutional Partnership Strategies

1. Value Propositions (e.g.)
   - Inclusiveness/Equity
   - SDGs/IR 4.0
   - Global Citizenship

2. Stakeholders / Targets
   - Students
   - Staff
   - Industries
   - Communities

3. Resource Allocation
   - Man
   - Money
   - Materials/ICT
   - Management

4. Outputs / Outcomes
   - Quantitative
   - Qualitative
   - Mixed

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Thank You

Nopraenue S. Dhirathiti
International Strategic Partnerships:
Perspectives from the U.S.: Priorities, Models, and Considerations for Partnerships with U.S. Institutions

Dr. William Brustein
Eberly Family Distinguished Professor Emeritus, West Virginia University
Acting Director, Global Studies Center, University of Pittsburgh
Key Principles of a Strategic Partnership

• Alignment to Institution’s Strategic Priorities
• Mutually Beneficial
• Ground-up versus Top-down
• Annual Evaluations
Positive and Negative Lessons Learned from Previous International Partnerships
Thank You

William Brustein
Our Partnership Experience at The University of Hawai‘i at Mānoa

R. Anderson Sutton
Assistant Vice Provost for Global Engagement,
The University of Hawai‘i at Mānoa
UH Mānoa – Internationalization and Serving Local Priorities

• Internationalization in tandem with other priorities articulated in the UH Mānoa Mission and Strategic Plan:
  • Becoming a Native Hawaiian Place of Learning
  • Producing Global Citizens
  • Serving Workforce Needs

International Collaborations:
• Are Faculty or Department/Program-driven, not top-down
  (Very rarely President or Provost, but sometimes Deans)
• Depend on provisos and reviews (of exchange balance, etc.)
• Depend on two-way (or multilateral) communication, in order to adjust to expectations and requirements of the other partner institution(s)
“Strategic” Partnerships: Multi-Focus, Single Focus

• UHM and University of Auckland – Strategic Partnership MOU July 2020 (Support from top-level Admin, history of prior collaborations)

• Challenges to Comprehensive, Multi-Focus Partnerships:
  Research Collaborations – topic related, funding related
  Student Exchange – maintaining balance
  Short-Term programs – often for a targeted group of students
  Staff Development – depends on needs of particular staff

Some Great Partnerships are Single Focus.
Region-focused Engagement Strategies

UH Mānoa in 2012, VCAA-led Strategy to Target 3 Countries in SE Asia:

- **Indonesia** (faculty strength across many discipline)
- **Philippines** (large heritage population in Hawai‘i)
- **Vietnam** (demonstrated interest in international study & research; UHM already had successful executive MBA program there--VEMBA)

Broadening from our proven engagements with Thailand and Singapore.

Efforts to develop partnerships in these countries mostly spearheaded by faculty.

Varying results: in research, student exchange, and short programs. (Many outbound UHM students to Singapore (NUS), more than all others combined!)
Some take-aways regarding U.S.-ASEAN Partnerships

1. Top-down strategic planning – may not yield broad regional engagement.

2. Requests for student exchange with universities UHM students not likely to choose (limited offerings in English, location not well-known, etc.) but research collaborations, faculty-to-faculty are encouraged. UHM has alternative to bilateral exchange: deep tuition discount for exchange visitors.

3. Research partnerships almost always based on person-to-person contact and mutual interest.
Thank You

R. Anderson Sutton
International Partnership Platforms/Models in Southeast Asia

Nopraenue S. Dhirathiti
Vice President for International Relations and Corporate Communication Mahidol University, Thailand

The IDEAS (Increase and Diversity Education Abroad for U.S. Studies) Program is a program of the U.S. Department of State with funding provided by the U.S. Government and supported in its implementation by World Learning.
Virtual exchange as a partnership opportunity

GianMario Besana
Associate Provost for Global Engagement and Online Learning
DePaul University
Virtual Exchange

Learning experiences that:
• are intentionally designed by educators and supported by the same educators or facilitators,
• are technology mediated,
• involve learners who are geographically separated and/or coming from different cultural settings,
• implement multiple opportunities for sustained communication and/or collaboration among learners,
• have clearly identified learning outcomes that include explicit outcomes in the area of intercultural awareness and/or competency
VE Strengths in Partnerships

• Allows for partnerships in broader geographic areas
• Organically embedded in academic programs
• Directly impacts professors and students
• No money exchange
• No mobility
• Catalyst for broader engagement in research
• Potential for long term sustainability
VE challenges in U.S. - ASEAN context

- Institutional support structure
- Balancing the bottom-up and top-down approaches
- Time difference
- Language
- Professor training
Resources

COIL Connect
DePaul University
Unicollaboration
IVEC
VE coalition
FIU-COIL
AACU
Stevens Initiative
Thank You

GianMario Besana
Thank You

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