

# International Strategic Partnerships: What Leaders Should Know

February 2, 2023 08:00 PM Eastern Time

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**U.S.-ASEAN**  
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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.



# Welcome

**NAME**

TITLE

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# 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](mailto: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://nativeamericancouncil.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

”



Leaders in International Higher Education

[www.aieaworld.org](http://www.aieaworld.org)

## U.S.-ASEAN

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# Higher Education Landscape In Southeast Asia



# 1. Intra-Regional Cooperation/Network

2. National  
Policy and  
Focus

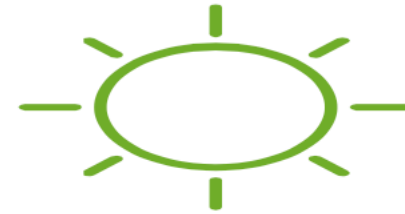


3. Institutional  
Policy with  
Strategic  
Partners



ASEAN Intra-Regional Network

## 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.**

# AUN | ASEAN UNIVERSITY NETWORK

## 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)



Southeast Asian  
Ministers of Education  
Organization

**SEAMEO**

**Southeast Asian Ministers of Education Organization**

## 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**

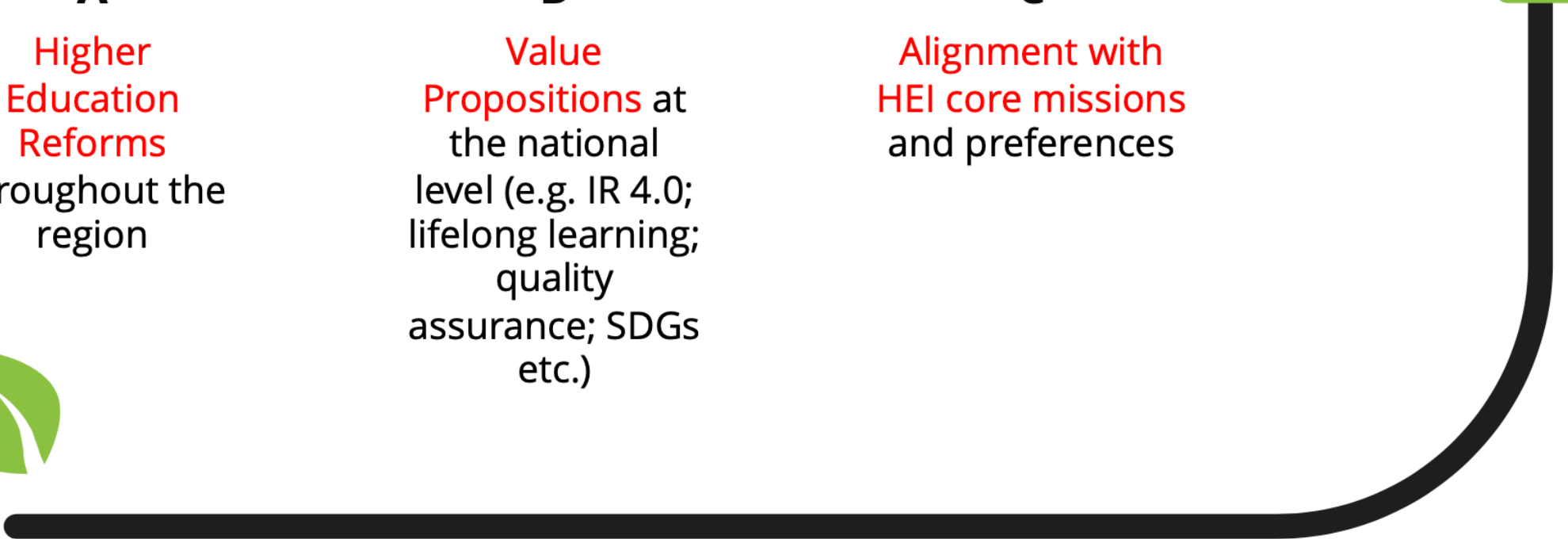
Higher  
Education  
Reforms  
throughout the  
region

**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



## THAILAND

Higher education reform through several policy interventions, e.g. autonomous university legislation, ministerial merger, industrial 4.0 /BCG/SDG framework, and reinventing university schemes.



## BRUNEI DARUSSALAM

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.



## MALAYSIA

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.



## MYANMAR

The Ministry of Education aims to nurture future-oriented science and technology professionals, support national economic development and promote research.



# Higher Education Policy and Focus



## CAMBODIA

The Royal Government of Cambodia has continued its effort to reform the education sector through **policy and regulatory reform** to improve education **quality, accessibility**, efficiency, effectiveness, inclusiveness, and transparency.



## INDONESIA

Education in Indonesia has top priority to improve learning outcomes through **sustainability, quality assurance and workforce development**.



## LAOS

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 **shape skilled academics, researchers and scientists** in line with the needs of socio-economic development.



## PHILIPPINES

The Department of Education (DepEd) supports SDG 4, ensuring **inclusive and equitable quality education and promoting lifelong learning**.



## SINGAPORE

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**.



## VIETNAM

The government's strong commitment to **quality assurance, professional and a skilled workforce development**.



### 3. Institutional Policy with Strategic Partners

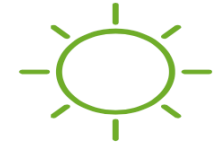


HEIs to **upskill their human capital** for strategic engagement



HEIs to upgrade its 'eco-system' to accommodate **bilateral/multilateral cooperation with HEIs, Industries, Governments, Granting Agencies**

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



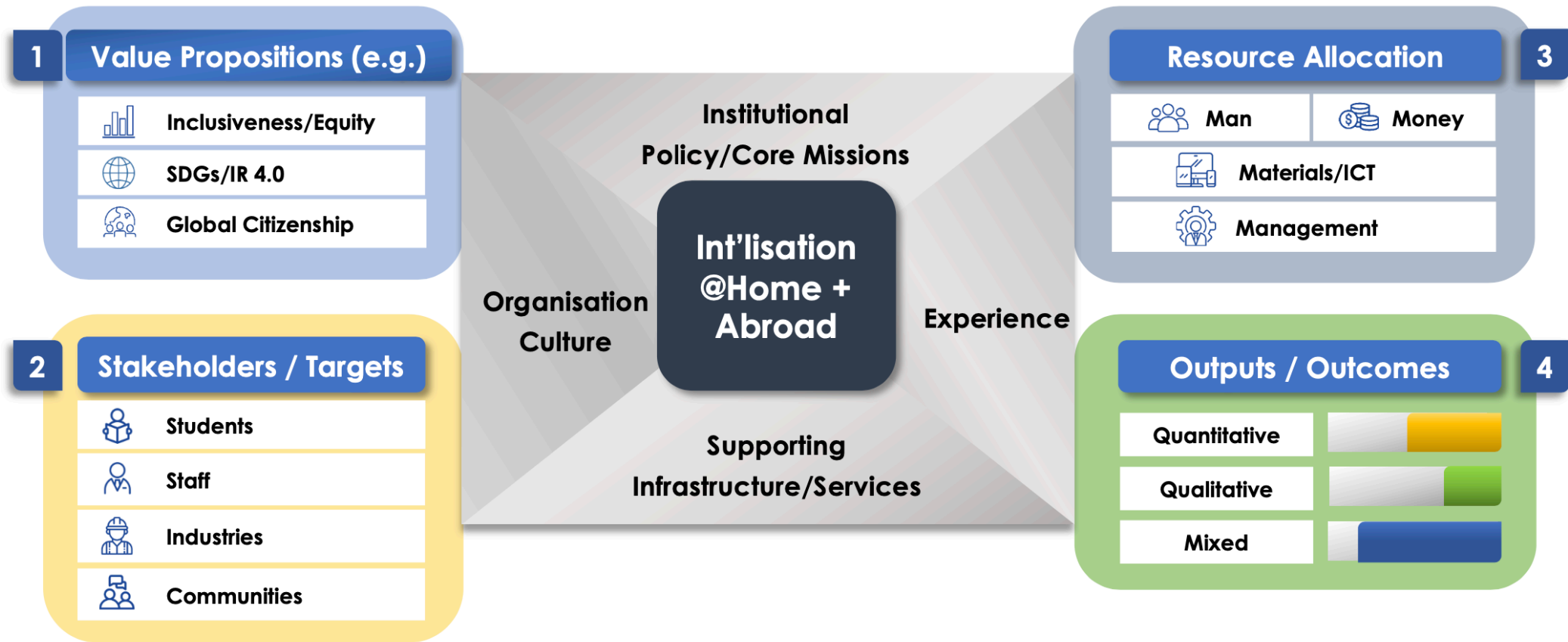
HEIs are to identify **areas to collaborate** with strategic partners based on their strengths



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



# HEI/Institutional Partnership Strategies



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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

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# 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,  
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# Virtual exchange as a partnership opportunity

A background image featuring a robotic arm on the left, holding a red flower. On the right, the profile of a woman is visible, looking towards the left. The entire image has a purple tint.

**GianMario Besana**

Associate Provost for Global Engagement and Online Learning

DePaul University

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# 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](#)

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# Thank You

**GianMario Besana**

# Q + A

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