

Strategic partnerships

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Introduction & background

- My background & perspective
- Outline of my observations today
- Higher education international engagement context
- Some institutional examples amplifying strategy & practice



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Reviewing the following list of common global engagement benefits, which two are the most important?

- Improved institutional international reputation
- Improved financial diversification
- Improved learning experience for students
- Improved research collaboration opportunities



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IAU global surveys, 2003 to 2020

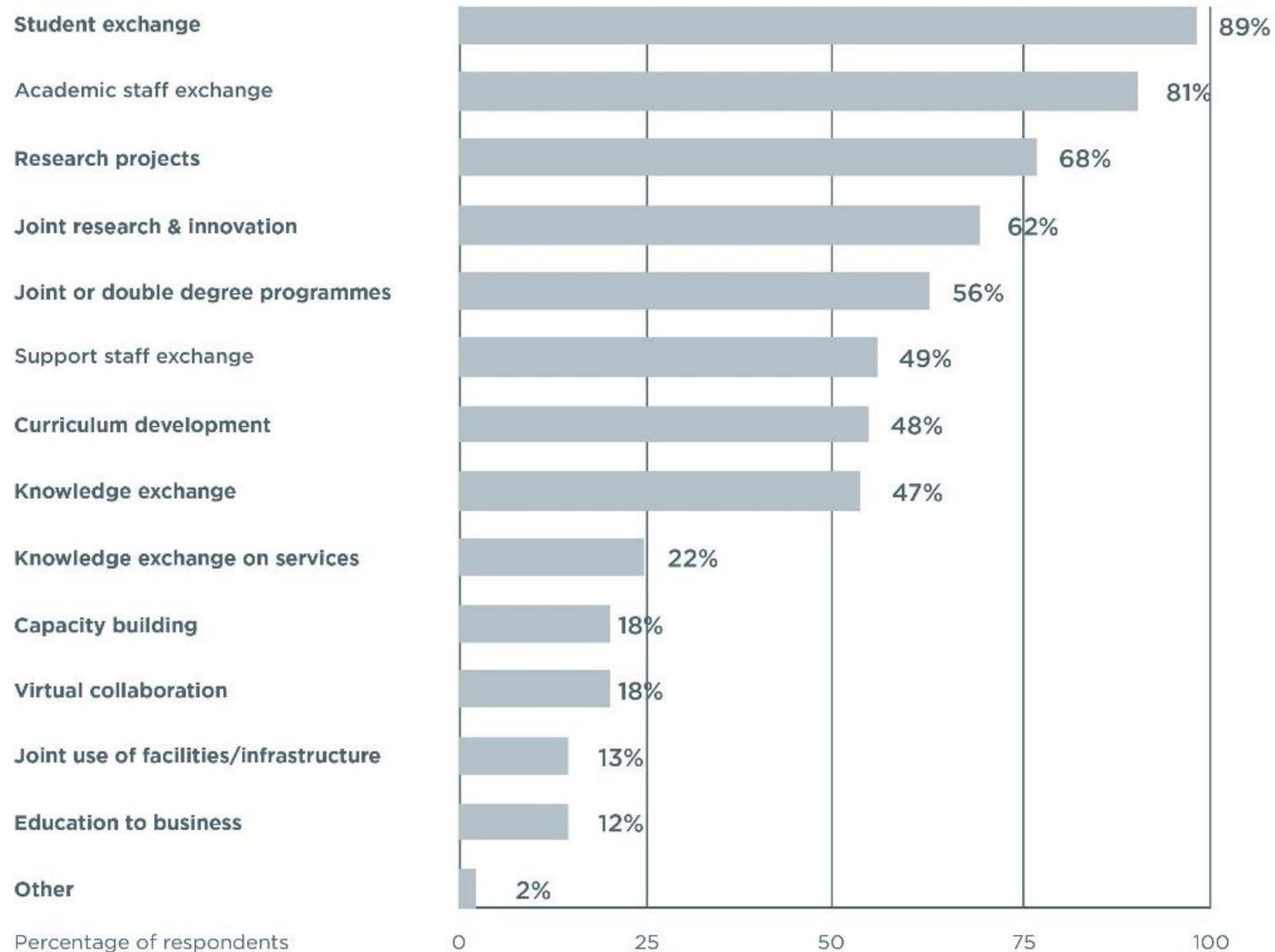
- 90% of institutions surveyed now have internationalisation mentioned in their mission/strategic plan
- Steady Increases in the percentage of HEIs having a dedicated office or team to implement the policy/strategy
- Mainstreaming of budgets
- Targets and benchmarking growth
- Student mobility; partnerships; research collaboration...the top three activities



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Content of international strategic partnerships in the EHEA(N=1251)*



* Multiple answers possible.

Focus of partnership...

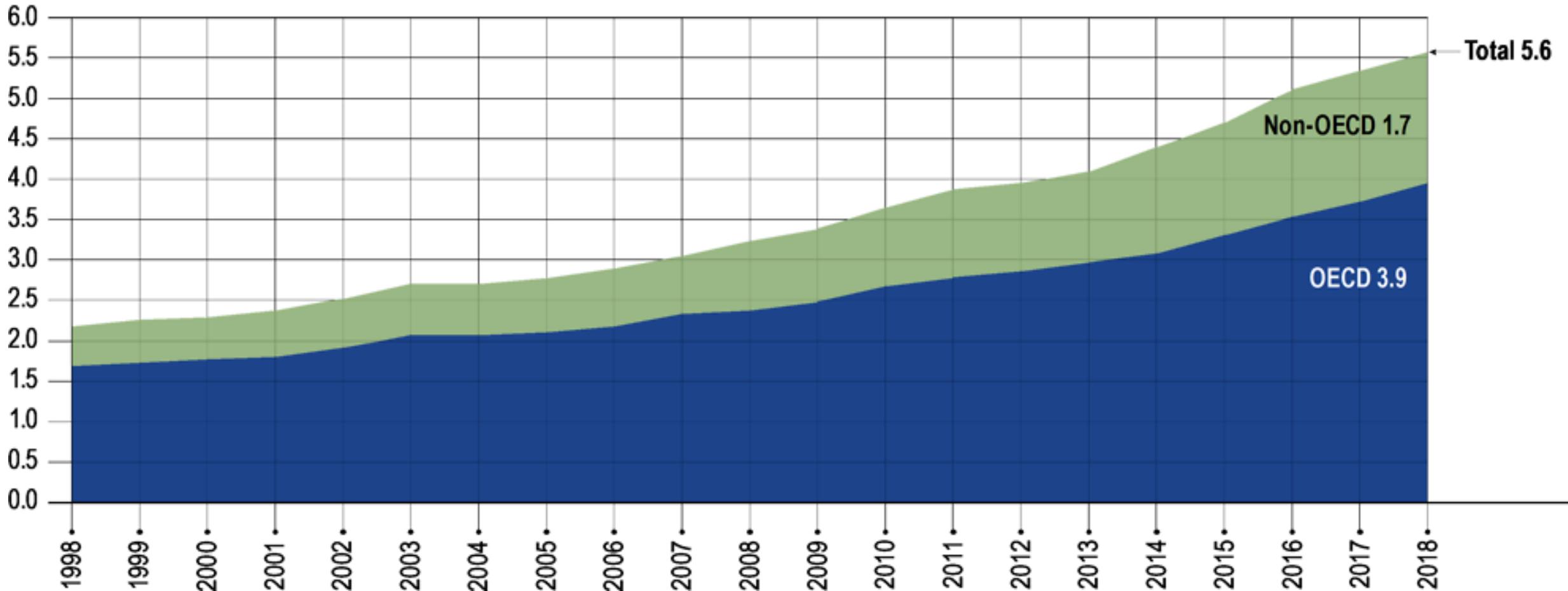
- Student mobility
- Staff exchange
- Project-related research
- Joint degree programmes

Source: EAIE Internationalisation barometer, 2016

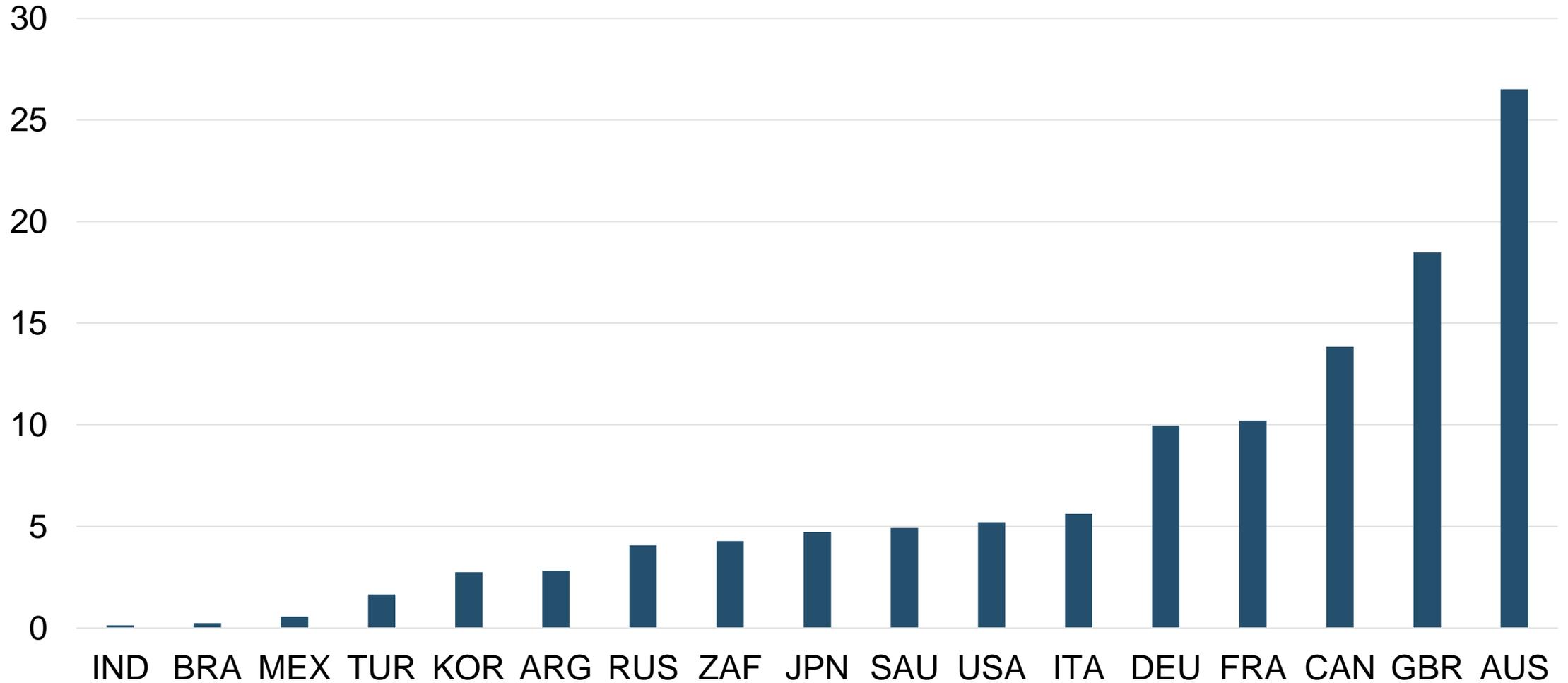
The world is on the move....

Growth in international enrolment in tertiary education worldwide, 1998 to 2018 (source=OECD)

Millions of students



International student mobility, % of students enrolled, 2018 (source=OECD)



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‘TNE’, core element of cross border HE...international branch campuses

- Significant growth in past 20 years or so. In 2002, 24 IBCs half of which were American
- 2017...more than 300 IBCs, largest providers being Aust, UK, Russia and France, with majority in Asia
- More recently, growth has slowed
 - ❑ Providers improving their risk management
 - ❑ Host countries becoming more selective
- Other forms of TNE...online delivery; twinning



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Research partnerships

- An Oxford HE Trends report (2015)...as HEIs international strategies mature, there is a shift towards developing research capacity/infrastructure in tandem with partners
- In part, is a tactical shift reflecting the growth of academic engagement in industrial R&D, and
- Shared understanding that developing research partnerships works for the benefit of both institutions in terms of research infrastructure investment priorities....”*grand challenges*”



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EC's Joint Research Centre 2018 survey

- transnational collaborative research partnerships are fairly recent, with one-half of them being established after 2012;
- all EU member states participate in such partnerships;
- large countries (e.g. France, Germany) participate in more partnerships in absolute terms;
- the number of partners within each network of universities varies greatly (from 2 to 16 or more), but the majority of networks have up to 9 members;
- partnerships include a variety of types of institutions (comprehensive universities, technical universities, public research organizations, and private enterprises);
- most partnerships do not involve the entire HEI, and almost one-half of the partnerships are at departmental or faculty level; and
- most collaborative partnerships have multiple aims: supporting collaboration in the provision of education, joint research and innovation activities.



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Global engagement maturity model

Strategic leadership & management commitment



Depth & breath of activities



'Loose', poorly resourced leadership at all levels

Coordinated, cooperative central & devolved leadership

Individually sponsored, incidental activities

Global engagement penetrates every aspect of institutional strategy & practice

MATURITY LEVEL:	(1) BEGINNING	(2) DEVELOPING	(3) EXTENDING	(4) INTEGRATING
STRATEGIC PRIORITIES:	Growing overseas recruitment and revenues	(1) plus growing international research capability/profile	(2) plus growing international delivery, partnerships, and shared goals	(3) plus establishing university as a global brand
MANAGEMENT MODELS:	Ad hoc, incidental activities driven by individual enthusiasts	More centralised planning and control, with targeted projects	Centre-dept leadership cooperation, integrated priority setting, with a focus on 'impact'	International goals integrated into all academic processes
FOCUS AREAS: (a) STUDENTS	Overseas recruitment led entirely from depts. Absence of institutional resource planning	Central co-ordination of overseas recruitment, often using agents	More recruitment through agreements and joint ventures	Internationalised curricula, global citizenship, enlarged emphasis on 2-way exchanges and joint awards
(b) RESEARCH & FACULTY	Ad hoc examples of collaborative research projects	Targeted plans for international research programmes	Joint research infrastructure developments with overseas HE partners	Expectation that all research is international in scope and funding
(c) OVERSEAS PRESENCE	All operations home country-based	Some courses delivered overseas through partners & on-line	Substantial offshore presence through partners & campuses	Up to half of HEI earnings come from international activities
BENCHMARKING APPROACH:	Internal comparisons across depts. and vs. past performance	Intra-national comparisons with domestic peer HEIs	Focus on student and staff perceptions and international choices	Using international data for predictive market intelligence

In your opinion, what is Padua's current level of maturity in relation to global engagement?

- Beginning
- Developing
- Extending
- Integrating



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Some case studies

- “London’s global university “UCL
- “From international research opportunities to global community relationships, we focus on how we can empower people to make a positive impact globally



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Partnerships principle = partnerships of equivalence

- Central aspect of the GES
- Reciprocal relationships of mutual trust and respect



“

I profoundly believe that the successful academic institutions of the future will be those that can build the mutually beneficial **collaborative networks and partnerships** to answer the questions that no one institution, however prestigious, can answer alone.

”

Sir John Tooke
Former UCL Vice-Provost (Health)



UCL academics at the Difficult Dialogues conference in India

GES strategic drivers

- Cultivating a global outlook to offer students the best possible preparation for global lives and careers
- Co-creating with partners solutions to global challenges and problems
- Marshalling expertise in enterprise, innovation and translational research to deliver long term solutions for society
- Strengthening UCL's position as London's Global University by amplifying achievements

Pro-Vice-Provost (International)



Global academic network

Prof Dame Hazel Genn

Pro-Vice-Provosts (Regional)

Latin America



Prof Stephen Hart

Africa & M.East



Prof Ijeoma Uchegba

East Asia



Katharine Carruthers

South Asia



Prof Monica Lakhanpaul

SE Asia & Australasia



Prof Claudio Stern

North America



Prof Brad Karp

Europe



Prof Uta Staiger

Vice Deans (International)

Pop Health Sciences



Prof Ibrahim Abubakar

The Bartlett



Prof Adriana Allen

Medical Sciences



Prof Claudia Mauri

Laws



Dr Kimberley Trapp

MAPS



Prof Nikolaos Konstantinidis

Brain Sciences



Prof Patrick Haggard

SHS



Dr Ruth Mandel

Life Sciences



Prof Claudio Stern

Arts & Humanities



Prof Sonu Shamdasani

Engineering



Prof Eli Keshavarz-Moore

IOE



Dr John O'Regan

**Core
business:**

Research
education,
global
engagement



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- Long history of international engagement
- Located in KL Malaysia, Sozhou China, Mumbai India, Prato Italy
- Research, education and global engagement are indivisible: global impact
- Broad & deep partnerships and alliances

A case study of a holistic model for global engagement in HE: Monash-Warwick Alliance

- Established in December 2011 for 5 years
- Very much a top-down initiative between the two previous VCs
- Was reassessed in its 5th year and both partners decided to engage for a 2nd 5-year term
- Governance and financial model adapted for 2nd term

Monash Warwick Alliance

“The future of education lies in global partnership.

We are harnessing our collective strengths to empower our research and education to meet the complex challenges of our global community.”



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Activity Pillars of the Alliance

Depth of integration:

- Research
- Education (incl. Student Engagement and Mobility)
- Organisational Learning
- External Engagement



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Education pillar

- Mobility programmes
- Education Academies
- Student research
- Student engagement projects
- Collaborative teaching



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Outcomes of the Alliance

- Significant increase in co-publications from 15 in 2011 to 119 in 2015
- Collaborating on nearly 50 joint and multi-party projects awarded over GBP£50m in grants from external sources
- More than 3,000 students across the universities have engaged in Alliance activities during the first five years
- Over 150 students experience studying abroad
- Over 400 students are involved in the International Conference of Undergraduate Research (ICUR) experience annually
- Very healthy joint PhD programme with high student demand



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Final observations on case examples

- Global engagement strategy **embedded** in wider institutional strategies. Have successfully reframed ‘internationalisation’
- **Cooperative partnership** between the centre and faculties/departments to determine priorities & resourcing
- GE strategies have successfully survived changes in institutional leadership
- Sophisticated internal & external communications: part of the institutions’ **identity**
- Grand challenges, global ambitions



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In your opinion, what level of global engagement maturity should Padua aspire to achieve within the next 5 years?

- Developing
- Extending
- Integrating



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