



Leaders in International Higher Education

2023 Annual Conference

Monday, February 20, 2023
10:15 AM – 11:15 AM

Confusion and Opportunity: exploring the many meanings of partnership

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Reconceptualizing what we think international partnerships are about

- Assumptions that confuse, mislead, skew, and limit such collaborations
- Opportunities offered by the present moment to think more expansively, creatively, and truly collaboratively
- Out of concern for opening the power of partnerships to all – from those who have never been at the table before to those who have been at the table but not as equals



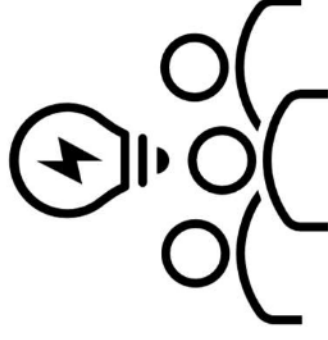
National Academy for
International Education

Hosted by IIE



A mission-driven learned society that serves as a think tank for an internationally diverse set of practitioners and thought-leaders to pool experience, wisdom, and vision to make international higher education a profoundly positive force in an increasingly interconnected world.

NAIE has spent the last 2 years in sustained virtual conversations on several key issues in internationalization, including the rapidly evolving nature of international partnerships.



**Recognizing conceptual habits and assumptions –
especially those that are harmful and hazardous**

- often unspoken
- often seemingly benign
- the result of understanding partnerships primarily through what our own institutions have done
- the result of assessing (and justifying) their value primarily through what our own institutions (and their stakeholders) get out of them
- the result of not exploring definitions and impacts with our partners in enough depth

International Partnership (IP) =

An agreement between institutions in (or representing) two (or more) nations to work together for shared goals and/or mutual benefit

In **higher education**, this is most often between two or two or more HEIs, but also sometimes between HEIs

HEIs and other types of organizations, such as international education provider organizations, the UN, NGOs, local municipalities, governmental agencies, immigrant groups, etc.)



**Conceptual habit or assumption 1:
Assuming everyone means the same thing by the term “partnership”**

- Very few HEI websites define the term
- Potential partnership discussions rarely clarify what each side means by “partnership”
- Even published discussions of partnerships often take the term as a “given” and/or discuss partnerships as if all were like those at well-funded research universities in the Global North

**Conceptual habit or assumption 2:
Conceiving partnerships too narrowly**

- Viewing them as student/faculty exchange or development assistance or research collaboration
- Not recognizing or acting upon the connections among these types
- Thinking about them primarily as transactional/utilitarian mechanisms

**Conceptual habit or assumption 3:
Positioning travel as the key mechanism of
partnerships**

Conceptual habit or assumption 4: Using “mutual benefit” primarily as a rhetorical flourish

- Rather than something we MUST insure, assess, and guide participants in taking seriously
- Conducting assessments that only measure benefits to our own institution

Conceptual habit or assumption 5: Measuring partner assets too narrowly

- Measuring them primarily in terms of financial, infrastructural, and faculty resources
- Placing too great an emphasis on international ranking systems that tend to favor the wealthy
- Not clearly articulating the perspectives, contexts, experiences, and entry-points that less wealthy, differently-missioned partners bring to the relationship
- Not recognizing that there will be capacity-building on all sides of a partnership
- Submerging the historical processes and international relations that have created an uneven global landscape of higher education

Such habits and assumptions can lead us to ...

- think we are talking about the same thing as our partners, even when we are not
- underestimate what partnerships can do and the many forms they can take
- miss the transformational/generative power that partnerships can have on individuals, institutions, communities, nations
- replicate long-standing patterns of cultural and economic dominance
- feel we cannot undertake partnerships if we are at an HEI with few financial resources
- see the practices of well-resourced HEIs as the model all should follow
- fail to achieve mutual benefit
- leave many institutional types and geographic regions out of the emerging global partnership landscape

The last 3 years led many to question much that we have taken for granted – for IPs and for international education more generally ...

Building on the growing critique of lop-sided partnerships
(many of which were not even aware of their lopsidedness)

- Strong IPs rose to the challenges posed by the pandemic, unleashing new partnership forms in **a burst of collaborative creativity**
- Being “locked down” both demanded and gave **more time to communicate**
- IPs dramatically increased use of **online collaboration**
- Increased use of **VE flattened resource differentials** between partners, giving greater voice to those in the Global South (Chasi, Finardi & Guimaraes)
- It also **enabled more** faculty, staff, students to engage with partners
- JEDI and decolonizing efforts exposed the **skewed distribution** of partnerships across regions, nations, institutional types, academic disciplines, and students

Enabling us to think about partnerships in new ways. They ...

- are witnessing a moment of great expansion, reformulation, and creativity
- can do much more than we had once thought
- can take many forms than we have been historically been using
- are not as dependent on physical mobility as has been assumed
- are possible even for HEIs with few financial resources
- should be seen as a goal unto themselves, and not simply a tactic for other goals
- can transform individuals, institutions, curricula, disciplines, even international ed
- offer the dialogue needed in a contentious world and the collaboratively-built knowledge required for the human future
- should be expanded to include more students at more HEIs in more nations
- broaden our view of what constitutes quality in higher education, enabling us to recognize the assets and impact of institutions assigned to the lower rungs of many ranking systems
- surface the global forces, both past and present, that have created educational inequities
- Are leading us to measure institutional impact not only in terms of what benefits our own institutions, but what moves us all forward together

The goal is not partnership uniformity but rather a flowering of types that are more varied, visible, inclusive, and equitable than we had once thought possible.

Navigating North and South, East and West

William Brustein
University of Pittsburgh



Question:

Once we agree upon what constitutes a partnership,
how do we ensure it will be sustainable?

Attributes of a Sustainable Partnership:

- A) Alignment to Institution's Global Goals
- B) Mutually Beneficial—Not Predatory
- C) Ground Up
- D) Annual Evaluations

**But why so few sustainable
High GDP/Low GDP Partnerships?**

Perceived Obstacles:

- A) Potential for Revenue Generation
- B) Focus on Prestigious University Partners/Academic Quality
- C) Existing Faculty Research Networks
- D) Exposure and Liability Concerns
- E) Infrastructure Quality

Examples of Sustainable Low GDP/High GDP Partnerships that work:

- A) Ohio State-Aligarh Muslim University Dual Degree in STEM Education and Research
- B) Ohio State-Addis Ababa University and University of Gondar Global One Health Initiative
- C) University of Illinois at Urbana-Champaign and University of Sao Paulo Bio-Renewables Partnership
- D) TNE Global's Hybrid Dual Degree with Vietnamese Universities



New Trends in Partnership Building

Developments in Japan and in ASEAN countries (intra-ASEAN) to strengthen Institutional Partnership(IP) through Online International Education such as COIL/VE engagement

Parts of the contents reported here are sponsored by the below groups/organizations:



Keiko IKEDA, Ph.D.
Professor, Kansai University, Osaka, Japan
Affiliate member, NAIIE
Affiliate member, Gateway International

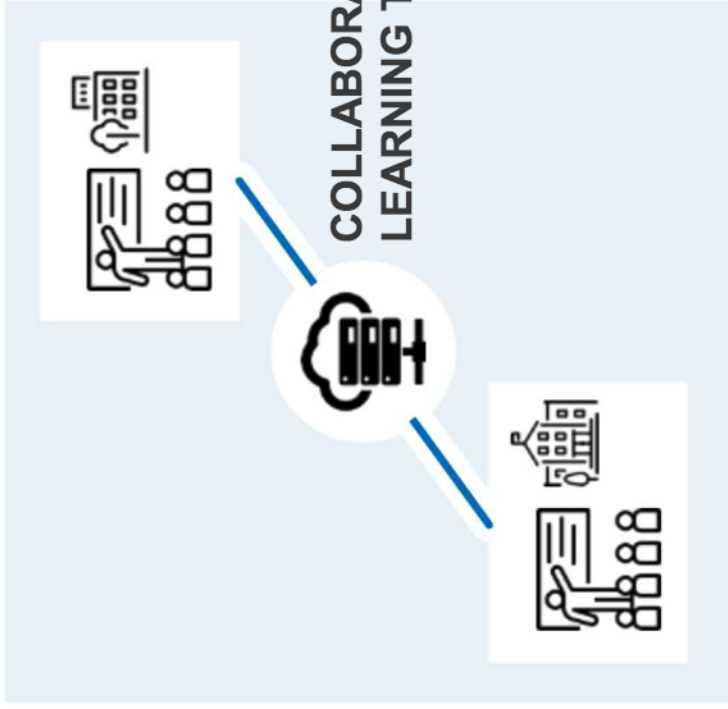
VARIOUS ONLINE MODES OF INTERNATIONAL EDUCATION PRACTICES

Course Sharing among institutions

If done synchronously, it can be socially engaging | many are on-demand based

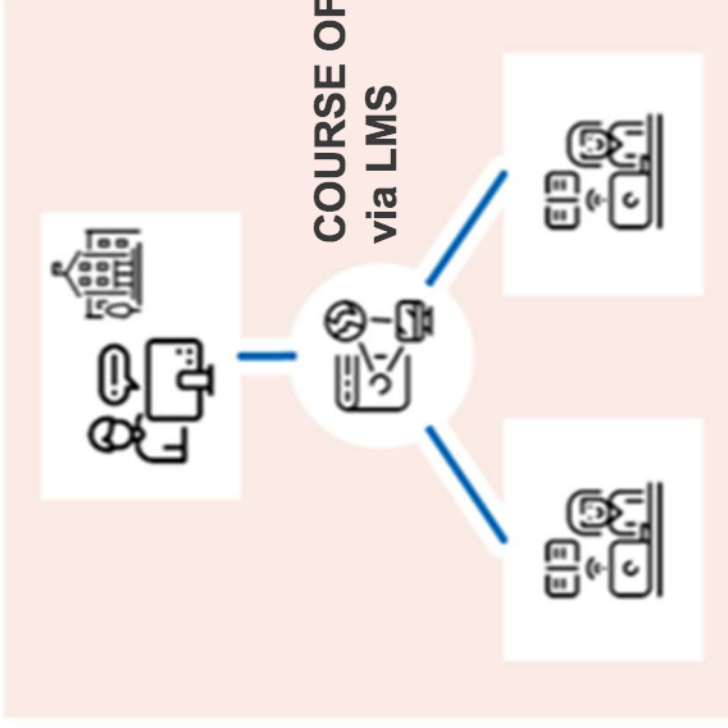
Student Engagement
Social Learning
Project-based Learning

Virtual Exchange

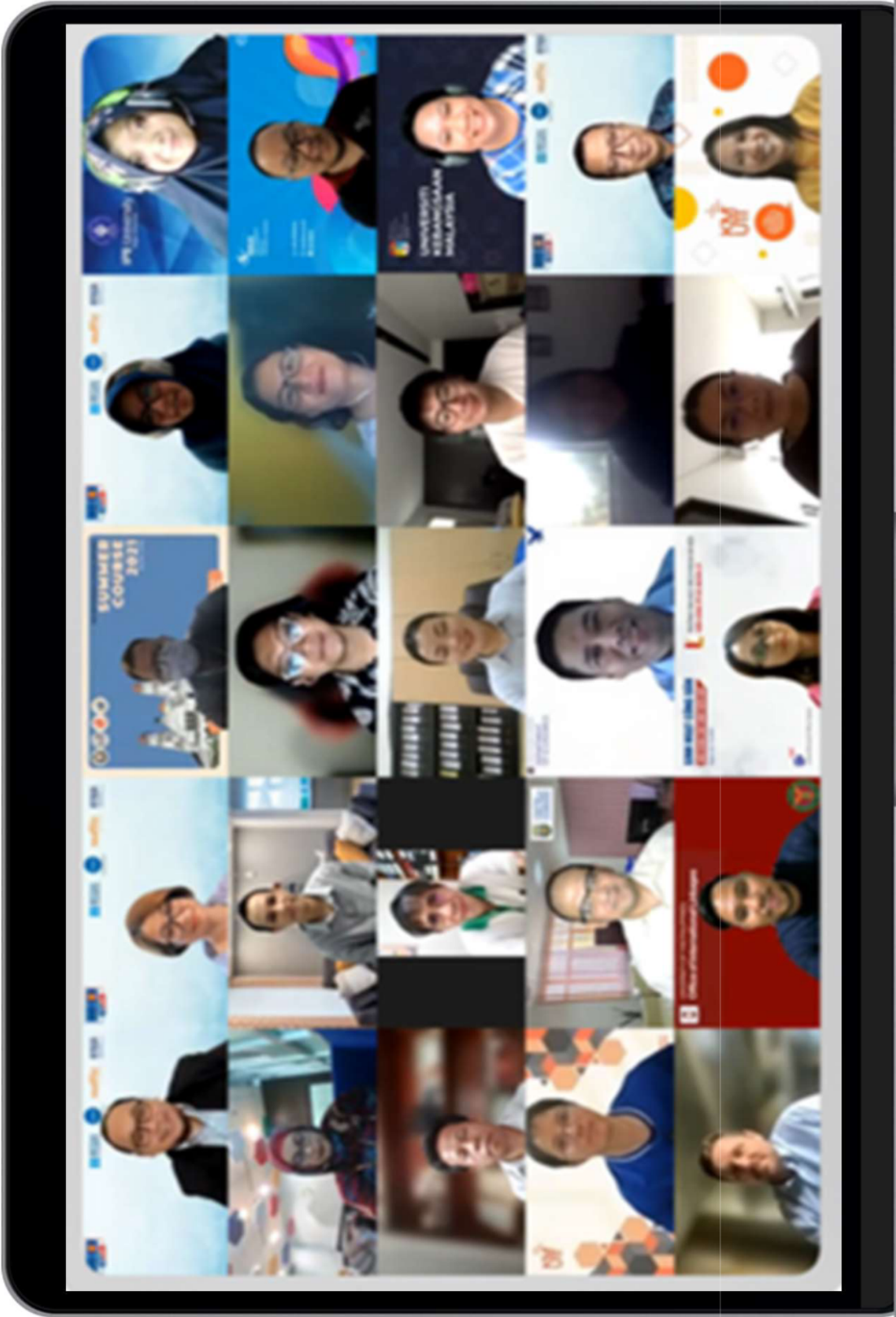


COLLABORATIVE
LEARNING TOGETHER

Virtual Mobility



COURSE OFFERING
via LMS



INTRA-ASEAN PARTNERSHIP BUILDING CROSS-INSTITUTIONAL COLLABORATIONS



Asst. Prof. Genecar G. Pe Bermba of UST College of Nursing

PRE-COVID19

590 ASEAN students participated in intra
ASEAN and ASEAN EU mobility

WITH COVID19

1686 ASEAN students participated in
intra-ASEAN Virtual Exchange/Collaborative
Online International Learning (VE/COIL)
Scholarship programmes.



EUROPEAN UNION SUPPORT TO HIGHER EDUCATION IN THE ASEAN REGION

AVEC (ASEAN Virtual Exchange and COIL) portal is an innovative digital platform that can be used by SHARE Partner Universities and other Higher Education Institutions (HEIs) in the ASEAN region to:

1. Learn about Virtual Exchange (VE) or Collaborative Online International Learning (COIL) pedagogy and build their capacity to be able to apply the pedagogy
2. Develop VE/COIL courses together by universities, in collaboration with their teaching partner overseas
3. Conduct the course successfully and provide proper assessment feedback to the participating students



AVEC PORTAL

IN FEATURES OF AVEC PORTAL

- COURSE DIRECTORY** | (Profile of VE/COIL potential courses)
- ICT LEARNING CENTRES** | (List of ICT tools for a VE/COIL program operators)
- COMPETENCY LIBRARY** | (Resources of capacity building training for VE/COIL)
- BUILDING BLOCKS** | (Resources for a good ICT training and examples of international best and advanced activities)
- REPORTS** | (Examples of successfully completed VE/COIL programs)

As per December 2022

JPN-COIL Association Member List

Regular Members

- 1 Chiba University
- 2 The University of Tokyo
- 3 Tokyo University of Foreign Studies
- 4 International Christian University
- 5 Tokyo University of the Arts
- 6 Kagoshima University
- 7 University of the Ryukyus
- 8 Osaka City University
- 9 Sophia University
- 10 Ochanomizu University
- 11 University of Shizuoka
- 12 Nanzan University



Membership Benefits

<p>General Assembly Participation Members will be allowed to participate in bi-annual General Assembly meetings.</p>	<p>Member-Only Events/ Program Participation Members will be given priority to receive information on various seminars, workshops, and online international education programs for students, aimed at educators who currently or are planning to implement COIL. Some seminars and workshops are offered only to Association member institutions.</p>
<p>Overseas University Matching</p>	<p>ImmerseU Discount An all-in-one web interface that facilitates the connection and interaction of university administrators, instructors, and students across the globe.</p>
<p>Individual COIL Consultation/ Guest Speaker Request In the early stage of COIL implementation, you may have concerns not only about the educational content but also about the infrastructure and equipment, etc. JICA can provide such information and support. JICA and ICT Node-You can also request JICA to dispatch lecturers for COIL-related topics in seminars and symposiums organized by each organization.</p>	



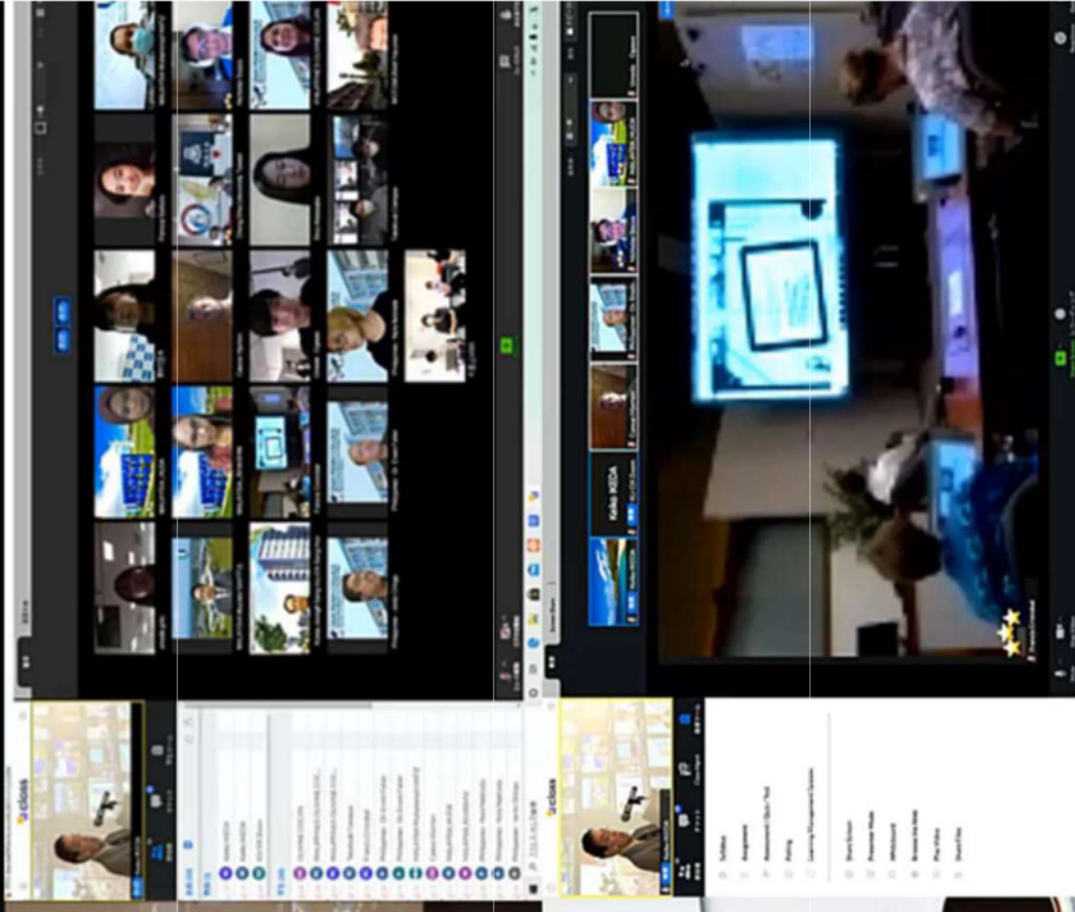
INTRA-JAPAN PARTNERSHIPS BUILDING COIL/VE Practices

GSC：複数キャンパス間・海外大学との接続



DIGITAL TECHNOLOGY ED-TECH AS RESOURCE FOR MORE INCLUSIVE INTERNATIONAL EXPERIENCE

Partnerships which emerge from COIL/VE practices and sharing of the resources through these practices (e.g., interactive EdTech application access by one institution is shared with their COIL partner classroom and both benefit)

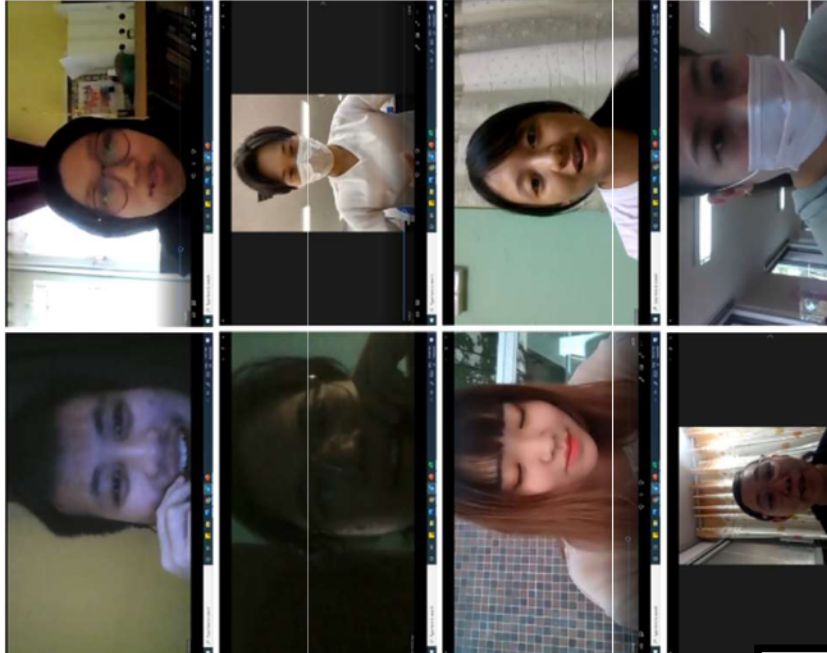


Kansai University
Engaged/Exchange Online Learning
(KU-EOL)
 2020年度秋学期 関西大学 交換留学プログラム
 October 1st to December 14th, 2020 (JST)
 2020年10月1日～12月14日 (日本時間)

Want to know what it's like to study at KU, Japan? Join us to take classes with KU students! Institution for International Global Education (IIGE) is offering you an online learning program for Fall 2020. Don't miss this chance to learn Japanese/international social science, including culture, business, gender...and more!

国際大学IIGEは2020年度秋学期に、オンラインの留学プログラムを開始しています。関西大学の学生と一緒に、日本や世界の社会科学(文化、ビジネス、ジェンダー...)を学ぶチャンスがあります。

• Program Cost: プログラム参加費: Free 無料
 • Eligibility 参加資格:
 1. Students (B.A./B.S./M.A./M.S.) of Kansai University/IIGE-affiliated university (関西大学およびIIGE協定校の学生(学部生、院生(前期課程)))
 2. Approved by the host institution 所属機関からの参加許可取得
 3. Desired English language proficiency 英語能力: CEFR B2+
 • Register From Here 申し込みはこちら:
<https://www.sustainability.com/igsosce/>
 • Registration Deadline 申し込み締切: Sept. 27, 9月27日 AM 12:00 (JST)

KU-Engaged/Exchange Online Learning Program

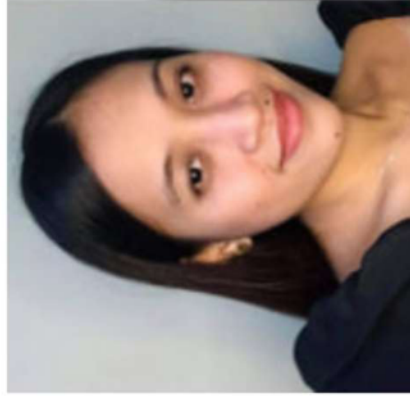
KU EMI courses

Virtual Exchange with IIGE Global partners



- Information and Communication Technologies
- Japanese History (the History and culture of Medieval Japan)
- Business for SDGs
- Contemporary Gender Studies
- Critical Thinking for Social and Global Issues
- Research Methods for Social Sciences
- Japanese Popular Culture (Post-war Japanese Culture)
- Methods of Comparative Analysis (ENG and JPN Communication)
- Global Sociology
- M Fundamental Global Studies
- Communication in Japanese Society (JPN Corporate Culture) -- Japanese language only (JLPT N2 proficiency or above required)





International Education Programs Online for Mutual Benefits among Partners EOL Program now sustained by IIGE Global Network

Feb 01, 2021

CEU Students Finish Japan's Kansai University EOL Program

Photo shows (L-R) Alondra Sto. Domingo, Gio Angelo Escanillas, Precious Joyce Agatha Driilon and Margarette Riva Meneses

Four students of Centro Escolar University School of Education, Liberal Arts, Music and Social Work (SELAMC) finished the Institute of Innovative Global Education (IIGE)



Beranda > Exchange Program > [Japan] Kansai University – KU-EOL Program for Spring 2021

[Japan] Kansai University – KU-EOL Program for Spring 2021

Exchange Program, Slide, Spring School 31 March 2021, 16.07 Oleh: oia 0



The universities

Pencarian ...

Recent Posts

[Degree Scholarship] AUN-DPPnet Scholarship Program- 2022/2023 Intake

[China] 2022 International Student Conference on Environment and Sustainability

[Japan] Osaka Metropolitan University 11th Socially Innovative Global Classroom: Online

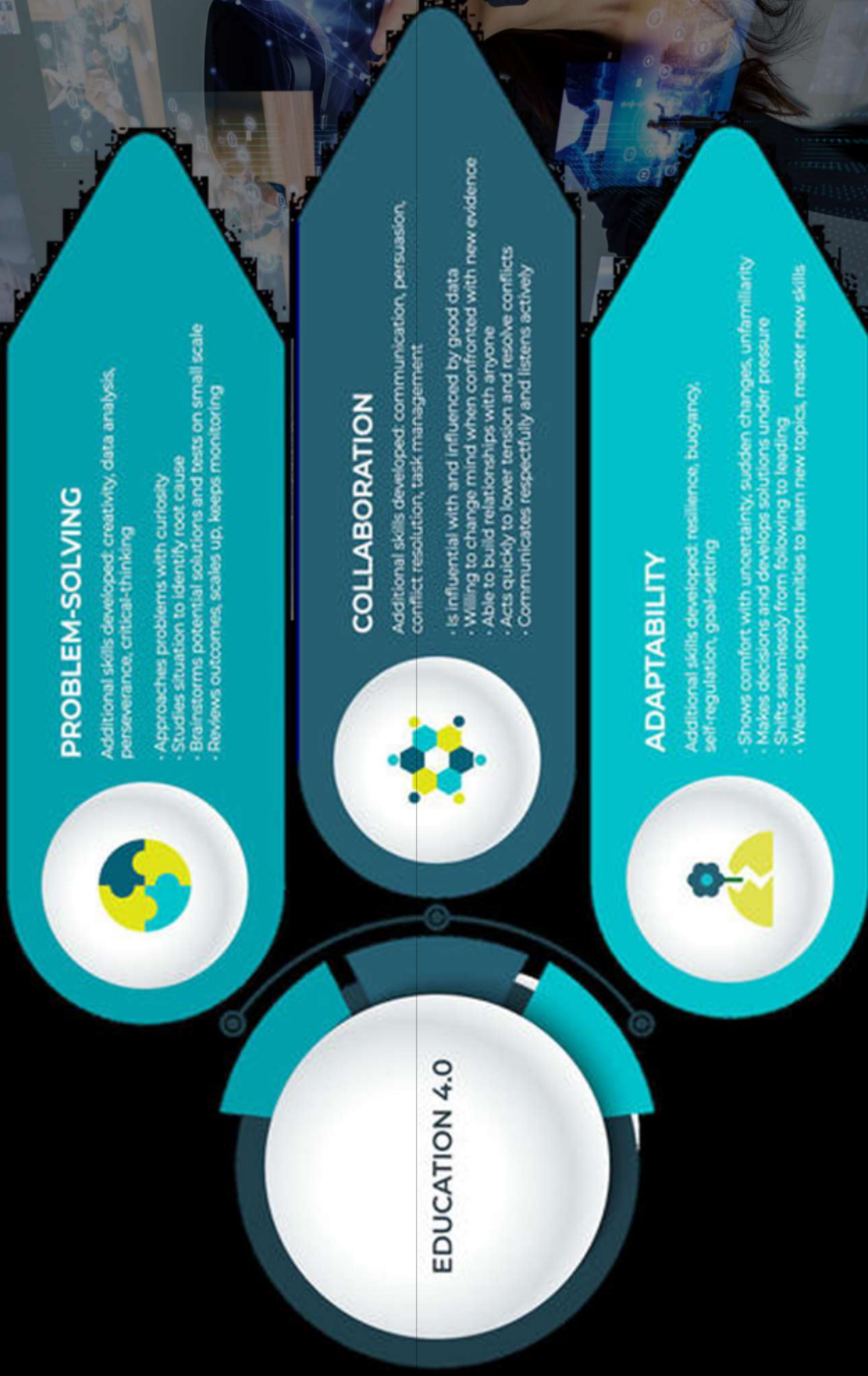
The Hitachi Global Foundation Asia Innovation Award 2022

Visa on Arrival (Update on April 6th, 2022)

Recent Comments

oia on [Japan] Kumamoto University – Short Term Exchange Program Spring

Read the full article at: www.weforum.org





Thank you! Let us stay connected.



DISCUSSION

Comments, additions, challenges to what we have presented?
partnership assumptions you have encountered
new partnership forms that challenge older ways of thinking

How do we act on these reconceptualizations?

How might they alter our work as SIOs?

The way international ed is structured at our institutions?

The way we develop new partnerships?

The way we present partnership work to our
institutional leaders?