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Association of International
Education Administrators

2020 ANNUAL CONFERENCE

*Rethinking Comprehensive
Internationalization for a
Global Generation*

Enhancing Research Collaboration for Global Connectivity:

Amy Rutherford, Education New Zealand

Jason Cushen, University of Otago

Clare Overmann, Institute of International Education

Robin Helm, American Council on Education

Small Player, Big Impact



Amy Rutherford
Regional Director Americas & Europe
Education New Zealand

THINK NEW



Aotearoa New Zealand & Research

“Size, location and unique expertise and talent offer surprising advantages to **make things happen.**”

– *Ministry of Business, Innovation and Employment*



By 2027, New Zealand will be a global innovation hub,
a world-class generator of new ideas for a productive,
sustainable and inclusive future.

Guiding Principles

Excellence - Connections - Impact

1. MAKING NEW ZEALAND A MAGNET FOR TALENT

Develop a large scale talent initiative to grow, attract, and retain the best researchers, entrepreneurs, investors, and visionary thinkers.

Ensure diverse talent can thrive and grow in our research and innovation system.



2. CONNECTING RESEARCH AND INNOVATION

Develop a global best practice research commercialisation system, with a growing network of technology incubators, and a regulatory systems approach to publicly-funded IP.

Connect New Zealand with global research leaders working at the knowledge frontier. Integrate with overseas RSI systems for mutual benefit on global challenges, such as climate change, and opportunities to share research infrastructure.



3. START-UP ^ SCALE-UP

Scale up our research and innovation capabilities in key focus areas at the global frontier.

Develop a flexible and graduated system of support that enables start-up firms to fast-track their growth and achieve scale.

Establish innovation missions to address public good opportunities, such as kaitiakitanga of our biological heritage, and health system delivery.



THINK NEW

NEW ZEALAND
EDUCATION

International Education Strategy

He Rautaki
Mātauranga A Ao

2018-2030

OUTCOME

A thriving and globally connected New Zealand
through world-class international education



THINK NEW[®]



Importance of International Science links to New Zealand

International connections:

- Increase New Zealand's access to offshore networks, capabilities, and infrastructure
- Connect New Zealand science to global knowledge and markets
- Improve the quality and impact of our science
- Help New Zealand play a role in solving global challenges.





Number of co-authored publications (2014-17)



Case Studies

Research Delegation to Germany –
DAAD

Language Revitalization – Brazil

NAISA conference - University of
Waikato



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AIEA 2020

'Follow the Money'

Jason Cushen
Director, International
University of Otago



UNIVERSITY
of
OTAGO

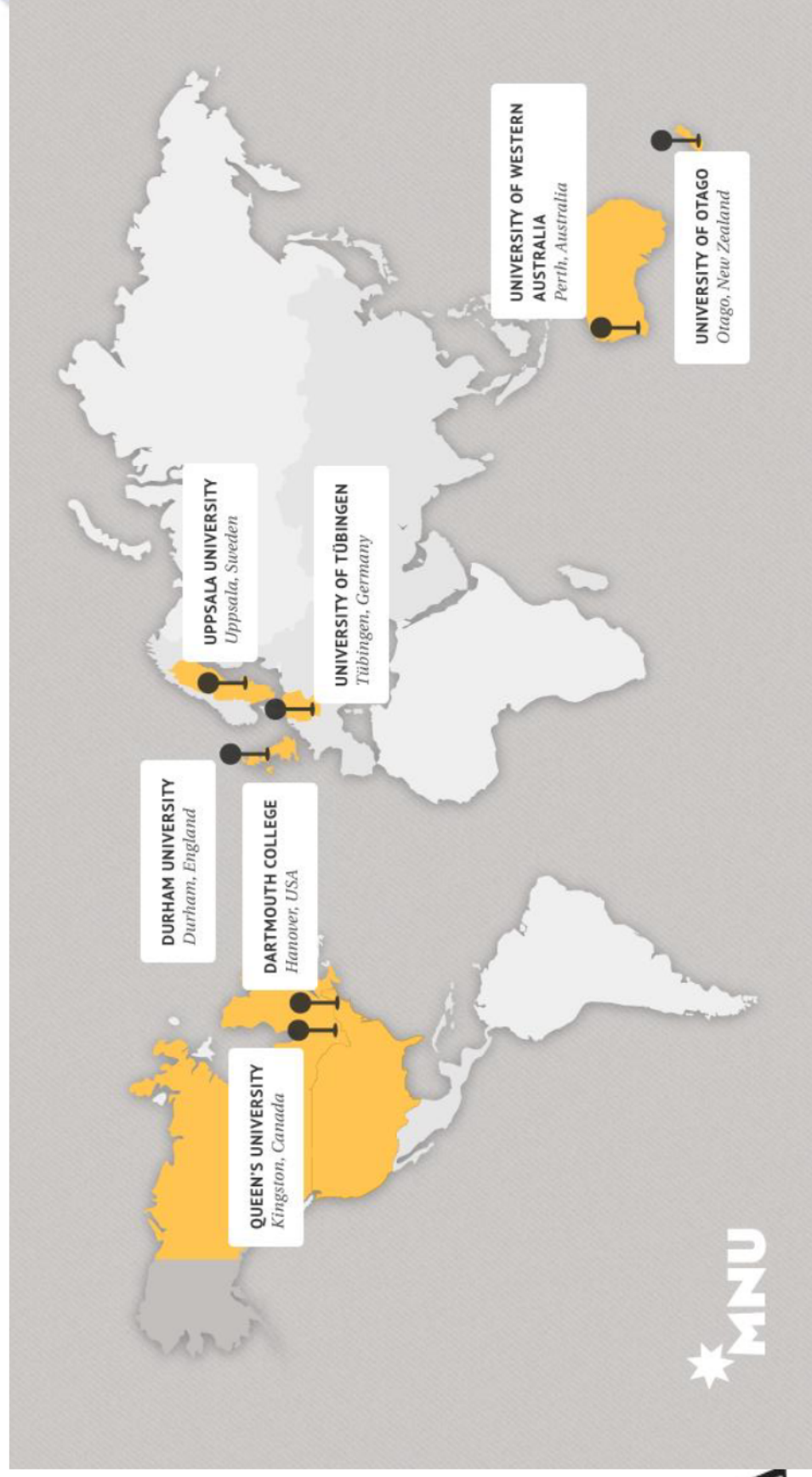
Tē Whare Wānanga o Otago
NEW ZEALAND

University of Otago

- New Zealand's First University – Founded in 1869.
- Dunedin is the home campus.
- Campuses also in Auckland, Christchurch, Wellington and Invercargill
- 20,000 Students
- 1400 Doctoral Students
- 3000+ international students from 96 countries
- #175 QS Global Ranking



Matariki Network – Established 2010.



Matariki Network Travel Award

- University of Otago funded Award
- \$2000 NZD
- Ten awarded annually
- Open to academic and professional staff
- Collaboration in the areas of:
 - Research
 - Teaching
 - Curriculum development



Application Process

- Formal application outlining purpose of visit and the status of the relationship
- Support from MNU partner is required
- Indicative budget and quotes
- Internationalisation Committee makes the award
- Post Visit report required accounting for the engagement and spend of the award.



Examples of the Research supported

- Cognitive rehabilitation for those with serious psychiatric disorders
- Stress and diets of infants and children during the agriculture transition in Thailand
- Past and present climatic and environmental records , as well as process-focused glaciological research
- The study of the philosophy in Cicero's letters and Roman letters
- International multi-site randomized trial on coaching after a stroke



Outcomes from the funded visits

- Research partnerships, connections and collaboration
- International multi-site controlled trials
- Benchmarking of best practice and strategy
- Teaching linkages
- Research proposals for funding / grants
- Papers, Books and other publications
- Workshops / Seminars
- Mobility of research students (postgraduate)
- Mobility of undergraduate exchange students
- Curriculum review and development
- Conference development and planning
- Guest Speakers



Reflections

- A little can go a long way
- This enables Otago to maximize its travel investment
- Matariki aligned initiative – raises the profile of the network
- Outcomes – books / chapters / joint research projects / joint teaching arrangements / co-supervision
- Longitudinal Study



The Multitudes Gained from Multi-lateral Research Collaboration

Clare Overmann, Head, Higher Education Initiatives
Institute of International Education

A Snapshot of GII

- Joint initiative between the U.S. and UK governments from 2013-2018
- U.S. Department of State, Bureau of Educational and Cultural Affairs, UK Department of Business, Innovation, and Skills
- 2 Competitions administered by IIE & British Council
- U.S., UK, and either Brazil, China, India, or Indonesia
- \$200K-\$250K grants
- 4 Focus Areas: Energy, Climate Change, and the Environment; Agriculture, Food Security, and Water; Global Health; and Urban Development

Multiple goals through multi-lateral research

- Support cutting edge multi-lateral research
- Identify innovative solutions to major global STEM-related challenges.
- Develop capacity across a range of higher education institutions and to build sustainable networks of world-class research centers.
- Foster long-term academic engagement between higher education institutions in the U.S., UK, and other countries
- Support mobility of individual students, faculty, researchers, and staff.

Additional objectives / Unique aspects

- Train up the next generation of international researchers
- Understand better the cross-cultural skills gained through international research collaboration
- Determine the added value of *multi-lateral*
- Bring together multi-disciplinary teams
- Strengthen partner institution capacity for grant management through sub-awarding
- Strengthen public-private partnerships with institutions, NGOs, governments, and businesses

A few examples from the U.S. competition

- **Crowdsourcing Water Quality: Using Mobile Technology to Monitor Access to Safe Drinking Water** (Georgia Tech, London School of Hygiene and Tropical Medicine, and Indian Institute of Technology Kanpur)
- **Improving Environmental Impacts of Cattle Farming in Brazil** (University of Michigan, Oxford University, University of São Paulo (Brazil))
- **Sustainable Forest Management in Indonesia** (Northern Arizona University, Aberystwyth University, University of Mataram (Indonesia))
- **Increasing Global Food Security by Controlling the Dissemination of Antibiotic Resistance** (Ohio State University, Queen's University Belfast, Shanghai Academy of Agricultural Sciences (China))
- **The Impact of Outdoor Air Pollution on Indoor Air Quality in China** (Rutgers University, University of Reading, Chongqing University (China))
- **Bamboo in the Urban Environment** (University of Pittsburgh, Coventry University, Bogor Agricultural University)



Initial Impact

- 89% of team leads indicated that individuals from their institutions participated in Gill-funded travel or exchange. Of these, 80% involved faculty, 46% involved doctoral students, and 37% involved MA students
- Gill research teams have begun or completed more than 306 research products
- 93% indicated they have improved their ability to work effectively with people from the other two partner countries
- 94% reported that Gill partnerships helped them better understand the problems they were trying to address from the perspectives of the partner countries
- 94% reported that members of their team acquired new technical, research-specific knowledge or skills
- 97% reported that their institution increased its capacity to carry out similar kinds of research

The Pros, Cons, & Recommendations

- 1) Comparative analysis
 - 2) Interdisciplinarity
 - 3) Cross-cultural exchange
 - 4) Increased quality of research
- 1) Increased administration, red tape, legal matters
 - 2) Increased need for good communication
- Loop in the appropriate stakeholders, especially the international office!
 - Intercultural training
 - Clear expectations, division of labor, workplan, timeline



Questions:

- Has your institution been involved in multi-lateral collaboration (research or otherwise?) How is this initiated/managed/tracked at your institution?
- What would you say is the biggest challenge to successful multi-lateral collaboration?
- What would you say is the biggest gain from multi-lateral research?

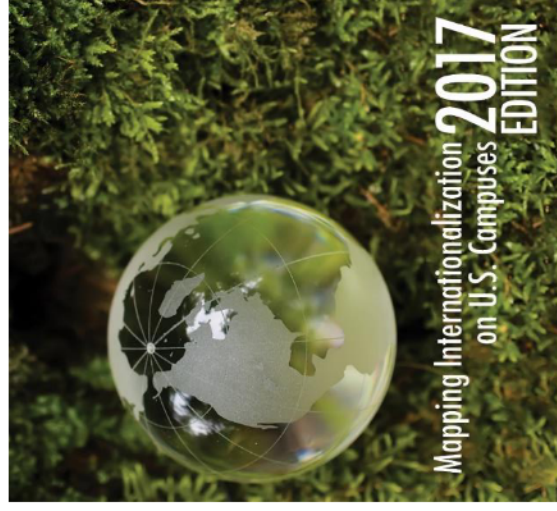
Enhancing Research Collaborations: Campus Structures & Strategies

Robin Matross Helms, PhD
Deputy Chief Innovation Officer &
Principal Internationalization Strategist
American Council on Education

February 17, 2020



Data perspectives



PRIORITY ACTIVITIES FOR INTERNATIONALIZATION

- #1: Increasing study abroad for U.S. students
- #2: Recruiting international students
- #3: Partnerships with institutions abroad
- #4: Internationalizing the curriculum/co-curriculum
- #5: Faculty development

- #6: **International research collaborations**
 - Top 3 priority for only 6% of institutions overall -
 - but 34% of doctoral institutions

Data perspectives

Among 23 US research institutions (including Big 10):

3 central international offices include an explicitly research-focused unit:

- “Global research engagement”
- “Partnerships and research”
- “International projects office”

About 10 have academic research centers reporting in:

- Area studies
- Confucius Institutes
- Global topic-focused e.g. Michigan State’s Center for Gender in Global Context

Analysis conducted by Justin Jeffrey, University of Georgia

State of play

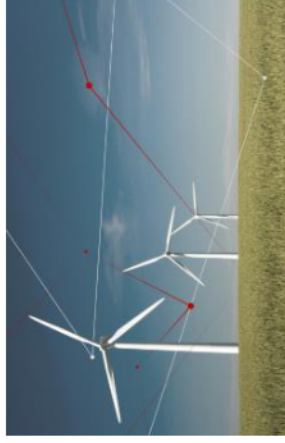
- Research often not seen as a core function of international offices.
 - Reflected in stated priorities & office structures.
- Ultimate “ownership” of research rests with faculty.
 - Inherently decentralized.
- BUT:
 - SIOs and international offices see value & want to play a role.
 - International partners are focused on research.
 - Research can enhance other internationalization priorities (e.g. education abroad).

How can SIOs and international offices contribute to the international research ecosystem?

Strategy #1: Connect

Articulate the connection between international research & institutional strategies/frameworks

E.g. Ohio
State's
Discovery
Themes



Materials and Manufacturing for Sustainability

New materials and manufacturing innovation accelerating global sustainability.



Global Arts + Humanities

Breaking down barriers to meaningful collaboration and creating an inclusive culture that empowers faculty, staff and students to foster social change



Sustainable and Resilient Economy

Integration of science, engineering, humanities and the arts to enable a global transition to an equitable and prosperous society.

Connect with other key players in the research ecosystem & articulate how international research advances their priorities

- VP for research
- Office of sponsored programs
- Faculty awards coordinator
- Communications
- Development

Strategy #2: Support

Develop systems and tools to facilitate faculty-level international collaboration

- Databases of expertise & collaborations
 - Leverage IR data and faculty activity reports
- Agreement policies and procedures
- Travel information and advice
- Awards & grants
- Individual connections

The screenshot shows the University of Cincinnati's "International Faculty Research, Activities & Projects" database. The header includes the university logo and the text "UCosmic can do more when you Sign In with your 6+2". Below the header is a navigation menu with options: "UCosmic Home", "Global Activity", "Faculty Activities", "Overseas Representatives", "Apply to become an Overseas Representative", "Agreements", "Activity by Foreign Institutions", and "Student Organizations". The main content area features a search bar with a "Search" button, a "Narrow by Associated Country:" dropdown menu with a "Show All" link, and a "Clear / Reset" button. A large green banner at the bottom reads "EMBARC CAROLINA GLOBAL EXPERTS".

EMBARC CAROLINA GLOBAL EXPERTS

Database of Faculty with International Expertise

This database enhances and streamlines access to information on the international expertise of faculty at the University of North Carolina-Chapel Hill. It is free of charge and available to faculty, students, and the general public.

The database can be searched by various categories and in multiple ways. For example, you can search for "Public Health" in the keyword box and for "Spanish" in the language box to retrieve Public Health specialists with a knowledge of Spanish.

Faculty members who wish to add or update their faculty profiles should [log in](#).

SEARCH FACULTY

KEYWORDS:

NAME:

REGION:

LANGUAGE:

[SEARCH] [CLEAR]

Strategy #3: Advocate

- Institutional strategic planning
- Policy formulation
 - E.g. promotion and tenure
- Publicize accomplishments
 - Including international office role



Internationalizing the Tenure Code

This series of occasional papers explores key issues and themes surrounding the internationalization and global engagement of higher education. Papers include analysis, expert commentary, case examples, and recommendations for policy and practice.

[READ MORE >](#)

Thank you!

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