Many thanks to Seven-Minute Motivator Series Sponsor:

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SEVEN MINUTE MOTIVATORS: INNOVATIONS IN GLOBAL PARTNERSHIP BUILDING

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First Year Abroad Requires a First-Class Partner

First-year abroad program designed for forward-thinking Wake Forest students who seek to challenge their preconceived conceptions of the world through an engaging, globally-focused academic experience in Copenhagen, Denmark.
First Year Abroad Requires a First-Class Partner

“We have an agreement in principle. The question is, do we all have the same principles?”
First Year Abroad Requires a First-Class Partner

• Alignment of WFU & DIS values and expectations
• Co-creation and mutual benefits
• Infrastructure to match program needs
• Commitment of financial and other resources
• Opportunities for faculty, staff & student development
• Conversation from outset about “success”
• Building of community beyond the program itself
First Year Abroad Requires a First-Class Partner

**Lessons Learned**

- No substitute for trust and goodwill
- Collaboration is good, partnership is better
- Pace and scale matter
- Face-to-face meetings cannot be replaced
- Students and families are knowledgeable about first-year abroad landscape
Innovation Through Partnership

Author:
• Dr. Michael Farley
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University of California, Davis, Graduate School of Management, (GSM) in partnership with Zurich University of Applied Science, (ZHAW)

Strategic planning aligned with AACSB accreditation requirements for international programming. Both schools and MBA programs have a focus on developing quality, immersive programming with courses centered in global learning.

Component of recruitment strategy for GSM and ZHAW. International program elements allow for partnership development, student exchange and faculty research opportunities; allowing for a diverse learning experience that is attractive to both domestic and international students.

Component of strategic focus for GSM and ZHAW. Enhance programming to include immersive study opportunities that allow for an extension of theory to practical implication / application, in a “real world” and global setting; a significant facet of learning assurance goals within programming.

Curriculum designed for an immersive and intercultural learning experience. The goal is to foster a deeper understanding of theoretical premise and global practical application across the total enterprise.
Innovation Through Partnership

- SIO facilitation of University partnership
- SIO identification and partnership of partner / client organization
- SIO coordination and identification of business case with partner / client organization
- Coordination of faculty advisors and merging of curriculum design
- Selection of 6 member student team, (3 from each university)
- SIO coordination of logistics and itinerary

Upsetting the Mouse: A US/Swiss student business project to disrupt Logitech International

Student team was charged with identifying a technological disruptor for computer peripherals to sustain competitive advantage – as Logitech is an industry leader in this space

The team facilitated and completed a “kick off” assessment, and two milestone deliverables; an interim presentation and final presentation

Leveraged methodology, facilitating an immersive engagement with the client partner; engaging several key stakeholders

GSM student team traveled to Logitech facility in Lausanne and ZHAW campus in Zurich

ZHAW student team traveled to Silicon Valley Logitech campus and UC campus in Davis

Final deliverable presented to key stakeholders including Head of Global Creativity and Productivity
Lessons Learned

**Challenges**

- Skills and competencies of students
- Collaboration and impact of faculty advisor
- Ensuring learning assurance goals of both institutions
- Intercultural and interpersonal challenges
- Organization immersion / stakeholder engagement

**Strengths**

- Significant and immersive experiential learning (opportunities)
- Professional exchange; teaching strategy, curriculum and program design
- Immersive social – emotional awareness
- Development of a broader world view
- Development of professional and personal network
- Student empowerment
- Immediate learning and application
Large-scale Student Mobility

- NUS has >300 Student Exchange Programme (SEP) Partner Universities in 40+ countries
  2-150 semester places per Partner = 2,200+ students per year

- Large-scale partnerships help NUS meet student mobility targets; however, are there consequences?

“When elephants dance, small animals risk getting trampled”*

(*Dr Vivian-Lee Nyitray, Associate Vice-Provost & Executive Director University of California Education Abroad Program)
What glitters and what doesn’t …

Benefits

• Helps meet mobility targets
• Maximizes potential of partnership
• Facilitates many forms of interaction
• Achieves more with less

Challenges

• Guaranteeing admission and course placement
• Sufficient on-campus housing
• Effective student integration (in and out of class)
• Management of health and safety
Striking a Balance

Ensuring a diverse range of global programmes and experiences

- Small-scale Exchanges
- Research Attachments
- Large-scale Exchange
- Fee-paying Summer Programs
- Faculty-led Programmes

Ramping up student mobility
Lessons Learned

• NUS needs to recognize that its Partners are at various stages of internationalization, and have their own priorities, which can differ.

• Partnerships span a spectrum – importance of identifying how to get the best out of both large-scale partnerships as well as more niche Study-Abroad pathways.
Questions to mull over …

What are the possible pros and cons of large-scale student exchange with a handful of partner universities vs. small-scale exchanges with a larger number of universities?

What impact do small and large scale partnerships have on the Study Abroad experience, and a student’s ability to integrate effectively with local students?
Global Conversations About Women’s Leadership: A Partnership Model

• About Wellesley
  • A top ranked women’s college in the US
  • #3 liberal arts institution in the US
  • Our mission: educating women to make a difference in the world
  • Alums dispersed globally

• New ways of thinking about program development

• Asking “the why”
Contemporary Women’s Leadership Institute

• 5 week summer leadership program
• Goal: to bring together small groups of young women, ages 19-24, from a variety of countries across the globe to learn and share insights about gender equity

https://summer.wellesley.edu/contemporarywomensleadership
Program Components

• Two credit bearing classes: Gender Studies and Leadership
• Continuous reflection and self assessment
• Cultural trips
• One Experiential Week with Wellesley alums and accomplished local leaders:
  • Marketing & Media/Entrepreneurship Panel
  • Golf and networking seminar
  • Alumnae Panel of Women in Finance
  • Service Learning Workshop
  • Lunch with Wellesley President Johnson
  • Mentoring/Coaching with the President/CEO of a leading Boston Non-Profit Company
  • TV & Radio Personality Keynote: Nice Girls can Win!
  • Specialty panels: women in the law; women in athletics
Outcomes

• Meets current demand for short term study abroad programs
• International students fully integrated in Wellesley’s campus and activities
• Scores very high on partners’ intercultural competency assessments
• Partners from 5 countries, plus Wellesley students
• Building global networks and connections that last a lifetime!
Beyond Paying the Rent: Lessons in Partnerships

Yale University
Kelly McLaughlin (kelly.mclaughlin@yale.edu)
Director, Study Abroad
Assistant Dean, Assessment

Yale Summer Session Programs Abroad:
• 26 Programs, 45 Courses, 20 Cities, 13 Countries, 9 Languages, 41 Instructors, 22 Assistants, 40+ On-Site Partners
• Spanish in Quito, Ecuador (UDLA)
• Italian in Sienna, Italy (CET)
Beyond Paying the Rent: Lessons in Partnerships

OLD Model:
• Paid Rent
• Limited interaction with UDLA
• Did include homestays, a culture course, and excursions!

NEW Model:
• Research projects with UDLA faculty and students (Public Health, Environmental Studies, Law)
• Dovetailed with UDLA’s mission, and its students are required to complete community outreach (social service) projects
• 2 UDLA students get tuition waived at Yale Summer Session in New Haven
**Beyond Paying the Rent: Lessons in Partnerships**

**OLD Model:**
- Yale handled almost all logistics
- Shoeboxes of receipts from instructors!
- Minimally-trained team on the ground to handle health and safety issues

**NEW Model:**
- CET arranges logistics (CET Global Solutions)
- Single page invoice!
- Expertly-trained CET colleagues on the ground to handle health and safety issues

**RESULTS:**
- Truer partnerships and authentic engagements
- Leveled up program management/capacity