



International Briefs *for* Higher Education Leaders

Higher education leaders today recognize the urgency of developing an international strategy for their institutions but often lack the knowledge and perspective needed to inform good decisions. Students are graduating into an increasingly integrated international environment that, while offering exciting opportunities, also presents many challenges. Institutions must create educational environments where students will begin to appreciate the complexity of global integration but also develop skills to navigate it successfully. Faculty are seeking opportunities to collaborate with colleagues in other countries to develop globally-attuned academic programs and to expand research networks and collaborative projects. International outreach and initiatives enrich institutional culture but must be based on good information and analysis.

This new series reflects a strategic collaboration between the American Council on Education (ACE) and the Center for International Higher Education (CIHE) at Boston College. Two publications per year will provide a succinct overview of current issues in international higher education and will feature articles written by leading scholars, policy-makers, and practitioners with relevant statistics. Each of the two annual briefs will have a separate emphasis—the first will focus on a specific country and the second will focus on one aspect of global engagement.

This series is designed to help senior leadership develop cumulative knowledge to inform institutional strategy.

Keep up with international trends in higher education.

Follow our posts collected from media sources worldwide:



Center for International Higher Education



@BC_CIHE and @ACE_CIGE

Global Engagement—New Modalities

Introduction

2. Introduction
Patti McGill Peterson

Overview and Definitions

4. A Presidential Perspective on Global Engagement
Lou Anna K. Simon
6. A “Primer” for Global Engagement
Robin Matross Helms and Laura E. Rumbley
7. The Complexities of Global Engagement
Philip G. Altbach

Sector-Specific Issues and Trends

9. Global Engagement at US Community Colleges
Rosalind Latiner Raby
11. The Strategic Management Challenge for Research I Universities
Wolfgang Schlör and Timothy Barnes
14. Internationalizing Learning Communities at Liberal Arts Colleges
Jane Dammen McAuliffe and Susan Buck Sutton

Focus Themes

16. Developing US Partnerships: Perspectives from Abroad
Francisco Marmolejo
18. When Partnerships Fail
Spencer Witte
20. Institution-Industry Partnerships Abroad
Joseph E. Aoun
22. International Networks and Consortia
Betsy E. Brown
23. International Joint and Double-Degree Programs
Jason E. Lane and Kevin Kinser
25. Global Engagement and Legal Issues
David Fleshler and Peter M. Poulos

Introduction

We are pleased to publish the second in our series, *International Briefs for Higher Education Leaders*. Our choice of global engagement as the theme for this issue is reflective of growing interest and activity among US colleges and universities, in the development of outreach and relationships with institutions in other countries.

Global engagement is a penultimate component of internationalization. Through whatever form taken—cooperative academic programming, dual degrees, or the joint development of a physical campus—it extends the reach of internationalization of US higher education significantly, by bringing partners from other countries into the orbit by which institutions define themselves and expand the parameters of what they are and who they serve.

The definitional nature of global engagement is exciting, as well as daunting. If it is aligned closely with the mission of an institution, carefully woven into its strategic vision, well-planned and executed, the results can be salutary. However, if it is done hastily, without careful planning and clear expectations on the part of all parties, the results can be disappointing and possibly damaging.

This *Brief* provides substantial insight into the dimensions of different aspects of global engagement. A number of the articles outline the path to successful global partnerships and several document some of the causative factors in unsuccessful joint ventures. Among them, a list of sine qua nons emerge for those who are contemplating global engagement. The critical importance of high-level leadership and coherent strategy rise to the top of the list. The combination of the two provides institutional commitment for a long-term horizon. The role of the faculty in the development and sustainability of joint initiatives is also a critical factor. And ultimately, the way in which high-level leadership engages with the faculty, in defining the framework and direction for the institution's global engagement strategies, is an essential platform for success.

Many different models will undoubtedly emerge, as various types of institutions become more globally engaged. The report of ACE's Blue Ribbon Panel for Global Engagement not only viewed global engagement as a key factor for the future strength of US higher education, it also emphasized that one size does not fit all. The articles in this *Brief* underscore how different kinds of institutions with differing missions can develop their own successful modalities of engagement.

At the core of this rich mix of possibilities is the need for partners to be keenly aware of what each brings to the table and an inherent willingness to view one another with respect and mutuality. Global engagement of institutions across national borders holds the possibility of improving higher education worldwide. Engagement, if done well, is a tide that can lift all ships and is important well beyond individual institutions. The potential outcomes are a compelling global prospect.

Patti McGill Peterson

*Presidential Advisor for Global Initiatives
American Council on Education*



Contributors



Philip G. Altbach is Monan University Professor and director of the Center for International Higher Education at Boston College. He is coeditor of *The Road to Academic Excellence: The Making of World-Class Research Universities* (World Bank, 2011) and coauthor of *Trends in Global Higher Education: Tracking an Academic Revolution* (Sense, 2010).



Joseph E. Aoun, a thought leader in higher education policy and an internationally renowned scholar in linguistics, is the seventh president of Northeastern University. President Aoun is a member of the American Academy of Arts and Sciences and the Academic Advisory Council for the U.S. Department of Homeland Security.



Timothy Barnes serves as the Director of the Illinois Strategic International Partnerships initiative, charged with cultivating prioritized institutional relationships, with a small group of peer institutions around the world. He also manages more than 300 individual institutional partnerships, negotiating and processing all written memoranda that formalize institutional linkages for the campus.



Betsy E. Brown is Vice Provost for Faculty Affairs at North Carolina State University. She is the former Associate Vice President for Faculty Support and International Programs for the 16-campus University of North Carolina system and has also served on the Executive Committee of the Association of International Education Administrators (AIEA).



David Fleshler is the Associate Provost for International Affairs at Case Western Reserve University. His previous positions include Director of International Operations, Jewish Federation of Cleveland; Chief of Staff, US Congressman Eric Fingerhut; assistant director at Cleveland's international airport; attorney at Arter & Hadden; marketing consultant in Tokyo, Japan; and an import/export coordinator in Tel Aviv, Israel.



Robin Matross Helms is a Senior Research Specialist at the American Council on Education, focusing on internationalization of US institutions and global higher education issues. Previously, she has worked for the Institute of International Education and the University of Minnesota, and served as a consultant to the World Bank and the Institute for Higher Education Policy.



Kevin Kinser is associate professor of higher education policy and a senior researcher with the Institute for Global Education Policy Studies at the University at Albany, SUNY. He is also coleader of Albany's Cross-Border Education Research Team (C-BERT).



Jason E. Lane is Director of Educational Studies at the Rockefeller Institute of Government and an associate professor of higher education policy and coleader of the Cross-Border Education Research Team (C-BERT) at the University at Albany, SUNY.



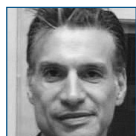
Francisco Marmolejo is the World Bank's Lead Tertiary Education Specialist and Coordinator of the Higher Education Professionals Team. Previously, he served as Executive Director of the Consortium for North American Higher Education Collaboration (CONAHEC) and the University of Arizona's Assistant Vice President for Western Hemispheric Programs.



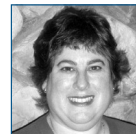
Jane Dammen McAuliffe is the eighth president of Bryn Mawr College. She is a specialist in Islamic studies and author of "The Networked College—Local, Global, Virtual" in the forthcoming book *Education for an Uncertain World*, edited by Daniel H. Weiss, Rebecca Chopp, and Susan Frost. McAuliffe is a member of the board of directors of the American Council on Education.



Patti McGill Peterson is Presidential Advisor for Global Initiatives at the American Council on Education. She is the former Executive Director of the Council for International Exchange of Scholars and has served as president of two US liberal arts institutions. Her most recent publication is *Confronting Challenges to the Liberal Arts Curriculum: Perspectives of Developing and Transitional Countries* (Routledge, 2012).



Peter M. Poulos is Senior Counsel and Chief Litigation Counsel for Case Western Reserve University. He represents the university in various matters with a focus on litigation, international affairs, intellectual property, business affiliations, risk management, and student and police matters. Previously, he was a Partner for Taft, Stettinius & Hollister LLP. He also previously worked as an Honors Program Attorney for the US Department of Justice.



Rosalind Latiner Raby is a Senior Lecturer at California State University, Northridge in the Educational Leadership and Policy Studies Department of the College of Education. She is also the Director of California Colleges for International Education, a consortium of 86 California community colleges.



Laura E. Rumbley is associate director and lecturer at the Boston College Center for International Higher Education. Her research and teaching focus largely on internationalization of US and European higher education. She sits on the editorial board for the *Journal of Studies in International Education* and is actively involved in the European Association for International Education (EAIE).

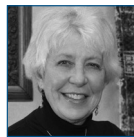
Contributors *(continued)*



Wolfgang Schlör is the Interim Associate Provost for International Affairs and Interim Director of International Programs and Studies at the University of Illinois at Urbana-Champaign. He joined Illinois in 2007 after serving in similar positions at the University of Pittsburgh. He has been involved in international education leadership and research for nearly 20 years.



Lou Anna K. Simon, president of Michigan State University (MSU) since 2005, leads MSU's drive to apply land-grant vision and values to 21st-century challenges. A board member for the Council on Competitiveness and Detroit Branch of the Federal Reserve Bank of Chicago, she also has been active in the American Council on Education and ACE's Blue Ribbon Panel on Global Engagement.



Susan Buck Sutton is Senior Advisor for International Initiatives, Bryn Mawr College, and Emerita Associate Vice President of International Affairs and Chancellor's Professor of Anthropology, Indiana University. Past President of the Association of International Education Administrators (AIEA), she serves on advisory councils for ACE, NAFSA, and the Institute of International Education.



Spencer Witte is an associate for Ishtirak, a Middle East and North Africa-focused consulting firm. He received an MPhil in Modern Middle Eastern Studies from the University of Oxford (St. Antony's College). His dissertation focused on the development of tertiary systems and the introduction of branch campuses in Qatar and the United Arab Emirates.

A Presidential Perspective on Global Engagement

Lou Anna K. Simon

Mapping *Internationalization on U.S. Campuses: 2012*, published by ACE's Center for Internationalization and Global Engagement in June, issues a clarion call for all academic institutions to become more global in vision, values, and strategic initiatives. As presidents, we overwhelmingly agree that it is desirable for our institutions to become more global. Partnerships, collaborations, and other ventures abroad are an important part of our efforts to make such a global vision a reality on our campuses and throughout US higher education.

Creating a "World-Grant" University

In framing the strategic position for Michigan State University (MSU) around our sesquicentennial and in anticipation of the sesquicentennial of the Morrill Act, we put forth the bold ideal of becoming "world grant" in our vision and actions. That frame serves as a 21st-century basis not only for aligning teaching and research and engagement but also for integrating internationalization across the mission.

For a land-grant institution such as MSU, making this vision a reality means extending the traditional land-grant values of inclusiveness, quality, and connectivity to a world-grant or global frame. The last decade's dramatic shift in economies, communications, systems of trade, and research—and this shift's impact on local life worldwide—compels a land-grant institution to focus both locally and globally, in order serve students and society.

Becoming a world-grant university necessitates engagement in comprehensive internationalization—a concept aligned with ACE's past use of the term (Olson, Green, and Hill 2005). As my colleague and NAFSA Senior Scholar for Internationalization, John Hudzik notes, "Comprehensive Internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise" (Hudzik 2011).

In pursuit of comprehensive internationalization, over the last 60 years, Michigan State University has expanded its global commitments, connections, and programming in all of its missions, both on and off its East Lansing campus. Our strategy in doing so has been to "leverage through integration and connectivity." If internationalization is seen as an "add-on" responsibility to current priorities rather than integrated within them, it will always be undercapitalized and intellectually marginalized. Integration of internationalization into core missions, values, and priorities serves to leverage and "dual-purpose" existing resources.

For example, we have found that adding new courses is not necessary to internationalize the curriculum. Rather, we focus on adding an international perspective to existing courses in the majors, the general education curriculum, and our liberal learning goals. We work to synchronize study abroad with degree requirements. We have expanded service learning and internships abroad. We work to integrate international students more fully into campus academic and social life, with benefits for all. We prioritize building on existing institutional and faculty research strengths, broadening them to a global frame in both basic research and problem-solving applications. It is critical that ventures abroad, from research

partnerships to full branch campuses, are seen as part of an overall internationalization strategy and are integrated with and connected to these and other related efforts on campus.

Goal: Ideas, Innovation and Talent Development without Boundaries

At Michigan State University, our founding values lead us to believe that all universities, as creators of knowledge, have a responsibility to participate with partners abroad—to ensure relevance for their institutions and stability for the communities in which they reside. Currently, MSU operates 270 study-abroad programs in more than 60 countries, representing all continents; sustains 210 partnerships with international institutions; and hosts more than 25 internationally focused centers, institutes, and offices. Approximately 1,500 of our faculty members are involved in international research, teaching, and service work.

In whatever form, our approach to global engagement always includes:

- Having a leadership team philosophy and shared understandings based on asking both “Why not?” as well as “Why?”;
- Beginning with “How can we do this?” rather than “How much will this cost?”;
- Working to find synergies across teaching/learning, research/scholarship, and outreach/engagement, rather than pursuing activities within isolated categorical boundaries;
- Collaborating with institutions, domestic and international, while at the same time maintaining our own distinctive approach to institutional programs and activities, thus contributing to the diversity of missions among American higher education institutions;
- Committing to long-term initiatives with potential far beyond short-term return on investment to ensure sustainability;
- Implementing global engagement initiatives through a series of persistent, manageable steps to make it less daunting for a broader range of partners, including other colleges and universities, to join us in pursuing an ambitious global agenda;
- Taking advantage of technology to enable innovation, idea- and talent-development capacity building without boundaries (The purpose of a university is to advance knowledge, creativity, and innovation. With today’s technology, there is no excuse for not engaging with those who can further, or benefit from, this worthwhile

enterprise, wherever they exist.); and

- Advancing institutional transformation as well as the transformation of our global and local partners’ economies to facilitate increased, sustainable prosperity.

In terms of implementation, our experience has taught us some important lessons. First, global engagement must be seen as a team responsibility. Success requires an array of engaged leaders—particularly academic deans and key faculty, and leaders of campus support/service units from admissions to residence halls to the registrar. For us, this has meant continuous involvement and dialogue with all such leaders and offices as the international agenda unfolds. It requires ongoing presidential and provost engagement, in

Becoming a world-grant university necessitates engagement in comprehensive internationalization.

reiterating expectations to these leaders; it means paying greater attention to the international experiences or interests of candidates, in searches for new leadership and faculty; and it means giving clear notice of the importance of international engagement, not only in institutional mission and value statements, but in our institutional promotion and tenure guidelines.

It is also important to promote ongoing campus dialogue to build a shared vision and culture. A single set of conversations toward developing a strategic plan is insufficient. Widely ranging dialogue and communication is necessary to draw people into a growing understanding of global engagement, its connection to core institutional missions and values, and the drivers and rationales behind it. This dynamic will enable the development of a shared framework for concrete actions and increase buy-in and ownership. This permits action to begin in one area while other areas are being developed.

The Art of the Unreasonable

No longer can a university intending broader global engagement afford to wait for everything and everybody to be neatly in place before taking action. In today’s competitive global higher education environment, opportunities will be lost. At MSU, we have found it important to build on strengths and existing institutional competitive advantages, but it is also exhilarating to be bold in addressing the chronic inertia that can impede reasonable progress of global engagement initiatives. The MSU strategy has been to build on strength, to set a bold long-range vision, to implement international engage-

ment initiatives manageably through a series of unfolding projects that create momentum and lead to additional opportunities, and to ground all of this in a fundamental commitment to comprehensive internationalization.

Eli Broad (Broad and Pandey 2012) espouses the “art of the unreasonable” as the key to advancing change and innovation. Broad argues that being unreasonable is about having “outsized ambitions.” For a university, global engagement is also about having outsized ambitions—goals that cannot be constrained by the traditional boundaries of campus and ivory towers. If American higher education is to retain its prominence in the world in the decades ahead, more presidents need to encourage practicing the “art of the unreasonable.” I urge you to join me in being unreasonable about global engagement. Live the mindset, create the culture, and implement strategies that result, not just in more international linkages, programs, and places, but in truly global institutions.

A “Primer” for Global Engagement

Robin Matross Helms and Laura E. Rumbley

In late 2011, the American Council on Education’s Blue Ribbon Panel on Global Engagement released its report, *Strength through Global Leadership and Engagement: U.S. Higher Education in the 21st Century*. The report noted, “In the 21st century, higher education is explicitly, and fundamentally, a global enterprise,” and further that, “A prerequisite for success in this new era will be active, ongoing engagement on the part of colleges and universities in the United States with institutions around the world” (ACE 2011). As colleges and universities seek to prepare students to succeed in an increasingly globalized and interconnected world, they are recognizing the critical role of their relationships with institutions and other entities abroad in their internationalization efforts, and in the fulfillment of broader institutional missions and goals.

As interest in global engagement has proliferated, so too have the many forms such involvement may take. To some extent, each new collaboration or venture abroad by a US institution is unique, involving different players and different goals. However, as more institutions have entered the global arena, some common definitions and classifications for such ventures have emerged, which provide structure to the complicated landscape, and an analytical framework to help institutions better understand and evaluate global engagement opportunities.

What Is “Global Engagement”?

Global engagement, at its essence, is about committing to meaningful relationships with partners in other parts of the world. It represents a movement beyond the mechanics of carrying out more traditional campus-based international activities and implies dedication to a deeper and more prolonged commitment to international partnerships for mutual benefit.

Among the many types of global ventures, the most basic and most common are relatively small-scale collaborations, often spearheaded by faculty. Research collaborations between individual faculty members or teams of researchers are generally intended to result in some form of joint scholarly output—a paper, a conference presentation, or general advances in the field. Teaching collaborations involve faculty in different countries working together to instruct their respective students, often with the help of technology. Such arrangements may or may not include the physical movement of faculty or students from one country to another.

More complex, both in terms of definition and execution, are program- and institution-level collaborations. These efforts involve more people, including high-level leadership; require more coordination and a greater resource commitment; and entail signing a memorandum of understanding or other formal contract with partners. Examples of such collaborations and their commonly understood definitions include the following:

Joint degrees are collaborative arrangements, whereby courses leading to a degree are offered jointly by two institutions. Usually students from either institution may enroll and take courses at both participating institutions, and upon graduation receive either a single diploma conferred by both institutions, or a diploma issued only by the institution at which the student is registered.

Double/dual degrees involve students taking courses and receiving a separate degree or diploma from *each* participating institution. A common model for such programs is “2+2,” which requires students to spend two years on one campus and two years on the other campus. Double/dual-degree programs are sometimes referred to as “twinning arrangements,” particularly in the European and Indian contexts.

Branch campuses, as defined by Jane Knight (2005), are a situation where a provider in one country establishes a “satellite campus” in a second country for the purpose of either delivering courses or programs to students from that second country and/or potentially serving home campus students with study-abroad opportunities. Often, institutions collaborate with a university or other existing entity in the host country to secure physical space and manage logistics (such collaboration can be required by law in some countries and

possibly referred to as a “joint venture”). Any qualifications awarded by the branch campus are from the home institution.

International “study centers” or “teaching sites” are a somewhat smaller-scale variation of the branch campus and involve a more limited physical presence in another country. For example, an institution planning to deliver a professional certificate program to students in the host country may lease classroom space in an office building or on a university campus, to be used only when classes are in session. On yet a smaller scale, some institutions establish a physical office in another country, with a limited staff presence, to support study-abroad students, manage international recruitment efforts, and attend to alumni relations.

Global engagement, at its essence, is about committing to meaningful relationships with partners in other parts of the world.

More difficult to define in concrete terms are emerging collaborations that cross these categories or fall outside of the traditional academic realms of teaching and research. Some US institutions, for example, are engaging with partners abroad to complete cooperative projects with social or economic development aims. These may involve collaborative teaching and research, but the ultimate goals of such projects extend beyond these areas. Institutions are also collaborating with partners outside of academia, such as businesses, government agencies, and nongovernmental organizations—again, with various goals, both academic and nonacademic in nature. Groups of institutions within and across countries are organizing themselves into consortia or networks in order to collaborate in a variety of areas, with varying degrees of success in terms of articulating purpose, engaging members, and achieving substantive aims. “Massive open online courses” (known commonly as MOOCs) and other on-line programs add yet another layer of complexity.

How Globally Engaged Are We?

The American Council on Education’s recently released *Mapping Internationalization on U.S. Campuses: 2012 Edition* report includes data on global engagement initiatives undertaken by US institutions in recent years and provides some insights into the shape and scope of these activities (ACE 2012).

Despite widespread media coverage of new and existing ventures abroad, the overall proportion of colleges and universities that have formalized, institution-level agreements with partners (e.g., joint and dual degrees) or operate branch campuses in other countries is still relatively small, and largely dominated by the doctoral and master’s sectors. However, the *Mapping* data indicate that activity in this area is growing, with many institutions actively pursuing ventures abroad of various types.

For example, for those responding institutions that reported an accelerated focus on internationalization in recent years, global engagement activities have been part of the equation in many cases. Nearly 70 percent of such institutions reported that they are either beginning partnerships, expanding them in terms of quantity or quality, or moving toward fewer but more wide-reaching collaborations. Institutions are also formalizing the process of establishing partnerships; among those institutions with an accelerated focus on internationalization, 40 percent have implemented campus-wide policies or guidelines for developing and approving partnerships or assessing existing partnerships. As good practices emerge, along with new and increasingly flexible models for partnerships and collaborations, it seems that the trend toward more engagement by more institutions is likely to continue.

The Complexities of Global Engagement

Philip G. Altbach

Once upon a time, not long ago, till the end of the 20th century, most American colleges and universities either did not think about global engagement and internationalization or considered study abroad as the beginning and end of such involvement. Just two decades later, global engagement stands at the top of the agenda of many academic institutions, and the scope of internationalization on campuses has expanded dramatically. It is time to consider the scope and nature of global engagement.

Uwe Brandenburg and Hans de Wit (*International Higher Education*, Winter 2011) argued that globalization, with its assumptions of economic inequality and competition, has become the evil twin of internationalization, which they see as a positive force. They point out that most aspects of global engagement and internationalization have taken on competitive and often commercial elements, and that a careful reconsideration of strategies and purposes is required. A recent meeting of G8 (group of 8 major economies) higher

education officials exhibited an interesting contrast between the national strategies of the Anglo-Saxon countries and those of continental Europe. The English-speaking countries increasingly see international higher education involvement as a commercial venture, while a German official claimed—“The goal we have is to win friends for Germany,” through international education strategies.

In the era of complex 21st-century global engagement, many institutions are neglecting the traditional aspects of internationalization—providing a positive overseas experience for undergraduates, encouraging international faculty research, and ensuring that foreign students, postdocs, and visiting scholars have a positive experience and contribute to campus life. While it may seem old-fashioned to think about these elements, they are as important as ever—and remain at the core of global engagement. While there is emphasis on increasing the numbers of domestic students going abroad, in some cases less attention is paid to the quality of that overseas experience. Similarly, visiting scholars are welcomed but often forgotten once they are on campus. To fulfill its promise and potential, global engagement must be a two-way street.

A Campus Foreign Policy

Global engagement encompasses a vast range of activities, which seldom add up to a coherent strategy on campus. While many universities have included internationalization as part of institutional strategy, few schools go beyond platitudes. Few define the nature of global engagement or internationalization, and few operationalize how broad goals might be achieved. Seldom is a budget or staffing linked to whatever goals may be expressed.

Academic institutions need a foreign policy. Such a policy needs to answer fundamental questions about motivations and means, aspirations and expectations. Most important, *why* is the university involved? What kinds of initiatives should be undertaken? What parts of the world should receive priority? Is the focus on research or teaching? Is the focus on faculty, graduate students, or undergraduates, and in what proportions? How are initiatives to be funded?

A foreign policy will identify specific parts of the world with which to engage, as no university can cover the entire globe. Choices may be guided by past involvement with particular countries, strong academic programs with specific international connections or aspirations, or external support (e.g., donors' priorities).

A foreign policy must be realistic. Is there campus expertise on a particular part of the world? Are there appropriate financial resources available? Is there sufficient support from

targeted overseas partners? Are there appropriate personnel on campus to ensure the success of relevant initiatives?

A foreign policy is a strategic vision, not a detailed blueprint of specific activities and programs. It is intended to guide the parameters of engagement. For example, if the strategy emphasizes Asia, but a professor, or even a donor, wants to focus institutional attention on Africa, there will be a rationale for responding to proposals and making decisions. Likewise, if the foreign policy emphasizes institutional collaboration overseas, a free-standing, branch-campus initiative is unlikely to be desirable but at least can be evaluated with clear priorities in mind. The point is that a foreign policy will drive broad institutional policy.

The Advent of Commercialism

Despite a “free market” reputation in some quarters, few American colleges or universities have traditionally seen international activities in primarily commercial terms. A few large universities have long conducted money-earning international operations, and some small schools have relied on foreign students to fulfill enrollment targets. But most institutions have viewed global engagement in educational terms—when they have thought about it at all.

This is changing. At least one large American university system has emphasized the financial advantages of international activities, and many institutions are ramping up overseas enrollments, particularly from China. Links with for-profit providers of all kinds—to do recruiting overseas and to run “pathways” programs on campus for underprepared foreign undergraduates, among others—are increasingly common.

The commercialism on campus of international initiatives will inevitably create tensions between academic values and financial considerations. Will the institution cut corners to admit unqualified international students to fulfill enrollment targets? Will international students be provided with needed, and sometimes costly, support services? Will qualified domestic students be squeezed out to make room for high-fee paying international students? Will an international partnership be based principally on income-earning potential rather than on sound academic principles? All of these issues have, in fact, already been reported.

None of this is surprising in the age of state budget cuts and academic capitalism; but commercially focused global engagement is fraught with challenges—to the “brand name” among others—and may not succeed. The global image of American higher education may well change in the eyes of the international higher education community, as has happened to some extent to Australia.

Global Engagement and the Academic Community

All too often, campus international initiatives come from the top or from the interest of one or a small group of faculty. Effective global engagement requires a “buy in” and commitment from all relevant institutional stakeholders. Relevant constituencies must be fully engaged. The faculty is the key group, since they must inevitably implement any international strategy. Faculty approval is also necessary; strong opposition among vocal sections of the academic community can jeopardize initiatives. Without faculty commitment, most kinds of global engagement will either fail or will create unwanted controversy on campus.

A Commitment to the Long Haul

Often ignored in discussions of global engagement is the necessity of ensuring sustainability. Is there appropriate support on campus in terms of staff with relevant expertise? Is funding available—not just to launch a program, but to keep it going over time? Is faculty and student interest lasting? And does the foreign policy provide the effective framework for a global engagement effort that will stand the test of time?

Global engagement must be a central element of successful colleges and universities worldwide. The issues and strategies are, however, complex. Success requires a careful assessment of goals and depends on the specific realities of the institution and the academic community. A foreign policy brings together all parts of the campus community, in a coherent and realistic program. Good strategies, as with many other valuable products, do not grow on trees.

Global Engagement at US Community Colleges

Rosalind Latiner Raby

In the United States, over 1,200 publically supported community colleges provide low-cost education and training for some 13 million students. Counterparts exist in some 80 countries around the world, variously known as polytechnics, colleges of further education, and TAFE (Technical and Further Education), among other terms. In many countries, these institutions serve a significant portion of adults and provide alternatives to highly competitive universities that are unable to absorb an increasing demand from nontraditional students.

The US community college sector is focused heavily on meeting local and national education and training needs.

However, many of these institutions also actively pursue internationally oriented agendas. The focus is typically on producing graduates who can effectively navigate the complexities of the modern world and excel in a workforce based on a global economy. The American Association of Community College’s (AACC) vision, *Re-Claiming Community Colleges* (2012), sets the current national tone in this vein, by defining the importance of a globally competent citizenry in an era of global competitiveness. And while AACC does not specifically refer to global engagement, it does set forth a foundation from which future practices can develop.

A Mixed Report Card

Despite recognition of the need to educate for a global context, community colleges show uneven progress with regard to internationalization. For example, the international student population on US community college campuses grew from 70,616 in 1999 to 89,853 in 2010 (an increase of 27%) and has consistently represented between 11.1 percent and 12.2 percent of the total international student population in the United States over the last decade. Meanwhile, the number of community college study-abroad students has remained small, ranging from 3,941 in 1999, to 6,857 in 2007, and to 4,030 in 2010. The recent drop in numbers appears to be due to the economic crisis in California, which is a major source of US study-abroad students at the community college level. Specifically, California’s recent elimination of summer and winter sessions in almost all of its 112 community colleges has effectively closed the door on study-abroad experiences for many students.

Again, likely due to funding constraints within community colleges, recent years have also seen fewer programs for internationalizing the curriculum, fewer modern language courses/levels offered, and less integration of languages into occupational courses. Unlike a decade ago, associate degrees in international studies and faculty/administrator mobility programs are rare. International offices, full-time positions focused on this work, and consortia membership are increasingly being eliminated.

Nonetheless, as a new generation of leaders takes the reigns at US community colleges, many of whom place a high priority on internationalization, global engagement is receiving renewed attention and support on many campuses.

The California Example

California hosts 112 community colleges, among which are many of the country’s trendsetters for international education. California Colleges for International Education (CCIE), a leading US organization focused on internationalization

for the community college sector, has conducted surveys on California community college internationalization since 1985. In 2008, responses to the CCIE survey on internationalization, from 76 community colleges, showed that 22 institutions were involved in global engagement programs, in 40 countries. Of these, 11 programs were of a nonprofit nature and focused on sustainable development activities, while 11 institutions had international contract education programs, designed as revenue streams. Another five institutions involved the establishment overseas of local business centers, and five also administered international training/retraining programs. Eight additional institutions had sister-city agreements. Examples of this kind of international engagement include College of the Canyons (in Santa Clarita, California) linking its honor student water project with fundraising to provide a water tank for Santa Clarita's sister city in Nicaragua; the delivery of a study-abroad program focused on literacy and volunteer activities in Santa Clarita's Chinese sister city; and facilitation by College of the Canyons staff of international delegation visits by sister city officials to the Santa Clarita community.

However, the questions on the CCIE survey about global engagement are often the ones left unanswered. This is likely due to the often passive nature of these programs in which overseas visits and even formalized agreements do not result in much substantive internationalization across the college and typically do not directly engage (many) students, since faculty and administrators are generally the targeted beneficiaries. Future research is needed to better understand these activities and the extent to which the California experience is replicated more widely across the country.

The Challenges of Achieving Depth and Breadth

As with other institutional types, community colleges are engaging the world in various ways. Keen to learn more and to develop collaborative relationships, ministry representatives from around the world frequently visit community college campuses, as do educators and Fulbright scholars. For their part, US community college presidents participate in familiarization tours, often arranged by the AACC and other organizations. In general, the agendas of such trips abroad and meetings with international visitors stress leadership traits, daily operations, and curriculum. However, these activities rarely result in formalized agreements.

Where formalized agreements do exist—for example, in the context of community college support for sister-city relationships or individualized memoranda of understanding at departmental or college levels—an exchange of visits

by senior administrators may take place. These formalized agreements are usually not accompanied by substantive interinstitutional engagement. Resource limitations and lack of internal advocacy for international initiatives may contribute to this result.

At times more dynamic than formal efforts at the institutional level is the work done by individual faculty to create synergies on an informal level. For example, in 2004, an interactive video conferencing program had US community college faculty from El Camino Community College (California) and colleagues from Dinproptetovsk National University (Ukraine), University of Modena, Reggio Emilia (Italy), and Lebanese University in Beirut coteaching a “world cultures”

Despite recognition of the need to educate for a global context, community colleges show uneven progress with regard to internationalization.

class. Another example—now no longer operational but still illustrative—is a collaborative arts program that involved Los Angeles Harbor Community College (California), Los Angeles Pierce Community College (California), and Barnsley College of Further Education (England). This collaboration allowed students at each institution to participate in and put on plays via telecommunications and videoconferencing, culminating in student exchange programs for live productions. This initiative likely had an important impact on those students and faculty directly involved; however, little campus-wide institutionalization of collaborative engagement tends to result from such activities.

A Unique Agenda: International Development

Global engagement focused on international development is particularly relevant—but also challenging—for the community college sector. The first documented global engagement programs date from 1974 and involved a group of community colleges located on the East Coast. Since then, many community colleges have developed bilateral agreements to support the transfer of career skills pedagogy and programing to international partner institutions. These efforts have involved programs of various durations and included consulting activities or direct provision of support services to institutions overseas. Efforts have focused on everything from developing midlevel managers, to delivering paraprofession-

al, technical, occupational, vocational, and English-language programs and/or faculty training.

These programs are challenging because they require both support from senior administrators and active engagement of faculty. Still, more than 20 US agencies have provided grants for such activities, over the years. The consortium, Community Colleges for International Development (CCID), has helped to advance these programs.

International-development work involving community colleges may focus on a number of different priority areas. Some programs promote socioeconomic reform, for example, at the invitation of local educators, ministry representatives, or entrepreneurs. Others are part of a campaign of sorts that, since the late 1990s, has been aimed at exporting the US community college concept, largely through formalized outreach by the AACC and systematic programming by CCID in this vein. Examples of these types of efforts include the initiative to create a “college of the people” by Daytona Beach College (Florida) in the Dominican Republic; building new economic foundations in the Caribbean and Central America by State Center District (California) in the SEED (Scholarship for Education and Economic Development) program, and AACC’s involvement in the amplification of community college counterparts in Vietnam.

Policies advanced by foreign governments and nonprofit agencies also shape global engagement opportunities for US community colleges. Examples here include Vietnamese government ventures and outreach from the Aga Khan Humanities Project. In 2012, the British Council supported the Global Hospitality Competition, which involved community college counterparts with strong culinary programs from five different countries.

Branch campuses aimed at enrolling local students overseas, often for revenue generation for the home institution, are another global engagement trend of note. Community college branch campuses date back to the early 1990s; yet, due to cultural, economic, and political issues, few sustained programs exist. The Los Angeles-Tokyo Community College branch campus is an early example. More current initiatives include LaGuardia Community College’s Chile branch and the Houston Community College (HCC) branch campus in Qatar. HCC’s collaborative relationships with Saigon Institute of Technology (Vietnam), Riyadh Community College (Saudi Arabia), and a new program in Brazil are expanding experience in this area.

In addition to nonprofit models for international development activities, there are privatized for-profit approaches to such work. Such initiatives, which often intersect with internation-

al aid projects, provide payment to a community college—for its expertise in training, curriculum delivery, and management. Areas where an institution has a particular specialty—such as agri-business, English as a second language training, deaf studies, and specialized workforce-skills courses—drive these programs. For example, in Canada, Southern Alberta Institute of Technology’s international revenue generation in the area of energy-related training remains exemplary. However, over time, few of these programs have proven to be the money-producing ventures as envisioned.

Much to Do and Much to Learn

Global engagement for the community college sector makes sense in a context of shifting employment patterns and changing needs for skills and education across the globe. But, particularly in resource-constrained environments, there are fundamental challenges to implementing and sustaining this important work. Practical considerations begin with an assessment of how such engagement supports the college mission. Once engagement begins, institutionalization of practice needs to occur, with critical attention paid to moving beyond immediate interests, and ensuring these efforts are embedded in longer-term strategies for quality and relevance.

The Strategic Management Challenge for Research I Universities

Wolfgang Schlör and Timothy Barnes

University planning documents and vision statements now routinely state the importance of internationalization. These statements often go beyond vague affirmations of global commitment and include specific goals for leveraging key international partnerships, to advance broader institutional strategic objectives and priorities. However, most major US research universities not only have innumerable existing international linkages but receive a constant stream of proposals for new student exchanges, cooperative education programs, establishment of branch campuses, and other activities. A deliberate, strategic approach is needed to manage these global engagements if they are to serve institutional goals.

Yet, as senior international officers and campus leaders attempt to transform these strategic goals into realities, they are often confronted with a paucity of tools to do so—policies, administrative structures, resources, and supporting

consensus of key constituents. The highly decentralized governance and management structure common among US Research I universities, with considerable autonomy vested in deans, department heads, and individual faculty, can be a source of strength for broad-based, bottom-up internationalization. This structure also creates a formidable challenge for harnessing these international activities for strategic goals. In our global engagements, as in other campus-wide efforts, decentralized decision making inhibits strategic, institutional planning and action.

Thus, if global engagement is to become effectively integrated into all aspects of institutional cultures and inform all of the core values and missions, some degree of centralized coordination is both desirable and necessary. Management of institutional partnerships can be a key mechanism of such coordination.

Cultivating Strategic Relationships

US Research I universities typically maintain hundreds of active partnership agreements with institutions around the world. Most of these are highly focused partnerships resulting from the interests and activities of a particular faculty member, department, or research lab. They are often short-lived—withering as personnel, research interests, and funding opportunities shift; and typically their impact is limited to the specific academic or research unit that initiated the relationship. These focused agreements play an important role in any research university's portfolio of international engagements, but alone they contribute little toward strategic internationalization goals nor toward aligning global engagement with other institutional priorities.

Such a contribution is only possible when the institution, as a whole, intentionally identifies and cultivates international partnerships that are both broadly and deeply impactful—in other words, *strategic* international partnerships. As with any other prioritized institutional strategy, the identification and cultivation of such partnerships must arise from consultation and consensus among key constituents, but ultimately must be coordinated by some central administrative unit. They should be few in number and should reflect a long-term commitment of time, effort, and resources at the campus level to grow, nurture, and sustain the relationship.

Establishing the necessary infrastructure to effectively identify and cultivate strategic international partnerships is a crucial first step. Elements of such an infrastructure may include:

Information collection and management. Collecting data about existing and recent past institutional linkages, assessing approaches that have worked well, linkages sustained overtime, and why this is the case is often a significant

challenge. Maintaining an accurate database of the wide variety of international engagements in a comprehensive research university is a widely acknowledged challenge, and various database platforms and approaches have been developed to address it. Whatever the approach, overcoming the challenge is crucial: Informed decisions on global engagement must draw on knowledge of current and past linkages.

Policy and oversight structures. In order to develop and implement an international partnership strategy that is effectively integrated into the institution's core values and missions, what must be in place is some sort of advisory body, with representation from the key sectors of the research, education, and engagement enterprises. Both this advisory body and the central administrative unit charged with implementing its recommendations must be empowered by policy to make decisions, represent the campus to partners, and assess the outcomes.

In our global engagements, as in other campus-wide efforts, decentralized decision making inhibits strategic, institutional planning and action.

Explicit support from central leadership. The senior leadership of the institution—its chief executive officer, chief academic officer, senior research administrator, council of deans, etc.—as well as its governing board of trustees, should be integrally involved in developing international strategies and publicly supportive of emerging strategic international partnerships. This will contribute significantly to the integration of international engagement throughout the institutional culture. Rather than being viewed as a specialized, somewhat marginalized collection of activities (learning abroad, international student recruitment and services, and specific research collaborations), international engagement must be communicated as valuable to the whole institution and as a natural component of all core activities.

Resources. Strategic international partnerships tend to develop gradually and must be sustained over time. Some investment of resources, both human and financial, is crucial, particularly in the early stages of cultivation. Ideally, this investment will come from a variety of sources across the campus, reflecting the integral role of the partnership in the institutional culture. Coordination and oversight may belong with the central campus international offices, but individual colleges and research institutes, as well as key administrative units, should be equally invested in the success of the partnership.

With these tools in place, a balance between some degree of central coordination and strategic planning with decentralized, dynamic implementation becomes possible. The end goal is a small, highly select network of prioritized institutional relationships. These strategic partnerships should be distinguished by breadth and depth of impact, strong faculty support, demonstrable mutual benefit, and sustainability over time.

Faculty Support and Engagement

Significant faculty engagement in identifying, cultivating, sustaining, and evaluating strategic international partners is essential for maintaining a balance between centralized and decentralized investment in, and management of, the partnerships. Faculty must be engaged in both the broader planning and policy discussion and in support of specific strategic partnerships. At the planning and policy level, faculty governance leaders should be involved in the relevant advisory bodies. Faculty senates should not learn of major international engagement initiatives after the “deal has been cut,” and then asked to endorse them. Representation of the faculty senate on international advisory committees can help ensure faculty input at all stages of the ongoing conversation about the institution’s evolving international profile.

At the level of specific engagements, individual faculty advocates can play a key role in cultivating strong faculty support. For comprehensive research universities, at least two such advocates, from significantly different academic backgrounds, may be warranted for each strategic partnership. Enthusiastic faculty champions representing, for example, social sciences and humanities departments, as well as STEM (science, technology, engineering, and mathematics) disciplines or professional schools, can help broaden the partnerships to be truly institutional in scope and impact. These advocates should be actively engaged in collaborative activities with the partner institution; however, they should also have a “big picture” perspective and the ability to imagine and articulate the broader institutional goals of the partnership. They should be recognized for their service to the institution, in this capacity.

Evaluating Partnerships and Assessing Potential

In addition to the availability of effective faculty advocates, there are a number of other key criteria for distinguishing potential strategic international partnerships, from among the hundreds of focused institutional collaborations in an institution’s portfolio. These include:

Similar scope of activities. Potential partners should be relative peer institutions, similarly focused or comprehensive in their research and educational programs, with at least some

shared—as well as complementary—strengths in particular disciplines.

Historical and existing connections. A survey of past interactions between potential strategic partners will often reveal surprisingly long, if sometimes sporadic, relationships.

Mutual interest and commitment. The central administrations of potential partners should be equally vested in developing a strategic partnership and willing to allocate relatively equal amounts of human and financial resources, to ensure the partnership’s success.

Compatible administrative structures. The international offices at the partner institutions must both be in a position to effectively advocate for the emerging strategic partnership.

Student interest. The study-abroad administrators at potential partner institutions should gauge the level of interest among their students in studying abroad at their particular locales.

Potential for consortial activities. Strong candidates for potential strategic partnerships will often share other institutional partners in common, providing a facilitated path for developing consortia of institutions, with shared collaborative activities.

Potential for thematic focus. In addition to considering the geographic distribution of a portfolio of strategic international partnerships, it may be useful to focus particular strategic partnerships on specific themes. These themes should be multidisciplinary and inclusive enough to maintain a breadth of activities, but they can capture the attention of both students and faculty, who otherwise might not naturally seek to engage with the partner.

Conclusion

Potential benefits for a major US research university, from a strategic partnership approach, are significant. They include access to alternative external funding agencies and grant programs; economies of scale in study-abroad administration; more sophisticated curricular integration of cooperative education activities; access to unique research equipment, facilities, and environments; and enhanced economic development through leveraging of shared multinational corporate relations. Higher education has become a truly “global industry,” with increased competition for the best faculty, students, and external research support. Strategic international partnerships—which are effectively aligned with institutional strategic priorities and benefit faculty, students, and the civic and commercial societies served—have a critical place in the evolving role of Research I universities as global institutions of the 21st century.

Internationalizing Learning Communities at Liberal Arts Colleges

Jane Dammen McAuliffe and Susan Buck Sutton

These are heady, exhilarating, and disruptive times for international education. In the United States, the globalization of our lives, professions, and communities, and an instantaneous awareness of international events press upon public consciousness. Colleges and universities are embracing new forms of internationalization that expand far beyond past practice. Internationalization now spreads across all facets of our institutions and draws us outward into emerging systems of global higher education. Today, colleges and universities must not only graduate individuals who are at home in and prepared to lead a globalized world, they must also understand their own institutional place in this world, examine their own global impact, and consider (and then shape) higher education as a force for global good.

A Focus on Community

At liberal arts colleges, discussions of this new era for internationalization are centered on student learning. The most effective methods to educate students for a global future are also those that draw colleges—as institutions—into the broader world, as well. In the 21st century, robust learning requires knowledge to be constructed from global dialogue, collaboration, and mutual experience. The power of cross-national conversation to recast disciplinary assumptions and produce new insight is increasingly apparent. Thus, new globally developed understandings are needed, to guide increasingly globalized lives. Today, not just international learning but all learning requires serious conversation across national borders, tempered and tested by engagement, self-reflection, and critical analysis.

Generating these international conversations is not simply a matter of sending more students to study abroad. A more systemic, institutional approach is required. One of the defining elements of liberal arts colleges could be invaluable in this regard—providing a laboratory for developing cross-national wisdom, which reverberates far beyond these colleges themselves. First, however, this element must be reworked for a globalized world.

The pedagogical core of liberal arts colleges is their emphasis on close-knit, campus-based, and immersive learning communities, which bring students and faculty together for sustained collaborative exploration. Such

communities constitute a powerful pedagogy, for which liberal arts institutions are justly praised. Students and faculty interact both in and out of the classroom; campus life fosters conversations that continue over weeks, even years. Living is linked inextricably to learning. In these intellectual incubators, ongoing dialogue creates new knowledge and transforms thinking, while phases of personal development are intertwined with those of academic advancement.

This emphasis on residentially based learning communities has long shaped the kind of international engagement attempted by American liberal arts colleges. Faculty with international research agendas occasionally brought these into the classroom; some international students (usually 1 to 2 percent of total enrollment) studied on campus; and some other students (less than 25 percent on average) studied abroad, generally in the junior year, and—except for a few disciplines—with little connection to the conversations occurring on campus. For most students, the learning communities so critical to their growth and development were overwhelmingly mononational in composition.

The key issue now is how to refashion this model for a century that demands global dialogue and collaboration. Phrased another way, how can we build internationally constituted communities of learning and communities that preserve core elements of the residential model, but transfer these to more fluid, sometimes nonresidential, formats? For liberal arts colleges, global engagement means extending outward in ways that bring more international voices into the conversations that shape student learning, build disciplinary knowledge, and carry out institutional mission. How can more diverse communities be created, in which individuals from multiple nations come together to think in new ways, enlighten each other, advance human knowledge, and prepare themselves to make an impact in an increasingly globalized world? The answers are varied, and the actions they stimulate can occur both on and off campus.

Strategies for Global Engagement

In the 21st century, students should graduate with the knowledge, skills, and experience to pursue their lives and careers internationally—best done through dialogue and collaboration and a network of international colleagues, with whom they are already in conversation. For this to occur, institutions must operate as deeply linked nodes in global networks of like-minded institutions, and multiple platforms must be constructed, on which students, faculty, and staff participate in multinational networks of action and discovery. What follows are four strategies for realizing this vision of globally engaged liberal arts colleges.

Develop a robust partnership program. The program should be developed with colleges, universities, and organizations located abroad and/or engaged in international work. The number of partners need not be large. The goal is quality, not quantity. Partnerships should be cultivated to create common experiences that enhance the work of students, faculty, staff, and the participating institutions themselves. Some alliances will reflect institutional strengths and needs; others will tap the disciplinary diasporas in which particular faculty participate. Partnerships should be constructed to move beyond the transactional exchange of students toward more transformational collaborations that foster sustained conversation, deepened understanding, and expanded activities over time. This requires attention to relationship building, mutual benefit, open communications, shared decision making, resolving differences, confronting inequalities, flexibility, adaptability, and institutional support for partnership activities. Developed in this manner, partnerships can generate geographically dispersed, but intellectually focused, learning communities, which anchor and catalyze other international initiatives, including collaborative online teaching, curricular coordination (such as joint courses, degrees, and certificates), mutually developed conferences, research endeavors, and social action projects.

Meaningfully engage faculty. Constructing internationally engaged learning communities requires the active participation of faculty, in opening their courses to international dialogue and collaboration. This, in turn, requires institutional support for faculty development—ranging from grants for exploratory travel to the creation of multiple venues (both face-to-face and virtual) for conversation and relationship building, with international or internationally minded colleagues. Curricular partnerships must flow from faculty teaching interests and research agendas, and these can come from any discipline. Shakespeare can be read globally, discussions of environmental sustainability gain from global perspectives, and science labs benefit from attention to issues of intercultural teamwork. New knowledge can be created by opening individual class sessions to dialogue with international colleagues; and entire courses or degree programs can be code-signed and cotaught using online, distance means. Clusters of courses, representing different disciplines, but focused on a common theme, can enable on-campus faculty to share their international expertise with those new to such work.

Insure a vibrant, deeply international community of students. Relatively few liberal arts colleges host significant populations of international students, but it may be time to increase the participation more widely through revamped recruitment, admissions, and financial aid processes; and increased

attention to making campus classrooms sites of international engagement. Some colleges approach this goal by developing robust exchange programs, with selected international partners—thereby insuring that significant numbers travel back and forth, connecting institutions as well as individuals and building an ever-deepening understanding of each other's countries. Others are opening up "reverse" study-abroad options that welcome international students to their campuses for an academic year or semester. Another variant is the development of multinational study-abroad programs, where faculty and students from several institutions gather in a common location (sometimes apart from any of their home campuses)—to launch an international dialogue around a particular topic. In a related vein, it is equally important to ensure that more US students study abroad and that they have direct engagement with local communities when they do so. This calls for a wider range of overseas possibilities, including internships, service projects, short-term study trips, and international research—some directed at STEM (science, technology, engineering, and mathematics) and other fields where scholarship is internationally collaborative, but undergraduate education rarely is.

Internationalization now spreads across all facets of our institutions and draws us outward into emerging systems of global higher education.

Define a global role for the institution. A final recommendation is that liberal arts colleges, as institutions, engage in mission-related global conversations and projects. It is important that students and faculty—as individuals—be internationally engaged. It is equally essential that liberal arts colleges—as institutions—be thus engaged. By understanding themselves as active agents in the broader world, defining their international footprint, and connecting international engagement to key aspects of institutional mission, colleges can model the kind of international awareness and citizenship they ask of their students. For example, our own institution, Bryn Mawr College, engages with key partners around the world on issues of women's advancement and empowerment, which have animated our college since its inception. Our core mission is now explicitly understood to be a global (and globally collaborative) project. While small liberal arts colleges cannot mount the large global development projects of big universities, they can use their convening power, raise their voices, model new approaches, and generate significant insight on major issues, powered by the intensive, reflexive

dialogues of learning that are their distinctive strength and hallmark.

Ultimately, the kinds of global engagement described here will transform liberal arts colleges themselves. Students are expected to come back changed from their time abroad. If colleges construct their communities of learning more internationally, they, too, will be changed. Courses will evolve, faculty will see their disciplines in new ways, and unanticipated initiatives will spring forward—all as a result of broadening who sits at the table. Moreover, what is learned about sustaining meaningful international dialogue and engagement can give liberal arts institutions a significant role to play in shaping the emerging global system of higher education and generating new, collaboratively derived insights on critical global issues.

Developing US Partnerships: Perspectives from Abroad

Francisco Marmolejo

Establishing international partnerships with US higher education institutions can be a rewarding and positive experience from an institutional perspective, but it can also be challenging, time consuming, and at many times a frustrating and futile exercise. In fact, most of the official partnerships established between higher education institutions in the international arena, including those involving US colleges and universities, become mere expressions of good intentions, with limited tangible outcomes.

Historically, US higher education institutions have had a relatively easier time, compared with peers in other countries, positioning themselves to explore and establish international partnerships. Certainly, it helps that the United States is a country with a higher education system that is well-regarded internationally. The perception of “prestige” and “quality” plays an important role. However, as international education has become much more sophisticated and competitive on a global basis, no longer can US colleges and universities rely solely on such reputation factors when establishing partnerships. Today, US institutions must abandon the preconceived notions of superiority, which they often bring to conversations with potential international partners, and instead act more in a genuine partnership-building mode. This requires that they have more relevant information available about their institutional strengths and weaknesses, as matched with the ones from potential partners. Furthermore, they

must also have at their disposal flexible tools and incentives for international collaboration, which in the past were not as necessary.

Shifting Terrain

The most recent global survey conducted by the International Association of Universities (IAU 2010) shows that, from a regional perspective, North America (including the United States and Canada) is no longer seen as the top priority for higher education institutions, when establishing partnerships abroad. Among institutions in the Middle East that participated in the IAU survey, North America is a second priority, while institutions in Asia and Latin America listed North America as their third-regional priority. For institutions in Europe and Africa, the North American region was not included among the top-three-priority regions. Meanwhile, countries such as China, India, and more recently Brazil have suddenly become more popular for the development of partnerships. Likewise, although the United States continues leading the world as the top attractor of international students, its global share has been reduced from 22.9 percent in 2000 to only 16.6 percent in 2010 (OECD 2012).

While institutions worldwide will certainly continue to pursue partnerships with US institutions as they internationalize, many will also look for collaborative avenues in other regions—along with, or in some cases, in lieu of US collaborations. Also, some countries have developed aggressive international outreach policies and programs aimed at raising the profile of their colleges and universities in international education. US higher education institutions seriously need to be aware of these developments.

Countering Myths and Stereotypes

Over the years, through the work done by the Consortium for North American Higher Education Collaboration (CONA-HEC) in helping institutions to establish partnerships with peer institutions (what we refer to colloquially as a “dating service”), some identifiable communication missteps between potential partners and misconceptions about US higher education have been recurrent, at times compromising even the sincerest intentions for collaboration.

For example, the fact that US higher education is more than Harvard-type and research-type universities is not necessarily common knowledge around the world. Non-US institutions often have limited knowledge about the great diversity of the higher education system in the United States, especially as it relates to state colleges, teaching-oriented institutions, and two-year community colleges. US higher education institutions must work harder to make potential

partners aware of the different types of institutions that exist in the United States and the specific advantages that the different actors may bring to the table.

The role of US college and university presidents is not always clear from the outside. Institutional leaders from abroad are at times not highly aware of the decentralized nature of the decision-making processes that exist in the majority of US higher education institutions. The assumption that meeting with presidents of US institutions and gaining their involvement is crucial for the success of a partnership diminishes the sometimes greater importance of connecting with faculty members and decision makers at the department level. When connecting with institutions abroad, it is always useful to familiarize partners with the organizational structure and decision-making processes within US institutions.

It is also frequently surprising to international partners that US higher education is characterized by many “rich but poor” institutions. Often, institutional representatives from abroad are puzzled when they realize that US institutions may have large budgets, but limited flexibility in contributing resources to international partnerships. Without proper clarification, this may lead to a misperception that a limited financial commitment implies limited interest on the US side.

The question of whether collaboration precedes formal agreements or vice versa may also be a sticking point. Institutions from abroad interested in developing partnerships with US institutions are always eager, and almost always ready, to sign a Memorandum of Understanding (MOU) or its equivalent. When they learn of colleges and universities in the United States which prefer to foster first some contact and collaboration among faculty members, and later to formalize it by signing an MOU, this situation may lead to frustration and even a perceived lack of interest.

Another concern is that international partners may perceive an egocentric approach on the US side. In negotiating partnerships, institutions from abroad often find it difficult to understand legal regulations defined in US institutions, which, not being properly clarified, tend to alienate and even offend peer institutions. A typical problem seen is one in which a US institution states that a potential conflict arising from the MOU should be resolved only in the United States in accordance with the legal system of the state in which the US institution is located (instead of an approach using a third-party conflict resolution process); that the institution abroad should demonstrate that it does not do business with “rogue” countries; or that the only valid version of the MOU is the one written and signed in English. Though the reasons behind these regulations may be legitimate, proper early com-

munication and clarification, as well as more flexibility and a thoughtful, diplomatic touch, are always recommended.

Finally, reference by US institutional leaders to the US higher education system as the “best in the world” may hit a sour note with potential partners overseas. Even though this statement could be supported with data or research, not everyone agrees with it, and moreover, not everyone likes to hear it. A more humble attitude toward the system and its institutions is always helpful in developing trust with peer institutions.

Historically, US higher education institutions have had a relatively easier time, compared with peers in other countries, positioning themselves to explore and establish international partnerships.

A Foundation of Trust and More

Of course, there is no single, simplistic formula that can be applied in establishing successful partnerships with institutions abroad. Nevertheless, it is useful to take into consideration some of the following recommendations.

International engagement should be linked with institutional priorities. Institutions cannot collaborate in every place and with everyone abroad. Being strategic in defining subject and regional priority areas, in which institutions are interested, helps them become more assertive and efficient when establishing international partnerships. Also, it is crucial to establish partnerships, based on mutual respect and mutual understanding of the strengths and weaknesses of both institutions involved. Ultimately, the creation of trust is the most important foundation of a successful and longstanding collaboration.

Being respectful of quality-assurance mechanisms existing in other countries and institutions is another key ingredient. Rather than “better” or “worse,” it is vital to understand that institutions are often just different. This makes it critical to be clear but sensitive on matters related to financial, legal, and logistical considerations associated with the development of partnerships, respectful of codes of communication, mindful of different time lines, and open to recognizing that each country/institution has its own legal regulatory system. Utilizing support organizations familiar with institutions and organizational cultures abroad can be an excellent strategy for building a knowledge base in this area.

Ultimately, much can be gained from learning to ask questions and listen, fundamentally valuing and celebrating diversity as part of a partnership, and being patient. It takes time to build a partnership, but strong international partnerships are worth the effort.

When Partnerships Fail: Lessons from the United Arab Emirates and Singapore

Spencer Witte

Forecasting the eventual costs and benefits of an international partnership has not proven easy. Many partnerships are trumpeted with high expectation, only to sputter, scale back, or else collapse entirely. Low enrollment, unsatisfactory institutional support, misaligned admissions standards, differing teaching methodologies—these are among the most common factors that contribute to a change in course. Thus, there is no definitive template for successful global engagement by a university. Instead, many institutions are circumstantially applying a mixed model of experimentation, with varying degrees of success and failure.

Of the manifold possible international partnership arrangements, the international branch campus represents the highest degree of risk. Indeed, an international branch campus carries the potential for spectacular failure. In part because of this, institutions have recently shied away from the perils of the brick-and-mortar model, opting for less risky arrangements—such as research collaborations, student/faculty exchanges, and dual- and joint-degree programs. If we accept the inevitability of extensive and varied international partnerships in the present and future higher education landscape, the issue then becomes one of lowering the risk of failure and the potential for damage to the institutional brand.

Different Partners May Have Different Means

Unlike some countries that provide substantial funding to foreign partners or education providers, the emirate of Dubai does not incentivize involvement in either of its two university cluster arrangements, with lavish and sustaining financial promises. Instead, Dubai's international branch campuses operate in a "sink or swim" environment. Once established, each of those branch campuses pays rent on land privately held by TECOM Investments, a subsidiary of Dubai Holding. TECOM is neither a traditional education stakeholder nor a purely governmental entity. Its education-based investments operate under the same expectation of profit genera-

tion, relative to its holdings in other industries. In this way, the success of Dubai's branch campuses becomes directly contingent on the ability to attract a sufficient number of fee-paying students.

When it made the decision to settle into Dubai International Academic City in 2007, this self-sustaining model had certain attractive qualities for Michigan State University (MSU). Specifically, it would guarantee the autonomy needed to shape academic policy. Yet, it also encouraged a breakneck pace; it was paramount to get up and running as quickly as possible. Interviews with an MSU-Dubai executive in August of 2008 revealed concern for this pace as well as broader laments that TECOM operated too much like a real estate company, with inadequate attention given to the difficulties of creating a world-class institution. In addition, MSU-Dubai had the misfortune of entering the market at a time when the global economic downturn was taking an especially heavy toll on the emirate. High admissions standards and relatively high tuition costs contributed to an undersubscription of the five undergraduate offerings MSU-Dubai had tailored, to meet the needs of Dubai's economy.

Ultimately, MSU-Dubai was forced to operate in an extremely competitive environment at a hurried pace. The material and financial resources it felt it needed were misaligned with what TECOM was willing and able to give. And Dubai, in spite of its recent economic vibrancy, offered a shortage of students with the requisite combination of financial resources and academic preparation. With just 85 enrolled students going into its third academic year, MSU-Dubai was forced to shutter its undergraduate programs and was left holding a tab of between US\$1.3 million and US\$1.8 million in contractual obligations to its employees.

And Yet Means Alone Do Not Guarantee Success

A different scenario presented itself halfway around the world in Singapore, where Johns Hopkins University (JHU) already had a relatively long-standing relationship when it decided in 2003 to establish a full academic division outside of Baltimore for the first time in its 127-year history. Johns Hopkins Medicine (JHM) already had ongoing, successful research and clinical collaboration in Singapore dating back to an agreement signed in 1998. That arrangement led to a facility focused on clinical oncology research and treatment and held the distinction of being Singapore's first private medical facility. Clearly, there was a steady track record to go on when the subject of an expanded in-country relationship was raised.

The JHM Division of Biomedical Sciences in Singapore was the decided outcome. To sweeten the deal, Singapore's

Agency for Science, Technology and Research (A*STAR) pledged a fully equipped, 40,000 square foot science building in the heart of Biopolis, a recently constructed US\$290 million biomedical complex. The surrounding buildings could accommodate 1,500 biomedical researchers and provide easy links to the private sector. Novartis, the pharmaceutical giant, had 60 researchers in the building next door. Importantly, research in Singapore came with none of the US strictures against embryonic stem cell research. The joint-degree arrangement promised Singaporeans and students from the region a Singapore-based, full-time Johns Hopkins faculty of 12 and PhD training. A staff of 150 would be the aim at the end of a two-year period and PhDs would earn either a degree from Hopkins or the National University of Singapore, at the conclusion of their training.

Yet, even with the Johns Hopkins brand, established in-country familiarity, lavish resources that included an additional US\$52 million from the Singapore government, and academic environs that were in many ways favorable, the

If we accept the inevitability of extensive and varied international partnerships in the present and future higher education landscape, the issue then becomes one of lowering the risk of failure and the potential for damage to the institutional brand.

arrangement faltered due in large part to issues related to faculty. A*STAR used a system of twice annual review of key, mutually agreed upon performance indicators, and determined JHM had failed to meet several of these benchmarks, the most important of which was the good faith recruitment of qualified senior faculty. For its part, Johns Hopkins may have had concerns about diverting human capital away from its home campus and also had difficulty recruiting faculty willing to relocate a full 12 time zones away. While the original oncology clinic remains open, the research and education components of JHU's Singapore operation were shuttered in 2007, at the insistence of A*STAR.

Navigating the End

The end of the JHU Singapore program was abrupt. An anonymous JHM spokesperson claimed that Singapore had failed to meet its obligations, both financial and educational. Back-

and-forth charges were leveled in the Asian press with great acrimony and damage done to the Johns Hopkins' brand. The program's 60 staff and faculty were told to wind down their projects inside of a year and to plan for relocation to Baltimore or search for alternate employment within Singapore. Ultimately, tensions eased only after Johns Hopkins issued a statement of apology to the Singapore government, in August of 2006.

In contrast, the closure of MSU's undergraduate offerings in Dubai was a more incremental process, with a number of steps taken in 2008 and 2009 to adjust programs and sustain the operation. For example, administrators quickly realized the need to establish a preparatory English-language year and also sought to bolster numbers by offering half-priced tuition to potential transfer students. In spite of these efforts, however, enrollment remained low, and the recession took its toll on the home campus. Large financial losses were simply unsustainable, and eventually it became clear that closure was inevitable.

When the closure announcement was made, MSU-Dubai was on the receiving end of considerable negative press as well as justifiable dissatisfaction among its 85 undergraduates. However, MSU took immediate and carefully planned steps to mitigate the damage. Fifty of the 85 undergraduates accepted offers to study at the home campus in Michigan. The remaining students were offered partial scholarships to attend the American University Dubai, American University Sharjah, or Rochester Institute of Technology-Dubai. These gestures were not only ethically appropriate but also entirely necessary in light of MSU's continued goal of maintaining a long-term presence in the Middle East. As a result, this university has been able to maintain an important, albeit smaller, educational presence in Dubai, with a focus on the provision of master's and executive education programs as well as study-abroad possibilities.

Conclusion

Even in instances when great resources are being offered and the partner is a known quantity, foreseeable and unforeseeable issues can contribute to the souring of international relationships of all sizes. One of the most important ways to avoid difficult partnerships is to ensure that the way into the relationship is carefully conceived from the start.

First and foremost, creating viable international partnerships requires a concerted market research campaign. What can your institution offer that is not already being offered? Will tuition be competitive? Programmatic considerations are also crucial, and institutions need to take an honest look at their financial situation. Will it be possible to create a dy-

namic scholastic and extracurricular experience? Are capable English speakers abundant or will a preparatory year be necessary? How long can your institution afford to take a loss? Is securing a nonrecourse loan to cover start-up costs possible? And is your local partner willing to help cover over-all losses if things do not go as planned?

Once a partnership is underway, institutions and their partners must regularly reevaluate their ventures abroad and communicate proactively (but privately) to explain their understanding of the outcomes of these evaluations. Steps can be taken before a partnership is ended, either to scale back the relationship or address the shortcomings in its present form. If it is determined that a relationship needs to end entirely, a track-record of direct communication should pave the way for an orderly and respectful exit. The way out of a relationship must be well-understood before, and not after, a partnership is concluded. The inherent risks of international partnership demand nothing less.

Institution-Industry Partnerships Abroad

Joseph E. Aoun

As higher education evolves, so do the relationships between universities and our external partners in the business and nonprofit spheres. In both research and education, many institutions and their partners are striving to make these relationships less transactional and more collaborative, with mutual benefits. For universities, they bring an engagement with the world that animates our mission, bridging the divide between the theoretical and the applied, between the ivory tower, and the rest of the world. This is especially true with respect to global partnerships that center around experiential learning for students and research collaborations, both of which offer many opportunities, as well as some unique challenges.

International Experiential Learning Partnerships

The historian James Truslow Adams famously said, “There are two types of education. One should teach how to make a living, and the other how to live.” The comment is instructive, but it assumes a false dichotomy: A 21st century education can and must integrate classroom learning and “real-world” experience. Through external partnerships—with the private sector, nongovernmental organizations, and nonprofits—the distinction can be eliminated between those two types of education and a singular experiential learning model can begin to be developed.

For more than a century, Northeastern University has been a leader in cooperative education—often called co-op—an educational model in which students integrate periods of classroom study and real-world experience. Through meaningful co-op and internship experiences with industry partners, students discover their interests and begin to chart their own paths, often surprising themselves with newfound passions, talents, and aversions. They develop the skills and expertise needed to “make a living” and to make an impact. Also, they gain the knowledge and experience to deploy that expertise effectively anywhere in the world.

In this model, the curriculum must prepare students for their professional experiences—with substantive knowledge, cultural competencies, and critical-thinking skills. It must also provide structured opportunities, for them to reflect on these experiences, to share them with other students, and to apply and extend their workplace learning to a broader set of challenges. From the perspective of Northeastern University, the educational impact of this integrated approach is profound.

In a rapidly globalizing world, experiential learning partnerships must be global. The world is simply too interesting for students to ignore. The demand for global, mobile, flexible talent puts a premium on—and gives an advantage to—students who have lived and worked abroad and the institutions that support these educational experiences.

Such partnerships are welcomed in nations with developed economies such as Germany and the United Kingdom, as well as in countries with emerging markets, such as China and India. Both employment policies and political and business interests are aligned, facilitating the development of robust experiential opportunities. In the corporate sector, our students’ experiences have ranged from working in a London-based bank to a stint at a technology company in China. There are also promising opportunities with international nongovernmental organizations and in the global nonprofit sector. For example, some of our students have completed co-ops at European Union headquarters in Brussels, while others have worked for antipoverty organizations in Africa.

While opportunities for rich and rewarding co-op collaborations are plentiful, there are some inherent challenges in such relationships. In some countries, local businesses—including many multinational corporations with local operations—are focused on domestic talent for both practical and political reasons. Visa restrictions may limit internship and co-op experiences, and this requires universities to develop some creative approaches. As in the United States, employers may need to be educated about the value of training and mentoring students who may not become permanent employees.

In order to meet these challenges and ensure the educational quality of student co-op experiences, a highly developed support infrastructure is needed. At Northeastern, this involves more than 100 co-op coordinators, who are both centrally located and based in specific academic units. These coordinators develop strong relationships with co-op employers and work closely with students to ensure a strong alignment of educational and experiential pursuits.

Fortunately, the time, effort, and investment needed to support a successful co-op program often pay dividends that extend well beyond the experience of the individual students involved. For example, last year a Northeastern University student completed a successful co-op experience at IBM in Bangalore, India, which has opened the door to additional co-op placements for those students at IBM in Manila, Philippines, as well as other cities in India. Northeastern University continues to expand its relationship with IBM worldwide and is now exploring opportunities to work with IBM in China. The “ripple effect” created by successful co-op experiences has allowed this university to substantially broaden and deepen its engagement with partners around the globe.

Research Partnerships with Industry Abroad

On the research side, collaborations between higher education and industry are also increasingly significant. Funding is one reason. In a time of constrained budgets for universities, businesses, and nonprofits alike, these partnerships offer the obvious benefits of shared resources—the talent and infrastructure of the university and the capital investment by a business partner.

Yet, there is another reason, equally relevant. In the experiential learning domain, one sees the value of engaging with the world, integrating the theoretical and the applied through external partnerships. The same benefits are reaped in the research sphere. Creative research collaborations with business, as well as nonprofits, force people to pay attention to impact and output, to focus work on what the late Donald Stokes termed “Pasteur’s Quadrant”—use-inspired research that seeks both to enlarge the fundamental understanding of the world and open a pathway to solving specific societal problems. Thus, this enriches our work.

An example of an international research collaboration that has espoused these ambitious goals is Jola Venture, a Northeastern University spin-off social enterprise dedicated to improving the agricultural sector in Cameroon, Africa, with culturally compatible, innovative solutions to age-old problems. Founded by a Northeastern graduate, with close advisement and collaboration from Northeastern faculty researchers,

Jola makes use of technological solutions developed by this university’s students.

Such successes are inspiring, but as is the case for international co-op and internship collaborations, research partnerships with businesses and nonprofits abroad also present some important challenges. In the global context, for example, the focus on outcomes and cost takes on added urgency, especially in the developing world.

In order to meet these challenges and ensure the educational quality of student co-op experiences, a highly developed support infrastructure is needed.

Emerging economies and developing nations need new technologies that address the social and economic challenges of underserved communities, both rural and urban, and affordability is a key part of that equation. Cost considerations, coupled with a better understanding of local needs, have driven a “reverse innovation” approach, in which low-cost products are developed in and for the emerging world and then brought to Western markets. This presents a competitive challenge.

In addition, all partnerships with industry require a thoughtful and appropriate balance between collaboration and control: Will the industry agenda inhibit innovation or impede important fundamental research? Intellectual-property issues also require careful consideration, particularly in the global context. On one hand, in a country with weak intellectual-property provisions and lax enforcement, American universities are at a financial disadvantage. On the other hand, we must ensure that the intellectual-property rules do not stifle the collaboration and information sharing required for a healthy academic environment.

Conclusion

The lesson here is that we must continue to move higher education beyond the traditional boundaries of the classroom and campus. External partnerships can no longer be on the periphery of what is done, because they enrich learning and discovery in ways that are critical to our society. Forming and sustaining these relationships does present challenges, especially in the global context. But the opportunities and benefits are significant.

International Networks and Consortia

Betsy E. Brown

One way that institutions can expand their international focus is through participation in multilateral partnerships, international networks, and consortia, as these platforms may dramatically increase an institution's number of international partners and, with them, opportunities for expanded international education, research, and engagement.

International consortia are defined as "voluntary, participatory organisations of at least three higher educational institutions with a primary mission of disseminating and advancing knowledge on an international level" (Denham 2002). Important (if obvious), in this definition, is the fact that these partnerships are not bilateral; they are attractive based on the potential to multiply the activities and benefits of bilateral international agreements and to do so more economically, since the burden of establishing and maintaining programs and activities is distributed across multiple institutions. These partnerships are based on reciprocal benefits—student or faculty exchanges, tuition reciprocity, access to funds for research, or other activities—and assume that all participants are equal partners (e.g., able to both contribute to and benefit from the consortium's activities).

Growing Popularity—and Caution

The number of international consortia increased in the 1990s and 2000s as institutions were attracted to these multi-institutional partnerships to achieve their institutional internationalization or globalization goals, improve their institutional profile, and use their resources more effectively and efficiently. Based on survey results from 180 international institutions and other sources, a dramatic growth was reported in international consortia, from approximately 25 in 1986 to 60 in 2000 (Denham 2002). Growth may have slowed in the past three to five years, as institutions around the world have had to assess the costs and benefits of their commitment of time and resources. If the resources, both financial and human, that an institution invests in a multilateral partnership are not creating a satisfactory return on investment or no longer reflect institutional priorities, institutions may restrict their participation in these multilateral partnerships.

Types of Consortia

International consortia, as well as domestic consortia with international agendas, develop in a number of ways. Mem-

bership may be determined geographically within a state (e.g., the UNC Exchange Program involving all University of North Carolina system institutions), a region (such as the Mid-Continent Consortium for International Education providing study-abroad options for member institutions in Tennessee and Kentucky), or nationally (International Education Association of South Africa—IEASA—coordinating a range of international programs for universities in that country). Consortia may be multinational such as CONAHEC (Consortium for North American Higher Education Collaboration), which fosters academic collaboration—among Canadian, Mexican, and US institutions—or ISEP, a worldwide network of over 300 higher education institutions in 50 countries.

Some consortia are discipline-based (such as the Global Engineering Education Exchange) or made up of institutions with similar missions such as research universities (Universitas 21, Worldwide Universities Network). They may also consist of institutions focusing on governmental, social, and industry collaborations (as exemplified by Academic Consortium 21, based in Japan but formed by 24 institutions from around the world that share a belief that universities should address "the rapidly transforming needs of society").

Consortia may be institutionally driven or they might involve centralized higher educational or governmental units, such as university systems or state, national, or multinational agencies. They may be formed as presidential or governmental organizations or they may be faculty-, discipline-, or even student-driven. Some may even be consortia of consortia (e.g., state university system program agreements with other system, state, or national partners).

Characteristics of Successful Consortia

Successful international consortia share several characteristics: a specifically defined mission, a centralized secretariat or administrative office and staff, a clear leadership structure, functional and cross-functional networks, and opportunities for these networks to meet regularly. Funding, usually dues based, must be adequate to cover most of the cost of the benefits offered to participants (e.g., student exchanges, research funding, or conferences).

These variables influence why an institution may be attracted to a particular consortium. For example, an institution might be more likely to continue participating in a multilateral partnership that is organized or operated by a larger educational organization or government entity (e.g., a university system or a federal department such as Commerce or Education), since there may be political pressure to participate. Organizations governed by institutional chief executive officers are more visible, more likely to involve a number of campus units

and thus are more likely to be sustained if the failure of the partnership will reflect negatively on an institution's leadership.

Multilateral partnerships that are more narrowly based may actually be more sustainable because they support activities that the institution would probably continue on its own without the consortium. International consortia that contribute significantly to opportunities for student and faculty exchange, international student recruitment, joint research, or shared degree programs may save an institution staff time

International consortia that contribute significantly to opportunities for student and faculty exchange, international student recruitment, joint research, or shared degree programs may save an institution staff time and money.

and money. Those that require an institution to develop a new set of activities (e.g., distance education, delivering existing degree programs at an international site, or developing new degree programs not offered at home) may be harder to sustain as reduced funding or other new initiatives redirect institutional activities and resources.

Factors to Consider in Joining a Consortium

Before deciding to take advantage of the opportunity to become a member of an international network, an institution should clearly articulate for itself the following considerations:

- Similarities between the institution and others in the consortium (e.g., mission, institutional type, disciplinary interests, location, etc.);
- Expected institutional contributions in both time and money;
- Current involvement in the types of programming and activities that the consortium will provide (e.g., student and faculty exchange, international recruitment, international collaborative research, etc.) and the likely value added by membership in the consortium; and
- Institutional level at which commitment to the partnership resides and how much time and attention both the leadership of the institution and the responsible administrative units can commit to sustaining it.

In practice, while it may be relatively easy for an institution to join a multi-institutional international consortium, it might be harder for the institution to leave it. Withdrawal may cause the institution and the other consortium partners to lose face, as well as their investment of time and money in the partnership and may affect the perception at home and abroad of institutional leaders, the leadership of the consortium, and its partner institutions. Thus, institutions should consider the costs and benefits of opting in and opting out of any new multi-institutional partnership.

The former chief executive officer of the World University Network, David Pilsbury, has stated, "The acid test of any international collaboration is that it generates genuine additivity. . . ." (cited in Sternberger 2005). "Additivity" or value-added may be the most important concept in determining the initial and continuing value of any multi-institutional partnership.

Author's note: This article draws on information provided in a webinar, sponsored by the Association of International Education Administrators (AIEA) and presented by Betsy E. Brown and Francisco Marmolejo, "Promoting US Institutions' International Dimensions through International Consortia" (December 8, 2010).

International Joint and Double-Degree Programs

Jason E. Lane and Kevin Kinser

International joint and double degrees (JDDs) are an increasingly common component of global engagement strategies for many colleges and universities. They can serve multiple purposes for an institution—including allowing domestic students to gain international exposure, attracting foreign students to study with the institution, and serving as quality control or enhancement for a partnering institution.

Definitions and Scope

Joint degrees are defined as two or more institutions sharing ownership over an academic program, usually providing students with the opportunity to take courses from each institution. Upon completion of the program, a single degree is awarded from the partnering institutions. Double-degree programs are similar. Students take courses offered by the partnering institutions; but separate degrees are earned from each institution; and each institution retains control over its own academic programs. Because faculty and administrators at each partnering institution need to agree on

the requirements of the course of study and approve a unified academic program, joint programs tend to involve significantly more administrative engagement than double degrees. The administrative approval of dual degrees tends to be less cumbersome, as the participating institutions retain sole control over their degree; they only need to agree that certain courses from the partnering institution(s) can apply toward a degree.

No comprehensive listing of JDDs exists, but a recent survey of 245 institutions in 28 countries by the Institute for International Education (Obst, Kuder, and Banks 2011) suggests that such programs are located around the globe and interest continues to rise. China, France, Germany, Spain, and the United States are the most common homes to institutions with JDDs. Eyes are also on India, as a possible top location for future JDD development, if that higher education system moves to “liberalize” its legal framework for international engagement. A majority of the JDD programs are at the master’s level, though most US programs involve undergraduate degrees. Programs commonly focus on business, management, and engineering.

Practical Considerations

When developing JDD programs, the following five administrative issues should be considered:

Selection of partnering institution. Deciding on a partner is the most important aspect of a successful JDD program. The selection of new partners should be strategic, though often they are selected simply because of preexisting relationships or name recognition. Partners require comparable program offerings, ample resources for the program, full commitment of faculty and administrators, and collegial decision-making relationships. For example, the State University of New York, University at Albany offers a double MPA degree with Bocconi University (Italy). Both institutions have strength in the area of public management and have similar expectations regarding student admissions. Organizationally, each partner should designate one person as the point person, and both partners should agree in advance on areas of responsibility and authority.

Degree-requirement compatibility. No two degree programs are created the same, which makes aligning degrees across various institutions distinctly challenging. When creating JDD programs, institutions need to determine if differences in degree requirements exist and how to manage these disparities. This factor can be particularly problematic at the undergraduate level, where international expectations vary regarding the length of time to degree and types of courses required for earning the degree. For example, baccalaureate

degrees in the United States usually require four years of full-time study and include a mix of general education and discipline-specific courses. In Europe, undergraduate degrees are often based on a three-year course of study, which does not include a general education requirement. Regional agreements that normalize degree requirements, such as the Bologna process, help ease obstacles to JDD partnerships. However, for institutions outside of the Bologna signatory countries, dissimilarities in degree structures can make such collaborations more difficult, though not impossible. Clemson University (South Carolina, US) and Université Catholique de Louvain (Belgium), for example, offer double undergraduate degrees in economics. Students are required to take courses in both English and French, and the overall program is structured to comply with the varied degree requirements of both institutions.

Developing sustainable programs. The excitement and fanfare upon initiating JDD programs can quickly wane. If one partner places greater emphasis, whether real or perceived, on sustaining the program, tensions can rise. For example, partners may have different expectations regarding admission requirements and the type of knowledge or training students should have prior to entering a program; this is par-

Deciding on a partner is the most important aspect of a successful JDD program. The selection of new partners should be strategic, though often they are selected simply because of preexisting relationships or name recognition.

ticularly true at the graduate level. Such discrepancies may create problems in the classroom for faculty and students, if the students possess vastly different abilities and/or background knowledge. Thus, partners should agree regarding target enrollment numbers, responsibility for recruitment, and expectation of minimum admission requirements.

Program delivery. Most JDD programs require students to actually attend courses at both partners’ campuses. Technology can help alleviate the access barriers created by such requirements, if faculty are willing to engage in such endeavors and have the appropriate support to do so. For example, the State University of New York’s Center of Collaborative, Online, and International Learning (<http://coil.suny.edu/>)

provides support for faculty in different countries, who want to collaborate on teaching a course using online and other collaborative tools. The technology allows students in other countries to engage in meaningful real-time discussions, as well as to collaborate on group projects. Such efforts may be a way to enhance the internationalization aspects of JDD programs, while reducing the obstacles associated with having to travel abroad.

Evaluation process. There should be a clear means for evaluating the success and effectiveness of the program. JDD programs are often established without a clear set of goals or intended outcomes, and do not include any type of formal evaluation of the initiative. Such programs may linger on, well beyond their period of productivity, and draw resources away from other important endeavors. A formal evaluation process allows JDD partners to reflect on and assess the operation of the program, address shortcomings, or, if needed dissolve the partnership.

Due Diligence Required

International joint- and double-degree programs are likely to become even more popular as a strategy for internationalizing the curriculum. In addition to the administrative concerns addressed in this article, such collaborative engagements are also subject to a host of regulatory, legal, and accreditation requirements and oversight, which administrators need to be aware of before agreeing to any partnership. While JDDs can have added value for students, faculty, and institutions, those responsible for such programs need to do their due diligence prior to starting such programs.

Global Engagement and Legal Issues

David Fleshler and Peter M. Poulos

Imagine the following scenarios. You hold a position of responsibility at your university—hypothetically named Prestigious U. A faculty member walks up to you on campus and proudly reports that she just signed a Memorandum of Understanding that obligates the university to accept students from an Afghan university after two years of study in Afghanistan, and the students then receive a diploma from your university. You find that the Afghan university does not have a position close to the academic standing of Prestigious U, and you are worried about academic reputation. Or you find out that Prestigious U has an employee in Israel, who

has been terminated, and is now demanding a month of pay for every year that he worked for the university. Or you receive a call from the father of a study-abroad student that his son, who is studying abroad in Egypt, has been caught in the Arab Spring and demands that you get him out immediately.

These scenarios are all based on colleagues' real situations at universities in the United States and around the world. As leaders of increasingly international institutions, we must understand that there are a myriad of legal, moral, financial, security, communication, and other issues with serious consequences. A thoughtful preparation among those engaged in international activities—including faculty, administrators, and overseas partners and the Office of General Counsel at the university—is crucial to achieving the best-possible outcome when difficult situations arise.

Key Legal Issues and Considerations

While dealing with the intricacies of laws and regulations may be a daunting prospect for many institutional leaders and administrators, a basic understanding of relevant legal issues and considerations is an important part of responsible global engagement. Because failure to comply with local and national laws and regulations can result in both civil and criminal penalties for those involved, the stakes are often considerable. Though not exhaustive, the following list outlines a number of these issues and considerations and can serve as the beginning of a conversation among campus stakeholders.

Licenses and registrations. If a university is conducting activity in a foreign location, it needs to determine if that activity requires a license or registration from the local or national government. Many countries have license and registration requirements that need to be satisfied, once the activity reaches a certain threshold—such as having a physical space or full-time employees in the foreign location or receiving compensation in the foreign location for its activities. Significantly, the licensing issue is intertwined with the corporate structure for the activity. For example, requirements may differ depending on whether the activity is conducted as a branch office of the university, in affiliation with a foreign institution, or as a separate legal entity formed by the university. Different structures will have tax and business consequences for the university, which need to be thoroughly evaluated.

Employment in a foreign location. If the university employs a foreign national in his or her home country or assigns a domestic employee to work overseas, then the labor laws of the foreign jurisdiction will generally apply. The university usually cannot contract around the application of foreign labor

laws, nor should it assume that those are similar to the laws of the United States (e.g., the Israeli example). In addition, even if a university employee only works for a limited duration, or sporadically, in the foreign location, certain work-visa requirements may need to be addressed.

Export control laws. When asking university employees to travel or work abroad or when executing affiliation agreements, the university needs to make sure it—and its employees—comply with federal export control laws. These laws restrict and/or prohibit the export of particular kinds of information to certain countries. This is often the case, for example, with information related to technology that may have direct or indirect military applications. Universities may need to obtain a license if such information is to be disclosed to foreign nationals or may be completely prohibited from exporting such information. Moreover, universities should understand that the definition of “export control” is quite broad and far-reaching. For instance, an export can include merely carrying a laptop containing data overseas or allowing a foreign national to have access to controlled information, while visiting a university laboratory.

Intellectual property issues. When faculty engage in research or other academic activities with foreign faculty, one of the central issues is how to handle the involved intellectual property. Therefore, it must be specified which country’s laws will determine ownership and the use of any created intellectual property and also whether and how the foreign jurisdiction protects the intellectual property that the university already owns. The intellectual property at stake covers not only patent rights but also trademarks and copyrights. The failure of the university to adequately understand if and how foreign intellectual property laws will apply can lead to the university losing valuable assets.

Students studying abroad. When the university sponsors or supports study-abroad programs, applicable state law generally imposes an obligation upon the university, for reasonable steps to protect those students. As a result, universities need to have an established process that analyzes their study-abroad programs and includes a due diligence review of the risks involved and the steps being taken to address those concerns. Those issues may include, for example, potential political unrest in the foreign location, underage consumption of alcohol or other controlled substances—possibly legal in the foreign location but illegal if used on campus—and students who may face challenges participating because of a physical or mental disability.

Foreign Corrupt Practices Act (FCPA). The FCPA may apply whether a university is executing an affiliation agreement,

sending an employee to work in an international location, or having students study abroad. This law has an antibribery provision that prohibits giving, offering, or promising a benefit to any foreign official, for the purpose of obtaining or retaining business. As a result, when signing an international affiliation agreement, business terms need to be reviewed, in order to ensure that they cannot be construed as violating the antibribery provisions of the FCPA. When a university has an employee overseas, the employee must also understand the FCPA and not mistakenly violate its provisions. When arranging for students to study abroad, it should be examined whether there is any illegal quid pro quo involved with that exchange.

To anticipate and resolve problems before they occur, faculty and administrators need to work together to develop a clear international legal plan with a well-articulated structure, clear lines of authority, and thoughtful methods of communication.

Strategies for Managing Legal Risks

Because of their organizational complexity, universities are almost uniquely challenging institutions, with respect to addressing issues that require all personnel to follow rules. On most college campuses, governance and decision making are decentralized. Faculty, staff, and students work on an extensive body of disconnected work, and it is not always clear who represents the institution or has legal authority in any particular setting. The following strategies will help institutions gain a robust international presence, while protecting students, faculty, staff, and the institution itself from legal harm.

Educate top leadership. As in almost any university activity, respected leadership is perhaps the key element. The independent thinkers on campus will only respond well to officials they respect. While the president, chancellor, and provost are perhaps the most relevant figures, faculty and staff will follow legal and administrative advice and rules if they feel other key administrators are knowledgeable and experienced—in particular, the chief administrative officer, the general counsel, and the senior international officer, or their staff.

Develop an international legal plan. To anticipate and resolve problems before they occur, faculty and administrators need to work together to develop a clear international legal plan with a well-articulated structure, clear lines of authority, and thoughtful methods of communication. For instance, a well-thought-out plan will specify whether faculty members are permitted to bind the university and, if not, will identify a clear process to approve a faculty project. The plan must distinguish between types of relationships. A research agreement made between one faculty member and a counterpart overseas and an institutional arrangement involving many

Any university-wide procedures should not only provide the university with a way to protect itself against liability but must also explicitly protect faculty and students.

faculty and students should have quite different approval requirements. Any university-wide procedures should not only provide the university with a way to protect itself against liability but must also explicitly protect faculty and students. If faculty and students understand that the rules benefit them, they are much more likely to comply. It is also significant to

determine whether there will be consequences for lack of compliance.

Focus on communication. Even if the university has a good plan, a well-articulated structure, and clear lines of authority, campus stakeholders can only comply with the procedures they are aware of and understand. In a decentralized institution, where so much depends on faculty, effective communication is particularly relevant. Administrators need to find ways to make faculty aware of the rules and the reasons behind them. Successful communication will differ from campus to campus. Newsletters, electronic periodicals, e-mail, and announcements at faculty meetings can all help. However, personal meetings with faculty and students—individually and in groups—are almost always the most effective approach. In addition to informing stakeholders of the procedures and the reasons behind them, such face-to-face discussions allow systems to grow and adapt, according to the people who work with the rules.

It is an exciting time for internationalization in higher education. Most experts are predicting increasing international engagement at many universities worldwide. With increasing engagement, however, comes the need to recognize that staff and institutions as a whole have increased exposure. As a result, university leaders must establish well-articulated structures and procedures that are followed throughout the university—so that internationalization continues to thrive.

References

- ACE. See American Council on Education.
- American Council on Education. 2011. *Strength through global leadership and engagement: U.S. higher education in the 21st century*. Washington DC: ACE. <http://www.acenet.edu/news-room/Documents/2011-CIGE-BRPReport.pdf>.
- . 2012. *Mapping internationalization on U.S. campuses: 2012 edition*. Washington DC: ACE. <http://www.acenet.edu/go/mapping>.
- Broad, Eli, and Swati Pandey. 2012. *The art of being unreasonable: Lessons in unconventional thinking*. Hoboken, NJ: John Wiley & Sons.
- Denham, Brian. 2002. Globalization and the emergence of international consortia in higher education. *Globalization 2* (1): 5.
- Hudzik, John K. 2011. *Comprehensive internationalization: From concept to action*. Washington, DC: NAFSA: Association of International Educators.
- IAU. See International Association of Universities.
- International Association of Universities. 2010. *Internationalization of higher education: Global trends, regional perspectives*. IAU 3rd Global Survey Report. Paris: IAU.
- Knight, Jane. 2005. *Borderless, offshore, transnational and cross-border education: Definition and data dilemmas*. Observatory on Borderless Higher Education. Obst, D., M. Kuder, and C. Banks 2011. *Joint and double degrees in the global context: Report on an international survey*. New York: Institute of International Education.
- OECD. See Organization for Economic Cooperation and Development.
- Olson, Christa L., Madeleine F. Green, and Barbara A. Hill. 2005. *Building a strategic framework for comprehensive internationalization*. Washington, DC: American Council on Education.
- Organization for Economic Cooperation and Development. 2012. *Education at a Glance*. Paris: OCED.
- Sternberger, Lee G. 2005. Partnering for success. *International Educator* July–August, 15–16.



American Council on Education (ACE)

Founded in 1918, the American Council on Education (ACE) is the only higher education organization that represents presidents and chancellors of all types of U.S. accredited, degree-granting institutions: community colleges and four-year institutions, private and public universities, and nonprofit and for-profit colleges. ACE represents the interests of more than 1,600 campus executives, as well as 200 leaders of higher education-related associations and organizations. Together, ACE member institutions serve 80 percent of today's college students.

ACE's Center for Internationalization and Global Engagement (CIGE) provides in-depth analysis of critical international education issues and administers programs and services to support higher education institutions' internationalization and global engagement strategies. In doing so, CIGE contributes to ACE's goal of fostering greater collaboration and new partnerships within and outside the higher education community to help colleges and universities anticipate and address the challenges of the 21st century and contribute to a stronger nation and better world.

The Center for International Higher Education (CIHE)

The Boston College Center for International Higher Education brings an international and comparative perspective to the analysis of higher education. It is the conviction of the Center's staff that an international perspective will contribute to enlightened policy and practice. To serve this goal, the Center publishes *International Higher Education* quarterly, a book series and other publications, sponsors conferences, and welcomes visiting scholars.

The Center's mission is to promote dialogue and cooperation among academic institutions throughout the world based on the belief that the future depends on effective collaboration and the creation of an international community focused on the improvement of higher education in the public interest.

Keep up with international trends in higher education.

Follow our posts collected from media sources worldwide:



Center for International Higher Education



@BC_CIHE and @ACE_CIGE

Editors

Laura E. Rumbley
Robin Matross Helms

Production

Edith S. Hoshino
Salina Kopellas

Senior Advisors

Patti McGill Peterson
Philip G. Altbach

Editorial Office

Center for International
Higher Education
Campion Hall
Boston College
Chestnut Hill, MA 02467 USA

Tel: (617) 552-4236

Fax: (617) 552-8422

E-mail: highered@bc.edu

web: www.bc.edu/cihe

American Council on Education

One Dupont Circle NW
Washington, DC 20036-1193

Tel: (202) 939-9300

E-mail: cige@acenet.edu

web: www.acenet.edu

ISSN: 1084-0613

©2012 Center for
International Higher Education