

Partnerships as the Driving Force of Campus Internationalization

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IUPUI

**INDIANA UNIVERSITY
PURDUE UNIVERSITY
INDIANAPOLIS**

Framing the Presentation

- Historical Framework of International Education
- Why partnerships should guide campus internationalization
- IUPUI's Strategic Partnership Model
- Strategies and Tips Employed by IUPUI

Major Themes Guiding Our Campus Internationalization:

- The goals of international education in the 21st century are different from those of the 20th.
- Our methods and approaches must change as well.
- This is a good thing.

PART ONE: The Historical Framework



Prior to 1980, international education in the U.S. was expressed primarily through:

- A few disciplines in the liberal arts
- The area studies centers that large research institutions sometimes had
- Study abroad programs that enrolled 1% of the student population, mainly female
- Admissions of international students, constituting – on the average – less than 2% of the student body

Since 1980, there has been a movement to spread international learning more broadly.

Under the heading of what came to be called internationalization.

Jane Knight's classic definition: "the process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution" (1994)

This effort faced significant problems.

- 1990 Carnegie study revealed:
The U.S. was the only country (out of 14) where faculty were uninterested in international contacts or knowing about research elsewhere.
(Altbach and Teichler 2001)

The call for greater global learning intensified, however, after 2001 (1):

International matters were more central in public consciousness

- Economic and cultural globalization
- A flattening world of IT
- Complex, global political relationships
- Highest levels of immigration in human history
- Global environmental and social concerns
- Global networks permeate our daily lives and our professions

The call for greater global learning intensified, however, after 2001 (2):

International matters were reshaping universities themselves.

- Major institutions of higher learning now found in virtually all nations.
- Science and scholarship became fully global.
- Tremendous growth in the worldwide market for international students.

Even now, however, the results have not been that great.

- Fewer than half U.S. institutions (even today) require an internationally-focused course in their General Education curriculum.

And this went down from 41% in 2001 to 37% in 2006. (Greene et al. 2008)

- In fact, study abroad programs still enroll only 1% of the student population, mainly female.

Forces now shaping Internationalization (1):

The globalization of our lives and communities as witnessed in:

- international relations
- immigration streams
- transnational business
- e-communication,
- global issues of health and environment
- national imbalances in wealth and power

Conclusion: Global Learning for All

Global learning is now for all students due to:

- The global nature of scholarship and creative activity today
- The high probability that graduates will carry out their careers on a global stage
- The global dimensions of citizenship and leadership in the contemporary world

Partnerships as the Driving Force

We are at the dawn of a global system of higher education, in which

- cutting edge research and teaching are conducted around the world
- students and faculty are more mobile than ever before
- our actions have global impact and meaning
- IT has overpowered geographical distance

Why this model is particularly relevant now

- Greater international interest by faculty and administrators
- Forces of economic and cultural globalization
- Massive waves of immigration
- Global environmental concerns
- Globalization of science and scholarship
- Worldwide market for international students

It is time to see IZN ...

–not just as **infusing** something **INTO** our institutions,

–but also as **drawing** our institutions **OUT** into something larger than themselves

Historically, most partnerships at U.S. institutions:

- were between one faculty member and another
- sent a few students/faculty back & forth
- occasionally engaged in joint projects
- lasted as long as their original proposers were interested and often (sometimes immediately) sat idle thereafter.

Reframing of Partnerships

- Knock down the academic towers
- Place ourselves in dynamic networks of exchange, engagement, and discovery
- Develop academic communities larger than our own
- Collaborative teaching and research

There is more we can (and should)
do with partnerships.

Transactional  Transformative

Transactional Partnerships

- Simple give-and-take
- Neither institution is much changed by the exchange
- Instrumental in nature
- Trade resources

Transformative Partnerships

- Change both institutions, as they work together
- Generate common goals, projects, products
- Combine resources
- Emphasize the relationship as much as the product
- Expand over time
- Create dialogical basis for global learning
- Establish a bi-(or multi)national unit of higher education within an evolving global system

IUPUI's Partnership Model in Practice

Who is IUPUI?

- Merger of the urban campuses of IU and PU in 1969
- Students receive either IU or PU degrees
- We are the IU home campus for programs in medicine, dentistry, nursing, health and rehabilitation sciences, informatics social work, public administration, education, law, business, and art
- We the PU home campus for programs in science and engineering

More About IUPUI

- 22 schools and academic units
- Over 30,000 students
- Over 200 degree programs
- Over 2500 faculty and 1600 professional staff
- A course catalog that resembles the Manhattan telephone directory
- Traditionally we served many non-traditional students
- Serve the local region

Where Are We Internationally?

- Continual Increase in study abroad enrollments
- 400 faculty with a strong international research or professional agenda
- 500 courses that touch on international themes
- Over 100 formal affiliations with universities outside the USA
- 40 distinct IUPUI study abroad programs

Like many institutions, we

- Have been reworking our partnership strategy
- Taking stock of existing partnerships
- Developing policies and procedures
- Convening campus-wide conversations
- Engaging in extensive dialogue with partners
- Becoming centered on fewer, more transformative, more sustained partnerships

IUPUI's Strategic Partner Model

- Identification of a few, key partners
 - Approved by all schools across campus
- Comprehensive alliances with vital linkages to universities, organizations, and communities in a few, select parts of the world
 - Provide platforms for deep, cumulative learning, research, and engagement

IUPUI's Strategic Partnerships:

- Require campus-wide conversation, engagement, and approval
- Result from lengthy discussions with partner institutions
- Entail long-term commitments to develop the relationship over time
- Go far beyond their original conception and activities.
- www.iupui.edu/~oia/IA/strategicpartnerships

Strategic Partnerships (1):

- Enable faculty who know little about the partner country or have no international background to become involved
- Build complex understandings and a sense of mutual responsibility that deepens over time
- Impact student learning across the curriculum for both institutions
- Spark joint research and development projects on new topics
- Foster creative interdisciplinarity
- Involve administrators & staff, too

Strategic Partnerships (2):

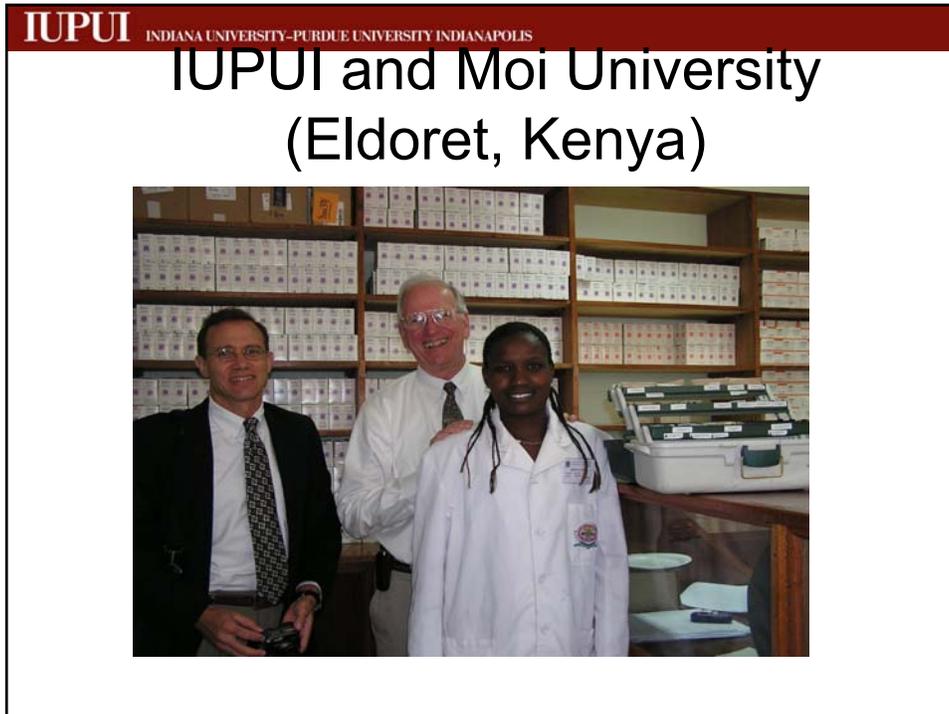
- Create economies of scale/synergies of effort
- Establish defined concentrations of activity that attract external funding
- Model the cross-national competencies we want for our students
- Lead to community engagement on both sides
- Build resources through sharing and collaboration
- Last long beyond their original proposers

Lessons Learned

Each of our strategic partnerships tells a slightly different story –
There is no cookie cutter for these complex, evolving entities.

Impact of Strategic Partnership Model

- Integrated set of activities that cuts across both campuses
- Enhances capacity of each for international work
- Sustained over along period
- Places collaboration at the center of internationalization



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IUPUI-Moi University Partnership

- Our biggest and the model that inspired the others.
- Grew from small student exchange in 1989 to:
- 2 hospitals, 26 clinics, 8 farms, craft workshop, orphanages, food distribution center
- Treating 80,000 HIV/AIDS patients a year
- Exchanging 20 faculty and 50 students annually

IUPUI-Moi University Partnership

- Projects in Education, Social Work, Social Sciences, Law, Informatics, Physical Ed, Engineering, Business, Nursing
- Engagement of dozens of community organizations in Indiana and Kenya
- Over \$100 million in grants
- Dean of Medical School: most important thing about the partnership – come back better doctors.
- Fulbright-Hays Group Projects Abroad to expand involvement



IUPUI and Sun Yat Sen University (Guangzhou, China)



IUPUI and Sun Yat Sen

- Ten 2+2 programs under construction
- 3 study abroad programs
- Developed after 2 years of extensive discussion within the China Interest Group.
- Confucius Institute on our campus
- Much community outreach on both sides
- Joint work in medicine, public administration, philanthropy, informatics, and education

IUPUI and the Universidad Autónoma del Estado de Hidalgo (Pachuca, Mexico)



IUPUI and UAEH

- Chosen after a similar process – and the decision to focus on Mexico.
- Chosen because it is the area of Mexico sending migrants to Indiana
- Began with Med, Dental, Nursing, Social Work engaging in collaborative health care research, student exchange



IUPUI and UAEH

- Added liberal arts, law, engineering, education, and art
- Collaborative forums on immigration, using videoconferencing
- Working with Indy Mayor's Latino Advisory Council on health, education for migrant pop

Questions?

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Selected Resources

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