

NAFSA Global Business Colloquium

Putting Strategic Partnerships for Intercultural Competencies into Practice

Matthew A. Rosenstein, Ph.D.
Director, Global Education and Training
University of Illinois

June 2, 2016



Premise

Supporting development of Intercultural Competencies among students and other target audiences requires:

- Active engagement by institutions of higher education and constituent units
- High-quality academic mobility programs
- Sustained global strategic partnerships



Challenges

The process of building global strategic partnerships and designing mobility programs that are effective in developing Intercultural Competencies can be fraught with difficulties:

- Identifying partners and initiating programs
- Achieving mutual understanding of goals
- Sustaining partnerships with balanced relationships as interests evolve



Presentation Outline

1. Define *Strategic Partnerships*
2. Discuss framework for developing and assessing partnerships
3. Provide examples of supporting development of Intercultural Competencies through inbound mobility programs



The Importance of Partnerships

Internationalization is the conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of postsecondary education. To be fully successful, it must involve active and responsible engagement of the academic community in ***global networks*** and ***partnerships***.

- NAFSA, 2010



Defining “Strategic Partnership”

What does it mean to be *strategic*?

- Relating to the identification of **long-term** or overall **aims and interests** and the **means of achieving them**
- **Carefully designed** or planned to serve a **particular purpose** or advantage
- Of or relating to a general **plan** that is created to **achieve a goal** in war, politics, etc., usually over a **long period of time**



Defining “Strategic Partnership”

- Involves two or more parties
- Oriented around specific goals
- Fulfills aspects of both partners’ missions
- Each side provides assets that help the other
- Planned carefully in order to meet goals
- Sustainable over a long period of time



Successful Strategic Partnership

At the institutional level, typically requires:

- Support from key stakeholders (including higher administration)
- Broad and deep impacts — multi-disciplinary
- Intentionality, proactive approach
- Engagement of faculty, staff, and students
- Commitment to durable relationship



Framework for Developing Partnerships

At Illinois, we have used a framework called
POISE*:

- **P**lan
- **O**rganize
- **I**nitiate
- **S**ustain
- **E**valuate

*Tim Barnes, presentation at EducationUSA Leadership Institute
University of Illinois, August 2015



Plan the Partnership

- Align your partnership strategy with your goals
- Define the purpose
- Set targets (numbers, geographic areas, etc.)
- Establish criteria for assessing prospects
- Identify internal stakeholders and roles
- Seek compatibility, mutual benefits in partner(s)
 - Communication, early and often, is key
- Align with broader institutional goals



Organize the Partnership

- Establish policies and procedures for proposing, implementing, tracking partnership programs
- Understand, and if possible streamline/remove procedural obstacles
- Develop effective organizational structure
- Allocate necessary financial, HR support



Initiate the Partnership

- Broaden knowledge of possible partners in geographic target area
- Identify and approach specific potential partner(s)
- Take time to get to know the prospective partner
- Secure needed approvals on all sides
- Ensure resources in place to support activities
- Collaborate on drafting documents to formalize the partnership



Sustain the Partnership

- Develop trust: honor commitments, share in decision making (especially if changes needed)
- Maintain clear, frequent communications about what each side provides, post-assessment of activities
- Make sure early projects are workable, build on them as mutually desired
- Periodic visits (both ways) by points of contact and leadership



Evaluate the Partnership

Key question: what has the partnership accomplished, that could not be achieved by each partner acting alone?

- Inputs
- Outputs
- Outcomes
- Quantitative
- Qualitative



Global Education and Training: Programs

Inbound mobility programs:

- Higher Education Management
- Intensive Training for Teaching in English
- Undergraduate Summer Schools (various topics)
- Graduate Research Workshops
- Executive Education
- Short, medium, long-term options



Key Components Sought by Partners

- Rigorous, multidisciplinary academic content
- U.S. cultural context
- Exposure to different working environments
- Field site visits to “local” businesses
- English language training (longer-term programs)
- Practicum experience
- Reliable, sustainable partnership



Thank you!

Questions? Comments?

Matt Rosenstein, Ph.D.

Director, Global Education and Training

rosenstn@illinois.edu

<http://international.illinois.edu/training>

Twitter: @GETillinois

