

The Atlantis Cooperation Program

A Transatlantic University Consortium Training a New Generation for a Renewed European Union-United States Partnership (FIPSE-EU)

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Atlantic Cooperation-Mobility Project (4 years)

CONSORTIUM PARTNERS

- * Buffalo State, SUNY (lead US)
- * SUNY Cortland
- * Manchester Metropolitan University
(UK) (lead EU)
- * Babeş-Bolyai University (Romania)

[Map of Atlantis Cooperation Grants](#)

FUNDING IN THREE AREAS

(25 proposals funded in 2009 cycle)

1. DUAL-DEGREE (3/UG-6/Grad):
* 4 years-\$420,000 FIPSE funding
2. MOBILITY (8):
* 4 years-\$194,000 FIPSE funding
3. POLICY PROJECT (8):
* 2 years-\$75,922 FIPSE funding

Sample Mobility Projects

- * IT Project Management
- * Tuning Transatlantic Cooperation in Rail Higher Education
- * Cultural Understanding & Communications
- * Applied Behavioral Studies,
- * Urban & Regional Development,
- * Global Work with Immigrant Kids

FACULTY MOBILITY

\$7500/€7500 travel/year
of the grant

- Two Consortium
Meetings/Year

- Site visits and guest
lectureship

- Research workshops

TRANSATLANTIC MOBILITY PROJECT

- * Information about our mobility project can be found at our project website:

<http://www.buffalostate.edu/politicalscience/fipse.xml>

Abstract:

This mobility project will seek to improve transatlantic undergraduate educational and training in public administration among the partner institutions. The project will familiarize students and faculty with a broad range of national perspectives on the key issues faced by the public sector and on ways in which the issues can be tackled and managed.

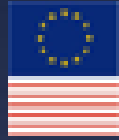
FY 2009: \$51,500 (US)

Total Funding for this project:

U.S. Department of Education Funding, \$194,000 (4 years)
European Commission Funding, €180,000 (4 years)

BEST PRACTICES FOR SUSTAINABLE PROJECTS

* Mission



* Faculty Network (pre-existing)

* Ability to link existing programs to the new project

* Faculty career goals

* Team of faculty and professionals

Mission

- * The FIPSE Atlantis Cooperation grant comes out of the New Transatlantic Agenda (1995) between the EU and the US
- * There is very much a transactionalist and functionalist dimension to our mission—a network approach or five degrees of separation—epistemological community around teaching, learning, and scholarship

Mission

- * Two parts to this mission:
- * A) In the 1950s there was a good deal of discussion about the absence of a successor generation to the lions of the interwar and postwar period—in the U.S. such men as Kennan, Marshall, Dulles, Acheson and in Europe, Churchill, De Gasperi, Adenauer, Monnet, Spaak, and Schuman. That concern has returned since the fall of the Berlin Wall and the new issues—the nature of the transatlantic relationship and Old and New Europe. We need to train a new generation of public servants who can advance transatlantic understanding and cooperation, who has counterparts across the Atlantic to whom he/she can consult with on a regular basis
- * B) Free movement of persons--a major principle of both the EU and the US common markets—can be extended on a transatlantic basis with mutual recognition of educational credentials. The Atlantis Cooperation program encourages programs that develop diplomas, certificates, and degree programs that are recognized by European and American universities

STUDENT EXCHANGE

12 students per year

(6 European/6 American)
for one semester

\$5000/€5000 scholarship to
cover living and travel
expenses

COHORT MODEL

Spring Semester

All students selected in scholarship competition at four institutions.

STUDENT EXCHANGE

Fall Semester —Europeans study in US, cohort activities among the 12 students, option to remain in US for internship at NYS Assembly in Spring with stipends

Spring Semester—American students study in Europe

**48 STUDENT EXCHANGES OVER
THE LIFE OF THE GRANT**

Link to Existing Projects-example, SUNY Model European Union



IMPACT ON INTERNATIONALIZATION OF THE CAMPUS...

IS THE FIPSE (& SIMILAR GRANTS) A
"NICE LITTLE GRANT" THAT
POSITIVELY IMPACTS A SMALL
NUMBER OF STUDENTS?

OR

DO SUCH GRANTS CARRY
POTENTIAL MULTIPLIER EFFECTS FOR
THE UNIVERSITY'S
INTERNATIONALIZATION EFFORTS?

Goal

1. Enable European and American students preparing for careers in public service the opportunity to enroll in a course of study to prepare them for in the field of transatlantic public administration

Activities

Specialized courses in the US and Europe—
Romanian, British, EU politics & policy

Impact on university:

Focused course of study:
Interaction among students in public administration curriculum well beyond the 12 students who take part annually

Goal	Activities
<p>2. Collaborative Educational Experiences for European and American students—study tours, lectures, internships, simulations, study trips</p>	<ul style="list-style-type: none">-SUNY Model European Union-Meeting with public officials-Study Tours-Leadership Training Workshops-Online course taught by transatlantic team-New York State Political Science Association Conference-Internship seminars with US and European students-Local and Albany internships <p><u>Impact on university:</u> Open to all students in the field of study</p>

NYS Assembly Internship Program



2009 Session—Research Paper Winners

Goal	Activities
<p>3. Develop a joint transatlantic public administration minor among the four partner institutions.</p>	<p>-Regular interaction and twice-annual meetings of faculty to discuss and develop joint curricula</p> <p><u>Impact on university:</u> Provides a learning experience among faculty at the partner universities in building shared curricula which can serve as a basis for other programs</p>

Linking Public Administration to Transatlantic Public Servants

- * Students with head of Petitions Unit outside the European Parliament in Brussels: attended European Commission confirmation hearings



Meeting young professionals working in EU institutions...

- * At the European Court of Justice in Luxembourg where they met with an ECJ judge and his cabinet



Goal	Activities
<p>4. Promote a network among consortium faculty to train undergraduate Europeans and Americans in public administration & develop joint research projects; a network of support professionals, especially int'l education officers</p>	<ul style="list-style-type: none">-Annual research workshop-Bi-annual meetings-Regular interaction among faculty via Skype, email, telephone-Syllabi exchange <p><u>Impact on university:</u> Workshops open to others in university; bringing European scholars to campus expands network (public lectures, social events); int'l ed officers site visits and identify synergies between campuses</p>

Policy Recommendations for Moving Beyond International Education to Internationalizing the Campus

1. No grant is too small: identifying initial program objectives will produce multiplier effects
2. Research (pre-awards) must be pro-active—grant officers should not wait for the “networked” faculty to come through the door.
3. External grants provide the infrastructure, but it’s a shared responsibility of the administration and project team to seek out additional funding sources.
4. Support activities that bring your faculty together with faculty from foreign universities on a regular basis (they will form working relationships).

Policy Recommendations for Moving Beyond International Education to Internationalizing the Campus

5. Support the team concept in order to deepen and sustain linkages with partner universities that are not overly dependent on one faculty member-job titles & associated responsibilities .
6. Link the grant's objectives to faculty career goals (scholarship & innovative teaching).
7. The project must fulfill a mission which resonates with the faculty.

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