

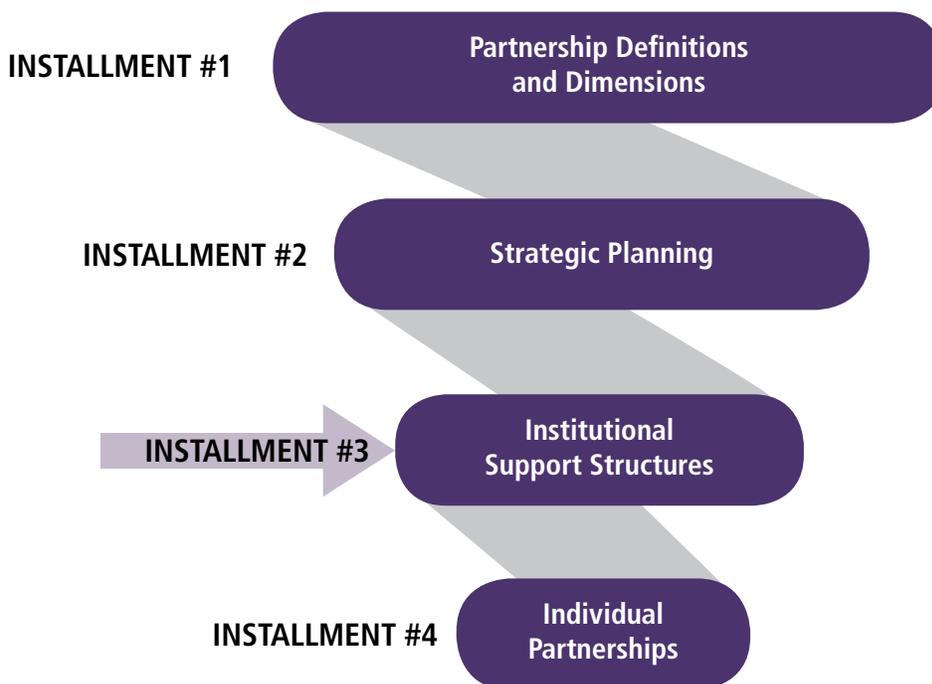
INTERNATIONALIZATION IN ACTION

INTERNATIONAL PARTNERSHIPS

Part Three: A Hub and Spokes—Configuring Campus Stakeholders for Partnership Success

INTERNATIONAL PARTNERSHIPS

This installment of Internationalization in Action takes an in-depth look at the configuration of campus stakeholders implicated in the design and implementation of international partnerships. It is the third in a four-part series on partnerships; the **first installment** explored the partnership landscape and set forth a classification framework for such relationships, while the **second installment** addressed strategic planning for partnership engagement.



Here, we continue our institution-level focus. Picking up where the previous installment left off, we assume that strategic planning for partnerships has been undertaken, and it's time to rally the troops for implementation. First, we explore the role of the senior international officer (SIO) and her or his office, which is the lynchpin, or “hub,” of the partnership enterprise on many campuses. We then turn to the broader network of stakeholders—the “spokes”—whose involvement is crucial to partnership success, and highlight how the SIO office can engage them appropriately and effectively.

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THE HUB: SIO OFFICE ROLES AND RESPONSIBILITIES

Half a century ago, the internationally focused staff at U.S. colleges and universities might have included an advisor for foreign students, and a few other administrators dispersed across units with some responsibilities related to what we now think of as internationalization—an HR staff member assigned to assist foreign scholars, someone in the registrar’s office who processed transcripts for students returning from study abroad, etc.

With an increasing number of institutions pursuing **comprehensive internationalization**, the scope and complexity of international activities have expanded significantly, which in turn has required a more robust administrative support structure. Enter the office of the senior international officer (SIO).

The emergence of the SIO position was and is incremental. Not every institution has an SIO; not every position is called such even though essentially it is an SIO position, and not every SIO portfolio is the same. Some SIOs are a one-person show, while others have a large staff. All of these conditions vary according to the institution’s mission and priorities, as well as its history, commitment to comprehensive internationalization, financial resources, and many other internal and external factors.

When it comes to international partnerships, the **SIO office (whatever form it takes) should position itself as a hub**—a locus of activity and information, where partnership-related activity across campus connects, and is supported and reinforced. As the partnerships hub, the SIO office should—over time as partnership activity expands and resources allow—**strive to develop, house, and make available the following information and resources.**

SIOs AND “PARTNERSHIP DIRECTORS”

According to the Association of International Education Administrators, the “SIO designation is given to the person with full-time international responsibilities and/or is the most senior campus administrator with an explicit international portfolio. Depending on the institution, the SIO might be:

- The director or executive director of an office with full-time international responsibilities;
- The vice or assistant vice provost/president focused on international themes;
- On smaller campuses, it may be a dean, provost, or even the president.”

On some campuses, it is the SIO who carries the water on international partnership development. On others, however—particularly those with a high level of partnership activity—keeping track of and managing all the moving parts of international partnerships has become a full-time job, requiring a designated position that is separate from and usually reporting to the SIO.

Often, this position carries a title along the lines of “director of international partnerships,” and focuses specifically on developing and implementing a strategy for international partnerships, facilitating relationships and collaborations, ensuring regulatory compliance and quality, and championing global engagement throughout the institution. ACE’s *Mapping Internationalization on U.S. Campuses* study found that as of 2016, about one-third (31 percent) of responding institutions had a dedicated staff member whose primary responsibility was developing international partnerships; at doctoral institutions, the proportion was nearly half (48 percent).

See ACE’s *Internationalization Toolkit* for examples of partnership director job descriptions.

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PLANS, POLICIES, AND PROCEDURES

The final two Steps (#6 and #7) of **Installment #2** in this series involve creating **policies and procedures for developing, managing, and assessing international partnerships**. Often, the SIO office is responsible for establishing these documents and systems—and once they are on the books, it makes sense for the SIO office to oversee their administration and operationalization on an ongoing basis. Key tasks include:

- Setting **criteria** for what types or levels of partnerships require a written agreement (see **Installment #1** for more details on this issue).
- Establishing a **review procedure** for new partnerships that meet the written agreement threshold, including the criteria by which proposals will be evaluated.
- Generating **agreement templates** and guidelines for who in the institution can sign them.
- Developing **review and assessment procedures** for existing relationships, including creating reporting systems.
- If desired by and appropriate to the institution, crafting a formal institutional **partnerships policy**, as described in **Installment #2**.
- Reviewing and updating documents and guidelines as needed.

As noted in Step #7 of **Installment #2**, in addition to assessment and review of individual partnerships and activities, a periodic, **holistic assessment of the institution’s global engagement activity** is important. This is a natural fit for the SIO office, which should also provide regular updates to campus leadership and other stakeholders involved in the initial strategic planning process, and make recommendations for adjustments as required.

MODELS FROM THE FIELD: PARTNERSHIP POLICIES AND PROCEDURES

REVIEW CRITERIA FOR PROPOSED PARTNERSHIPS	University of Calgary (Canada)
	University of Glasgow (U.K.)
	University of Montana
MOU TEMPLATE	Newcastle University (U.K.)
	Princeton University (NJ)
	The University of Texas at Dallas
	University of Minnesota
PARTNERSHIP PROGRESS MONITORING	Heriot-Watt University (U.K.) (embedded in broader program review policy)
	University of Glasgow
	University of Queensland (Australia)
INSTITUTION-WIDE PARTNERSHIPS POLICIES	Newcastle University
	University of California, Riverside
	University of California, Los Angeles
	University of Tulsa (OK)

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A GATEWAY FOR POTENTIAL PARTNER INSTITUTIONS

Often, **partnerships beget partnerships**. As a college or university expands its engagement abroad, name recognition may follow, which can lead to new interest from potential partners—sometimes unsolicited and seemingly out of the blue, and other times seeking to build upon and expand existing faculty-to-faculty collaborations and other smaller-scale relationships.

Whatever the origin, it makes sense for the **SIO office to serve as the first (or almost first) point of contact** when potential partners come calling. It is important for the institution's **website** to clearly and consistently point to the SIO office as the partnership gateway. Internally, other units and individuals should be encouraged to loop the SIO office into communication with potential partners abroad; while activities may remain at faculty-to-faculty or departmental level, the SIO office often still has a role to play in liaising with counterparts at the partner institution about certain issues, or discussing possibilities of an expanded relationship down the road.

MODELS FROM THE FIELD: “GATEWAY” LANGUAGE ON HOW TO ESTABLISH A PARTNERSHIP

- Grand Valley State University (MI)
- Michigan State University
- Princeton University
- University of California, Davis
- The University of Texas at Dallas

DATA AND INFORMATION

Compiling and organizing information to inform and facilitate partnership development, and making it easily accessible to faculty, programs, and departments that are interested in developing partnerships, is a key SIO function. Examples of such information include:

- **Country profiles.** This may include laws, regulations, and procedures that impact partnerships, cultural norms and expectations, and the structure and culture of the higher education system.
- **Key organizations and contacts.** These include groups and individuals who are well positioned to facilitate connections in a particular country or region. In both the U.S. and partner countries, education-focused staff at embassies and consulates, or in state or federal government agencies, are prime examples; others include chambers of commerce, sister city groups, and cultural organizations. Local diaspora communities near campus can also be useful sources of connections and support.

The University of California, Davis's Office of Global Affairs has produced a series of more than 20 country and regional summaries that provide key information about geographic areas where the institution is particularly active in terms of collaboration. The summaries are updated twice a year, and faculty and staff can request customized information about additional countries on an as-needed basis.

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- **Existing (and past) partnerships and activities.** SIO offices should track existing international partnerships and keep up-to-date records of their activities and status. Although it may not be possible to capture the details of every faculty-to-faculty relationship, developing a system to gather key information and make it available to the campus community can provide a foot in the door for new initiatives and activities that build on previous engagement. Making such information searchable by different variables (country, activity type, discipline, etc.) is particularly helpful.
- **Other institutional ties.** As part of their core operations, SIO offices maintain data on international students and study abroad. Upward trends in student—and scholar—mobility to and from a particular country or region may indicate growing interest and increasing connections, which in turn may suggest they are fertile ground for partnerships and collaborations of other types. The SIO office can also collect data from other offices around campus about existing ties that might be leveraged for partnership development—for example, the research office may track faculty with expertise in a particular geographic area, while alumni or development offices may gather information about graduates living in working abroad.

The SIO office at the University of Arizona has gathered data in-house, as well as reached out to different units on campus that oversee internationally related data sets, to populate Maps.Global, an online visual platform developed to highlight the global reach of the UA community. Maps.Global emerged as a pilot project through Tech.Global, a student engagement activity that matches students with a data scientist in the SIO office who serves as a mentor in web programming, data visualization, and GIS.

Compiling and updating these types of information over time allows the SIO office not only to provide relevant, current information to campus constituents seeking to develop partnerships in a particular country, but also to understand the bigger picture—emerging patterns, key issues, and trends that may impact partnership strategies and engagement going forward.

MODELS FROM THE FIELD: PARTNERSHIP DATABASES

- Duke University (NC)
- Indiana University: Registry of Partnership Agreements
- North Carolina State University: Database of International Connections and Expertise (DICE)
- Oklahoma State University
- University of Cincinnati: Online System for Managing International Collaboration (UCosmic)
- University of Delaware
- University of Minnesota
- University of North Carolina at Chapel Hill
- University of California, Davis

FUNDING

Identifying and articulating **internal funding sources** for partnership development and implementation is an important part of the strategic planning process outlined in **Installment #2**. Channeling and managing those resources once they have been allocated is an appropriate task for the SIOs office. This means maintaining a **robust budgeting system** to ensure appropriate use of funds designated for SIO office functions that relate to partnerships, as well as developing and administering grant competitions and other procedures to distribute money to other units for their partnership work.

Beyond institutional funding, the SIO office can add additional value by **identifying and pursuing outside funding** for partnership activity. This may come in the form of grants from outside organizations, corporate sponsorships, or gifts from alumni, among other sources. Collaboration with the institution's development, alumni relations, and sponsored projects units is useful to identify potential funding sources and work through any required application procedures. Research offices also typically provide access to databases such as grants.gov and Pivot; the University of Arizona's **Research Gateway** is representative.

MODELS FROM THE FIELD: INTERNAL GRANTS FOR PARTNERSHIP DEVELOPMENT

UNIVERSITY OF ARIZONA

- International Research and Academic Program Development Grants
- Faculty Seed Grants (Track 1—International)
- George H. Davis Travel Fellowship

UNIVERSITY OF CALIFORNIA, DAVIS

- Seed Grants for International Activities
- Grants for Regional Faculty Groups

ENERGY, ENTHUSIASM, AND AWARENESS

Whether the institution's strategic plan for partnerships includes aggressive goals for increasing the number of collaborations, or focuses more on strengthening and perhaps deepening existing relationships, a critical role for the SIO office is to raise the **overall visibility and awareness** of international partnerships on campus and highlight their benefits and accomplishments.

Targeted programs and initiatives are one important means of tackling this "champion" role. The SIO office (often in collaboration with other academic and non-academic units on campus, such as schools, colleges, departments, the office of research, student affairs, etc.) typically designs and implements an array of internationally focused activities as part of its day-to-day work. In many cases, these can be leveraged to promote global engagement.

International festivals, film screenings, guest lectures, symposia, and art exhibitions, for example, can be used to bring attention the institution's global ties, and potentially provide a venue for showcasing products of existing collaborations (e.g., a book signing by faculty, an

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exhibition of student work produced in a course co-taught by the home and partner institution). Such events may focus on a particular country or region that is emphasized in the strategic plan for partnerships in order to generate interest in the area and encourage additional engagement. Broader campus-wide “year of” initiatives (e.g., Year of India, Year of Mexico) bring sustained attention to the target country through both curricular and co-curricular programming.

Creating and identifying venues (e.g., publications, websites) to showcase partnership activities is another key part of the champion role. **A dedicated section of the SIO office web page** that describes existing relationships and outlines any related policies and procedures is important; designating a staff member in the office whose job description officially includes maintaining this information will help ensure it remains up-to-date. The SIO office should also be in regular communication with the unit in charge of the overall institutional website in order to identify opportunities to feature partnership accomplishments on the institution’s home page, recent events pages, and other sub-sites.

MODELS FROM THE FIELD: PARTNERSHIP-DEDICATED WEB PAGES

- Colorado State University
- Kent State University (OH)
- Loughborough University (U.K.)
- Northumbria University (U.K.)
- Northwestern University (IL)
- Princeton University
- University of Birmingham (U.K.)
- University of California, Davis
- University of Georgia
- University of Sussex (U.K.)

IT’S ALL CONNECTED:

RESOURCES FROM PAST INSTALLMENTS OF INTERNATIONALIZATION IN ACTION

The arrow running along the bottom of **ACE’s Model for Comprehensive Internationalization** illustrates the interconnectedness of all the individual aspects of the internationalization process. Not surprisingly, examples and insights from a number of past installments of Internationalization in Action are relevant to the topics addressed in this one. These include:

- Grand Valley State University’s “partnership delegation” program is featured in the **April 2013 installment of Internationalization in Action (IIA)**, which focuses on engaging faculty in internationalization.
- See the **October 2015 installment of IIA** for many more examples of internationally focused co-curricular programs, and an overview of Kennesaw State University’s ongoing “Year of” program.

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THE SPOKES: ENGAGING CAMPUS STAKEHOLDERS

A solid hub is important, but how far a wheel rolls is ultimately determined by its spokes. While developing and maintaining a robust set of resources *within* the “hub” is a key SIO function, the *outward* facing role of the SIO is equally important. It is incumbent upon her or him to build out the “spokes” of the partnership wheel by facilitating, coordinating, and managing the input and participation of an array of stakeholders throughout campus and beyond. Identifying who the key constituents are and engaging them at the right time and on the right tasks is one of the most important functions of the SIO office when it comes to successful partnership management.

The previous section noted some of these constituents in relation to gathering information for the “hub”; this section takes a more in-depth look at key stakeholders, explores their roles in the partnership process, and provides suggestions for how SIOs can communicate and work with them effectively.

PRESIDENT AND PROVOST

Ideally, the president and provost will be involved in the development of an institution’s partnership strategy (see **Installment #2** in this series), and will have signed off on the overall direction and plan for moving forward. As the strategy is implemented, communicating with the president and provost on outcomes and involving them at key points is an important task for the SIO.

First, top leaders have **public platforms** (on campus and beyond) available to extol the virtues of international collaboration and convey a supportive message about the institution’s global engagement activities. Convocation speeches, board of trustees meetings, and internationally focused events are opportunities for presidents and provosts to mention partnerships—even a brief nod brings attention to initiatives and reaffirms the institution’s commitment and enthusiasm to key audiences.

The president and provost also have an important **ceremonial and representational role** in establishing and maintaining partner relationships. Meeting with delegations from existing and potential partners when they are on campus (again, even briefly), participating in memorandum of understanding (MOU) signing ceremonies, sending video greetings to key partnership events, and visiting partner institutions underscore the value placed on collaborations. Such ceremonial involvement by top leadership is a cultural expectation in many countries—ensuring that it happens is a sign of respect for the partner, and an important aspect of relationship management.

Sometimes, a president or provost who is particularly interested in global engagement may want to get more involved at the operational level. Often, this takes the form of **initiating relationships, or signing memoranda of understanding** on behalf of the institution. While it is certainly the prerogative of top leaders to do so, spontaneous requests are tricky for the SIO, particularly when she or he is trying to execute a carefully planned strategy and/or there are review procedures in place to vet potential partnerships.

Regular updates and communication with the president and provost (and their staff) by the SIO are key to managing all of these aspects of leadership engagement. The appropriate channels for such communication vary by institution and leaders’ personal preferences. Reporting lines are a natural place to start in figuring out what venues are available—some SIOs report

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directly to the president or provost, in which case regular meetings and impromptu interaction probably happen often enough that key issues can be addressed.

If the SIO reports to a vice provost or other administrator, that person can likely provide advice on how to convey key messages to top leaders—through their own direct interactions, and/or through office staff, such as the chief of staff, administrative assistant, or director of special initiatives. The latter can often provide valuable information about leaders' communication preferences, e.g., face-to-face meetings or email briefings, as well as what they consider to be reasonable frequency of updates.

In terms of the content of communication, regular updates on the execution of a broad partnerships strategy, along with concrete outcomes, will help ensure leaders remain interested and enthusiastic—and may mitigate the tendency to initiate relationships on their own that are not in line with the strategy. Providing **succinct talking points** that highlight key accomplishments makes it easy for leaders to incorporate partnerships into speeches, as well as impromptu discussions with constituents.

When leaders are called to perform ceremonial functions (on campus or abroad), the SIO is a key source of **information on cultural protocols and expectations**, as well as details about existing partnership activities in a particular country, or at a specific institution that is on the itinerary. In some cases, the SIO may be asked to accompany the president or provost on excursions abroad—whether going along or sending the leader off on her or his own, providing a comprehensive **briefing book** that includes such details, as well as helping select gifts and supplying institution-related materials for the leader to distribute, is an important task for the SIO's office. When done well, such assistance can raise the profile of the SIO and establish her or his expertise in the eyes of top institutional leaders, which may lead to more opportunities for direct communication and engagement.

BRIEFING BOOKS IN BRIEF

At UC Davis, our briefing books for institution leaders vary by country and the purpose of the trip, but typically include the following information:

- Flight details, hotel information, and phone numbers for all members of the delegation
- U.S. embassy contacts in the destination country
- Contact information for our institution's risk management officer
- Contact information for the primary representative of each institution to be visited
- Day-by-day, hour-by-hour itinerary for the trip
- Local transportation details, including maps showing the distance between meetings and estimated travel times
- Background information about each institution to be visited, including existing and past partnerships and collaborations
- List of gifts to be presented at each institution

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VICE PRESIDENTS/VICE PROVOSTS

While the president and provost have important roles to play developing a partnership strategy and defining an overall vision for global engagement, partnerships only happen when this vision reaches faculty and is translated into practice. The vice president level is where this translation often happens. Individually and collectively, vice presidents (VPs) have authority to make decisions, and have access to financial resources. They work with units across the campus to frame institutional goals, priorities, and strategies, as well as mechanisms for implementation. While the power and authority of individual offices varies and is very much a product of institutional history and cultural practices, much of the **actual commitment to internationalization and global engagement efforts often happens at this level.**

At large universities with substantial international activity, the **SIO may be a vice president/vice provost**, holding a position such as vice provost for international affairs. When this is the case, a key role for the SIO is to **serve as a champion for internationalization and global engagement among the other VPs.** Helping them see the potential of international partnerships to benefit the areas under their purview (e.g., student affairs, faculty affairs, academic affairs), as well as understand the implications of global engagement for policies and practice in these realms, will help ensure that international partnerships are seen—and treated—as an institution-wide endeavor.

When an SIO does not hold a VP title, often she or he reports to a VP. Which VP differs by institution—often it is the VP for academic affairs, but variations include reporting lines to a VP for academic affairs, student affairs, enrollment management, and strategic initiatives, among many others. In these cases, it **is important for the SIO to keep partnerships squarely on the supervising VP's radar**, as well as reinforce the need for her or him to network with fellow VPs, lobby for resources, and articulate the institution-wide nature of partnership activity.

VP CONNECTIONS AT SOUTHEAST MISSOURI STATE UNIVERSITY

Like many institutions, Southeast Missouri State University (SEMO)—a member of the ACE **Internationalization Laboratory**—found itself with numerous international partnership MOUs, only a small percentage of which had resulted in sustained collaborative activity. As a means to breathe new life into existing agreements and ensure that new partnerships are launched on the right foot, Kevin Timlin, executive director of international education and services, designed a tuition program called the Southeast Partnership Award. Through this award, any international student who attends SEMO as part of a collaborative agreement with an institution abroad will be eligible for in-state tuition. The program also allows SEMO to issue two full tuition waivers to the partner institution, in exchange for which two SEMO students can study at the partner institution, or the partner institution can send five tuition-paying students to SEMO as a secondary way to balance the exchange.

In order to move forward with the program, Timlin needed approval from SEMO's Scholarship Committee, which includes the vice president of administration and the vice president of enrollment management and student success. With a direct reporting line to the latter, Timlin worked closely with his supervisor to position his program as part of the institution's overall tuition strategy. The vice president, in turn, brokered a connection to the Scholarship Committee, and facilitated the approval process. Going forward, Timlin also expects to engage with the vice president for academic affairs as existing partnerships are reviewed and new MOU templates are developed.

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DEANS AND DEPARTMENT CHAIRS

Even with substantial support at the institutional leadership level, partnerships will only succeed when faculty are incentivized and rewarded for their contributions to global engagement. **Deans and department chairs are instrumental in fostering faculty involvement**—by recognizing faculty members’ international efforts in the tenure and promotion process, explicitly including such efforts in dean’s evaluations, or establishing awards for faculty and staff who contribute to partnership development and internationalization more broadly. Deans may also **incentivize chairs and departments to develop discipline-specific collaborations abroad**, and given their cross-school perspective, are well positioned to connect departments with complementary global engagement activities underway that could be enhanced by internal coordination.

For more information about how faculty international activity is recognized in promotion and tenure policies, see ACE’s 2015 report *Internationalizing the Tenure Code: Policies to Promote a Globally Focused Faculty*.

Deans also have an important role to play when there is interest—on the part of the SIO, a team of faculty, a department, and/or a partner institution abroad—in **expanding a faculty-level partnership into a larger collaboration** such as a dual degree program, student exchange program, or large-scale research project that would entail unit-level coordination. At the most basic level, the dean’s sign-off may be needed to certify that the proposed program will allow students to meet all necessary academic requirements; more broadly, deans are well positioned to identify the right faculty members to involve, and provide insights into additional opportunities for expansion of the partner relationship.

Particularly at large institutions, deans may also designate **specific staff members to spearhead international activity for their units**. When this is the case, it is important for the SIO to liaise with these contacts regularly and systematically in order to stay informed about and offer support for unit-level partnerships and collaborations. Traveling with unit-level delegations abroad—particularly when the dean is included—can be a good way to build rapport and ensure that the broader institutional context is considered when establishing new relationships.

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MULTIPLE MODALITIES, MUTUAL RESPECT: ENGAGING DEANS AT THE UNIVERSITY OF ARIZONA

At the University of Arizona, our SIO office engages with deans in a variety of ways. The SIO periodically attends Deans' Council meetings in order to provide updates on partnership developments and activities, and underscore the importance of these activities in advancing the overall mission and strategy of the institution. New initiatives at the college level are highlighted in order to acknowledge the corresponding deans' contributions to their success.

The SIO also meets regularly with deans on an individual basis to learn about specific areas/partners of focus for their units, and to discuss how the SIO office can help them establish and expand fruitful relationships. When we are approached by a potential partner institution abroad, we often float the opportunity to relevant deans for their consideration, and may invite them to meet with international visitors on campus, or to travel with the SIO to further explore potential collaboration.

In all of our interactions with the deans, we emphasize our support, coordination, and facilitation role. We are always in active listening mode; we seek to understand the deans' needs, and reinforce their centrality in advancing global engagement efforts—for their units and for the university as a whole. Regular communication and a high level of responsiveness have, for the most part, resulted in strong working relationships based on mutual respect and shared objectives.

FACULTY

While it is incumbent upon institution leaders to demonstrate their commitment—both visionary and financial—to global engagement, it is the **faculty who shape and realize actual partner relationships**. No matter how good a proposed collaboration is in theory, nothing will happen unless faculty are involved and take ownership of the idea; faculty have to be in the driver's seat in designing, developing, and implementing partnerships, projects, and programs.

In addition to pursuing their own collaborations abroad, at the institution level, faculty can make a variety of useful contributions throughout the partnership lifecycle. **Opportunities for the SIO office to tap their expertise include:**

- Use their existing contacts and relationships with colleagues abroad to identify appropriate partners for institution-level collaboration in particular countries or academic areas.
- Engage them in the process of evaluating the feasibility of institutional partnerships proposed by their colleagues.
- Ask them to review partner institutions' academic program requirements and help determine course equivalencies in order to establish viable dual degrees or exchange programs
- Invite them to participate in interdisciplinary teaching and research projects when an existing relationship is being expanded.
- Request their input in the review and assessment of ongoing relationships and those that are up for renewal.
- Include them in visits to existing and potential partner institutions, and ask them to serve as hosts to visiting delegations on campus.

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In turn, the **SIO office can support faculty in pursuing their own global engagement activities** in a number of ways:

- Help them identify appropriate contacts at partner institutions, or other institutions in a country of interest.
- Provide clear and easily navigable procedures for proposing partnerships and requesting resources.
- Advise them on cultural protocol, health and safety, and logistical issues in countries where they are collaborating with counterparts.
- Connect them with colleagues in other departments who are working in geographic areas of interest, or with particular institutions where faculty would like to establish connections.

Because institution-wide relationships often grow from activities initiated by individual faculty members, building a **give-and-take relationship of mutual engagement and support** with the academic staff is one of the most important steps an SIO office can take in international partnership development. While much of this work is done on an individual basis (i.e., meeting with relevant faculty members as specific opportunities and issues arise), faculty first need to know about the SIO office's role and how they can work together.

Faculty senate meetings, school or departmental gatherings, and various campus events with wide faculty participation are good opportunities for SIO office staff to make presentations, network, build rapport, and generally raise awareness of their work. **Partnership-focused committees** (e.g., for partnerships strategic planning—see **Installment #2** in this series) are a mechanism to engage faculty around targeted tasks, and provide opportunities for them to build on each other's insights and expertise through group discussion.

Whatever the venue, as when communicating with deans and department chairs, **tone is important** in interactions with faculty; emphasizing the SIO office's coordination and facilitation role, and her or his interest in helping faculty-initiated collaborations flourish, helps set the stage for productive relationships.

"CHAMPIONS AND STEWARDS":

WORKING WITH FACULTY AT THE UNIVERSITY OF CALIFORNIA, DAVIS

Recognizing the centrality of faculty to international partnership development, the UC Davis Office of Global Affairs developed a strategy to involve academic staff as "champions and stewards" of global collaboration (see Appendix). The strategy is based around three pillars that capture the role of Global Affairs in working with faculty: inform, engage, and support.

A recent outgrowth of the strategy is the **Global Affairs Faculty Ambassador Program**, which "connects UC Davis faculty with partner institutions, alumni and supporters around the world. This is a new opportunity for faculty already planning international travel to extend their stay and, ultimately, be ambassadors for UC Davis—increasing the visibility of our international story and creating meaningful connections worldwide. The Faculty Ambassador program strengthens existing partnerships, opens doors for new connections, and fosters research, academic, and professional opportunities."

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OTHER ADMINISTRATIVE UNITS

Like their faculty counterparts, college and university **administrators have a wealth of specialized expertise** that can be leveraged in vetting, developing, and managing successful international partnerships. Figuring out the depth and breadth of relevant knowledge on campus, where it is housed, and around which tasks to involve key individuals is a critical SIO task.

While administrative structures differ significantly by institution in terms of size, reporting lines, staff expertise, and responsibilities, the following units (or some variation thereof) exist on most campuses, and can potentially support international partnerships in meaningful ways:

COMPLIANCE	ACADEMICS AND RESEARCH	ADVANCEMENT
<p>Legal counsel. Provides general advice on planning, developing, and implementing new partnership initiatives, reviews legal documents, and assists if things go awry.</p> <p>Risk management. Advises on issues surrounding liability, insurance coverage provided by the institution to faculty, scholars, and students, and best practices for occupational health and safety.</p> <p>Export control. Ensures that faculty, scholars, and students conduct their affairs in accordance with applicable laws and regulations (in the U.S. and abroad), and are consistent with standards for research integrity and ethics.</p> <p>Technology office. Responsible for assisting faculty and scholars in matters related to intellectual property, including interactions with commercial partners in and outside the U.S. Helps bring inventions and discoveries developed by institutional actors to the public market.</p> <p>International students and scholars office. Often under the SIO's supervision, the ISS office houses experts on immigration, student mobility, and program development. Ensures that immigration policies are followed and that programs are developed according to institution-level policies and procedures.</p>	<p>Academic affairs. Oversees academic programs, program assessment, curriculum development, and articulation procedures. Ensures that partnership activities and programs are in line with institution policies, and meet accreditation standards.</p> <p>Admissions. Responsible for accepting applications at the undergraduate level (e.g., for joint or dual degree programs) and reviewing them to ensure that institutional admissions standards are met. Oversees scholarship programs and student orientation programs that may involve students participating in partnership activities.</p> <p>Graduate school/college. Accepts and reviews applications for graduate study in collaboration with the academic colleges. For partnerships involving graduate student programs, ensures that institutional admissions criteria are met, and may offer options for financial assistance and a new student orientation program.</p> <p>Research office. Advises on resources available to support international research collaborations, and may offer seed funding to generate joint grant proposals with faculty and scholars from partner institutions.</p>	<p>Alumni office. Responsible for tracking alumni and their accomplishments, maintaining alumni contact records, and overseeing reunion planning, alumni chapters, and scheduling events for alumni engagement. Ideally includes tracking of and support for international alumni whose connections and expertise might be tapped for partnership development, but this is still an emerging capacity on many campuses.</p> <p>Development office. Cultivates financial support for the university from alumni, donors, corporations, and members of the institutional community. Provides advice on potential sources of support for partnership activities, and establishes relationships with relevant organizations and individuals.</p> <p>Communications. Takes the lead on crafting announcements and press releases, and distributing news related to partnerships, such as a visit by representatives of an existing or potential partner institution or the signing of an MOU.</p>

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In terms of communication venues, many of the same tactics that are helpful with deans, department chairs, and faculty can also be put to use in connecting with fellow administrators. **One-on-one meetings** with key contacts on a regular basis are a good starting point—first, to bring colleagues into the fold on the institution’s partnership plans and discuss their potential roles, and later to keep communication lines open and provide a structured opportunity for further input. Periodic **attendance at staff meetings** of relevant units allows for a “touch point” with multiple contacts at once, reinforces the ongoing connection with the SIO office, and can facilitate group discussion of particular issues that may benefit from collective thinking by experts.

Including relevant administrators, along with faculty, in **partnership-specific entities** created by the SIO office, such as a proposal review committee, is another effective mechanism to tap their expertise. Being mindful of everyone’s time, however, it is useful to consider whose expertise is needed at what point in the partnership lifecycle, and engage the appropriate individuals at the right time. The following table provides outlines key roles and tasks, and which of the units described above are well positioned to contribute to each.

	HELP VET AND APPROVE PARTNERSHIPS	PROVIDE/ IDENTIFY FUNDING AND RESOURCES	ENSURE COMPLIANCE WITH INSTITUTION/ LEGAL POLICIES AND REGULATIONS	PROMOTE AND RAISE VISIBILITY OF PARTNERSHIP ACTIVITIES	IDENTIFY CONTACTS FOR NEW PARTNERSHIPS	ADVISE ON SPECIFIC ISSUES ON AN AD HOC BASIS
ACADEMIC AFFAIRS	✓	✓	✓	✓	✓	✓
ADMISSIONS			✓	✓		✓
ALUMNI OFFICE		✓		✓	✓	✓
COMMUNICATIONS		✓		✓		✓
DEVELOPMENT OFFICE		✓	✓	✓	✓	✓
EXPORT CONTROL	✓		✓			✓
GRADUATE SCHOOL	✓		✓	✓	✓	✓
LEGAL COUNSEL	✓		✓			✓
RESEARCH OFFICE	✓	✓	✓	✓	✓	✓
RISK MANAGEMENT	✓		✓			✓
SIO’S OWN OFFICE	✓	✓	✓	✓	✓	✓
TECHNOLOGY OFFICE		✓	✓	✓		✓

TAPPING THE EXPERTS AT UNIVERSITY OF ARIZONA

As part of its global engagement strategy, the University of Arizona (UA) created a team to review international initiatives, vet potential partnerships, and advise on the details of implementation. Core members of the review team include legal counsel, compliance experts, risk management staff, and immigration specialists; they are involved in the review of every new international collaboration.

Other review team members, such as academic affairs staff, admissions officers, and research administrators are called upon as needed when their expertise is relevant to a particular relationship. Even though not all review team members are involved in every partnership decision, having a formal entity, with official members, designated roles, and meetings, creates a mechanism for ongoing engagement, communication, and buy-in.

In addition to the review team, we also convene various specialized “groups” to address particular issues. These include:

- Student exchange group
- Graduate dual degree group
- Undergraduate transfer articulation group

There is some overlap between the members of the review team and the specialty groups, but the latter also provide an opportunity to engage additional experts and create momentum and excitement for partnerships among a wider swath of campus constituents.

MODELS FROM THE FIELD: PARTNERSHIP REVIEW COMMITTEES

- **Indiana University—Offshore Programs and International Affiliations Committee**
- **University of Texas, Dallas—International Education Development Committee**

PARTNER CAMPUS CONSTITUENTS

In addition to involving an array of on-campus units in the partnership development process, it is also incumbent upon the SIO and her or his staff to liaise with representatives at partner institutions. As noted previously, this means serving as a gateway when approached by new partner institutions, but that is only a starting point—once a partnership is underway, the SIO needs to determine **whom to work with on an ongoing basis and how to get things done.**

Ultimately, many of day-to-day details of running a given relationship will be handed off to a faculty member or other “champion” (more to come on this in Installment #4 in this series); however, the SIO should still understand the constellation of influencers at partner institutions, as well as in the broader contexts in which those institutions are situated.

With any new partner, there will be an initial point of contact—often, this will be someone with

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an international orientation, who can help **translate the inner workings of their institution** to an external audience. A detailed conversation with this person about organizational structures, policies, and protocols will help map key contacts. Questions to ask include:

- Is there an international affairs office or other central entity that manages partnerships? Who is the head of this office?
- Are top leaders (e.g., president or rector) committed to and supportive of global engagement? How should they be informed and involved?
- How are new programs and curricula approved?
- How are invoices and payments processed, and who are the primary contacts?
- Are there approval processes for research projects, e.g., through an institutional research board or equivalent?
- Are there external entities, such as ministry of education officials or other government actors, involved in setting academic policy or in other functions that may impact partnerships?

All of this information will help get individual partnerships off on the right foot, and can be conveyed to the faculty and staff involved in operationalizing the relationship. For the longer term, as the SIO establishes **working knowledge of an array of partner institutions and country contexts**, it will further enhance the hub of information available in the SIO's office to support new and existing collaborations.

The **SIO's own network is also important**. Determining who should be the main contacts at each partner institution, and checking in regularly with them—even when responsibility for individual programs and activities have been handed off to others—contributes to the overall health of the relationship, and allows for discussion of additional opportunities that may emerge.

FINAL THOUGHTS: SIO AS AMBASSADOR

Rome wasn't built in a day. While a dynamic SIO hub with an array of structures, processes, and resources in place, and a multi-faceted network of spokes throughout and beyond the institution is the ideal, it takes a significant time and energy to reach this point. For most SIOs, partnerships are just one part of their portfolio—those lucky enough to have someone in a partnership director position reporting to them have an advantage in moving toward this ideal, but progress will still be incremental.

A useful strategy for the SIO in managing the many moving parts of partnership development is to think of her- or himself first and foremost as an **ambassador**. As highlighted throughout this installment, facilitation, coordination, and gathering and providing information are critical roles for the SIO, all of which require reaching out to constituents (on and off campus) and establishing solid, well-functioning relationships based on mutual trust and respect. Acknowledging the importance of connecting and engaging with others—a fundamental value of the international education field as a whole—is an excellent starting point. With time, dedication, and sustained effort, structures and systems will follow.

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APPENDIX. UC DAVIS: ENGAGING FACULTY BY NURTURING PEOPLE-TO-PEOPLE CONNECTIONS FOR GLOBAL IMPACT

The University of California, Davis strongly believes that faculty members are key to the successful institutional partnerships that benefit both the partner institution abroad and UC Davis. This philosophy requires active, persistent, and concentrated efforts to inform, engage, and support faculty members. As faculty members depart or retire and new ones are hired, and chairs of the departments rotate and deans change every few years, it is extremely important to actively work with all these audiences on a regular basis.

UC Davis departments are engaged in a multitude of international collaborations. UC Davis Global Affairs has formalized these relationships through 150 agreements with institutions in more than 45 countries. These international collaborations are rooted in the interests and commitment of faculty. International cooperation is not a top-down process; successful international partnerships depend on faculty “champions.” An agreement of cooperation (AOC) can only be finalized when there is a faculty champion at both UC Davis and the partner institution with an intent to work together. The UC Davis champion is the primary steward of a particular international partnership on campus. The champion also documents the progress and impact of the partnership over the duration of the agreement (in most cases agreements are for four years, and renewable) for Global Affairs.

Once there is an AOC in place, UC Davis strongly encourages its faculty to develop more specific “working agreements.” These agreements provide frameworks for operationalizing the partnerships. Working agreements are most often non-binding, but can be legally binding, depending on the nature of the collaborative work. Many of these working agreements focus on student/faculty mobility or collaborative research. UC Davis also encourages program leaders for each working agreement to develop annual program plans, including a description of the work and activities to be undertaken and the financial arrangements to support them.

How do we then attract faculty to be the champions and stewards of the international partnerships? There are at least three different phases in accomplishing this goal:

- **Inform:** Faculty members often don’t have relevant information; thus, our Global Affairs staff maintains an up-to-date website with easily organized and accessible information to inform faculty about what Global Affairs does, and to provide specific information about existing relationships. This latter area is especially useful for faculty who apply for grants and need to provide background information on relations with specific institutions or more general country information where their research will take place. Another way through which SIOs and their offices can distribute information is by attending faculty meetings and making 10-minute presentations. Meetings to update deans and chairs, distributing information via faculty list serves, and providing a regular newsletter will all help to reach faculty. The key is not to rely on one means of information distribution, but to use a multiplicity of tools so that maximized outreach is achieved.
- **Engage:** Even if faculty members have information, it may take them time to become engaged; faculty also like to see that their work is recognized and that their engagement is facilitated. In 2017, UC Davis created the Chancellor’s Award for International Engagement, which recognizes faculty members for outstanding international engagement in carrying out the university’s mission of teaching, research, and outreach. The Faculty

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Ambassadors Program connects UC Davis faculty with partner institutions, funding agencies, alumni, parents, and supporters around the world. This program strengthens existing partnerships, opens doors for new connections, and fosters research, academic, and professional opportunities for faculty, but also benefits the home institution. Engaging faculty in hosting international delegations, inviting them to go abroad with official delegations, and recognizing their international achievements via newsletters and announcements all help in engaging faculty to build strong international partnerships.

In 2016–17, UC Davis began a campus-wide Global Centers Initiative to develop a vision and strategy for UC Davis’s increased presence overseas. Global Affairs facilitated Regional Faculty Advisory Committees for five major areas of the world (Asia/Pacific, Europe, Latin America/Caribbean, Middle East/North Africa, and Sub-Saharan Africa). More than 100 faculty from sciences, social studies, and the humanities, and other colleges engaged in a series of in-depth committee discussions. The faculty committees proposed a series of concrete, strategic steps that are now being translated into implementation plan.

- **Support:** There are numerous different ways through which UC Davis faculty is supported in their efforts to conduct international research. These may include country/regional briefings focused on research priorities of a particular country; internationalization efforts and/or funding opportunities; funding workshops organized by Global Affairs on the campus with representatives of funding agencies (i.e., National Science Foundation, National Institutes of Health, Fulbright, China Scholarship Council, DAAD); the offering of internal funding opportunities such as seed grants for international activities to foster international research collaborations, creating innovations in internationalizing the curriculum and building new interdisciplinary, international partnerships; or grants for regional faculty groups that support interdisciplinary interactions among faculty working in the same region of the world.

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