

THE EAIE BAROMETER

International strategic partnerships



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and
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We achieve this mission through a combination of training, conferences and knowledge acquisition and sharing. The Annual EAIE Conference is Europe's largest international higher education event, gathering more than 5000 professionals from over 90 countries to network and discuss the latest trends in the field. The EAIE Academy, the core of our top-class training programme, is a bi-annual training event offering a wide range of in-depth courses delivered by expert trainers. Our expansive knowledge base of publications and resources covering all the major topics in the internationalisation of higher education equips professionals with best practices and workable solutions to internationalisation challenges, and provides a platform for strategic exchange.

We partner with key stakeholder organisations and institutions to promote our membership's interests and advance international higher education in Europe and the rest of the world.

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INTRODUCTION

To succeed in the increasingly competitive field of internationalisation, higher education institutions (HEIs) often find it advantageous, and at times even necessary, to partner with others; formalised cooperation allows institutions to expand activities and enhance existing offerings (Kinser & Green 2009). Institutions approach international collaborations more strategically as they become increasingly selective about whom they partner with and for what purpose, consequently leading to partnerships that are more likely to be implemented (Deardorff *et al* 2012). This strategic approach brings with it the need for developing specific institutional partnership policies (Buck Sutton & Obst 2011). For the sake of this publication, we define international strategic partnerships as those that encourage durable collaboration between institutions and organisations by building sustainable academic networks, strengthening exchanges among students and staff, and enhancing exchanges of knowledge and practices.

Governments have also followed this trend. In 2014 the European Union (EU) introduced Erasmus+, the most comprehensive EU-funded programme for education, which includes funding for strategic partnerships as a strong component (Discover Erasmus+ 2015). In addition, many national governments encourage higher education institutions in their respective countries to develop international strategic partnerships; see, for instance, the United Kingdom's international education strategy as published in *International education: global growth and prosperity* (UK Department for Business, Innovation and Skills 2013).

In spring 2014, the European Association for International Education (EAIE) carried out an extensive survey among higher education practitioners working in the field of internationalisation in the European Higher Education Area (EHEA), the results and analysis of which were published in *The EAIE Barometer: Internationalisation in Europe* (Engel *et al* 2015). The practitioners were surveyed on their perceptions of trends and developments in the field. According to the respondents, the internationalisation activity showing the biggest increase over the past three years was the number of international strategic partnerships; the implementation of such partnerships was reported as showing the third-biggest rise. Moreover, 79% of respondents reported that international strategic partnerships are featured in the institutional internationalisation strategies of their HEIs, indicating an increased emphasis on and institutional commitment to strategic partnerships.

Inevitably the increased emphasis on strategic partnerships in internationalisation has consequences for practitioners in the field. According to the survey results, 53% of respondents indicated that one of the three main areas of activity in their daily work is dealing with international strategic partnerships, making it the most commonly selected area overall. Improving partnerships was the most commonly mentioned challenge faced by the respondents, with 40% citing this as one of their top five challenges. Additionally, skills for developing and maintaining international partnerships emerged as the third-largest skill need among the respondents.

International strategic partnerships are high on institutional and governmental agendas, with noticeable changes taking place in their development and implementation. Consequently, practitioners working with strategic partnerships are faced with new, pressing challenges. This publication aims

to inform practitioners and policy makers alike of the current state of play in international strategic partnerships in higher education in Europe, allowing for a deeper understanding of the various approaches to this form of international collaboration.

METHODOLOGY

The EAIE and research and consultancy company Ecorys, together with an advisory group of four independent higher education specialists, developed the first draft of the Barometer survey. The draft was then sent to a sample group of 22 experts from 15 countries for feedback in order to render the survey more relevant and comprehensible for all respondents. The online survey was then distributed among EAIE members and the association's network through direct email and snowball sampling via social media in spring 2014, resulting in a net response of 2411 respondents from 33 of the 47 EHEA countries. The vast majority of the respondents (2093) worked at HEIs and represented approximately 1500 European institutions.

This publication discusses the responses on the section of the survey dedicated to international strategic partnerships. Only the responses of those who claimed to be “somewhat familiar” or “very familiar” with the strategic partnerships of their respective institutions have been included in the present analysis (n=1262).¹

¹ For the complete survey results, see *The EAIE Barometer: Internationalisation in Europe* report.



QUANTITY OF PARTNERSHIPS

According to the Barometer findings, 75% of respondents perceived the number of international strategic partnerships at their institution to have increased over the past three years (Engel *et al* 2015). Although the numbers have increased across Europe, there is a great deal of diversity in the quantity of partnerships per institution reported by respondents. The highest country average was from Spain (184), while the lowest average was reported by Albanian respondents (20).² The EHEA average is 71 partnerships per institution (Figure 1). There is, however, no discernible pattern in the number of partnerships reported and the region in which the country is located. The diversity in the number of strategic partnerships reported might also indicate that there are national and institutional differences in what is considered a ‘strategic’ partnership.

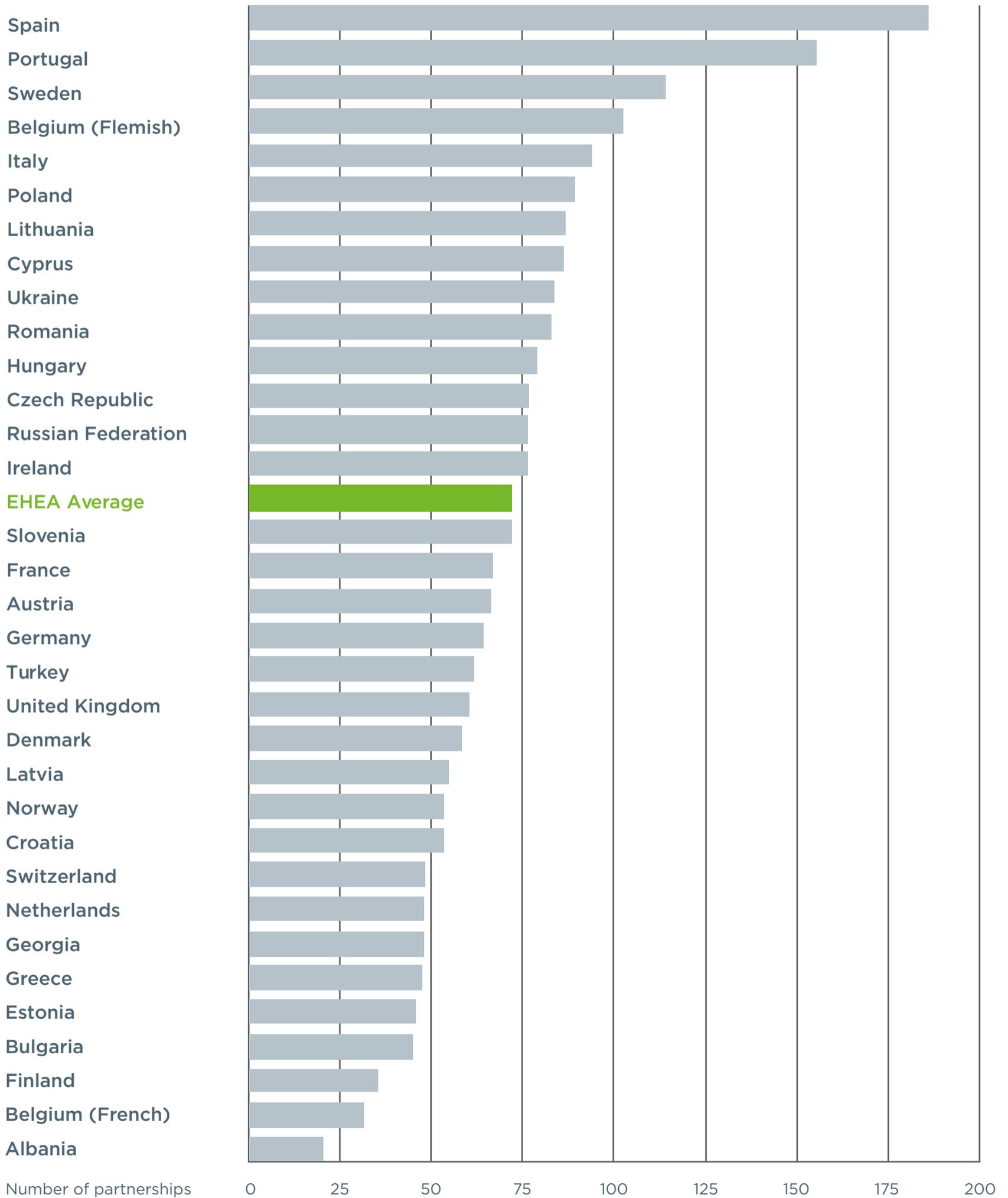
These results coincide with the European policy context. With the launch of Erasmus+, the European Union’s funding programme for education, there is an emphasis on partnerships. Almost every call for proposal, whether for staff exchange, student mobility, capacity building projects, joint programmes or knowledge alliances, requires HEIs to partner with other HEIs and entities in Erasmus+ programme and partner countries.³ Some national governments are also increasingly active in developing policies supporting the establishment of international partnerships that correspond to the needs and priorities of the higher education sector and the government (Buck Sutton & Obst 2011). An example of such an initiative is France’s Partner University Fund.

² The respondents were asked to provide the number of international strategic partnerships at their institution. Based on these answers the average number of partnerships at an institution was calculated for each country. The variances among the country averages are statistically significant, indicating a real difference.

³ ‘Programme countries’ are defined as 28 EU countries and six non-EU countries. ‘Partner countries’ are defined as 22 countries neighbouring the EU and approximately 150 other countries around the world. For more information, see http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf

Figure 1

Average number of international strategic partnerships per institution per country (N=824)



What does the number of strategic partnerships per institution tell us about institutional international engagement? While some HEIs publicly promote a high number of international partnerships as a proxy for international engagement, other institutions focus on and encourage more activity within a targeted region, smaller number of strategic partnerships. Thus, the number of partnerships can give an indication of the international presence of an institution, but is not by itself sufficient as a proxy for international engagement. What greatly matters is the scope and type of activities covered as well as the sustainability of partnerships. Institutions are becoming increasingly cautious about who they partner with and are abandoning the practice of earlier years of signing collaboration agreements without strategic consideration (Deardorff *et al* 2012).

- According to respondents, the number of institutional strategic partnerships has been increasing in Europe over the past three years.
- There is great diversity among countries in terms of the number of institutional partnerships reported by survey respondents.



ACTIVENESS OF PARTNERSHIPS

Although many respondents reported having a high number of strategic partnerships, the activeness of those partnerships varied. Respondents were asked to indicate how many of the international strategic partnerships at their institution they considered active: 19% reported that all of their strategic partnerships were active, 47% reported that most of them were active, 24% reported that some of them were active and 1% reported that none of them were active (10% indicated that they didn't know how many of the international strategic partnerships at their institutions were active). The scatterplot on the next page illustrates the average number of strategic partnerships and the average level of activeness of the partnerships by country (Figure 2). The average level of activeness is an index (range 0–1; 0 = none of the partnerships are active, 1 = all partnerships are active) calculated from respondents' answers to the level of activeness of partnerships. There is no statistically significant linear relationship between the number of reported partnerships and the level of partnership activeness; in other words, the number of partnerships does not correlate with the level of activeness. These findings further raise the question whether there are indeed different interpretations of what constitutes a strategic partnership. It could be argued that being active or utilised is an instrumental part of a partnership deemed 'strategic' by an institution.

When looking at the change in internationalisation activities over the past three years as reported by the EAIE Barometer survey respondents, it would appear as though two trends are occurring simultaneously in Europe. Roughly three-quarters of all respondents indicated that they had seen an increase in the number of strategic partnerships (75%) and the implementation of strategic partnerships (72%) at their institution.

Time will tell whether there will be a saturation point leading to a shift in focus from increasing the number of strategic partnerships to active implementation and sustainability. The hypothesis of a saturation point is strengthened by the finding that HEIs that have included international strategic partnerships in their institutional internationalisation strategies were also reported to be slightly more active in implementing strategic partnerships. Institutions with a deliberate strategic commitment to international partnering thus appear to pay more attention to the outcome of these cooperation agreements.

Figure 2

Level of activeness and average number of international strategic partnerships per country⁴



⁴ The answers (all, most, some, and none) were treated as a Likert scale range 0–3 (3= all, 2= most, 1= some, 0= none and don't know). The scale points (0–3) were multiplied by the percentage (%) for each country and answer. The four scores were added together to create a composite score. Finally, the composite score was divided by 3 to create an index score ranging 0–1.

- The number of strategic partnerships does not correlate with the level of activeness.
- Two trends are reported to have occurred simultaneously: the number of partnerships has increased and more emphasis has been placed on the implementation of partnerships.

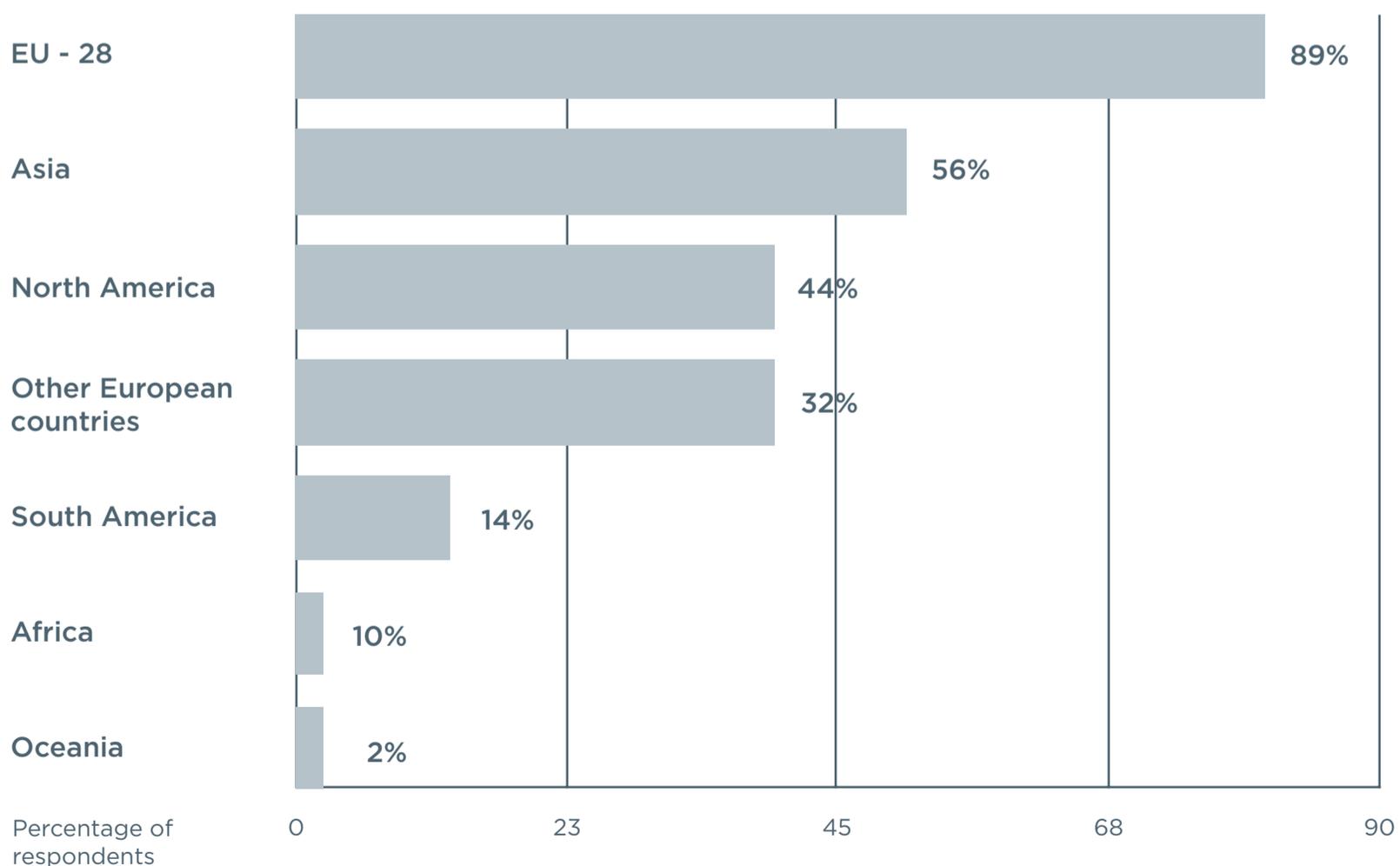


**TARGETED
GEOGRAPHICAL
REGIONS**

International engagement efforts in higher education often align with institutional strategies. Frequently, targeted geographic regions are identified in these strategies as areas for more institutional collaboration (de Wit *et al* 2015). Respondents to the Barometer survey were asked to consider the three most important regions in the world in which their institution has partners. In general, the EU-28 ranked as the highest priority region (89%), followed by (from highest- to lowest-ranked) Asia (56%), North America (44%), other European countries (32%), South America (14%), Africa (10%) and Oceania (2%) (Figure 3). In comparison, the European University Association's (EUA) *Trends 2015* report (Sursock 2015), which captured the perspectives of European HEIs, reported similar findings for the top three geographical targets: the European Union (73%), Asia (48%) and the United States/Canada (35%).

Figure 3

Priority regions for international strategic partnerships in the EHEA (N=1247)*



* Respondents could choose up to three priority regions.

The International Association of Universities' (IAU) 4th Global Survey on the internationalisation of higher education (Egron-Polak & Hudson 2014), which highlights perspectives from institutions located in 131 countries around the world, offered parallel findings in that Europe, Asia and the Pacific, and North America were ranked by member institutions as the top-three priority regions for international partnerships.

Several regional⁵ and national patterns emerged from the Barometer data, indicating that HEIs take a strategic approach when selecting partner institutions in specific regions of the world. Respondents from Eastern European countries reported European regions (EU-28 and other European countries) as a priority at a higher rate than did countries from Northern, Western, and Southern Europe. On the other hand, individual states such as Ireland and the United Kingdom ranked the importance of partnering with others in the EU-28 lower than they ranked partnerships with Asian institutions, potentially reflecting different rationales for internationalising. Respondents from countries in Western and Northern Europe were more likely to prioritise Asia and North America as important regions than were respondents from countries in Southern and Eastern Europe. South America ranked as the second most important region, after the EU-28, for respondents from Spain (74%) and Portugal (67%), perhaps due to linguistic and historical connections. Africa was the highest-ranked region by respondents from Portugal (44%) and Belgium (French) (38%), while no respondents from Albania, Croatia, Estonia or Georgia rank it within the three most important regions.

In nine countries,⁶ primarily in Eastern Europe, none of the respondents ranked South America as an important partner region. Respondents in just 10 (out of 33) countries reported Oceania as a priority region.

⁵ The European Union's definition of regions was used as the basis for this analysis. For more information, see <http://eurovoc.europa.eu/drupal/?q=request&mturi=http://eurovoc.europa.eu/100277&language=en&view=mt&ifacelang=en>

⁶ Albania, Bulgaria, Cyprus, Estonia, Georgia, Latvia, Romania, the Russian Federation and Ukraine.

- The highest priority region for respondents was the EU-28, followed by Asia, North America and other European countries.
- Several patterns emerged in the data that indicate that institutional and national interests align with specific regions.

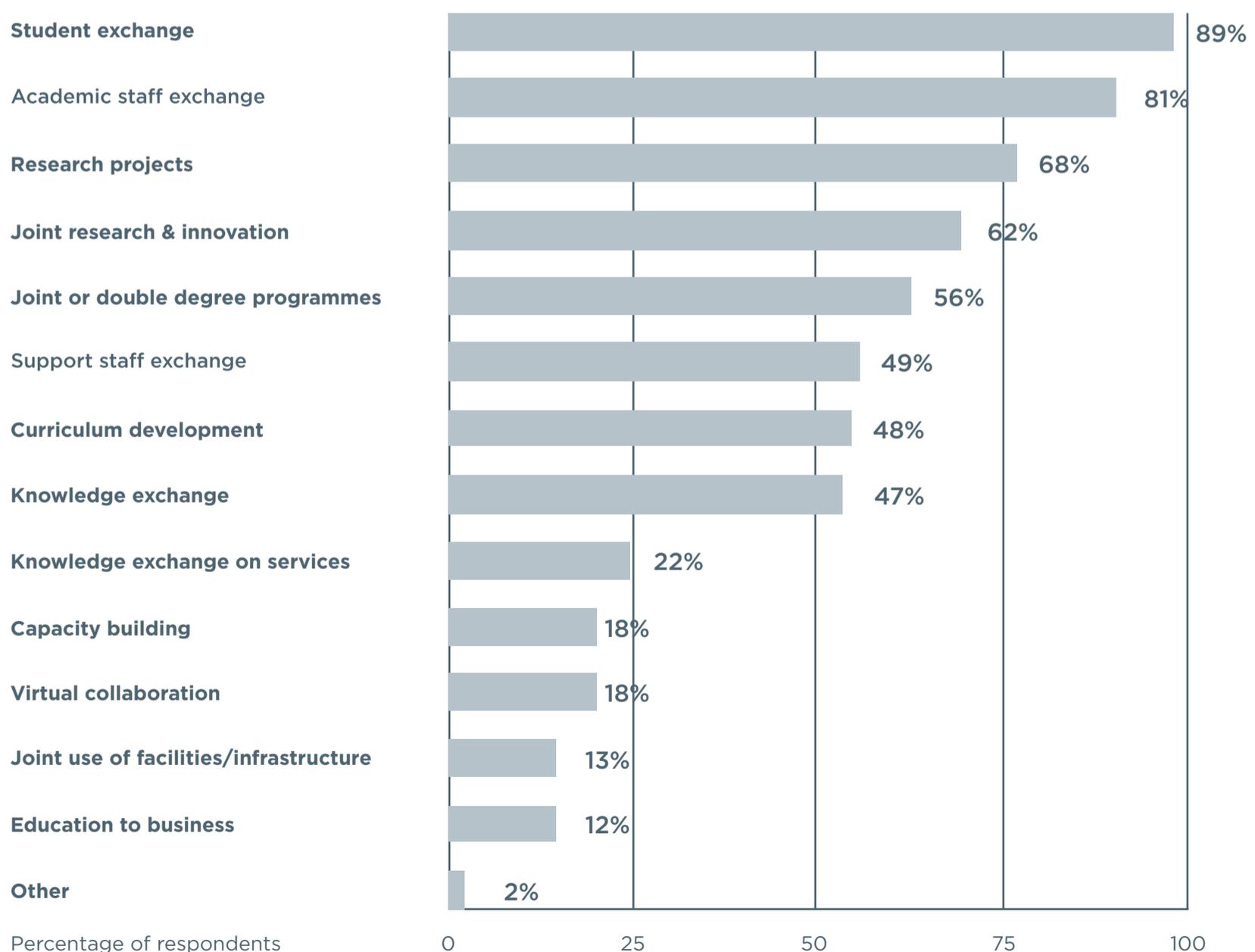


CONTENT OF PARTNERSHIPS

Student and staff mobility dominate the activities included in international strategic partnerships in Europe: 89% of survey respondents indicated that student exchange is included in their strategic partnerships, and 81% reported that academic staff exchange forms part of their partnerships. Research projects and joint research and innovation activities were somewhat less commonly reported, with approximately two-thirds of the respondents indicating that these types of activities were included in their strategic cooperation endeavours. More than half of the respondents indicated that joint or double degrees were included in strategic partnerships, while just under half

Figure 4

Content of international strategic partnerships in the EHEA(N=1251)*



* Multiple answers possible.

reported support staff exchange, curriculum development and knowledge exchange as included activities. Other activities, including capacity building and virtual collaboration, were less widespread, with around a fifth of respondents or fewer (for each) indicating that these form part of their strategic partnerships (Figure 4).

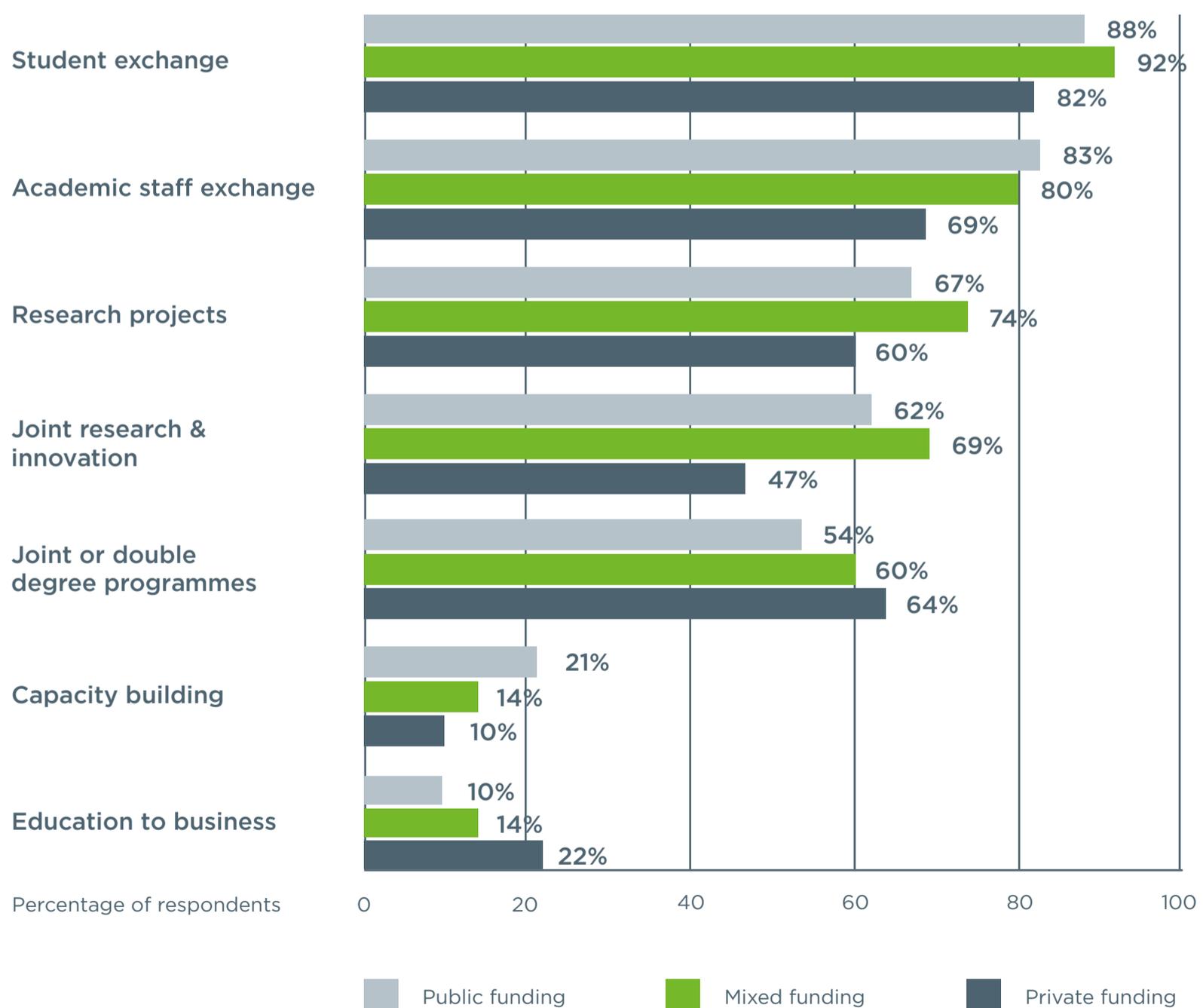
The continued prevalence of mobility and research collaborations in Europe is not surprising. Much of the external funding for internationalisation – be it from the European Union or the national level – has traditionally been allocated to student and staff exchange and research projects. According to the Barometer findings, institutional strategic attention is also focused on mobility: the most commonly included activities in internationalisation strategies at HEIs in the EHEA are outgoing and incoming student mobility (Engel *et al* 2015). Previous research has also shown that, while mobility is still the most common activity within strategic partnerships, research cooperation, teaching collaboration and joint and double degrees as well as capacity building and the third mission of universities⁷ are all on the rise globally (Deardorff *et al* 2012). The Barometer data indicates that research and teaching collaboration and joint and double degrees have indeed become a core part of international strategic partnerships in the EHEA, whereas capacity building in developing countries seems to be rather rare; all these types of activities are supported by EU policies and programmes. Education to business is another activity that does not feature widely in the partnership schemes of many HEIs, even though it is prioritised within Erasmus+ and envisaged as a core aspect of future strategic partnership alongside research (Kinser & Green 2009) and joint and double degrees (Obst & Banks 2015).

⁷ The 'third mission' of universities supports structures, processes and outcomes of engagement between HEIs and the wider community and society.

The findings of the Barometer survey indicate that publicly and privately funded HEIs take somewhat different approaches to internationalisation. Publicly funded institutions, for instance, appear to pay more attention to the quality of research, while privately funded ones are more concerned about attracting more international students (Engel *et al* 2015). Thus, there is reason to believe that, when it comes to strategic partnerships, higher education funding may influence the type of partnerships developed.

Figure 5

Content of international strategic partnerships by institutional funding source (N=1251)*



*Differences are statistically significant ($p < 0.05$)

Student exchange and academic staff exchange were the two most commonly reported activities included in strategic partnerships for all institutions irrespective of main funding source (*ie* public, mixed or private funding).⁸ By examining in closer detail the range of activities included in partnerships by HEI funding type, however, subtle differences are discernible. For instance, academic staff exchange and capacity building in developing countries were more commonly reported among institutions with public funding than those with private funding. This is hardly surprising, as publicly funded institutions are generally more committed to improving the quality of research and are less likely to seek financial benefits (Engel *et al* 2015). Privately funded institutions, however, were reportedly focused to a greater extent on education to business cooperation and joint and double degrees. The business focus is understandable, both in light of the need to generate private funding as well as the emphasis of private institutions on labour market demands (Engel *et al* 2015). Joint and double degrees may be more popular among privately funded institutions because they have the potential for recruiting (fee-paying) international students. Differences, albeit mostly modest in character, can thus be discerned between the types of strategic partnerships pursued by privately and publicly funded HEIs (Figure 5).

Though the activities reportedly covered by strategic partnerships varied from country to country, the most commonly cited of all activities in all but four countries – Austria, Bulgaria, Hungary and Turkey – was student exchange. In Austria, Hungary and Turkey, academic staff exchange was the most commonly cited activity and student exchange the second most commonly cited. These findings demonstrate the European-wide focus on mobility in international cooperation. In addition to student and academic staff exchange, research projects dominate existing strategic partnership schemes. For some countries, deviating priorities with regard to specific activities were noted: in France,

⁸ Respondents were asked about the main source of funding for their institution.

Italy, Lithuania, Portugal and the Russian Federation, joint and double degree programmes appear to be more common than elsewhere. Research projects as well as joint research and innovation were more often cited by respondents from Estonia, Italy, Latvia, Poland, the Russian Federation and the United Kingdom, whereas they appear to be less common in Belgium (French), Ireland and the Netherlands. Curriculum development and teaching collaboration, on the other hand, were ranked highly among respondents from Belgium (Flemish), Estonia, Hungary and Italy and relatively lowly in Denmark, Slovenia and Greece. Capacity building in developing countries was more often reported as part of strategic partnerships by respondents from Belgium (Flemish and French), Norway and Sweden.

- Student exchange and mobility of academic staff are the most common activities included in international strategic partnerships, followed by research collaboration.
- Subtle differences can be discerned between privately and publicly funded institutions in the content of their strategic partnerships.
- Publicly funded HEIs more often reported academic staff exchange and capacity building as part of their strategic partnerships, while privately funded HEIs more often reported joint and double degrees and education to business cooperation.
- European-wide trends were reflected in the reported content of strategic partnerships, though individual countries did show deviating priorities.

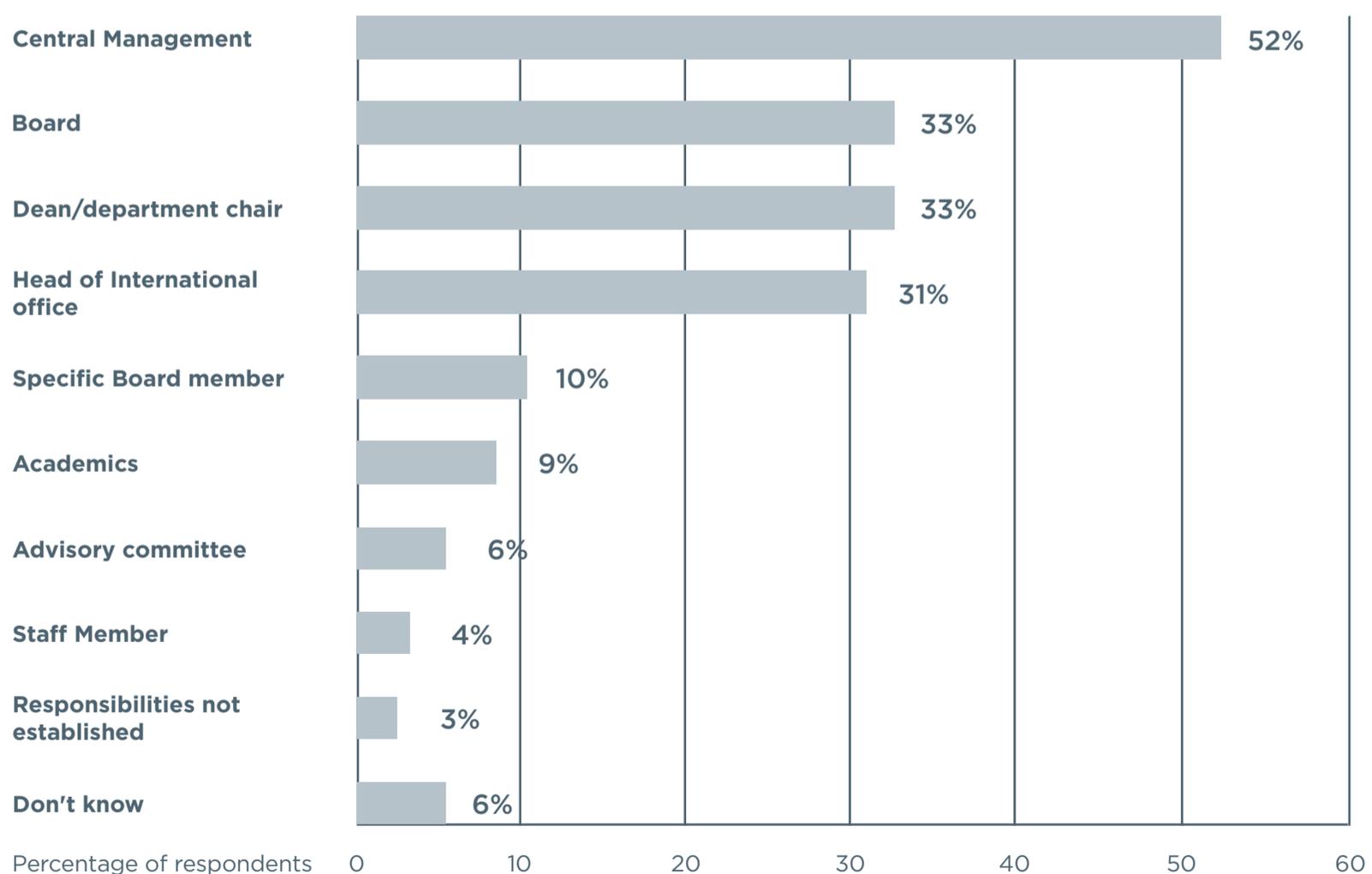


INSTITUTIONAL FACTORS

International strategic partnerships are affected not only by national policies, institutional funding and strategic priorities, but also by the internal institutional organisation. Much of the literature on strategic partnerships argues that, for partnership policies to be successful, the support and buy-in of various internal stakeholders, including senior management, are crucial (eg Buck Sutton & Obst 2011). Establishing an internal approval process is also vital in order for the institution to take a strategic and coordinated approach to partnering (Deardorff *et al* 2012). The Barometer survey therefore asked respondents to identify who within their HEI approves international strategic partnerships.⁹

Figure 6

Approval of international strategic partnerships (N=1245)*



* Multiple answers possible.

⁹ Respondents were able to select multiple options in case more than one individual or entity has the authority to approve international collaboration agreements.

The level at which approval is required may be seen as an indicator of the institutional importance attributed to international partnerships. At the majority of the respondents' institutions, central management of the institution is responsible for approving international strategic partnerships (Figure 6). It is thus commonplace within European higher education for senior institutional leadership to have authority over international partnering. Approximately a third of all respondents indicated that the Board approves international partnership agreements, further demonstrating the key involvement of high-level institutional decision makers. Deans or department chairs as well as heads of international offices reportedly have the authority to approve international strategic partnerships according to 33% and 31% of respondents, respectively, indicating that some institutions consider international strategic partnerships the remit of academics while others defer to the practitioners in charge of internationalisation.

The approval process appears to be linked to the type of strategic partnerships pursued. Respondents from institutions where the head of the international office approves strategic partnerships more often cited student and staff mobility as part of their partnerships, while respondents from institutions where the Board holds such responsibility more frequently noted research and innovation activities. Only 3% of the respondents indicated that no process for approving international strategic partnerships has been formally established at their institution. This clearly shows that international strategic partnerships are embedded in the institutional organisation and internationalisation efforts of European HEIs.

In addition to the stakeholders approving international strategic partnerships, the institutional organisation of internationalisation is relevant to the success and delivery of international strategic partnerships. In practice, sufficient staff and organisational capacity has to be available for institutions to excel in

internationalisation activities, including international strategic partnerships (Deardorff *et al* 2012). Based on the results of the Barometer survey, it appears as though institutional organisation of internationalisation is indeed related to the development and delivery of partnerships. Increases in international strategic partnerships were witnessed to a greater extent at institutions with a single international office, while institutions with multiple offices with a coordination mechanism experienced the greatest increase in the implementation of such partnerships (Engel *et al* 2015). The EAIE Barometer study discusses these findings and posits that single international offices are more common among HEIs that are beginning to develop their internationalisation efforts, while decentralised offices with coordination mechanisms are more prevalent in later stages of internationalisation. When internationalisation has matured, improving the implementation of strategic partnerships often has the priority, rather than simply increasing the number of partnerships. The data also shows that, at institutions with multiple offices with a coordination mechanism, a somewhat higher proportion of strategic partnerships are reported as active (*ie* indicating the highest combined score of ‘most’ and ‘all’ partnerships reported as active).

The respondents surveyed for the Barometer study conveyed that international strategic partnerships are embedded in institutional decision-making processes in the EHEA and are to a high degree subject to the approval of senior institutional leadership. The Barometer findings also confirm the need to have appropriate organisational structures in place to develop and implement international strategic partnerships.

- International strategic partnership approval processes are embedded at the vast majority of HEIs in the EHEA.
- Senior institutional leadership is most often responsible for approving international partnerships.
- Respondents at HEIs with multiple offices with a coordination mechanism report a somewhat higher proportion of active strategic partnerships.



CONCLUSION

Higher education institutions act strategically when approaching international partnerships. Some focus their efforts on targeted geographic or academic areas, while others are deepening existing partnerships or reducing the number of inactive collaborations (Matross Helms 2015). Given the breadth of HEIs in the EHEA, it is not surprising that the findings of the Barometer highlight diversity in the number, activeness, targeted geographical regions, content, and approval processes of strategic international partnerships. However, within this diversity, patterns emerge.

The data shows that there has been an overall increase in the number of partnerships and emphasis on implementation over the past years in Europe, yet there is no discernible correlation between the number of partnerships and the level of activeness. Institutions with a strategic commitment to international partnering do, however, experience a slightly higher degree of activeness of strategic partnerships. According to the respondents, the EU-28 is the most important region for international collaboration, followed by Asia, North America and other European countries. When it comes to the content of international strategic partnerships, student exchange and the mobility of academic staff dominated, followed by international research collaboration. Subtle differences in the type of partnership activities pursued by privately funded and publicly funded HEIs – related to their respective institutional missions and underlying rationales for internationalising – are discernible.

International partnership approval processes have been established at the vast majority of HEIs in the EHEA, with senior institutional leadership most often responsible for approving such collaborations. This finding indicates that international strategic partnership processes are embedded in the organisational structure of European institutions. Furthermore, the internal organisation of internationalisation at HEIs is important for the success of strategic partnerships. Respondents from institutions with a single international office

reported the greatest increase in number of strategic partnerships, while respondents at HEIs with multiple offices with a coordination mechanism reported the greatest increase in the implementation of strategic partnerships.

The differences in the international strategic partnerships reported by respondents reflect divergent institutional and national priorities as well as variation in the types of internationalisation pursued. Based on the survey responses, however, it seems as though the differences go even further: different interpretations of what constitutes a strategic partnership abound. With the reported number of strategic partnerships ranging from the tens to the hundreds and some respondents indicating that a large share of their strategic partnerships are not active, the question emerges whether all of these partnerships are indeed 'strategic'. As mentioned in the introduction, for partnerships to be strategic, they need to contain breadth and depth in the activities undertaken and be sustainable. Yet, based on previous research and the findings of the Barometer study it becomes evident that institutional commitment, alignment with the institutional internationalisation strategy and the demonstration of a true impact are equally important for international partnerships to be deemed strategic. Partnerships that do not fulfil the above criteria, however, are not necessarily obsolete. They may still contribute to the implementation of an HEI's internationalisation strategy, and the activities undertaken may be considered strategic priorities. A dialogue is needed within the field of internationalisation to better understand the different views on (strategic) partnering, and further research is required to gain a better understanding of the various mechanisms at play.

CONSIDERATIONS FOR INTERNATIONAL STRATEGIC PARTNERSHIPS

DEVELOPING AN INTERNATIONAL STRATEGIC PARTNERSHIP POLICY

- Take inventory of the number of existing partnerships, their output and their activeness.
- Evaluate what constitutes a ‘strategic’ partnership for your institution.
- Decide which partnerships not classified as ‘strategic’ are nonetheless purposeful in contributing to the achievement of institutional (internationalisation) objectives.
- Develop policy to ensure the active implementation of existing partnerships and/or discharge inactive or outdated partnerships.
- Select priority geographic regions for partnering.
- Seek to increase the breadth and depth of selected partnerships that have the potential to become strategic.
- Ensure strategic partnerships align with institutional strategy (Matross Helms 2015) and facilitate institutional commitment to international partnerships.
- Make sure institutional policies on international collaboration allow for faculty interests and initiatives (Matross Helms 2015).
- Understand the institutional mission and needs of the (types of) institutions you partner with.

MANAGING INTERNATIONAL STRATEGIC PARTNERSHIPS

- Establish an internal institutional approval process for international strategic partnerships.
- Assign the responsibility for developing and implementing strategic partnerships to relevant staff/units.
- Develop well-defined descriptions of partnerships, including a mission statement; programme goals and objectives; competencies of students, staff and faculty involved; educational services provided; operational policies and procedures of all HEIs involved; financial relationships; and record-keeping policies (Matross Helms 2015).
- Ensure that the partnership is built on trust, effective communication and ongoing demonstration of the relationship (Hefferman & Poole 2005) as well as the sharing of benefits, respect and fairness (Egron-Polak & Hudson 2014).
- Consider cultural context (including institutional context) during all phases of the partnership, from initial negotiations to monitoring and maintenance of the relationship (Matross Helms 2015). It's important to have candid conversations about:
 - › Administrative culture: reporting structures, institutional leadership, decision-making, communication, negotiating practices, relationship management and dealing with crises.
 - › Academic culture: pedagogy, grading and evaluation, use of technology, process for determining curriculum and research culture.
 - › The possible ethical dilemmas that may arise.
- Ensure regular evaluation of partnerships, their intended and actual output and their strategic relevance to your institution.
- Be aware that partnerships and the priorities of partner institutions evolve over time.

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ACRONYMS

EAIE European Association for International Education

EHEA European Higher Education Area

EU European Union

EUA European University Association

HEI Higher education institution

IAU International Association of Universities



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