



Volume 8

INNOVATIONS IN  
HIGHER EDUCATION  
TEACHING  
AND LEARNING

# University Partnerships for International Development

EDITED BY **Patrick Blessinger** *and* **Barbara Cozza**

INNOVATIONS IN HIGHER EDUCATION TEACHING AND  
LEARNING VOLUME 8

# UNIVERSITY PARTNERSHIPS FOR INTERNATIONAL DEVELOPMENT

EDITED BY

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# INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

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# SERIES EDITOR'S INTRODUCTION

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning is more effective when instructors and students are actively and meaningfully engaged in the teaching-learning process.

The main objectives of this series are to:

- (1) present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries,
- (2) present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices, and
- (3) consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrates how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovation teaching and learning is any approach, strategy, method, practice or means that has been shown to improve, enhance, or transform the teaching-learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, Innovation is positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that leads to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.



The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with implementing and assessing innovative teaching and learning practices. The volumes represent all disciplines from a wide range of national, cultural and organizational contexts. The volumes in this series will explore a wide variety of teaching and learning topics such as active learning, integrative learning, transformative learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and lifewide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, as well as other topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

Patrick Blessinger  
*Founder, Executive Director, and  
Chief Research Scientist,  
International HETL Association*

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**PART I**  
**CONCEPTS AND PRINCIPLES**



# PIONEERING APPROACHES IN UNIVERSITY PARTNERSHIPS: AN INTRODUCTION TO UNIVERSITY PARTNERSHIPS FOR INTERNATIONAL DEVELOPMENT

Barbara Cozza and Patrick Blessinger

## ABSTRACT

*The authors of this volume present a wide range of perspectives, case studies, and theories on partnerships for international development. The authors discuss the leadership approaches, principles, frameworks, and elements needed to develop effective university partnerships for international development. In the age of globalization, these types of international partnerships are an essential element to drive political reform, social development, and economic growth, and as such, they have become an essential element in today's global system of higher education. Within the context of a rapidly changing higher education system, international collaborations encourage diverse and inclusive learning environments. Readers of*

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*this volume will also understand the principles for making international joint activities structurally sound and socially oriented.*

**Keywords:** International; leadership; partnerships; community; social; international development

## INTRODUCTION

It is commonplace to assert that higher education organizations are facing reform issues to meet the demands of the 21st century. The major reform issues include: internationalization, global competition, a stronger contribution to innovation and economic growth, better integration with industry needs and labor markets, new forms of governance and leadership, and the continuing need to improve educational equity (Altbach, Reisberg, & Rumbley, 2009; Blessinger & Anchan, 2015; OECD, 1998). The purpose of this chapter is to establish a framework for this volume and to present an overview and introduction to all the chapters that target solutions that address international higher education reform agendas. We begin with an understanding of the theoretical constructs and principles that guide and connect a rationale of why these university partnerships for international development should be encouraged. These international partnerships are receiving increasing attention in higher education and other public sectors based on the belief that individuals and organizations can achieve more by working together in a collaborative setting (Blessinger & Cozza, 2016; Cozza & Blessinger, 2015; Dhillon, 2009). Stakeholders in higher education are attracted to the potential rewards of international partnerships, but in some cases these educators are unaware of the efforts necessary to connect to the benefits (Macready & Tucker, 2011). International collaborations take time to develop when focusing on social capital, expertise, diverse geographical locations, and a global vision (Koka & Prescott, 2002). According to the American Council on Education (2012), survey results on mapping internationalization of United States higher education campuses are very positive. Among surveyed institutions, 47 percent increased their funding for internationalization and 27 percent kept these international programs intact even during budget cut processes. It is obvious that there is strong interest and relevance for international partnerships during the 21st century. International collaborations can be used to improve operations in each institution by learning new practices, ideas, and innovations (Nooteboom, 2008).

This chapter presents frameworks for pioneering university partnerships for international development in the following areas: a working definition, theoretical frameworks, international program principles, elements to develop effective partnerships, transactional and transformational leadership approaches, the meaning of social capital, and discussion about implications of cultural, geographical, and historical diversities.

## **DEFINITION OF INTERNATIONAL PROGRAM COLLABORATIONS**

By definition, international program collaborations require going beyond boundaries within institutions and involve reaching out to build bridges with other global communities. There is growing demand for mutually beneficial partnerships that arise from interventions between higher education and international development. Consequently, international opportunities and higher education partnerships are surfacing to encourage more engagement between our global communities and other cultures. Typically, international collaborations with higher education institutions often involve only a few individuals, and the collaboration is often fragmented and marginalized. The most effective international linkages, regardless of size, structure, goals, and context, usually begin with academics and staff that put the common good before their own and pull together whatever it takes to form the international relationship (Hamrita, 2011). These joint ventures are needed and should include goals that target at least one of the following areas: research, service, and teaching learning. It is this international dialogue and collaboration that is needed for faculty, staff, and students to understand how to tackle global problems in a global manner (Sutton, 2015). There are three collective interests that drive engagement in these collaborations: co-learning, co-specialization, and co-option (Dacin, Reid, & Ring, 2008). Institutions should engage in co-learning experiences to reflect on the programs and find opportunities for improvement. Biesta and Burbules (2003) call this process the reaching out for the “community of action” (p. 42). Organizations should follow co-option processes that encourage actions that relate to common interests. Dacin et al. (2008) emphasize that collaborations should engage in events that develop different levels of co-specialization to be efficient based on the partnership’s needs. What we are saying is that these teams of international program