



Sustaining International Developments: Part 2 – Case Studies

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“ ... going it alone is increasingly difficult, ... partnerships ... build capacity and strength that few institutions can muster on their own. Paradoxically, *'cooperation redefines the space in which higher education competes'.*”

'The power of partnerships: a transatlantic dialogue',
American Council on Education 2009

Drivers ...

Significant issues are
Global Challenges

In many areas now the key questions have global dimension: e.g. human rights, conflict resolution, entrepreneurship, computer networks, plant biology

Global Challenges
require global solutions

Internationally informed research/education
internationally engaged research/education

Global Challenges
require an
interdisciplinary
approach

Interdisciplinary (certainly)
Multidisciplinary (often)
Transdisciplinary (Focus, Methodology, and
Collaboration)

Uneven distribution of
necessary expertise

We don't have full coverage of any discipline
We don't have all disciplines
We can't build local capacity (Human, Physical, *etc.*)

Drivers ...

Location of and access
to key resources

The deserts of Arabia; the Sundarbans of India;
Botswana's Okavango Delta, *etc.*
Laboratories, equipment, regulatory frameworks,
expertise ...

Location and
availability of finance

Funding programmes
Other funding resources

Multilateral

Research Group

Global Alliance

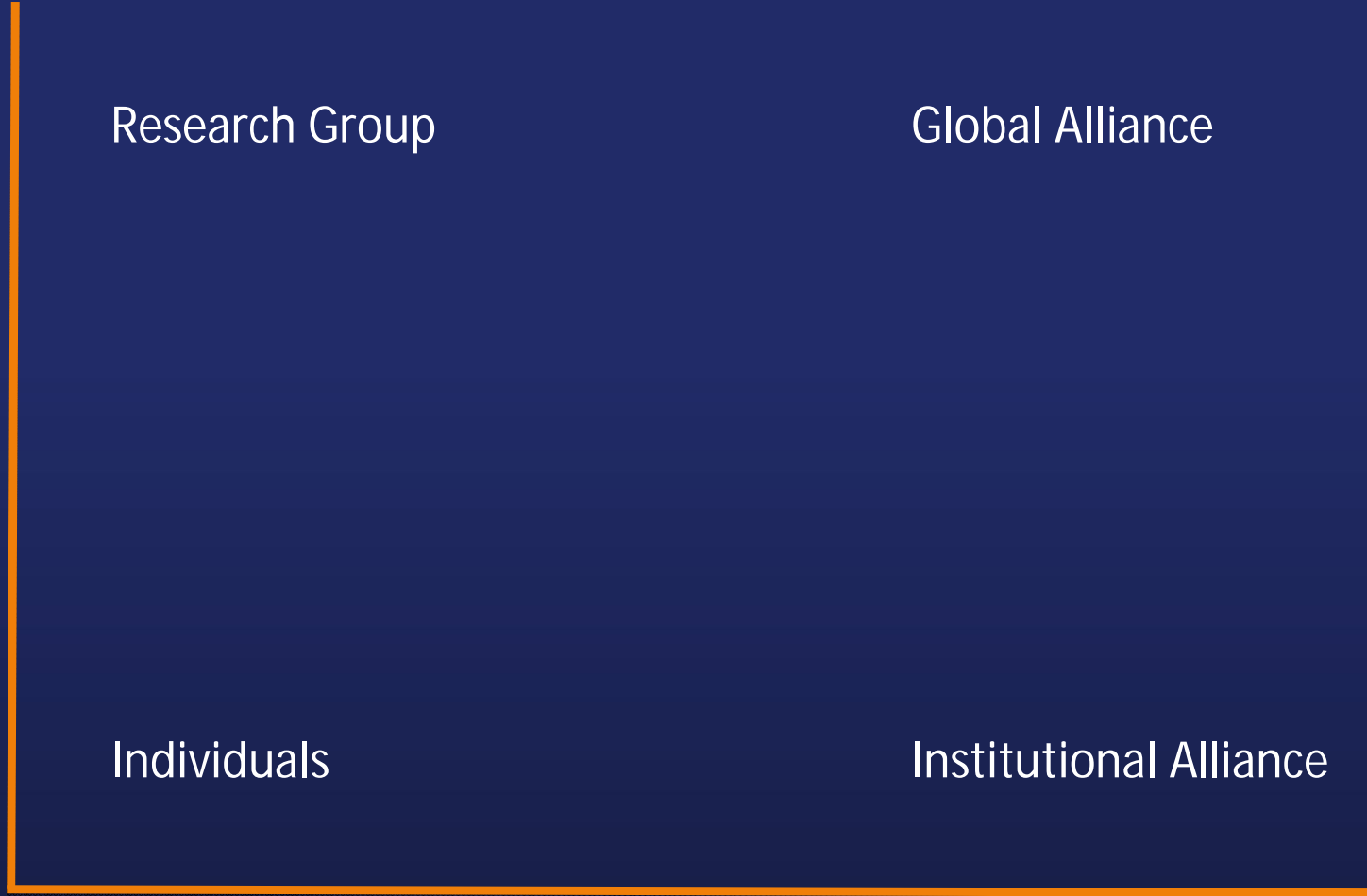
Bilateral

Individuals

Institutional Alliance

Narrow

Broad



Case Study 1a (Jawaharlal Nehru University)

Global Alliance
relationship

One of a small multi-lateral group

Top-down strategy

No “previous”
Selected at institution level
Provide opportunities and review

Dealing with leadership
churn

Retirements, fixed-term appointments

Academic/Professional
governance mismatches

Professional roles “minion-ed ”
Middle (academic) management crucial
Internal communication
Strategic vacuum



Case Study 1b (University of Konstanz)

Global Alliance relationship

One of a small multi-lateral group

Bottom-up strategy

Plenty of “previous” in many disciplines
Good match institutionally
Facilitate and encourage existing links
Provide opportunities for multilateral developments

Governances issues

Governance structures match
Approaches to strategy differ: outcomes- versus process-based models
Aligning visions and strategies



Case Study 2 (Nigeria)

Narrow-focus,
multilateral

Multi-lateral group in the area of Entrepreneurship and innovation

Elements of capacity
building

Academic capacity
Educational opportunities

Going beyond academia

Ministry of Higher Education
Other governmental agencies
Businesses

Communication, mutual
understanding

Shared agenda
Strategic consensus

Case Study 3 (Western Asia)

Broad-focus, bilateral	Biological Science (Plant Science) Computer Science (Intelligent Environments) English Language (Applied Linguistics)
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"Opportunistic" strategy	Probably means "not strategic" 😊 Aligning expertise with (financial) resources
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Elements of capacity building	Faculty development Curriculum development Academic/professional governance advice
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Governance issues	Sclerotic administration Vision drift Micro-management Communication failures Managing inexperience
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Governance and Leadership ...

Strategic Approach

Deliberate/owned rather than ad-hoc
Integrated agenda (Research, Mobility, Education, Knowledge Exchange, Professional Development ...)
Precept/principle rather than goal/objective governed

Tying it all together

Horizontal integration across disciplines
Vertical integration throughout governance structures
Academic and Governance “Champions”

Challenges of distance and communication

Use of technology in academic areas
Agile Governance through technology

Cultural issues

Adaptable/Flexible interfacing
Modelling/mapping governance structures/functions/processes/roles
