MONASH University

THE UNIVERSITY OF WARWICK

ONE WORLD. TWO UNIVERSITIES. INFINITE OPPORTUNITIES

Beyond the rhetoric of partnerships

How institutions manage international partnerships

The Monash-Warwick Alliance Case study

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Monash-Warwick Alliance

- Developing since 2009
- Launched Nov 2012
- Joint University chairs
- Joint UG, PG courses and PhD's
- Joint alumni, fund-raising, communications
- Shared systems, shared best practice
- Reinforcing each other's global links

"We look at everything the Universities do and ask the question: Is it better done together?"

Alliance 'headline' aims

1. Attract and retain the best and brightest staff
2. Strengthen the offering of both Universities to enhance the student experience
3. Enhance engagement with industry through research and educational opportunities
4. Enhance reputational value and brand visibility
5. Enhance operational performance

The Monash-Warwick Alliance at a Glance

- A new model for approaching global education and collaboration
- Designed to ensure that both universities are positioned to compete in a changing environment and offer global opportunities to students, faculty and staff
- The institutions have worked together on initiatives since 2009, producing joint seminars, developing research symposia, and submitting funding applications to further develop academic networks
- The strategic potential associated with this global partnership is continually evolving, as new models for education delivery emerge and develop and, perhaps, new institutions join the alliance

GOALS

Strengthen offerings on the campuses of both universities Greater academic options for students, increased global collaborations, more research published in peer-reviewed journals, increased revenue from industry partners, program creation from multiple campuses.	**Create brand value and enhance visibility** Increase in applicant pool and overall applicant quality, increased recognition of partners among academics internationally, increased reputation for innovation and quality, recognition of alliance itself among students and academics, development of copycat or other similar initiatives elsewhere.
Attract and retain top faculty Increasing access to highest quality academic talent, development of recognized best-in-field departments, reduction in recruiting costs.	**Expand access to funding** Improvements to existing competitive position in competitive research, increased tuition revenue, new sources of related enterprise income.
Attract and retain top students and student referrals Increased student referrals, improved retention of top performing students, increased geographic footprint of applicant pool, higher percentage of top quality applicants in overall pool.	**Enhance operational performance** Shared infrastructure, services, and software, improved administrative and operational processes, measurable gains in efficiency and productivity.
Attract top partners New academic, research, industry and community partnerships. Higher value partnerships (reputation, revenue, strategic).	**Create competitive advantages** First mover advantages, increased cost to competitors seeking similar benefits, progress toward higher academic and reputational rankings of each institution.

CAPABILITIES DEVELOPED

Novel skills and approaches. Both institutions have developed new capabilities and honed existing ones

Virtual Connections: The institutions improved their ability to hold effective interactions virtually, for administrative meetings and for academic requiring technologies and developing flexible physical spaces. The key is to make the experience feel like real life as much as possible.

Shared Administration: The alliance shares administrative responsibilities in areas such as marketing, website development, market intelligence, and business development.

Partnership Management: The skills needed to successfully guide the alliance are also used to manage other key partnerships. Warwick has built a new team in the registrar's office to resource flexible projects and offer operational oversight of key partnerships; the alliance is a key component of that team's portfolio.

CHALLENGES

The first year of operations has highlighted a number of challenges for the alliance and its initiatives.

Human Resources and Joint Hires: Human resource complexities. Understanding and addressing the HR regulations in both countries complex and costly

Institutional Alignment: Another key challenge for each institution has been to understand the structure and operational details of the other institution.

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A World Apart: The logistical complications of working across nine time zones are not inconsequential. The challenges include aligning schedules when both universities are in session.

Brand: The alliance is developing a branding strategy that provides the alliance a separate identity than the institutions comprise it. The branding challenge will intensify as new partners join the alliance. Whatever branding is developed must be “future proofed” to expand as the alliance grows.

What is needed for a successful international partnership?

- Partnerships need to align with institutional strategy, be few in number, reflect shared values and complementary goals competencies and philosophies

- They should build on earlier relationships and support success that has unfolded from the bottom

- They require entrepreneurial staff, shared teams, a dedicated senior officer and team for the relationship, and dedicated international funds

Universities UK, 'International research collaboration', 2008

Education

Monash-Warwick Alliance

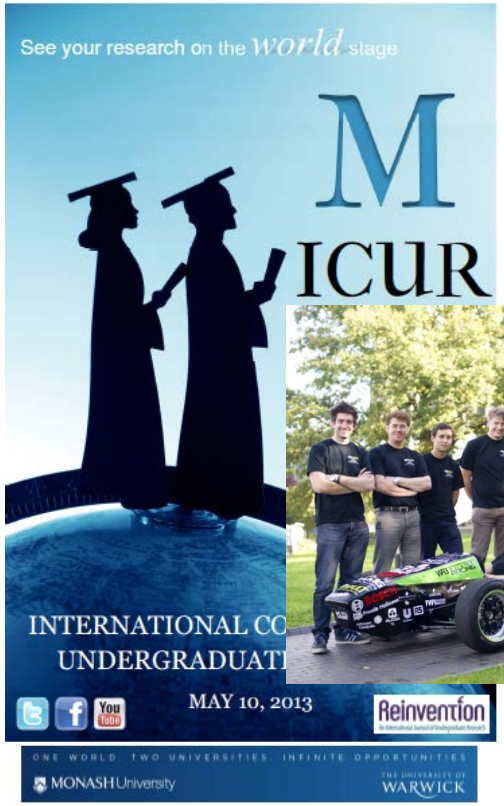
Education

- Global Discovery Degree
- Joint and Dual Masters
- Co-investment educational technology
- Real-time joint video taught modules

"In the report, commissioned by Universities UK's International Unit and the Leadership Foundation for Higher Education entitled *Horizon Scanning: What will higher education look like in 2020?*, the report highlights the partnership between the University of Warwick and Monash University, in Melbourne, Australia, as a potential guide to future employment practices. With one undergraduate module, Forms of Identity, already taught via video conferencing to students at both institutions, the alliance "may be pointing the way to a new kind of pedagogy", the report says.

Lead Article: THES, 26 Sept 2013

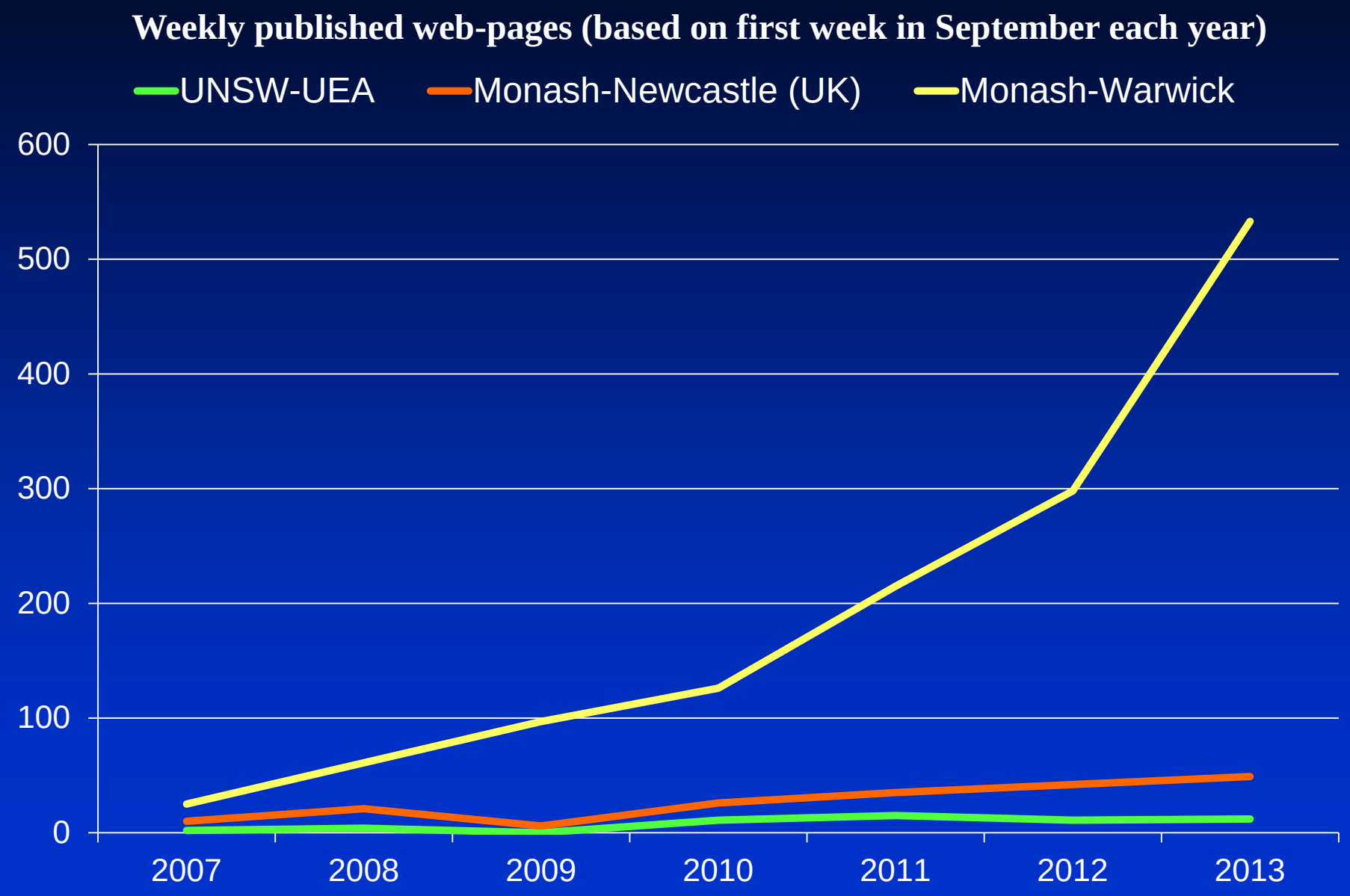
Students Engaged



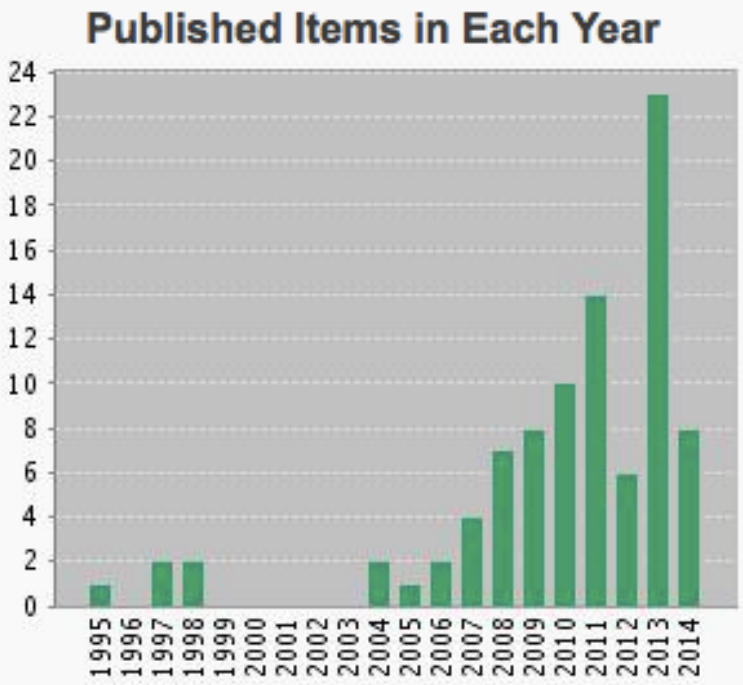
Alliance Sports Challenge 2013

University communities/cultures linked

MWA - Increasing web presence



MWA Publications – Update to Feb 28 2014



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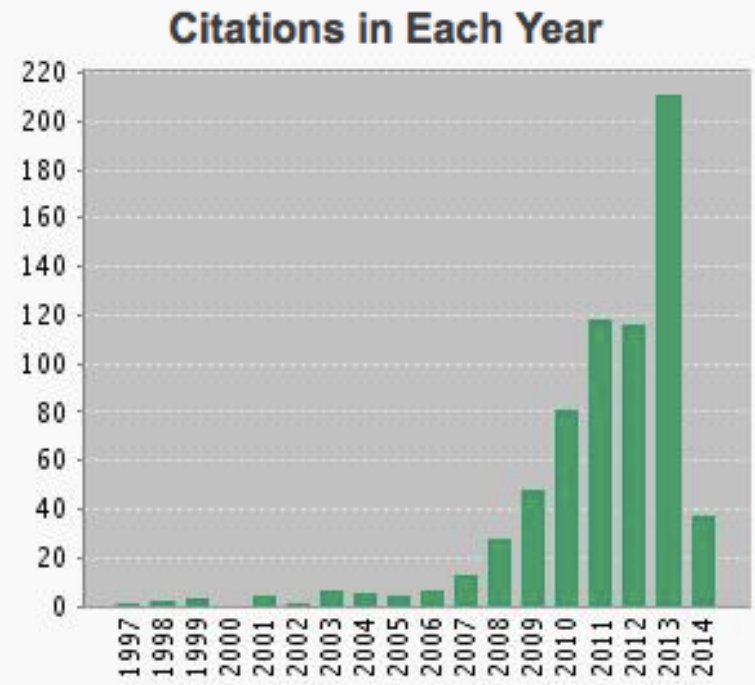

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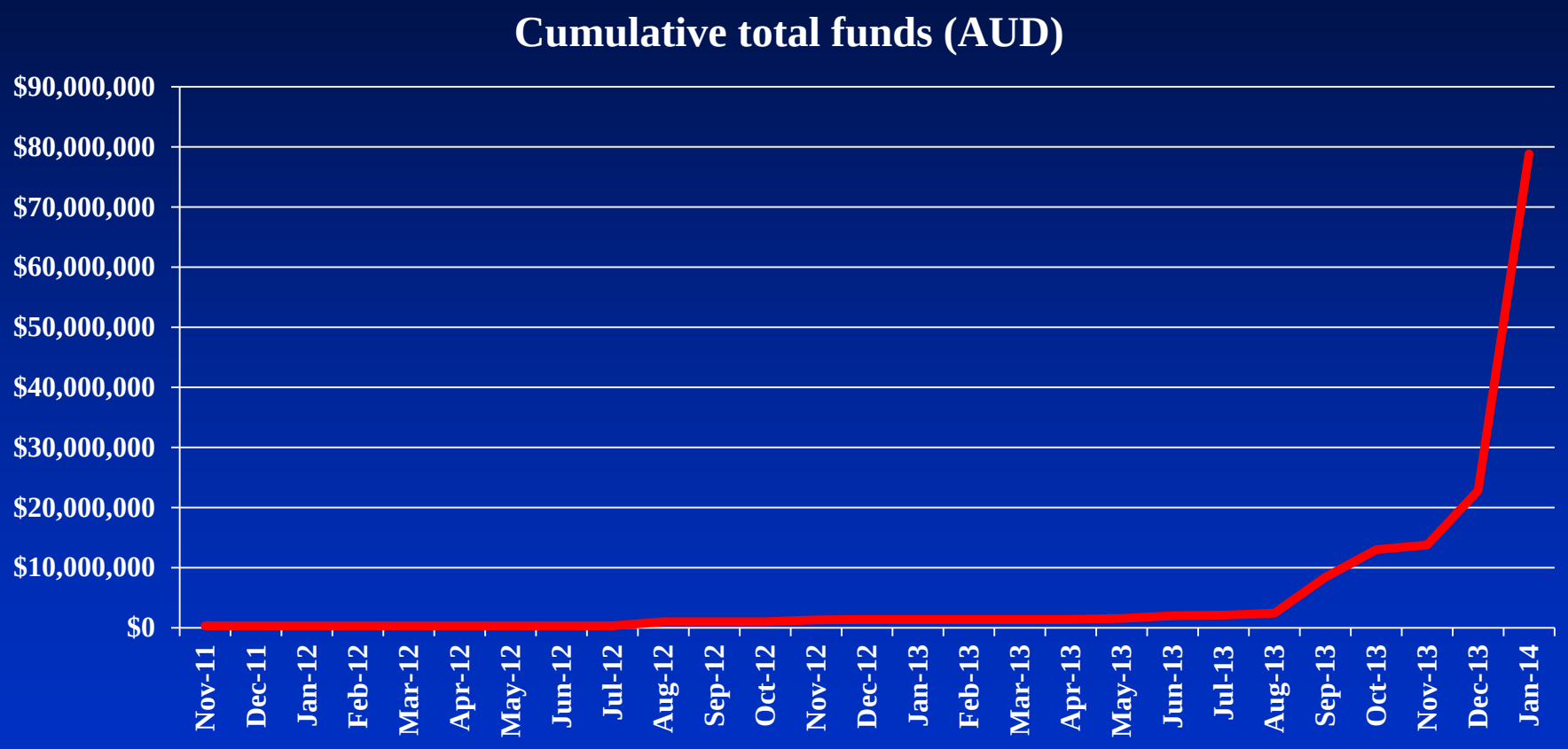
Cumulative Research Funding