

## CHAPTER TEN

# Transformative Learning Abroad for Honors Students: Leveraging High-Impact Practices at Global Partner Institutions

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The substantial increase in student participation in learning abroad and the proliferation of program types have greatly changed the international education landscape in the United States and beyond, providing new opportunities for global outreach and collaboration. Creative global partnerships can help students overcome longstanding barriers to studying abroad and provide students with opportunities to enhance their undergraduate education by stacking the high-impact practice of study abroad with other transformative high-impact practices, such as undergraduate research and service learning, which are defining elements of an honors experience. Given the potential for transformation as

a result of learning abroad, honors educators and institutions are challenged to ensure that these opportunities are of high quality and made accessible to as many students as possible.

Based in Melbourne, Australia, Monash University is one of a select number of universities around the world that prioritizes developing international partnerships that strengthen the connections between its curricula and learning abroad. This chapter discusses initiatives at Monash and offers practical recommendations for enhancing the honors undergraduate experience through increased access to high-impact practices at global partner institutions. Monash University is the leading Australian institution for outbound learning abroad participation among undergraduate students, sending over 4,100 students on overseas experiences in 2016 (“AUIDF”). Monash has become a leader in learning abroad by implementing robust mechanisms to remove barriers for students, diversify offerings, and promote global opportunities effectively. At Monash, developing and leveraging international partnerships are key mechanisms for increasing access to learning abroad opportunities. In this chapter, I will contextualize research about access to learning abroad programming, discuss Monash’s most extensive global partnership, and highlight the benefits for students and institutions of developing trusted partnerships with international universities. Because of the global differences in honors education, my intent here is to highlight diverse program offerings from an Australian perspective, especially those that can remove barriers to learning abroad and honors program completion and enhance students’ opportunities to participate in multiple high-impact practices during their undergraduate careers.

Participation in a learning abroad opportunity is often marketed as a defining feature of honors education and seen as a mechanism to encourage students to persist in an honors program. Scholars have identified barriers to 1) learning abroad participation and 2) honors program completion. Because of the isolated nature of this learning abroad and honors research, it is unclear whether learning abroad is more accessible to honors students or whether the completion rates of an honors program are increased through the participation in a learning abroad experience. By viewing the

existing barriers to learning abroad through an honors lens, however, honors educators can identify ways that global partnerships may increase honors students' access to study abroad and overcome barriers to honors program completion.

Extrapolating from student survey data and recent analysis by leading international education organizations in North America, including the Institute of International Education, Universities Canada, the Canadian Bureau for International Education, and the Higher Education Strategy Associates, we can categorize the main barriers to student participation in learning abroad into the four Cs: cost, curriculum, culture, and circumstance (Martin; see Table 1).

**TABLE 1. BARRIERS TO STUDENT PARTICIPATION IN EDUCATION ABROAD**

Cost	Curriculum	Culture	Circumstance
<ul style="list-style-type: none"> <li>• Direct cost of participation: tuition, travel, accommodation, and lost wages from employment in home country;</li> </ul>	<ul style="list-style-type: none"> <li>• Heavy course workloads, inflexible programs at home institutions, and lack of integration of learning abroad into curriculum;</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of faculty commitment to learning abroad;</li> </ul>	<ul style="list-style-type: none"> <li>• Employment or other opportunities;</li> </ul>
<ul style="list-style-type: none"> <li>• Insufficient financial aid/scholarships to participate.</li> </ul>	<ul style="list-style-type: none"> <li>• Onerous credit transfer processes;</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of awareness of learning abroad opportunities and benefits;</li> </ul>	<ul style="list-style-type: none"> <li>• Family obligations and other responsibilities;</li> </ul>
	<ul style="list-style-type: none"> <li>• Few for-credit opportunities and lack of official recognition for participation;</li> </ul>	<ul style="list-style-type: none"> <li>• Discomfort with unfamiliar locales, cultures, and languages;</li> </ul>	<ul style="list-style-type: none"> <li>• Health or security concerns related to travel.</li> </ul>
	<ul style="list-style-type: none"> <li>• Insufficient course offerings or faculty specialists at host institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate support services for participating and returning students.</li> </ul>	

Cost in particular is regularly cited by students and institutions as a top barrier, not only in terms of the additional travel costs of studying abroad but also the potential of lost wages for students who rely on part-time work to support themselves while studying. Curricular barriers are more relevant to students completing less flexible degrees, such as those with fewer electives or, like many honors programs, that have additional requirements for completion. Barriers in the cultural and circumstance categories include a wide range of factors from a student's home institution or personal situation that could discourage students from pursuing a learning abroad experience.

In their research on honors program completion rates, honors educators Lynne Goodstein and Patricia Szarek attribute a "lack of attractive curricular and co-curricular elements to keep students engaged in honors" as one indicator that may explain why programs experience high dropout or failure rates (91). If improvements made to quality indicators of honors programs, such as improved access to learning abroad opportunities, result in increased retention rates (Goodstein and Szarek 94), the ability to contextualize the four Cs for an honors audience can inform how to increase the access rate of learning abroad, which then can ultimately contribute to improving overall student retention in honors programs.

Carefully constructed international partnerships offer avenues to overcome these individual and institutional barriers to learning abroad and honors program completion. Carving out structured and accessible honors experiences abroad can lessen cost, curricular, and cultural barriers, enabling a larger number of people to participate over time. For example, global partnerships can provide students with access to enriched programming in an international location, which can enhance student engagement. Study at select international partner institutions can cost less than a semester at the home institution, thereby lessening the financial barriers to learning abroad. Careful curriculum integration with partner institutions can ease the curricular barriers to learning abroad for students with less flexible majors. Global partnerships can also offer students enhanced opportunities to undertake honors capstone projects, another major barrier to honors program completion.

Institutions also benefit by leveraging the accompanying administrative, teaching, and student services resources that are available at the partner university. Access to complementary programming that is well developed at one institution but not at the other can also spare the sending institution the significant program development costs for what would otherwise be a customized offering for a smaller group of student participants.

### **IDENTIFYING TRUSTED GLOBAL PARTNERS FOR HONORS PROGRAMS**

Evaluating a new global partner for student learning abroad requires understanding the different organizational levels where a partnership between international institutions can occur. Higher education management and policy expert John Taylor identified the following points of connection between partners:

- Individual member of staff, in teaching and/or research.
- A group of staff working in a specific subject area in teaching and/or research.
- A particular program, in teaching or research.
- An academic school or department, involving a number of different activities.
- A faculty or college, involving multiple academic units and multiple activities.
- Institution, including diverse activities, from across the institution. (45)

Trust is a key foundation of a successful international partnership, regardless of the organizational level where it is being supported. Trust is a complex concept that has been studied in a variety of ways with regard to institutional partnerships. Because of the multiple organizational levels that may support a partnership, trust must be thought of in an individual as well as in an inter-organizational sense. Interorganizational theorists Akbar Zaheer

and Jared D. Harris describe this duality of trust as “the extent to which members of one organization hold a collective trust orientation toward another organization” (170). When honors educators think about how they can develop new partnerships with international institutions or leverage them, they must recognize that trust operates over a continuum that requires strong bonds between individuals at respective institutions in order for their institutions to fully realize reciprocal levels of support as partners.

In the context of a traditional exchange program, the concept of reciprocity is often operationalized as an unimaginative binary that requires an equal number of students be exchanged between institutions on a fee-neutral basis. This one-for-one balance model of reciprocity can be incredibly difficult to maintain and scale. While all institutions face barriers when implementing learning abroad experiences, they are not always the same barriers. The diversity of global student experience across cost, curriculum, culture, and circumstance requires that institutions address the barriers differently in order to improve access. For example, institutions may differ in the language of instruction, which would require that the host institution provide immersive language training for students at an additional cost. The students would return from their experience with a more positive cultural and academic experience as well as new language skills to enhance their employability. The additional cost in this case would need to be understood by both partners as being fair and non-prohibitive to student participation.

With an established level of trust, reciprocity can be redefined in such a way that individuals and institutions contribute an equal level of support to a relationship even if they are each contributing a different mix of resources. These bonds between colleagues, in this case honors educators and learning abroad practitioners, develop further through repeated contact and “pursuit of common goals” (Schreiner et al. 1401). When honors educators evaluate a global partner for a collaboration in learning abroad, they should understand that the abilities to manage cultural and distance factors in the relationship are defining features of success. On the other hand, factors that contribute to the instability of international alliances or jeopardize successful partnerships include national cultural

differences and administrative, geographic, and economic differences at national, industry, and firm levels (Ghemawhat 7). Beyond sharing an awareness of the distance and cultural factors faced during international collaborations, partners must carefully review the structures, processes, and skill capacity that can bridge any distances between them (Kanter 104).

### **LEVERAGING HIGH-IMPACT PRACTICES WITH A GLOBAL PARTNER**

Collaborations with international partner institutions can be an opportunity to layer or stack learning abroad with other high-impact practices, or HIPs, that are defining elements of an honors experience, but they also must ensure that learning abroad is accessible to a wide range of students. In 2007, George Kuh, founding director of the National Survey of Student Engagement (NSSE), described HIPs in detail when introducing the annual report for the 2006 survey. He identified specific activities in a student's higher education experience, such as learning abroad, internships, and research, that contribute to student success. Even though many HIPs were longstanding and embedded features of honors programs before the phrase became mainstream, HIPs are now widely recognized and researched across the higher education spectrum. Kuh et al. advocate that the level of student success emanating from such practices should be a clear national priority: "insuring that America and its citizens thrive in the global future requires access to a postsecondary education that results in high levels of learning and personal development for students of *all* backgrounds" (9). Honors educators can review the existing HIPs associated with their curricula—such as service learning, industry projects, internships, and research—and consider how they may be delivered abroad by a trusted global partner. Exploring the intersectionality between honors-defining HIPs at a home institution and the congruent programming offered at international partner institutions can help to redefine a new collaborative and global modality of programming.

Undergraduate research experts John E. Banks and Juan Jose Gutierrez describe how the layering—or "stacking"—of multiple HIPs across a student's degree presents a new frontier for research

on HIPs (19). For example, there is a need to further explore the learning outcomes for a student not only pursuing undergraduate research but doing so as part of a study abroad experience. Another point of concern raised by Kuh et al. is that if research demonstrates that participation in HIPs is linked to student success, this same participation is often inequitable, with first-generation, transfer, and African-American and Latinx students least likely to have such experiences (9). If that is the case, then honors programs leveraging the investments made by global partners in exploration of greater accessibility becomes paramount. Learning abroad at a partner institution while simultaneously satisfying honors curricular requirements can remove barriers for participation and carve out compelling, scalable opportunities abroad. Trusted global partnerships can be leveraged not only for the intersectionality of programming, but also for the intersectionality of services, a necessary step if partners are to work jointly in removing barriers associated with access.

### **STACKING HIGH-IMPACT PRACTICES IN LEARNING ABROAD: A MONASH UNIVERSITY/UNIVERSITY OF WARWICK PERSPECTIVE ON COLLABORATION**

International partnerships present a new opportunity for adding global and intercultural dimensions to the HIPs that are traditionally offered at home universities. Reflecting on possible program alignment with institutions outside of the United States can be helpful to American institutions. Honors education may be classified differently by global partner universities, but they may already be offering compelling HIPs that can satisfy multiple honors requirements, thus improving honors program completion rates. Leveraging these partner-based HIPs for honors students is an efficient way of delivering accessible program content without students having to absorb the costs incurred by their home institutions.

In 2012, Monash University and the University of Warwick in the UK formed a bold and innovative alliance, the impact of which has transcended standard global higher education partnerships.



Monash University is a relatively young university, founded in 1958, and its largest campus is located twelve miles outside of the city center of Melbourne. Over 68,000 students are spread across its four Australian campuses. (An additional 8,400 students are enrolled at Monash's vibrant campus in Malaysia.) The University of Warwick was founded in 1965, a few years after Monash, and its main campus is located in Coventry, twenty miles from Birmingham. Warwick enrolls over 26,000 students. While the two institutions vary considerably in the size of their student populations, they share the following similarities:

- Young ages as universities;
- Rankings among the world's top one hundred universities;
- Triple-crown accredited business schools;
- Strong performance as public research universities;
- Non-urban campus locations; and
- Highly internationalized approaches to higher education.

Monash University welcomes over seven hundred exchange and study abroad students from partner universities to Australia each year. With almost two hundred exchange and study abroad partner universities around the world, Monash has a large global footprint that actually reaches beyond the special relationship with Warwick. In evaluating potential exchange partnerships, Monash considers a range of criteria, including curriculum alignment, accreditations and rankings, and desirability/risk profile of the university's location for participating students. The University of Warwick satisfied these criteria before the initial partnership was formalized.

Monash's partnership with the University of Warwick began in 2009, and it initially focused on business students. In 2012, three years later, the relationship evolved into a more sophisticated, jointly funded, and multi-faceted alliance, which has allowed for increased access to learning abroad and innovative delivery of HIPs at both institutions. Many of the HIPs formed out of this alliance are now being offered to exchange and study abroad students

from around the world. Allan Mahler and Gillian Olivieri observe that in addition to offering learning abroad opportunities for students, the alliance is centered on the principles of co-development, co-publishing, and addressing current global challenges and opportunities. Combining the strengths of two universities amplified their research capacity and innovation in pedagogy beyond what either university could accomplish independently. The alliance is governed by an alliance board, which was established at the beginning of the partnership. The board is co-chaired by the two vice-chancellors, and its membership includes the chair of council (chancellor), provost, registrar or chief operating officer, and alliance academic directors for each university (Mahler and Olivieri). Each university also invests in an alliance seed fund, which has sponsored more than seventy research projects since 2012.

Although the academic opportunities created through the alliance are not exclusive to honors students, they are particularly relevant for this student population because of the possibility of stacking HIPs. The stacking of the following practices as part of a learning abroad experience, as Monash does with Warwick and its other partner universities, could help to redefine a global honors experience by a partner institution in several critical areas.

## **Curriculum Integration**

The *Forum on Education Abroad* defines curriculum integration as follows:

Incorporation of coursework taken abroad into the academic context of the home campus. It involves weaving study abroad into the fabric of the on-campus curriculum through activities such as course matching, academic advising, departmental and collegiate informational and promotional materials, and the structuring of degree requirements. It often requires the review of coursework by the home institution's academic departments. ("Education Abroad Glossary")

Monash University works with learning abroad partners to map curricula and find equivalent courses that match the degree or program requirements for students at their home universities. In this instance, the University of Warwick and Monash have identified each other as a trusted partner with whom to focus resources on program mapping. The universities have gradually made adjustments to course sequencing within their degree plans in order to clearly distinguish and highlight courses that will positively contribute to students' progression toward their degrees. In addition to learning abroad specializations based on an academic concentration, such as pre-medicine, Monash has identified high-impact practice courses for partners, including capstones, connections to business and industry, honors seminars, and courses with a focus on global/intercultural learning. For example, Monash University offers the course *Exploring Contemporary Australia: People, Events, Ideas*, which tackles the "why?" of modern Australia. In addition to expert guest speakers, the course includes built-in field trips that reinforce the academic materials. The ability for students from one university to leverage locally specialized content in situ and delivered with the expertise of a trusted partner enables its students to broaden their global perspectives and networks.

## **Undergraduate Research**

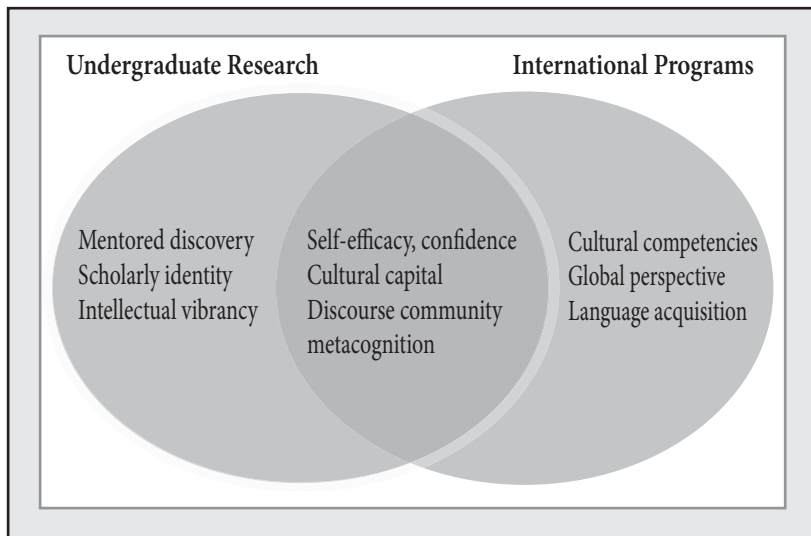
Banks and Gutierrez write that undergraduate research contributes to building students' intellectual identities, adding context to their curricular studies and enhancing their self-efficacy (19). As the following Venn diagram illustrates, clear areas of overlap work together to enhance the student experience when the HIPs of undergraduate research and global learning combine (Banks and Gutierrez 19; see Figure 1). This diagram has helped to define new strategic opportunities for universities by identifying a new range of competencies arising from this particular stacking.

As a living laboratory for the development of these new competencies, the Centre for Undergraduate Research Initiatives and Excellence (CURIE) at Monash University was the first of its kind in Australia, and a number of its initiatives involved students

from international partner universities. For example, since 2013, Monash and Warwick have collaborated on the annual delivery of the world's first 24/7 "International Conference of Undergraduate Research" (ICUR). Scheduled in September each year, ICUR has used technology to engage more than one thousand students from eleven institutions since its inception. The students share their undergraduate research with peers around the globe throughout two days of continuous presentations. In 2018 alone, almost four hundred students participated in the conference. Another CURIE-sponsored HIP that could be leveraged as part of a learning abroad experience is the Interdisciplinary Research Collaboration Program, a prestigious, intensive-delivery course offered each July. The website states:

The cohort is divided into multidisciplinary research teams of three. In these teams, students spend three weeks conceiving a research activity that reflects their interests and skills. The CURIE team delivers the IRC Program through interactive

**FIGURE 1. VENN DIAGRAM ILLUSTRATING CHARACTERISTICS OF UNDERGRADUATE RESEARCH AND INTERNATIONAL PROGRAMS, INCLUDING OVERLAPPING/SYNERGISTIC ASPECTS**



Source: Banks and Gutierrez 19

workshops. These are paired with complementary master-classes that feature [highly regarded] individuals at varying points in their research journeys. Students gain unique opportunities to interact with researchers who work in health and wellbeing, environment and sustainability, social change, and more. Each learning activity supports and guides the writing of the research proposal and the associated suite of research skills. (“Centre for Undergraduate Research”)

## **Intercultural Competency and Reflective Practice**

Intercultural competence, observe Twombly et al., is essential for the next generation of global leaders. Sustained and structured on-site activities are required during a learning abroad program to ensure deep cultural learning (97). Without some intervention in the form of intercultural development by the home and host institutions in aiding students to overcome the barriers to learning abroad and subsequently offering resources for intercultural development, educators risk delivering a more commodified form of learning abroad, which could result in a form of tourism rather than intercultural learning. Talya Zemach-Bersin argues that students from U.S. institutions “extract resources to be used for their personal advantage, including career progression, to the added benefit of the U.S. economy” (“Global” 24). In her analysis, she positions learning abroad professionals as earnestly promoting global citizenship and understanding but unintentionally supporting U.S. imperialistic efforts. As educators, we have a role to play in integrating intercultural development pedagogy into learning abroad programs so that they become transformative in nature. Critical reflection about self and global society can be stimulated among students throughout their learning journey, and that important component helps to ensure that a learning abroad program will be a high-impact practice.

When universities send students on learning abroad programs to trusted partner universities, they must know that dedicated resources are available to support students’ acquisition of intercultural competence. By pursuing opportunities for co-creating innovative, intercultural programming, universities will not only

diversify the student profile of a program they will connect teaching and learning practices that promote intercultural competence. For example, in the Monash-Warwick alliance, sharing resources has produced global classrooms where technology is leveraged to bring teaching and learning together. The Monash Intercultural Lab (MIL) implements the University's Intercultural Competence (ICC) Strategy. The aim of the ICC Strategy is to ensure that students have the intercultural competence to thrive in global communities and workplaces ("Monash Intercultural Lab"). The research platform offers engagement activities that create a strong sense of inclusion and build social cohesion in the communities in which Monash University operates. Intercultural programming and resources that are available to students on the platform include:

- Credit-bearing courses,
- Co-curricular training,
- Online toolkits, and
- Professional development courses.

Examples of this intercultural programming are delivered by faculty members in the form of credit-bearing courses as well as by other Monash offices that offer resources to promote elements of the university's ICC Strategy. The Monash Careers Connect Office delivers online modules and in-person workshops to foster student leadership development. Learning abroad programs at Monash leverage Student Futures, an e-portfolio and online platform, so that student participants complete the necessary training on intercultural competency before and after their experiences abroad ("Monash Student Futures"). Connecting Across Cultures: Becoming a Global Citizen is a leadership module that helps students develop an understanding of intercultural differences and improve their communication with people from diverse cultural backgrounds ("Monash Leap into Leadership"). All Monash students can self-enroll in this module once they use their credentials to login to the Monash Moodle site, and an introductory video on YouTube provides a brief description to the module ("Connecting Across Cultures—Welcome"). Warwick students can also access the

intercultural resources available at Monash during their learning abroad experiences.

### **UNREALIZED INNOVATION IN HIPS WITH GLOBAL PARTNERS**

According to IIE's first report in 2015 on the Generation Study Abroad initiative, the goal of improving access through diversifying participation in learning abroad is shared by eighty-four percent of the U.S. colleges and universities who have joined the initiative ("IIE Announces Impact"). In addition to mobilizing resources to support underrepresented students, universities are also focused on removing the "4 Cs" barriers to studying abroad. Because diversification in honors is often an objective for many institutions, collaboration and strategic alignment between learning abroad initiatives and honors programs can help to achieve this goal. The integration of learning abroad into honors can reinforce a sense of community and help to keep both programs accessible for underrepresented students. This building of awareness among honors students alongside program improvements that foster curriculum integration and the embedding of HIPS can contribute to improved access rates for learning abroad.

Collaboration with global partners can support an institution's ability not only to meet its study abroad targets but also to achieve significant student learning outcomes. While institutions benefit from having their students build their intercultural competency, learning abroad participation can also enrich students with a "counterhegemonic perspective" that has global as well as local validity (Schoorman 5). Universities that strive to create global citizens will benefit from students who have had access to transformative, intercultural experiences at partner universities. When many institutional strategic plans identify a goal of creating global citizens, educators can work with partner universities to turn rhetoric into reality. In further response to Zemach-Bersin's concerns about the resource sustainability and the perceived global value of learning abroad beyond personal gain ("Global" 24), institutions can collaborate with partners to remove barriers for student participation in learning abroad and provide some learning interventions to

stimulate intercultural enquiry. For example, a home institution can overcome a gap in expertise by leveraging the existing curriculum or programming at a partner university. The home institution can therefore avoid having to contribute its own significant economic resources into developing a customized program from scratch. In return, the home institution can reciprocate by leveraging its existing expertise and programming in another area so that the partner can access either through a traditional exchange model or at a reduced financial cost, therefore, pursuing a financially sustainable model and reducing the participation costs for students. The intercultural mix of students from two or more institutions is arguably greater than what students would experience if their group was solely composed of peers from their own institution. Students returning from these high-impact experiences can contribute their intercultural competency and understanding toward their campus and wider communities.

In the Monash-Warwick Alliance, a relationship that emerged from a traditional student exchange agreement, staff collaboration and meaningful connections have enriched the research opportunities for students across multiple disciplines (Mahler and Olivieri). These deep connections have fostered a sustainable alignment at all levels that safeguard against inevitable changes in staffing and other disruptions. Dedicated communication channels and coordination among stakeholders have also helped to establish trust, which is a defining element of success among colleagues. Because of trust, internal support for the partnership has overcome significant transnational complexities, such as differences in time zones and academic calendars (Mahler and Olivieri). The following lessons may provide insight into how a trusted partnership can improve student access to learning abroad and HIPs:

- Redefine reciprocity and value a diverse mix of contributions between partners, not just like for like;
- Anticipate that there will be unrealized potential beyond the original scope of a collaboration;
- Share the innovation achieved with one partner to a broader network of partners.



**Redefining reciprocity** can enhance the full scope of learning abroad experiences being accessed by students beyond the traditional bilateral exchange and benefit the partner institutions in other ways. Traditional partnerships in learning abroad are often defined by a reciprocal exchange model, with each partner contributing the same resources/services so that each element on the ledger sheet is carefully balanced and equal. Each partner, for example, agrees to exchange one student per year to participate in full-time, undergraduate coursework without charging any additional fees. Working with a trusted partner where there are shared goals for innovation, however, can extend the value of a partnership beyond a balanced exchange of students. Administrative resource sharing, knowledge transfer, institutional learning, shared practices and procedures, insights and benchmarking are not quantities to be measured; instead, they are the benefits of trusted partnerships that are fundamental to cultivating innovation.

The **unrealized potential** beyond the original Monash-Warwick Alliance framework has been made possible by the high level of trust between institutions and the removal of some of the restrictions that exist within traditional partnerships. In the context of learning abroad between the two institutions, the partnership has involved on average seven hundred to one thousand students per year since 2014, and a record-breaking number of over three thousand students have participated in alliance activities in 2018. When the relationship between Monash and Warwick began, this potential was completely unrealized. As the partnership evolved into an alliance, it has served as an incubator for new learning abroad models and engagement with targeted student populations for curricular and extra-curricular program development, testing, and student-led initiatives.

**Sharing innovation** with other global partnerships has expanded the impact of any of the initial investments made by Monash or Warwick. While the early initiatives from the Alliance culminated as a result of scale and trust between the institutions, subsequent program iterations have now been applied to our respective networks of global partner universities, including exchange and study abroad

partners. These tested initiatives can now be leveraged by our partners, enabling them to offer their students access to high-impact learning abroad experiences at Monash or Warwick.

When developing a learning abroad partnership with an international university, the concept of reciprocity is closely linked to trust. Since trust between institutions evolves over time, partners gradually learn more about each other's intentions, capabilities, and limitations. Ensuring that reciprocity is maintained requires a solid understanding of each partner's expectations and how the desired benefits align with institutional strategy. Successful international partnerships allow for the desired outcomes of learning abroad to shift beyond an awareness of cultural sensitivities or an ability to speak another language. Although these are valuable in their own right, the boldness of partner collaboration enabled by a foundation of trust can promote joint learning and limitless opportunities for innovation. The investments and lessons made between two institutions can be leveraged by a global network of universities, opening new doors for individual students to access high-impact experiences in learning abroad.

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