



USQ International Strategy 2020-2024 (Executive Summary)

16 October 2019



USQ's internationalisation is everybody's business

Vice-Chancellor's Foreword



This *USQ International Strategy 2020-2024* has been developed in consultation with all members of the VC's Executive and the vast majority of staff within the USQI team over the last few months.

It seeks to help align all our expectations and ambitions for internationalisation and to chart a path to measured growth in international students, far greater student and staff mobility, and the continued development of our already significant international research collaborations and partnerships.

The strategy identifies a whole-of-university approach across ten key priorities, and creates a platform for shared accountability and collegiate collaboration, underpinned by a set of simple guiding principles. At its core, the strategy seeks to build our international reputation, brand and profile through aligned and connected strategic partnerships.

Building on our strengths and identifying those areas in need of further improvement, it challenges us all to look to the future and to seize the opportunities available. Importantly, it reaffirms that our students are central to our mission, and that international students bring valuable diversity and vibrant character to our campuses, whilst enriching our local communities.

Above all else, the strategy reinforces the fundamental notion that USQ's internationalisation is everybody's business. Thankyou to all those involved in providing input and feedback as part of the development of this important strategic framework.

Professor Geraldine Mackenzie

Vice-Chancellor



Overarching strategic framework and executive overview



This *USQ International Strategy 2020-2024* has been developed over the past few months in consultation with all members of the VC's Executive and the vast majority of staff within the USQI team. It has also drawn upon the input from a cross-section of international students.

The strategy is underpinned by a set of simple **guiding principles** (refer page 4) that seek to reinforce how we need to work collectively to ensure USQ's future international success.

The overarching strategic framework relies on a whole-of-university approach across **ten key priorities** (refer page 5).

The strategy identifies a **staged and phased approach** to implementation (refer page 6) to ensure future ambitions are developed upon solid foundations, and with strong supporting business cases, whilst appreciating the need for rapid responses to what can be dynamic geopolitical environments.

The framework is designed to help align all our **expectations and ambitions** for internationalisation (refer page 7) and to chart a path to measured growth in international students, far greater student and staff mobility, and the continued development of our already significant international research collaborations and partnerships.

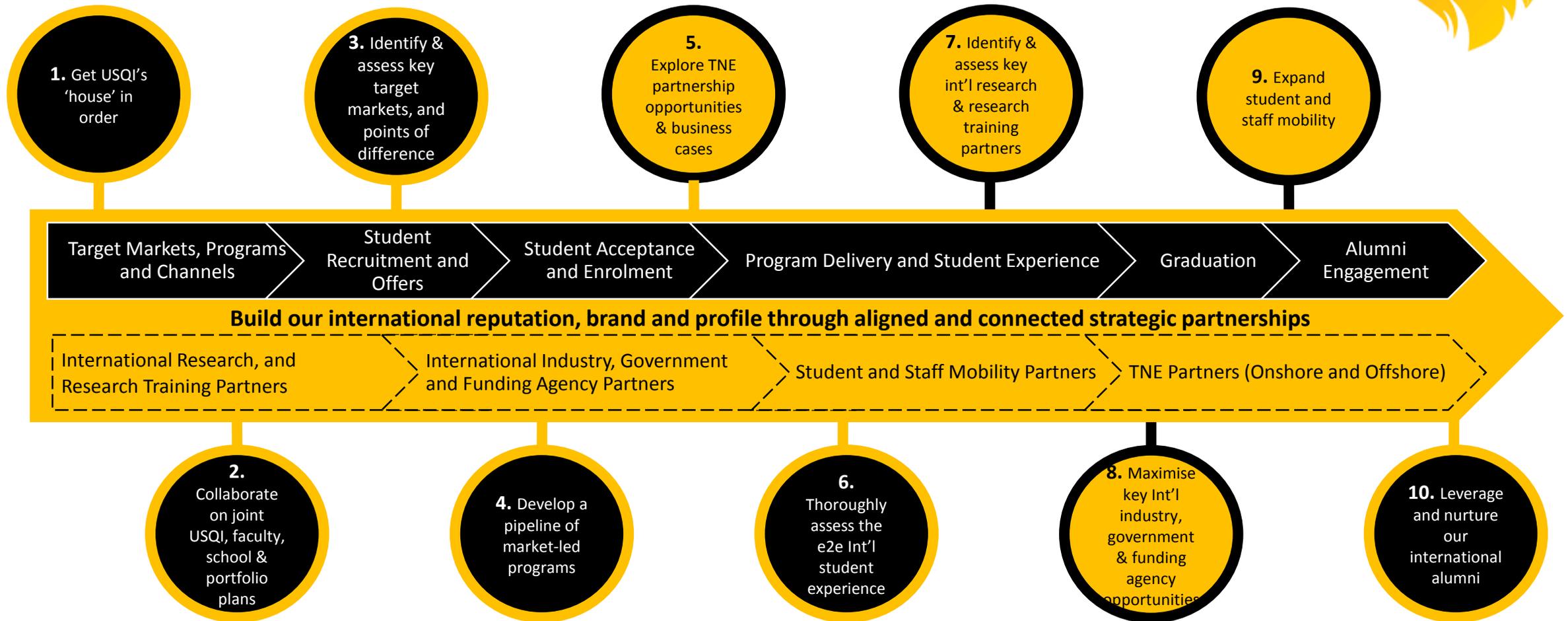
Central to our success is the notion of **shared accountability and collegiate collaboration** (refer page 8), with clarity of responsibilities, outcomes and timeframes detailed for each priority (refer pages 9-18).

Some key guiding principles underpinning USQ's future international success



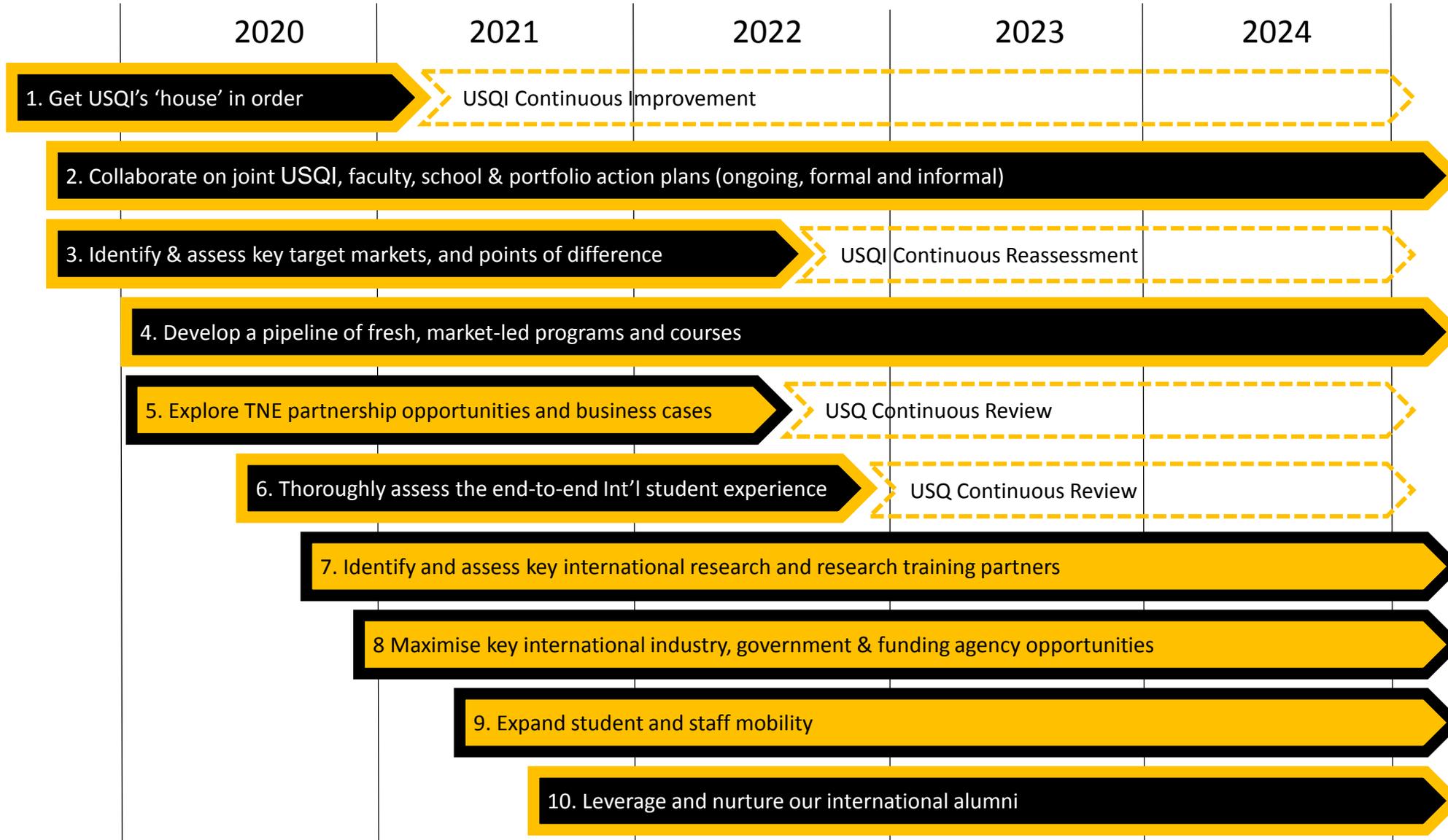
Guiding Principles:	In practice this means:
a) USQ's internationalisation is everybody's business	This is not just about USQI and international student recruitment and mobility, it's about building our reputation globally – all members of the VC's Executive have a key role to play
b) Collegiate collaboration and academic ownership is critical	We must ensure that the broader USQ academic community is deeply engaged, with a view to creating an expanding cohort of academic champions of jointly framed international action plans
c) Seize the opportunity to look forward and not dwell on the past	We must confidently envision a new future and diligently work towards its achievement
d) Quality is superior to quantity on every measure	Quality of process, partners, programs, student experience and outcomes, far outweigh growth for growth's sake
e) Play to our strengths	We punch above our weight in a number of fields; a fact we must exploit internationally. We also look to fully exploit our distance learning pedigree and capabilities, internationally.
f) Base decisions on sound business cases and risk assessments	We make decisions using the best available data and weigh decisions against a practical and transparent risk/return framework
g) Partner with purpose, intent and action	We partner with a USQ-agreed agenda, purpose and intent, and bring those responsible for implementation into the conversation at the earliest possible opportunity
h) Students are central to our mission	We must place ourselves in the shoes of our domestic and international students and ensure that we have their interests in mind
h) Support and develop our people	We must support, develop and equip our people to embrace the internationalisation of USQ

The overarching strategic framework reinforces a whole of university approach across ten key priorities



.....reinforcing that USQ's internationalisation is *everybody's* business

Priorities for the next 12-36 months



Success in five years – some possible key performance indicators (and nominal targets *(for testing and validation)*)



Current Baseline (2018)		Key Performance Indicator	2024	
739	(38% of enrolled EFTSL)	Commencing International EFTSL	1309	(at average growth of 10% p.a.)
1194	(62% of enrolled EFTSL)	Continuing International EFTSL	2136	(62% of enrolled EFTSL)
1934		Enrolled International EFTSL	3445	(where comm'g is 38% of enrolled)
2846	(507 offshore, 2339 onshore)	Enrolled International Headcount	5066	(where EFTSL is 68% of headcount)
65%	(India, Nepal, Pakistan, Sri Lanka)	South Asia %	50%	(with offset targets for other mkts.)
35%		% Enrolled PG EFTSL	40%	
50%		% Enrolled UG EFTSL	45%	(reflects shift toward PG mix)
15%		% Enrolled Non-award/Other EFTSL	20%	
60%/38%	(+ 2% External)	On Campus % / Online %	60%/40%	(assumes growth in both modes)
\$23,375		\$/EFTSL	\$25,000	(at current \$, but no offshore dilution)
\$45.2M		International Fee Income	\$86M	(3445 EFTSL @ \$25K ave.)
25 or 0.56%	(vs 17.1% Aust. Ave. in 2017)	Outbound Student Mobility (and %)	200 or 5%	
		Staff Mobility %	5%	
0		Number of dual degree and cotutelle candidates	15	
1		Active International Funding Agency Partnerships	5	
		Top 300 Collaborative University Research Partnerships		
91%, 85%	(vs Aust. ave 90%, and 79%)	International Student Satisfaction & Propensity to Recom'd	93%, 90%	
75.45%	(2017)	International Student Retention	80%	

Key assumptions: Assuming average growth of 10% p.a. in commencing international students from a 739 EFTSL base in 2018, 2024 commencing EFTSL is 1309 (over six years); The 2018 continuing EFTSL was 62% of enrolled EFTSL, this assumes this percentage is maintained, i.e 2136 in 2024; 2136 and 1309 equals a total enrolled EFTSL of 3445 in 2024; EFTSL in 2018 was 68% of Headcount, therefore Headcount is 5066 in 2024; Average fees per EFTSL in 2018 were \$23,375 (\$45.2M) which would have included some dilution for offshore teach-outs, therefore 3445 EFTSL in 2024 @ \$25K results in \$86M

Suggested USQ internationalisation accountability matrix – reinforcing it’s everybody’s business



Priorities: VC 's Exec.	1. Get USQ's 'house' in order	2. Collaborate on joint USQI, faculty, school & portfolio plans	3. Identify & assess key target markets, & points of difference	4. Develop a pipeline of market-led programs	5. Explore TNE partnership opportunities & business cases	6. Thoroughly assess the e2e int'l student experience	7. Identify & assess key int'l research & research training partners	8. Maximise key int'l industry, gov't, and funding agency opportunities	9. Expand student and staff mobility	10. Leverage and nurture our international alumni
VC	Medium	Medium	Medium	Medium	High	Medium	High	High	Medium	Medium
DVC (A)		High	High	Lead	Lead	Lead			High	Medium
DVC (R&I)		High	High	Medium		High	Lead	High	High	Medium
DVC (ES)	High	High	High		High	High	High	High		
PVC (Ed)		High	High	High	Medium	High				
PVC (Eng)		Medium	Medium		Medium	High		High	High	Lead
PVC (SS)		Medium	Medium		Medium	High			Medium	
PVC (I)	Lead	Lead	Lead	High	High	Medium	High	Lead	Lead	High
ED BELA	Medium	High	High	High	High	High	High	Medium	High	Medium
ED HES	Medium	High	High	High	High	High	High	Medium	High	Medium
CFO	Medium	Medium	Medium		High	Medium		Medium	Medium	Medium

1. Get USQI's 'house' in order

Priority 1: Get USQI's 'house' in order



What?	By When?	USQ Lead?	Key USQ Contributors?
1.1 Review the USQI organisational structure to ensure maximum effectiveness and alignment with the international strategy	12/19	PVC (I)	DVC (ES)
1.2 Ensure individual roles and responsibilities are clear and well understood, with clear cascading KPI's and targets	3/20	PVC (I)	DVC (ES)
1.3 Ensure operating budgets support 2020 and 2021 resource needs and strategy execution (see also 3.2)	8/19, 8/20	PVC (I)	CFO
1.4 Develop a consistent operating rhythm and associated staff communication process (in response to 2018 Voice survey outcomes)	12/19	PVC (I)	AD (Ops)
1.5 Ensure that key points of interface with Faculties and Schools are established, agreed and clearly understood by all parties	12/19	PVC (I)	EDs & HoS
1.6 Develop Operating Plans for 2020 in line with the broader strategy	12/19	PVC (I)	USQI Mgt Team
1.7 Establish Process Improvement Teams where appropriate, and determine priority initiatives for implementation throughout 2020 - conducting root and branch reviews of relevant policies, procedures and schedules, as required.	12/19	PVC (I)	USQI Mgt Team
1.8 Review Agent performance and establish formal processes and systems to monitor and track ongoing performance & engagement	12/20	PVC (I)	USQI Mgt Team
1.9			
Why? To create a solid platform and foundation upon which the broader internationalisation of USQ can be built. Largely around people and operating culture.	Success? Structures, and roles and responsibilities are clear and fully integrated into the broader university's operations. USQI is working in close collegial partnership with faculties and schools. Target markets are clear and Agents are fully engaged. Continuous process improvement has reduced average processing times and increased conversion rates. USQ's immigration rating remains at 1.0. USQI staff are fully engaged and happy		



Priority 2. Collaborate on joint USQI, faculty, school & portfolio plans

What?	By When?	USQ Lead?	Key USQ Contributors?
2.1 Work with relevant members of the VC's Executive to establish an agreed engagement framework for their respective areas	12/19	PVC (I)	VC's Exec
2.2 Establish a formal and regular dialogue with all Schools around internationalisation priorities and initiatives (see also 4.3)	12/19	PVC (I)	EDs, HoS
2.3 Establish a formal and regular dialogue with the Open Access College around internationalisation priorities and initiatives	12/19	PVC (I)	PVC (Ed)
2.4 Establish agreed key points of contact within each School to help co-ordinate international planning and operational matters	12/19	PVC (I)	HoS
2.5 Consider trialling the 'imbedding' of a USQI resource in both Faculties to help facilitate timely (esp. admissions) information exchange	12/19	PVC (I)	EDs & HoS
2.6 Collaborate with the DVC (A) and DVC (R&I) respectively on the priority initiatives for 2020 and 2021	12/19	PVC (I)	USQI Mgt Team
2.7 Develop joint operational action plans with respective collaborating entities (including Research Institutes/Centres, as required)	12/19	PVC (I)	DVC (A), DVC (R&I)
2.8 Consider the development of Head of School-level Int'l KPIs (around Int'l EFTSL, Int'l partnerships, and staff/student exchange)	12/20	PVC (I)	EDs
2.9 Collaborate with the USQ Marketing team on priority international initiatives for 2020 (and the broader USQ USP – see 3.3)	12/20	PVC (I)	PVC (SS), PVC (Eng)

Why? To ensure alignment and integration of USQ internationalisation efforts (and a strong sense of ownership and accountability, and buy-in across the university)

Success? Each School has a significant int'l student cohort, and understands the relative markets and is fully engaged with USQI. Each School has 1-2 key international partners, with staff and student exchange occurring and strong research collaborations. Each School has a pipeline of new programs aligned with relevant market needs. The Open Access College has a suite of attractive pathway programs, and academic support services. The VC's Executive have a common and shared understanding of internationalisation priorities and accountabilities.

3. Identify & assess key target markets, and points of difference

Priority 3: Identify & assess key target markets, and points of difference



What?	By When?	USQ Lead?	Key USQ Contributors?
3.1 Sustain the growth of our Indian market in the face of increasing competition, as others look to India to reduce their over-reliance on China	Ongoing	PVC (I)	DVC (ES)
3.2 Assign in-country resources to help sustain and grow India, Nepal, Pakistan, Greater China and SE Asian markets	7/20	PVC (I)	CFO
3.3 Develop a fresh core Unique Selling Proposition (USP) for USQ that can be customised for key target markets and channels	3/20	PVC (I)	DVC (A)
3.4 Analyse and assess South American market opportunities	Ongoing	PVC (I)	AD (Ops)
3.5 Identify and assess key markets for (online) distance learning programs (including new and/or refreshed program opportunities) (see also 4.7)	5/20	PVC (A)	EDs & HoS
3.6 Leverage and promote the new Regional post-study work visa - increasing visas to 3 years for UGs and 5 years for PhD students	Ongoing	PVC (I)	USQI Mgt Team
3.7 Leverage and promote the new Destination Australia Scholarships – 4,720 scholarships over four years of up to \$15,000 per year for both domestic and overseas students to study at a regional Higher Education (and VET) Institutions	Ongoing	PVC (I)	USQI Mgt Team
3.8 Consider greater use of current international student video testimonials on the USQ website and in social media	Ongoing	PVC (I)	USQI Mgt Team
3.9			

Why? To prioritise and focus effort on the markets with greatest potential, whilst securing relevant intelligence on market demand trends and issues.

Success? Income diversification. The USQI int'l student unique selling proposition (USP) is clear for all key markets, and sits comfortably beside the domestic brand and positioning

4. Develop a pipeline of market-led programs

Priority 4: Develop a pipeline of market-led programs



What?	By When?	USQ Lead?	Key USQ Contributors?
4.1 Assess international demand by program in each of our key regions to identify key gaps in USQ offerings	Ongoing	PVC (I)	IBMs
4.2 Share and discuss program market intelligence (on a regular and ongoing basis) with faculties, schools and OAC (incl. specific characteristics such as 2 yr. versus 1.5 yr. PG program benefits in terms of regional post-study work visa extensions etc.)	Ongoing	PVC (I)	IBMs, EDs, HoS
4.3 Agree the pipeline of priority program needs for 2021, 2022 and 2023 with faculties and schools	5/20	EDs	PVC (I), CFO
4.4 Assign resources to develop new programs in line with the agreed pipeline	Ongoing	EDs	DVC (A), HoS
4.5 Assign resources to refresh and adapt existing programs in line with the agreed pipeline	Ongoing	EDs	DVC (A), HoS
4.6 Review and formally reassess the pipeline on a six monthly basis	Ongoing	EDs	DVC (A), HoS, PVC (I)
4.7 Monitor and assess (online) distance learning take-up by international students and identify and agree opportunities to grow	7/20	EDs	DVC (A), HoS, PVC (I)
4.8 Explore opportunities to develop research strength-aligned academic programs of international interest where current gaps exist	7/20	EDs	DVC (A), DVC (R), HoS
4.9			

Why? To ensure that we have a suite of programs that are attractive to international students in our target markets

Success? Each School has a three year pipeline of potential new programs that are attractive to international student cohorts in key markets

5. Explore TNE partnership opportunities & business cases

Priority 5: Explore TNE partnership opportunities & business cases



What?	By When?	USQ Lead?	Key USQ Contributors?
5.1 Evaluate domestic TNE RFT responses and develop supporting business cases to assess merit on a risk/return basis	12/19	DVC (A)	VC's Exec
5.2 Closely monitor all aspects of USQ Sydney performance in accordance with TEQSA and associated regulatory and compliance requirements	Ongoing	DVC (A)	EDs, DVC (ES)
5.3 Analyse USQ Sydney recruitment markets to assess and validate any potential dilution of USQ Direct recruitment efforts and/or in-country market confusion	Ongoing	PVC (I)	CFO
5.4 Explore and investigate international profile-building partnerships of commercial and reputational merit*	Ongoing	PVC (I)	DVC (A), EDs, VC
5.5 Establish rigorous TNE partnership management protocols, policies and procedures to ensure quality outcomes and to minimise risks	7/20	DVC (A)	AD (P), PVC (I) EDs & HoS
5.6			
5.7			
5.8			
5.9			

Why? To ensure domestic and international TNE partnerships have solid business cases, and effective governance and risk management

Success? The role, function and place of domestic and international third party TNE partners is clearly defined with decisions founded upon solid business cases. Third party providers offer a student experience we are proud to promote through the USQ brand. Risk is managed through rigorous partnership management protocols, policies, procedures and ongoing partner engagement and communications

* Note: Such as the concept being discussed with Central University of Finance and Economics (China)

6.

Thoroughly assess the end-to-end Int'l student experience

Priority 6: Thoroughly assess the end-to-end Int'l student experience



What?	By When?	USQ Lead?	Key USQ Contributors?
6.1 Review and assess the application to enrolment conversion process	7/20	PVC (I)	AD (Ops), DVC (ES), DVC (A), EDs
6.2 Review and assess the international student arrival, welcome, orientation and accommodation processes and support needs	7/20	PVC (S)	DVC (A), PVC (I), DVC (ES), PVC (Eng)
6.3 Review and assess the international student support needs and process in (esp.) their first six months	7/20	PVC (S)	DVC (A), PVC (Ed)
6.4 Review and assess English Language and Academic support program experiences and needs	7/20	PVC (Ed)	AD (Ops), PVC (I)
6.5 Review and assess the social inclusion student experience and needs (both on campus, and in the broader community)	7/20	PVC (S)	DVC (A), PVC (Eng), DVC (ES)
6.6 Review and assess the subject choice experience in the context of international student online study restrictions	7/20	DVC (A)	EDs, HoS
6.7 Review and assess international student retention and progression (incl. OAC to UG and UG to PG)	12/20	DVC (A)	PVC (Ed), EDs, HoS
6.8 Review and assess the offer and take-up of Work Integrated Learning and associated work experience opportunities by international students	12/20	DVC (A)	PVC (Eng), EDs, HoS
6.9			
Why? To ensure the overall experience of international students is the best it can be	Success? Every aspect of the USQ international student lifecycle is considered by them to exceed Australian and overseas averages (as measured by i-graduate). Their propensity to recommend exceeds Australian and overseas averages.		

7. Identify and assess key int'l research and research training partners

Priority 7: Identify and assess key international research and research training partners



What?	By When?	USQ Lead?	Key USQ Contributors?
7.1 Thoroughly assess and understand the current baseline of international research collaborations, networks and related connections	7/20	DVC (R&I)	PVC (I), EDs, IDs
7.2 Map existing global collaborations to USQ key areas of research strength and leverage the Research Giants & Eminent Visiting Scholar Scheme to bring world-class researchers to USQ to promote international collaboration	7/20	DVC (R&I)	PVC (I), IDs
7.3 Identify those institutions, with existing collaborating relationships, with global rankings (say) in the top 300	4/20	DVC (R&I)	PVC (I), IDs
7.4 Develop and prioritise a pipeline of potential international partners with which we should target for research training partnerships	4/20	DVC (R&I)	PVC (I), IDs
7.5 Agree engagement protocols, assign responsibilities, and explore initial (say) 5 key opportunities, with a view to MOUs as a minimum	12/20	DVC (R&I)	PVC (I), IDs
7.6 Execute implementation plans in line with mutual interest and opportunity (including the development of dual degrees and cotutelles)	7/21	DVC (R&I)	PVC (I), IDs
7.7 Review and assess the engagement process and keys learnings annually, including all aspect of the partnership management process	Ongoing	DVC (R&I)	PVC (I), IDs
7.8 Explore the potential expansion of the John Deere partnership for further research training purposes (and student exchange)	12/20	DVC (R&I)	PVC (I), IDs
7.9 Explore opportunities to expand and broaden existing collaborative relationships, where a number of USQ research strengths are connected institutionally	Ongoing	DVC (R&I)	PVC (I), IDs

Why? To maximise existing research networks and raise and broaden our international profile

Success? We build longterm institutional partnerships around existing individual research connections and collaborations at reputable international institutions.



Priority 8: Maximise key international industry, government & funding agency opportunities



What?	By When?	USQ Lead?	Key USQ Contributors?
8.1 Pursue joint funding agreements with top international funding agencies*	Ongoing	DVC (R&I)	PVC (I), IDs
8.2 Explore international industry funding opportunities around research training in our key areas of research strength	Ongoing	DVC (R&I)	PVC (I), IDs
8.3 Explore past international student sponsorship relationships and investigate emerging opportunities in target countries	12/20	PVC (I)	DVC (A), EDs, HoS
8.4 Investigate opportunities for multi-lateral, multi-discipline HDR funding models in (esp.) Europe and China	12/20	DVC (R&I)	PVC (I), IDs
8.5			
8.6			
8.7			
8.8			
8.9			
Why? To ensure the experience of international students is	Success? Each School has a three year pipeline of potential new programs that are attractive to international students cohort in key markets		

* **Potential funding agencies could include (but not be limited to):** China Scholarship Council; National Sciences Foundation (US); VIED (Vietnam); Science without Borders (Brazil); CONICYT (Chile); CONACYT (Mexico); National Research and Innovation Agency of Uruguay; The Bolashak Scholarship with the Republic of Kazakhstan; German Academic Exchange Service (DAAD); EU Horizon 2020 Erasmus Mundus Program; Russian Government Scholarship Program; ANII Uruguay; Peru Government Scholarship; Chilean Bicentennial Fund Scholarship; Colsciences Columbia

9. Expand student and staff mobility

Priority 9: Expand student and staff mobility



What?	By When?	USQ Lead?	Key USQ Contributors?
9.1 Build on the recent momentum and success around faculty-led (and New Colombo Plan funding for) short-term study abroad programs – securing video testimonials of both participating students and academic leads	12/20	PVC (I)	DVC (A), EDs, HoS, PVC (Ed), DVC (ES)
9.2 Work with faculties and schools to address the key curriculum related challenges, limiting outbound student exchange and study abroad take-up (such as limited electives, accreditation requirements, double degrees, 1-year NCP Scholarships etc.)	12/20	DVC (A)	EDs, HoS, PVC (I)
9.3 Map inbound and outbound student exchanges over (say) the past 5 years to identify key institutional relationships that could be further developed for student and staff mobility purposes and/or expanded for research collaboration and research training purposes	12/20	PVC (I)	EDs, HoS, DVC (R&I)
9.4 Secure video testimonials of returning outbound students and current inbound exchange students and promote on USQ social media and websites	12/20	PVC (I)	PVC (Eng), PVC (SS)
9.5 Initiate student exchange agreements with existing key international research partners (and those being strategically targeted)	Ongoing	PVC (I)	DVC (R&I), EDs, HoS
9.6 Map the circumstances of all outbound exchange and study abroad students over the past five years by faculty, school, program, and mode of delivery and campus to better understand drivers and enablers, and share and explore this with faculties and schools	12/20	PVC (I)	USQI Mgt. Team
9.7 Ensure USQI staff mobility systems and processes are suitably maintained (and wherever possible moved to core systems), and back-up resources are trained in all facets of the function	7/20	PVC (I)	USQI Mgt. Team
9.8 Map staff exchange and mobility occurrences over (say) the past five years, including visiting academics to USQ, to assess and inspire more opportunities for staff mobility	12/20	DVC (A)	DVC (R&I), PVC (I), EDs, HoS, IDs
9.9 Harness study abroad and student exchange relationships as a potential vehicle for future staff exchange opportunities	12/20	PVC (I)	EDs, HoS, DVC (A)

Why? To help foster a greater international outlook and generate greater awareness of USQ, internationally.

Success? Many more USQ domestic students seize opportunities to study abroad. The USQ international exchange network expands, creating more exchange opportunities and bringing more international students to USQ. USQ staff mobility grows in line with enhanced and aligned international research partnerships.

10. Leverage and nurture our international alumni

Priority 10: Leverage and nurture our international alumni



What?	By When?	USQ Lead?	Key USQ Contributors?
10.1 Identify efficient and effective mechanisms to harness the proximity of our alumni to key markets	Ongoing	PVC (Eng)	DA, PVC (I), IBMs
10.2 Identify how to maximise the propensity of recent graduates to recommend USQ to friends and colleagues	12/20	PVC (Eng)	DA, DVC (A), PVC (I)
10.3 Identify successful alumni in USQ's top target markets and engage with them (and local Alumni Chapters) on USQ profile building opportunities	12/20	PVC (Eng)	PVC (I), DA
10.4 Continue to recognise International Alumnus in annual award ceremonies – and targeted social media campaigns throughout the year	12/20	PVC (Eng)	PVC (SS), DA
10.5 Consider profiling international alumnus stories on the USQ International webpage	12/20	DVC (ES)	PVC (Eng), DA, PVC (I)
10.6 Ensure Alumni Chapters in key markets are well supported and actively engaged with senior USQ representatives on a biannual basis	Ongoing	PVC (Eng)	DA, PVC (I)
10.7 Ensure key markets without a formal Alumni Chapter presence are encouraged and supported to establish one	12/20	PVC (Eng)	DA, PVC (I)
10.8 Explore how peers are leveraging their Alumni for international student recruitment and profile building purposes	7/20	PVC (Eng)	DA, PVC (I)
10.9			

Why? To deepen engagement with our alumni and to leverage their influence on future students

Success? Our alumni are active partners in our expanding internationalisation. They help raise our profile in key markets, assist with marketing and recruitment campaigns, and help to deepen and enrich emerging Institutional partnerships.