International Partnerships for Academic Research and Exchange:

Ethical Implications

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Abstract: In this era of globalization, international academic partnerships for both developed and developing countries are vital for the enhancement of scientific evidence and knowledge. Conducting research in other countries and developing exchange programs for faculty and students can result in monetary, professional, and personal satisfaction as well as enhance the reputation, standing and visibility of academic institutions. Ethical implications permeate the process of developing and implementing international partnerships and are necessary for fair and reciprocal academic research and exchanges. International partners who closely adhere to ethical guidelines benefit all the stakeholders. Partners who do not focus on ethical principles can exploit their counterparts, even if unintentionally. The purpose of this paper is to raise awareness of the need to create strict ethical guidelines associated with implementing international partnerships for conducting research and exchanging faculty and students with host countries in the developing world.

Key words: partnerships, international, ethics, respect, Higher Education Institutions

1. Introduction

The increasingly interconnected world of the 21st century presents a number of challenges requiring experts from different national contexts to analyze problems, propose solutions and strategies that are grounded in scientific evidence. Effective global partnerships between the developed and developing world are an important component in the development of evidence-based knowledge and collective action (Carbonnier & Kontinen, 2014).

Now is the time to review and expand the scope of international partnerships and to enhance the internationalization of research and higher education between the developed and developing world. This movement toward international partnerships has two themes: (i) academic internationalization — a process that involves outward engagement and internal restructuring; and (ii) academic positioning — the need for academic institutions to differentiate themselves within the new global systems of higher education (Sutton & Obst, 2011).

This reality has contributed to a change in the landscape of international academic partnerships. In this new era of international partnerships, it is more important than ever to ensure that the result of these relationships is

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