Strategic Planning for Emerging Landscapes of Internationalization: A Focus on China and India

An IIE/AIEA Pre-Conference Workshop

Sunday, February 22, 2009, 1-5 pm AIEA Annual Conference Atlanta, GA

Overview

- Introductions and workshop goals
 - group exercise session
- A look at the numbers and flows for China and India
- On the ground perspectives for India
- Best practices for strategic planning and recommendations from the field

A look at the landscape...

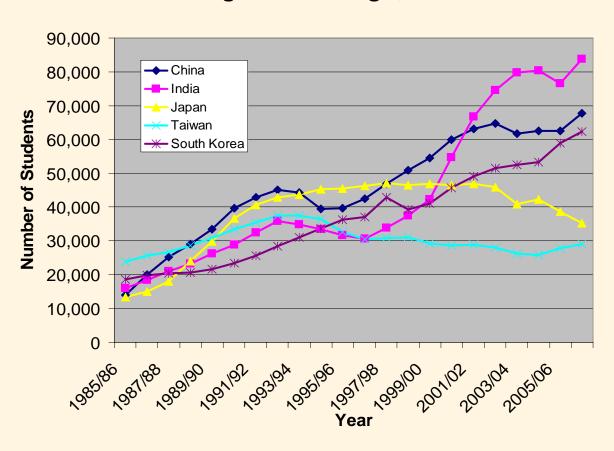
A before and after example...

[Economist magazine covers: Angry China, Asia's Shock, China and India, Suddenly Vulnerable]

A look at the numbers...

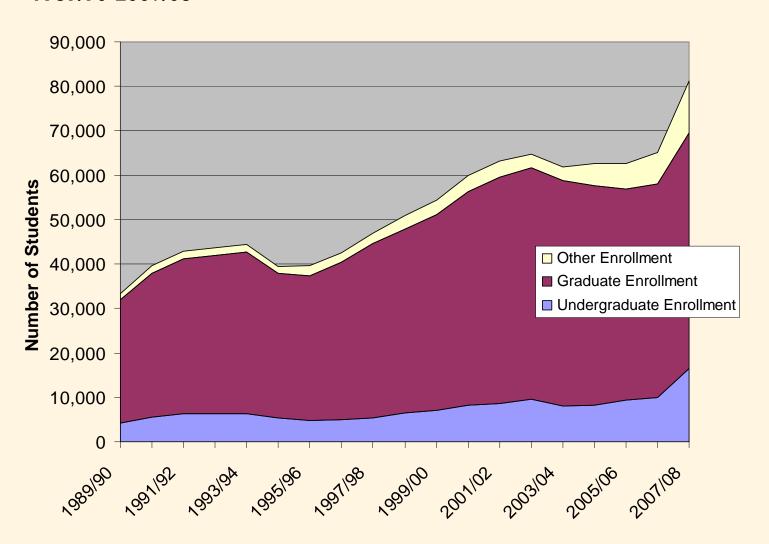
China and India as Places of Origin

Trends in Leading Places of Origin, 1985/86 to 2007/08



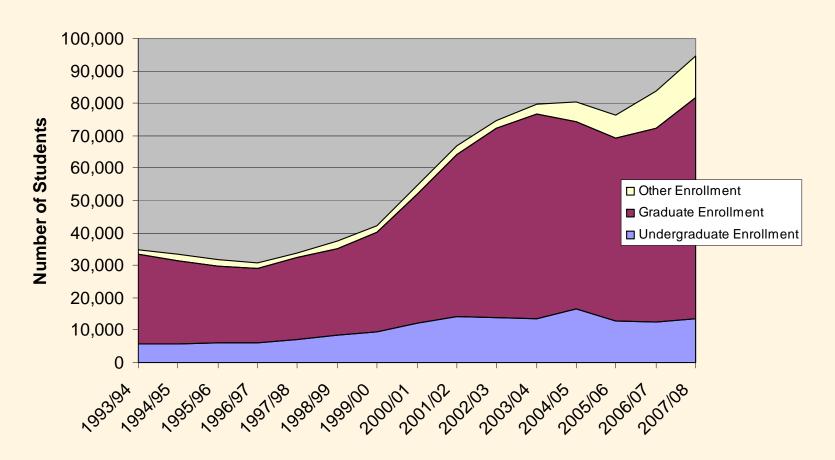


Chinese Students in the United States by Academic Level, 1989/90-2007/08



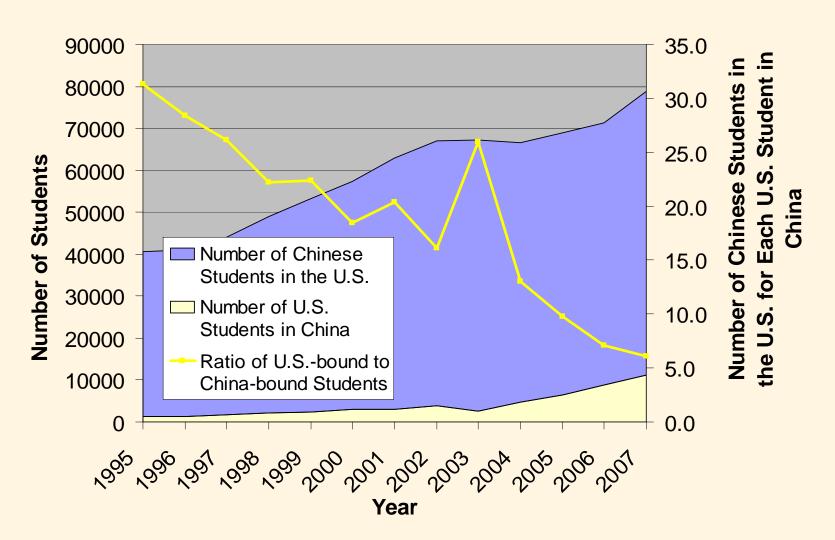


Indian Students in the U.S. by Academic Level, 1993/94 - 2007/08





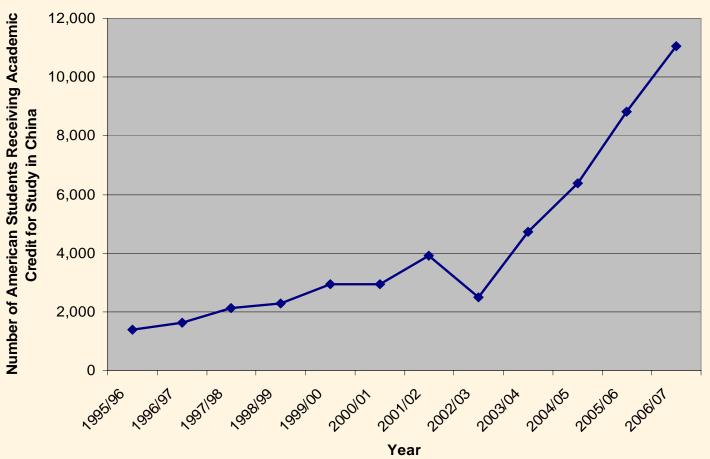
Trends in U.S.-China Academic Exchange, 1995/96-2006/07





U.S. Study Abroad to China

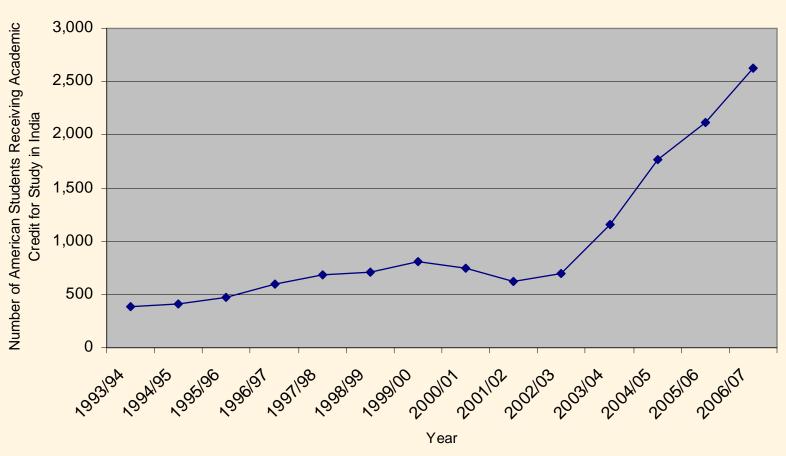
Number of American Students Studying in China, 1995/96-2006/07





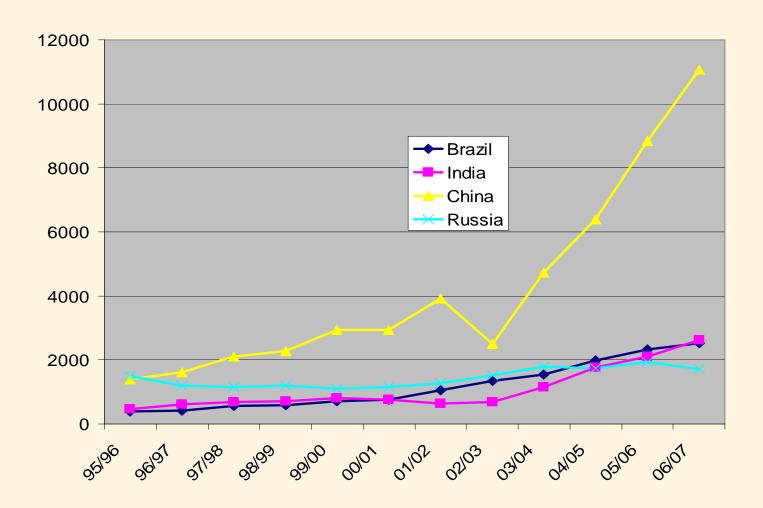
U.S. Study Abroad to India

Number of American Students Studying in India, 1993/94 - 2006/07





U.S. Study Abroad to the BRIC Countries, 1995/96 - 2006/07





Models of Academic Exchange

- Short-term vs. long-term study abroad
- Joint degree programs
- Research partnerships
- Branch campuses
- Confucius Institutes



Short-term vs. long-term study abroad

- Long-term programs:
 - Well over half of longterm programs take place in the metropolitan centers of Beijing and Shanghai.
 - Long-term programs
 often focus on the
 Chinese language and
 culture.
 - Business and political science programs also exist.

- Short-term programs:
 - Short-term programs are more likely to take place in multiple cities and/or to include more remote areas like Xinjiang and Inner Mongolia
 - Short-term programs
 offer more variety in
 terms of field of study,
 including programs in
 photography, martial arts,
 urban planning and
 design, archaeology, and
 internship and volunteer
 opportunities.



Transnational Joint Degree Programs

- An arrangement whereby providers in different countries collaborate to offer a program for which a student receives a qualification from each provider or a joint award from the collaborating providers....
 - Examples:
 - AASCU and CCIEE 1-2-1 program
 - UMD and Nanjing University Joint Master's in Criminal Justice
 - Simon Fraser-Zhejiang University Partnership
 - Challenges:
 - Different views of the purpose of higher education
 - Language barrier
 - Course equivalency



Other Models

Research partnerships

- The most common form of collaboration
- Can happen as a result of many interests throughout departments, or top-down organizing work

Branch campuses

The least common academic exchange model and the most difficult to implement

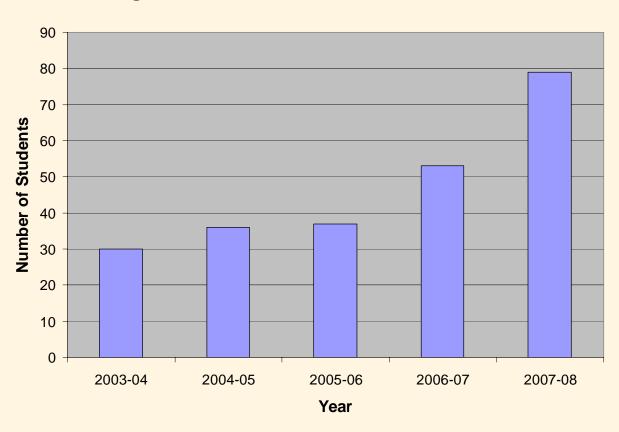
Confucius Institutes

- From zero in 2004 to 307 in 78 countries as of 11/08
- Headline from People's Daily: 'China Threat' Fear Countered by Culture
- Unique model for cultural promotion



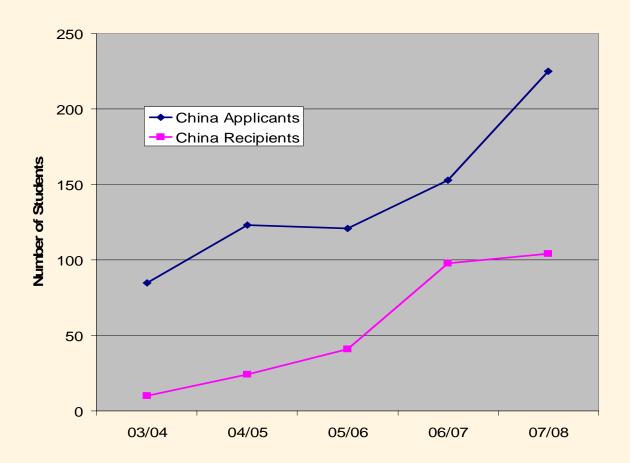
IIE Programs in China

Fulbright Awards to U.S. Students in China





Gilman International Scholarship Program Trends, 03/04 – 07/08





IIE's Sponsored Programs Sending U.S. Students Abroad

www.fulbrightonline.org www.iie.org/gilman	U.S. Department of State Fulbright U.S. Student Program Benjamin A. Gilman International Scholarship Program				
www.iie.org/nsep	National Security Education Program Boren Scholarships and Fellowships The Language Flagship Fellowships				
www.iie.org/cesri	National Science Foundation Central Europe Summer Research Institute				
www.iie.org/freeman-asia	Freeman Foundation Freeman Awards for Study in Asia				
www.whitakerawards.org	Whitaker Foundation Whitaker International Fellows and Scholars Program				
www.globale3.org	Global Engineering Education Exchange				

IIE Information Resources

www.iie.org
 IIE Online

www.iienetwork.org
 Resources for International Educators

www.atlas.iienetwork.org
 Atlas of Student Mobility

www.iiebooks.org
 IIE's Online Bookstore

• <u>www.iiepassport.org</u> Directory of Study Abroad Programs

www.StudyAbroadFunding.org
 Funding for U.S. Study Abroad

www.iie.org/StudyAbroadCapacity
 Meeting America's Global Education

Challenge Series

• www.iie.org/briefingpapers AIFS/IIE Briefing Paper Reports



Just a reminder...

Workshop presentations will be made available for download at: www.iie.org/ResearchEvaluation

Pick up your copy of the IIE/AIFS
Report: U.S.-China Educational Exchange
(available at Intl Ballroom B (North/M2)
on Tuesday, 10:30 am)

AIEA Annual Conference

Strategic Planning for Emerging Landscapes of Internationalization: A Focus on India

India US Partnerships Insights From India

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Need for Internationalisation

 Competition for Skilled Labour in the Global Knowledge Economy Between Developed Countries and Emerging Countries.

 Increasing Competitive Higher Education Environment, Which Requires New Approaches and Strategies for Cooperation

Broad Types of Internationalisation

 Internationalisation at Home: Activities that Help Students Develop International Understanding and Intercultural Skills

 Internationalisation Abroad: All Forms of Education Crossing Borders, Mobility of Students, Teachers, Scholars, Programmes, Courses, Curriculum, Projects/Research

Collaborations and Partnerships in Higher Education

- Twinning Arrangement
- Franchise
- Offshore Campus/branch Campus
- Programmatic Collaboration, include joint course design, credit transfer etc.
- Study in India Program

International Student Trends in the US

Rank	Place of Origin	2006-07	2007-08	% Total 07-08	% Change
	World Total	582,984	623, 805	100	7
1	India	83,833	94,563	15.2	12.8
2	China	67,723	81,127	13.0	19.8
3	South Korea	62,392	69,124	11.1	10.8

Region-Wise Enrolment of Foreign Students in Indian Universities

Region	1993-94	2002-03	2003-04	2004-05
Asia	5870	4452	4822	9779
Australia (Oceania)	36	40	42	55
Africa	7109	1904	1818	2003
Europe	187	145	129	126
America	260	353	475	600
Miscellaneous	254	862	544	587
Total	13716	7756	7830	13150

International Educational Exchange Programs Issues & Challenges

- Need to Develop a Comprehensive National Database on Internationalisation
- Trends in Student Outflow Increasing, Change in Distribution Pattern
- Trends in Student Inflow, Need to Analyse Distribution Pattern

International Educational Exchange Programs Issues & Challenges

- Lack of Awareness Amongst Indian Universities
- Semester System More Recently Introduced
- Lack of Autonomy, Infrastructure, Academic Calendar, Credit transfer
- Most International students are from Developing Countries
- Large Number of International Students Come for Complete Under Graduate/ Prof Courses

International Educational Exchange Programs Issues & Challenges

- Developing Systems to Integrate International Students for Short Duration is Still in Infancy and Institution Dependent
- Institutional Websites Need to Reflect What is Offered
- Professional/ Private Colleges/ Universities Potential Partners
- Develop strategies to Market Indian Higher Education in the Developed World

International Educational Exchange Programs Issues & Challenges

- Challenge In Designing Short Term Courses For US Students
- Proposal For Making 4 Year Under Graduate Degree Course (By All Science Academies)
- Making Research Integral to Under Graduate Courses.
- Institutions of National Importance, World Class Universities, Central Universities are Potential Partners.
- Potential Faculty Exchange Programmes

Thank You

RETHINKING THE BOUNDARIES

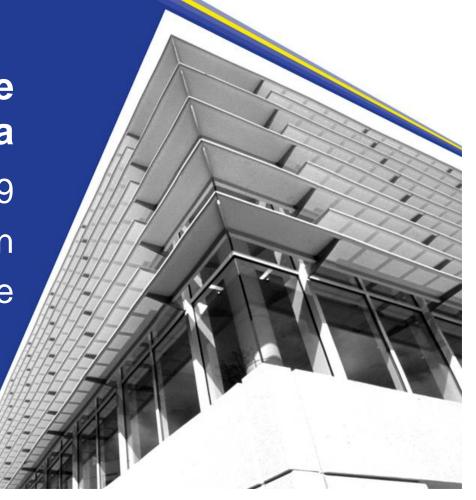


Duke's Strategic Presence in India

02/22/2009

Bertrand Guillotin

AIEA Annual Conference



Agenda:



- Duke University: Strategic Profile
- Duke University: Presence in India
- Duke University: Programs in 2008
- Duke University: Research and Courses in 2008
- Duke University and Fuqua: Strategic Implications

Duke University: Strategic Profile



- Top 10 research university, established in 1924
- <u>2007-2008 figures</u>:
 - Endowment: \$4.9 bn (as of 12/2008)
 - Faculty: 2,730 (1,659 tenured or tenure-track)
 - Students: 12,900 (6,700/graduate level; 338 from India)
 - Staff: 31,439 (university and health system)
- Culture: mostly decentralized and multi-disciplinary
 - Pros: Expedient decision-making process and rapid innovation
 - Cons: Duplication of costs, weak brand equity overseas
- Strategic plan: Making a Difference A new Model of Education:
 Collaboration and Connection

Duke University: Presence in India



"We are building <u>lasting relationships</u> that will help us secure a shared future of <u>teaching and learning</u> with India. Duke's strengths in business, public policy, the environment and biomedical research present a unique and compelling opportunity for <u>collaboration</u> with colleagues in India."

(President Richard H. Brodhead, during his trip to India with other Duke officials, October 2008)

Current partnerships:

- Fuqua School of Business: IIM-Bangalore (2002), ISB (2005)
- Duke-Corporate Education: IIM-Ahmedabad (2006)

Duke University: Programs in 2008



- <u>Duke Center for International Development (DCID)</u>: three-year contract to provide 8 weeks of training per year for up to 150 midcareer IAS officers
- <u>Talent Identification program (TIP)</u> offered a three-week residential pilot program on the campus of IIM-A for 34 academically gifted 8th graders. 64 students expected in 2009. Courses range from JAVA for video games, engineering problem solving, forensic science to entrepreneurial leadership.
- MOU: Nicholas School of the Environment/The Energy and Resources Institute of New Delhi/Higher Colleges of Technology in UAE to create an international MEM
- <u>DukeEngage</u>, a new service-learning program, connected undergraduates with Sahara House (Delhi) and local 5th graders in Hyderabad

Duke University: Research & Courses in 2008



- Duke Global Health Initiative (DGHI):
 - "At most American universities, global health is pursued in a separate public health school or as a field within medicine. But Duke's distinction is that we have built our Global Health Institute as a university-wide initiative, a space for biomedical researchers, nursing professors specializing in innovative care delivery and caregiver training, business faculty with expertise in health management, as well as health sociologists and health economists, all joined together by their devotion to a common problem and inspired by what they can learn from those who don't share their expertise." (President Richard H. Brodhead)
- Global Academic Travel Experience (GATE) MBA course since 2005
- Global Consulting Practicum (GCP) since 2008

Duke and Fuqua: Strategic Implications



"With the <u>simultaneous launch</u> of our new international locations [New Delhi, Dubai, St Petersburg, London, and Shanghai] Fuqua will be the <u>first truly global business school</u>, shaped and driven by the fundamental issues of our time.

The depth of our activities in each location ensures we will become truly **embedded** in each region. By engaging with these regions through <u>education and research</u>, we will be able to examine the world's opportunities and problems, explore <u>interdependencies</u> between regions, <u>create solutions</u> to address world issues, and prepare practitioners to be change agents and informed leaders."

(Dean Blair Sheppard, September 2008)

Duke and Fuqua: Strategic Implications



- Fuqua's global expansion is helping everyone connect everywhere
- Faculty and staff expected to travel between six campus locations
- All programs, staff, faculty "embedded and connected" at some point
- Research will become more international
- Talent will be found and leveraged globally
- Careers will evolve globally
- Speed of innovation will accelerate
- Centralized culture might be necessary to:
 - 1) leverage knowledge about best practices
 - 2) improve operational performance
 - 3) cut unnecessary costs
 - 4) "make a bigger difference"

Duke University: Presence in India



THANK YOU!

Strategies for Partnerships with China, India, and Beyond

Susan Buck Sutton

Associate Vice President of International Affairs

Indiana University/IUPUI

http://international.iupui.edu

Approaching Partnerships Strategically

1. Partnership strategies in general

2. Partnerships in China and India

Part 1:

Partnership Strategies in General

Historically, most partnerships:

- were between one faculty member and another
- sent a few students and faculty back and forth
- occasionally engaged in joint projects
- lasted as long as their original proposers
 were interested and often (even sometimes immediately) sat idle thereafter.

Such one-on-one partnerships still have a role to play.

 Especially for faculty who are pursuing research connections with particular colleagues abroad, or who are exchanging a few students back and forth.

BUT, limiting partnerships to these:

does not maximize the institutional benefit of partnerships,

does not take full advantage of what partnerships have to offer

does not draw in others

spreads institutional resources thinly.

Many institutions now seek
a broad portfolio of partnership types and
a clear understanding of what each type does.

Partnerships vary by scope.

- Faculty-to-faculty
- Student exchange
- One-way student flows
- Department-to-department
- □ Institution-to-institution

Partnerships vary by function:

- Teaching and learning
- Joint degrees and programs
- Research collaboration
- Institution and program-building
- Applied and development work
- Enhancing community connections
- Faculty and staff development
- Or all of the above

Partnerships vary along an impact continuum:

Transactional Transformative

Transactional Partnerships

- Simple give-and-take
- Neither institution is much changed by the exchange
- Instrumental in nature

Transformative Partnerships

- Change (transform) both institutions, as they work together
- Create common goals, projects, products
- Set up a dialogical process
- Emphasize the relationship as much as the product

Transactional

Quick, flexible

Maximizes faculty individuality

Good for single projects

Short-term

Impact restricted

Transformative

Significant planning and oversight

Maximizes institutional impact

Leads to multiple projects

Sustained over time

Draws in new parties

8 Steps in Strategic Planning for International Partnerships

(not always a strictly linear process)

1. Take stock of existing partnerships

Assess:

- # of existing partnerships
- the current status of each
- their geographical and topical distribution
- their impact and importance

2. Determine your partnership goals:

What do you want partnerships to do?

What kinds of partnerships do you want? Where?

Where do partnerships fit with your overall internationalization strategy?

With your institutional mission?

Possible partnership goals

- To internationalize bilaterally rather than unilaterally
- Because science and scholarship are now global
- To develop student/faculty skills of cross-cultural interaction
- To acquire resources you do not have
- To enhance the ranking of your institution
- To collaborate with institutions with similar (or complementary) areas of excellence
- To connect to key nations that are shaping the world
- To connect to nations with which your surrounding community is connected through trade or immigration
- To recruit high-ability students to your campus
- To engage in international development, capacity-building
- Public diplomacy and institutional global citizenship

3. Create ground rules

- Policies and procedures for establishing partnerships
- Criteria for selecting partners
- Principles of participation in partnerships
- Modes of oversight and coordination for institutionwide partnerships
- Documents and guidelines that help everyone understand what is involved in partnerships

4. Conduct initial conversations and explorations with possible partners

- Identify possible partners
- Engage in repeated conversations with selected
 potential partners, both in person and electronically
- Engage key stakeholders on both sides
- Mutually define how both sides conceive of partnerships
- Identify initial projects the partnership might pursue

5. Decide whether to move forward with a possible partnership (or not)

- Fit with overall partnership goals
- Degree of interest on both sides
- Approval from appropriate officials on both sides
- Accreditation and integrity of the partner
- Resources to carry out the partnership
- Capacity to grow and expand
- Have you reached good, mutual understandings?
- Degree of mutual benefit
- Any limiting issues (e.g. travel warnings, health)

6. Negotiate the Agreement (MOU)

- Nature and scope of collaboration
- Financial obligations on both sides
- Student and faculty mobility support and criteria
- Duration and periodic review

(to be followed by Implementation Agreements)

7. Sustain & maximize the partnership

- Establish system of regular communication
- Provide seed money for faculty and staff involvement
- Develop pre-departure (and in-country) orientation programs
- Organize visits back and forth
- Develop courses/public programming on the partner country on your campus
- Pilot innovative ways to use partnerships for both research and curriculum development
- Support student mobility in both directions

Includes sharing resources with partner:

- Use IT for collaborative research, teaching, course exchange
- Establish dual/joint degree programs
- Develop revenue-neutral student/faculty exchanges
- Have faculty at partner institution do cross-cultural workshops/training for your faculty (and vice versa)
- Create collaborative centers on mutual areas of research excellence
- Working together to develop new projects

8. Review and rework over time

- Number of faculty and students engaged
- Increase in external funding
- Student learning measures
- Faculty productivity measures
- Curricular developments
- Sustained working relationships
- New projects generated

Select Bibliography

- Van de Water, Jack, Madeleine F. Green, and Kimberly Koch. 2008. International Partnerships: Guidelines for Colleges and Universities. ACE.
- Tillman, Martin J. 2007. Cooperation with a University in the U.S. NAFSA.
- Knight, Jane. 2008. Higher Education in Turmoil: The Changing World of Internationalization. Sense Pubs.

Part 2:

Partnerships in China and India

A few thoughts to start us off:

- Both fit the goal of key nations now shaping the world
- Often give us opportunity to start with clean slate
- Very large, much diversity
- Ranking is a factor
- Importance of establishing institutional trust and personal relationships
- Stereotypes abound on both sides
- Exchanges may not be identical in kind
- Advanced IT is a given
- Can you have more than one partner institution in each country?

- 1) What has your institution been doing in India or China? What have been the most significant challenges and obstacles you have encountered?
- 2) What are some best practice examples of partnership models that have worked in India or China? What are the advantages and disadvantages to each?

3) Are there any similarities or differences in approach and strategy for reaching out to India and China?

4) The question of the hour: How might the weakened global economy affect the nature of educational exchange with these countries? From the U.S. institutional perspective, does it make sense from a strategic planning perspective to look outward or inward right now? What are the realities and limitations?

- 1) What are the most significant challenges and obstacles to anticipate when establishing partnerships with China or India, based on your own institutional (or personal) experiences?
- 2) What are the motives and drivers for institutions to look to India and/or China for establishing new exchange or study abroad programs?
- 3) Are there any similarities or differences in approach and strategy for reaching out to either country? How might they be different from traditional destination countries (e.g., in a U.S. study abroad context)? Do these apply for those institutions interested in exchange programs or student/teacher/faculty mobility in the opposite direction to the U.S.?
- 3) What are some best practice examples of models that work in the country? What are the advantages and disadvantages to each? Study abroad models might include: short-term faculty-led trips, elective courses to longer-term experiences such as semester and year-long study. A list or step-by-step breakdown of action steps might be especially useful here for participants.
- 4) The question of the hour: How does the weakened global economy affect the nature of educational exchange with these countries? From the U.S. institutional perspective, does it make sense from a strategic planning perspective to look outward or inward right now? What are the realities and limitations?



Purdue's Asian Initiative

Riall W. Nolan
Associate Provost and Dean of
International Programs



Genesis and Concept

- Purdue's President visited India in Fall 2004, the Asian Initiative began in February 2005.
- The focus was exclusively on India and China.
- International Programs was put in charge.
- A yearly budget of \$150,000 was allocated for three years.



Who Was Involved

- International Programs
- The Graduate School
- Enrollment Management
- Research
- Discovery Park
- Development
- Alumni Relations



What Was Done

- 1) research collaborations;
- 2) international student recruitment;
- 3) study abroad opportunities for Purdue students;
- 4) alumni development; and
- 5) fundraising

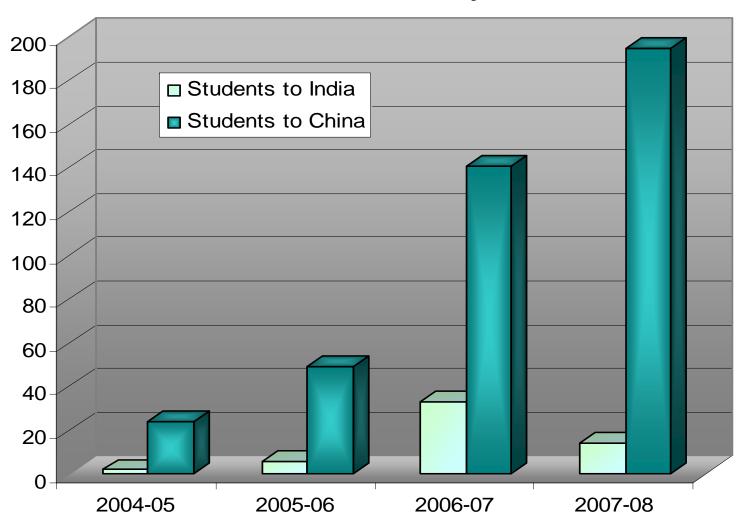


What Was Achieved

- Significant increases in faculty research involvement with China and India
- High-level research partnerships with India
- Significant student mobility to China
- Increased application numbers from both India and China
- Alumni clubs in Mumbai, Beijing, and Shanghai



Student Mobility to Asia





Lessons Learned

- Have a plan to move beyond "willy-nilly"
- Improve, integrate, innovate
- Establish clear goals, metrics and performance expectations
- Identify partners early
- Meet regularly and talk a lot: results and discussion should drive strategy

- Use interactive, not directive planning
- Adopt a 3-5 year time horizon
- Write it all down
- Be responsive to your partners
- Be prepared to learn and change