

**NANYANG
TECHNOLOGICAL
UNIVERSITY**



THE UNIVERSITY OF
NEW SOUTH WALES



New Approaches to Cooperation with Asia and Australia

2010 AIEA Conference • 15 February 2010 • Washington, DC



Australian Government

Australian Education International

NAFSA's Asia-Pacific Forum 2009



NAFSA

Association of
International Educators

NAFSA's Asia-Pacific Forum 2009



- May 24-25, 2009, Los Angeles, prior to the NAFSA Annual Conference
- Motivation: Interest in learning about potential for increased cooperation with Asia and Australia
- Opportune climate for expanding academic relationships

Forum Goals

- Discuss ways to forge closer U.S.-Asian/Australian ties.
- A structured conversation around issues usually reserved for one-on-one conversations between institutional partners.



Participants

- Invited 30 individuals from 6 countries to participate in forum:
 - Australia
 - China + Hong Kong
 - Japan
 - Korea
 - Singapore
 - U.S.



Forum Participants

- Representatives from
 - 7 universities in Asia/Australia
 - 8 U.S. universities
 - Australian Education International
 - China Education Association for International Exchange (CEAIE)
 - AASCU
 - Hobsons, event sponsor

Keynote Speaker: Alan Ruby

- Dr. Alan Ruby, Senior Fellow for International Education, Graduate School of Education, University of Pennsylvania
- Presented information on trends in global mobility of students and scholars.
- Paper available on NAFSA Web site
 - in the Professional Network for Senior International Officers at www.nafsa.org



Key Points on Global Higher Education

- International education estimated to generate \$30 billion in 2004
- 2.9 million college students worldwide earn degrees overseas
 - Close to 70 percent from Asia, including India.
- Overseas student market originally driven by government policies
- Now increasingly shaped by individual and institutional aspirations

Recent Trends

- *Open Doors*: In 2006–2007, 25% more U.S. students chose China than in previous year
- China Ministry of Education: U.S. students in China doubled (to 20,000) between 2006 & 2008.
- 14% more U.S. students chose Japan as destination than in year before
- Asian governments making large investments in expanding higher education.

More Trends

- Low birthrates in Japan and Korea compelling universities to fill slots with international students.
- Singapore's goal to staunch outflow of brainpower
- China, South Korea, and Japan rely on one another for in-coming students.
 - 50% to 75% of these nations' international students come from neighbors.

Positive Climate for Mobility *from Asia*



- Growth of middle class
- Desire for educational opportunities in U.S. despite . . .
 - current recession
 - increased student mobility within Asia
 - China’s expanded undergraduate capacity
 - Economically competitive course offerings outside the U.S.

Limited U.S. Mobility *to* Asia



- 11% of U.S. students studying abroad in 2007–08 headed for Asia
- Ca. 5% opted for Oceania
- Largest bloc—57%—opted for Europe
- English-speaking destinations—England as top choice—lure most U.S. students

Challenges for Studying Mobility

- Increase in mobility
- Absence of a standard for data collection across countries



Accomplishments of the Forum

- Better understanding of issues on both sides that encourage or inhibit study/scholar mobility
- Identification of key variables, examples of real-world partnerships/programs that address those variables
- Resolve by individuals to work on challenges in their own settings

Ideas for Strengthening Relationships

- Democratize education abroad
 - Increase scholarships for U.S. students to study in the Asia-Pacific region
- Create mechanisms to facilitate credit transfer
- Increase interest in Asia among U.S. students and public
- Engage more U.S. faculty with Asian institutions

More Ideas. . .

- Increase English-taught courses at Asian institutions
- Take steps to draw more U.S. students to Pacific campuses
- Expand volunteer and internship opportunities for U.S. students in Asia

NAFSA Resources about the Forum



- Printed copies of summary by Kyna Rubin
 - “Seeking Deeper, More Enduring Ties with Asia and Australia”
 - Also available on NAFSA’s Web site
- Alan Ruby’s article on NAFSA’s Web site
- www.nafsa.org in Professional Network for Senior International Officers

NAFSA Resources on Building Capacity in Education Abroad



- Center for Capacity Building
 - Providing tools for colleges and universities expanding their study abroad programs
 - Joint project of A.P.L.U. and NAFSA
 - With additional support from AACCC, AASCU, ACE, AAU, and NAICU

www.studyabroadcenter.org

Thank you



Betty Soppelsa

Deputy Executive Director for Conference Planning

NAFSA: Association of International Educators

1307 New York Avenue NW

Suite 800

Washington, DC 20005

Phone: +1.202.737.3699, x2513

Fax: +1.202.737.3657

E-mail: bettys@nafsa.org

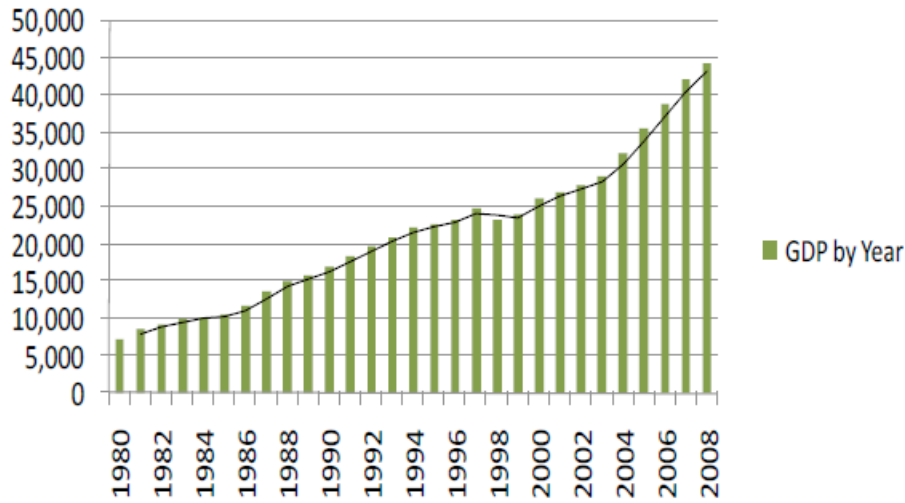
www.nafsa.org

Happy "New Year of the Tiger"!

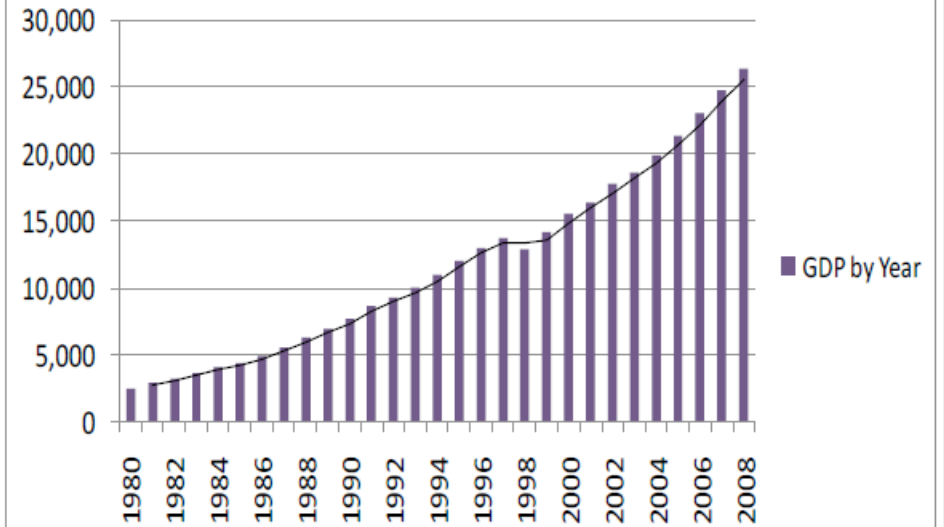




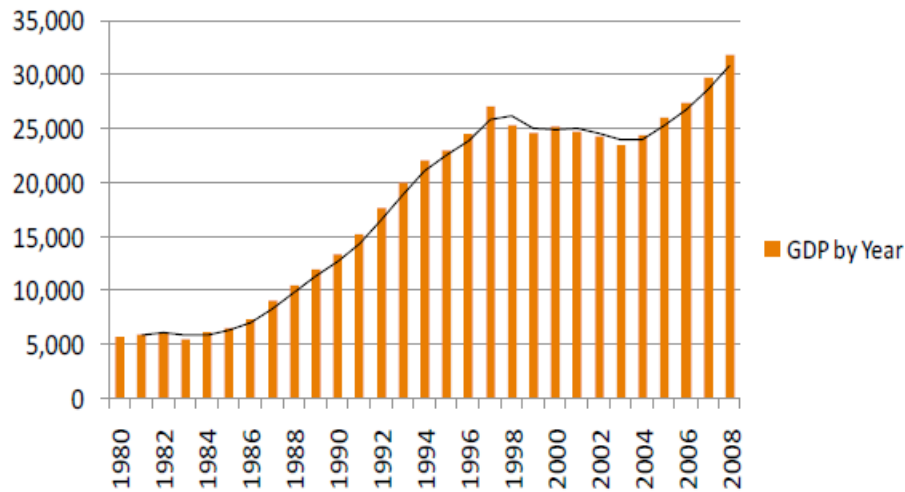
US\$



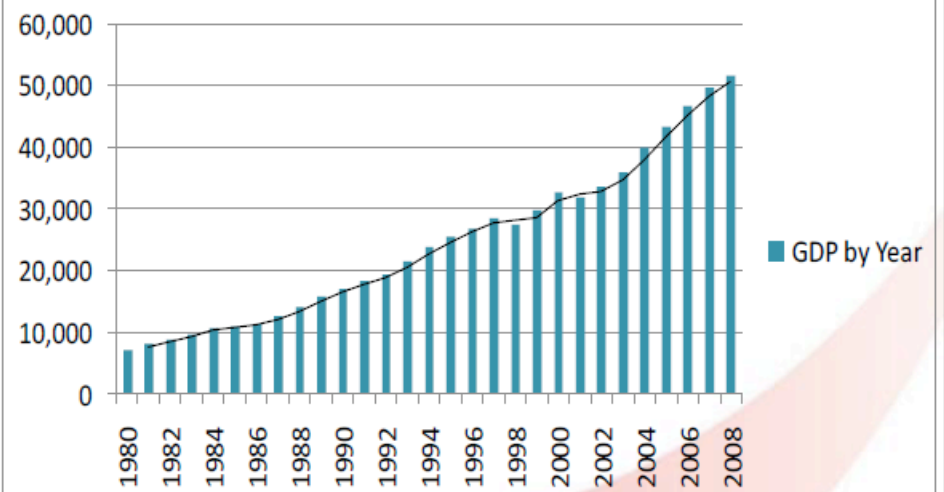
US\$



US\$

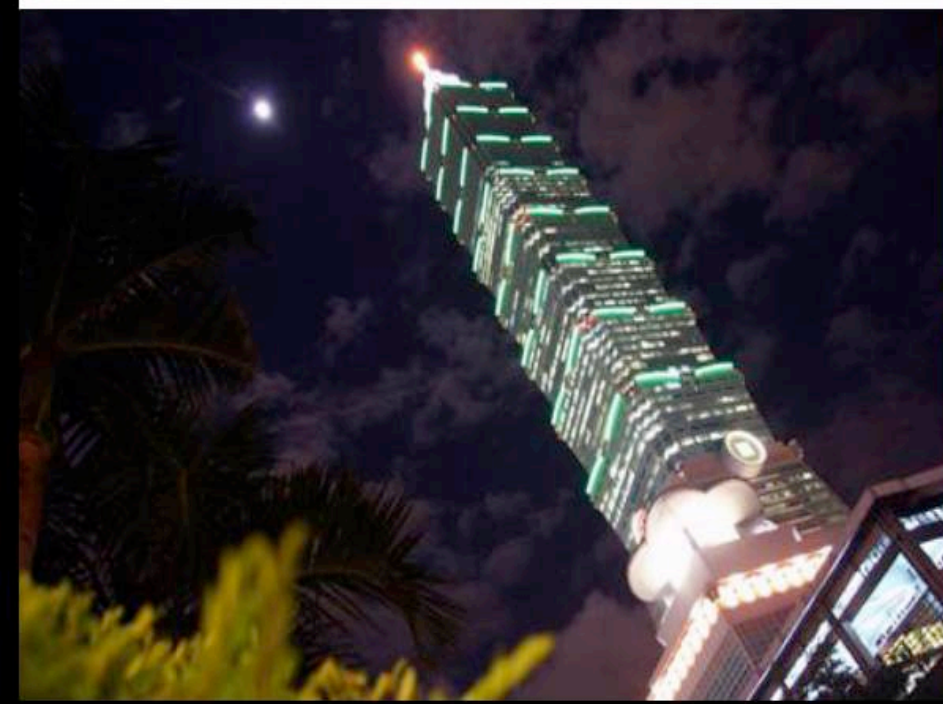


US\$



GDP Per Capita 1980-2008

IMF Database 2008





In the past, “Tiger” states have:



- Centralized education programs around nation-building
- Sifted “the best and the brightest” by streaming early --and often
- Sent the cream of the crop to HEIs of developed countries

Today, “Tiger” states are undergoing:



- Decentralization
- Privatization
- Massification

In the future, “Tiger” states will be integral to “The New Asia”.



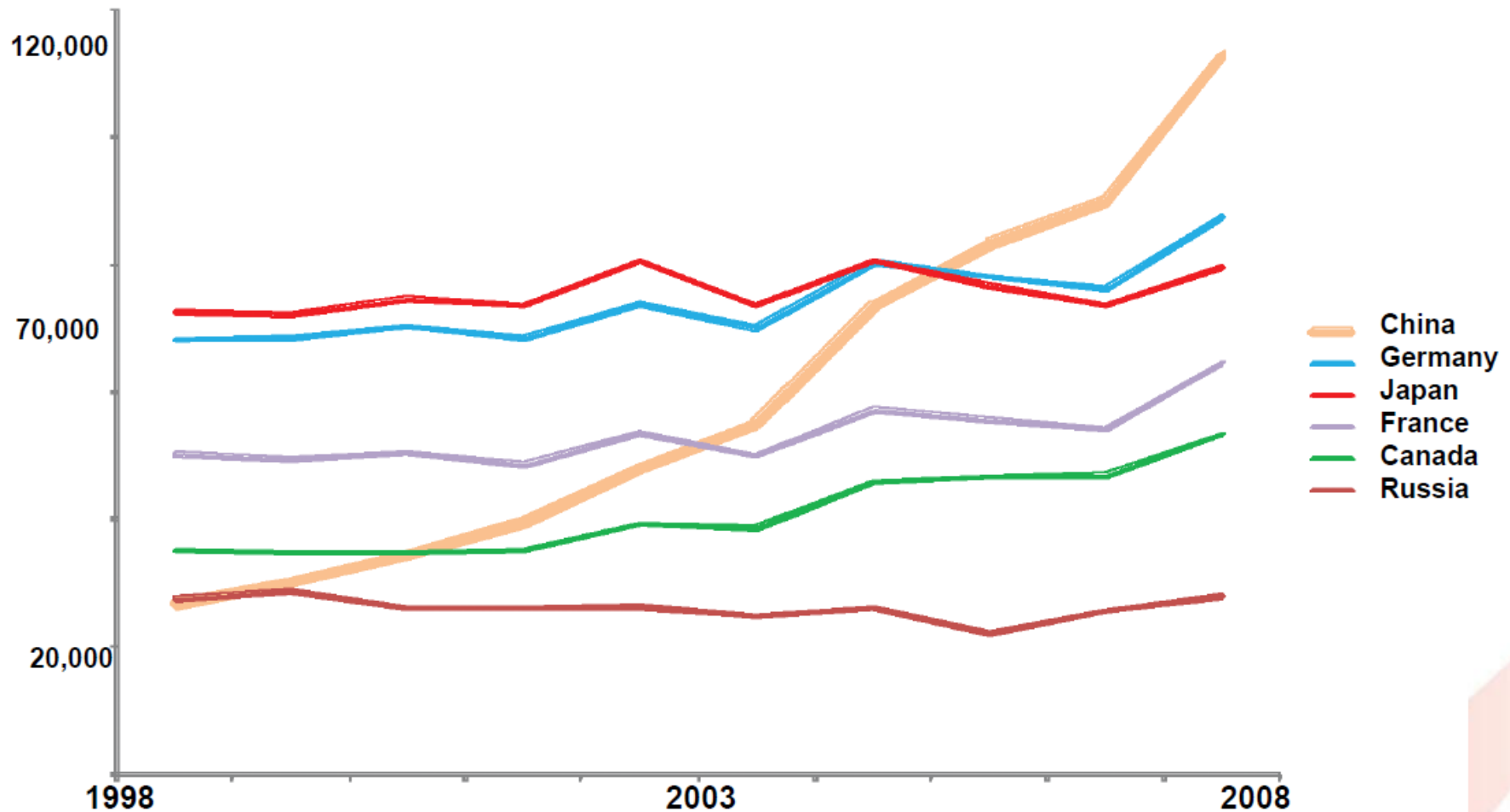
- Deliver “productivity gains” (a la Scandinavia in the 70s)
- Foster culture of innovation and creativity
- Grow local base of scientists and educators

Collaboration Opportunity :

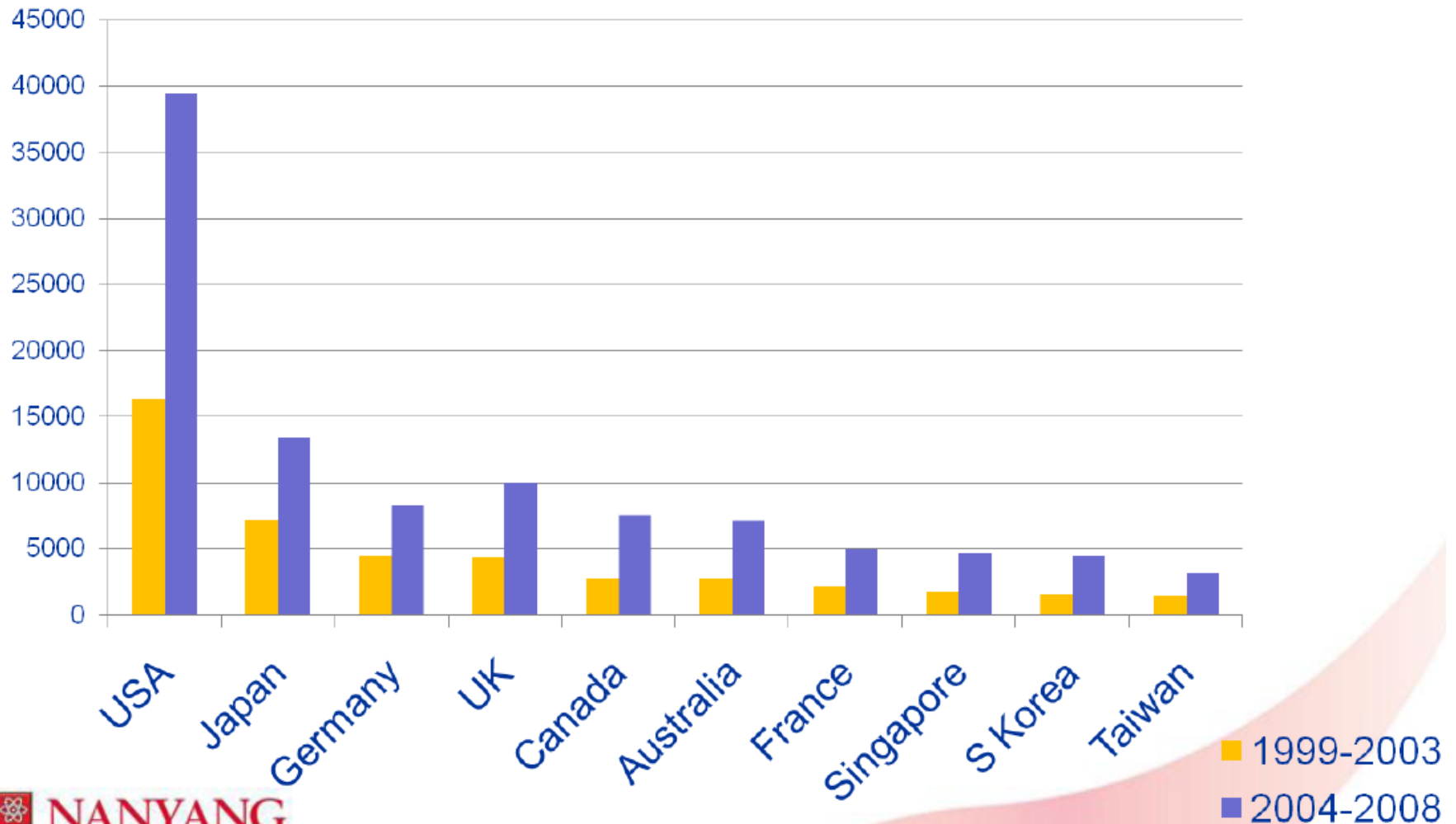
- Joint PhD
 - Faculty can widen search for good students
 - Cross-border research spurs viewpoints and citations, esp in Applied Sciences
 - Possibilities widen for faculty mobility & exposure



Annual Publications in Web of Science



Top 10 Collaboration Papers w/PRC



The New Geography of Science: Thomson Reuters Nov 09

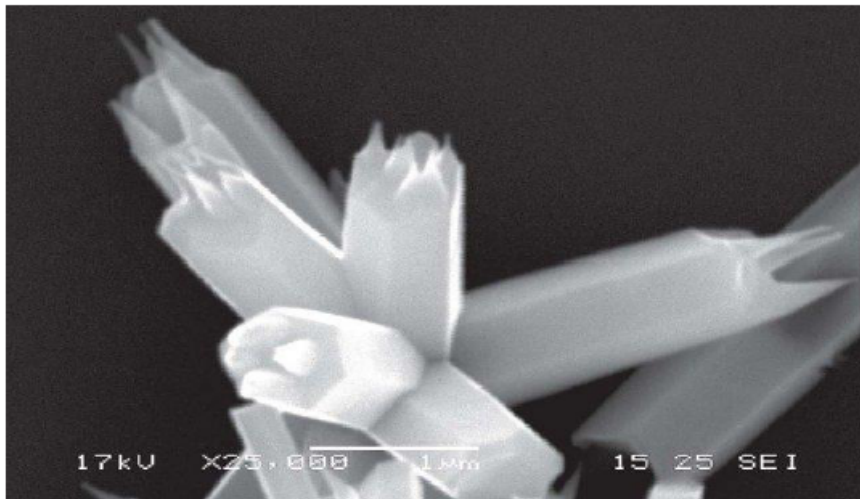
Collaboration Opportunity :

- Mobility for Teacher Training & Exchange
 - Exchange of experiences & methods re STEM teaching
 - Federal funding available under “Educate to Innovate”
 - Multiplier Effect for student study abroad





NANYANG
TECHNOLOGICAL
UNIVERSITY



- Jennie Lang, UNSW



2010 AIEA Conference

New Approaches to Cooperation with Asia and Australia: A U.S. Perspective

Stephen C. Dunnett, Professor and
Vice Provost for International Education
University at Buffalo

February 15, 2010

The U.S. Perspective: Lessons Learned?

- The emergence of Asia as the world's economic and geopolitical center of gravity in the 21st century
- The U.S. is no longer in the driver seat, no longer the only model
- The first lesson to learn is that the U.S. needs to listen to, and learn from, Asia
- U.S. institutions must re-orient themselves with this new reality in mind
- U.S. faculty and students must be prepared to deal with emergent Asia

Student Flows between Asia and the U.S. (Open Doors 2009)

- Asia to U.S.: 415,000 students, up 9.1% from previous year
- This is 62% of all international students in the U.S.
- Top three sending countries (India, China, Korea) account for 41% of all international students in the U.S.
- The U.S. continues to be overly dependent on student flows from Asia, but how long will the growth in these flows continue?

Student Flows between the U.S. and Asia (Open Doors 2009)

- The number of U.S. students studying in Asia is miniscule (7%) compared to the number of Asian students in the U.S.
- In 2007-2008, the total was 29,125, up 16.6% from the previous year
- This total represents only 11.1% of all U.S. students studying abroad (Europe receives 56.3%); the percentage going to Asia has nearly doubled in the past 12 years
- China (13,165) and Japan (5,710) receive 65% of all U.S. students studying in Asia

New Reality should Prompt a New Strategic Approach to Asia

- Asia should be a central part of the internationalization strategy of U.S. institutions
- Shift from a Euro-centric approach to an Asia-centric approach, both in terms of curriculum and program offerings
- Strengthen Asian studies (Asian languages and cultures) at home, and increase faculty and student opportunities in Asia
- In addition to increasing mobility to and from Asia, U.S. institutions need to be institutionally present and active in Asia

New Strategic Approach to Asia

- Avoid “country/region of the month” approach
- Stay focused on initiatives that are in your institution’s long-term interest
- Don’t be seduced by offers that are “too good to be true” (they are!); financial incentives should not drive the initiative
- China and India, in particular, continue to be challenging environments within which to deliver cooperative degree programs (dual degrees, 2+2’s, etc)

One Institution's Experience

- University at Buffalo (UB) enrolls more than 3,000 students from Asia, with India, China and Korea accounting for more than 60% of these students
- One-third of UB's study abroad participants go to Asia
- UB has conducted instructional programs in Asia for three decades
- UB's engagement in Asia has been guided by two strategic plans (1990, 2007)

One Institution's Experience

- First UB instructional center in Beijing in 1981
- First U.S. MBA program in Dalian, China (1984-1989)
- Cooperative Education Program with MARA University of Technology, Malaysia (1986-1991)
- English language programs in Indonesia and Taiwan (in the 1990's and 2000's)
- Executive MBA programs in China and Singapore



One Institution's Experience

- “Branch campus” at the Singapore Institute of Management (SIM), enrolling 1,200 students in 4 UB baccalaureate programs
- Economics and Business Administration Program in partnership with Konan University in Kobe, Japan
- Two dual master's degrees (in management and engineering) with Amrita University in Bangalore, India

Singapore Campus

- Based on strong partnership going back 15+ years
- Provides a “soft landing” in Asia for UB faculty and students who are new to the region
- Proven market demand in Singapore and SE Asian region for U.S. programs
- Excellent quality assurance and effective business model
- Multiple opportunities for UB faculty and students to gain relevant international experiences

Singapore Campus

- UB faculty who teach in programs in Singapore enhance their courses with Asian materials, perspectives, etc. that are brought back to Buffalo
- Research opportunities for both faculty and doctoral students who teach in the program
- Students in UB programs in Singapore have the option to spend a semester or more “seamlessly” at the Buffalo campus
- Buffalo students can participate in both short-term (summer or intersession) programs at SIM, or spend a semester or academic year in Singapore

Singapore Campus

- Other UB partners in Asia are getting involved in Singapore campus
- EBA students from Konan University study abroad through UB program at SIM
- Capital Normal University, UB's partner in Beijing, will exchange students with Konan and with SIM

University at Buffalo and India

- First institutional partnership with the M.S. University of Baroda in Vadodara (1998) involved student and faculty exchange

- Since 2006, UB has developed major partnership with Banaras Hindu University (BHU) in Varanasi involving faculty and student exchanges
 - Recent DOE grant-funded “study tour to India” by 10 UB faculty to enhance courses with South Asian content
 - Faculty-led study abroad program to BHU in December 2009

UB Programs in India

- Multifaceted partnerships with several private universities in India

- Amrita University in Kerala, Tamil Nadu and Karnataka
 - dual master degree programs in management and computer engineering, conducted in Bangalore by a combination of UB and Amrita faculty
 - Social Work collaboration in research and field work in Kerala
 - Collaborative research in IT and life sciences

- Birla Institute of Technology and Science (BITS) in Pilani, Rajasthan—exchange of faculty in Public Health and Gender Studies



Summary Recommendations

- Asia is not going away; it will only become more important in the future—adjust institutional perspectives and priorities accordingly
- Be prepared to deal with Asian partners on their terms
- Do not jump into a major undertaking in Asia; be strategic and deliberate in your approach
- Leverage existing partnerships in Asia to enhance opportunities for faculty and students, and Asian studies at home
- Take advantage of intra-Asian cooperation and mobility



Thank you for your attention!

Questions? Comments?

dunnett@buffalo.edu

Discussion and Q&A

Betty Soppelsa, NAFSA: Association of International Educators

Tel: 1.202.737.3699, x2513

Email: bettys@nafsa.org

Sonny Lim, Nanyang Technological University

Tel: +65 6790 4675

Email: sonny@ntu.edu.sg

Jennie Lang, University of New South Wales

Tel: +61 2 9385 6982

Email: jennie.lang@unsw.edu.au

Stephen Dunnett, University of Buffalo

Tel:+1 716 645 2368

Email: dunnett@buffalo.edu