



2011 Conference

# US Partners as Change Agents

Welcome to US Partners as Change Agents:  
Institutional Transformation in Prague, London and  
Elsewhere

Will Barnard, Academic Dean & Campus Director, CEA Global  
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02/22/2011

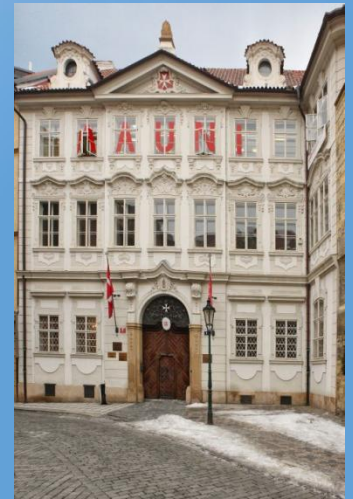
## CEA Global Campuses

- 9 cities in Europe, Asia & S. America
- School of Record relationship



## Anglo-American University, Prague

- Czech accreditation, courses in English
- ~400 Czech & int'l BA students
- US goals: US accreditation, American student enrollment
- EU goals: ECTS, DS Labels



# Creating Infrastructure

## Developing Policy & Procedure

- More students & different expectations
- “Speak with your dean” approach

## Examples:

- Faculty development
- Aligning student learning outcomes for courses with multiple instructors
- Cooperation on practical issues laid the groundwork for ongoing cooperation



## External feedback in quality assurance

- Semester reports

## “Tuning” US / EU education

- Credits, student learning outcomes, grades

## Teaching / learning models

- “UNESCO Sites in Czech Republic” course



# Next Steps?

- “Network” effects
- Faculty, student exchange
- CEA faculty conference



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# **U.S. Partners as Change Agents**

**Welcome to: U.S. Partners as Change Agents: Institutional Transformation in Prague, London and Elsewhere**

**February 22, 2011**

# Brief History of AIFS

- **American Institute For Foreign Study**

Established in 1964

- \* Founders: Sir Cyril Taylor, Roger Walther, Doug Burck
- \* High School Study Abroad
- \* College Study Abroad
- \* Expansion of International Exchange Programs



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# AIFS Programs & Partners

- \* CAMP AMERICA
- \* ACADEMIC YEAR IN AMERICA
- \* AU PAIR IN AMERICA
- \* SUMMER INSTITUTE FOR THE GIFTED
- \* AMERICAN COUNCIL FOR INTERNATIONAL STUDIES
- \* CULTURAL INSURANCE SERVICES INTERNATIONAL
- \* COLLEGE STUDY ABROAD





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# AIFS and Richmond Study Abroad Relationship

- \* Academic Year, Semester and Summer Programs
- \* Florence and Rome Study Abroad Centers
- \* Internship Programs
- \* International Setting and Student Body
- \* Integrated classrooms
- \* Central London Location
- \* Extensive Course offerings



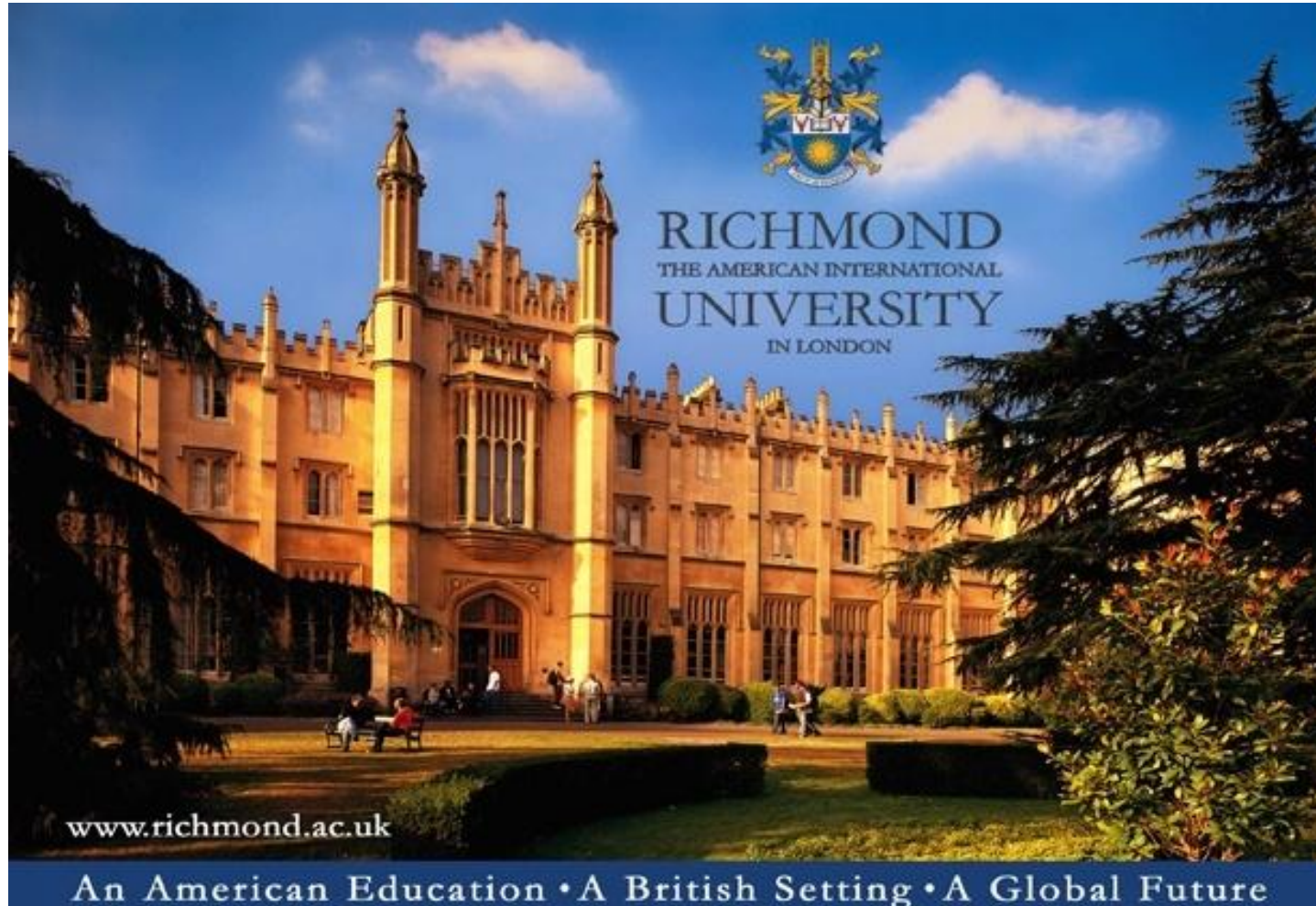
# RICHMOND COLLEGE

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- \* Purchased by AIFS in 1971 to expand study abroad programs in London
- \* Established in 1843 – Constituent Institution of the University of London
- \* Richmond upon Thames Campus
- \* Kensington Campus
- \* Evolution and Change to an independent 501c3 University

Competition & Collaboration in the Global Transformation of Higher Education

[www.richmond.ac.uk](http://www.richmond.ac.uk)



# *Richmond At A Glance...*

- *Dually Accredited in the US and the UK*
- *1000 Students Representing 100 Nations*
- *Two London Campuses -*
  - Richmond Hill*
  - Kensington High Street*

# *1000 Students Representing 100 Nations*

## *Unity in Diversity*

- *Africa - 15%*
- *Asia - 13%*
- *Europe - 15%*
- *Middle East - 18%*
- *North America - 30%*
- *South America - 3%*
- *United Kingdom - 6%*



# *Richmond's Academic Programs*

- *Art, Design & Media*
- *Business Admin.*
  - *Finance*
  - *International Business*
  - *Marketing*
- *Communications*
- *Economics*
- *History*
- *International Journalism & Media*
- *International Relations*
- *Political Science*
- *Psychology*
- *Sociology*

# *Richmond's Special Programs*

## ➤ *Internship Program*

- *London – world-class business , financial & cultural center*
- *Earn academic credit towards graduation*

## ➤ *Italian Study Centers in Florence and Rome*

- *Italian language*
- *Fine art*
- *Studio art*
- *Business*
- *Social sciences*

## *A Meeting of Diverse Minds Richmond Faculty*

- *100 Faculty From 33 Nations*
- *93% of Richmond's Faculty hold PhD's in their Academic Discipline*
- *100% of the Full-Time Faculty Teach as Well as Conduct Research (No Teaching Assistants)*
- *Faculty Serve as Student Advisors/Mentors Throughout the Degree*
- *Average Class Size is 17 Students to 1 Faculty Member*



# *London Is The Class Room*

- **Richmond**
  - **West London Campus**
- **Kensington –**
  - **City Center Campus**
- **Easy Access to Continental Europe and Beyond**
- **1,000 + Museums and Historical Places**
- **World Class Concerts and Theatre**
- **Vibrant social scene**
- **International city, amazing cultural diversity**
- **Major Professional Sports**





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# The AIFS and Richmond Relationship

Key aspects for Richmond:

Independent Governance

Use of AIFS Properties

Financial Guarantees

Recruitment support

\*Middle States Accreditation



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# The AIFS and Richmond Relationship

## Key Aspects for AIFS:

Study Abroad Partnership

Unique Richmond Environment

London, Florence and Rome

Middle States Accreditation



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# The AIFS and Richmond Relationship

## SERVICE AGREEMENT

Guaranteed use of property  
Recruitment Services  
Financial Guarantee  
Other Services



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# The AIFS and Richmond Relationship

## Middle States Accreditation Issues

- \*Service Agreement
- \*Independent Governance
- \*Admission of Students
- \*Oversight of Academic Programs
- \*Financial Relations



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# The AIFS and Richmond Relationship

## Internal Revenue Service Issues

- \*Service Agreement
- \*501c3 status of Richmond
- \*Tax consequences of the support  
provided by AIFS



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# The AIFS and Richmond Relationship

## Challenges and Opportunities

Increasing mobility of students

Changing UK Higher Ed  
Environment

Opportunities for expansion of  
study abroad sites





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# Discussion and Questions

Competition & Collaboration in the Global Transformation of Higher Education

## AIEA Conference Session – “U.S. Partners as Change Agents: Institutional Transformation in Prague, London and Elsewhere”

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Tuesday, February 22, 2011

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3:45 – 4:45 p.m.

Chair: John D. Heyl (CEA Global Education). Presenters: Will Barnard (CEA Prague), Hrishabh Sandilya (AAU, Prague), Paul Watson (AIFS).

U.S. program providers do not typically act as change agents for institutional transformation. But certain circumstances demonstrate the expertise that providers can bring to bear to assist partners and serve students better. This may include administrative procedures, faculty development strategies, knowledge of U.S. student expectations and accreditation standards. This role is complex and requires leadership from both provider and partner institution. Two case studies from leading providers suggest productive paths to institutional change.

This session features two case studies of institutional change in a provider-university partnership. Program providers are often considered “brokers” for study abroad, mediators in the relationship between the home institution and the student experience abroad. But circumstances sometimes offer a far more constructive role, one of institutional “change agent.” What are those special circumstances and what aspects of leadership are involved in sustaining this role?

1. CEA Global Education – Anglo American University (Prague): Dean Will Barnard (CEA) and Dean Hrishabh Sandilya (AAU) will present the key elements of their joint strategy to bring about change at AAU. Anglo-American University, a private English-language university in Prague, founded in 1990, aspired to attract local Czech students and international students, including U.S. students to its range of academic programs, including an MBA program offered through Chapman University (CA). AAU signed an agreement with CEA Global Education in 2009 in order to help attract U.S. students. CEA, for its part, aspired to enter a student market in Prague based on partnership with a highly credible and entrepreneurial partner. But the partnership quickly morphed into a more strategic relationship that included institutional change at AAU and revamping oversight practices at CEA. These presentations relate this process and the critical decisions made along the way.
2. AIFS – Richmond, The American International University in London: **Paul Watson**, Senior Vice President for the College Division at AIFS, will present an account of the unique strategic relationship that exists between AIFS and Richmond, The American International University in London. Richmond, a non-profit 501c3 institution, is accredited both in the U.S. and in the UK. It holds independent accreditation from three separate agencies: The Middle States Commission on Higher Education, the British Accreditation Council and The Open University. It enrolls approximately 1000 degree seeking students from 100 countries around the world. U.S. students studying abroad in London through AIFS have the added experience of engaging with the globally diverse study body at Richmond, with access to the full complement of the University’s course offerings. Richmond also provides academic oversight of the AIFS study abroad centers in Florence and Rome. How did this long-standing partnership develop? What educational and business elements contributed to its success?

Session audience members will be asked to critique both case studies, to offer examples of their own and to contribute to emerging guidelines for this kind of partnership. The goal of the session is to outline guidelines and best practices for partnerships between U.S. based provider organizations and international counterpart institutions. Below are some standards for consideration by session attendees:

1. **Mutual respect:** Both provider and local institution have distinct missions that should be respected by the other party. These missions may themselves be imbedded in distinct legal contexts involving oversight, funding and accreditation.
2. **Shared knowledge on partnership:** Both parties should ensure that the mutual obligations of the partners are well known within the two organizations. This can avoid misunderstandings regarding perceived intrusions into each other's "turf" – especially when major initiatives are underway.
3. **Collaboration on major initiatives:** Major initiatives – such as curricular restructuring, terms of faculty employment, accreditation reviews, changes in budgeting cycles, etc. – require advanced planning and sustained, open dialogue between the partners.
4. **Communication:** Communication between provider home office, onsite staff and partner institution may involve a relatively complex three-way communication in which changes in staffing, protocols, finances, etc. on the part of one partner may well affect the other two partners.