

Comprehensive University Internationalization: Strategies for East and South Asia

Thematic Forum sponsored by AIEA and the U.S.-China Institute at Bryant University
November 12-13, 2015

The forum aimed to create a dialogue for academic institutions to better understand East and South Asia's fast evolving education systems and the implications for U.S. higher education institutions. As such, the discussion centered on helping these institution's senior international officers become aware of effective recruiting practices in East and South Asia, to better understand the needs of Asian students on their campuses, and to develop institutional strategies to better engage Asia.

Comprehensive University Internationalization: Strategies for South and East Asia



November 12-13, 2015 ■ Bryant University, Smithfield, Rhode Island

THIS FORUM WILL ENGAGE SENIOR INTERNATIONAL OFFICERS and attendees in discussions about the current educational environments in South and East Asian countries, effective recruiting practices, how to better serve the student populations from these countries, and developing successful strategies for operating in these countries.

SESSION LEADERS:

DR. HONG YANG (Host)
Bryant University

STEVE BARCLAY
Hong Kong Economic
& Trade Office, New York

DR. WILLIAM BRUSTEIN
Ohio State University

DR. DULEEP DEOSTHALE
Admission Table

JOHN ERIKSEN
Bryant University

DR. MARIKO ITO HENSTOCK
Boston University

KATHERINE P. KAUP
James B. Duke Professor
of Asian Studies
and Political Science
Furman University

DR. JONGSUNG KIM
Bryant University

DR. MAILEE KUE
Bryant University

KONGLI LIU
Bryant University

DR. RONALD SULESKI
Suffolk University

THE FORUM WILL HELP PARTICIPANTS:

- Better understand East and South Asia's fast evolving education systems and the implications for American higher education institutions
- Learn effective recruiting practices in East and South Asia
- Increase awareness of the needs of Asian students on their campus
- Enhance their working knowledge of how to best engage with and serve students from these countries
- Develop institutional strategies to better engage Asia

FOUR SESSIONS WILL COVER:

- The Dynamics of Chinese, Indian, and Korean Educational Systems
- Recruiting in Asia and Student Mobility
- Challenges for Asian Students at American Universities
- Establish a Permanent Presence in Asia

REGISTRATION

Cost: \$50 (includes two meals) ■ Capacity: 60 attendees
Register at www.bryant.edu/alearegistration
between September 3–October 9

LOCATION:

Bryant University, 1150 Douglas Pike, Smithfield, RI 02917
15 minutes from Providence, RI; one hour from Boston

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Bryant University

www.bryant.edu

AIEA THEMATIC FORUM:

COMPREHENSIVE UNIVERSITY INTERNATIONALIZATION

Strategies for South and East Asia

**AIEA Thematic Forum dedicated to understanding how
to better engage with Asia**

November 12th – 13th, 2015



**U.S.-China Institute
at Bryant University**



Association of International
Education Administrators



NATIONAL COMMITTEE ON
UNITED STATES-CHINA RELATIONS

Introduction

Following along with the Asian economic rise, educational developments have had significant impacts on American higher education institutions. The demand for an American education has increased, as we can see in the year-by-year increase in the number of Asian students studying in the U.S.

Bryant University hosts international students and visiting scholars from more than 60 countries and international students comprised 10% of this year's incoming class of 2019. Bryant University believes that international education is a crucial component of a 21st century education and chose to make global engagement a cornerstone of its strategic plan moving forward. In 2012, with the release of its *Vision 2020: Expanding the World of Opportunity*, Bryant University has made Global Perspective one of its key strategic pillars to ensure that each student develops an appreciation of the interconnectedness of cultures and economies so that they are prepared to succeed in an age of ever increasing global opportunity. Another key initiative of Bryant's strategic



plan is to enhance campus internationalization by increasing the diversity of student population; promoting global perspectives through study abroad programs, the Sophomore International Experience (a 2 week, 3 credit, study and international travel program), internships with global companies, exposure to diverse cultures; and the development of strategic international partnerships in select countries.

American higher education institutions cannot afford to lag behind when it comes to internationalization. Improving student services for the international student population on campus and, in some cases, plans to expand abroad have become necessary in today's environment. A strategic plan on how to move forward is a key to success in the age of globalization.

Learning Outcomes

- Increased understanding of South and East Asia's fast-evolving education systems and the implications for American higher education institutions
- Increased understanding of effective recruiting practices in South and East Asia
- Increased understanding of the needs and expectations of Asian students on American higher education campuses
- Increased understanding on how to more effectively engage with Asian countries from a higher education standpoint

Overview

The AIEA Thematic Forum, *Comprehensive University Internationalization: Strategies for South and East Asia* took place during November 12th - 13th, 2015 at Bryant University in Smithfield, Rhode Island. The forum was made possible by the Association of International Education Administrators (AIEA), the U.S. – China Institute at Bryant University, and the National Committee on U.S. – China Relations' Public Intellectuals Program, which is funded by The Henry Luce Foundation and The Starr Foundation. The forum was attended by over 50 senior international officers (SIOs), administrative leaders, and university staff from 29 different public and private institutions.



Summary of Forum Sessions

Over one and a half days, the forum covered four key areas crucial to understanding what some current trends are in international education as well as evaluating and improving a university's international framework. Those four key areas were:

- The dynamics of the region's educational systems
- Successful student recruitment and mobility
- Challenges that international students face on American campuses
- Establishing permanent presence in South and East Asia

The forum also consisted of two keynote speeches at its opening and closing. Those two speeches were aptly titled *“Engaging Asia: Opportunities and Challenges for SIOs”* by Dr. William Brustein, Vice Provost for Global Strategies and International Affairs at Ohio State University and *“Leveraging Resources: Strategies for Expanding Asian Programming for any College Campus”* by Dr. Katherine P. Kaup, James B. Duke Professor of Asian Studies and Political Science at Furman University.

The forum opened with a lunch and welcoming remarks from both Bryant University President, Ronald K. Machtley and from forum host, Dr. Hong Yang, Vice President of Bryant University's International Affairs Department and Charles J. Smiley Chair Professor of Environmental Sciences.

Bryant University President Ronald K. Machtley firmly believes that today's students need to be educated in a global context. He has been a champion of Bryant's internationalization process with clear goals of not only sending students abroad but of also increasing international student presence to build an international community on the Smithfield campus. Under his leadership, Bryant continues to be a leader in campus internationalization, and he believes that students need to be educated to be successful not only in the U.S. but to be successful abroad as well. Bryant's leadership can be seen in its new campus in Zhuhai, Guangdong Province, China, which welcomed its inaugural class on September 29, 2015. With goals to recruit talented students from all over Asia and to use it as a place that students from Bryant's Smithfield campus can go. The campus will be a place where the best from East and West combine to create an invaluable student experience.

Opening Keynote: “Engaging Asia: Opportunities and Challenges for SIOs”

William Brustein, Vice Provost for Global Strategies & International Affairs, Ohio State University



In his opening keynote speech, Dr. William Brustein addressed the question of why global engagement is so important. He also emphasized the importance of different international perspectives in creating better teachers and how information on different perspectives from around the world can help to form better decision making skills. He used the example of how being able to work in international teams, particularly when carrying out research, enables people to come up with better solutions to various problems because they are able to address the problem from multiple angles.

The question of why to engage with Asia is quite simple to answer. With a combined population of 4.4 billion people, there is nowhere on Earth today that is as dynamic as Asia in terms of potential growth.

Academic partnerships with Asia are increasing, the numbers of international students on U.S. campuses is increasing, and with that so are the numbers of international alumni.

The question on how to engage with different Asian countries is not so straightforward. There are two major types of engagement with foreign countries, one's that create a physical presence in the country, the standard brick and mortar campus, and those with a non-physical presence in the country. When deciding on which approach to take, each institution needs to use its own goals as guidance when deciding on which approach will be most successful. A clear, focused strategy on where and when to engage will lead to better results. Dr. Brustein warned against being a "Johnny-come-lately" and used the examples of both Buick and Volkswagen with their early entry into the Chinese market and the long term success that they have experienced there. If you choose to engage with an international partner, you must commit to long-term engagement. How well you build and maintain these relationships, based on mutual understanding and respect, can determine success or failure.

Dr. Brustein laid out four criteria to use when deciding which countries your institution should engage with:

1. Find out where your faculty is engaged.
2. Find out where your international students are coming from and where your international alumni are returning to.
3. Find out what your local diaspora is and find out what the local business connections are.
4. Recognize your institutions signature academic programs and recognize those places where your programs could have the biggest impact.

Following these four criteria can help to build a solid foundation for any international program or partnership. With the added support of local communities these programs can thrive. Choosing to focus on your institution's signature academic programs can create a more focused and more readily manageable program by allowing your institution to focus on what it is good at.

Dr. Brustein also stressed the importance of knowing the culture, history, and laws of the country. Being aware of the local culture and the context in which a people see themselves in history is critical to building long-term sustainable relationships. Being aware of the local rules and regulations governing your activity in a foreign country will also impact your success, especially when engaging in revenue generating activities.

Dual degree programs have become more prevalent in recent years, and Dr. Brustein laid out two questions that any school considering such a program must first answer: How is the dual degree beneficial to the students? And is the partnership necessary for the degree? He went on to describe one of Ohio State's successful dual degree programs with Aligarh Muslim University in India. Ohio State recognized a need for STEM trained faculty in India, saw its own program as being successful and established a dual degree program in which students graduate with credentials to teach STEM education.

In summing up the challenges an institution will face, Dr. Brustein recommended that you must be aware of both the successful ventures but also



Encouraged to Study Abroad

Hong Kong currently finds itself in the position of not having enough seats in domestic universities to meet the demand in terms of the numbers of students that are eligible and applying. Students are therefore encouraged to go abroad to study. There are currently 75,000 Hong Kong students under the age of 25 studying abroad. 8,000 of those are studying in the U.S.



those that have failed. Building relationships is something that will take years to do, and you must be committed to the long-term investment of time. Alumni is an invaluable asset when it comes to building international relationships. The international experience at your school can make your international alumni your biggest advocate or even a hindrance to your success, as the U.S. is increasingly not the only destination for international students. How much effort is being made to make sure that the international student's academic, personal and social needs are being met? These students need to have a good experience because word of mouth is extremely important, and can ultimately lead to your success or failure abroad.

"We have to invest our energies and engage Asia properly in terms of the entire international student experience – they are our great ambassadors."

Session I: The Dynamics of Chinese, Indian, and South Korean Education Systems

Presenters: Duleep Deosthale, Co-founder and Vice President of Admission Table; Steve Barclay, Director of the Hong Kong Economic & Trade Office of New York; Jongsung Kim, Professor of Economics at Bryant University

This first session focused on the educational environments in China, India, and South Korea. These are the top three countries in terms of numbers of students currently studying in the U.S., comprising nearly 40% of all international students studying here. Overviews were presented of what is currently happening in these countries in regards to governmental policies, the changes currently taking place, and what students are looking for when choosing a university. They also raised the question of what U.S. universities should be considering when strategizing to engage with these countries.



According to Dr. Jongsung Kim's presentation, Korean students and their families are placing more and more value on an international education. This stems from not only the traditional value placed on a good education but also because

in South Korea there is a high corporate demand for globally skilled manpower.

The South Korean government has recognized this and in an effort to boost investment in education, in 2014 lowered the threshold for foreign investors. A move widely interpreted as an open invitation for foreign schools to expand into South Korea. The government also decided to allow joint investment of foreign and domestic institutes in establishing branches of foreign schools in the Songdo Global

University Campus. The South Korean government is creating a friendlier environment in hopes of attracting more international schools.

Mr. Steve Barclay of the Hong Kong Economic and Trade Office of New York shed light on an often overlooked part of China and gave a summary of the current situation in Hong Kong in terms of international education. Hong Kong is an excellent location and is attractive to foreign universities for several reasons. Language, not only for Hong Kong students going abroad but also for foreigners going to Hong Kong. Location, its proximity to Guangdong province in China, as well as other countries of the region. A well-established rule of law with an independent judiciary system. Finally, the high quality of the education system and other institutions all make Hong Kong an attractive place to study.

Mr. Barclay went on to explain that students, and parents, from Hong Kong are considering a school's reputation, quality, location, cost and exchange rates when choosing a foreign university. Reputation and the quality of courses will always be a deciding factor but location and exchange rates are playing ever more significant roles. Parents want to be able to visit their children and the schools but do not want to drive 4 or 5 hours after flying 13 hours just to get to the campus. The fluctuation in exchange rates also impact whether tuition fees are considered "worth it".



Dr. Duleep Deosthale focused on the challenges and opportunities in the Indian higher education system. His current work with his company Admission Table focuses on helping students find the right university. The Indian government is currently unable to meet the needs of

students in terms of numbers, much like Hong Kong. As a result, many outstanding Indian students are not given seats in the top Indian universities but are welcomed at many overseas universities. There are also huge areas in India without universities. Students coming from these areas are facing even more limited opportunities than those coming from the major Indian cities. Currently, there are very few education fairs outside of the major Indian cities. In addition, 2.5 million students graduate from Indian universities each year and there are currently 5.3 million unemployed graduates.

The Indian government is seeking not only quality but also quantity in terms of foreign engagement. With a population of 750 million people under the age of 25, they are looking for partners that are willing to take on more Indian students and are trying new policies to cultivate relationships and foreign investment in higher education. They realize

Careful Decisions

With more than 100,000 Indian students coming to the U.S. each year, it is important to know what these students are looking for. Indian students and their parents typically value school rankings but are also looking beyond the degree at training and employment opportunities, including salary prospects. Indian students are very slow and methodical in their decision making and place a high value on even the smallest of scholarships.



that the lack of student services and facilities is a drawback. However, they are offering more visas and inviting more faculty to India.

With the middle class in India expected to grow to 500 million people by the year 2030, the Indian government is looking for more ways to provide access to large numbers of students without easy access to higher education. The challenges facing the Indian higher education system are large but the opportunities for foreign universities to engage with India are even greater.

Session II: Recruiting in Asia and Student Mobility

Presenters: John Eriksen, Director, International Admissions, Bryant University; Kongli Liu, Associate Director, U.S. – China Institute, Bryant University; Tricia Bergantino, Assistant Dean of Admissions, Providence College

Recruiting in China, India, and South Korea, has evolved over the years and in this session, three experienced international recruiters shared insights on gaining entry into the market, productive recruiting practices, what students are looking for, and discussed who is really making the decisions.

The numbers of Chinese students studying in the U.S. is growing every year. We know that China is the top foreign producer of students studying on U.S. campuses, but this growth is not only taking place at American universities. In 2005 there were approximately 630 Chinese students studying in American secondary schools. But in 2014, that number had topped 38,000—an increase of almost 6,000% (Winter, n.d.).

The emerging trend is that these students coming from China are younger. They are choosing to study more diverse areas and are coming from more diverse educational backgrounds. China now has 410 English language international schools. The official Chinese college entrance exam (Gaokao 高考) is no longer the only option for many of these students. Many are choosing to opt out of the Gaokao and are seeking alternative means of college entrance. For those recruiting inside China, you may be surprised to find that what you have experienced in the past is no longer true.

Rather than using agents, parents and students are finding more and more new ways to deal directly with institutions. Also, students are playing a larger role in the decision making process when it comes to where and what they will study. These trends show a changing student-face emerging from China.

John Eriksen, Director of International Admissions at Bryant University, started out by listing a few companies (Linden, KIC, CIS, WorldMBA, ISN) that provide entry tours to India. These tours are worthwhile for an institution looking to make entry into a market because the tour companies already know the lay of the land and can introduce you to the right people in order to get your recruitment process up and running. An integral part of Mr. Eriksen's recruitment strategy involves utilizing Bryant's international alumni. Whenever traveling in India, Mr. Eriksen always plans focused events with a target population, and he feels that Bryant's international alumni play a critical role. Alumni can provide on the ground support because it is the alumni who know the history and culture of the institution better than recruiters. The alumni can help you with cultural competency with authentic and high quality hospitality that may give you an edge in recruitment. It is these relationships that need to be cultivated and maintained. They can play vital roles in recruitment strategies. Utilizing international alumni for



recruiting brings us back to the importance that providing a high quality international experience for students is more important than ever.

Other recommendations that came out of this session were to diversify your recruiting locations. When traveling, establish a hub city that will make regional travel much easier for yourself and begin to focus on secondary cities and boarding schools. As we learned in the first session, there are still huge areas in India that do not have higher education institutions, and there are huge areas where recruiters do not go. In any country, identify the key schools that match with your own institutions' programs and remember that relationships are key in South and East Asia. Mr. Eriksen personally delivers Bryant University's acceptance package to as many students in India as he can because he knows how important this gesture can be to a family.

Finally, some things to consider – what is the best use of your marketing material? What is the direction of your message to perspective students and is it useful to translate your marketing material into the local language? Keep in mind the culture of the country you are recruiting in and know the best methods of communication as these vary from country to country. Social media platforms that you are comfortable using may or may not be available or widely used in different countries. Be aware of privacy laws in these countries as you may find it harder to gather information by the traditional means. All of these things should be considered when developing or revamping a recruitment strategy in South and East Asia.

Session III: Challenges for Asian Students in American Universities

Presenters: Ronald Suleski, Director, Rosenberg Institute for East Asian Studies, Suffolk University; Mailee Kue, Director, Center for Diversity and Inclusion, Bryant University; Mariko Itoh Henstock, Director of Outreach and Co-Circular Activities for Japanese, Boston University; Leiyan Li, Bryant University International Student (China); Eaindra Aung, Bryant University International Student (Burma); Giang Phi, Bryant International Student (Vietnam); Takanari Konuma, Bryant International Student (Japan)



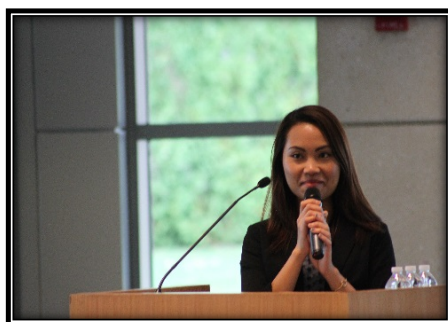
Session three of the forum presented attendees with a great opportunity to hear firsthand the experiences of four international students studying at Bryant. Dr. Ronald Suleski started the session by sharing his experience living in a foreign country when he went to Japan as a young man. He touched upon the fact that there are certain experiences that anyone who has ever lived abroad share, whether it be using gestures to communicate when you haven't developed the proper language skills or being awestruck by unfamiliar customs. This session provided those in attendance with the opportunity to hear firsthand from international students the things that we are doing well and the areas in which we need to improve international student services.

Mariko Itoh Henstock from Boston University shared with the group some of her experiences working with international students at Boston University. She carried out a small survey on the Boston University campus that focused on the language and cultural issues that international students studying in this country face. Generally, she found that students who study for longer periods of time in the U.S. express less language difficulty. Interestingly however, she found that time had no effect on whether or not students were afraid to make mistakes when using English. This raises the question of how can we create a better environment where students who are not native English speakers can feel comfortable communicating and expressing themselves in English.

On the contrary, she found that students who study for longer periods of time in the U.S. express facing more cultural difficulties than those studying for shorter periods of time. In her survey, 70% of longer term students admitted that they often did not know how to react or respond culturally when interacting

with Americans. Her survey shows us that although language problems tend to decrease over time, the fear of making mistakes remains the same and eventually cultural difficulties surpass language difficulties.

Dr. Mailee Kue shared her experience dealing with students coming from Asian countries at this year's 4MILE (Multicultural and International Leadership Experience) Program at Bryant, which is a week-long cultural and leadership program uniquely designed for first-year international and multicultural students. She found that 29% of Asian students are not using Facebook (17% for non-Asian international students), so communication had become an issue with some students even before they arrived on campus.



Asian students identified academics as their priority but showed interest in media, performing arts, gender roles and expectations, athletics, career exploration, leadership and involvement, as well as health and wellness. So, we are seeing a more diverse group of students with a more diverse interests.

When the students spoke about their own experiences, it shed light on what aspects of student life in America that these students, and many like them, struggle with the most. Given Bryant's suburban location, it came as no surprise that many international students here feel that transportation is a problem. Students on campuses located in urban areas may not have this issue, and the introduction of Uber and Zipcars has helped to alleviate the problem in some cases, but these companies have not provided a definitive solution for these students. Finding places to go during the holidays, winter break, or spring break can also be logistically challenging for these students.

“A person can only eat so many burgers and fries.”

Students also expressed facing many cultural issues. There are language issue, issues around dating norms, and issues around food. As one student puts it, “A person can only eat so many burgers and fries.” They expressed difficulties in social situations when greeting strangers and working in groups. Many ideas they had about what their life was going to be like in the U.S. came from popular American television programs like “Friends.”

From the Student's Perspective

When asked what they value most about studying in the U.S., students' responses included independence and freedom, academic quality, diversity, making friends and American culture. When asked a similar question about what challenges they felt they will face studying in the U.S., getting good service, motivation, academic support, cultural adjustments, finding proper resources, and making friends were the top responses.





According to one student, avoiding the problems tends to exacerbate them, and he wants to encourage inclusion. He knows many American students are interested in his culture, and he consciously chooses to speak English together with friends from his native country so that all students can be included in the conversation in order to help foster the mutual interests among students.

Finally, integrating and making friends was the most common and prevalent issue among these international students. More

ways to connect upper and lower classmen and connecting people from the same country was a recommendation. Providing a space for all this interaction to occur is something that each campus should be providing. Integration into American society is key to how successful many of these students will be. After all, the experiences these students have on your campus now can have long term effects on your institution.

Session IV: Permanent Presence in South and East Asia (Branch Campuses & Centers)

Presenters: Hong Yang, Vice President of the Department of International Affairs, Bryant University; William Brustein, Vice Provost for Global Strategies & International Affairs, Ohio State University; Duleep Deosthale, Co-founder and Vice President of Admission Table

Just as the opening keynote speech addressed establishing a permanent presence in Asia, in this session, three different senior international officers shared their experiences of establishing permanent presence in Asia. Permanent presence was defined by Dr. Hong Yang as having a long-term degree-granting program, being formally recognized by the host country's official authorities, and having a



significant investment in the program such as human capital, curriculum, and financial investment, and finally having faculty and staff on the ground year-round.

Bryant University has recently established a permanent presence in Zhuhai, Guangdong Province, China. The Pearl River area in China was chosen because it is one of the fastest growing areas in China. The government is investing in the area's education. There is well established infrastructure with easy access to the high speed railway system and to Hong Kong and Macau. It is historically and culturally significant and, historically always been an open area. Guangdong Province also accounts for 10% of China's total GDP.

The benefit to Bryant is that this will enhance its international image, attract more talented students to its Smithfield campus, establish an international base with opportunities for students, faculty, and staff, and is creating a new infrastructure and international education model that can be adapted to work in other countries.

Rather than building the traditional brick and mortar campus, Ohio State University has taken a different approach. With 65 thousand students and 525 thousand living alumni, Ohio State is larger in terms of numbers and resources. It only makes sense to take different approaches as the circumstances surrounding each university are much different.

In 2009, Ohio State's President and Provost's Council on Strategic Internationalization developed six international goals for the university. Not just goals for the international department, but for the entire university. Those goals are:

- Increase the number of international students and scholars on campus
- Increase the number of international experiences for domestic students
- Increase the ability for faculty to do research on major global issues
- Create a physical international presence
- Enable companies in Ohio to be more competitive in global markets
- Create more international dual degrees



In regards to creating a physical international presence, Ohio State chose what they call their “Gateway Strategy.” Instead of building a large campus they have decided to have “mini embassies” which are generally only modest offices located abroad. Each Gateway Office is directed by a national of the host country but who also has an advanced degree from Ohio State University with 3 to 4 staff members. Each operation is quite small considering Ohio State University's size and capacity to expand more aggressively if it chose to do so. They specifically chose this method because they wanted to build a model that was cost effective and easy to replicate.

Each Gateway Office has a three tiered approach: academic, alumni engagement, and corporate partnerships. Alumni engagement has proven key to running successful Gateway Offices around the globe and some of the office spaces, located in prime locations, have been gifts from alumni. This again reinforces the point for the need to create a good experience on campus for international students. You never know how they may express their gratitude in the future.

Finally in this session, Dr. Duleep Deosthale shared his experience as Vice President of International Education at Manipal Global Education Group which is headquartered at Manipal University in India. The group has schools in India, Antigua, Dubai, Nepal, and Malaysia.

The group wanted to capitalize on Malaysian plans to become an education hub by 2020 with goals of reaching 200,000 international students studying in Malaysia. The plan seemed very straightforward. Capitalize on the Manipal brand in Malaysia, establish academic programs, and generate revenue. However there were many challenges along the way. Challenges developing the academic programs, navigating government approval, hiring and training faculty, realities on the ground, and challenges scaling up the programs and maintaining quality.

All of these endeavors encountered challenges along the way but with vision, flexibility, believe in what you're trying to do, and support from leadership will all help create a conducive environment for success. Always remember why are you expanding abroad and who is in control. Know the market you are entering into and know the local laws and regulations before you go. Create a sustainable model that can be easily duplicated and engage the local know-how. Have visions for short and long term growth and always know the accreditation process and procedures. Demonstrating that your programs have external funding to convince institutional investment and vice versa. Lastly, never forget that your international alumni can be key to international success.

Closing Keynote: “Leveraging Resources: Strategies for Expanding Asian Programming for Any College Campus”

Katherine P. Kaup, James B. Duke Professor of Asian Studies and Political Science, Furman University



In the closing keynote, Dr. Kaup addressed the issue of how to expand Asian programming on college campuses. Expanding programs on your campus is a good first step for any school looking to build broader relationships with Asia. Ambitious goals

frequently face the challenge of limited resources. You must first identify your own programming goals and, maybe more importantly, identify those partners that can help you achieve those goals. Many people often forget how crucial it is to set, define, and disseminate these goals. Have written plans that articulates your long-term goals but also have short-term goals that make your progress on reaching the overall goal very clear.

When strategizing on how to achieve their goal at Furman, they came up with four different categories to help:

- Faculty foundations – they wanted faculty and courses in every discipline that was seen as important for Asian studies
- To continue to grow study abroad and internship opportunities
- Program enhancements and public outreach activities – it was a strategic goal to begin to educate the broader community in hopes of attracting more interest and more dollars
- More scholarships to support the inward and outward flow of students

In less than ten years the programs there have attracted over 7 million dollars in funding from federal and private sources. The number of faculty members teaching in the department has tripled. The department now runs seven different exchange programs with China, four programs with Japan, and one program each with India and Korea. Over 10% of Furman’s faculty have traveled to Asia in one capacity or another. It is important to know and understand your own resources and goals. Developing the plan is very important, and ideally, it would be linked with the larger strategic plan at your university. Have the plan and disseminate it. Revamp and revise it as needed.

It is also necessary to think in multiple layers when identifying strategic partners. Identify who your partners on campus might be, who your partners in the local community might be. Also, identify partners at the state level, the federal level, and the international level. This five

Expand Your Asian Programming

With the goal of

expanding the Asian programming at Furman in 2004, under Dr. Kaup’s leadership, a strategic plan was created that identified and put into writing what the goals were, identified who the strategic partners were, and leveraged their resources. At first, they put aside the problem of limited resources and focused on the goal they had in mind – to be among the best liberal arts Asian studies programs in the country.



layered system will help you identify all the players and has potential to open many doors.

Finally, work together with your university's marketing department. The programs your department is running can also be used to promote the school. Don't ever let people forget that the work you are doing is benefitting the university. Work together with the development office and help them create the story that they need to raise funds. Look campus wide at all departments and identify the ways in which you can help each other and identify those departments that can help your cause. In the end, creating a world class experience for the students on campus is the goal, and in turn, those students may want to pay it forward in the future.

AIEA Thematic Forum - "Comprehensive University Internationalization: Strategies for East and South Asia" – Participating Speakers



Dr. Duleep Deosthale is the Co-Founder & Vice President of Admission Table, a global marketplace connecting universities and students, based in California. Prior to this he was Vice President for International Education for Manipal Education (India) based in New York City and oversaw all international education initiatives of the Manipal group of universities in India, Dubai, Malaysia, Nepal and Antigua.

He is active in various international education organizations and currently serves as Chair of the Conference Planning Committee of the EAIE (European Assoc. of International Education) and is an advisor for the Washington DC based media training company, Gato Communications Inc. He was Vice President for External Relations of the US based AIEA.

He was the President of Knowledge Exchange Institute (2007-10) and prior to that an Associate Professor (Global Issues) and Dean, International Programs at Marist College (2000-2007.) He has been a visiting lecturer at the University of Applied Sciences MBA program in Esslingen, Germany.

He has presented papers and workshops at various international education conferences including NAFSA, EAIE, AIEA, CIEE, APAIE, AIEC, and EDGE.

He earned his doctorate at the University of California at Los Angeles. Duleep Deosthale was born in Malaysia and has lived in eight countries throughout his life.



Dr. Ronald Suleski has taught at the University of Texas at Arlington and at Sophia University in Tokyo. He served as Provost of the Tokyo Campus of Huron University, and was elected President of the Asiatic Society of Japan, a venerable organization established in 1872. He held that post for eight years, the longest single tenure in the Society's history.

Dr. Suleski lived in Tokyo from 1980 to 1997. He was an executive in international business, working as the managing director in Asia for several US and British professional publishers, dealing with technical, medical and legal journals. This gave him the opportunity to travel widely in Asia and to see first-hand the dramatic social and economic changes that took place in the 80s and 90s. He was active with the American Chamber of Commerce in Tokyo.

In 1997 he returned from Japan to serve as Assistant Director of the Fairbank Center for Chinese Studies at Harvard until 2009, when he joined Suffolk University in Boston as Professor of History and Director of the Rosenberg Institute for East Asian Studies.

Ron's current research interest is in revealing the popular culture of typical people in China between 1850 and 1950. He is doing this by studying the hand-written notebooks from this period that are sometimes found in the used-book markets in China. These are materials that many families in China throw away because they are old and seem unimportant. Almost no libraries in China collect these

materials, and very few scholars have written about them. Yet by reading them carefully, one can begin to re-construct the lives of the common people during that crucial century of transition between the ending of the empire and the beginning of the People's Republic.

Ronald Suleski did his undergraduate work at the University of Pittsburgh. He received his MA in Chinese Studies and his PhD in Modern Chinese History from the University of Michigan.



Dr. William Brustein is Vice Provost for Global Strategies and International Affairs at Ohio State University. He was formerly at the University of Illinois at Urbana-Champaign, where he was associate provost for international affairs and director of international programs and studies. At Illinois he also was the Alumni Professor of International Studies and a professor sociology, political science, and history.

Earlier administrative appointments included his service as director of the University Center for International Studies at the University of Pittsburgh and, at the University of Minnesota, as chair of the Department of Sociology and director of the Center for European Studies.

The author of four books and numerous articles, book chapters, and essays, Vice Provost Brustein is a well-regarded expert on international education and a recent past president of the Association of International Education Administrators. He is a member of the Board of Directors of the Association for Studies in International Education, and he serves on the executive committee of the Commission on International Programs of the Association of Public and Land-grant Universities.

Dr. Brustein received a bachelor's degree in political science from the University of Connecticut and a master's degree in international studies from the Johns Hopkins School of Advanced International Studies. He earned both masters and PhD degrees in sociology at the University of Washington.



Dr. Mailee Kue is Executive Director of Bryant University's Center for Diversity and Inclusion. She brings leadership, vision, and a team-oriented philosophy to diversity and inclusion efforts at Bryant University where she leads the University efforts on equity, diversity and inclusion and educates the campus community regarding the importance and advantages of a culture that values and supports each member of the community.

Prior to coming to Bryant, she has worked at the University of Rhode Island, the University of Wisconsin-LaCrosse, and the University of Wisconsin-Platteville and has leadership roles in a variety diversity, inclusion and equity related councils, committees, and initiatives. The work of diversity, inclusion and equity has been a focus of her career in student affairs and higher education.

Originally from Laos and of Hmong ethnicity, Dr. Kue emigrated to the U.S. with her parents shortly after the end of the Vietnam War. Due to the Hmong peoples' alliance with and support of American soldiers during the war, they became victims of persecution after the withdrawal of U.S. troops in Vietnam. One of the first Hmong settlers in RI, her parents landed in Rhode Island in 1976 and have remained an integral part of the RI community.

Dr. Kue earned her Ph. D. in Psychology from the University of Rhode Island with a research focus in multicultural competence, multicultural undergraduate student retention and persistence, and culture change models.



John F. Eriksen has more than 12 years of experience in the international admission arena. He began his international admission career at Drexel University in Philadelphia, PA. Currently, he is the director of international admission at Bryant University in Smithfield, RI, where he travels over 10 weeks a year outside of the United States and leads recruitment, admission and enrollment of international students. He serves on the advisory board of Linden Educational Tours and he is a member of the College Board, the Council of International Schools (CIS) and

National Association for College Admission Counseling (NACAC) with affiliation to Overseas ACAC. He has presented at the CIS Forum in Europe, NAFSA and OACAC and he co-developed the Study Rhode Island Consortium, which meets regularly in promotion of Rhode Island as a destination for international students.



Steve Barclay was appointed Director of Hong Kong Economic & Trade Office, New York on August 5, 2014. He is responsible for promoting and strengthening the business, trade and cultural ties between Hong Kong and 31 eastern states of the United States.

Prior to the appointment, Mr. Barclay was Director of Hong Kong Economic and Trade Office in Sydney for four years until July 2014. Before then, he was a public sector reform advocate and internal management consultant in the Government's Efficiency Unit for nearly a decade.

Mr. Barclay has served in a wide variety of posts with policy responsibilities including consumer protection, intellectual property, housing, and environmental protection. He has served as a District Officer in Hong Kong and also as Hong Kong's economic and commercial representative in Brussels. Mr. Barclay has twice been responsible for drafting the Chief Executive's Policy Address.

Mr. Barclay was first appointed to the Hong Kong Government as an Inspector in the Hong Kong Police in 1979. He transferred to the civil service in 1982.



Dr. Mariko Henstock has been teaching at BU since 2002. She has taught 1st through 4th year Japanese, Japanese civilization, modern Japanese literature courses, and her newly created course: Readings in Japanese Civilization from Japanese Perspectives. Before coming to BU, she has taught at Vassar College, Dartmouth College, The University of Iowa, and Purdue University where she received a PhD in Foreign Language Education. Her publications include a Japanese language instructional audio program *Pimsleur Express Japanese* that she co-developed.

Her research interests include sociolinguistics, Japanese pedagogy, and second language acquisition, with a particular emphasis on bringing culture and literature into the foreign language classroom. Her current research includes analyzing the sequence kanji is learned in Japanese language programs, and comparisons of traditional college program and a non-academic Japanese language programs in the US.

As Director of Outreach and Co-Curricular Activities, Dr. Henstock has been working on connecting BU Japanese Program to other universities and communities in the greater Boston area. The collaborative opportunities have included Japanese cultural activities, such as Noh, Bunraku, Rakugo, Aikido, and the New England Speech Contest. Dr. Henstock has also been working with the Japan Society of Boston and Showa Boston.



Dr. Hong Yang was named Bryant's inaugural Vice President for International Affairs in 2012. Professor Yang is the founding director of Bryant University's U.S.-China Institute (2005 -) and the Confucius Institute (2007-) and was promoted to the rank of Full Professor in 2009. He was appointed as Charles J. Smiley Chair Professor in 2010. Professor Yang is also a visiting professor at three Chinese universities and the Chinese Academy of Sciences. Professor Hong Yang received his bachelor's and master's degrees from the China University of Geosciences in

Wuhan (BA) and in Beijing (MS), and his Ph.D. from the University of Idaho. Prior to joining Bryant faculty, he was an Alfred P. Sloan Postdoctoral Fellow at the University of Michigan at Ann Arbor and Wayne State University. He also received executive development certificates from Graduate School of Education at Harvard University (2009) and Business School of Stanford University (2014).

Professor Yang's research group is focused on molecular investigations of modern and ancient organisms, global climate changes, and anthropogenic alternation of physical environments. This involves a range of approaches from fieldwork on extraordinary fossils to laboratory experiments on molecular, organic geochemical, and stable isotopic investigations. Dr. Yang has published over 70 peer reviewed scientific journal articles and is a co-editor of three recent books (*"The Geobiology and Ecology of Metasequoia"* Springer, 2005, *"Metasequoia: Back from the Brink?"* Yale University, 2007, *"Metasequoia: The Legacy of Dr. Shigeru Miki"* Japanese Association of Historical Botany, 2011). Dr. Yang has received 21 scientific awards, honors, and recognitions, including the prestigious Alfred P. Sloan Award. He has received Bryant University's Research and Publication Award twice in 2001 and 2009.

Professor Yang was awarded Bryant University's "Distinguished Faculty Award" in 2006. The National Committee on U.S.-China Relations selected him as a national Public Intellectual Fellow for the years of 2005-2007. Association for International Education Administrators (AIEA) awarded him the 2014 Neal Presidential Fellowship Award.



Kongli Liu is Associate Director for Academic Programs of the U.S.-China Institute at Bryant University. Mr. Liu has an experience of more than 10 years in U.S.-China education and culture exchanges. Prior to his work at Bryant, Mr. Liu worked at Primary Source, a Massachusetts-based non-profit education center, where he designed and implemented training programs for educators on Chinese history, culture and language. He has also led American educator and student study trips to China and Japan for 10 years. In China, Mr. Liu taught English at the University of International Relations in Beijing and Beijing New Oriental School.

Mr. Liu holds a Master's degree in education from Harvard University and MA and BA degrees in English Language and Literature from the University of International Relations in Beijing. Appointed by the Massachusetts Commissioner of Education, Mr. Liu served as member of the Global Education Advisory Council at the Massachusetts Department of Education. He is also on the Advisory Board of Directors for the Sino-American Bridge for Education and Health (SABEH). Mr. Liu is a frequent speaker on Chinese education and culture for students, educators, professionals, and communities. In 2013, Mr. Liu was a winner of *Providence Business News'* 40 Under Forty competition, which recognizes accomplished professionals in the State of Rhode Island.



Tricia McKinney-Bergantino is Assistant Dean of Admissions & Coordinator for International Admissions at Providence College in Rhode Island. Tricia has worked in higher education for over 7 years. Specifically, her admission experience is diverse in that she has worked for a small school of 250 students to a large research institution of over 15,000 students. At Providence College, she is passionate about helping international families and guidance counselors find the “right fit” (University) for students. She has many years of experience in community outreach, public service and international college admissions.

She is a member of OACAC, NACAC, NEACAC, CIS, NAFSA, and AIRC. She has published articles and given numerous presentation on American higher education in the U.S. and China. She received her B.A. from Valdosta State University and her M.Ed. from Northeastern University.



Dr. Jongsung Kim is a Professor of Economics at Bryant University in the U.S.A. His research interests include various labor market issues about inequalities, the economic status of foreign-born workers in the U.S. labor market, and economic development and growth in East Asia. He is the author of *Labor Supply and Occupational Structure of Asian Immigrants in the U.S. Labor Market*, published by the Garland Publishing Company. He is also studying the economic growth pattern of China and its sustainability into the future and its inter-workings of politics, social norms and economic development, with emphasis on the effects of these variables

on labor market issues. His research “Diverging Fortunes: Will China Sustain its Growth in the Next Decade? Challenge Facing China” was recently published in The Journal of East Asian Affairs.

Jongsung Kim received a Ph.D. in economics at the Johns Hopkins University in the United States.



Dr. Katherine Palmer Kaup is the James B. Duke Professor of Asian Studies and Political Science at Furman University. Her research focuses on ethnic minorities and rule of law developments in China. She is the author of *Creating the Zhuang: Ethnic Politics in China*, several articles and chapters on ethnic minorities, and editor and contributor to the textbook, *Understanding Contemporary Asia*. She won the China Quarterly Gordon White Award in 2002

for her article "Regionalism Versus Ethnic nationalism in the People's Republic of China." In 2012-13, she served as Distinguished Visiting Scholar at Yunnan Nationalities University where she researched rule of law developments in China's border regions. She also served as a visiting scholar at the Guangxi Ethnic Affairs Commission.

In 2005, Kaup served as special adviser for Minority Nationalities Affairs at the Congressional-Executive Commission on China and was a 2008-2011 National Committee on United States-China Relations Public Intellectuals Fellow. She regularly leads groups to China, including Congressional staff delegations, museum and alumni tours, and student groups, and has served as an expert witness for a Congressional Staff Roundtable on human rights in Xinjiang. She has served as program director and principal investigator for the U.S. State Department-funded Furman-Suzhou Intensive Summer Institute and for Furman's federally-funded Startalk Chinese Camp.



Association of International
Education Administrators

AIEA Thematic Forum "Comprehensive University Internationalization: Strategies for South & East Asia" at Bryant University Thursday November 12, 2015

Welcome Luncheon	Location: Grand Hall, George E. Bello Center		12:00 - 1:30
	Ronald K. Machtley, President	Greetings	12:00
	Hong Yang, Vice President for International Affairs at Bryant University	Welcoming remarks	12:05 - 12:15
		Lunch	12:15
Keynote Speech 1	William Brustein, Vice Provost for Global Strategies & International Affairs at OSU	"Engaging Asia: Opportunities and Challenges for SIOs"	12:45
Session 1	Location: Grand Hall, George E. Bello Center		
The Dynamics of Chinese, Indian, and Korean Education Systems			1:30 - 3:30
Presentations	Jongsum Kim, Professor of Economics at Bryant University		1:30 - 1:50
	Steve Barclay, Director, Hong Kong Economic & Trade Office of New York		1:50 - 2:10
	Duleep Deosthale, Co-founder & Vice President, Admission Table		2:10 - 2:30
Panel Discussion	Panel Chair: Duleep Deosthale		2:30 - 3:30
Break	Coffee and Tea		3:30 - 3:45
	Group Photo		3:30
Session 2	Location: Grand Hall, George E. Bello Center		
Recruiting in Asia & Student Mobility			3:45 - 5:45
Presentations	Kongli Liu, Associate Director, U.S. - China Institute at Bryant University		3:45 - 4:05
	John Eriksen, Director, International Admissions, Bryant University		4:05 - 4:25
	Tricia Bergantino, Assistant Dean of Admissions, Providence College		4:25 - 4:45
Panel Discussion	Panel Chair: John Eriksen		4:45 - 5:45
Dinner Reception	Location: Grand Hall, George E. Bello Center		6:00 - 8:00
Networking	Yiran Dong	Pipa Performance	6:00 - 6:45
		Dinner	6:45
	Yiran Dong & Mingrui Zhang	Pipa & Flute Performance	7:30





U.S.-China Institute at Bryant University

AIEA Thematic Forum "Comprehensive University Internationalization: Strategies for South & East Asia" at Bryant University Friday November 13, 2015

Session 3		Location: Grand Hall, George E. Bello Center	
Challenges for Asian Student in American Universities			9:00 - 10:30
Presentations	Ronald Suleski, Director, Rosenburg Institute for East Asian Studies, Suffolk University		9:00 - 9:15
	Mailee Kue, Director, Center for Diversity and Inclusion, Bryant University		9:15 - 9:30
	Mariko Itoh Henstock, Director of Outreach and Co-Curricular Activities for Japanese, Boston University		9:30 - 9:45
Panel Discussion with Bryant International Students	Panel Chair: Ronald Suleski		9:45 - 10:30
	Leiyan Li	China	
	Eaindra Aung	Burma	
	Giang Phi	Vietnam	
	Takanari Konuma	Japan	
Break	Coffee and Tea		10:30 - 10:45
Session 4		Location: Grand Hall, George E. Bello Center	
Permanent Presence in South & East Asia (Branch Campuses & Centers)			10:45 - 12:00
Presentations	Hong Yang, Vice President for International Affairs at Bryant University		10:45 - 10:55
	William Brustein, Vice Provost for Global Strategies & International Affairs at OSU		10:55 - 11:05
	Duleep Deosthale, Co-founder & Vice President, Admission Table		11:05 - 11:15
Panel Discussion	Panel Chair: Hong Yang		11:15 - 12:00
Concluding Lunch		Location: Grand Hall, George E. Bello Center	
		Lunch	12:00
	Maura Cunningham, National Committee on US-China Relations	Intoduction of Keynote Speech	12:25
Keynote Speech 2	Katherine P. Kaup, James B. Duke Professor of Asian Studies and Political Science, Furman University	"Leveraging Resources: Strategies for Expanding Asian Programming for Any College Campus."	12:30



NATIONAL COMMITTEE ON UNITED STATES-CHINA RELATIONS

AIEA Forum Detailed Schedule and Session Descriptions

Day One (November 12, Thursday)

12:00 – 1:30 PM – Welcome Luncheon

Welcoming remarks from forum host - Dr. Hong Yang - Vice President for International Affairs, Bryant University; 2015 AIEA Neal Presidential Fellowship Recipient. Welcome and introducing keynote speaker

Keynote speech **“Engaging Asia: Opportunities and Challenges for SIOs”** - Dr. William Brustein - Vice Provost for Global Strategies and Global Affairs, Ohio State University; former President of AIEA, 2015 AIEA Neal Presidential Fellowship Mentor

1:30 - 3:30 PM

Session I: The Dynamics of East and South Asian Education Systems

Chair: Dr. Duleep Deosthale, Co-founder & Vice President, Admission Table

Lectures and panel discussion will cover the current changes happening in East and South Asian educational systems. It will explore what kind of students are evolving in this new atmosphere and discuss how SIOs may want to adapt their strategies in this changing environment.

Panelists:

Mr. Steve Barclay (Director, Hong Kong Economic & Trade Office of New York)

Dr. Jongsung Kim (Professor of Economics, Bryant University)

Dr. Duleep Deosthale, Co-founder & Vice President, Admission Table

3:30pm – 3:45pm – Break – A consortium of Asian tea and coffee

3:45 - 5:45 PM

Session II: Student Recruitment and Student Mobility

Chair: Mr. John Eriksen, Director, International Admissions, Bryant University

Experienced international admission professionals will share their knowledge of recruiting in East and South Asia. They will also delve into exchange programs and their impact on the institution, both on campus and overseas. A discussion panel will address the participants' questions and talk about some of the different strategies they have for different Asian countries.

Panelists:

Mr. Kongli Liu (Associate Director, U.S.-China Institute at Bryant University)

Mr. John Eriksen (Director, International Admissions, Bryant University)

Ms. Tricia M. Bergantino (Assistant Dean of Admissions, Providence College)

6:00pm – 8:00pm – Dinner Reception and Networking

6:00pm – Networking Reception

6:30pm - Welcome remarks by Honorable Ronald K. Machtley, President, Bryant University

Dinner Reception, networking, and Traditional Asian Musical Performances by Bryant students

Day Two (November 13, Friday)

9:00 -10:30 AM

Session III: Challenges for Asian Students in American Universities

Chair: Dr. Ronald Suleski, Professor and Director, Rosenberg Institute for East Asian Studies

A lead speaker and panel will cover the challenges many Asian students face in assimilating into the communities of U.S. universities. In order to get an overall assessment of what the challenges are and how to address the challenges, the session will cover the topic from different perspectives including faculty, the students, student affairs staff, and the supporting staff of the university. This session will also cover some unique programs that universities can implement in order to better assimilate their international population.

Panelists:

Dr. Mailee Kue (Executive Director of the Center for Diversity and Inclusion, Bryant University)

Dr. Ronald Suleski (Professor and Director, Rosenberg Institute for East Asian Studies)

Dr. Mariko Itoh Henstock (Director of Outreach & Co-Curricular Activities for Japanese, Boston University)

Bryant International Students

10:35 – 10:45am – Break - A consortium of Asian tea and coffee

10:45 - 12:00 PM

Session IV: Permanent Presence in East and South Asia (Branch Campuses & Centers)

Chair: Dr. Hong Yang, Vice President for International Affairs, Bryant University

Speakers and a discussion panel will cover topics that SIOs need to be knowledgeable about and different models of permanent presence in Asia. Speakers and panelists will share their experience in preparation, operation, and outlook of their own collaborations, ranging from Intellectual property rights, academic freedoms, governance, accreditation, and government relations.

Panelists:

Dr. William Brustein (Vice Provost for Global Strategies and International Affairs, Ohio State University)

Dr. Duleep Deosthale (Co-founder & Vice President – Admission Table)

Dr. Hong Yang (Vice President for International Affairs, Bryant University, Director – U.S. China Institute & Confucius Institute, Bryant University)

12:00 – 1:30 PM – Concluding Lunch

Keynote speech with support from the National Committee on U.S.-China Relations' Public Intellectuals Program, which is funded by The Henry Luce Foundation and The Starr Foundation
“Leveraging Resources: Strategies for Expanding Asian Programming for Any College Campus” –
Katherine P. Kaup - James B. Duke Professor of Asian Studies and Political Science, Furman University

1:30 – 8:00 PM

Optional Cultural Trip to Newport, RI

The U.S. – China Institute will offer an *optional* half day trip to Newport, Rhode Island, to explore one of the state’s most renowned cultural sites and its historical connection to Asia. The trip will conclude with a seafood dinner.

Black Pearl Restaurant

Bannister’s Wharf, Newport, RI 02840

blackpearlnewport.com