



2017

ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS
ANNUAL CONFERENCE

How to Negotiate Effective, Sustainable, and Pervasive Global Agreements

Ian Wright, Director of Partnerships, World Education Services, Inc. (WES)

Dr. Raymond Lutzky, Senior Director of Graduate Enrollment Management
and Admissions, NYU Tandon School of Engineering, NYC

Dr. Hiroshi Ota, Director of Hitotsubashi University Global Education
Program, Tokyo

Agenda

- Global trends in partnership development: WES
- U.S. Case Example: NYU Tandon
- Japanese Case Example: Hitotsubashi Univ.
- Guided Discussions
- Reflection and Next Steps
- Resources



Global Context, Global Trends

1. Growing importance for institutional and national strategies
2. Challenges of funding/revenue
3. Competitive pressures: shift away from (only) co-operation
4. Emerging regionalization, with Europe often a model
5. Quantity versus quality: shift in focus
6. Lack of sufficient data for comparative analysis & decision making

From Inside Higher Ed: *A Big World Out There* <https://www.insidehighered.com/news/2016/02/24/researchers-survey-landscape-internationalization-higher-education>

Source: AmDevIntl.com (previous page: <http://visibleearth.nasa.gov/view.php?id=55167>)

Addressing the U.S. Global Partnership Lag



- What are the barriers to building partnerships?
 - Lack of leadership/mission, esp. governmental
 - Lack of infrastructure or process

WES article: <http://wenr.wes.org/2016/05/15292/>

Image: <http://www.internetbillboards.net/wp-content/uploads/traceable.jpg>

Developing and Sustaining Partnerships

Key stakeholders:

- Administration, Faculty/Deans, Senior Leadership
 - What about students?
- External organizations, especially Alumni;
- Local, State, and National governmental agencies;
- Accreditation boards;
- Local industry; and
- Surrounding community



Source: <http://blog.tribeinc.com/2016/11/29/support-collaboration-with-visibility-across-silos/>



Source: <http://onewayroof.com/author/amanda/page/3/>

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Source: <https://www.pinterest.com/juliroo/potentially-polyglot/>;

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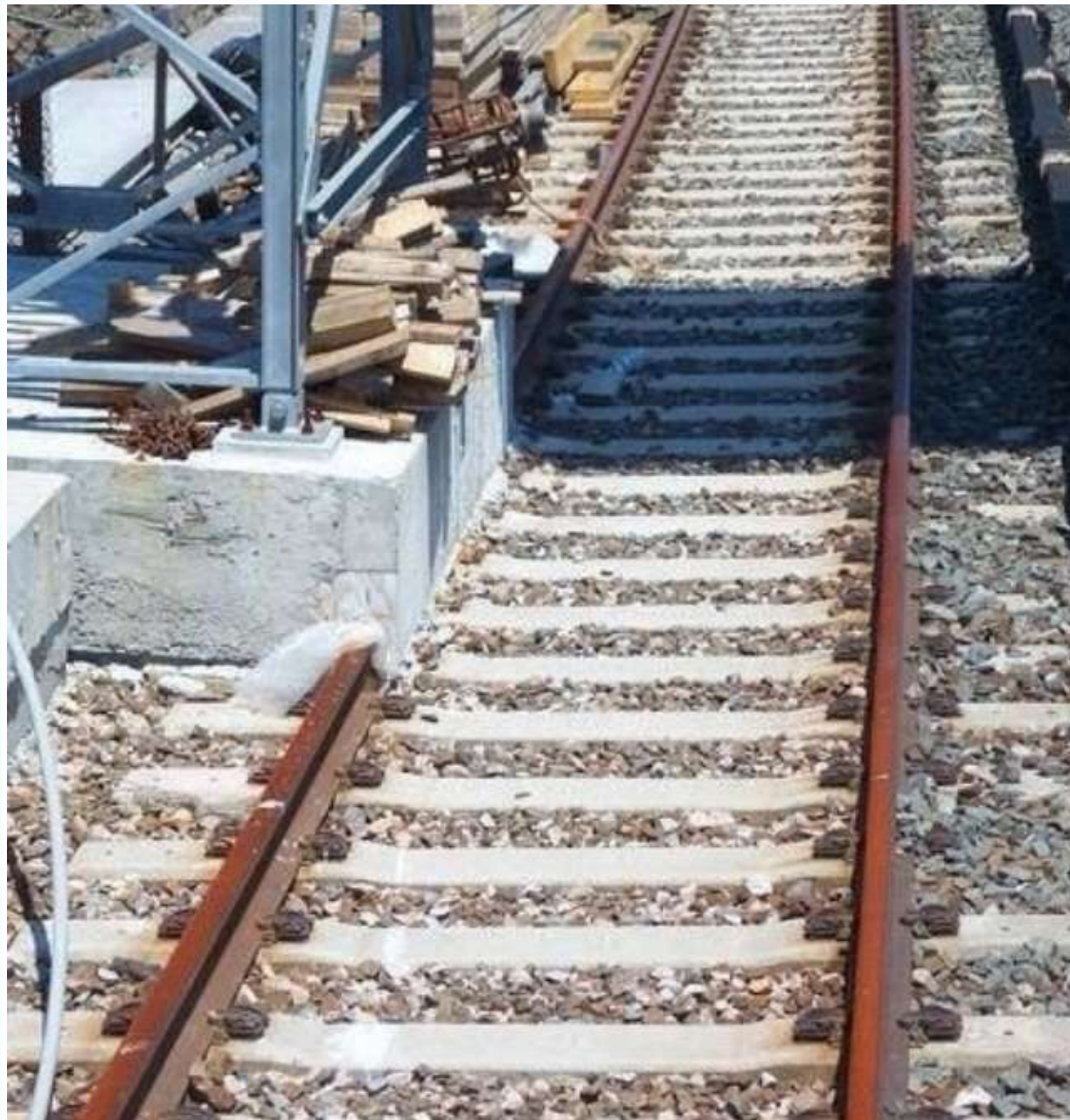




Source: <https://www.pinterest.com/paddyharrington/maps/>

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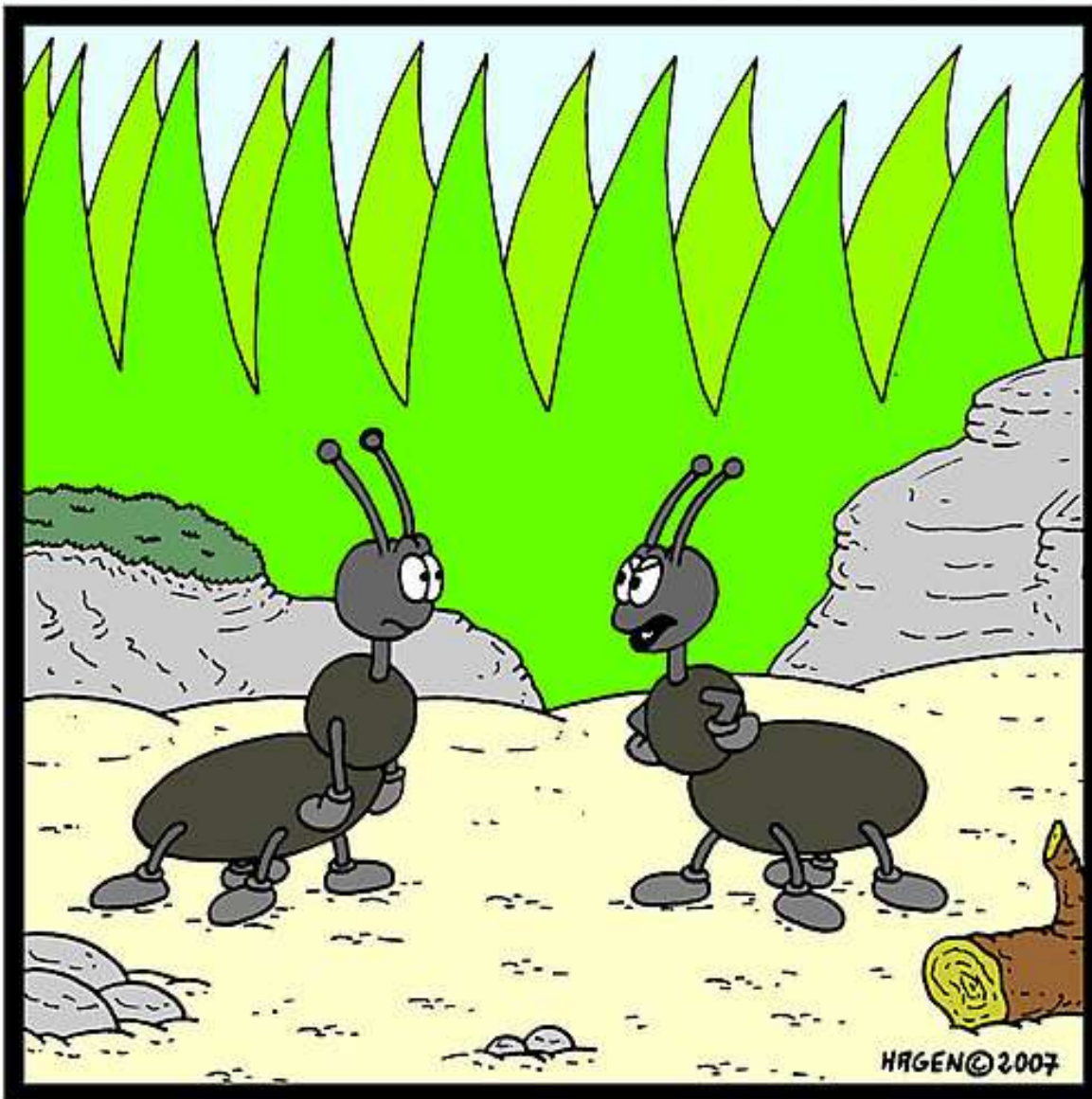




Not My Job: <http://imgur.com/gallery/d8uPg>



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Source: <http://www.redbubble.com/people/hagen/works/184986-whats-in-it-for-me?p=photographic-print>

And I said to the Queen:
Forget the Colony's good, what's in it for me?

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Barriers and Silos

- Change is scary, especially if you've got options
- Literally speaking another language
- Focus on the 95% of domestic students
 - Focus on US marketplace of jobs and ideas, not global
- "It's not my job" to internationalize
- "What's in it for me?"
- **These students require new investments and/or services**



Case Examples:

- NYU Tandon
- Hitotsubashi Univ.



Negotiating New Partnerships: Lessons Learned at NYU Tandon

Dr. Ray Lutzky, Sr. Director of Graduate Enrollment Management & Admissions, and Adjunct Professor, New York University Tandon School of Engineering



About NYU Tandon

- Second oldest private school of engineering in the US (1854)
- Main campus in Brooklyn, NY
- 3,000+ grad students from 65 countries, mostly Asia
- \$90M in collaborative research across NYU (medical, dentistry, nursing)
- 40+ grad programs in New York, Abu Dhabi and Shanghai
- 15% domestic students



Challenges:

- Too reliant on primary Asian markets (India, China)
- Tuition dependent, requiring large un-discounted MS population to support other academic programs
- Relatively high cost of living and cost of attendance
- Varying international systems make articulation agreements with other schools difficult to navigate

Opportunities:

- Tradition of MOUs/partnerships/pipelines that work
- International faculty understand global curricula
- Some graduate scholarships allow opportunities to cost-share

Case #1: Brazil/Science Without Borders

- Opportunity: “Science without Borders” program funding PhD students and previously supporting MS students (and undergrads)
- Signed MOU in 2013, worked with IIE and LASPAU to bring in cohorts
- Program “suspended” after Brazilian economy contracted 1% and political challenges emerged



Case #1: Brazil/Science Without Borders

- Framework of Stakeholders: Academic departments, Office of Sponsored Research, LASPAU, CAPES/CNPQ, Grad Enrollment
- Silos: None at agreement signing, prior to Poly/NYU merge
- Lesson Learned: Always be diversifying against global economic challenges, “strike” at the opportune moment (*when there are fewer silos/barriers to success*)



Case #2: Colombia/COLFUTURO

- Opportunity: COLFUTURO provides \$50K loan-scholarship to top students, advises on grad admission
- Signed agreement in 2014 offering 40% funding in addition to COLFUTURO award
- Created steady-state pipeline of 5-7 students annually, more than any other agreement or recruitment activity in Latin America



COLFUTURO



Case #2: Colombia/COLFUTURO

- Framework of Stakeholders: LatAm outreach team, central Financial Aid office, General Counsel office at NYU, academic departments
- Silos: Opportunity/challenges of working with General Counsel and financial aid offices (*resulted in creation of internal financial aid position for administration of similar scholarships*)
- Lesson Learned: In-person relationships matter more than ever



COLFUTURO



Case #3: Chile/UAI

- Opportunity: Chance encounter with recruitment team created opportunity for partnership and dialogue
- Signed agreement in 2016 with Universidad Adolfo Ibáñez offering funding in exchange for joint degree program; students leave after 4 years of 5 year program, come to NYU for MS and first year of MS program counts towards final year of undergraduate
- First cohort joining in 2017



Case #3: Chile/UAI

- Silos: Academic Departments, Graduate Academics Office, General Counsel, NYU Engineering Dean
- Due to the academic component of this agreement, the Dean's office required more extensive involvement in actual writing of agreement, more meetings with General Counsel
- Lesson Learned: Be open to new opportunities by having flexibly defined target markets ("South America") and a variety of opportunities (joint degree program instead of pure scholarship program)



• Overall Lessons Learned

- **“Skin in the Game”** – it helps when you can make even an token funding offer as part of a cost-sharing agreements
- **“A Willing Partner”** – interest isn’t enough; a good negotiated partnership requires the capital/will/understanding to execute an agreement (had many chats with other schools, still no MOUs...)
- **“Have Your People Call My People”** – make friends with your General Counsel/attorneys, you will need them (make friends)
- **“Isn’t Worth the Paper It’s Printed On”** – be upfront about balance of trade and capacity; sometimes “equal partners” isn’t possible
- **“Big Things Come in Small Packages”** – be prepared to start with “small” agreements that blossom into large-scale programs





- **Questions & Answers**
- **Thank you!**
- **Email: rlutzky@nyu.edu**



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Creating an EMI program to expand student exchange

Hiroshi Ota, Ph.D.

Professor, Center for Global Education

Hitotsubashi University

Hitotsubashi University

- Located in the suburbs of Tokyo
- Founded in 1875
- National university
- Undergrad. students: 4,400
- Graduate students: 1,800
- Total: 6,200 (800 int'l students)
- University of social science
 - Business and management
 - Economics
 - Law and political science
 - Sociology
 - Public policy



Hitotsubashi University Global Education Program (HGP)

- Started in 2010
- Open to all students at HU
- 1. Academic content courses in English: **Japanese affairs**, Business and management, Economics, Law, International relations, Sociology (113)
- 2. Japanese language for beginners (20)
- 3. Academic skills in English: Writing, Presentation, TOEFL preparation (8)



Crisis of Student Exchange

- Decreased inbound exchange students due to the abolition of Japanese language courses and programs at partner institutions abroad
- Language requirement in name only ⇒ Lowering quality of inbound ex. students ⇒ many problems occurred; not taking courses, working off-campus
- Widening imbalance of students exchanged ⇒ Increasing non-renewed student exchange MOUs ⇒ Difficult to find new partners
- Root cause: **Very few English-medium instruction (EMI) courses and lack of interest**



Establishment of HGP

- Awareness of the problem
 - Sharing the sense of crisis and understanding the root cause of the problem across the campus
- Discussion of solutions
 - How can we create an EMI program?
 - What can each school do for an EMI program?
 - **What are opportunities? What are foreseeable benefits?**
 - Examine existing and newly needed resources
- Leadership (resource allocation)
 - President, VPs, Deans, and Directors
- Research and planning
 - Center for Global Education and Int'l Affairs Office
- **University-wide efforts for int'l education**

Development of HGP

- Necessary support in the new environment: increasing non-Japanese speaking int'l students
 - Bilingual student services: Library, ICT, Academic affairs, Health center, Bookstore, Website
 - Student clubs
 - Community outreach
- Financial support (scholarships for ex. students)
 - Government agency (JASSO)
 - Alumni association
- Lectures in practice and internship
 - Alumni association and business circles



Benefits brought by HGP

- Increasing inbound ex. students (40 in 2009 ⇒ 140 in 2016) and outbound ex. students
- No imbalance of students exchanged ⇒ smooth renewal of student exchange MOUs ⇒ increasing new partners (22 in 2009 ⇒ 85 in 2016)
- Improving quality of inbound ex. students with effective admission and course registration requirements (study for two semesters: 40%)
- Diversifying students and faculty
- Internationalization at home ⇒ study abroad

Challenges of HGP

- Not enough Japanese students taking EMI courses
- Quality assurance of EMI courses (faculty development for teaching in English)
- Revisit “Study at Hitotsubashi University” (Study in Japan) with an EMI program
- English divide (students, faculty, and staff)
- Bilingual campus
- Academic resource in English





Hitotsubashi University
Global Education Program



HITOTSUBASHI UNIVERSITY

Thank you for your attention!

Hiroshi Ota, Ph.D.

Professor

Center for Global Education

Hitotsubashi University

E-mail: h.ota@r.hit-u.ac.jp



Comments, Questions, and Answers

1. How are partnership discussions on your campus constructed to allow for maximum input ***across silos*** while maintaining efficient negotiations internally, and eventually, with external stakeholders and prospective partners?
2. What negotiating techniques have you found useful in ***selective cultural contexts*** which may not normally be effective?
3. In dealing with partnerships designed to permeate all aspects of your campus, ***which internal connections are crucial*** for maintaining pervasive agreements?



Recommend Sources

- The **International Association of University Presidents (IAUP)**: chief executives from universities around the world. www.iaup.org
- The **Observatory on Borderless Higher Education (OBHE)**: think tank with members across 30 countries. <http://www.obhe.ac.uk/>
- The **International Academic Partnership Program (IAPP)**: IIE's [CIPHE](http://www.ciphe.org/) partnerships between the U.S. and abroad. <http://www.iie.org/>
- ACE's **Center for Internationalization and Global Engagement (CIGE)**: analysis of critical international education issues. <http://www.acenet.edu/>
- *Global Perspectives on Strategic International Partnerships: A Guide to Building Sustainable Academic Linkages*, IIE & DAAD, 2016



WES Resources

As part of our not-for-profit mission, WES provides valuable resources to the higher education community:

- Tools for Professional Staff & Faculty
wes.org/educators/
- World Education News & Review (WENR)
wes.org/wenr/
- WES Research wes.org/ras/
- WES Advisor (“Expert Ambassadors”)
wesstudentadvisor.org



Ian Wright, Director of Partnerships, iwright@wes.org