TeamUp

U.S.-Japan Educational Partnerships as a Vehicle for Student Mobility

Susan Sutton, Bryn Mawr College
Shingo Ashizawa, Toyo University
Michael Pippenger, Columbia University
Paige Cottingham-Streater, U.S.-Japan Bridging Foundation
Session Outline

1. Introduction & Video Message
2. Innovations in U.S.-Japan Partnerships
3. Strategies for Building Successful Partnerships
4. Discussion
Session Objectives

- Identify New Resources for Partnership Building with Japan.
- Learn about Components of the 2015 TeamUp Campaign.
Engage with TeamUp

Send us your questions via Twitter using #TeamUpAIEA

Connect with us on Twitter: @TeamUpUS_Japan

Find us on Facebook: TeamUpUSJapan
Contact

Pamela L. FIELDS
Deputy Secretary-General, U.S. CULCON Secretariat

U.S.-Japan Conference on Cultural and Educational Interchange (CULCON)
1201 15th Street, NW, Suite 330, Washington, D.C. 20005

pfields@jusfc.gov | 202.653.9800
The TeamUp RoadMap to Innovative Partnerships

Susan Buck Sutton
Bryn Mawr College
We are witnessing a flowering of international academic partnerships.
Among various aspects of internationalization taking place on your campus, which FIVE have received most attention and resources in recent years?

(ACE Mapping Internationalization on U.S. Campuses, 2012)

<table>
<thead>
<tr>
<th></th>
<th>Doctoral</th>
<th>Master’s</th>
<th>Baccalaureate</th>
<th>Associate</th>
<th>Special Focus</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum IZN</td>
<td>62</td>
<td>55</td>
<td>70</td>
<td>61</td>
<td>34</td>
<td>58</td>
</tr>
<tr>
<td>Strategic Partnerships</td>
<td>78</td>
<td>61</td>
<td>56</td>
<td>46</td>
<td>58</td>
<td>56</td>
</tr>
<tr>
<td>Int Student Recruitment</td>
<td>59</td>
<td>63</td>
<td>55</td>
<td>32</td>
<td>44</td>
<td>48</td>
</tr>
<tr>
<td>Faculty Collaboration</td>
<td>64</td>
<td>52</td>
<td>54</td>
<td>36</td>
<td>34</td>
<td>46</td>
</tr>
<tr>
<td>Student/Fac Exchange</td>
<td>52</td>
<td>56</td>
<td>47</td>
<td>27</td>
<td>24</td>
<td>40</td>
</tr>
</tbody>
</table>
IAU 2014 Survey: 75% of institutions worldwide increased funding for exchange and research collaboration over last 3 years.
International academic partnerships are...

• central to an institution extending outward
• essential for student learning, cutting-edge research, and global advancement of higher education
• taking on new roles and functions
• reaching out to new partners, at home and abroad
• no longer simply what bubbles up
• the focus of deliberate, intentional, strategic planning
• no longer conceived simply in terms of logistics of exchange
Transactional Partnerships

• Simple give-and-take
• Neither institution is much changed by the exchange
• Instrumental in nature
• Trade resources
Transformational Partnerships

- Change both institutions, as they work together
- Generate common goals, projects, products through dialogue and collaboration
- Combine resources
- Emphasize relationship as much as the product
- Expand over time
- Spread into the teaching, research, and/or service functions, as well as the mission, of each institution
Partnerships provide a robust environment for student mobility, because they:

• Create atmosphere that encourages ALL students to connect with the partner
• Enable faculty who know little about partner country to become involved
• Pursue the belief that some insights and knowledge only arise through international dialogue, for students and faculty alike
• Build resources through sharing and collaboration
• Develop materials/projects tailored to fit each partner
• Institutionally model cross-national competencies wanted for students
• Spark joint research, teaching, and development projects on new topics, the kind that only come from sustained conversation
• Operate as collaborative units in the emerging global system of higher education
• Become a sustained, integral part of each institution
The TeamUp RoadMap
The Destination:

increasing student mobility by building innovative partnerships between the U.S. and Japan
Draft Outline

• The Road Ahead: New directions, new pathways
• Traveling Together: The basic principles of successful partnerships
• Bumps along the Way: Challenges to be addressed
• Smooth Sailing: Innovative strategies for forward motion
• A Brief Guide for Those Just Getting Started
• Further Resources
• Use partnerships for language instruction (e.g., online language buddies)
• Collaborative teaching – both virtually and face-to-face
• Short-term but intensive programs, using high-impact pedagogies
• Theme or issue-based study abroad programs
• Internships and experiential learning
• Faculty collaborations that engage students
• Curriculum integration of study abroad
• New calculus for assessing balance in exchanges
• Embed discussion of other country across the campus
• Incentivizing new faculty to participate
• Work with U.S.-Japan organizations, the business community
• Gap year/post-graduation options
• Creative pre-departure, bridge, and re-entry programming
• Move some study abroad away from junior year
• Bi-national zemi groups
• Student-to-student networks among exchange partners
Contemplative Traditions
Fall 2011 & 2013

• The History and Rhetoric of Buddhist Meditation
  *(Hank Glassman, East Asian Languages & Cultures)*

• Silent Spaces: A History of Contemplation in the West
  *(Michelle Francl, General Studies)*

• Listening to Mind and Body: The Psychology of Mindfulness
  *(Marc Schulz, Psychology)*

• Traveled to Japan to explore Eastern traditions
  • Learned from a variety of monastic traditions
  • Blogged about their experiences in the cluster
• Taught Philadelphia high school students habits of mindfulness
Doubling Student Mobility Between Japan and the U.S. : Seeking New Forms of Educational Collaborations

Shingo Ashizawa
Toyo University
Today’s Topics

1. Background of This Session and New Trends in Student Mobility
2. Issues on Traditional Exchange
3. Possible Remedies and New Types of Collaboration
4. Government Initiatives and Institutional Initiatives
   (Top Global University Project (SGU) and its background and potential)
5. CASE: “Toyo Global Diamonds”
1. Background of This Session and New Trend of Student Mobility
Changes in Number of International Students Studying in the US

Source: IIE 「Open Doors Data: International Students Leading Places of Origin」

2015/2/16
### Obstacles Impinging on Decision to Study Abroad (from students perspective)

- Major obstacles for students considering study abroad: financial problems, concern about foreign language ability, unease about security, concern about employment.
- In many cases, many of these problems were overcome during actual study abroad.

#### Source:
- University Data Book 2012, Benesse
- "Survey on Study Abroad,” “Survey on Labor and Economic Policy Focusing on Capacity Development of Students Studying Abroad,” (2009), research funded by METI.

#### Graph:

<table>
<thead>
<tr>
<th>Obstacles</th>
<th>Obstacles not overcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavy financial burden because of expense of studying abroad</td>
<td>35.7%</td>
</tr>
<tr>
<td>Inadequate foreign language ability</td>
<td>31.3%</td>
</tr>
<tr>
<td>Unease about study abroad because of health, security concerns</td>
<td>19.5%</td>
</tr>
<tr>
<td>Little confidence will be able to make good human relations with people abroad</td>
<td>14.8%</td>
</tr>
<tr>
<td>Believe that problems finding a job will occur after return to Japan</td>
<td>14.7%</td>
</tr>
<tr>
<td>Do not want to leave family, friends, etc.</td>
<td>14.4%</td>
</tr>
<tr>
<td>Lack of information for selecting overseas destination, school</td>
<td>12.6%</td>
</tr>
<tr>
<td>Difficult to obtain scholarship</td>
<td>8.5%</td>
</tr>
<tr>
<td>Unfavorable family circumstances (other than financial)</td>
<td>8.0%</td>
</tr>
<tr>
<td>Could not find way to deal with financial problem (other than by scholarship)</td>
<td>7.9%</td>
</tr>
<tr>
<td>Opposition from family, academic advisor, work colleagues, etc.</td>
<td>7.6%</td>
</tr>
<tr>
<td>Feel cannot adapt to customs, culture, way of thinking abroad</td>
<td>7.5%</td>
</tr>
<tr>
<td>Difficult to enter employment scheme offered by overseas program</td>
<td>6.7%</td>
</tr>
<tr>
<td>Could not find overseas program student wanted to participate in</td>
<td>4.2%</td>
</tr>
<tr>
<td>Could not find university student wanted to attend</td>
<td>2.7%</td>
</tr>
<tr>
<td>No particular obstacle (that could not be overcome)</td>
<td>29.1%</td>
</tr>
</tbody>
</table>
A high percentage (52.3%) of high school students in Japan are not interested in studying abroad.

From “Elite” to “Mass”

<Study Abroad for Elite>
• National level of Scholarships (e.g. Fulbright)
• Selective
• Support service is not critical because applicants are quite independent (best and brightest).

<Study Abroad for Mass>
• Wide scale of financial support (less $ per individual)
• Support service are essential (e.g. language instruction, test prep course, counseling service, visa application)
<Trend in defining learning outcome>

1) Tuning Project (Quality Assurance Scheme)
   • Diploma Supplement
   • Degree Profile (defining learning outcome)

2) AHELO (Assessment of Higher Education Learning Outcome)
From “Institution” to “Student”

.getInstitution Centered>
• Accreditation
• Institutional Review
• Benchmarking
• Good Practices
• University Ranking

<Student Centered>
• Credential Evaluation
• Degree Profile
• Learning Outcome Assessment <AHELO>


Questions?

• How can we identify obstacles for promoting student mobility?
• How can we create new system to meet new trends??
• How we can assess our success quantitatively and qualitatively??
2. Issues on Traditional Exchange
Issues on Traditional Student Exchange

1) Tuition Waiver Agreement
   • Hard to keep balance
   • Hard to maintain/expand

2) Short term programs (such as summer language programs; traditionally academic credits were not granted at Japanese universities.)
Many US institutions are reluctant to increase partners with tuition waiver arrangement.

1) Huge gap in tuition and fees. In general, tuition of US HEIs is more than double that of Japanese partners.

2) Most of US schools which have strong East Asian studies have already established a number of Japanese partnerships. Some of them are even trying to reduce partnership with Japanese universities.

3) US students tend to focus on shorter programs rather than one-year study abroad.
1) Japanese students are facing difficulties to fulfill English proficiency requirement.

2) Circular Problem:

3) Japanese universities accept exchange students without language requirement.

4) Tuition at English language studies at Extension (ESL) become extra burden for Japanese students, while American exchange students are not charged extra fees for Japanese language studies.
3. Possible Remedies and New Types of Collaboration
Questions?

• How can we provide diversified, practical learning opportunities?
• How can we maximize / assess outcome of student learning?
• How can we create win-win institutional partnership between the two countries?
Possible Remedy (1)  
Fee-based Agreement

• Fee-based Agreement  
  a) One-year or shorter programs  
  b) Financial Support  
    Fee-based arrangement is promising if Japanese students can enjoy some financial support such as in-state tuition.  
  c) Summer Session

• Balancing two different programs: one-year program (from Japan to US) and short term programs (from US to Japan)
Possible Remedy (2)
Bridge Programs and Articulation

• Bridge Program
We need to collaborate to establish flexible systems for Bridge program: keep in mind that exchange students are not expected to receive degrees from partner institutions (unless joint/double degree arrangement)
  ESL fee should be waived or discounted for Japanese exchange students.

• Studying at institutions where US universities have articulation agreement, particularly at community college, should be encouraged.
Possible Remedy (3)
New Types of Learning Opportunities

- Internship
- Service Learning (Volunteer)
- Joint teaching program
  a) bilateral joint teaching
  b) Joint teaching at 3rd countries

Learning outcome assessment is critical for managing these diversified programs.
4. Government Initiatives and Institutional Initiatives
TOBITATE Campaign

New Funding Scheme
# TOBITATE Campaign: Increasing Funding Opportunities

<table>
<thead>
<tr>
<th>New Funding (Joint Fund from Private Corporations and Government)</th>
<th>Funding is mainly supported by Business Community (122 major companies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Goal: Increase the number of Students who Study Abroad</td>
<td>1000 grantees (2015 FY)</td>
</tr>
<tr>
<td>10,000 students in next 7 years with new funding scheme</td>
<td>1200-2000 USD per month</td>
</tr>
<tr>
<td></td>
<td>Duration: 1 month to 1 year</td>
</tr>
<tr>
<td></td>
<td>1000-2000 USD travel grant</td>
</tr>
<tr>
<td></td>
<td>Pre-departure program and follow up program</td>
</tr>
</tbody>
</table>
### TOBITATE Campaign

#### 256 Grantees for Spring 2015

<table>
<thead>
<tr>
<th>Categories</th>
<th># of Applications</th>
<th># of Final Grantees</th>
<th>Competition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, Interdisciplinary Studies</td>
<td>270</td>
<td>119</td>
<td>2.26</td>
</tr>
<tr>
<td>Development Studies (Developing Countries)</td>
<td>92</td>
<td>18</td>
<td>5.11</td>
</tr>
<tr>
<td>Top University Program</td>
<td>134</td>
<td>43</td>
<td>3.12</td>
</tr>
<tr>
<td>Diversity Program</td>
<td>288</td>
<td>76</td>
<td>3.35</td>
</tr>
</tbody>
</table>
### Government Initiative
*(Series of Competitive Funds)*

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Funding</th>
<th>Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2005- 2009</td>
<td>SIH (Strategic Fund for Establishing International Headquarters in Universities)</td>
<td>20</td>
</tr>
<tr>
<td>FY 2009-2014</td>
<td>Global 30</td>
<td>13</td>
</tr>
<tr>
<td>FY 2012-2016</td>
<td>Go Global Japan (GGJ)</td>
<td>32</td>
</tr>
<tr>
<td>FY 2014-2023</td>
<td>Top Global University Project (SGU)</td>
<td>Type A: 13 Type B: 24</td>
</tr>
</tbody>
</table>
# Top Global University Project

<table>
<thead>
<tr>
<th>Type A (13 institutions)</th>
<th>Type B (24 institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aiming Top 100 in World University Ranking</td>
<td>&lt;Potential Proposals&gt;</td>
</tr>
<tr>
<td></td>
<td>• Strategic Global Programs</td>
</tr>
<tr>
<td></td>
<td>• Overseas Branch Campuses</td>
</tr>
<tr>
<td></td>
<td>• Inviting Foreign Institutions to Japan for Joint Teaching Program</td>
</tr>
<tr>
<td></td>
<td>• Joint/ Double Degree Program</td>
</tr>
<tr>
<td>Annual Support: 5 million USD per school</td>
<td>Annual Support: 2-3 million USD per school</td>
</tr>
<tr>
<td>Criteria: Strategic plans for internationalization, Structural Reform, Educational Reform and Numerical Target</td>
<td></td>
</tr>
</tbody>
</table>
Future Goals and Strategic Plans
Towards internationalization based on uniqueness, Tradition and Strength of the university

① Internationalization
Diversity, Mobility, Support System, Language Usage, Curriculum Management, Flexibility and Openness

② Governance and University Reform
Personnel System, Governance and Leadership

③ Educational Reform
New Teaching Methods, Entrance Exam, Flexibility in Academic Path

④ Information Disclosure

⑤ Organizational Structure
[Type A Only]

⑥ Academic Strength
Research performance
5. <CASE : SGU Type B> “Toyo Global Diamonds”

TOYO GLOBAL DIAMONDS

Becoming an Asian hub university for global leaders

2015/2/16
Who are we?
Since 1887

• Tradition: started as a philosophy academy
• Growth as comprehensive university with 11 undergraduate programs and 11 graduate schools
• 32000 enrollment
• Located in central Tokyo
To become a new Toyo University

The human resource pyramid of quality must come to be shaped like a diamond

Establishment of new faculties and reform of existing faculties

Strengthening of governance by the president

Image of desired human resources

New Elite

People who can play a leading role on the world stage
- “Japaneability”
- “Ability to form world standards”
- “Innovation ability”

Newly established faculties (Name tentative)
Existing faculties

Faculty of Int’l Studies
Faculty of Information Coordination
Faculty of International Tourism Studies

Toyo University

The basis of all learning lies in philosophy.

Toyo Global Leaders

Toyo Global Leaders are human resources who are rooted in “on-site doctrines,” can understand and respect different societies, cultures, and customs, identify issues and solve the problems, as well as play a leading role in the core of the society.
Toyo Global Alliance

Establishment of a new entity “Toyo Global Diamonds” in 2017

→ Aim for "Self-sustenance" after the project completion
Partners and Sustainable Projects

Toyo University – UCLA Extension Center for Global Education

• Business English
• English for Academic Purposes.
• FD program for University Professors

Bangkok Office at Chulalongkorn University

Cross Registration with Temple University Japan (TUJ)
Target Goals by 2023

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchange</td>
<td>430</td>
</tr>
<tr>
<td>Fee based</td>
<td>130</td>
</tr>
<tr>
<td>Bridge Program</td>
<td>490</td>
</tr>
<tr>
<td>Short-term &amp; Intern</td>
<td>1,260</td>
</tr>
</tbody>
</table>

Mobility

- Study Abroad
- Internship
- Fieldwork

Collaboration with Community Colleges, Liaison Office in Sydney and Vancouver

Staying Home

Internationalization at Home

- Toyo-UCLA Extension Center for Global Education
- Cross Registration with Temple Japan
- Internship and Volunteer
- Joint Educational Program with International Students
Global Office & Language Center

Student Center Approach

Counseling for Study Abroad

One-to-One Tutorial
(Conference Writing & Writing Consultation)
Invitation to Study Abroad

Fulbright IEA 2014vgroup visited our class, “Invitation to Study Abroad”
Special efforts based on the unique characteristics of Toyo University (1)

Faculty of Regional Development Studies selected for GGJ (Go Global Japan) in 2012
→ Expand the GGJ project to the entire university

Establishment of the International Regional Global Office / Language Center

Visualize the study achievement by e-Portfolio

- History of study abroad
- Language scores
- International exchange point
- History of taking writing course

Change in the number of students studying abroad (2012-2014)

61.1% of students in the faculty study abroad

Class of 2013: 132
Class of 2014: 194
Class of 2015: 257

UN Youth Volunteer (Fiji) in 2013

Senior Shohei Habakari
Sophomore Kazuki Takagi

Washington Center (TWC) Summer Internship 2014

Junior Chiharu Ogawa
Japan Public-Private Partnership Student Study Abroad Program (Laos)
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Japanese faculty members and those with a degree from overseas</td>
<td>More than 50% (400 persons) of all faculty members</td>
</tr>
<tr>
<td>Degree courses in other languages</td>
<td>17 courses or more (5,000 students)</td>
</tr>
<tr>
<td>Subjects offered in English</td>
<td>1,500 subjects</td>
</tr>
<tr>
<td>Introduction of numbering system and provision of syllabi in English</td>
<td>All 9,820 subjects</td>
</tr>
<tr>
<td>Status of introduction of GPA</td>
<td>Introduced</td>
</tr>
<tr>
<td>Graduation requirement GPA 2.0 or higher</td>
<td></td>
</tr>
<tr>
<td>International validity</td>
<td>Establish a department that evaluates foreign credentials</td>
</tr>
<tr>
<td>Flexible academic calendar</td>
<td>Quarter system in all 14 faculties</td>
</tr>
<tr>
<td>Scholarships</td>
<td>Notification of scholarship at the time of admission notification to 500 students</td>
</tr>
<tr>
<td>International Dormitory</td>
<td>International dormitories for 500 students</td>
</tr>
<tr>
<td>Quick decision-making</td>
<td>Preparation of a scheme for presidential governance</td>
</tr>
<tr>
<td>Substantive learning by the students</td>
<td>University-wide survey by the IR office</td>
</tr>
<tr>
<td>TOEFL and other external tests</td>
<td>Entrance exam using an external test 888 students</td>
</tr>
<tr>
<td>Multifaceted selection of students</td>
<td>Baccalaureat AO admission for all faculties</td>
</tr>
<tr>
<td>Disclosure of educational information</td>
<td>Participation in the University Portrait. Information analysis / publication by the IR office</td>
</tr>
<tr>
<td>4. Others (Disclosure of educational information)</td>
<td></td>
</tr>
<tr>
<td>5. Achievement index set by Toyo University</td>
<td></td>
</tr>
<tr>
<td>International Dormitory</td>
<td>International dormitories for 500 students</td>
</tr>
<tr>
<td>TGL Training Rubric</td>
<td>TGL Gold Certification 460 students/year</td>
</tr>
<tr>
<td></td>
<td>TGL Silver Certification 1,000 students/year</td>
</tr>
<tr>
<td></td>
<td>TGL Bronze Certification 2,500 students/year</td>
</tr>
<tr>
<td>International validity</td>
<td>Students entering Toyo University through the international transfer system: 300 students/year</td>
</tr>
<tr>
<td>Sustainable education Platform</td>
<td>TOYO-UCLA Extension Center for Global Education: 500 courses offered</td>
</tr>
<tr>
<td>Promoting Reform to Enhance International competitiveness and openness of Toyo University</td>
<td></td>
</tr>
</tbody>
</table>
1) Scores of the standardized test
2) Experiences Abroad
3) Global Activity Point System (GAPS)

GAPS Certificate will be awarded for those students who earned 30 points or more.
Thank you

Shingo Ashizawa
Toyo University
ashizawa@toyo.jp
Building Successful Institutional Partnerships

Michael Pippenger
Columbia University
Objectives

- How to strategize about picking the right institutional partner(s)
- Assembling a checklist for assuring strong partnerships
- Innovating to ensure longevity in partnerships
Strategizing about Partners

- Intellectual connections
- Student interest and mobility
- Similar core values
- Administrative compatibility
Assembling a Checklist

• Departmental and Faculty connections
• Articulating why the partnership matters institutionally
• Ensuring the right number and kinds of students for a successful partnership
• Knowing the administrative support structures necessary for the partnership
Innovation and Longevity: Columbia and Waseda

• Special programs for targeted populations (Teachers College/Intl Administrators)
• New models for short-term programs (Global Honors College)
• New models for long-term programs (Global Leadership Program)
• Ongoing assessment and reinvention
• Communication!