

2019
AIEA Annual Conference
What's Next?
Possibilities and Probabilities
in the Future of International
Higher Education



Navigating the Complex Relationships between Pathway Providers and University Stakeholders

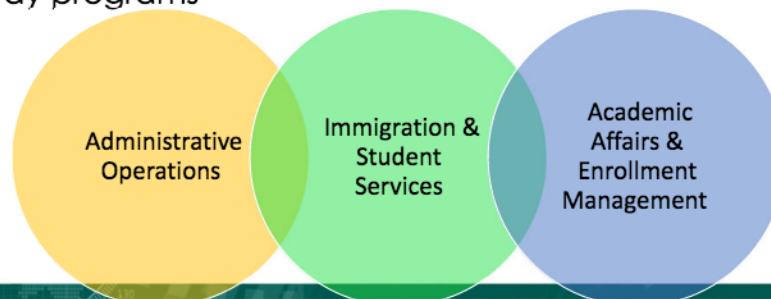
Kari Costello, DBA - DePaul University
Nicole J. Harris-Sealey, PhD - Salem State University
Senem S. Bakar - American University

Session Overview

- Introduction & Goals for Session
- Historical Context for Third-Party Providers of Pathway Programs
- Institutional Cases
 - DePaul University/EC Higher Ed, 0 years (Kari)
 - American University/Shorelight, 3 years (Senem)
 - George Mason University/INTO University Partnerships, 5 years (Nicole)
- Breakout Discussion Groups
- Group Reports
- Conclusions and Follow Up

Session Purpose and Goals

- Three perspectives at different stages of progression with differing lenses
- Insights and advise for institutions considering pathway programs
- Explore your institution's opportunities and challenges with respect to pathway programs



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Context for Third-Party Providers of Pathway Programs

- Pathway programs are postsecondary programs of study that combine credit-bearing coursework with developmental English as a second language (ESL) coursework to prepare a student who is unable to meet the English proficiency standards for admission (SEVP 2016).
- Currently eight (8) major Third Party companies active in US market (Choudaha, 2017).
- Top three reasons for engaging in partnering:
 - Recruitment access/increase or diversify enrollment
 - Lack of in-house expertise
 - Lack of investment capital/institutional infrastructure



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Context for Third-Party Providers of Pathway Programs

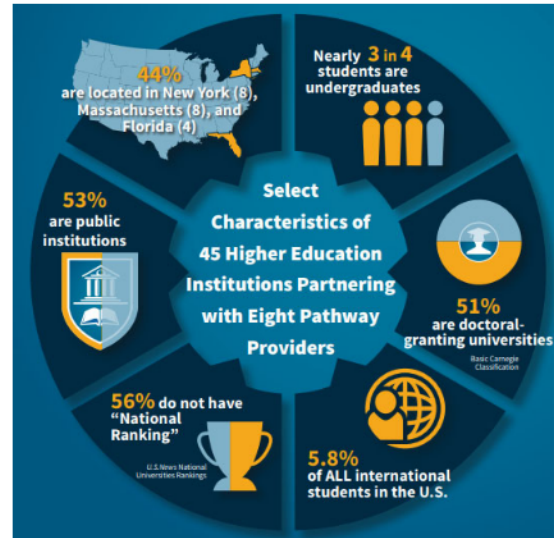
Significant expansion of sector participation over the past decade:

US-based Institutions engaged in Pathway Partnerships with 3rd Party Providers

2008	2016
2	45

CONCLUSION: "Successful partnerships will require transparency and inclusive engagement that ultimately support the students and the mission of the institution." (p. 43).

Choudaha, R. (2017). Landscape of Third-Party Pathway Partnerships in the United States. NAFSA: Washington, DC.



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Case 1: DePaul University

- Founded in 1898
- Largest catholic university in US, 14th largest private university
- 1800 international students, roughly 7%
- Ranked #119, US News & World Report, 2019
- Primary mission is teaching and service



DEPAUL UNIVERSITY

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The Pathway Partnership Decision

- Moderate success with USPP program
- New university leadership and direction
- Decision criteria
 - Cultural fit for DePaul
 - Full academic control
 - Stakeholder involvement, particularly our IEP
- Timeframe
 - From RFP to partner selection to final signature = 8 months
 - I-17 approval = about 8 months



DePaul Pathway Structure

- Academics
 - DPU designed, owns, and delivers all curricula
 - Our IEP is a critical component for ESL and Academic courses
 - Graduate Programs in CDM and BUS; UG Programs in all areas
- Staffing
 - Pathway Program Director on-site (EC)
 - DPU Admissions, ISS, Faculty, and other staff as needed
- Governance
 - Weekly meetings with University and EC liaisons
 - Monthly to Quarterly Advisory Committee (3 DPU and 3 partner representatives)



DePaul University and EC Higher Education

- What worked?
 - Open communication, brutal honesty, persistence and occasionally bending on 'non-negotiables'
- What didn't?
 - I-17 challenges, anticipating staffing changes, coordinating joint marketing and recruitment efforts
- Words of Wisdom
 - Think carefully through every point in your contract
 - Be strategic about university stakeholder buy-in
 - Plan as much as you can in advance of entering the agreement, you can always tweak as things evolve



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Case 2: American University

- Founded in 1893, private, Co-ed, liberal arts curriculum
- Around 2,000 international student from over 130 countries
- 8 schools with over 155 degree programs
- #69 best national university (2017 US News & Report)
- Top producer of Fulbright scholars (US News and Report 2013)
- #4 most politically active students (2014 Princeton Review Best Colleges)
- Princeton Review Green Rating Honor Roll (2015)



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Partnership Decision



Timeline and Model

- Contract signed in October 2015
- First undergraduate level soft launch in Fall 2016
- First graduate level in spring 2017
- Evolved from existing AU bridge program on I-17*
- Infrastructure by Shorelight, Academics by AU

Highlights for Consideration

- DHS Permission to issue pathway I-20
- Key players and clarified expectations
- Constraints: time, technology, physical & human resources
- Marketing material & communication management
- The Curriculum, Policies and Protocols



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Final Words...



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Case 3: George Mason University

- Largest, Public, R1 institution located close to Washington, DC Metro area
- Most diverse college in Virginia
- Founded in 1972
- Three campuses (distributed model) & several sites, including Songdo, Korea
- Enrollments upwards of 36,000
- International enrollment averaging 7%



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Timeline & Model

- English Language Institute (ELI) (1982-2014)
 - Intensive English Program
 - Outreach services to the campus community
- Center for International Student Access (2010-2014)
 - ACCESS Program (Undergrad)
 - BRIDGE Program (Grad)
- CISA and ELI actively participate in academic planning for Mason Korea (2012-2013)
- Merger of CISA and English Language Institute (ELI) forming INTO George Mason University Joint Venture (Fall 2014 - Present)

INTO® GEORGE MASON UNIVERSITY

Joint Venture Model

- Shared inputs, risks, rewards
- Faculty are university employees; staff are Joint Venture employees
- Shared decision-making model
- University enrollment goals vs market desires



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Engagement with University Stakeholders

Timeline	Relationship Navigation
Before Transition (Decision-Making)	<ul style="list-style-type: none"> Significant source organizational anxiety and stress <ul style="list-style-type: none"> University leadership focused on financial solvency needs/mission; IEP faculty focused on traditional values of student quality and academic freedom, jobs Destabilization of organizational staffing
During Transition	<ul style="list-style-type: none"> Large scale workgroups over a short period of time to set up and establish structural/curricular/admissions changes Townhalls with university community to discuss decision and address concerns Tasks of temporary team placed to launch center absorbed by existing employees Hiring of new faculty and staff to add to returning faculty ranks Discontinuities of the university exposed (Winkle, 2011)
After Transition	<ul style="list-style-type: none"> Returning faculty and staff sharing historical information and aiding problem-solving—new faculty and staff assimilating old information and new mandates for sense-making Institutional leadership transitions offer potential destabilization of forward momentum Continuous negotiations and adjustments to respond to market demands for competitiveness

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Matters for Consideration

Academic Affairs

- Decentralized Admissions
- Shared governance over curriculum and admissions
- Academic Integrity
- Stretching FERPA policies
- Speed of changes and assessment results
- Policy development
- International market program interests/desires vs program appetite

Enrollment management/retention

- Additional tuition discounting
- Meeting additional needs/expectations of sponsoring agencies
- Development of "custom programs"
- Impact of "success" on Infrastructure (e.g., writing center, loss of IEP as a resource for generalized ESL support)

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Advice and Lessons Learned



- ✓ Do be open and transparent. Communicate issues that lead to the speed/urgency of the decision.
- ✓ Do be willing to take a bit more time to set up the partnership if that means having more buy-in from institutional stakeholders.
 - ⊛ How are faculty who teach English language courses valued and integrated in your institutional structure?
- ✓ Do recognize that setting up the partnership is only the beginning and that it requires significant maintenance--plan and identify leadership to oversee this.
 - ⊛ How will the university handle the partner's inevitable leadership transitions?
- ✓ Do ask schools beyond those recommended; "negative" feedback can be helpful to avoid pitfalls.
- ✓ Do examine institutional culture around collaboration, working with international students, non-traditional approaches to expedite governance procedures.
- ✓ Do start immediately with strategically preparing your faculty/colleges for teaching increased numbers of international students through training and incentivization.



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Discussion Questions

- Share your institution's involvement with third party pathway providers. If you have a pathway partner, what is working well and what is not?
- Which university stakeholders should be involved and at what stages? For example, who should be involved in partner selection, negotiating terms of agreement, determining level of integration/engagement on campus, etc.
- How do you manage misunderstandings between the partner and university stakeholders?
- What strategies have you used to build working relationships between university stakeholders and pathway partners?
- What has been the most helpful advice you have heard today that you can use on your campus?



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