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# Building Financial Stability through International Collaboration: A Proposal for Partnerships with Chinese Universities

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**MEMO**

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**TO:** President Kathy Krendl, Dr. Abiódún Gòkè-Paríolá, Vice President for Academic Affairs/Academic Dean, Christopher Musick, Executive Director, Center for International Education & Global Engagement (CIEGE)

**FROM:** Lois Szudy, Library Director & Jane Wu, Systems/Government Publications Librarian

**SUBJECT:** Building Financial Stability through International Collaboration

**DATE:** 10/27/2009

## **China, Educational Opportunities, Future Partnerships**

### **I. Background**

China, with a population of 1.3 billion people, has impacted world markets on an unprecedented global scale for the past 30 years. In order to sustain such economic growth, China must educate its work force, and it is turning increasingly to foreign universities to assist in this process. With increased population having expectation of college educations; America continues to be the top destination for Chinese students.

Chinese students are enrolling in U.S. universities in record numbers. The enrollment grew by 20% in 2007 and it is the second-leading place of origin for students coming to the United States with 81,127 students enrolled in 2007-2008 according to the “Open Doors” report. Individual universities surveyed by the Associated Press were reporting even higher growth. Purdue University in West Lafayette, Ind., enrolled 290 Chinese students, up from 127. The spike was more than 400 percent at Ohio State University in 2008.

On the other hand China hopes to attract more U.S. college students. Chinese universities are motivated to engage the United States in order to improve their institutional reputation, and increase their competitive advantage on the world stage and in the international marketplace. In 2008, 180,000 Chinese students went abroad and the country welcomed 170,000 foreign students. (UNESCO).

China is becoming most popular destination for U.S. students. “The number of Americans studying abroad in China increased by over 500% in the past ten years, making China one of the top 10 study abroad destination countries for U.S. students, and one of the top 10 host countries for all internationally mobile students” (Institute of International Education 2008 briefing paper). Many programs in the universities in China now offer coursework in programs like business and journalism, and some, offerings require no previous language study.

Foreign students are a growing source of cash and diversity for colleges and universities across the country at a time of tight budgets and pressure to prepare students for a global work force. But the competition for international students is stiff, even as demand increases from India, China and other countries with a growing middle class, a high value for studying abroad and limited spots in their own universities.

## **II Suggested Strategies**

Faculty and student exchange, research collaboration, and joint degree programs between the United States and China have increased at a rapid pace over the last 10 years. But it takes money, people and time to develop an international reputation and attract more foreign students

Otterbein can choose one or more of five primary strategies for partnering with China: student recruitment, student exchanges, faculty exchanges, study abroad programs and joint degree programs. Each strategy requires an increased level of commitment and deepens the college's connection to and presence in China's educational market. Each strategy can utilize the existing relationships established by the staff and faculty on campus and can take an incremental approach.

**Strategy one: Recruiting for domestic programs.** Such recruiting improves student diversity and creates increased tuition revenues. However, the college will face growing competition to attract students, now that Chinese students can choose among a growing number of schools around the world. The college should create initiatives to capture the educational potential of this diversity.

**Strategy two and three: Student exchanges and faculty exchanges.** This strategy fosters long-term collaborations between institutions and provides students with international experience. The partnerships will also enhanced the Otterbein international presence and broaden the academic horizons of our faculty and students.

**Strategy Four: Study abroad.** Study abroad is not an unfamiliar topic for Otterbein. Short-term programs are less expensive and easy to run and less likely to present scheduling conflicts.

**Strategy Five: Joint Program.** Some joint programs that are available in the U.S. universities for Chinese students include:

- **1+2+1 Program.** The students study their first undergraduate year in China, their sophomore and junior years in the U.S. and then complete their senior year in China. Students receive a degree from both the U.S. institution and Chinese university. The intention is that students will study business, science, teacher education, arts, science and other majors. The American Association of State Colleges and Universities (AASCU) has provided an umbrella structure for

1+2+1 programs for its members in cooperation with the Beijing-based China Centre for International Educational Exchange.

- 3+1 program of studies for Chinese students three years in China, one year in U.S., leading to a nonthesis master's degree
- 1+1 program is to identify and recruit qualified students for graduate education program known as the M.S. Ed. Chinese University 1+1 Program per university standards and entrance requirements.

The Chinese universities want their students provisionally admitted to graduate programs so when they complete their undergraduate degrees in China, they can return and complete their graduate degrees in joint programs. This type of partnership provides enrichment on campus that is integral to the concept of our global learning strategic goal and provides a base for positive diplomacy in the future. Otterbein will have much to gain from increased visibility as students return to China as educated future decision makers. The collaboration will also broaden Otterbein's horizons with educational, culture and financial benefits.

### **III. Funding and Scholarships for Studies in China**

The following are some examples of funding sources to support the initiatives. More sources can be identified by collaborating with the grant office.

- ***Fulbright U.S. Student and Scholar Programs: formerly known as the College and University Affiliations Program.*** The Fulbright Program is sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Partner governments, corporations, foundations and academic institutions provide additional funding.
- ***Benjamin A. Gilman International Scholarship Program:*** This program, sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, provides scholarships to American undergraduates of limited financial means to pursue overseas study in semester or one-year programs for college credit.
- ***National Security Education Program (NSEP):*** David L. Boren Scholarships, David L. Boren Fellowships, The Language Flagship
- ***The Freeman Awards for Study in Asia (Freeman-ASIA):*** offers funding to U.S. undergraduates with demonstrated financial need and without previous experience in the destination country.
- ***Hope Education Foundation*** has been commissioned by Chinese Department of Education to provide Chinese university scholarships to qualified American students who currently possess a minimum of a Bachelor's degree.

- **Other Funding Sources:** Many universities will transfer existing financial aid to study abroad programs, and some offer additional study abroad scholarships to students on a need or merit basis. Students can search for these and other funding opportunities at [www.studyabroadfunding.com](http://www.studyabroadfunding.com).

#### **IV Existing Relationship with Universities in China**

Due to Lois and Jane's visit to China in 2006, the library now has contacts with the following institutions:

Shanghai Jiao Tong University in Shanghai,  
Tongji University in Shanghai,  
Beijing Jiao Tong University library in Beijing,  
Southwest Jiao Tong University in Chengdu,  
Northwestern Polytechnical University in Xian.

All the above universities are much bigger universities than Otterbein and many of them are top universities in China. For example the Shanghai Jiao Tong University is one of the top ten universities in China (ranked number 7 in 2008 according to [netbig.com](http://netbig.com)). All these universities expressed strong interest in collaborating with us at the library level and this can be easily expanded to the institution level if desired.

#### **V. What is needed next?**

- A. Long term and short term objectives, strategies and plans.** Encourage the departments and programs to explore partnerships and potential benefits that will enhance the prestige of the program. Identify institutional as well as departmental objectives and strategies that need to be agreed upon.
- B. Organizational infrastructure to support the initiative.** Identify roles and responsibilities, as well as financial and terms of commitments of those who will assist with the efforts.
- C. A business plan for financial support and sustainability.** Identify sources of financial support for the partnership and reasonable prospects of sustainability.