



WESTERN MICHIGAN UNIVERSITY

**Development of Transnational Education Programs
from a US perspective
AIEC 2006 Perth**

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TNE

“...a topical and volatile policy issue where there is much speculation, often a paucity of data, and a fast-moving agenda at national and international levels...” Middlehurst & Woodfield (2003) COL & UNESCO

1. Evolution of TNEP at WMU
2. US TNEP market trends
3. Challenges for further development of US TNEP



Western Michigan University

- Background
 - Founded 1903, university status 1957
 - “High Research Activity” (Carnegie classification)
- >26,000 stdts
- 141 programs, of which 29 doctoral
- 7 colleges
 - Arts & Sciences
 - Engineering
 - Business
 - Fine Arts
 - Aviation
 - Education
 - Health and Human Services



International at WMU

- Long history of international involvement
 - 1st international student graduated 1911
 - 1st study abroad program 1945
 - Exchange relationships since 1961
- One of largest and oldest transnational education programs in the US – 20 yrs
- 600 students on 65 WMU study abroad programs @ low cost
- International studies majors and minors
- Research centers
- International faculty hiring initiative
- \$7m endowments in international office



International Education Council – Faculty Senate Framework for Internationalization

- A. Student Mobility (Study Abroad and International Student Recruitment)
- B. Languages
- C. Internationalization of the Curriculum
- D. International Service and Outreach
- E. Faculty Development
- F. Resources and Mechanisms for Internationalization



WMU Accreditation

- Part of Michigan state system – (15 autonomous public universities)
- Overall accreditation: Higher Learning Commission – North Central Association
- 41 discipline-specific accreditations

Guiding bodies for internationalization

American Council on Education

- Building a Strategic Framework for Comprehensive Internationalization (*Olson et al 2005*)

NASULGC

- National Association of State Universities and Land-Grant Colleges



Transnational Educational Programs (TNEP) at WMU

- 20-year history @ WMU
- Mainly as feeder program to onshore enrolment
- 1987 – 1st twinning program – Malaysia
- 8 current programs – Asia, Africa, Latin America



Forms & Approaches to cross-border education Internationalisation of Higher Education Larsen and Vincent-Lancrin (2004), OECD

FORMS

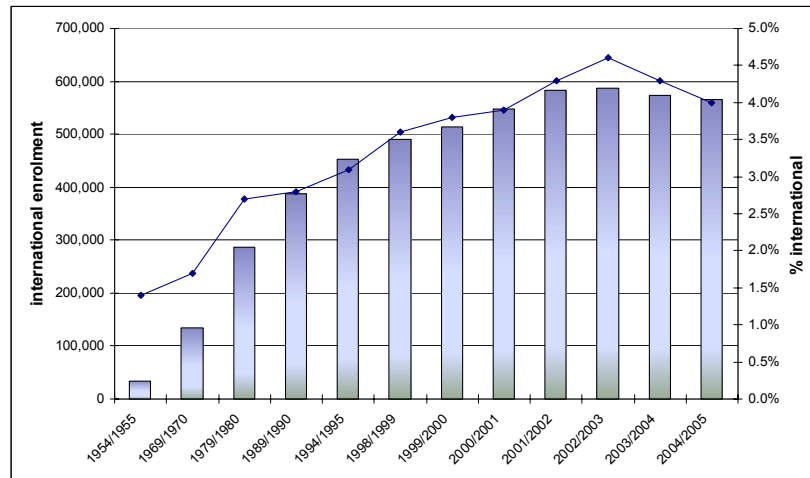
- Student mobility
- Programme mobility
 - Franchises
 - Twinning
- Institution mobility

APPROACHES

1. Mutual understanding
2. Skilled migration
3. Revenue generating
4. Capacity building



US International Student Enrollment (\$13.3bn) IIE – Open Doors



Types of TNEP in US

- Articulation Agreements
- Twinning - 2 + 2
- 3 + 1, 4 + 0
- Dual/Joint Degree
- Full Degree Program
- Branch Campus



TNEP market trends in US

- US press – mixed reviews
 - “franchising higher education” Chronicle of Higher Education 21 April 2006
- Relatively small number of institutions with active TNEP (<50)
- Type of institutions vary from small, private liberal arts schools to large, public research institutions
- No national TNEP-specific QA strategy
- Many programs grew from individual academic contacts, not part of comprehensive strategy



TNEP in US

- “Twinning” Main Players
 - Western Michigan University (Michigan)
 - Troy University (Alabama)
 - State University of New York – Buffalo and New Paltz campuses
- Number of 2 + 2, 3 + 1 programs decreasing
 - Factors affecting this change
 - 9/11 – initially made getting visas more difficult
 - Change in international education markets – natural growth and development
 - Other international competition grew (Aus/UK)



TNEP in US

- **Increase in Branch Campus Model**
 - Webster University – 6 campuses – Austria, Bermuda, China, Greece, Switzerland, Thailand
 - Carnegie Mellon – 5 campuses – Australia, Greece, Japan, Qatar, Seoul
 - Education City – Carnegie Mellon, VCU, Texas A&M, Georgetown, Cornell
 - China – multiple projects



TNEP in US

- **Large growth in postgraduate programs taught overseas**
 - Executive MBA programs
 - Engineering/Computer Science
- **PG programs = lower investment**
 - Usually one college/department involved
 - High level of involvement by core faculty



TNEP in US

- Dual/Joint degrees latest focus
- Main countries of interest – China, South Korea, Vietnam, Middle East, Turkey
- Expanded use of articulation agreements – combined with short term, intense home faculty teaching (2-3 weeks)
- Combined with distance education – only pockets of growth in this area



Benefits of TNEP

- Continue growth in undergraduate international student enrollment
- Enriches academic experience on campus
 - UG international student enrolment declining
 - Potentially high % of international UG from TNEP
- Feeds PG international recruitment
- Potentially higher yield from off-shore TNE Programs
- Faculty Development/TA Development Opportunities
- Study Abroad Sites



Challenges to TNEP in US system

- No national oversight
 - No government funding
 - Self-regulating
- No TNE Data collection
- Regional and program-specific accreditation
- Academic operations model vs. business model
 - difficulty to quickly adapt to changing international markets
- Adhoc development procedures
- No common terminology
 - Twinning, articulation, franchise, offshore, credit transfer, joint, dual, double degrees
- Priorities of university as it relates to funding/staffing TNEP



General International Recruiting/Educational Approach

Australia

- Individual institutions with strong sales orientation
- A clear and compelling value proposition
- IDP as prime marketing and sales vehicle
(Molony, Connelly, Harrington AIEC 05)
- Recruitment agency network
- Government support and oversight

USA

- 3,850 institutions, few with strong sales orientation
- They'll come to us
- No strong mktg & sales vehicle
- Perception of better employment prospects
- Little use of agents
- Limited government support



General International Approach

Australia

- % international students 24%
- % HE revenue from int'l 14%
- Outbound 4.8% (AUIDF)
- Business model & culture
 - 12% revenue funds IO

USA

- % international 4%
- % HE revenue ?
- Outbound 9%
- Academic operations model
 - IO funding often not directly linked to revenue
 - Broader agenda – int'l curriculum, research, international studies



Summary

- High growth predicted for TNEP
- US sector needs common framework for development and Q&A
- Data collection for US sector needed
- Increasing engagement of US unis



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