Building Better Institutional Partnerships in China

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Joint Programs in China

• There are now around 1,000 existing joint and articulation programs approved by the Chinese Ministry of Education (MOE) for bachelor degree courses and other postgraduate courses

• Most are focused on business-related courses, such as management and economics, as well as engineering

• The quality of programs varies; more recently, the MOE has increased scrutiny and rigour of its approval processes for joint programmes

• It has become difficult to gain approval for joint programs for all but the most prestigious Western and Chinese universities.
## Joint Programs vs. Articulation (Credit Transfer) Programs

<table>
<thead>
<tr>
<th>Nature of enrolment</th>
<th>Joint Programs</th>
<th>Articulation Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are often enrolled at the foreign university to begin with; some enrolled at both universities.</td>
<td>Students enrolled at Chinese university when they begin the course and typically shift to foreign university at some point in degree.</td>
<td></td>
</tr>
<tr>
<td>Outcome for graduates</td>
<td>Students can complete the course without going abroad, earning a degree from the foreign university (can sometime also earn an additional degree from Chinese university).</td>
<td>Only a subset of enrolled students will meet entry requirements to articulate to the foreign university to gain foreign degree. Others will complete the course in China, with only quota students obtaining a Chinese degree.</td>
</tr>
<tr>
<td>Foreign teaching requirements</td>
<td>MOE requires that the foreign university provide a minimum of one-third of the curriculum or teaching resources. Foreign teaching input is often highly visible and significant.</td>
<td>Not clearly required but desired by the MOE. The foreign teaching component in China-based component of course is often absent or limited, with the exception of language courses.</td>
</tr>
<tr>
<td>MOE approval</td>
<td>Required (since 2003)</td>
<td>Required (since 2007)</td>
</tr>
</tbody>
</table>
Timeline of Changes: Joint/Articulation Program Regulations

2003
• Joint program regulation introduced by the MOE (Sino-Foreign Cooperation in Running Schools Regulation)

2006
• MOE freezes joint program approvals; number of articulation programs increase markedly

2007
• MOE broadened regulation to also cover articulation programs (Circular No. 14)

2013
• MOE established new office to oversee the approval process and quality of new and existing joint and articulation programs

2014 and beyond
• Expect regulation and approval authority to become increasingly decentralised
Newly Approved Joint Programs (2014 & 2015)

By Discipline, Oct 2014

Management
Health
Science
IT
Engineering
Economics
Humanity

By Foreign Partner University Country, Mar 2015

US
UK
South Korea
New Zealand
Canada
Ireland
Germany
Australia
Russia
France

Source: MoE
Newly Approved Joint Programs (March 2015)

By Country of Origin

By Regions in China

Source: MoE
Newly Approved Joint Programs (2014)

Undergraduate

Postgraduate

Source: MoE
## Recently Terminated Joint Programs

<table>
<thead>
<tr>
<th>Foreign University</th>
<th>Origin</th>
<th>Chinese university</th>
<th>Province</th>
<th>Study level</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Derby</td>
<td>UK</td>
<td>Hubei Ethnic University</td>
<td>Hubei</td>
<td>Bachelor</td>
<td>Tourism Management</td>
</tr>
<tr>
<td>Dalhousie University</td>
<td>Canada</td>
<td>Fujian Agriculture and Forestry University</td>
<td>Fujian</td>
<td>Bachelor</td>
<td>Agriculture &amp; Environment</td>
</tr>
<tr>
<td>Heriot-Watt University</td>
<td>UK</td>
<td>Xidan University</td>
<td>Shaanxi</td>
<td>Bachelor</td>
<td>Telecommunication Engineering</td>
</tr>
<tr>
<td>Staffordshire University</td>
<td>UK</td>
<td>Heilongjiang Normal</td>
<td>Heilongjiang</td>
<td>Bachelor</td>
<td>International Economic &amp; Trade</td>
</tr>
<tr>
<td>University of Bedfordshire</td>
<td>UK</td>
<td>Harbin Normal</td>
<td>Heilongjiang</td>
<td>Bachelor</td>
<td>English Language</td>
</tr>
<tr>
<td>University of Canberra</td>
<td>Australia</td>
<td>Harbin Normal</td>
<td>Heilongjiang</td>
<td>Master</td>
<td>English Language</td>
</tr>
<tr>
<td>Hong Kong S&amp;T University</td>
<td>Hong Kong</td>
<td>China Central S&amp;T</td>
<td>Hubei</td>
<td>Master</td>
<td>Physiotherapy</td>
</tr>
<tr>
<td>Hong Kong S&amp;T/ Howatt University</td>
<td>Hong Kong / UK</td>
<td>China Central S&amp;T</td>
<td>Hubei</td>
<td>Master</td>
<td>Engineering Commercial Project Management</td>
</tr>
</tbody>
</table>
Types of Joint Programs in China

• Nearly 2,000 universities in China including more than 400 private university and independent institutes.

• Different types of joint programs include:
  A. Faculties recruiting quota students
  B. Semi-independent institutes recruiting both quota students (with lower entry scores) & non-quota students
  C. Independent institutes with non-quota students
What do Chinese Universities look for in an International Partner?

1. High ranking
2. Ability to provide students with scholarships and to provide staff training
3. Other collaborative opportunities (joint research, students mobilities, commercialization's of research results)
4. Possible joint-branding benefits
Steps to Finding A Compatible Chinese University Partner

Research and Understanding
- Leverage existing staff network and convert this network into resource at the university level
- Tap into your alumni network linked to Chinese universities and education fields.
- Obtain basic knowledge in the field that you are interested in developing further, such as which Chinese universities have what rankings and discipline strengths
- Conduct a competitor analysis and feasibility study
- Assess the likelihood of the joint program’s successful approval
- Recognize the Joint Education Institute (JEI) model vs. Joint Education Program (JEP) model

Legal / Finance control

3rd Party involvement
- In the event of third party involvement, such as local government or agents, have a clear understanding of their motivation and clear agreement on their level of control
- Specify clear responsibilities and involvement by each side, as well as on-going evaluation to remain competitive.
Joint Program Checklist (I)

• Do you have senior administration buy-in?
• Have you obtained support from the relevant faculties?
• Do you feel you are well-matched with your Chinese university partner?
• Have you got the right individuals in your team to drive the China project?
• Does your Chinese university partner have the right people to drive and manage the process within the Chinese university and the Chinese government (including both the local government and the MOE)?
• Given the large downside risks, have you invested in market research to assess the demand, competitiveness and employment prospects for the proposed disciplines?
Joint Program Checklist (II)

• How should the course be adapted to the China market, in terms of both teaching capacity, local content and language?
• How do you evaluate your joint program’s teaching and tutorial quality?
• How do you ensure the administration, marketing and exam supervision is in line with your home program’s standards?
• Who is responsible for the marketing and recruiting?
• Have you designed the financial model? Has the model been accepted by the Chinese partner?
• Have you and your Chinese partners agreed on a method and frequency of evaluation?
Monitoring and Evaluating Your Joint Program (I)

• **Sources for quality supervision**
  - Responsible on-the-ground resources
  - Random students (or mystery shoppers approach)
  - Third party exam supervision (e.g. Through CPA, the Australia China Alumni Association)

• **Feedback from current students, alumni, Chinese partners, employers**
  - Be willing to hear negative feedback
  - Consider using a third party to collect anonymous feedback
  - Benchmark against other Australian and non-Australian universities

• **Market and Media monitoring**
  - Understanding the changing competitive landscape
  - Benchmark your position against selected targets
Monitoring and Evaluating Your Joint Program (II)

Case Study I (Agent Monitoring – 2011)
Monitoring and Evaluating Your Joint Program (III)

Case Study: Media Monitoring

*University Activities on Baidu*

Number of results, millions

- Senior level visits
- Joint programs
- Scholarships
- R&D
- Recruitment Activities

*Baidu News*

<table>
<thead>
<tr>
<th></th>
<th>Portland State University</th>
<th>Oregon State University</th>
<th>Washington State University</th>
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<tbody>
<tr>
<td>Number of results</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(in millions)</td>
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<td></td>
<td></td>
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</tbody>
</table>
Monitoring and Evaluating Your Joint Program (IV)

Case Study: Media Monitoring

Youku Video

- The Foreign university’s promotional video content appears casual but also low budget (tour by two local students, used a lot of “Australian content” such as VB, drinking, etc).
- A large agent uploaded a video with the foreign university’s recruiting director explaining its foundation program at their Beijing office. The content was good but was of home video quality with a lot of background noise and the agent’s own logo and self-promotion throughout the video.
- The most recent video content is from the university’s student video competition in 2013 but it was in English and therefore has only been viewed by a small number.

BBS

- The joint program was widely sited by the bloggers as the “most difficult / challenged program to study”
## Case Study: Successful Joint Programs in China

<table>
<thead>
<tr>
<th>Chinese partner university</th>
<th>Victoria University (Australia)</th>
<th>University Technology of Sydney (Australia)</th>
<th>Nottingham University (UK)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of partnership</strong></td>
<td>Joint Institute</td>
<td>Joint Institute</td>
<td>Independent University</td>
</tr>
<tr>
<td>First year of student intake</td>
<td>2000</td>
<td>1994</td>
<td>2006</td>
</tr>
<tr>
<td>Cohort in China</td>
<td>1,200</td>
<td>3,000</td>
<td>5,600 (comprising around one-third undergraduate students)</td>
</tr>
<tr>
<td>Number of students attending program at foreign university campus each year</td>
<td>250-300</td>
<td>Over 450</td>
<td>Over 300</td>
</tr>
</tbody>
</table>
Services

Strategic Advice
- Training/Workshops
- Alumni Engagement
- Agency Evaluation
- Due Diligence
- Branding
- Operational Strategy

Operational Support
- Local Operations
- Quality Assurance
- Event Organisation
Who We Work With

Our Clients, Readers & Subscribers include: