

# BEYOND

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**China's outreach efforts toward western schools and their students are still developing. But the nation's potential as a destination for study abroad is growing rapidly.**

BY KYNA RUBIN

**C**HINA'S HIGHER EDUCATION EXHIBITION IN SEATTLE, which was held in tandem with NAFSA's fifty-seventh annual conference, was a small but sure step along China's internationalization learning curve. Participants did not appear worried about the relatively small turnout at Chinese university booths. Li Qingzhang, president of Northeast Agricultural University, a school that already has exchange agreements with 40 universities around the world, said that he was not fazed by the exhibit's low foot traffic. "We came here to get word out about our school," he said, "but the effect of this kind of exhibit is limited. You can't learn much about a school through a few pictures—it takes more than that." Reflecting the sentiment of most of the Chinese crowd, he placed more marketing value on the face-to-face contacts he was about to make after the conference during visits to various U.S. university partners, current and potential. Indeed, China's determination to build up its competitive edge in higher education will inevitably reap significant dividends even if some of its early outreach attempts have not been fully realized.

# GREAT WALL

An aerial photograph of the Great Wall of China, showing the stone wall and watchtowers winding across a series of green, rolling mountains. The wall is illuminated by a warm, golden light, possibly from the setting or rising sun, creating a dramatic contrast with the green landscape. The perspective is from a high angle, looking down at the wall as it snakes across the terrain.

## More Independence but Little Government Marketing Support

Most of the Chinese universities at the exhibition are not strapped for cash. Since 1996 China has poured more than 2 billion dollars into its top 100 or so universities to help them better reflect China's economic might and provide a more highly skilled workforce. These ambitions are being pushed through two government initiatives. The "211" program was begun in 1996—21 stands for the century, 1 for the 100 universities that receive state funds after a highly competitive application process. The project known as "985" was initiated in May 1998, when at Peking University's centennial celebration, Jiang Zemin announced China's goal of producing "world-class" institutions by pumping millions of *yuan* into its most promising research universities. Of the 38 schools that receive 985 funds, some dip from the 211 project as well. Both programs underscore China's seriousness in improving the quality of its higher education institutions.

But most of the money is going to research, faculty, and digital database linkups, not overseas outreach. An arm of the Ministry of Education (MOE) organized the Seattle exhibit—the fourth of its kind in as many years after Moscow, Paris, and Toronto. But Chinese universities were cut off some time ago from generous state subsidies and have to cough up their own funds for most marketing activities. Institutional representatives in Seattle said they had little funding to work with at these venues. They were pleased to have the opportunity to be there at all, and grateful their institutions paid for them to go.

Greater independence from government has its up side: Chinese universities now set their own internationalization goals and policies that include increased foreign student enrollment, foreign professor hires, and curriculum changes. While Chinese universities still participate in MOE-sponsored events like the Seattle exhibit, the real action is taking place at the institutional level, where internationalization is hot. Chinese schools' thirst for more contact outside China dovetails nicely with government policy, but universities say they have been making internationalization an explicit element of their mission statements for several years, quite apart from state-coordinated efforts.

China's roughly 2,000 universities run the gamut from relatively underfunded, geographically isolated technical training grounds to high-profile "key" institutions in Shanghai and Beijing that for years have enjoyed the benefits of locale, talent, and government attention. The nation's best universities are managed by young, foreign-trained academics, many with keen business instincts about how to modernize their institutions. The initiatives these energetic leaders



Outreach efforts like the Chinese university exposition that was held in conjunction with the NAFSA conference in Seattle are gaining momentum.

are pursuing to globalize their campuses are having payoffs that are not yet apparent at exhibits like the MOE-sponsored one in Seattle. Yet, even China's less visible universities are learning what works and what doesn't to build global ties.

China's waxing web of foreign networks is plugging China's higher education into the world scene on a scale unprecedented since the founding of the People's Republic in 1949. Happily for China, its quest to internationalize its historically homogeneous campuses coincides with outsiders' surging interest in all things Sino, including study *in situ*.

## Sharpened Interest in Education Export

Setting up ties with the outside world is not a new endeavor for China's elite institutions, some of which were begun in the early twentieth century by Western missionaries and educators. Peking University and Fudan University in Shanghai, both top foreign student destinations, have been engaged in a multitude of exchanges since the late 1970s. A small sampling of those at Beijing's Renmin (formerly People's) University, for instance, includes agreements with Yale and Harvard in law, SUNY/Buffalo for joint MBA degrees, and Columbia University for double master's degrees in public administration and finance. Collectively, Chinese universities at the national, provincial, and local levels have thousands of institutional agreements with foreign counterparts, growing numbers of foreign (usually part-time) faculty, and swelling foreign student enrollments in Chinese language and culture courses and, increasingly, in regular degree programs.

What's changed is that the Harvards and Stanfords of China have set bold, new goals to expand their percentages of foreign students on campus—U.S. and European students, in particular. At the same time, the internationalization movement, or *guojihua*, is trickling down to lower-tier Chinese schools as it has in the United States. One reason why a broader span of Chinese schools can now par-

ticipate in this process is the several waves of consolidation that have occurred over the last decade among formerly specialized colleges and general universities. This allows technical schools, such as Northeast Agricultural University, to provide a wider range of courses that are more likely to interest foreign students. Indeed, that university, which has relationships with Michigan State University and North Dakota State University, among others, now offers management and humanities classes to its 100 or so foreign students. Russians, who constitute the majority due to geographic proximity, study computer sciences while Korean and Japanese students focus on Chinese language—the traditional foreign student draw. On the flip side, Sichuan University's 1994 and 2000 mergers with Chengdu University of Science and Technology and West China University of Medical Science, respectively, permit it to offer foreigners degrees in engineering and medicine, as well as the more usual Chinese language. In Seattle, Sichuan University president Liu Fude spoke of expanding his school's 700 foreign students to 2,000 in the next ten years, and wants to see more of them enrolled in courses other than language.

Statistics reveal the success of China's push. In the mid-1980s, only 8,000 international students studied in China. By 2004 that total reached 111,000. Numbers have been consistently edging up, recently by 30 percent annually, but 2004 registered a 43 percent increase from the previous year—the biggest leap in a decade, according to the Ministry of Education. The Chinese government is hoping to increase the total to 120,000 by 2008, when Beijing will host the Olympic Games. Foreign students are dispersed among 420, or about a fifth of, Chinese colleges and universities; most enroll in short-term courses rather than degree programs.

Numbers are growing because of China's enhanced economic clout, a fact proudly touted by Chinese exhibitors at the NAFSA conference. Any young person around the world who hopes to pursue a business career involving China needs to learn its language and culture. The most eager to do so are China's neighbors: more than half of the foreign students in China are from South Korea (35,000), Japan (16,000), and Southeast Asia (9,000). Korea's numbers have overtaken Japan's, which used to lead, because China established relations with South Korea more recently. Korean students' hot pursuit of study in China is at a peak, according to one Chinese university official. Interestingly, more and more Taiwan students are expected to study in mainland China, encouraged by reported government announcements that Taiwan students would be charged the same (low)

tuition rates as domestic students, following recent visits to China by Taiwan's political leaders. Students from these countries share with China a cultural affinity and trade ties that are strong magnets for learning Chinese language and China's business law.

### Feeding U.S. Student Demand

Interest among American students, too, is building. In the United States, attention has been fed by nonstop media coverage of China's exploding economic power, its hosting of the 2008 Olympics, Yao Ming (the famous center for the Houston Rockets), and its popular spate of martial arts films, a la *Crouching Tiger, Hidden Dragon*. Mark Lenhart of CET, one of the largest providers of study abroad for Americans in China, reports a 50 percent increase in U.S. student enrollment in CET China programs between 2004 and 2005.

One trend he notes is demand among U.S. students for the experience of being in China without committing to learning the language. To meet such demand, CET has created a Chinese Studies program with American and Chinese instructors who will teach about China in English only. Chinese universities across the board are scrambling to tailor their course offerings to Western students' tastes. Lenhart says his group's host universities in China are getting "more flexible and more willing to meet our needs and demands, and they're also getting more sophisticated in how they interface with us." For instance, one of CET's host universities allows CET to hire and directly pay its own faculty members in China, which gives CET the quality control that Lenhart says it needs to ensure

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a successful program.

Eager, like CET, to expand students' options for study in China, U.S. universities are working with Chinese schools to provide a spectrum of in-China learning opportunities. According to Greg Youtz, chair of the Chinese Studies Program at Pacific Lutheran University in Tacoma, Washington, PLU is creating a consortium to serve U.S. students at Sichuan University through a three-track program offering language and culture, business, and global service. Courses will be taught in English; the third track will provide community service opportunities in hospitals and middle schools. One of the reasons American students need such programs, says Youtz, is that those who spend a semester or year in China often have to keep up with other home university requirements, thus must be provided courses in English on Chinese history, culture, literature, business, and so on. And, like Chinese university reps in Seattle, Youtz would like to see the day when American students are better

# WANG FOUNDATION LOOKS TO BUILD BRIDGES

By David B. Woodward

**A** CENTRAL FIGURE IN THE RAPID EXPANSION of China's interest in recruiting American students, Dr. Peter C.C. Wang, CEO of the Wang Foundation, gave a presentation at the 2005 NAFSA conference entitled "Strategic Initiatives to Increase Enrollment of American Students Studying in China." Several days earlier, 35 Chinese university presidents, including senior administrators from the Chinese delegation, visited the Wang Center for International Programs at Pacific Lutheran University and met with Wang for two hours in intensive discussions about how to engage U.S. institutions and their students. The Wang Center was established through a pledge of \$4 million from Wang and his wife, Dr. Grace Wang.

The meeting with the Chinese delegation followed on a series of earlier discussions Peter C.C. Wang has had with officials in the Chinese Ministry of Education over the past several years in which he has urged the Chinese government to significantly increase its funding for education, especially among the 400 million rural poor of China. Additionally, he has pressed the government to further engage with the United States through international academic exchange by increasing the volume of American students studying in China. The Chinese government has responded by pledging its support and expressing willingness to cover the cost of supporting American students in China on service-learning programs and the costs of sending Chinese

teachers in large numbers to the United States to teach Chinese at the K-12 level and to promote study in China downstream.

## **New Legislation May Support Stronger U.S-China Ties**

Potentially augmenting the commitment of the Chinese government to help the U.S. promote the study of Chinese is the Lieberman-Alexander "United States-China Cultural Engagement Act" introduced May 26, 2005. This proposed legislation "authorizes \$1.3 billion in federal funds over five years to provide for Chinese language instruction in American schools, increase American consular activity supporting American commercial activity in China and provide for physical and virtual exchanges among a broad spectrum of individuals in the two nations." If this bill is enacted, a comprehensive basis will be in place for preparing young Americans in very large numbers to study in China.

Additionally, in December of this year the Commission on the Abraham Lincoln Study Abroad Fellowship Program is expected to recommend a program that will greatly expand the opportunity for students at institutions of higher education in the United States to study abroad. Given the imminent prominence of China on the global stage, it is hoped that the Commission will place significant emphasis on sending American students to China. This would go a long way to making academic study in China a fixture, initiating a much larger flow of students.



**Dr. Peter C.C. Wang (center, left) meets with Madame Chen Zhi Li (center right), the state councilor of China, who was at one time the minister of education.**

## Important Factors Must Still be Considered

The key question of how to get more American students to go to China for serious academic study remains open. Universities do not want to expend a great deal of effort launching China programs if the demand isn't there yet. Wang's plan is (1) to assist the Wang Center and a coalition of 48 U.S. colleges and universities in a pilot program with Sichuan University and to assist Wayne State University's pilot program with the University of International Business and Economics, (2) to solicit Chinese government to provide scholarships to U.S. college students to study in China, (3) to recruit Chinese universities to participate in work-study program and annually send American students to study in China with life-time service objectives, and (4) to seek job opportunities for U.S. students while studying in China to gain supplemental income.

It was in part Wang's encouragement to the Ministry of Education of China which led to the major increase in Chinese efforts to recruit American students at NAFSA. Wang advocates the concept of recruiting large numbers of American students to go to China on service-learning scholarships funded largely by the Chinese government in order to learn Chinese and teach English at the same time.

Wang believes passionately that Americans must do what they can to help China educate its rural poor, or else face a future where China will become volatile and plunge the world into crisis. He has strongly urged the government of China to make education of the rural poor a top priority for this reason, and they are responding affirmatively to his recommendations. The latest indication is that the Chinese government has made the decision to increase their education budget from 2.5 percent to 4 percent of China's GDP for year 2006.

But the question the Chinese government is asking is "Where are the American students?" In their mind, if China is so important on a global level and is making such tremendous efforts to welcome foreign students, why don't Americans learn Chinese and study in China in much greater numbers? Certainly reciprocating China's interest in the U.S. could go a long way to improve Sino-U.S. relations in the future.

## Moving Forward

The next phase is to get pilot projects up and running in 2006. Several lead institutions planning to work with the Wang Foundation on a pilot project include Tsinghua University in Beijing, Southwest National University in Zhongqing, Sichuan University in Chengdu, and Yang-Zhou Polytechnic College. In the near future Wang is planning to assist American universities in setting up scholarship exchanges as well. For further information on the Wang Foundation and its programs, contact Dr. Peter C.C. Wang, Petercwang@aol.com.

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prepared linguistically to study in China. The problem is ubiquitous, evidenced by its magnitude in the Pacific Northwest where Asia's influence already is strong. "We find ourselves more often than not sending students to China with at best two years of college Chinese, and at worst, no Chinese," says Youtz. "We are working very, very hard to grow a new generation of China hands beginning in the K-12 level program." Until that generation emerges, Chinese and U.S. universities are stepping up cooperative programs that cater to current levels of language ability among U.S. students.

Despite such interest, however, American and European students currently make up small proportions of the whole: Only about 6 percent, or 7,000, of 111,000 foreign students in China are American, about on par with Europe's 6,000 students. Some of China's most prestigious universities are trying to raise these figures to have a better-rounded representation of Western and Asian students on campus.

Among these institutions is Peking University (known as Beida), host to China's second largest concentration of foreign students (after Beijing Language and Culture University). Beida's 4,000 international students constitute 7 or 8 percent of its general student population, but Hao Ping, Beida's vice president for international affairs, wants to increase that figure to 15 percent. "This is a standard we got from the U.S.," he told me in Seattle, "but, in fact, we feel that 7 to 8 percent is just not enough." About 70 percent of Beida's international students are from East Asia. Parallel to raising Beida's proportion of foreign students, Hao is seeking more of a balance—"50 percent from Asia and 50 percent from the U.S. and Europe."

Following the pattern of foreign student course selection across China, Hao noted that Beida's Asian and African students enroll in subjects such as math, physics, chemistry, medicine, and information technology. To appeal more to Beida's American students, who are more interested in Chinese language, literature, history, and law, the university has started several new programs: one engages Beida and Stanford University professors jointly teaching Chinese culture and law to U.S. students in English; another hosts U.S. graduate students, selected with the Harvard-Yenching Institute, to conduct research in China under Beida faculty guidance; and another will for the first time arrange home stays (with Beida professors) for foreign students. Like many better-off Chinese universities, Beida is building a new, large foreign student dorm. Its residents will be well poised to watch the Olympic ping pong matches, which will take place in a gym that Beida is about to construct for the event, according to Hao.

Renmin University, Beida's competitor in Beijing, hosts 1,100 foreign students, who make up 5 to 6 percent of its student population. Renmin's goal, says Liu Xiangdong, deputy director of the school's development and planning office, is to double that percentage. "There's consensus that to be a genuinely international school, 10 percent of our students should be foreign students." This standard is 5 percent lower than the one set by Beida, but is still a "pretty ambitious goal," said Liu. "Not every school has the capability to host this many foreign students."

One way Renmin hopes to attract more English-speaking students is through its Contemporary China Studies program. The program begins in September 2005 and offers a rich array of courses in China's economy, politics, and law—Renmin's strengths—taught entirely in English. Enrollees will earn a two-year master's degree recognized by China's MOE. On top of instruction by teachers who have received degrees or conducted research in the West, the program brochure boasts that Renmin will make use of its high-powered alumni network to organize visits for students to government agencies, research institutes, and the countryside.

About 70 miles southeast of Beijing, Nankai University, a key school in the port of Tianjin, hopes to increase its foreign student numbers by a third, increasing to 2,500 between now and 2010. Internationalization got started at Nankai three years ago, said Luo Yi, Nankai's head of international exchanges, when it became one of the school's four missions. Its foreign student numbers are growing, noted Luo, thanks to China's powerful economy and Nankai's university exchanges and joint degree programs. But a major challenge to attracting more foreign students, he notes, is the language problem. The university is helping the MOE try to erode this barrier by sending teachers to the Confucius Institute at the University of Maryland, College Park. Luo explained that one of the goals of the institute, advertised on its Web site as the first Chinese language and culture school in the United States to be cosponsored by the Chinese government, is to expand the pool of U.S. students with the basic Chinese language ability to study in Chinese universities, not only at Nankai.

Because of its location in Guangzhou, near Hong Kong, Zhongshan University enjoys a special niche. Its 1,000 foreign students—a number that doubled between 2004 and 2005 due to successful Internet marketing, its reps say—include growing numbers of Vietnamese students who want to learn Chinese for business purposes. Zhongshan, also known as Sun Yat-sen University, hosts almost the same number of overseas Chinese, whom it counts separately from foreign students. The school charges students from Hong Kong, Macao, and Taiwan \$600 less tuition per year than what they charge other foreign students, according to Liu Chunyang of Zhongshan's office of international cooperation and exchange. "Our goal is to have foreign students from many different countries and to have them studying more than just Chinese language," Liu told me. Zhongshan's merger in 2001 with Sun Yat-sen University of Medical Sciences positions it to serve the nearby overseas Chinese community, whose students at Zhongshan study biology and

medicine, as well as management, economics, history, and literature. Zhongshan's head of personnel, Luo Teng, pointed to other ways the school is drawing more foreign students: private rooms in a new foreign student dorm, improved teaching, and classes better geared to foreign students. Internationalization also requires recruiting foreign faculty, she added. Zhongshan has 80 full-time foreign professors who spend a half a year or more on campus.

All of these schools, and most of those at China's Higher Education Exhibition at Seattle, are blessed with an infusion of funds from the 211 and/or 985 programs. Government money from these initiatives may not go directly to overseas outreach but well positions these schools to attract foreign students as the funds are used to enhance teaching and research. Internationalization at schools without such resources takes different, more modest forms that does not involve large influxes of foreign students. A professor from

Lanzhou University in China's Northwest, for instance, has no illusions about being able to entice foreign students to the desert province of Gansu. His purpose in showing at Seattle, he told me, was to expand collaborative research in areas such as atmospheric science and arid agriculture ecology, some of his school's specialties.

### Money Motive?

As with so much else in China, money seems a likely catalyst for Chinese universities' desire for more foreign students. Foreign students pay many times more for tuition than do domestic Chinese students. They contribute to the Chinese economy, although data are not kept on how much. But universities say that economics is not a main driver

for internationalizing their student bodies.

"Most of our foreign students don't come to study language [where the tuition money is]," said Renmin University's Liu Xiaodong. "They come for degrees in law, political science, and economics—Renda's strongpoints." Language study is still a central attraction for foreign students in most of China. But, confirming their expressed mission for more extensive internationalization, many school representatives in Seattle told me they would like to see overseas students get to the point where their Chinese is good enough to take regular classes with Chinese students. Also, universities don't make as much from foreign students as they might like. Peking University, for instance, charges foreign students almost ten times what it charges Chinese students for a year's tuition. But the \$3,000 foreign student tuition rate is still low by Western standards. Beida vice president Hao Ping said that the rate is set by the



# ACADEMIC STUDY ABROAD PROGRAMS IN CHINA

The program information included here is based on listings of education abroad opportunities in China maintained on the StudyAbroad.com Web site (<http://programs2.studyabroad.com/academic/China-Other.html>). This Web site is continually updated and is good source of additional information on a wide variety of China programs.

## Abroad China Exchange

PHONE: 1-703-834-1118  
WHERE: Beijing, Shanghai, and more  
WHEN: summer, semesters, full year

## Academy of Language and Culture in Beijing

PHONE: 011+86-10-62316541 or 011+86-10-62314075  
WHERE: Beijing  
WHEN: spring, summer, fall, and winter

## American University—World Capitals Program

PHONE: 1-202-885-6000  
WHERE: Beijing/Hong Kong  
WHEN: fall

## Asian Culture and Language Center: EducAsian

PHONE: 1-888-ASIA NOW  
WHERE: Beijing, Shanghai, Kunming, Qingdao, Dalian, Hangzhou & other locations  
WHEN: spring, fall, summer, winter intersession

## BCA (Brethren Colleges Abroad)

PHONE: 1-866-222-6188  
WHERE: Dalian  
WHEN: fall, spring, year-long

## The Beijing Center—Jesuit China Study Abroad Program

PHONE: 1-800-638-7426  
WHERE: Beijing  
WHEN: academic year, fall semester, spring semester, summer

## Beijing Language Center—WLE

PHONE: 011+86-10623-22288 ext. 5262, 5263  
WHERE: Beijing  
WHEN: spring, fall, winter, summer, academic year

## Beijing Language and Culture University

PHONE: 011+86-10-63977799  
WHERE: Beijing, China  
WHEN: depending on the length of schooling

## Beijing Polytechnic University—Mandarin Training Center

PHONE: 011+008613501288839  
WHERE: Beijing  
WHEN: fall, spring, winter, summer, academic year

## The Beijing Program of Asian Studies

PHONE: 011+1331-125-1513  
WHERE: Beijing

## Caritas Francis Hsu College

PHONE: 25214693  
WHERE: Hong Kong

## Center for Study Abroad

PHONE: 1-206-726-1498  
WHERE: Shanghai, Beijing, Yaumatei area of Kowloon and the Wanchai area  
WHEN: year round

## Central College Abroad

PHONE: 1-800-831-3629  
WHERE: Hangzhou  
WHEN: spring

## CET Academic Programs

PHONE: 1-800-225-4262  
WHERE: Beijing, Harbin, Nanjing, and Hangzhou  
WHEN: January term, fall, spring, summer

## Chinalink: Educational Exchange & Consulting

PHONE: 1-617-332-5765  
WHERE: Beijing  
WHEN: summer

## China Quest Summer Program

PHONE: 1-201-313-7132  
WHERE: Beijing  
WHEN: summer

## China Youth Online Programs

PHONE: 0086-010-64032233-2661  
WHERE: Beijing  
WHEN: spring, fall semesters

## Chinese Language Center (CLC), The Chinese University of Hong Kong

PHONE: 1-(852) 2609 6727  
WHERE: Hong Kong  
WHEN: spring, summer, fall, winter

## Chinese University of Hong Kong

PHONE: 011+852-2609-7597  
WHERE: Hong Kong  
WHEN: fall, spring, summer, winter, academic year

## Chinese Service Center for Scholarly Exchange

PHONE: 011+86-10-82303957  
WHERE: Beijing

## CIEE

PHONE: 1-800-40-STUDY  
WHERE: Beijing, Nanjing, Shanghai  
WHEN: fall, spring, academic year

## College Consortium for International Studies (CCIS)

PHONE: 1-800-453-6956  
WHERE: Nanjing (at Nanjing University)  
WHEN: fall, spring, academic year

## College of the Holy Cross

PHONE: 508-793-2011  
WHERE: Beijing

## College of William and Mary

PHONE: 1-757-221-3595  
WHERE: Beijing, with tours to other locations  
WHEN: summer, fall

## Columbia University

PHONE: 1-212-854-5027  
WHERE: Beijing  
WHEN: summer

## C.U.N.Y. - The College of Staten Island

PHONE: 718-982-2100  
WHERE: Nanjing  
WHEN: fall, spring

## Department of Pathology, University of Hong Kong

PHONE: 011+852-25884872  
WHERE: Hong Kong SAR  
WHEN: academic year

## Duke University

PHONE: 1-919-684-2604  
WHERE: Beijing, with excursions to other locations  
WHEN: choose one or more sessions: summer, fall, or both session

## Experiment in International Living

PHONE: 1-802-258-3446  
WHERE: China  
WHEN: summer, fall, winter, spring

## Hamilton College—Associated Colleges in China

PHONE: 1-315-859-4326, 315-859-4778  
WHERE: Beijing  
WHEN: academic year, summer

## Hopkins—Nanjing Program

PHONE: 1-202-663-5806  
WHERE: Nanjing  
WHEN: academic year

## IES—Institute for the International Education of Students

PHONE: 1-800-995-2300  
WHERE: Beijing  
WHEN: spring, fall, summer

## Institute for Shipboard Education

PHONE: 1-800-854-0195  
WHERE: Hong Kong, Shanghai  
WHERE: Ports of call on the fall and/or spring semester voyages

## Inter-University Program for Chinese Language Study at Tsinghua

PHONE: 1-510-642-3873  
WHERE: Beijing  
WHEN: academic year, summer

## Joyful East Study in China

PHONE: 011+86 133 188 21680  
WHERE: Beijing  
WHEN: every spring and fall

## Knowledge Exchange Institute

PHONE: 1-800-831-5095  
WHERE: Beijing, China  
WHEN: fall, spring, academic year, summer

## LEXIA International

PHONE: 1-800-775-3942 or 1-603-643-9898  
WHERE: Shanghai  
WHEN: fall, spring, summer, academic year

## Lock Haven University

PHONE: 1-570-893-2140  
WHERE: Beijing  
WHEN: fall, spring or academic year

## Lotus Educational Foundation

PHONE: 1-408-996-1929  
WHERE: Beijing  
WHEN: throughout year

## Northern Arizona University

PHONE: 1-928-523-2409  
WHERE: Beijing  
WHEN: academic year

## North China University of Technology

PHONE: 011+0086-10-6887-5831 ext. 142  
WHERE: Beijing

## Pacific Village Institute

PHONE: 1-206-860-4050 1-425-827-1634  
WHERE: Beijing

## Pitzer College

PHONE: 1-909-621-8104  
WHERE: Beijing  
WHEN: fall

## Princeton Travelers

PHONE: 1-516-983-9033  
WHERE: Beijing  
WHEN: any time

## Principia College

PHONE: 1-314-434-2100  
WHERE: Beijing  
WHEN: spring

## School for International Training

PHONE: 1-888-272-7881  
WHERE: Kunming, Yunnan Province  
WHEN: summer, fall, spring

## School of International Education, Southwestern University of Finance and Economics

PHONE: 011+86+28 87355437 or 87355173  
WHERE: Chengdu

## Sino Language Gateway

PHONE: 1-408-360-9958  
WHERE: summer

## State University of New York at Albany (SUNY)

PHONE: 1-518-442-3525  
WHERE: Beijing, Shanghai, Nanjing and Tianjin  
WHEN: academic year, fall

## State University of New York at Brockport (SUNY)

PHONE: 1-800-298-SUNY (7869)  
WHERE: Beijing, Shanghai and Hong Kong  
WHEN: fall, spring

## State University of New York at Buffalo (SUNY)

PHONE: 1-716-878-4620  
WHERE: Beijing  
WHEN: fall, spring, academic year

## State University of New York College at Cortland (SUNY)

PHONE: 1-607-753-2209  
WHERE: Beijing  
WHEN: fall, spring, academic year

## State University of New York College at Oswego (SUNY)

PHONE: 1-888-4-OSWEGO  
WHERE: Beijing  
WHEN: fall, spring, academic year

## Syracuse University Division of International Programs Abroad

PHONE: 1-800-235-3472  
WHERE: Hong Kong  
WHEN: fall, spring, summer, academic year

## University of International Business & Economics

PHONE: 011+86-10-6449-2329  
WHERE: Beijing  
WHEN: summer

## University of Massachusetts at Amherst

PHONE: 1-413-545-2887  
WHERE: Beijing, Xian

## University of Miami

PHONE: 305-284-3434  
WHERE: Hong Kong  
WHEN: year, fall, spring

## University Studies Abroad Consortium

PHONE: 1-775-784-6569  
WHERE: Chengdu  
WHEN: fall, spring, year or summer

## University of Wisconsin—Platteville

PHONE: 1-800-342-1725  
WHERE: Wuhan  
WHEN: fall/spring

## Yek Tak Education Service

PHONE: 011+852-23177111  
WHERE: Shenzhen City and Hong Kong  
WHEN: academic year



Beijing municipal government and is nearly impossible to change. “We want to raise tuition but the local government price bureau won’t let us,” he explained. “We can’t even increase it by \$100,” said Hao, even though “that kind of increase would mean nothing to an American” but would generate more revenue.

Over the last five to ten years, China’s universities have faced serious financial pressures, as the central government has cut off all but basic operating subsidies. The contradiction of being asked to become economically self-sufficient while at the same time having to operate under what seem to be outdated state-imposed foreign student tuition ceilings does not escape Chinese administrators. Luo Yi, from Nankai University, complains of the same sort of limits imposed by the Tianjin Price Bureau.

### China’s New Face

One of China’s best tools for forging Western ties is its young, dynamic, English-speaking university leaders, a few of whom, like Hao Ping, were in Seattle. Nothing beats a direct pitch from a university president. Zhan Tao, the 42-year-old Ph.D. mathematician president of Shandong University, epitomizes this new generation. Zhan is trying to put his school, located in Confucius’s home province, on the map for larger foreign audiences. Americans may be less familiar with his institution than they are with Peking University, for example. But Shandong University receives large infusions of funds from both the 211 and 985 programs, and Zhan is intent on expanding international links. “Today I want to speak in English,” he opened his forum remarks, “even though my Chinese is better than my English, because I want you to see that you can communicate with the president of Shandong University without learning Chinese.” Zhan used the podium to promote his school’s accomplishments. His school, he told the crowd, started a three-week summer program taught in English to entice more U.S. and European students to come to his campus and then maybe commit to spending a semester or year there. “Foreign university presidents tell me,” he said, “they encourage study abroad but let students decide for themselves where to go.” Zhan suggested that U.S. university leaders were well positioned to steer their students to China.

Zhan Tao doesn’t need to make a sales play for Asian students the way he does for Americans. Like other Chinese universities, Shandong University’s foreign students mostly come from South Korea, Japan, and other Asian countries. China has been an attractive study destination for Pacific region students for years. Does this bother institutional competitors in the area? I asked Seattle exhibitors.

### Competition in the Neighborhood

“I can’t see them [Chinese universities] dragging our international students away anytime soon, but it’s on the horizon,” said Bruce Mackintosh, director of the international center at the University of Western Australia. Most of the 2,000 foreign students on his campus are from Singapore, Malaysia, Hong Kong, Indonesia, and China, with smaller numbers from India and Korea. His main competitors for Asian students, he said, are still the United Kingdom and the United States. The U.K. is expensive for students. By contrast, he noted, “the U.S. dollar is going down in value relative to the Australian dollar, and once U.S. visa restrictions

are loosened, which they will be, the U.S. will be even more of a competitor with us.” Australia hiked its tuition rates three years ago and that, together with the higher value of the Australian dollar, has caused tuition costs to rise, in effect, 50 percent. These rates are a deterrent to Southeast Asian students, Mackintosh believes. New foreign student enrollment in Australia, he said, has possibly reached a plateau.

But if China is to threaten Australia’s education export, Mackintosh thinks its universities would have to teach in English, the language of instruction most sought after by Asian students. “China is pouring a lot of money into its undergraduate schools to keep its students in China,” he said. “As they do this, their universities will attract more students

from the region. But will they teach in English? It’s a major hurdle. If China is going to be a competitor with our markets, it has to have teaching in English.” It’s a matter of time, he feels, before China is able to find people to do this.

Japanese and South Korean attitudes toward China’s higher education market are more complicated because of the especially rich two-way flows each enjoys with that country. In Japan and Korea, China is seen as both competitor and partner. Just as Japan is China’s second largest foreign student source (after Korea), China is Japan’s top student-sending country. More than 70,000 of the nearly 110,000 foreign students enrolled in Japanese universities in 2003 were from China. South Korean students make up the majority of foreign students in China, while Chinese (and Japanese) constitute most of Korea’s foreign student population—70 percent of the students at Korea University, for instance.

Masato Hirano of Tokyo’s Nihon University told me that his school vies with China for Korean students, who are attracted to China’s growing economy and need Chinese language to do business there. “Japan’s economy isn’t as healthy as China’s,” he says, but

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“many Koreans like Japanese culture and come to our school for that. There are many markets, not only in the business area.” Tomohiko Hikichi of the Japan Student Services Organization (JASSO), a quasi-governmental group supporting Japanese and foreign students, said that Japan’s universities are trying to attract more foreign students to fill the slots left empty by Japan’s declining birthrates. Relative to China and Korea, he said, “Japan is a little behind” in efforts to entice more foreigners onto its campuses. “In five years, China may have our numbers of international students, but in terms of student quality, we’re looking for more serious students.” Hirano said Japan needs to compete with U.S. and Australian universities in institutional quality and content courses such as science and technology. “We need to tailor our courses better to international students,” he admitted, adding that Nihon University is searching for a unique hook to do that.

One Japanese university representative sees Japan’s business model as a continuing attraction for foreign students. “We recognize China’s leading economy,” said Naohiko Kameda, of Ritsumeikan Asia Pacific University, a private school with 4,000 foreign students. “But we can say with confidence that Japan’s skill level is still higher [than China’s]. We’re not afraid of China at the mo-

ment. We’re attracting students interested in Japanese business culture and models.”

Kameda argued that both the Asian and Western student markets are big enough for everyone in Asia. That belief, shared elsewhere in the Pacific, underpins an initiative by Korea University to form an “Asian NAFSA,” according to that school’s John Kim. The Asia Pacific Association for International Education (APAIE) was created in Seoul in December 2004 and will hold its first meeting in late March 2006, according to Kim, secretary of the new group. Besides being a vehicle for networking and professional development close to home, the group’s 13 founding members, which include China’s Renmin University, aim to bolster Asian countries’ academic exchanges. “It’s good for all of East Asia that Western students are becoming aware of universities in Asia, including China,” says Kim. He references a statue of Confucius that Shandong University gave his school to represent the strong cultural ties the nations share. That gesture is an apt symbol for the common goals and swelling muscle that China and its neighbors are likely to flex through cooperative efforts like the APAIE. **IE**

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