Institute of International Education
International Academic Partnership Program - India Cohort Study Tour – February 2 – 8, 2013

Saturday, February 2:

Eight IAPP participants from the five selected universities of; University of Colorado Colorado Springs, Portland State University, Arizona State University, Washington & Jefferson College, and University of North Carolina at Charlotte arrive to Chennai, India.

Sunday, February 3:

The eight IAPP participants, administrators from (IIE) Institute of International Education from the New York and New Delhi offices, and officials from the Indian Higher Education system discussed topics ranging from the basis of higher education in India to the various types and models of universities as well as leading a discussion on best practices in establishing relationships that lead to formal partnerships. Emphasis was placed in the need for due diligence in selecting the right partner university as there are good ones and bad ones which are not always easy to detect.

There has been a lot of press related to the difficulty and complexity in setting up partnerships with Indian higher education institutions. This was discussed in the orientation sessions and throughout the tour. The Indian higher education representatives, IIE administrators and the eight IAPP participants all agreed that there would need to be three things present in order for partnership to take place and to hold. 1) Follow through. Not just singing MOUs but acting on them. 2) Faculty involvement. In most cases it is the faculty that are involved in the implementation but they must also be involved from the very beginning of the conversation and should be encouraged and supported throughout the process. 3) Baby steps. 2-3 small success stories build partnership credibility rather and always holding out for the big win.

When it comes to what qualities Indian universities are looking for in potential partners there tends to be emphasis on; access, equity, excellence, employability, skills training and practice to accompany theory. In this same conversation it was stated that the Indian government would soon be creating the (IIEC) India International Education Centre which will assist Indian institutions with internationalization efforts.
The objectives of IAPP India Study Tour as established by IIE were the following:

1. Establish frame of reference and better understanding of the Indian higher education system
2. Make contacts, put others in contact and general networking
3. Identify potentials for collaboration
4. Utilize the above to better clarify IAPP participating institutions’ objectives and strategic plans

Monday, February 4th:

The IAPP cohort visited (AU) Anna University which is a technical university in Tamil Nadu, India. It’s been ranked in the top 10 of best universities in India and is one of the oldest technical universities in the world. [http://www.annauniv.edu/](http://www.annauniv.edu/)

The IAPP cohort participated in a campus tour and round table with faculty and staff. AU has a large engineering school with eight faculties. It’s important to note that all courses are offered in English which may be in part due to their partnership with Erasmus Mundus.

- **Strengths:** Computer Sciences and other areas of engineering are strong. They have experience in exchange of students and faculty. Traditionally they, as host institution, cover the room and board of a visiting student/faculty and the tuition is paid to the home institution. They have some experience working with American universities (U. of Nebraska). There is a strong desire to collaborate.

- **Challenges:** Funding has been a challenge for them when sending students and faculty abroad. Tuition in the US can be an obstacle at times.

- **Opportunities:** Faculty and student exchange, faculty joint research and publication.

The IAPP cohort visited (MCC) Madras Christian College in the afternoon. MCC is a liberal arts and sciences college in Madras (Chennai), India. It is one of the oldest extant colleges in Asia and is affiliated to the University of Madras but functions as an autonomous institution. [http://www.mcc.edu.in/](http://www.mcc.edu.in/)

The IAPP cohort participated in a campus tour and round table with faculty and staff. There are 33 academic departments, 16 government funded programs and approximately 7,000 students and are experiencing a 4-6% increase in enrollment each year. The have 5 residence halls, single rooms with common restrooms. There is also a guest house for faculty. It’s important to note that residence halls are always separated by gender in India. 28 of the 32 states in India are represented by student enrollment along with international students from 17 countries. They currently have a 25-year agreement with Davidson College of North Carolina.
Strengths: Humanities are big at MCC as well as the Sciences. They have experience working with American universities. International students can live on campus and take advantage of internships. They have experience with the exchange of faculty and staff through grants from the Indian government. There is an elementary school in front of the college that they often collaborate with and in fact send their students to for interning. They also have an extension program called the Early Live Institute where their students go to a nearby village and assist with maternity, child care and general good health practices. MCC emphasizes analytical learning and tends to use case study and PBL in all disciplines.

Challenges: Their faculty must be approved by the government in order to travel abroad. However, very few are rejected and they currently send on average one per week. It can be very hot during the summer. Undergraduate degrees are still 3 years; however, they will be changing them to 4 years in the next couple of years. This is similar to many Indian universities that are approaching the switch over to 4-year degrees. It is a Christian institution, where prayers begin meetings. Our students should expect a Christian environment.

Opportunities: Exchange of students and faculty. Practicum and internship opportunities for UCCS education and nursing majors. A summer faculty-led program or slightly longer term program at MCC for UCCS students that is flexible and could focus on language, culture and other topics. They will be developing a community college over the next 2-3 years which will follow an Open University model (distance learning). This then may bring opportunity for UCCS faculty to collaborate on online courses. MCC already offers twinned (with US institutions) 5-week courses in such subjects as comparative religion, where students and faculty travel about India learning about its various religions. MCC is open to other 5-week twinned courses, particularly in the art, humanities, and social sciences.

Tuesday, February 5:

The IAPP cohort visited (IITGN) Indian Institute of Technology Gandhinagar located in Ahmedabad in the state of Gujarat, India. IITGN is a young (est. 2008) public institute which the Indian government declares as a “Institute of National Importance.” IITGN is one of the eight new (IITs) Indian Institutes of Technology that were established by the Ministry of Human Resource Development, Government of India. http://www.iitgn.ac.in/

The cohort participated in a campus tour and roundtable that morning. One of the ways in which they are trying to differentiate themselves from the IITs is that they are putting a strong emphasis on the Humanities. They are also developing a new model by which faculty do not belong to departments but rather work in groups of cross-disciplines. One of the objectives is to open a Neural Cognitive Science Center. They would like to make this a joint venture and would certainly like to have international faculty participate in its development.

Strengths: They are very creative, innovative, and agile and think outside the box. Part of this may be due to being such a young university. Most of their faculty studied, worked and lived in the United States so they have a good understanding of the US higher education system. They
are willing to invest and also have access to government funding. They emphasize social engagement in much of the curricula. Despite being a technical institute, IITGN is establishing neurosciences and archaeology departments. They are open to the idea of having overlap between those two departments (i.e., cognitive archaeology). Professor Coolidge was invited to present a one-day cognitive archaeology symposium at IITGN this December. IITGN was also interested in aligning their two new departments with the UCCS Center for Cognitive Archaeology.

Challenges: They are a new university and don’t yet have all of the facilities need for housing international students. 2+2 programs or dual degrees are difficult right now as, by law, their students cannot be given a degree from a foreign university, though, this law will likely change in the near future.

Opportunities: Virtual or distance team teaching between faculty from both institutions. There may be an opportunity for UCCS students to come to their university through the Discover India Program in which they provide room and board for visiting students and faculty. There is also a clear opportunity for visiting faculty members from UCCS in biology, chemistry, psychology, and the broad array of cognitive scientists at UCCS.

The IAPP cohort visited (PDPU) Pandit Deendayal Petroleum University in the afternoon. It’s a beautiful campus located in Ahmedabad, with in the state of Gujarat, India and which was established as a private university by the Gujarat Energy Research & Management Institute by way of a State Act. PDPU, established in 2006, currently consists of six schools and two centers and has been recognized as an “Institution of National Importance” by the Government of India. PDPU model was established with the overarching goal of bridging the gaps between academia and industry.  http://www.pdpu.ac.in/

The cohort participated in a campus tour and round-table which included not only administration, staff, faculty and students from PDPU but also included administration and faculty from surrounding universities. Each of the five American universities spent a few minutes speaking about their campuses and programs and shared the varied interests in partnering in India. Attendees were invited to comment and ask questions. Though many stated their interest in partnering with American universities and specifically in sending their students to the US there was a lot of concern expressed over the difficulty for students to get visas. They asked that American universities start working with the US State Department to improve the situation. We believe that though this may in part be an option, and not a winning option, that we must work more closely with our partners in India to better express time frames and objectives of programs and that MOU copies should be shared with US embassies and consulates at students attend their interviews. We believe that the difficulty in getting student visas comes down to statistics. There are still many Indian students that end up staying in the US to work. And unfortunately they don’t always change their visa status. So it’s certainly a challenging situation.
Strengths: PDPU would have no difficulties in funding their students for study abroad. They have quality infrastructure. They have experience working with American universities. They are a growing university. As of 2009 they have developed a strong School of Liberal Arts which includes ESL training, Faculty Training Program and a Leadership Program. They are strong in solar energy and sustainable energy research. English is the medium.

Challenges: They are still in the growth phase of program and curriculum development. Very hot summers there.

Opportunities: Joint faculty and student research in the area of sustainable energy. Development of joint ESL programs and ESL faculty training with UCCS. Joint Leadership programs or student exchange. There is opportunity for collaboration in the area of Women’s Studies. The Dean of Gujarat Technological College who was in attendance during the round tables suggested that UCCS faculty participate in co-supervision of PhD candidates with their faculty.

Special Opportunity: A dean from a nearby university expressed strong interest in co-supervision of MA theses and PhD dissertations. Other Indian university administrators throughout the trip also expressed interest in co-supervision. Co-supervision might entail early contact with the MA/PhD candidate, development of an empirical study, supervision of the actual thesis/dissertation (writing, literature review, data analyses, etc.), and attendance at the final oral defense. Also, co-authorship on a subsequent journal publication is likely.

Wednesday, February 6:

The IAPP cohort visited (JMI) Jamia Milia Islamia or commonly referred to as National Islamic University which is a public central university located in New Delhi, India. It was established at Aligarh in the United Provinces of India in 1920 and became a central university by an act of the Indian Parliament in 1988. JMI is comprised of nine faculties of learning centers (eg., AJK-Mass Communication Research Centre, Academy of International Studies, others). JMI is a product of the Ghandi freedom movement. [http://www.jmi.ac.in/](http://www.jmi.ac.in/)

The cohort participated in a short roundtable discussion with JMI administrators and faculty. There was a lot of discussion surrounding their student profile which tends to be first-generation learners and the underserved population. The JMI students do struggle to afford American university tuition and often seek scholarships and/or grants from the government or other sources.

Strengths: They have student housing on campus. They are strong in the areas of humanities, languages and culture, mass communications, educator preparation, as well as ethnic studies. They are centrally located in New Delhi.

Challenges: Many of their students may require some form of break or discount on tuition if studying at UCCS and if they’re not able to pay their home institution tuition as is often the case through exchange agreements.
Opportunities: Faculty/student exchange and perhaps in the areas of Humanities, Education, Language & Culture, Women's Studies. They are open to non-credit bearing courses at UCCS. They are able to cover room and board for a faculty-led program to JMI. Visiting JMI scholars to UCCS.

Thursday, February 7:

The IAPP cohort visited (IGNOU) Indira Ghandi National Open University located in New Delhi. IGNOU is the world’s largest university with more than 3.5 million students. As an “Open” university, or university of distance learning, they offer most courses online or via satellite and is named after former Prime Minister Indira Ghandi. IGNOU was established in 1985 with the objective or reaching as many students as possible through distance learning including underserved populations. They’re reach is truly world-wide via a complex network of satellites. [http://www.ignou.ac.in/](http://www.ignou.ac.in/)

The cohort participated in a campus tour and round table with administrators and faculty. The tour focused on their strategy and means by which they connect to students world-wide. It was quite impressive as they have 2 regional advising centers in each state and 81 centers outside of India for students to take advantage of with a total of 3,300 counseling centers and 52,000 counselors nation-wide. They also have an FM radio network and affiliations with more than 400 community colleges across India. In other words…..they are connected.

Strengths: They have an impressive breadth and depth of knowledge in the way of distance learning and have advised many institutions in their set-ups of similar strategies. Language teaching programs, sustainable development, mass communication, education and health sciences are a few of the programs that were emphasized. They are very agile and quickly adapt to change. They have extensive knowledge of working in Africa and have a broad network of centers throughout Africa.

Challenges: Housing may be limited for visiting faculty or interns. Matching of existing online programs/courses may be difficult and perhaps need to be created on one side or the other.

Opportunities: Virtual and online collaboration for faculty and students involving a variety of topics and disciplines starting with those mentioned in “Strengths” (e.g., language teaching programs, sustainable development, education and health sciences). There is a lot of interest in faculty exchange of information though they are quick to point out that they are interested in what would work in India and not necessarily the context of the United States. A guest speaker from their university to UCCS to discuss their process and strategy for distance learning might be very valuable. Those programs at UCCS such as Allied Health would potentially be good matches for virtual exchange.
The IAPP cohort visited (JNU) Jawaharial Nehru University the afternoon of February 7th. JNU is a public university named after the first president of India is located in New Delhi and is ranked second among public universities in India. (India Today) JNU was established with the goal of becoming a premier university to promote research and teaching and motivate teachers and students to get more involved in higher level academic work and national and international policy making. http://www.jnu.ac.in/

The cohort participated in short campus tour and round table. During the visit their administrators and faculty expresses particular interest in establishing broad MOUs, institution to institution that would be inclusive and allow for all disciplines to participate. They expressed particular interest in the exchange of students and faculty with American universities along with joint research.

Strengths: They are particularly strong in the following disciplines; Linguistics, Life Sciences, Fine Arts, Film Studies, Political Science, Education Studies. Given their ties to the Indian Government they have set up an International Studies Program and an extensive list of centers and area studies.

Challenges: Infrastructure for American students may be difficult to adapt to and facilities aren’t as modern comparably. They suffer from “delegation fatigue” so there would certainly need to be persistence and quick action by their partners.

Opportunities: Exchange of faculty and students and faculty-led program to JNU. Collaboration in life sciences, foreign language study, political science, education training and joint research. They have a lot of experience in setting up centers and area studies which UCCS could perhaps take advantage of as a collaborative project. Have UCCS students participate in their month-long India Cultural Understanding Program. They offered to help UCCS in setting up a Centre for Indian and South East Asian Studies.

Friday, February 8:

The IAPP cohort participated in several sessions of the One Globe Conference in New Delhi which focused on; Global Knowledge Communities and Higher Education Funding Challenges and the Role of Education in Economic Development. All topics previously discussed in the 2012 One Globe Conference. UCCS Professor Dr. Frederick Coolidge represented the IAPP delegates on a panel discussion surrounding the topic of knowledge communities. Of focus was the way in which students and educators are now able to, with relative ease, connect with one another across continents and oceans via internet. But as Dr. Coolidge pointed out is important not to lose sight of what takes place within a student’s immediate surroundings and family interaction and how that influences desire and motivation to look further and beyond one’s comfort zone. A summary of Professor Coolidge’s One Globe experience will be published in the IIE-Newsletter (see attached). Professor Coolidge was also interviewed by Braingain Magazine, devoted to offering India’s college students information about university opportunities
throughout the world but particularly the USA. The interview is at:

Some of the IAPP delegates, including UCCS’ Executive Director for International Affairs, participated in a Q&A session with the US Public Affairs Section in India and local reporters. Topics of discussion involved the use of technology and whether the participants viewed online learning as a threat to the classroom experience. Though there was some difference in opinion the overwhelming consensus was that online learning was here to stay and would be expanding significantly in the future. The topic MOOCs Massive Open Online Courses was also introduced in this segment which some see as a threat to the exchange and valuable contact that takes place in classrooms and smaller groups. The reporters when on to ask the participants why MOUs between Indian and American universities are rarely successful. Again there were varying theories offered by the participants. Anthony Shull offered the following observation; “Drafting MOUs is not rocket science; however, successful partnership agreements are challenging and come down to the basics; 1) identifying mutual benefit, 2) establishing and being clear about roles and responsibilities, 3) agreeing on what’s actionable and doing away with the rest, 4) and identifying the right players to see it through which often comes down to matching the right faculty and/or partnership advocate.

The IAPP Cohort visited (IP College) Indraprastha College for Women which affiliated to the University of New Delhi. IP College is the oldest women’s college in New Delhi and was established in 1924. http://www.ipcollege.org/

The cohort was given a presentation by IP College faculty and students including one international student from Canada. Students were offered an opportunity to ask questions to the IAPP delegation and then led the delegation on a tour. There was exchange of information and conversations with faculty. There was a palpable energy amongst the students and faculty which made for a very positive experience for the delegation.

Strengths: IP College takes care of their students. International students (also female) are made to feel very welcome and there is a lot of support for housing, settling in and studies. Housing is nearby and safe. Their faculties are very dedicated and students are engaged and participative in student organizations.

Challenges: American students may have difficulty adjusting to the infrastructure which is less modern and perhaps not as well maintained. The bachelor’s degrees are currently three years; however, they will be switching over to a four-year degree later this year or early 2014.

Opportunities: Exchange of students perhaps for non-credit courses. Exchange of faculty for inter-institution training. Training of ESL instructors.
During the evening of February 8th the IAPP cohort and the IIE administrators debriefed and everyone discussed take-a-ways from the tour and elaborated on potentials. Here are some of the common comments:

Challenges and Observations:

- American students may have problems adjusting or even accepting the infrastructure or lack of facilities at Indian universities. There’s less sometimes in the way of facilities, comfort, recreation and services.

- Indian universities are experiencing “delegation fatigue.” There would need to be constant follow-through and follow-up in order for something to take off.

- American faculty would likely need some sensitivity training. They would need to approach projects with Indian faculty with the idea that they are working with their equals.

- Projects and points of collaboration must consider what works in India, what is necessary in India and not solely approached from the context of the United States.

- Students in many cases need assistance with tuition. However this gradually changing.

- There are major challenges in getting student visas with little in the way of solution.

Opportunities and Observations:

- There’s a strong desire to collaborate with American universities as many of their partnerships are with Western Europe.

- A lot of opportunity in harnessing talent from India both from the student body and from the faculty. We have as much to learn from them as they from us which creates a situation of mutual benefit.

- A lot of interest in student/faculty exchange.

- A lot of opportunity for American students to study in India and often time’s room and board are covered.

Saturday, February 10, 11:

As an additional stop in India, Anthony Shull visited (TU) Tezpur University and met with two faculty members and their Vice Chancellor the evening of February 10th. They expressed a lot of interest in collaborating with UCCS and in fact UCCS faculty member, Jugal Kalita, Computer Sciences, has been co-publishing with Dr. Uptal Sharma. The VC stated that they would like to
start with a couple of small initiatives and gradually work up to something bigger. The VC was sure to emphasize that funding for collaboration initiatives was not a problem.

On the morning of February 11th, Anthony Shull gave a presentation to faculty and students and discussed UCCS and explained its various colleges and programs as well as emphasizing particular strengths and unique programming. There was a Q&A session where both faculty and students asked questions. There seemed to be a lot of interest in research and potential internship at UCCS. Anthony then toured the campus which was expansive and with a lot of new construction taking place.

Strengths: Good infrastructure and modern facilities, 100% of students are housed on campus, a lot of weekend activity and student organization events, strong interest in collaboration and travel to UCCS by faculty and students and strong support for collaboration from campus leadership.

Challenges: It can be difficult to reach TU from Guwahati which is where the closest airport is if flights aren’t running to/from Tezpur. In fact it’s a four-hour drive between Guwahati and TU. Tezpur City then is about 12km from TU so students may feel a bit isolated if they don’t have access to transportation. There are taxis and buses that run.

Opportunities: Exchange of faculty and students. The establishment of a faculty training program at UCCS for TU faculty was discussed as well as sending TU undergrads to UCCS. These two options may in fact be a starting point.

Identified opportunities for UCCS in its initiative to form partnerships in India:

The following represents a summation of what has been identified by the UCCS IAPP Steering Committee for India initiatives as opportunities based on the IAPP Study Tour experience and further discussion of the UCCS Strategic Planning Worksheet draft.

1. Exchange of faculty and students
2. Online courses, dual direction
3. Faculty collaboration in joint research and publication
4. Co-supervision of PhD candidates
5. English language training for students and teacher training at UCCS
6. Short term language and culture programs in India for UCCS students
7. Faculty-led programs, dual direction
8. Collaboration in area study and center set-ups
9. Summer internship programs
10. Some student recruitment to UCCS and especially in the way of undergraduates from Tezpur University