

International Opportunities for Exchange

继续教育面临的国际交流机会

Dr. Daniel J. Julius

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This presentation will address:

此次演讲主要涵盖以下方面:

- Characteristics of American Culture and Character:
How Do They Differ From the Chinese;
- Structuring International Partnerships;
- Adult and Continuing Education;
 - Major Concepts and Definitions
 - Challenges and Opportunities
 - The Alaska Model
- 美国文化的特点和特征：及其同中国文化的不同
- 构建国际合作伙伴关系;
- 成人和继续教育;
- 主要概念和定义
- 挑战与机遇
- 阿拉斯加模型

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Essential Characteristics of American Culture and Character

美国文化的基本特征

Individualism

- Personal Freedom
- Religious Freedom
- Political Freedom
- Respect for Pluralism
- Rejections of Central Control

- 个人主义
- 个人自由
- 宗教自由
- 政治自由
- 尊重多元性
- 被拒绝的中央控制

Balance of Power between

- Legal (Court System)
- Legislative (Governing Bodies)
- Political Parties (Two Party System)
- Industry vs. Labor

- 权力之间的平衡
- 法律（法院系统）
- 立法（立法机关）
- 政党（两个政党制度政党）
- 行业与劳工

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Essential Characteristics of American Culture and Character

美国文化的基本特征

Pragmatism

- Meritocracy
- Non-ideological

Entrepreneurial

- Business success as personal success
- Elite status based on economic accomplishments not hereditary factors

New World Faith and Optimism

- A nation of immigrants
- All can attain “American Dream”
- Faith in system, generosity, charitable giving

- 实用主义
- 任人唯贤
- 非意识形态

- 创业
- 企业的成功是个人成功
- 精英地位取决与经济上的成就而不是遗传因素

- 新世界信念和乐观
- 一个移民国家
- 所有人都能够实现“美国梦”
- 信念，慷慨，慈善捐赠

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Characteristics Can be Taken to Extremes

特征可以采取极端

Isolationist/Xenophobia

Subduing the “New World”

- History of violence
- Legacy of slavery
- Prejudice

Religious Moralism

- Fundamentalist revival
- Anti-intellectual

Economic Success

- Materialism and accumulation of wealth
- Labor movement response
- Status and social class

- 孤立主义/仇外心理

- 征服的“新世界”

- 暴力史
- 奴隶制遗产
- 偏见

- 宗教道德主义

- 原教旨主义的复活
- 反智

- 经济繁荣

- 唯物主义和财富的积累
- 劳工运动反应
- 社会阶层现状

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American Characteristics and Behavior: Do They Differ from the Chinese Context?

美国文化的特点和行为：及其同中国文化的不同

The Chinese Context

History of Central Control

- Sacrifice and respect for country, family, team, or group takes precedence over individual
- No real history of democracy
- Respect for tradition

Desire to Find a “Middle Way”

- Concept of “Face”
- Less direct communication

Legacy of Cultural Revolution

在中国文化中

- 历史的中央控制
- 对于国家，家庭，团队尊重和奉献精神，集体优先于个人
- 没有真正的民主历史
- 尊重传统
- 希望“中庸之道”
- 概念中的“脸”
- 间接沟通
- 文革遗留

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American Characteristics and Behavior: Do They Differ from the Chinese Context?

美国文化的特点和行为：及其同中国文化的不同

The Drive to Succeed

- Ambition/Competition
- Capitalism
- World Status

- 成功的驱动力
- 野心/竞争
- 资本主义
- 世界上的地位

Some Sense that “Outsiders” Will Take Advantage of Chinese

- 从某种意义上说是“外人”占中国人便宜
- 广大的控制

Control of Vast Numbers

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What do Americans Think of Chinese?

美国人眼中的中国人

Positive Attributes

- Respect their ambition, hard work, intelligence, devotion to family, peaceful way of life
- Respect their grasp and adoption of capitalism
- Respect their culture/intellectual capability
- Respect their teamwork
- Need China for American Economic Health

积极的特征

- 尊重他们的雄心，辛勤工作，聪明，甘愿为家庭奉献，和谐的生活方式
- 尊重他们掌握和采用资本主义
- 尊重他们的文化/知识的能力
- 尊重他们的团队精神
- 美国经济健康需要中国支持

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What do Americans Think of Chinese?

Less Positive Attributes

- Government denies personal freedoms (religious, political)
- Governmental Corruption
 - Promotion based on loyalty factors
- Extremism (legacy of cultural revolution)
- Some feel the Chinese do not want to be a “responsible” superpower
 - North Korea
 - The Arab World
- Believe Chinese want to replace US as superpower

欠积极的特征

- 政府某种程度限制个人自由（宗教，政治）
- 政府个别官员的腐败
- 提拔是基于忠诚度
- 极端主义（文化革命的影响）
- 有人认为中方不希望成为一个“负责任”的超级大国
- 北朝鲜
- 阿拉伯世界
- 相信中国要取代美国作为超级大国

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U.S. Approach to China

美国展开与中国合作

Maintain Business Relationships

- Educational partnerships
- Want additional partnerships in world affairs
 - Terrorism
 - Nuclear Weapons
 - Climate Issues
 - Higher Education Exchange and Partnerships

Containment/Leverage

- India, Japan, Taiwan

保持商务合作关系

- 教育合作伙伴关系
- 在世界问题上需要更广泛合作
 - 反恐怖主义
 - 核武器问题
 - 气候问题
 - 高等教育合作与交流

牵制作用/杠杆作用

- 印度, 日本, 台湾

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The Challenges Ahead for U.S. and China

中美两国面临的挑战

Economic

- Copyright
- Currency
- Manufacturing/Transportation

Political/Military

- Control of Asian Theater

Accommodation of a Superpower

- China's need for recognition/resources

经济

- 版权
- 货币
- 制造业/交通运输

政治/军事

- 亚洲的控制

进入超级大国的角色

- 中国的需要被认可

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Structuring International Partnerships: The Context for Academic Exchange

建立学术交流的国际合作关系

- Building alliances with the world's next superpower
- Developing new revenue sources
- Enhancing research competitiveness
- Enhancing research investment
- Preparing internationally knowledgeable students
- Responding to labor market needs
- 与世界下一个超级大国建立联盟
- 开发新的收入来源
- 提高科研竞争力
- 加强科研投资
- 培养更多的国际留学生
- 应对劳动力市场的需求

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Structuring International Partnerships: The Context for Academic Exchange

- Engagement strengthens commitment to a “globalized campus”
 - Recruiting scholars and students
 - Responding to demand in Asia
 - Leveraging knowledge-based resources through mutually beneficial exchange networks
- 推动建立“全球化校园”
 - 招收更多学者和学生
 - 应对亚洲日益增长的人才需求
 - 通过互利的交换平台拉动以知识为基础的资源增长

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What Do the Chinese Want?

中国怎么想

- To be “world class” (National Self-Esteem)
 - Economic growth
 - Territorial integrity/security and stability
 - Outlet for Chinese students and scholars
 - Institutional self-esteem
 - American knowledge and organization
- 成为“世界级”大国（民族自信心）
 - 经济增长
 - 领土完整/安全与稳定
 - 派送访问学者和留学生
 - 制度上的自信
 - 美国的优秀知识和组织管理

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What Do the Chinese Want?

- Destination Decision Factors for Higher Education
 - Countries; USA 37%; UK 26%; Canada 19%; Australia 18%
 - Institutional Alignment (includes national ranking and faculty prestige)
 - Organizational fit (culture, location, career opportunities, life style)
 - Funding Opportunities (possible migration)
 - Knowledge Value (top discipline choices; business, accounting, marketing, finance, engineering, computer science, economics, sciences, agriculture)

- 优化高等教育的决定性因素
- 国家;美国**37%**，英国**26%**，加拿大**19%**，澳洲**18%**
 - 教育机构排名（包括国家的综合排名和专业排名）
 - 教育机构适应性（文化，地域，就业机会，生活方式）
 - 教育资金筹措
 - 知识的价值（顶级学科的选择；商业，会计，市场营销，财务，工程，计算机科学，经济学，科学，农业）

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What Do the Chinese Want?

- The Chinese Student; What is at Stake!
 - Cultural Importance of Education
 - One Child Policy Implications
 - Not Many Second Chances
 - A Collective Decision with Family
 - Best Career/Knowledge Choices
 - Obsession with Rankings
- Advantages and Disadvantages of Agents/Consultants
 - 对于中国学生，其中的利害关系！
 - 文化中教育的重要性
 - 独生子女政策的影响
 - 第二次机会并不多
 - 与家人集体决策
 - 最佳职业/知识的选择
 - 迷信于排名
 - 顾问的优势和劣势

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Evaluating Strategic Direction: The Essential Questions to Ask

战略方向的评估：问题的实质

- How should American institutions determine which Chinese universities will be the best (a successful) partner?
- What are the hallmarks of a meaningful partnership?
- How does the institution maintain integrity in the partnership?
 - Assuring quality
 - Monitoring and managing the partnership (Public Relations)
 - Protecting students and faculty
 - Proceeding ethically and sensibly
- 美国机构如何确定哪些中国的大学将是最好的（成功）的合作伙伴？
- 什么是一个有意义的伙伴关系的特点？
- 该机构是如何保持合作关系的完整性？
 - 保证质量
 - 监测和管理合作关系
 - 保护学生和教职员工
 - 道德和理智

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Evaluating Strategic Direction: The Essential Questions to Ask

- Are the differences between the Chinese and American systems (and how to navigate through the former) fully understood?
 - Protocol
 - Culture
 - Language
 - Environment
 - Expectations
- Are we cognizant of the risks?
 - 中美制度之间差异（以及如何解决）的充分理解？
 - 协议
 - 文化
 - 语言
 - 环境
 - 期望
 - 我们认识到风险了吗？

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Evaluating Strategic Direction: The Essential Questions to Ask

- Have we taken an inventory of where we are now?
 - Have existing bilateral agreements (exchange, study abroad, research collaboration) been reviewed?
 - Have we determined which agreements are active, which can be expanded, where curricular or geographic gaps exist, where new agreements would be helpful?
- Have we thought about how to extract greater productivity from existing relationships?
- Have we discontinued unproductive agreements?
- 我们了解我们现在处于什么位置吗?
 - 是否对现行的双边协定（交流，出国留学，合作研究）进行了回顾？
 - 我们是否了解哪些协议是积极的，可扩展的，哪些方面存在课程设计或地域差距，哪些新的协议将是有益处的？
- 我们是否想过如何从现有的关系提高生产力？
- 我们是否应该停止哪些零产力的协议？

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Questions For Institutional Leaders

留给机构领导者的问题

- What is the strategic vision toward developing international partnerships?
- What are the objectives?
- How do these objectives mesh with the strategic vision and with the overall vision for the institution?
- How will we know when objectives are being met?
- 什么是对发展国际伙伴关系的战略愿景?
- 目标是什么?
- 如何使这些目标不仅与战略愿景相契合而且又适用与该机构的整体设想?
- 我们如何知道目标正在实现?

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Questions For Institutional Leaders

- How are we measuring costs and benefits?
 - How is quality being assessed?
 - What systems are in place to manage and account for institutional resources (people, funds, etc.)?
 - Are we investing enough? How do we know?
- 我们如何计算成本和效益？
 - 质量是如何被评估？
 - 哪些系统可用于管理及核算机构中的资源（人员，资金等）？
 - 我们的投资是否足够？我们如何知道？

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Questions For Institutional Leaders

- What are the risks?
 - People; competencies, motivation
 - Financial; stability of source funding, opportunity costs, reliability of financial information
 - Operational; language issues, liability
 - Reputational; quality of programs, student and partner satisfaction
- Who are our competitors?
 - What can we learn from them?
- 有哪些风险?
 - 人力，能力，动机
 - 财政，资金来源稳定性，机会成本，财务信息的可靠性
 - 业务经营，语言问题，法律责任
 - 声誉;项目的质量，学生和合作伙伴满意度
- 谁是我们的竞争对手?
 - 我们能够向他们学习到什么？

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Questions For Institutional Leaders

- If programs or partnerships were to be audited, would we be ready to answer the standard auditing questions?
 - Are we monitoring trends, are we preparing for potential changes in strategy?
 - Are the assumptions that underlie our actions valid?
 - Have we devised measures to assess direct and indirect economic impact?
- 如果项目或伙伴关系，将被审查，我们是否准备好回答标准？
 - 我们是否监测趋势，我们是否准备好应对战略上的潜在变化？
 - 是否假设我们行动的基础有效？
 - 我们是否制定措施，以评估经济的直接和间接的影响？

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Questions For Institutional Leaders

- Have we focused on concrete and tangible outcomes versus idealistic visions?
 - Have we taken into account the regulatory environment?
 - How do we know the target market is appropriate?
 - What data are we using and how are we collecting it to assess performance?
- 相对于理想的愿景我们是否有具体和切实的成果?
 - 我们是否考虑到监管环境?
 - 我们如何知道目标市场是否合适?
 - 哪些数据是我们会用到的并使用其进行业绩评估?

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Institutional Infrastructure: What is Necessary for Success

机构结构：成功的需求

- University policies and procedures aligned with international objectives
- Governance mechanisms to insure the following issues are addressed
 - How will faculty and students incorporate international endeavors/experience into teaching, scholarship, professional development, community engagement?
 - 大学政策及程序与国际化的目标相一致
 - 管理机制，以确保下列问题的解决
 - 如何将学校专业以及学生通过教学，奖学金，专业发展，社区参与与国际上的保持一致？

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Institutional Infrastructure: What is Necessary for Success

- How will quality in course delivery, joint degree programs and curricula relevancy be assessed and maintained?
- How will research activities be integrated in the institution?
- What groups on campus must be involved (short term and long term) in order to make the partnership work?
 - 如何在授课质量，联合学位课程和课程的相关性进行评估，并保持？
 - 如何将研究活动被纳入学校？
 - 哪些部门必须参与（短期和长期），以使伙伴关系的工作？

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Management of Partnerships

合作关系的管理

- Is the requisite funding secure?
 - What is the role and function of intermediaries?
 - How will creative and entrepreneurial people be managed?
 - Can we “benchmark” aspects of the partnership?
- 是否需要的资金的保障？
 - 什么是中介机构的作用和功能？
 - 如何管理创造性和企业家精神的人？
 - 我们是否能给伙伴关系订下标准？

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Management of Partnerships

- What standards will be utilized?
 - Recruitment
 - Admissions
 - Retention
 - Financial Management
- Can we prepare for self-sustaining relationships?
 - 将使用什么样的标准?
 - 招生
 - 录取
 - 保留
 - 财务管理
 - 我们是否对于持续维护合作关系有准备?

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Conclusions

结论

- Do partnerships make sense given the current environment?
 - Can due diligence steps be taken?
 - Public Relations
 - How should success be measured?
 - Is there a long term plan and adequate infrastructure?
 - What metrics might be used?
 - What kind of contingency plans can be implemented if partnerships fail?
- 是否这种伙伴关系适用于当前的环境呢?
 - 能否尽力采取措施?
 - 公共关系
 - 成功与否应如何衡量?
 - 是否有长远计划和足够的基础?
 - 什么指标有可能被利用?
 - 如果可以伙伴关系失败什么样的应急计划可以应用 ?

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“It takes 20 years to build a reputation and five minutes to ruin it. If you think about that, you’ll do things differently.”

Warren Buffett, American Investor,
Chairman of Berkshire Hathaway

建立声誉需要20年时间，然而摧毁它仅需要5分钟。如果你可以这么想，你做事情将会有所不同

巴菲特，美国股神，
伯克希尔哈撒维公司
董事长

Adult and Continuing Education in the U.S.

美国的成人教育与继续教育

Basic Definitions

- Objectives of Adult Education
 - Liberal and Progressive Education
 - Career Education
 - Leisure Education
 - Industry Education
 - Social Change
- Where Does Adult Education Take Place in the U.S.
- How is Adult Education Assessed
- The University and Adult Education: Challenges and Opportunities

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基本定义

- 成人教育的目标
 - 自由和进步教育
 - 职业教育
 - 在职教育
 - 行业教育
 - 社会变迁
- 美国的成人教育
- 如何评价成人教育
- 大学及成人教育：挑战与机遇

Adult Education: Challenges and Opportunities

成人教育：机遇与挑战

- The Adult as Learner
- Different Conceptions of Knowledge
- Pedagogy
- Place and Time
- Definitions of Success
- Integration into the University Structure
- Institutional Partners and Coordination of Activities
- Credit for Prior Work
- Tuition Assistance
- 成人作为学习者
- 不同的知识概念
- 教育学
- 地点和时间
- 成功的定义
- 融入大学结构
- 合作机构和活动协调
- 工作前的信誉度
- 学费补助

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The Alaska Model

阿拉斯加模式

- Responsive to workforce development needs
- Alignment with campus priorities
- Alignment with industry priorities
- Priority Areas
 - Health
 - Construction
 - Information Technology
 - Education
 - Natural Resources
 - Transportation
 - Hospitality and Tourism
 - Seafood Harvesting and Processing
- 顺应劳动力需要发展
- 同学校重点学科相结合
- 与行业重点相结合
- 重点领域
 - 健康
 - 建设
 - 信息技术
 - 教育
 - 自然资源
 - 交通运输
 - 酒店与旅游
 - 海鲜收获及加工

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The Alaska Model cont.

- Cooperative Extension
 - Military Education
 - A Corporate University
 - Role of Community and Branch Campuses
 - Funding Model
 - Oversight Boards
- 合作推广
 - 军事教育
 - 综合性的大学
 - 社区和分院的作用
 - 资金模式
 - 监督委员会

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Adult and Continuing Education: Ongoing Challenges

成人教育与继续教育：未来挑战

- National Standards
 - Measuring Achievement/Performance
 - Agreement on Benchmarks
 - Assigning Responsibility for Success
 - Funding
- 国家标准
 - 衡量业绩/绩效
 - 协议基准一致
 - 分配责任建立成功
 - 资金

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