



HAWAI'I EDUCATIONAL POLICY CENTER

Anatomy of a Public Private Partnership

An Analysis of the Partnership Between Hawai'i International Tokai College (HTIC) And University of Hawai'i's West O'ahu College (UHWO) July 2015

On April 17, 2015, the Grand Opening of the new Hawai'i Tokai International College (HTIC) Campus featured speakers and dignitaries from the University of Hawai'i who joined in celebrating much more than a private college's new facility, but a coordinated and growing partnership between a Japanese and a Hawai'ian vision of an international partnership. This describes that partnership.

Executive Summary

Background. The number of international students in the United States is steadily increasing on college campuses. It hit a record high during the 2012-2013 school year, and experts expect that trend to continue.

The University of Hawai'i has long aspired to be an international hub of higher education, particularly for the Asian and Pacific region. The establishment of the East West Center on the UH Mānoa campus was for many years a magnet for future Asian leaders. UH Mānoa boasts a Korean Studies Center, an Asian and Pacific Studies program, a Chinese Studies Center, all strongly complemented by language programs. International Education & Student Resources include:

- Hawai'i English Language Program (HELP)
- International Student Services
- International & Exchange Programs
- International Programs at Outreach College
- Mānoa International Exchange
- National Student Exchange
- Study Abroad Center

Yet in spite of these international efforts, the entire University of Hawai'i system with a total Spring 2015 enrollment of 53,022, counts only 2,254, or 4%, as students with a foreign home. Adding U.S. related areas increases this to 2,735, or 5%.

- UH Mānoa, with a total enrollment of 18,283, has 1,530 international students, or 8% (primarily because of its graduate programs, where most International students are enrolled);
- The UH Community College system, with a total of 28,694, has 882 foreign students, or 3%;
- UH Hilo, with a total enrollment of 3,701, has 318, or 7%; and
- UH West O‘ahu, with a total enrollment of 2,344, has 19, or less than 1%.

How does this compare with other colleges and universities? On average, the 10 schools with the most undergraduate international students had 21 percent of their students hail from abroad; their total undergraduate enrollment, on average, was 9,299. The ten colleges providing the most financial aid for foreign students averaged around \$53,000 in aid.

Tokai University, originally founded in Japan in the late 1930’s, established its Hawai‘i Tokai International College campus in 1992. By contrast, this small liberal arts two-year college with just under 200 students has a foreign enrollment of nearly 100%, with 97% from Japan, 2% from Korea, and 1% from the U.S. mainland. HTIC represents a growing island of international orientation for higher education in Hawai‘i.

Tokai Vision Statement: To educate students to become enlightened global citizens who contribute to world peace.

Tokai Mission: HTIC is an international gateway for students interested in education bridging diverse international perspectives, especially in the Asia-Pacific region. HTIC graduates emerge as lifelong who contribute positively to the world.

Upon the decision to relocate HTIC next to the new UH West O‘ahu Campus on land purchased from the University of Hawai‘i, both institutions recognized the potential to create a dynamic and enhanced international educational environment. West O‘ahu would have close contact with HTIC’s international students, and HTIC would have access to UHWO programs, selected facilities, dorms, and students.

The partnership is one not only between HTIC and UHWO, but also between the parent institutions: the University of Hawai‘i and Tokai University Education System. Among its features include: Location on land purchased from UH; sharing of UHWO facilities (dorms, library, cafeteria) programs, intramural clubs and teams; transfer of credits from HTIC to UHWO (HTIC is fully accredited).

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Key documents include Memorandums Of Understanding (MOU) between systems and campuses dating January 2011, June 2013, January 2014, October 2014, January 2015, and May 2015. Detailed planning meetings between school administrators cover such topics as cross-campus registration, service learning projects, club memberships, English as a Second Language West O’ahu students studying at HTIC, common transportation and shuttle issues, and many more.

The international student environment: Who is our competition?

The number of international students is steadily increasing on college campuses. It hit a record high during the 2012-2013 school year, and experts expect that trend to continue. "Higher education providers in the U.S. can expect strong demand from international students for the next ten years," wrote Alan Ruby in a June 2013 report for NAFSA: Association of International Educators. See this [U.S. News special report](#) on the universities that attract the most foreign students.

According to this report, forty-nine percent of students from abroad come from China, India or South Korea. This suggests that institutions with close ties to Asia, such as the University of Hawai’i, should have an advantage in recruiting these often higher paying, foreign students.

In fall of 2012, 29 percent of the 7,010 undergraduates at New School in New York were international students, the highest enrollment of international students among 263 ranked schools.

The New School is one of many institutions that regularly have among the highest percentage of international students. Others include the Florida Institute of Technology 28 percent, and University at Buffalo—SUNY, where 16 percent of the 19,505 undergraduate candidates were international. Of the 10 schools with the most international students, Northeastern University had the least with 15 percent. This is five times the percentage of foreign students attending the University of Hawai’i. The average among the top ten was 21 percent.

Below are the top 10 National Universities where international students make up the largest percentages of the degree-seeking undergraduate student body, based on school-reported enrollment data for fall 2012.

<i>National University (state)</i>	<i>Percentage of international students</i>	<i>Total undergraduate enrollment</i>	<i>U.S. News rank</i>
<i><u>New School (NY)</u></i>	<i>29%</i>	<i>7,010</i>	<i>135</i>
<i><u>Florida Institute of Technology</u></i>	<i>28%</i>	<i>2,978</i>	<i>167</i>
<i><u>Illinois Institute of Technology</u></i>	<i>23%</i>	<i>2,800</i>	<i>109</i>
<i><u>Lynn University (FL)</u></i>	<i>22%</i>	<i>1,657</i>	<i>RNP*</i>

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<u>University of Tulsa (OK)</u>	22%	3,160	86
<u>Carnegie Mellon University (PA)</u>	18%	6,279	23
<u>Purdue University—West Lafayette (IN)</u>	17%	30,147	68
<u>University at Buffalo—SUNY</u>	16%	19,505	109
<u>University of San Francisco</u>	16%	6,344	117
<u>Northeastern University (MA)</u>	15%	13,107	49

Another measurement of international engagement can be found in another data base created by U.S. News: [Colleges the Give International Students the Most Financial Aid](#): Many of these are from the top ranked universities of the country, including Yale, Amherst, Williams, Stanford, Harvard, etc. All provide an average of over \$50,000 in financial aid.

In summary, institutions of higher learning wanting to increase their international reputation and profiles may have stiff competition for international students from high prestige schools. The University of Hawai'i, with only 5 percent of its enrollments from foreign students, remains primarily a regional and state oriented system. Its students are far less likely to meet, study with, or build lifelong contacts and relationships with those from other nations.

The Birth of a Partnership: May 1992

According to the HTIC 2015-16 College Catalogue, the founder of Hawai'i Tokai International College was none other than Dr. Richard H. Kosaki, one of Hawai'i's most respected educators and former University of Hawai'i Vice Present and Chancellor for Community Colleges. Dr. Kosaki envisioned the small, two-year, liberal arts college with a strong emphasis on the learning community concept and a deep appreciation for intercultural understanding.

HTIC is part of a significant multinational educational system, with 10 campuses, 21 undergraduate schools and 23 graduate schools. In addition to its Japan campuses in Kanagawa, Kumamoto, and Hokkaido, the Tokai University Educational System (TES) has programs now in Copenhagen, Denmark; Kapolei, Hawaii; Vienna, Austria; Seoul, Korea; and Bangkok, Thailand. Its learning outcomes emphasize effective communication skills, global citizenship, and intellectual and practical skills.

West O'ahu College, which began as a small four-year, student-centered program in temporary structures on the Leeward Community College campus, has now blossomed into a new campus embedded in the geography and vision of a second city. In recent years it has emphasized its commitment to Hawai'i's host culture.

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It's Vision Statement states it is "dedicated to educating students to be engaged global citizens and leaders in society. UH West O'ahu envisions a supporting and dynamic learning environment where all students, faculty, and staff embody Native Hawai'ian values and perpetuate Native Hawai'ian culture..."

UH West O'ahu's strategic plan is marinated with Native Hawai'ian language and concepts, including: Aloha aku, aloha mai – diversity; Laulima – collaboration; 'Imi na' auao – teaching excellence; and Mālama a Ho'omau – stewardship.

Therefore, we can see two distinct institutions; each firmly grounded in their host culture, yet each recognizing the importance of global citizenship. Asia meets the Pacific Islands, side by side in Kapolei.

The Official Memos

HEPC examined several memoranda that defined goals and specifics of the partnership. Key documents include MOUs between systems and campuses dating January 2011, June 2013, January 2014, October 2014, January 2015, and May 2015. Detailed planning meetings between school administrators cover such topics as cross-campus registration, service learning projects, club memberships, English Second Language West O'ahu students studying at HTIC, common transportation and shuttle issues, and many more.

January, 2011

The first and arguably the most important was signed on January 15, 2011 University of Hawai'i and Tokai University and Educational System. Signing off on this memo were the President of the UH System, M.R.C. Greenwood; Chancellor of University of Hawai'i – O'ahu – Gene Awakuni; Kiyoshi Yamada representing the President of the Tokai University Educational System; and Naoto Yoshikawa, Chancellor of Hawai'i' Tokai International College.

Important quotes that defined the intended partnership include:

- *The purpose of HITC's relocation is to promote the educational missions of both HTIC and UHWO through the cooperation and synergy of their interactive educational programs.*
- *Having HTIC's educational facilities and program on the UHWO campus will contribute to the creation of an international atmosphere on the UHWO campus with the presence of a number of HTIC and TES students, other students from Japan, and students from other countries and the offering of interactive and complementary educational programs between both institutions.*

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- *This atmosphere will help guide students towards a greater awareness of the importance of developing a global perspective, a better international understanding, and ethical global citizens.*
- *...TES shall submit to and obtain the written approval fo the University and UHWO for the design schedule, specifications, and drawings of the HTIC Facilities.*
- *[UHWO will] Develop a memorandum to HTIC which lists the UHWO facilities and programs to be shared with the HTIC students; i.e. dormitory library, classes, etc. ..and Coordinate the building and completion of UHWOs student housing facilities so that said housing facilities will be ready for occupancy before HTIC commences operation from the TES site.*
- *HTIC will provide a memorandum to UHWO which lists the HTIC Facilities and programs to be shared with the UHWO students; i.e., Discover Asia Program, Japanese Kendo and Judo programs, etc.*

It is clear that a significant amount of groundwork, discussion and planning had occurred before this memo was signed. Both entities had started as small and hardly noticeable additions to Hawai'i's higher education landscape. Both had struggled to create a sustainable foothold and identity. Both had combined the excitement and substance of new campus facilities with a new broader purpose. It could be argued that each found its future primarily through a larger vision and partnership. Two plus two equals much more than four.

June 2013

The next official document was signed two and a half years after the initial MOU. It is all about facilities. Signed by UHWO Chancellor Rockne Freitas and HTIC Chancellor Naoto Yoshikawa, its primary topics include collaborating on identifying land adjacent to UHWA for HTIC to purchase, defining the terms of purchase, and setting the goal of the new HTIC campus meeting applicable LEED standards. The memo goes on to discuss sharing of UHWO facilities and programs with HTIC, and vice versa. Of particular importance would be sharing future student housing, and creating a smooth transfer pathway for HTIC graduates who might want to enroll in UHWO.

Taking these first two memos together, this partnership begins to reflect more the characteristics of a *merger* rather than occasional collaboration. Some of its characteristics are reminiscent of the challenges in creating a seamless system between Hawai'i's Community Colleges and UH Mānoa, except these efforts are far less painful. It may be that the herculean efforts to improve inter-campus alignments within the UH system have paved the way for a much less contentious and problematic scenario in Kapolei.

January 2014

The ink was hardly dry on the facilities oriented memo of June 2013 when UH Interim President David Lassner and Tokai University Educational System's Vice President Yoshiaki Matsumae signed an additional memorandum to cooperate on international programs. The articles that would be separately negotiated included the following:

- Exchange of faculty and scholars (professor, lecturers, or researchers);
- Exchange of students (including undergraduate and graduate students);
- Exchange of academic information and materials;
- Exchange of periodicals and academic publications;
- Organization of joint research programs;
- Organization of joint conferences; and,
- Other academic agreed to by these institutions.

October 2014

Details of the partnership (merger?) progressed to the point with the title of this document is: Articulation Agreement between HTIC and UHWO. "This agreement has been developed in order to allow students who have successfully completed selected courses at the Hawai'i Tokai International College to have those courses apply toward meeting the established degree requirements at the University of Hawai'i O'ahu. It establishes transfer guidelines for students and advisers, and the transfer of academic credit between our respective institutions."

It is nothing new for different colleges to come to agreements as to what course credits will be honored. Yet the nature of this Articulation Agreement goes beyond sharing limited information in a casual or passive dialogue, or unilateral decisions about the other college's programs. HTIC and UHWO agree to coordinate and communicate any changes in degree requirements, curricula and other academic policies that affect students. They agree to essentially combine their faculties in a collegial dialogue on how to improve the student experiences for both schools. Each also agrees to designate specific individuals responsible for articulation.

May 2015

This MOU extends UHWO library services to HITC students, as well as AV media equipment, online public access catalogue access and three group study rooms. This follows up on a UHWO-HTIC Planning meeting in February 2015. During that planning meeting, attended by key leaders from both campuses, specific collaborations were discussed for cross-campus registration, the libraries, service learning, club memberships, and UHWO ESL students studying at HITC.

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HEPC was able to observe a subsequent joint staff meeting that further demonstrated an ongoing collegial commitment to leverage the relationship for the benefit of students on both campuses.

Analysis

How did they do it? HEPC can identify several key elements without which this kind of partnership might not have been possible, or have progressed so far.

1. *Leadership.* The vision of Dr. Richard Kosaki brought his reputation and credibility to the initial establishment of the Tokai campus in Hawai'i. In no small measure, the similar interest and vision of the Tokai leaders who saw the potential cannot be minimized. Later, the creativity and determination of UHWO Chancellor Gene Awakuni in working to build a new campus deserves special recognition. In Hawai'i, enthusiasm for new building (and the jobs and the economic benefits) often gives way to neglect over programs, repairs and maintenance. It remains to be seen whether UHWO will contribute to the huge R&M backlog of UH. But current leadership at the College and the UH System levels appear not to have dropped the programmatic ball. Real programs and real efficiencies are at play as they methodically roll out one collaboration after another. The relaxed temperament of the mutual planning meetings is also a byproduct of the gentle pursuit of the small details of collaboration.
2. *Small is Beautiful, and Not a Threat.* Because both HTIC and UHWO were small entities within their home institutions, their activities perhaps were left to their own creative compartments. They were not a threat internally. They were small enough not to attract too much attention. Each fit into a modest expansion of operations.
3. *Mutual Benefits.* Each had and has something the other wants. UHWO has land, a new campus, and connection to a major Hawai'i institution, as well as access to infrastructure. HTIC has international perspective, credibility and students.
4. *Build it and they will come.* Although the reasons, resources, and decision-making were distinct for both, each capitalized on the ability to secure enthusiasm and financing to build facilities. As noted, Hawai'i has not suffered from being shy about new construction, even if it means waiting to put in the furniture. That said, being a public agency, the struggle for UHWO to gain legislative and administrative support has not been easy. Tokai had access to private sector financing. It is perhaps human nature across the globe that building facilities satisfies a number of real and imagined goals. In addition, lots of people also make money on construction.

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5. *Land.* The financial crisis helped. The overly ambitious development plans for Kapolei were dampened by the recession. The University of Hawai'i benefits from selling or renting land it probably will not need. Perhaps this made it easier for HTIC to secure land adjacent to UHWO. Even today, both exist in a rather dry and desolate space in the shadow of the future elevated rail system. The good news is they have room to grow. Room for more shared dormitories. The bad news is the commute to town.
6. *The international gap.* Because the UH System's enrollments are short on foreign students, the rationale for a partnership with an international, Asia based college, is more compelling. With HTIC co-located at its hip, UHWO has a new and important niche. It serves a larger aspiration by the UH system to be relevant and important in the Asia and Pacific region. UH has many institutional partnerships - sister state relationships with other colleges and universities - but to date these have not paid off with significant increases in international students.

OBSERVATIONS AND CONCLUSIONS

Within complex, multi-campus systems, there are often serious articulation issues, duplications, and near tribal rivalries. In the University of Hawai'i system, for many decades geographical, regional and Island pride have complicated efforts to operate more collaboratively and efficiently. *Should a new pharmacy school be on O'ahu or the Big Island? Can we afford another four-year campus with its future repair and maintenance costs? Should multiple campuses be competing for students in similar programs? Is Math 101 at a community college the equivalent to Math 101 at UH Mānoa? Which campus deserves a new media program?*

In spite of these persistent challenges in the world of higher education, we are witnessing an important and refreshing partnership between two nations, two cultures, the private sector and the public sector. They both appear committed to improving the college experience for all of their students. Through specific memos and agreements they recognize that their futures and opportunities for success together are perhaps more than their futures would be independently. Discussions and approvals have not been ensnarled in ideological debates over public vs. private values or resources. They approach the partnership out of mutual financial and programmatic respect.

Perhaps this is a model for other educational partnerships.