

2016 CLTA Study Abroad Site Visit Award Report

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BACKGROUND

The CLTA Study Abroad Site Visit Award allowed our team to visit two institutes in China – Hangzhou Normal University in Hangzhou and Jiangsu Maritime Institute in Nanjing. We had been in contact with both institutes and were in the process of establishing a new faculty-led summer study abroad program called “Intensive Mandarin in China” at the University of Arkansas. After meeting with the directors at both institutes and touring their facilities, we were able to make an informed decision as to where we should establish the program and how we should proceed.

HANGZHOU NORMAL UNIVERSITY, HANGZHOU, CHINA

Hangzhou Normal University (HNU) was originally founded as a teacher training institute in 1908. Through over a century’s development, HNU has become a comprehensive university which houses 69 undergraduate



programs and over 160 graduate programs, with an average student population of over 20,000 full-time undergraduates and over 2,000 graduate students. Additionally, HNU currently hosts over 1,000 international students enrolled in short-term programs and 500

international students enrolled in long-term programs; the majority of these students come from South Korea, South Asian countries, and the United States.

With recent university initiatives in international education and financial support from the city and provincial governments, HNU has been striving to form partnerships with universities, research institutes, governmental organizations, and industries



from other countries. It has also been recruiting international scholars to teach and conduct research and supporting its faculty to engage in international collaborations.

We met with Mr. Min Lu, the deputy dean of the School of International Education. Mr. Lu gave us a brief introduction of the university, their current summer programs and degree programs, curriculum design, faculty, and facilities. Although HNU also offers a number



of Bachelor and Master programs to international students, our conversation was mainly focused on its summer programs. For our students minoring in Chinese at the University of Arkansas, both the semester- or year-long Chinese Language and Culture program and the short-term summer program are excellent choices. Students enrolled in the semester- or year-long programs typically take 20 hours of language per week and can choose from

a variety of electives based on individual interests and language proficiency. Elementary, intermediate, and advanced students are all welcome to apply to such programs and will be placed into different classes should they be accepted. The short-term summer programs typically last four to five weeks, and HNU can tailor the program to the needs of the specific institute that sends the students. Typically, students are placed into classes of a maximum of 15 people; they take 3.5 hours of language courses in the morning and 1.5 hours of culture courses in the afternoon (e.g., Chinese calligraphy, Chinese Kung fu, etc.). Field trips to nearby cities (e.g., Shanghai, Nanjing, Suzhou, etc.) and companies are also part of the curriculum. Finally, HNU also offers a Chinese Studies Summer Program, which is taught in English and covers a wide range of topics on contemporary China such as economy, political reforms, urbanization, and folk culture. The faculty team of the summer programs consists of 15 experienced lecturers who have received Ph.D. in Teaching Chinese as a Second Language and/or International Education.

As the last part of our visit at HNU, we toured the student dorms, cafeterias, laundry rooms, shared kitchens, and classrooms. HNU has three campuses including Xiasha, Mt. Yuhuang, and Cangqian, and international students are typically studying at the Cangqian campus. There are currently 1,100 single dorm rooms available for incoming international students; each dorm room is equipped with a twin-size bed, a desk, a chair, AC, a fridge, a TV, an in-unit bathroom, and wireless Internet. Students have access to on-



site laundromats, shared kitchens, library, on-campus cafeterias, and gym. They also have the opportunity to interact with local Chinese students as well as international students from other countries during their stay.

JIANGSU MARITIME INSTITUTE, NANJING, CHINA

Jiangsu Maritime Institute (JMI) does not currently offer any short-term summer programs for international students. However, we had been in contact with the Office of Foreign Affairs at JMI because we were also considering establishing a different type of summer program, where



University of Arkansas faculty would lead a group of students to China and teach them at a local institute. JMI agreed to provide us with classrooms, economic student dorm rooms, access to campus facilities such as library, gym, and cafeterias, and assistance with cultural class instruction and field trip coordination.

At JMI, we met with Mr. Lang Xu, the director of the Office of Foreign Affairs Office, and his assistant Ms. Ting Wang, who gave us an introduction of the history of JMI and its current state. The Ministry of Communication of Central



People's Government originally founded Nanjing Mariner School in 1951, and Nanjing Shipping School in 1956. Both schools were the first institutes to train ocean seamen, and

they merged into Jiangsu Maritime Institute in 2003. For the past 60 years, JMI has educated more than 100,000 technical and skilled talents and made significant contribution to the national



shipping industry and local economy. A new campus in the Jiangning National High Tech Park was constructed on the southeast side of downtown Nanjing, and JMI was relocated to the new campus in 2004. JMI currently consists of seven professional schools, one continuing education school, three teaching departments, as well as additional enterprise schools on campus. JMI houses approximately 12,000 students, who can choose from 34 available majors including 10 provincial key majors and 3 provincial characteristic majors. There are over 700 faculty members working on campus; 177 of them have professional titles, and 21 of them have been honored as provincial teaching masters. JMI has also been striving to form international partnerships with institutes from other countries; it is currently collaborating with colleges in Canada, the United States, and the United Kingdom on several international cooperation programs and exchange programs.

After the introduction, we also negotiated with Mr. Xu and Ms. Wang regarding the specific implementation of the proposed University of Arkansas faculty-led program. In addition to providing us access to campus facilities, JMI



also agreed to recruit their students and junior faculty to serve as teaching assistants and provide culture classes and seminars for our students. Additionally, they will also provide logistics support such as airport pick-ups and field trip coordination. JMI is currently constructing a new on-campus dorm building for international students, which is projected to be completed by the end of August, 2016. The new dorm rooms will be equipped with TV sets and laundry facilities.

CONCLUSION

Through our visits to Hangzhou Normal University and Jiangsu Maritime Institute, we learned much more about the institutional culture, current programs, facilities, and available support of both institutes and made an educated decision regarding the establish of a new “Intensive Mandarin in China” program at the University of Arkansas. By writing this report, we would like to share the information we gathered during our visits with our colleagues who are interested in international education.