



THE OBSERVATORY
on Borderless Higher Education

Borderless Report

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Welcome to the first issue of *Borderless Report*, an electronic newsletter from the Observatory on Borderless Higher Education.

Its purpose is two-fold: first, to give readers, including those who are not subscribers to the Observatory's content, access to some of that content. We are redrawing the line on our website between open-access and membership content such that some in-house articles and briefing notes will now be available to non-members. Secondly, this newsletter will make more stakeholders aware of the range and depth of reports commissioned and published by the Observatory for its subscribers.

Our website is now undergoing a redesign and improvement to its functionality. Longstanding subscribers will soon notice not just a better-looking website but also a much-improved search function, for example. These changes are being implemented in response to a survey we conducted in autumn 2010.

Borderless Report will appear monthly in the first instance; this frequency may be increased. Note that the bold underlined excerpts in the articles are hyperlinks to original sources.

We hope you find the articles interesting. And in the spirit of the second purpose of *Borderless Report*, we can advise that three new reports for our subscribers are currently in the works, the first of which is imminent:

European Higher Education in a Global Setting: What Next? will consider what follows for European TNE in the wake of the Bologna Process;

The ***Global Education Index***, a series which the Observatory developed five years ago, will be a reference tool on major for-profit providers operating internationally;

Educational Trade: Patterns between Australia & Latin America will do precisely as it suggests.

Welcome,
Dr. William Lawton
Director, OBHE

Political pendulum: Shifting attitudes on international students and immigration

In Canada, international students are seen as prospective immigrants from the moment they arrive to study. The difference is that in Canada this is still seen as a good thing. Canada is a substantial destination for international students but receives fewer than the US, UK, France, Australia and Germany. But the country is in a period of great momentum in regard to HE internationalization, including the recruitment of students and the top talent abroad.

The federal government has no education policy role but it can spend: its [budget on 22 March](#) included about C\$315m (\$330m) in each of the next two years for 'innovation, education and training'. This included modest funding for the three federal research funding councils (C\$37m per year), new Canada Excellence Research Chairs (C\$54m), new Industrial Research Chairs (C\$5m per year), a Canada Brain Research Fund (C\$100m), C\$12m to set up a Canada-India Research Centre, and C\$10m for a 'new international education strategy'.

The strategy notes that:

...colleges and universities are key partners in developing a diverse, skilled and internationally focused workforce. Budget 2011 allocates \$10 million over two years to develop and implement an international education strategy that will reinforce Canada as a country of choice to study and conduct world-class research. Elements of the strategy will include promotion and advertising initiatives; strengthening of international representation in key markets; and the development and dissemination of market intelligence for institutions. This will strengthen our engagement with emerging economies and ensure greater collaboration between Canadian and foreign institutions.

This strategy builds on a new marketing approach driven by the Department of Foreign Affairs & International Trade in 2008 and notes that a new advisory panel reporting to the ministers of international trade and finance will make recommendations to take it forward. A slight problem in the works is that the minority government was brought down just days after the budget (though not because of it).

Whichever way the approaching election goes, there will be another budget and Canada has an increasingly can-do attitude to HE internationalization, for a couple of plausible reasons. The economic and fiscal context is that the country fared the least badly of the G8 countries from the financial crisis and recession, and the political culture may have been less soured by it. More importantly, however, is the sense that the penny has dropped and that Canada sees the need to catch up, not just with the traditional leaders in education export but with the widening playing field.

The action is not all federal either. In November 2010 Ontario, the largest province, announced [75 new doctoral scholarships](#) for international students, each worth up to C\$160,000 (\$167,000) and co-funded by government and universities.

The UK Home Office devoted precisely the same day as the Canadian budget to disseminate a [different message](#) to the world. The heading on the website still proudly reads: 'Tougher criteria for people wanting to come to the UK to study and limits on their right to work'.

Some of the new rules, including tighter English-language entry requirements, are already in effect but a most significant change will be introduced in April 2012: the closing of the right for students to stay to work for two years after graduation. From next year, only graduates with an offer of a job, that pays at least £20,000, from an employer with a 'Tier 2 license' will be able to apply for a visa to stay to work.



...but don't get too comfortable

Closing post-study work was contrary to the recommendation of the [Home Affairs Committee report](#) on student visas released a few days before the decision. The extension to two years of post-study work was introduced in 2008 by the previous UK government (copying an existing scheme of the Scottish government). That followed a recommendation in a 2006 report from the then [Trade & Industry Committee](#), which argued that 'two years is the minimum time that should be given to all overseas students of a particular calibre under any transitional scheme between studying in the UK and pursuing a full time career here, or returning to their home country.'

This certainty is crucial if we are to attract the brightest and the best students in the face of the financial incentives available elsewhere, especially in the US, that we cannot match at present' (para 146).

It was done expressly to make the UK look attractive and to help UK universities compete for international students, and was welcomed for that reason. [International Student Barometer](#) data from i-graduate show that the opportunity to work full-time in the UK after graduation is an important factor in choosing to go there: 72% of Chinese and 76% of Indian students in the UK said so in autumn 2009.

But the pendulum swings: the current Home Secretary says that the scheme is '[far too generous](#)' and that 39,000 international students (plus 8,000 dependants) took advantage of this generosity in 2010, when far too many UK graduates were unemployed.

Among the rods the UK government created to beat itself with during the 2010 election campaign is a lower immigration target: from its current figure of about 226,000 annually to 'tens of thousands' by the time of the next election. This target cannot be met without cutting student numbers, and the Home Secretary said that she aimed to cut the number of student arrivals from outside the European Union by 70-80,000, or 25%.

The decision elicited some serious concern from some core stakeholders such as the [University and College Union](#) but others were surprisingly sanguine on the potential fallout of trying to make the UK seem unwelcoming. [Universities UK](#) (UUK), the [International Unit](#) and [British Council](#) took a conciliatory line; this may simply reflect relief that the ongoing liaison and lobbying work prevented anything worse. Indeed it could have been: staying on to work after graduation could have been abolished completely, and even the previous government threatened in 2009 to raise the minimum level of student visas to degree-level only, which would have undermined the foundation and 'pathway' routes to university for international students.

It is also true that the UK's top universities anticipate no trouble in continuing to attract the brightest young people from around the world, regardless of the quantity of populist nonsense thrown at them by the Home Office. But unfortunately, regulations have asymmetrical impacts and such confidence in maintaining one's position does not therefore extend right throughout the sector. And for those institutions that have a high proportion of international students, one wonders how far off is the day when one of them makes the break from public funding and its attendant funding constraints altogether.

The Tier 2 route for post-study work is a contraction of the status quo. Such visas are already strictly rationed and although the UKBA states that there will be no limit on the number of graduates able to apply through Tier 2 next year, this means nothing because the actual number of visas allocated will continue to be rationed. Indeed, not having a cap would defeat the reason for the rule changes in the first place, which is to lower immigration. A [maximum of 20,700](#) visas will

be available until April 2012 (unless the job pays more than £150,000, in which case no problem and nice work if you can get it).

Perception matters just about as much as what is really going on, and it is easy to find negative coverage of these changes in the international press. The [Times of India](#) highlighted 'tougher entrance criteria, limits on work entitlements and the closure of the post-study work route'. The Hindustan Times said '[UK cuts visas, Indians to be hit](#)'. More accurately and less stylishly, the [Chronicle's headline](#) was 'Britain's New Student-Visa Policy Restricts Work Opportunities, but Not as Much as Feared'.

The UK has entered an inward-looking period, as most countries do on a periodic basis. But as UUK pointed out in its [submission](#) to the Home Affairs Committee, other countries offer post-study work opportunities to international graduates. Canada permits work for a period equal to that of the course of study. Germany lets international graduates apply to stay for up to a year after completion. New Zealand has different work visas and permits international students to stay for one, two or three years, depending on the situation and whether they already have relevant job offers.

Australia is massively in flux. It famously fast-tracked the permanent residency process by allowing international graduates to apply for residency through the [General Skilled Migration](#) program without leaving the country. In February 2010, the then government tightened student-visa requirements to prevent students gaining permanent residence through lower-skilled vocational routes, introduced restrictions on graduate post-study work, and changed the list of skilled occupations in demand. Transitional arrangements were put into place for existing international students.

These changes, along with high-profile racist attacks on Indian students and the strength of the Australian dollar, led to a significant decrease in commencements on English-language pathway programs in the year to June 2010. This has implications for the HE sector. Some loosening was introduced in December 2010 and a new, more 'targeted', points test for skilled migration visas was proposed. A [review of the student visa program](#) is now underway and due to report to the government in mid-2011.

Student immigration is as political as higher education gets. The current retrenchment in the UK is politically motivated in the least refined sense of the word; it is the collateral damage in a wider scheme. But direction of travel is everything: when some countries are clamping down and others are opening up, the wider world notices.

WL

Catch them if you can? Accredibase report reveals diploma mills remain at large

The number of known diploma mills – which are mainly online entities offering substandard or bogus higher education provision – is growing, according to a new Accredibase™ report, [Diploma and Accreditation Mills: New Trends in Credential Abuse](#). Authors Eyal Ben Cohen and Rachel Winch report an increase of 839 (48%) in the number of mills over those reported in the 2010 report. Growth occurred in all regions, but North America and Europe are hotspots: 1,095 operate or claim to operate in North America (an increase of 23% on last year's total of 892) and 603 in Europe (up 31% from 459 last year).

As well as mapping hotspots of diploma mill activity, the March 2011 report (published by Verifile, a UK company that checks information on CVs) focuses specifically on emerging networks of new-generation bogus providers. It does so by focusing on the technology used by suspect providers. According to Cohen and Winch the same person or group is almost certainly operating universities such as Bedford and Canborne and Shaftsbury universities, for example. Each website shares the same IP address as well as general appearance. Cohen and Winch suggest that such similarity helps to identify networks like the University Degree Program (UDP).

Referred to by the Chronicle as the granddaddy of diploma mills, UDP purportedly sold 200,000 bogus diplomas to predominantly North American students by 2005 – largely by using British-sounding monikers close enough in name to legitimate universities. And indeed, it is easy enough to see how a student from outside the UK could confuse Bedford University with the University of Bedfordshire.

Such erroneous affiliation is unfortunate for legitimate institutions as well as for the UK higher education sector as a whole, which has maintained a reputation for quality in teaching and research. The report states that the UK hosts 339 of the 603 diploma mills in Europe – 68 more than the previous year. This is an increase of 25% and easily makes the UK Europe's worst offender.

Reputable but costly provision provides a compelling environment. A large number of students seek quality degrees from UK, American, Canadian and other universities but are unable to afford them through traditional provision.

'With global demand for higher education always on the up and more and more students crossing borders – both literally and technologically – entrepreneurs will move to meet that demand as quickly as possible. This clearly includes unscrupulous providers.

And as the cost of higher education rises, and students resort to cut-price solutions offered by alternative providers, bogus provision can only become a bigger problem. Cohen and Winch are right to suggest that the consequence of fee rises like that announced by the UK government in December 2010 should contribute to a rise in fraud.

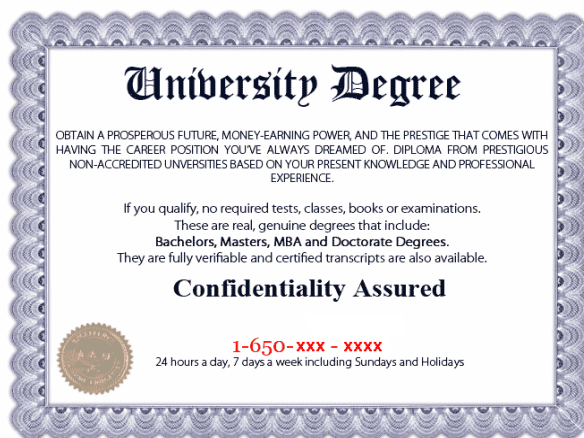
Lax regulation concerning bogus provision also allows them to flourish – as it does illegal immigration. The [2010 Accredibase™ report](#) argued that bogus colleges that offer education to predominantly foreign students are little more than 'visa factories' that facilitate immigration fraud.

The 2011 report suggests that this type of fraud is just getting worse. It shows that the highest numbers of unaccredited or bogus institutions are in jurisdictions which are the most popular among foreign students. According to the Institute of International Education's 2010 [Open Doors publication](#), these are California (14% of the country's 691,000 international students), New York (11%) and Texas (8.5%).

It is perhaps unsurprising that California is also home to the highest number of bogus providers operating or claiming to operate in the US – some 15% of the total of 1,000 institutions. Following it are Florida, Texas, New York and the District of Columbia.

The last of these has seen the largest increase (74%) in diploma and accreditation mills since 2010. Cohen and Winch suggest that this reflects a hope on the part of cowboy providers that association with the nation's capital giving organizations an air of prestige or a whiff of government connection.

The internet is a major growth factor. The largest increase in diploma mills is for those operating from unknown locations – up 170% from the 2010 report. As the authors note, bogus providers can exist without existing in any place, which makes it difficult to take legal action against them even when it is possible to do so. There is a lack of coherent regulation such that bogus providers can change guise and relocate more rapidly than anyone can keep up with them. Despite action against UDP over the years by the US Federal Trade Commission and UK government, Cohen and Winch conclude that its network remains alive and well. Given that resources are lacking for effective regulation, naming and shaming is, unfortunately, likely to remain the best means of combatting them.



Certainly, Verifile's initiative [Accredibase](#), a database of unaccredited education institutions and unrecognized accrediting agencies, and [UNESCO's Portal on Higher Education Institutions](#), which offers access to information on internationally recognized higher education institutions, are positive developments. (Read the Observatory's [11 January 2007](#) article for information on the UNESCO portal.) But as such international efforts are done largely on a voluntary basis, diploma mill operators are likely to continue to operate unimpeded by legal frameworks. Technology is unlikely to fail them, so until procedures are put into place to combat them, they will remain at large.

VL

China on the cusp: Becoming the biggest international student destination in Asia

China seeks to be the Asian country with the greatest number of international students and a major destination in the world for international students, according to goals outlined in its [National Plan for Medium and Long-Term Education Reform and Development \(2010–2020\)](#). With an annual international student growth rate of 7%, international student numbers will reach at least 500,000 by 2020, making it the biggest hosting country in Asia and possibly the number two world destination after the United States. To drive this growth, China has launched major efforts to create a favourable environment for foreign students.

The number of international students in China has increased dramatically in the past decade, according to research by Kai Jiang, associate professor at the Peking University Graduate School of Education and Xueni Ma, masters student at that same university. Their publication, [Overseas education in China: Changing landscape and policies](#) (in the current issue of [International Higher Education](#)), reveals an annual growth rate of more than 20% in international students between 2001-08 – some 30,000 students annually. By 2008, there were over 200,000 international students in China – 180 times more than 1978 (1,200), 38 times more than 1988 (5,800), and five times more than 1998 (43,100).

This boom in international student numbers was largely laissez-faire and powered by the country's burgeoning economy, with few national efforts or formalized strategy for international recruitment. Keeping that growth going is crucial for the government, which identifies a strong higher education system as one of the country's top priorities.



Entering internationalization agreements with other countries forms part of that priority. A 2009 visit to China by President Obama precipitated the US State Department's [100,000 Strong Initiative](#), designed to mitigate the current skew in student mobility: the number of Chinese students in the US is eight times that of American students in China, and the number of Chinese who study English is 600 times that of Americans studying Chinese.

Another component of China's strategy for attracting international students involves increasing the number and variety of higher education institutions enrolling international students. Stephen Healy, Director for China & Asia at INTO University Partnerships, notes to the Observatory that about 65% of international student demand for China is now short term, usually less than 2 months, and focused on language studies. While this demand will likely continue to grow, the key driver in the future will be longer-term academic programs for international students in both Chinese- and English-language mediums.

“China has become a key destination in its own right for a number of reasons that extend beyond the increasing quality at a third of the cost of the UK and US”, he says. The key challenge for leading Chinese universities will be to broaden programs and networks to ensure international students are longer term and academic in focus.

China is now paying more attention to the student experience. Increasing the number of international students will be consequent to offering higher quality academic experiences and attractive services and physical environments. Private providers play an important role in this process.

In April 2011 [INTO announced new partnerships](#) with the [Communication University of China](#) in Beijing and [Dongbei University Finance and Economics](#) (DUFE) in Dalian, the latter of which already has a number of joint programs with universities and institutes in Germany, Canada, Japan and elsewhere. The programs with INTO will be designed specifically for international students from a range of academic programs for long-term study in both English and Chinese. Other Chinese universities are following suit by partnering with private providers in their efforts to recruit from abroad.

International students wishing to study in China will likely find the process less mystifying in coming years: the Ministry of Education has streamlined administrative procedures for enrolment, visas, study, and graduation. They are paying particular attention to developing a Chinese Language Proficiency Test to prepare international students before arrival. The increasing number of formal education programs means that language assessment will play a larger role in admitting international students, which heightens the need for a standardized testing system to accurately assess Chinese-language ability.

The central government also encourages universities that have language policies to use English, fully or in part, as a teaching medium to foreign students. It is also reviewing its basic regulations on admitting international students and is stepping up its scholarship provision.

Interested in learning more? On 27 May, the Observatory’s 2011 Global Forum in Vancouver will feature a panel, *Destination China: the Emerging Powerhouse for International Student Demand*, chaired by Stephen Healy of INTO University Partnerships, and featuring Zhao Yanzhi, Dean and Director of the International Education Centre at DUFE, and Zong Wa, Executive Director of the [Chinese Education Association for International Exchange](#) in Beijing. The Forum program and links to registration is [HERE](#).

RM

Further information on China is available to Observatory members in the following reports:

- [Destination China, via Hong Kong? Hong Kong invites expressions of interest for development of self-financing higher education](#) March 2011
- [Understanding student recruitment in Mainland China: A case study](#) January 2010
- [Modelling TNE directions in Asia](#) December 2009
- [Transnational education in China: Key challenges, critical issues, and strategies for success](#) May 2008

MENA, universities and business ethics

Unrest in Tunisia, Egypt, Libya and other countries has contributed to uncertainty in the Middle East and North Africa (MENA) region. This stands to manifest itself in several ways. Political turmoil disrupts business and commerce and detracts significantly from a country's potential for investment. The longer the disruption, the greater the risk of systemic financial and economic collapse.

This is as true for higher education as for any sector, and Libya provides a salient example. Until very recently, the country was considered a prime and open location for development, by governments, companies and by foreign higher education providers. Libya's appeal includes its highly literate and very young population – half are under 25 – and the fact that Libya is working to diversify its economy away from oil and gas export and towards knowledge sectors such as telecommunications. (African Economic Outlook, part of the OECD in Paris, says that the sectors currently best-positioned for inward investment are real estate, transport and construction.)

Libya's economy was badly managed by the state for four decades, says Dirk Vandewalle, Professor of Government at Dartmouth College, and while the country wants to open its markets, he [argues](#) that it lacks the underlying institutions and expertise to do so. There is a considerable demand for training to create the skilled workforce needed to transform the country's economy into a knowledge-based one.

Another factor influencing what was considerable international interest in the country's higher education sector was Libya's notable openness to foreign investment. Since 1997 Libya has been soliciting investment through its [Privatization and Investment Board](#). And since 2007 the Libyan National Economic Development Board (NEDB) has overseen a \$150bn program to develop human and institutional capacity and diversify the economy away from oil on a sustainable basis.



Not the best advice

A centerpiece of NEDB goals until the outbreak of the rebellion was to transform Libya into an [‘educational centre of excellence’](#) through the establishment of ‘multiversity’ educational hubs in partnerships with universities from different countries. For this purpose UK and other universities conducted fact-finding missions to Libya last year. (Dr Mahmoud Gebril, former NEDB Director-General and its chair until a few months ago, was reported by [Reuters](#) and Al-Jazeera as having been named by a rebel council in Benghazi to head a Libyan interim government on 23 March.)

Universities in Australia, the UK, US and elsewhere turned Libya into something of a TNE hot spot in recent years. The furore surrounding the [LSE case](#) says as much about the London media as it does about the relationship between the LSE and Libya. Libya was flavour of the month, the UK government was driving the charm offensive, and due diligence procedures somehow failed to extend to predicting that all of north Africa was about to erupt.

LSE Director Sir Howard Davies pointed out that the institution would recover more quickly if he resigned and accepted responsibility for various decisions, including receipt of a donation from the [Gaddafi International Charity and Development Foundation](#) and agreeing to a £2.2m contract for LSE Enterprise to train Libyan civil servants and professionals. It is sad, though equally perfectly understandable, that [Teesside University](#) followed by withdrawing from a deal to train hundreds of Libyan health care staff in the UK. No possible winners there.

But reputational risk is always worth taking seriously. When Yale University first pitched the idea of developing a liberal arts college in collaboration with the National University of Singapore (Yale-NUS College was officially [launched](#) at the NUS campus in Singapore last week), concerns were voiced over Singapore's lack of freedom of speech. Indeed, Warwick University withdrew from a deal in Singapore in 2005 because it was not perfectly clear that freedom to criticize the Singapore government was part of the deal.

But universities are likely to keep a safe distance from Libya in the foreseeable future. That does not apply, however, to the longer term. After all, political upheaval in MENA may, in some countries, usher in a more pluralist and open era in which doing business could be attended by fewer ethical concerns and a lower reputational risk. If the rush to China is any indication, this may happen sooner than later. Tiananmen Square was not as long ago as it might feel.

VL/WL

International staffing report released

A guide published on 7 April, 2011 by the UK HE International and Europe Unit and the Leadership Foundation for Higher Education constitutes an invaluable tool for universities that have staff involved in transnational education (TNE). Getting staff issues right protects a university's reputation.

[A Guide to Offshore Staffing Strategies for UK Universities](#), authored by John Fielden of CHEMS Consulting with Erica Gillard, looks at the range of challenges that arise in delivering quality programmes offshore to match those at home. It draws on the experiences of nine universities in the UK, US and Australia, working in China, Malaysia, the Middle East and elsewhere.



STD	Airlines	Flight no.	To	ETD	Gate	Remarks
00:45	Qatar Airways	QF 0001	LONDON		E6	FINAL CALL
00:50	Kenya Airways	KQ 0231	NAIROBI	08:30	F2	DELAYED
06:30	Mahan Air	W5 5044	TEHRAN		E2A	CLOSED
06:50	United	UA 0838	WASHINGTON	06:40	D2	BOARDING
07:00	Flynas	FD 3612	PHNOM-PENH		F6	FINAL CALL
07:05	Flynas	FD 3501	SINGAPORE		F2A	NEW GATE
07:05	Malaysia Airlines	3S 0050	KUALA LUMPUR	07:20	E3	OPEN

There are typically three types of TNE staff: locally recruited, internationally recruited and 'flying faculty' from the home campus. One clear factor in successful TNE is ensuring that all of these are committed to the venture. What are the benefits and pitfalls of employing local, international or home campus staff? How do universities recruit and retain the best staff and how do they meet their professional and personal needs? The report provides checklists for institutional policy-makers, human resource managers and academic staff going abroad.

Aspects covered by the report include the difficulties in persuading staff to move overseas when there are family commitments at home and concerns over maintaining research output. The regulatory barriers to staffing are not as significant as in some other areas, although the general message is that having a local partner to smooth the way with immigration and visa formalities is essential. There is a similar message concerning legal issues.

Support for internationally recruited and home staff is critical to retention and success. Help with integration into and understanding of host cultures is important for staff recruited from the home campus.

Creating a research environment cannot be achieved quickly. It requires the right staff, investment in facilities, seed money and mastering the routes to obtaining research funding from national sources. The last of these can be a long process.

Managers and human resource specialists need to acquire the skills and techniques that multinationals use; risks of reputational damage are otherwise high.

The full report and case studies are available to download for free from: www.international.ac.uk, under research and publications. Free hard copies can be requested from Kristy Kenny at the International and Europe Unit: kristy.kenny@international.ac.uk

Offer from the Chronicle

In this first issue of *Borderless Report*, the Observatory is pleased to announce a most useful offer for our readers: free access to The Chronicle of Higher Education's content for three months.

For more than 40 years The Chronicle has been a resource for news, commentary, and job listings for US college presidents, university administrators, academic staff, and graduate students. Subscribers get a unique insight into North American higher education and an online archive dating to the 1980s.

The Chronicle launched its global initiative in 2010 and now provides content from an international perspective. This includes news, thematic content and also blogs from thought-leaders around the world – see <http://chronicle.com/blogs/worldwise/>.

The Chronicle has arranged for everyone at your institution, including students at education establishments, to enjoy complete access to the content posted at Chronicle.com for three months. There is no obligation to continue and there will be no e-mails or phone calls in regard to it.



To get started send your university's or company's IP (internet protocol) numbers to Alvin Brockway, associate publisher of circulation, at alvin.brockway@chronicle.com. If you do not know your IP details, your academic librarians will know.

You can also sign up for a free individual account at <http://chronicle.com/myaccount/createfreeaccount> and then e-mail alvin.brockway@chronicle.com and he will set up your individual access.

UBC Lip Dub

There is a lot happening in Vancouver besides the [Observatory's 2011 Global Forum](#). Have a look at this wonderful [lip dub](#) shot and released two weeks ago by students at the University of British Columbia (sponsor of the Forum). Ten minutes of music and action, with a cast of about 1000 and at least one unicorn, in what appears to be a single brilliant take.



The video does not provide a clear indication of quality assessment procedures, or an explanation of why UBC is perhaps the most internationalized of Canadian universities, but it does suggest a highly positive student experience. The organizers raise corporate donations for charities every time someone clicks the YouTube link: <http://www.youtube.com/user/UBCLipDub> (900,000 did so by 19 April).



By the way, what about those [Canucks](#) for the [Stanley Cup](#)?



Global Forum News and Update

The 2011 Global Forum from the Observatory on Borderless Higher Education takes place at the Hyatt Regency in beautiful downtown Vancouver on 25-27 May – just prior to NAFSA. There are still places available and limited rooms in the hotel.

The theme, *Leveling the International Playing Field*, manifests in a number of ways: in the rise of Asia in international HE and TNE, the rise of private providers, the raising of immigration barriers in traditional education-export countries, and HE as a route to economic development for poor countries and regions. The Forum will also cover distance learning, education regionalization and harmonization, student mobility and the transnational student experience. Delegates will benefit from networking opportunities with colleagues from around the world.

Speakers include:

- Joseph Duffey, former US Assistant Education Secretary and now a Senior Vice-President of Laureate;
- Svava Bjarnason, the International Finance Corporation's Senior Education Specialist;
- Duleep Deosthale, Manipal Education's Vice-President;
- Mark B DeFusco, Senior Research Associate at the University of Southern California's Center for Higher Education Policy Analysis;
- Ahmad Hasnah, the Qatar Foundation's Associate Vice-President for Higher Education;
- Zong Wa, the Executive Director of the Chinese Education Association for International Exchange.

The for-profit sector will also be represented through INTO. The Qatar Foundation will host a workshop on operating branch campuses. The Forum is being covered by Inside Higher Ed, the Chronicle of Higher Education, and University World News.

The program and links to speakers and registration are [here](#). The direct registration link is [here](#). For accommodation at the Global Forum venue, the Hyatt Regency Vancouver, please click [here](#).

Further information is available from Veronica Lasanowski (v.lasanowski@obhe.ac.uk), Tel: +44-20-7222 7890.

Forthcoming events

18-20 May, Tarlac City, Philippines
3rd International Education Conference
[Facing the challenges of 21st-century education](#)

22-24 May, Vienna
ACA Annual Conference
[The excellence imperative: World-class aspirations and real-world needs](#)

25-27 May, Vancouver
Observatory 2011 Global Forum
[Leveling the international playing field](#)

30 May-6 June, Stellenbosch, South Africa
Conference of Rectors, Vice-Chancellors and Presidents of African Universities
[Strengthening the space of higher education in Africa](#)

16-17 June, Kingston upon Thames, England
4th UK and Ireland Institutional Research Conference
[Scanning the horizons: Institutional research in a borderless world](#)

4-7 July, Jitra, Malaysia
[2nd Regional Conference on Educational Leadership and Management](#)

13-16 August, Copenhagen
23rd Annual EAIE Conference
[Cooperate, Innovate, Participate](#)

28-31 August, Warsaw
European Higher Education Society 33rd Annual Forum
[Building cultures, promoting diversity: Higher education in search of an equilibrium](#)

Who We Are

Dr William Lawton, Director
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William (Bill) Lawton is from Newfoundland and has worked in the UK for more than 20 years. He joined the Observatory on Borderless Higher Education early in 2011, shortly after it became part of the International Graduate Insight Group (i-graduate). Prior to this, Bill worked with the UK HE International Unit in London, from its inception in 2007.

From 2000 to 2007, Bill worked at the Canadian High Commission in London, first as a political analyst on UK devolution and latterly as Head of Academic Relations. In the 1990s he taught at the University of Hull in England, where he focused on Canadian and American politics and international political economy. Bill's PhD, from Edinburgh University, was an analysis and critique of economic development policies in Newfoundland.

Veronica Lasanowski, Research Manager & Senior Analyst
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Veronica is Research Manager and Senior Analyst at The Observatory on Borderless Higher Education. She has previously held posts at the European Commission's Directorate-General for Education and Culture in Belgium, the Canadian Education Centre in Australia and the Fairtrade

Foundation in the United Kingdom. She is a graduate of McGill University (BA), and the London School of Economics and Political Science (MSc).

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Rachael joined the Observatory in late 2010 as a Research Executive, shortly after completing a master's degree in International Education Policy from Harvard. Prior to that, she worked for three years as Communications Coordinator at the Barcelona Graduate School of Economics. Originally from New York, she has experienced the true meaning of 'borderless' education, having studied and/or worked at universities in the US, Cuba, Spain, and China.

What We Do

The Observatory on Borderless Higher Education is a think tank and intelligence unit that conducts research and disseminates information and analysis on the full range of international higher education activities at both institutional and governmental levels around the world. Established as an initiative of the Association of Commonwealth Universities and Universities UK, the Observatory joined i-graduate in August 2010. The Observatory has institutional members from more than 70 countries. We are based at the offices of the International Graduate Insight Group (i-graduate) in Redhill, Surrey, in southern England.