New Players and New Directions:
The Challenges of International Branch Campus Management

The Prince Hotel & Residence
Kuala Lumpur
24-26 April 2012
Agenda at a Glance

Tuesday 24 April

18.00 - 19.30  Reception hosted by INTO University Partnerships  
(Joint reception with participants of i-graduate and HELP University’s Global Student Experience conference on 24 April)

Wednesday 25 April

8.30 - 9.20  Arrivals and coffee

9.20 - 9.50  Session 1 - Welcome and opening keynote

9.50 - 10.30  Session 2 - The Observatory’s IBC report: Summary findings

10.30 - 11.00  Session 3 - TNE in Asia: Challenges and opportunities

11.00 - 11.20  Refreshments

11.20 - 12.45  Session 4 - Setting up and operating IBCs: Values and benefits

12.45 - 14.00  Lunch sponsored by the Ministry of Higher Education, Government of Malaysia

14.00 - 15.20  Session 5 - Expert panel discussions  
- student experience at IBCs  
- staffing at IBCs

15.20 - 15.45  Refreshments

15.45 - 17.00  Session 6 - Developing a global network: Approaches to managing risk and reputation
Thursday 26 April

9.00 - 9.30   Arrivals and coffee

9.30 - 11.00  Session 7 - What do governments want with international branch campuses?

11.00 - 11.20 Refreshments

11.20 - 12.45 Session 8 - Expert panel discussions
   - developing and sustaining IBCs
   - quality issues at IBCs

12.45 - 14.15 Lunch

14.15 - 15.45 Session 9 - Education hubs: From concept to execution

15.45 - 16.30 Session 10 - Closing keynote address

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Friday 27 April

EXTERNAL EVENT AT EDUCITY

14.30 – 16.30   Briefing by Khairil Anwar Ahmad, CEO of Education@Iskandar, and tour of EduCity at Nusajaya

This is an additional, separate event at EduCity in Nusajaya in the south of the country.

See full programme for details.
Welcome

Dear colleagues,

The Observatory on Borderless Higher Education welcomes you to the 2012 Global Forum in Kuala Lumpur.

The title of the conference is ‘New Players and New Directions: The Challenges of International Branch Campus Management’. This follows directly from the publication, in January, of our fourth survey report on branch campuses: ‘International Branch Campuses: Data and Developments’. This report is based wholly on primary data, most of which was supplied by the ‘parent’ institutions of branch campuses or the branch campuses themselves.

The 2012 Global Forum is intended to complement the data and was conceived as a medium for unwrapping themes addressed in the report, such as education hubs and the role of governments, and those not addressed in the report, including practical operational concerns, staffing, the student experience, quality, and managing risk. We believe this is the first international conference devoted to these aspects of operating international branch campuses.

The programme is excellent and we are fortunate to have so many expert practitioners in the world of IBCs assembled together. We hope you are able to engage in critical discussion of the challenges in managing IBCs. We wish you a rewarding and enjoyable two days of learning, debate and networking and look forward to meeting you.

We at the Observatory also wish to acknowledge, with thanks, the guidance and support of our friends and colleagues at our sister company, i-graduate, without which this meeting would not have been possible.

Best wishes,

Dr William Lawton       Alex Katsomitros       Teresa Angulo
Director               Research Analyst         Executive Administrator
Programme

ALL ROOMS EXCEPT ECCUCINO ARE ON LEVEL 3 OF THE HOTEL. ECCUCINO (for lunches) IS ON LEVEL 1.

ALL SESSIONS ARE IN ‘PRINCE 2’ EXCEPT 5a, 5b, 8a, 8b

Tuesday 24 April

18.00 - 19.30 Joint reception hosted by INTO University Partnerships
Grand Ballroom Foyer
(GBF)
- To be held jointly with participants of the 'Enhancing the Global Student Experience' conference (Prince Hotel, 24 April)

Wednesday 25 April

8.30 - 9.20 Arrivals and coffee
GBF

9.20 - 9.50 Session 1 - Welcome and opening keynote
Prince 2
Chair: William Lawton, Director of the Observatory

- Welcome address
  - Hou Kok Chung, Deputy Minister of Higher Education, Government of Malaysia

- Michael Worton, Vice-Provost (International), University College London
  - Response

9.50 - 10.30 Session 2 - The Observatory's IBC report: Summary findings

Chair: Kevin Kinser, Associate Professor, Institute for Global Education Policy Studies, State University of New York at Albany

- William Lawton, Director of the Observatory
- Alex Katsomitros, Research Analyst

Response:

- Kevin Kinser, Associate Professor, SUNY Albany
10.30 - 11.00  Session 3 - TNE in Asia: Challenges and opportunities

Chair: Siti Hamisah Tapsir, Deputy Director-General, Ministry of Higher Education, Government of Malaysia

- Karan Khemka, Partner and Head of Emerging Markets Education Practice, The Parthenon Group, Mumbai
  - 'Transnational education in Asia: Opportunities and challenges'

11.00 - 11.20  Refreshments

11.20 - 12.45  Session 4 - Setting up and operating IBCs: Values and benefits

Chair: Jean Chen, Vice-President, Surrey International Institute, University of Surrey

- Raj Gill, Pro Vice-Chancellor; Regional Director, Middle East, Africa and Pakistan, Middlesex University, Dubai
  - 'Setting up overseas campuses: Important considerations before you start'

- Michael Worton, Vice-Provost (International), University College London
  - 'Is small really beautiful? The place and value of "niche" campuses in today's international HE landscape'

- Robert Coelen, Vice-President International, Stenden University, Netherlands
  - 'The 4 Bs of IBCs: Benefits - Big, Bold, and Beautiful'

12.45 - 14.00  Lunch sponsored by the Ministry of Higher Education, Government of Malaysia

Eccucino (L1)

14.00 - 15.20  Session 5 - Expert panel discussions

5a) The student experience at international branch campuses

Chair: Gretchen Dobson, Senior Associate Director, Regional and International Programmes, Office of Alumni Relations, Tufts University, Massachusetts

- Margaret Mazzolini, Pro Vice-Chancellor Learning & Teaching, Victoria University, Melbourne
o ‘The branch campus student experience: Internationalised learning or transplanted teaching?’

- Christine Ennew, Pro Vice-Chancellor Internationalisation & Europe, University of Nottingham
  o ‘The student experience across campuses: The reality of the rhetoric’

- Guy Perring, Director, South East Asia, i-graduate, Kuala Lumpur Nottingham
  o ‘Raising the bar - Examples of excellence in student experience’

- Chalani Ranwala, Education Officer-Elect, Student Association, University of Nottingham Malaysia Campus
- Rida Khan, Undergraduate Student, University of Nottingham Malaysia Campus

5b) Managing IBCs: A question of staffing

Prince 4
Chair: Bill Damachis, Director, Transnational Education and Alliances, University of Wollongong, Australia

- John J Wood, Senior Associate Vice-Provost for International Education, University at Buffalo, SUNY
- Kevin McKelvey, Resident Director, University at Buffalo - Singapore Institute of Management
  o ‘Challenges in staffing an IBC: SUNY Buffalo’s programmes at the Singapore Institute of Management’

- Beena Giridharan, Dean of Teaching & Learning, Curtin University Sarawak, Malaysia
  o ‘Recognising and rewarding leadership roles in transnational education’

15.20 - 15.45 Refreshments
GBF

15.45 - 17.00 Session 6 - Developing a global network: Approaches to managing risk and reputation

Chair: Cheryl Badhams, Director International Office, Birmingham City University

- Alan Brender, Associate Dean, Lakeland College Japan, Tokyo
‘Internationalizing a Branch Campus: Positive and Negative Consequences’

- Duleep Deosthale, Vice-President, Manipal Global Education; Professor & Dean, Manipal International University, Kelana Jaya Petaling Jaya, Malaysia
  - ‘If you build it, will they come? Challenges in transforming ideas into a global network’

- Tim Gore, Director, Global Networks and Communities, University of London International Programmes
  - ‘Reputation in a risky world’

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**Thursday 26 April**

9.00 - 9.30 Arrivals and coffee

9.30 - 11.00 **Session 7 - What do governments want with international branch campuses**

Chair: Stephen Healy, Managing Director China and Asia, INTO University Partnerships, Hong Kong

- Warren Fox, Executive Director Higher Education, Knowledge and Human Development Authority, Dubai
- Siti Hamisah Tapsir, Deputy Director-General, Ministry of Higher Education, Government of Malaysia
- Beate Schindler-Kovats, Director of Division, Higher Education Projects Abroad, German Academic Exchange Service (DAAD), Bonn
- Franco Vigliotti, Dean, EPFL Middle East, Ras Al Khaimah, UAE

11.00 - 11.20 Refreshments
11.20 - 12.45  Session 8 - Expert panel discussions

8a) Models for developing and sustaining IBCs: Challenges and strategies

Prince 4

Chair: Alan Brender, Associate Dean, Lakeland College Japan, Tokyo

- Carolyn Byrne, Dean and CEO, University of Calgary - Qatar, Doha
- Lois Thornton, Interim Associate Dean, Academic, University of Calgary-Qatar
  - ‘Learnings from the past five years’
- Abdumalik Djumanov, Rector, Westminster International University in Tashkent (WIUT)
  - ‘Developing research capacity in a new university in Uzbekistan’
- Alan P France, First Deputy Rector (Academic), WIUT
  - ‘Higher education systems in a global environment: A framework for TNE models’

8b) Managing IBCs: A question of quality

Prince 3

Chair: Carolyn Campbell, Head of Networks & Partnerships, Quality Assurance Agency for Higher Education, UK

- Philip Bradley, Dean of Academic Studies, Newcastle University Medicine (NUMed), Malaysia
  - ‘Managing IBCs: A Question of quality - A NUMed perspective’
- Martin Carroll, Pro Vice-Chancellor Academic, Charles Darwin University, Australia; Member, Universities Quality Assurance International Board, Dubai
  - ‘A new approach to quality assurance of IBCs in Dubai: The new UQAIB Board’
- Bob Craik, CEO Designate, Heriot-Watt University Malaysia Campus, Putrajaya
  - ‘Managing quality and standards at a branch campus’

12.45 - 14.15  Lunch
Eccucino (L1)
14.15 - 15.45  Session 9 - Education hubs: From concept to execution

Chair: John McBride, CEO, University of Southampton Malaysia Campus

Panel:

- Ayoub Kazim, Managing Director, TECOM Investments – Education Cluster, Dubai
- Leigh Ann Khosla, Director of Business Development, TECOM Investments – Education Cluster, Dubai
  - ‘Dubai International Academic City: Successes, challenges and future direction of an education hub in the Middle East’
- Peter Waring, Associate Professor and Deputy CEO, University of Newcastle Singapore
- Vicky Drewe, Academic Registrar, University of Newcastle Singapore
  - ‘Singapore's global schoolhouse strategy: The first ten years’

15.45 - 16.30  Session 10 - Closing keynote address

Chair: Will Archer, Chief Executive, i-graduate

- Dzulkifli Abdul Razak, Vice-Chancellor, Albukhary International University, Malaysia
  - 'Levelling the playing field'
Friday 27 April

EXTERNAL EVENT AT EDUCITY

14.30 – 16.30  Briefing by Khairil Anwar Ahmad, CEO of Education@Iskandar, and tour of EduCity at Nusajaya

This is an additional, separate event at EduCity in Nusajaya in the south of the country, across the strait from Singapore. The venue is:

Medini Iskandar Malaysia
Ground Floor, Seri Medini, No. 7, Persiaran Ledang Heights
81560 Nusajaya, Johor, Malaysia

Driving time is about 3 - 3½ hours from KL. Bill Lawton has copies of maps with driving instructions from KL.

All are welcome. No transportation is provided but lunch will be available before the meeting.

Those who wish to attend should call Nuurmala Ishak on her mobile: +60-19-778 8253 or e-mail nuurmala@MY-IIB.com.
Abstracts

Session 1 – Welcome and opening keynote

Welcome address
Dato’ Dr Hou Kok Chung, Deputy Minister of Higher Education, Government of Malaysia

Opening keynote address – ‘Global growth in a volatile Era’
Anand Sudarshan, MD & CEO, Manipal Global Education

The last two decades have seen furious change in the dynamics that have so far governed global education. In addition to the significant impact of technology, there has been rapid growth of branch campuses worldwide. A significant amount of this growth has come from universities that are based in non-traditional or developing countries. In spite of all these changes, there has been only a muted discussion on how such an expansion is likely to survive the current volatile global context. This issue is central when one puts it in context as to what lies ahead for the education sector that must continue to grow significantly in order to sustain the pace and demands of the current economic development in every region.

Session 2 – The Observatory’s IBC report: Summary findings

William Lawton, Director, Observatory on Borderless Higher Education
Alex Katsomitros, Research Analyst, Observatory on Borderless Higher Education

Response:
Associate Professor Kevin Kinser, Institute for Global Education Policy Studies, State University of New York at Albany

Session 3 - TNE in Asia: Challenges and opportunities

‘Transnational education in Asia: Opportunities and challenges’
Karan Khemka, Partner and Head of Emerging Markets Education Practice, The Parthenon Group, Mumbai

In this session Karan will share Parthenon’s view on global trends in transnational education and discuss student needs at branch campuses (domestic and international), focusing on the value proposition of a branch campus compared to similar domestic higher education institutes. The following questions will be addressed:

What defines the ability of a branch campus to attract a scale number of high quality students when the branch itself has a limited operating track record?

What must the campus deliver to the student in order to meet expectations?

Are there environments which favor or are challenging to branch campuses based on student expectations versus outcomes?
Session 4 - Setting up and operating IBCs: Values and benefits

‘Setting up overseas campuses: Important considerations before you start’
Raj Gill, PVC; Regional Director, Middle East, Africa and Pakistan, Middlesex University, Dubai

The session will present the Middlesex University experience in setting up overseas partnerships and campuses. Middlesex has over 15,000 students studying on its programmes outside the UK; these are delivered with various partners around the world and also at two branch campuses in Dubai and Mauritius, and more are to be announced soon.

The Middlesex experience will look at how to select a partner, what you must do before you start, how not to transplant and adopt/adapt UK practices to a foreign land, setting up and the cultural aspects of delivering overseas whilst assuring the quality of the provision. The delivery of UK-designed curriculum also raises many issues when legal requirements and cultural practices are very different from those in the UK. Many countries around the world are now setting up Education Hubs. How, and what type of criteria should be used to assess where to set up? The information provided by the host does not always provide the complete picture - better to find out before you start!

What has changed in the UK (within and outside Middlesex University) since we set up our first overseas campus in Dubai seven years ago? What sort of problems have we encountered, and how do we intend to approach collaborations overseas in the future? We will also discuss the lessons we have learned.

‘Is small really beautiful? The place and value of "niche" campuses in today’s international HE landscape’
Michael Worton, Vice-Provost International, University College London

This presentation will examine the motivations for establishing overseas campuses and the considerations and risks that need to be thought through and evaluated when planning to set them up. After a brief discussion of how the balancing of risk is an institutional issue rather than a mechanical process, the presentation will explain how UCL decided to move from a position of not wanting to set up off-shore campuses into a position whereby it see these as a vital and defining future of the university’s International Strategy. It will thus present the approach that UCL has adopted of small, focused campuses, giving examples from Australia and Qatar, and showing how it is precisely the smallness of these campuses which allows them to achieve significant impact within the host countries.

‘The 4 Bs of IBCs: Benefits - Big, Bold and Beautiful’
Robert Coelen, Vice-President International, Stenden University, Netherlands

This presentation will outline benefits for the students and staff of the home institution, including the definition of a new term in internationalisation: primary internationalisation of the curriculum; the academic benefits that accrue from programme mobility; and a new mode of international student mobility that draws from the benefits of the so-called island programmes, study abroad, and exchange, but avoids some of the pitfalls of all three. It will show benefits for the partner (host) institution, staff and students, such as: transfer of teaching know-how and methodology, prestige, and staff exchange. It will also describe benefits for the home and host countries.
Session 5 - Expert panel discussions

5a) The student experience at international branch campuses

‘The branch campus student experience: Internationalised learning or transplanted teaching?’
Margaret Mazzolini, Pro Vice-Chancellor Learning & Teaching, Victoria University, Melbourne

International branch campuses provide alternative higher education learning options for a growing number of students across a range of countries, but our understanding of the factors that attract students to study foreign programs on home soil, together with the learning experiences they undergo, is far from complete.

The parent institutions typically claim to offer their own particular national ‘flavour’ of higher education, or to offer an international learning experience, or both, and national quality assurance systems look for evidence of ‘equivalence in learning outcomes’.

In this presentation we explore how ‘equivalence’ between parent and branch campus is interpreted in practice, together with implications for internationalisation of the curriculum in general and the learning experiences of branch campus students in particular.

‘The student experience across campuses: The reality of the rhetoric’
Christine Ennew, Pro Vice-Chancellor Internationalisation & Europe, University of Nottingham

This presentation will draw on research in the area of services management to propose a framework for managing the student experience across multiple campus locations. It will pay particular attention to the balance between standardisation and adaptation and will evaluate the progress of one institution based on data collected from students who have studied at 2 different campus locations.

‘Raising the bar - Examples of excellence in student experience’
Guy Perring, Director, South East Asia, i-graduate, Kuala Lumpur

Some global examples of where institutions have intervened successfully to stimulate improvements to the student experience and the challenges faced by TNE providers and branch campuses in managing today’s students’ rising expectations. The presenter will draw on results of i-graduate’s International Student Barometer which to date has collected over 1 million responses from students worldwide, and gives an insight into their decision making, motivations, influencers, and experience of learning, living and support services.

5b) Managing IBCs: A question of staffing

‘Challenges in staffing an IBC: SUNY Buffalo’s programmes at the Singapore Institute of Management’
John J Wood, Senior Associate Vice-Provost for International Education, University at Buffalo, SUNY
Kevin McKelvey, Resident Director, University at Buffalo - Singapore Institute of Management

This session will explore the many challenges involved in recruiting, hiring, orienting, supporting, and evaluating instructional staff at a major US IBC in Singapore. SUNY Buffalo (UB) has operated its Executive MBA at SIM since 1996 and delivered fully accredited undergraduate programmes there since 2004. Currently, some 1,400 undergraduates are enrolled in 5 UB baccalaureate programmes conducted in their entirety at the SIM campus. Instruction for these programmes is provided by a mix
of UB, U.S. adjunct, and local faculty in three full semesters each calendar year. While local faculty often teach regularly in the programme from year to year, UB and US adjunct faculty typically teach on a short-term basis (a semester at a time), and new faculty from multiple disciplines are constantly being added to the programme. Two complementary perspectives on staffing issues will be provided by the Resident Director of the UB programmes at SIM and by a Buffalo-based senior international officer serving as administrative liaison with Singapore-based staff and the UB academic departments responsible for recruiting and approving instructional teaching staff in Singapore. Each of the key issues explored in the session will be illustrated by real-life examples, with extensive opportunity for follow up questions and discussion.

‘Recognising and rewarding leadership roles in transnational education’
Beena Giridharan, Dean of Teaching & Learning, Curtin Sarawak, Malaysia

Programme coordinators and unit convenors involved in transnational education (TNE) often take on TNE coordination roles that can be challenging in cross-cultural settings. They are involved with colleagues from offshore branch campuses or partner institutions in the curriculum, delivery, and assessment and moderation of programmes. Both parties are concerned with achieving learning outcomes while negotiating cultural and social contexts of learning in different campuses and countries. The issue of recognition and reward for academics in TNE roles at home campuses and branch campuses is integral to the pedagogical and managerial success of the courses offered.

This presentation highlights the outcomes and recommendations from a project entitled “Learning Without Borders: Linking Development of transnational leadership roles to international and cross-cultural teaching excellence” undertaken by a team from two Australian universities with a branch campus each in Sarawak, Malaysia.

The project involved identifying issues on recognition and support for staff in TNE roles and identifying the policies, procedures, and professional development needed to assist academics. Data gathered from academics in the four campuses (two home and two branch campuses) suggest that most academics in TNE roles receive little training, instruction or mentoring on working in cross-cultural contexts. Nevertheless, many Australian-based staff members have worked outside Australia and are confident about their ability to work with staff from other cultures. Many respondents to surveys and interviews reported positively on their experiences with TNE and saw it as enriching. Some reported that their experiences help their approaches to teaching and to the internationalisation of curricula.

On the other hand, TNE leaders do not expect their involvement in TNE to have a positive impact on their careers. Issues raised by academics in TNE roles include:

1. The want of recognition of TNE responsibilities in work-load and remuneration
2. Competing for time with other responsibilities, such as research
3. Having insufficient time for interaction between onshore and offshore staff
4. Ensuring equivalence of curriculum and assessment whilst providing content and learning activities suited to the cultural context
5. The English language competency of offshore students.
6. Design of curriculum
7. Determination of learning and teaching activities and related learning resources
8. Choice of assessment instruments and drafting of assessment items
9. Moderation and Grading of student performance
We propose TNE measures that might enhance staff experiences and student learning. Recommendations regarding a range of issues such as decision making, communications, recognition, reward and recompense, and support and professional development are suggested.

Session 6 - Developing a global network: Approaches to managing risk and reputation

‘Internationalizing a branch campus: Positive and negative consequences’
Alan Brender, Associate Dean, Lakeland College Japan, Tokyo

In 2005, the Japanese Ministry of Education recognised four American branch campuses as overseas campuses as the result of intense negotiations with the American government. One of the outcomes of this recognition has been that the branch campuses can sponsor student visas. Consequently, the two American branch campuses catering to undergraduate students in Japan have made concerted efforts to attract international students, especially since the pool of Japanese high school leavers has been shrinking and Japanese universities are desperately courting them. In this session, the impact that the internationalisation has had on one college will be discussed. Currently, approximately 30 percent of the students are from outside the host country, representing 25 different countries, at this branch campus that has been operating in Japan for over 20 years. Internationalising the campus has had both positive and negative effects. Internationalisation has helped boost recruitment of both local and international students; it has changed the dynamics in the classroom; it has created broader international awareness, and it has spawned new courses and international awareness. At the same time, many problems have evolved that didn’t exist when the campus catered almost exclusively to host nationals. International students require much more administrative time and suffer more serious psychological problems because they are living outside their home environment. Financial problems, cultural clashes, immigration infractions and other problems have also evolved. Discussion of these two sides of the internationalisation coin should prove stimulating and insightful.

‘If you build it, will they come? Challenges in transforming ideas into a global network’
Duleep Deosthale, Vice-President, Manipal Global Education; Professor and Dean, Manipal International University, Kelana Jaya Petaling Jaya, Malaysia

Building an institution should not be construed as being brick and mortar, for there is more to it than its physical structure. While the global growth of international branch campuses (in all forms) has been nothing short of spectacular, each institution has had to build a philosophy to be in sync with its physical structure. Manipal’s expansion worldwide, while unique, is a result of building and servicing a spectrum, a pyramid that addresses institutional agendas and national needs at various levels. This presentation will focus on the many facets of "build" that serve as the foundation of Manipal’s growth in India and around the world.

‘Reputation in a risky world’
Tim Gore, Director, Global Networks and Communities, University of London International Programmes

Reputation has long been on the university agenda in the quest for favourable league table rankings, but recently there has been an increasing concern with protection of reputation from damage. The crisis at the University of Wales and the Woolf report on the LSE’s dealings with Libya both highlight the dangers of adverse public opinion and media attention. In many ways, universities lag behind the corporate sector in protecting themselves from this sort of risk. This paper looks at the growth of reputation management in the corporate world and the complexities of stakeholder engagement. It then relates this thinking to the world of universities engaged in international strategies and looks at
how many are addressing the increasingly pertinent reputational challenges they face. The paper will look at how universities can assess risk of this nature and protect against it, but will also look at proactive ways of engaging with communities in international work, and reaching out proactively to stakeholders within those communities. The paper will stress that the sense of relevance to a university’s home community needs to be effectively extended to its international communities.

Session 7 - What do governments want with international branch campuses?

‘The role and growth of international branch campuses: The Dubai model’
Warren Fox, Executive Director Higher Education, Knowledge and Human Development Authority, Dubai

The rise of international branch universities in Dubai and the UAE has been incredible. And Dubai now hosts the largest number in the world in any one location, 27 campuses. Many of these are specialised programmes, such as the London Business School in business, but large campuses are included as well, such as Heriot Watt University from Scotland, or Middlesex University - this development has been implemented by the Government of Dubai and is now regulated by the Knowledge and Human Development Authority (KHDA).

The creation of branch campus is interwoven with the economic development of Dubai, and our need to diversify the economy, as petroleum does not drive the economy, but traditional and expanded areas like tourism, logistics, trade, retail marketing, shipping and finance now call for an educated workforce for the knowledge economy. Because of its location Dubai serves as a regional hub for commerce and it is increasingly serving as a higher education hub as well. The development of economic free zones by the government, along with the building of capitol infrastructure by government supported organisations for use by universities and colleges have been critical parts of the plan.

At KHDA we pursue the goals of student access to higher education, for our national citizens but also for expatriates which are a large majority of our 2 million population in Dubai. The issue of quality is critical for the success of the IBUs and the free zones. A new model of quality assurance, UQAIB has been implemented with an international Board in place. We have achieved much in a short period of time, and our plans for the future are equally ambitious.

‘Malaysia’s expectations’
Siti Hamisah Tapsir, Deputy Director-General, Ministry of Higher Education, Government of Malaysia

Establishment of branch campuses will typically change the landscape of the higher education of a particular country, especially in the context of quality, access, equity and efficiency in higher education, as well as creation of a talent pool and economic returns. However, in working towards achieving a developed nation status, branch campuses in Malaysia are expected to contribute beyond those areas. This would mean branch campuses are also expected to be an agent of innovation and to contribute towards the creation of knowledge and enterprise, leading to nation-building that could further improve the living conditions of each and every citizen of Malaysia.

‘The German approach to cross-border education: German partnership model - German backed universities - Branch campuses’
Beate Schindler-Kovats, Director of Division, Higher Education Projects Abroad, German Academic Exchange Service (DAAD), Bonn
Over the past twenty years a unique German model of TNE ‘made in Germany’ has developed in the world of cross-border education. Part and parcel of the German approach to cross-border education is that, typically, it targets project partnerships between institutions which are based on an equal footing and on the idea of win-win situations for all the institutions involved.

Collaborative policy practice is a main strand in the different models, features and expressions of German-style transnational education. The majority of TNE is pursued either in a so-called ‘bottom-up’ or in a ‘top-down’ approach and organised in the form of a) export of a degree programme at Bachelor’s, Master’s or Ph.D. level, b) an international branch campus and c) a German-backed university.

The ‘classic’ model of German TNE exports a specific Bachelor’s or Master’s degree programme from a German to a foreign university. In most degree export programmes the foreign partner essentially provides its infrastructure and, together with the German home institution, elaborates curricula, a system of shared teaching, and student services; the German partner, meanwhile, is responsible for the academic and the remaining administrative contents and necessities.

An excellent and well-known example of the cooperative approach of TNE ‘made in Germany’ is the so-called foreign, or German-backed university, defined as an independent university, which is academically associated with and ‘backed’ by one or several mentoring universities abroad. Since the 1990s German university consortia and foreign partners have – with the support of public and/or private funding – founded and successfully established several foreign backed universities abroad, as the German University in Cairo, the German-Jordanian University, the German University of Technology in Oman, the Vietnamese-German University, and the Kazakh-German University. Often, albeit not always, German-backed universities are political ‘top-down’ initiatives, deriving from a declaration of intent by two heads of state or ministers. De facto they become bi-national projects, often corresponding to (expectations of) foreign policy, cultural policy or international development policy and strategy. Relatively few German universities establish international branch campuses.

German TNE projects feature Engineering and Natural Sciences, both of which subjects have a long-standing tradition in the German education system and these subjects represent German excellence in learning, teaching and research abroad. Germany wants to promote education and research “made in Germany”, therefore government and DAAD support and fund German higher education institutions to take their first transnational step.

‘EPFL’s graduate research centre in Ras Al Kaimah’
Franco Vigliotti, Dean, EPFL Middle East, Ras Al Khaimah, UAE

In 2009, EPFL entered a partnership with the Government of Ras Al Khaimah (RAK), to create a graduate research center (MSc, PhD). The Center is not-for-profit, and focuses on five topics that underpin the future of energy and sustainability. It is part of the strategy of the local Government to transform its economy for the mid-to-long term future. The activities of the center include PhD research projects, a newly created master programme in Energy Management and Sustainability, and a number of executive education courses, programmes, and workshops. These activities are anchored in the local environment, and aim to contribute to the innovation base of RAK and the UAE. The Center receives a base funding from the local Government, but the academic governance and autonomy is guaranteed.

Students apply to the program like they would for any other MSc programme of EPFL; they go through the admission process at EPFL, and will eventually obtain their diploma from EPFL. Students are recruited at the international level, and although EPFL BSc graduates are welcome to apply, they are not given a preference. Applicants are selected one by one, based on their credentials,
on the institution they graduated from, and upon the match that we are able to create with the proposed projects.

The programme is built on an interdisciplinary and project-driven approach, in a completely research-based way. At this, still early, stage we have limited the intake of students to 20. It is a two-year 120 credit programme. Students spend their first year in Lausanne, and come to the UAE during their second year for internships, as well as for research projects or their Master theses. The links are strong between the programme and the local Government interests, with the local companies, including SMEs. PhD research projects and Master theses are typically designed in collaboration with local partners to ensure as much as possible relevance and mutual interest. The programme constitutes a first for the home institution in off-shoring activities, and the experience also proves to be innovative at the pedagogical level.

Session 8 - Expert panel discussions

8a) Models for developing and sustaining IBCs: Challenges and strategies

‘Learnings from the past five years’
Carolyn Byrne, Dean and CEO, University of Calgary - Qatar, Doha
Lois Thornton, Interim Associate Dean, Academic, University of Calgary-Qatar

Transnational branch campuses are a growing phenomenon. However, sustained success of an IBC is difficult to achieve. The literature cites a multitude of challenges related to staff and faculty recruitment and retention, academic standards, relationships with the home institution and sponsoring agencies, and being responsive to local needs while offering a credible, high quality programme.

The University of Calgary-Qatar (UCQ) is a transnational branch campus offering a baccalaureate programme in Nursing. It was created in 2007 to help meet the needs of a growing healthcare system in Qatar. Over the past 5 years UCQ has learned many lessons about the establishment, implementation, and growth of an IBC.

This presentation will highlight UCQ as a case example to identify effective ways to mitigate the problems inherent in establishing an IBC.

‘Developing research capacity in a new university in Uzbekistan’
Abdumalik Djumanov, Rector, Westminster International University in Tashkent (WIUT)

This paper addresses the experience of Westminster International University in Tashkent (WIUT), a university working in close partnership with the University of Westminster, London, in building its research development and innovation capacity.

WIUT has developed a model to develop its research capacity to provide an effective integration of research and innovation activities in teaching and learning with the needs of the external business society. This is backed by a new human resource management policy for the faculty. The model has been developed within the strategic management activities of WIUT. WIUT’s research development strategy has three pillars: research outcomes into teaching and learning, enhancing scope of applied research, and strengthening the social partnership with business society. The measures to implement this research development strategy are focused on creating a specific continuous professional development (CPD) environment which has, in its turn, such elements as knowledge management
platform, staff appraisal scheme with key performance indicators, research support and reward system, research funding scheme, organisational structure for administrative and technical services, policies, and resource and expertise support from the University of Westminster and other international partners.

The model can be useful for new international university campuses seeking internal capacity building in research and innovation.

‘Higher education systems in a global environment: A framework for TNE models’
Alan P France, First Deputy Rector (Academic), WIUT

This paper addresses the relationships in using international partners to develop and sustain capacity and capability building processes within nations in transition. A framework will be presented within which a variety of TNE/Partnership models will be discussed for those environments where the educational system is in transition. A model of the transnational partnership is proposed based on the case of Westminster International University in Tashkent and its relationship with the University of Westminster. The case of Westminster International University in Tashkent (WIUT), Uzbekistan, and its partnership with the University of Westminster will be used to develop these arguments and as an illustration of a ‘win-win’ strategy for the development of HE in a poor country in transition and a rich country to exploit the talents of International Education.

There are varying estimates of the global monetary value of higher education. It’s large, running billions of US dollars, and in some cases it is a critical component of the nation’s economy. For example, higher education is the third largest export in Australia after coal and iron ore (Hazelthorn), representing some six billion dollars. This flow of funds from ‘Exporting HE’ along with the fees from international students, help bridge the funding gap resulting from the reluctance of governments to fully support universities’ needs (Altbach, Hazelthorn), and the student gap in HE caused by aging populations in developed nations. In addition, the OECD argues that ‘the internationalisation of HE enables countries not only to compete for student funding but does ensure the nation maintains or builds a capacity to participate in world science’. Teichler also forwards the argument that the flow of international PhD students brings a talent metric that is vital for innovation and economic development. An increasing range of countries are therefore attempting to capture a larger slice of the market for this international talent and fees (Altbach).

One of the major issues that ‘student exporting’ countries face is getting the graduates to come back and exploit their talent in their home country, particularly where the state has adopted a strategy of sponsored studies aboard. The alternative strategy is to build indigenous capacity and capability to deliver world standard HE in county. The EU, and others agencies have ‘Exported Technical Assistance’, investing in indigenous capacity building projects to develop the indigenous systems of HE. UK and Australian universities are setting ‘up shop’ (campuses) overseas and employing local academic talent to deliver UK/Australian education. Is this ‘Exporting HE’ so that the exporting nation can reap the benefits or ‘Importing of HE Expertise’ to help build indigenous capacity to deliver HE at world standards and therefore retain the human capital, as well as exploit the multiplier effect of International Campuses? What are the TNE models that may add value to the transition process as well as ‘pay their way’ for the host institution?

8b) Managing IBCs: A question of quality

‘Managing IBCs: A question of quality - A NUMed perspective’
Philip Bradley, Dean of Academic Studies, Newcastle University Medicine (NUMed) Malaysia
Newcastle University Malaysia is an IBC of Newcastle University, UK. The Malaysian campus, located in Johor, is offering MBBS and BSc degrees which are identical in content to those delivered in the UK. The degrees will be awarded by Newcastle University, and so it is essential that quality standards in relation to curriculum delivery, student experience, and output from the branch campus are equivalent to those of the parent institution.

Parity is ensured by implementing quality monitoring and enhancement processes on the Malaysian campus which match those in the UK, and by providing an organisational framework which allows scrutiny of branch campus activity at the appropriate level in the parent institution.

‘A new approach to quality assurance of IBCs in Dubai: The new UQAIB Board’
Martin Carroll, Pro Vice-Chancellor Academic, Charles Darwin University, Australia; Member, Universities Quality Assurance International Board, Dubai

Over the last ten years, Dubai has seen the exponential growth of higher education institutions in the Emirate. Today there are 52 institutions offering higher education to a little over 43,000 students. Collectively, these institutions provide over 400 various academic programmes at both undergraduate and postgraduate levels.

The majority of higher education institutions in Dubai are international branches or cross border providers that exist in Dubai’s purpose built zones. The purpose built zones have created an environment that encourages foreign higher education institutions to establish in Dubai, in zones such as Dubai International Academic City and Knowledge Village. Cross border education is an increasingly important means of delivering the quality, quantity, and diversity of education services that fit the needs of modern, growing economies.

Institutions located within free zones are not required to obtain local accreditation from the Commission for Academic Accreditation (CAA). They are quality assured through the University Quality Assurance International Board (UQAIB) which was established by the Knowledge and Human Development Authority (KHDA).

KHDA established the University Quality Assurance International Board (UQAIB) in 2008. This is an independent board of higher education experts from around the world. The Board visits Dubai at least twice a year, and makes recommendations about issuing educational services permits to new institutions, as well as renewing the permits of existing universities and colleges.

The purpose of UQAIB is to provide KHDA – which is the licensing body - with reputable, independent, and international input and guidance on the quality of higher education provided in Dubai Free Zones.

‘Managing quality and standards at a branch campus’
Bob Craik, CEO Designate, Heriot-Watt University Malaysia Campus, Putrajaya

Whilst the final management decisions about establishing a branch campus often revolve around finance, student numbers, and risk, these are not the academic issues. Academic staff and the Senate (or equivalent) are more concerned with academic standards and the quality of student learning.

On the one hand there is an expectation in the minds of the students that quality and standards at a branch campus will be the same as the home campus. Yet running the same programme in more than one country can lead to a loss of flexibility. The impact of the reduction in flexibility is often poorly understood at the start of a new project and may inadvertently reduce the quality of the programme.
It is therefore important that universities establishing a branch campus should articulate clearly to all staff and students the extent to which standards, quality, and the student experience are the same at the branch campus, so that students are not misled and staff do not inadvertently fail to follow university policies.

**Session 9 - Education hubs: From concept to execution**

‘Dubai International Academic City: Successes, challenges and future direction of an education hub in the Middle East’
Ayoub Kazim, Managing Director, TECOM Investments – Education Cluster, Dubai
Leigh Ann Khosla, Director of Business Development, TECOM Investments – Education Cluster, Dubai

Our presentation will share the inception and vision of Dubai International Academic City and the role it has played in helping to develop Dubai’s knowledge based economy. We will share our lessons learned through our growth as an education hub, the successes of our academic partners, as well as the growth of our multinational student population. We will also discuss how regional economic development and workforce demands will be shaping our strategic direction.

‘Singapore’s global schoolhouse strategy: The first ten years’
Peter Waring, Associate Professor and Deputy CEO, University of Newcastle Singapore
Vicky Drewe, Academic Registrar, University of Newcastle Singapore

In 2002 a high level Economic Review Committee led by now National Development Minister Khaw Boon Wan recommended that Singapore try to capture more of the $2 trillion higher education market by positioning itself as a ‘Global Schoolhouse’. An ambitious target was set to attract 150,000 international students to Singapore by 2015 and to lift the education sector’s contribution to GDP from 1.9% to 5% in the same timeframe. The Global Schoolhouse was viewed as producing a number of policy complementarities, including population, labour market, and economic priorities. In this paper we review the last ten years of Singapore’s global schoolhouse strategy from its inception until the present time. We examine the policy successes and setbacks, and present statistical evidence of its performance. In particular, we examine the development of both the public and private higher education sectors in Singapore, the growth of the tuition grant scheme in the public Universities, and the introduction of the Private Education Act 2009 in the private sector. We argue that the 2011 General Election in Singapore has proved to be an historic watershed in the evolution of the Global Schoolhouse strategy which will shift policy emphasis away from the public education sector to the private.

**Session 10 - Closing keynote address**

‘Levelling the playing field’
Dzulkifli Abdul Razak, Vice-Chancellor, Albukhary International University, Malaysia

What constitutes an “international” (branch) campus, recognising that there will be new players and new directions being forged as we move forward into a globalised future? This question is even more relevant today given the more recent impetus to rethink “internationalisation” at the level of higher education. While there will be new challenges emerging, taking into consideration the reality that plagues the international community today, there are still some “old” challenges that need to be addressed urgently. The presentation will attempt to dwell on some of these issues and challenges especially from the perspective of the recently established Albukhary International University (AiU).
Speakers and Chairs

William Archer
Chief Executive Officer, i-graduate

i-graduate founder Will Archer directs the world’s largest study of international students, tracking student opinion and reporting in confidence to universities across the globe. Adopted by governments and universities across 5 continents the International Student Barometer™ has taken feedback from more than 1,000,000 students of 190 nationalities. Related studies compare perceptions of prospective students, alumni, education agents, staff and employers.

Will worked for 15 years as adviser to multinational corporations and governments on international recruitment, before founding i-graduate in 2005, with the goal of improving the education experience for students and educators worldwide.


An alumnus of London Business School and TVU, Will is a trustee and board member of HECSU and a member of the Council for Industry and Higher Education. He is non-executive chairman of Tokyo-based strategy group GTF.

Cheryl Badhams
Director of International Office, Birmingham City University

With more than 30 years experience in education, Cheryl is currently Director of International Office at Birmingham City University, a large and diverse university in the UK focusing on degree level qualifications closely related to the professions and industry. Following a first degree in Geography and Politics from the University of Birmingham, and with a track record of teaching and lecturing in secondary schools and further education, Cheryl became involved in developing pastoral support systems for international students arriving in the UK and led her college to become one of the most successful institutions of its type in establishing overseas links.

Successfully undertaking a MBA in Educational Management at the University of Nottingham, success in her chosen area of international development saw recognition for her and her team from the British Council for excellence both in the fields of international marketing and international student support, winning the coveted Beacon Awards for both areas. Following a period where she was Director for a tertiary institution, she came to Birmingham City University in 2004 where she has led on the internationalisation agenda within the University and on extending its profile internationally through partnership building and was, in 2011, also successful in leading the University in being recognised by the Times Higher Education Leadership and Management Award for Outstanding International Strategy.
Professor Philip Bradley  
Dean of Academic Studies, Newcastle University Medicine (NUMed) Malaysia

Professor Philip Bradley was appointed Academic Dean of Newcastle University Medicine Malaysia in April 2011 following three years as Director of Medical Studies in Newcastle University and 3 years before that as Sub-Dean for Teaching, Learning and Assessment. During this time he was heavily involved the introduction of the new case-based curriculum, the reorganisation of the assessment system and the introduction of the graduate-entry accelerated course. At a University level he was responsible for polices on plagiarism, lecture capture and for promoting the provision of flexible learning spaces for students.

He obtained a PhD at Birmingham University in 1977 following on from a B.Sc in Anatomical Sciences. Postdoctoral research positions in Bristol and Cambridge were followed by appointment as a Lecturer in Anatomy at Newcastle University in 1979 and then promotion to Senior Lecturer in 1992 and Chair in 2011. He was head of the Department of Neurobiology for three years and was Director of the University Electron Microscopy Unit.

As a teacher Dr Bradley has taught anatomy, microanatomy, cell biology and neuroscience on MBBS and BDS courses and has been a member of the Education Committee of the Anatomical Society.

He is author of Catch-up Biology for the Medical Sciences, an entry level textbook.

Dr Alan Brender, Associate Dean  
Lakeland College Japan, Tokyo

Dr. Alan Brender started as an educator in the Peace Corps in Kenya and has taught in the US, Malaysia and Swaziland. Over the years, Dr. Brender has followed dual careers as an academic and a journalist. He holds a doctorate from Temple University and a Master’s degree from Teacher’s College, Columbia University. He has served as the Japan correspondent for the Chronicle of Higher Education and has written for numerous other diverse publications. Dr. Brender founded the Writing Center at Temple University Japan and headed the writing department there for 15 years before joining Lakeland College Japan campus as Associate Dean. As Associate Dean, Dr. Brender heads the academic programmes and administrative operations for Lakeland College Japan. He is responsible for academic offerings and supervision of faculty, the day-to-day administrative operations of the campus and external relations with the Japanese government, the US embassy, the Fulbright Foundation and other universities and organisations in Japan. He annually makes presentations about the current state of Japanese higher education to US university administrators visiting Japan on Fulbright grants. For several years he was the chair of the scholarship committee for the Foreign Correspondents Club in Japan.

Dr Carolyn Byrne  
Dean and CEO, University of Calgary—Qatar, Doha

Dr. Carolyn Byrne joined the University of Calgary—Qatar (UCQ) as Dean and CEO in July 2010. Prior to this, Carolyn served as founding Dean of the Faculty of Health Sciences at the University of Ontario Institute of Technology, where she established undergraduate programmes in Nursing, Medical Laboratory Science, Health Science, and Kinesiology, and a Graduate programme in Health Sciences.

Under Carolyn’s leadership, UCQ received accreditation from the Canadian Association of Schools of Nursing in 2011. Since 2010, UCQ has seen a 200% increase in student enrolment. Faculty at UCQ
have received over two million dollars in research funding since 2010. A new diploma programme leading to a baccalaureate degree in nursing has been created and will start in September 2012; a Master’s programme is being planned for the near future.

Carolyn Campbell
Head of Networks and Partnerships, QAA

Carolyn Campbell is Head of Networks and Partnerships at QAA and has responsibility for the management of stakeholder engagement and partnership activities both in the UK and abroad. Formerly Head of International Affairs at QAA she has responsibility for strategic policy advice on international education and quality assurance and for the management of the Agency’s international collaboration activities.

Prior to joining QAA she worked in higher education at university and national level organisations in the UK, and in Brussels on the EU’s credit transfer system.

Carolyn is a member of the Advisory Board of the Observatory on Borderless Higher Education and the UK-India Education and Research Initiative stakeholder group and qualifications taskforce. She has contributed to OECD and UNESCO publications on quality assurance, cross border education and diploma mills.

Associate Professor Martin Carroll
Pro Vice-Chancellor Academic, Charles Darwin University, Australia;
Member, Universities Quality Assurance International Board, Dubai

Martin Carroll is a specialist in quality assurance in the higher education sector, having spent two decades working for institutions, governments and as a consultant in many countries worldwide. He was the lead consultant and is a founding member of the Universities Quality Assurance International Advisory Board (UQAIB) that oversees the quality of higher education in the Dubai Free Zones. Martin also established the tertiary education quality assurance processes of the Sultanate of Oman while serving as the Consulting Director of the Oman Accreditation Agency. Prior to that, Martin served as Audit Director and Business Development Manager for the Australian Universities Quality Agency, during which time he led the establishment of Australia’s national database of good practices in higher education and the formation of the Australian Universities Quality Forum, which he chaired twice. Martin has also held key quality assurance roles at Victoria University of Wellington, where he also lectured on Management, and Massey University, both in New Zealand. A multi-award winning author himself, Martin is on several editorial boards and national external reviewer registers. Martin is currently the Pro Vice-Chancellor Academic at Charles Darwin University, Australia.

Dr Robert Coelen
Vice-President International, Stenden University, Netherlands

Dr Robert John Coelen is Vice-President International at Stenden University of Applied Sciences in the Netherlands. Prior to this appointment he was Vice-President International at Leiden University. He has 15 years experience in the international education sector. He returned to work in Europe after an absence of 30 years. Most of these 30 years were spent in Australia. During his time in Australia he spent about 5 years altogether in South-East Asia, particularly in Indonesia, Malaysia, and Thailand.

Dr Coelen is a member of Club33, a global think tank on internationalisation, a member of the International Ranking Experts Group, which produced the Berlin Principles on Ranking in Higher
Professor Bob Craik
CEO Designate, Heriot-Watt University Malaysia Campus, Putrajaya

Professor Bob Craik is Vice-Principal (Malaysia) at Heriot-Watt University and Provost and CEO designate for the new Heriot-Watt University Malaysia campus. The new campus represents a ground breaking opportunity for Scotland’s international university and an expansion of the established record of transnational education success. Bob will be responsible for establishing and managing a new university Campus of some 4000 students in Putrajaya, Malaysia. Students are to be recruited from Malaysia and international markets to a selection of undergraduate and postgraduate courses in business, engineering, science, textiles and design and languages.

Bob was, until recently, Deputy Principal for Learning and Teaching, where he had specific responsibility for leading and implementing the learning and teaching strategy for the University and for academic quality assurance as well as a wider role in University management.

Before taking up these leadership responsibilities, Bob was a Professor in the School of the Built Environment where his main interests were in acoustics and vibration. He was head of the acoustics laboratory with a particular interest in developing theoretical models for predicting sound transmission in complex structures such as buildings, ships and aircraft.

Dr Duleep Deosthale
Vice-President, Manipal Global Education;
Professor and Dean, Manipal International University, Kelana Jaya Petaling Jaya, Malaysia

Dr. Duleep Deosthale (PhD - UCLA) is the Dean of Humanities & Social Sciences and the interim Dean for the School of Business at the newly established Manipal International University, Petaling Jaya, Malaysia and also serves as the Vice President for International Education for Manipal Global Education-MaGE (India.) He works with all international education initiatives of the Manipal group of universities in India, Dubai, Malaysia, Nepal and Antigua as well as all MaGE international corporate initiatives. He is active in various international education organisations and served as Vice President for External Relations of the US based AIEA (Association for International Education Administrators) for several years. He is currently the Vice Chair of the IRM Board (International Relations Managers) of EAIE (European Association for International Education.) He is also an advisor for the Washington DC based media training company, Gato Communications Inc. Previously he served as President of the New York City based study abroad organisation Knowledge Exchange Institute (2007-10) and prior to that as Associate Professor (Global Issues) and Dean, International Programmes at Marist College (2000-2007.) For ten years he was visiting lecturer in the University of Applied Sciences MBA programme in Esslingen, Germany. He has presented papers and workshops at various international education conferences including AIEA, AIEC, APAIE, BUSINET, CIEE, EAIE, EDGE, FAUBAI, GIC, MAPLE, MLA and NAFSA.

Dr Abdumalik Djumanov
Rector, Westminster International University in Tashkent, Uzbekistan

Dr Abdumalik Djumanov has a PhD degree in Control Engineering from Tashkent State Technical University where he successfully completed an engineering programme, receiving his first degree DiplEng in Systems Engineering. In addition, he graduated from an international postgraduate programme IBSA and obtained the degrees of MA in Global Business from the University of

He started working in academia in 1994, and during this time has obtained broad experience in teaching and managing the academic delivery process. He is also involved in teaching subjects such as Information Systems Management, Business Data Analysis, Business Strategy, Developing Small Business, Strategic Management of Information Systems, Information Management, and Managing Culture and Change. Moreover, he has an extensive track-record in project-development and management, as well as in consultancy work in international projects aimed at establishing new small businesses, development of HE institutions, and nation-wide information systems in public finance management.

He worked as Academic Registrar and Dean of Faculty at Westminster International University in Tashkent during 2002-2010, and later as a senior civil officer responsible for policy development in science, technology and innovation development.

Currently Dr Djumanov is employed as the Rector at the Westminster International University in Tashkent.

Gretchen Dobson  
Senior Associate Director, Regional and International Programmes, Office of Alumni Relations, Tufts University, Massachusetts; Principal and Founder, Gretchen Dobson Go Global

Gretchen Dobson travels the world to help educational institutions, non-profit member organisations, consulates and embassy education officers facilitate alumni engagement and advance international programmes. For the last decade, Gretchen served as Tufts University’s Senior Associate Director for Domestic and International Programmes. In her role Gretchen was recognised by the Chronicle in Higher Education in 2009 as one of the US’s leading ‘Innovators in Internationalisation’. In 2007, Gretchen and her staff were recognised with the CASE Gold Award for ‘Tufts World Day,’ involving over 1,000 alumni worldwide. In 2008, Gretchen received the “Rising Star” Award from CASE and in 2010, a grant to establish Tufts Entertainment, Art and Media (TEAM) Network, helping alumni and Tufts build stronger brands (www.tuftsTEAM.org). Gretchen is the author of a new book Being Global: Making the Case for International Alumni Relations (CASE Books, 2011). Gretchen received her B.A. and M.A. from Boston College and is currently pursuing a doctorate in Higher Education at the University of Pennsylvania.

Vicky Drewe  
Academic Registrar, University of Newcastle Singapore

Vicky Drewe has been in her current position for four and a half years. Prior to this, she held senior posts in Student Administration and Faculties at the University in Australia. She holds a BSc and GradDipEd from the University of Newcastle.

Professor Tan Sri Dato’ Dzulkifli Abdul Razak  
Vice-Chancellor, Albukhary International University, Malaysia

Dzulkifli Abdul Razak (Dzul) took office as the Vice-Chancellor of Albukhary International University (AIU) on October 10, 2011 after serving as Vice-Chancellor of Universiti Sains Malaysia (USM) from 2000 until September 2011.
He is the First Vice-President of the International Association of Universities (IAU), a UNESCO affiliated organisation based in Paris. He was President of the Association of Southeast Asia Institutions of Higher Learning from 2007-2008.

He is presently serving in various capacities internationally, including an executive committee member of: Asia-Europe Meeting (ASEM) Advisory Education Hub Committee, Association of Commonwealth Universities (ACU) and the Advisory Committee of World Universities Forum. He is also a member of the World Health Organisation’s Expert Advisory Panel on Drug Policies and Management (since 1995), and a member of WHO Scientific Advisory Committee on Tobacco Product Regulation (2000-2002). He has led a number of World Health Organisation’s missions to countries in Asia, South Pacific and Africa.

At the national level, he served as the Chair of the Malaysian Vice-Chancellors’ Committee (2006-2011) and Chair of Malaysian Examination Council during the same period. He served as Advisor to the National Higher Education Research Institute (IPPTN), as well as a member of National Higher Education Council.

He is currently a member of the Board of Directors, Malaysia Productivity Corporation, and heads its Creativity and Innovative Consultative Panel; member of the National Innovation Council, and then the Governance Council, Malaysia Innovation Agency (AIM); and members of the National IT Council, as well as the Biotechnology Implementation Committee. He was appointed as the Chairperson for the Education Review Panel for the Ministry of Education recently, and also as a Very Distinguished Adjunct Professor in International Islamic University of Malaysia.

He is a Fellow of the Academy of Science, Malaysia, and of the World Academy of Art and Science as well as of Malaysian Institute of Management. He is the recipient of the Asian Academy of Management Life Membership Award. Since 1995, he regularly engaged the public as a weekly columnist for a leading Malaysian newspaper on issues relating to education, science, health and current events. Selections of these have been compiled into a four-volume edition entitled, Voicing Concern.

Professor Christine Ennew
Pro Vice-Chancellor Internationalisation & Europe, University of Nottingham

Christine Ennew is Pro Vice Chancellor at the University of Nottingham where she has responsibility for Internationalisation and the Faculty of Science. She was formerly Dean of the Faculty of Social Sciences, Law and Education and is also Professor of Marketing in the Business School. She was Academic Director of the Division of Business and Management at the University of Nottingham in Malaysia during its start-up phase (2000-01), and the Director of the Christel DeHaan Tourism and Travel Research Institute. She is also a member of the Academic Senate of U21Global, the Advisory Board of the Financial Services Forum and the Advisory Board of the Observatory on Borderless Higher Education.

Christine graduated from Cambridge University and completed her PhD at Nottingham, where today she manages the University’s ambitious international strategy, which has attracted students and academic staff from almost 150 nations to research and teaching campuses in both Britain and Asia.

Her research interests lie in the area of services marketing and specifically financial services and tourism, where she has focused particularly on service quality and delivery, loyalty and retention and service failure and recovery. She has published some 90 articles in refereed journals, presented over 60 refereed conference papers and produced 4 books.
Professor Warren Fox  
**Executive Director Higher Education, Knowledge and Human Development Authority, Dubai**

Dr. Fox is Executive Director of the Higher Education for the Dubai Knowledge and Human Development Authority in the United Arab Emirates. He also serves as chair of the University Quality Assurance International Board (UQAIB), the quality assurance initiative for International Branch Campuses in Dubai. Previously he was Executive Director of the Office of Higher Education, Policy & Planning, for the Ministry of Higher Education and Scientific Research of the United Arab Emirates. He also serves on the School Board for the American Community School.

Previously, he served as Scholar in Residence, University of California at Berkeley, with the Center for Studies in Higher Education, focusing on higher education administration, state-level policy and finance, and best practices for accountability.

He was the longest serving Executive Director of California’s planning and coordinating agency for higher education - the California Postsecondary Education Commission, which is responsible to the executive and legislative branches for updating the state-wide plan for higher education and for recommendations on budget, capital outlay, academic programmes, and other issues. He also served as convener of the California Education Roundtable composed of California’s university system leaders.

Dr. Fox received his B.A. in Political Science from the University of California at Berkeley, and his Ph.D. from the University of Southern California School of Policy Planning and Development.

Alan P France OBE  
**First Deputy Rector (Academic), Westminster International University in Tashkent, Uzbekistan**

Alan started as a teacher in a Further Education College after graduation and is now the 1st Deputy Rector at an International university in Uzbekistan, employed by the University of Westminster to lead the development of a new university modelled on the best of UK education but containing the spirit and character of an Uzbek institution. Alan worked with his Uzbek colleagues to build what is regarded as the best example of UK/UZ collaboration (Alan was awarded an OBE in Jan 2011 for his contribution) and one of the best Universities in the region of Central Asia, able to compete with the best locally and internationally. In between he was Dean of the Lancashire Business School, a Head of a Technological Consultancy company, a senior academic in a Polytechnic, a teacher and a researcher. Blending a love for education with a manager’s perspective and a teacher’s desire to coach and develop colleagues, Alan has made a career in education and now specializes in capacity and capability-building projects in education, particularly in economies in transition. His current mission is to ensure that the international community knows and understands the principles and successes of Westminster International University in Tashkent.

Professor Raj Gill  
**Pro Vice-Chancellor; Regional Director, Middle East, Africa and Pakistan, Middlesex University, Dubai**

Professor Gill has degree in Manufacturing Engineering and a PhD in Computer Simulation for Manufacturing Processes. His research interests were in automation and operations managements, and he was the project leader of the team that developed a Radio-pharmaceutical Dispenser in the mid 90’s, an invention that lead the way for the automation of hazardous processes in hospitals dispensing nuclear medicine.
Raj has been working in International Education for the last twenty years, and has extensive experience in marketing, student recruitment, and agent management. He set up the Regional Office network for Middlesex in South Asia, Africa and the Middle East and is now based in Dubai.

He has been involved in many TNE projects all over the world and in 2004 he was a key member of the team that with local partners set up the Middlesex University campus in Knowledge Village in Dubai, a campus that now has over 2300 students and is growing steadily.

In 2009 he set up the second Middlesex University overseas campus in Mauritius. This campus was set up with partners and attracts students from all over Africa. This campus also delivers amongst a range of other courses, a UK accredited LLB programme, the only programme of this type in the Southern hemisphere.

Raj is on the Board of both institutions (Dubai and Mauritius) and is also Managing Director for a number of Middlesex University subsidiary companies dealing with overseas projects.

**Associate Professor Beena Giridharan**
**Dean of Teaching and Learning, Curtin Sarawak, Malaysia**

Associate Professor Beena Giridharan is the Dean, Teaching and Learning at Curtin University, Sarawak. She attained a doctoral degree in Applied Linguistics and Education from Curtin University, Western Australia. Her Master’s degree (first class) is in English Language and Literature. She has been a fellow of the Higher Education Research and Development Society of Australasia (HERDSA) since 2006. She won the 2006 Carrick Australian Award for University Teaching and the Curtin Excellence in Teaching and Innovation award in 2006. She is currently a member of an Australian Learning and Teaching Council (ALTC) research project entitled ‘Learning Without Borders’ investigating Leadership roles in Trans-National Education. She also leads research cluster teams investigating higher education learning practices. Her research interests include vocabulary acquisition in English as a second language, higher education practices, transnational education, work-integrated learning, and ethno-linguistic studies in indigenous communities. She was a visiting professor at the Virginia Commonwealth University, Richmond, Virginia, USA between 2007-2008.

**Tim Gore OBE**
**Director, Global Networks and Communities, University of London International Programmes**

Tim’s main role is to maintain and expand the network of teaching institutions and communities of students and alumni worldwide. Currently this represents over 50,000 students in nearly 190 countries and a network of over 70 independent teaching centres.

He was previously the founding Director of the Centre for Indian Business, the University of Greenwich. In addition, Tim has worked closely with educationalists, institutions, companies and governments to improve bilateral and multilateral educational links in Hong Kong, Singapore, United Arab Emirates, Jordan and India in his earlier role at the British Council. Tim is pursuing a doctorate in business administration (DBAHEM) at the University of Bath focussing on higher education management. He also holds two masters as an applied linguist and in business administration. He speaks Arabic and French. He was awarded an OBE for services to the British Council in June 2008.

**Datin Ir Dr Siti Hamisah binti Tapsir**
**Deputy Director-General, Ministry of Higher Education, Government of Malaysia**

Datin Ir. Dr. Siti Hamisah binti Tapsir has served as Deputy Director General, Higher Education in the Department of Higher Education of the Ministry of Higher Education, Malaysia since 2009.
Previously, she has held the posts of Campus Director University Teknologi Malaysia International Campus. She served as Deputy Vice Chancellor, Academic and Internationalisation at the UTM from 2006-2009. Her prior experience includes a posting as Dean of Diploma Programme Studies, and a civil engineering position with Bethel Duncan Associates in Burlington, Massachusetts, in the United States. She started her career as a Civil Engineer in the Public Work Department of Kuala Lumpur. She earned a PhD in Civil Engineering from the University of Leeds, UK and MSc in Civil Engineering from the University of Lowell, Massachusetts, USA.

Professor Hamisah Tapsir is visiting Professor to several international universities, including Beihang University, Beijing and China Hebei University, Hebei, China. Her affiliations with professional organisations include: Fellow, Institute of Engineers Malaysia, Professional Engineers, Board of Engineers Malaysia, ASEAN Engineering, Associate Member of American Society of Civil Engineers, and Honorary Member of the Golden Key International Honour Society, USA. She has published numerous papers in various international journals and conference proceedings.

Stephen Healy
Managing Director China and Asia, INTO University Partnerships, Hong Kong

Stephen has 18 years HE marketing and development experience spanning the public and private sectors in the UK, China and Thailand.

Since 2007, Stephen has served as a member of the Board of Directors with INTO University Partnerships as well as taking on key executive roles across the Group. He is currently Managing Director, China and Asia, based in Hong Kong, leading the company’s development of university partnerships to serve international students seeking to study in China and Asia. Prior to this, he was the Group Director of Strategy and Development.

Between 1998 and 2005, Stephen held senior positions in education policy and marketing in the British Council in both China (1998-2002) and Thailand (2002-05). During his period in China, he was posted in Guangzhou managing the education promotion teams in Beijing, Shanghai and Chongqing. In Thailand, Stephen’s responsibilities covered the strategic relationship in education between Britain and Thailand encompassing schools, vocational and higher education reform.

Prior to joining INTO, Stephen founded in 2005, activeMINDS Consulting, a Bangkok based International Higher Education strategy and marketing consultancy specializing in the tracking international student demand trends in Asia.

Stephen’s career started at the University of London’s External Programme at Wye College.

Dato’ Dr Hou Kok Chung
Deputy Minister of Higher Education, Government of Malaysia

Dato’ Dr Hou Kok Chung, Deputy Minister, Ministry of Higher Education assumed the post of Deputy Minister of Higher Education Malaysia in April 2008. The last position he held was Director of the Institute of China Studies, University of Malaya. He began his career at the University of Malaya as a Lecturer in the Department of Chinese Studies in 1991, and was appointed as Head of the Department of East Asia Studies UM ten years later. He received undergraduate and master degrees from UM, and in 1998 a doctorate from SOAS London. He is also a Member of Parliament for the constituency of Kluang, Johore, and sits in the Malaysian Chinese Association (MCA) Presidential Council and on the MCA Central Committee.
Alex Katsomitros  
**Research Analyst, Observatory on Borderless Higher Education**

Alex Katsomitros joined the Observatory in May 2011. He studied Communication and Mass Media at the National University of Athens and holds an MSc from UCL in International Public Policy.

Dr Ayoub Kazim  
**Managing Director, TECOM Investments – Education Cluster, Dubai**

Dr Ayoub Kazim is the Managing Director of the Education Cluster of TECOM Investments, a member of Dubai Holding. Dr. Kazim is in charge of both Dubai Knowledge Village (DKV) and Dubai International Academic City (DIAC). He is responsible for strategically steering all DIAC and DKV academic entities and further consolidating their statuses as leading centres of learning excellence in the region.

Heading a proficient team of top-tier professionals across both campuses, Dr Kazim has successfully ensured consistent growth in the number of business partners at both DKV and DIAC.

Under his guidance, Dubai Knowledge Village has channelled its focus on Human Resource Management, Consultation, Training and Personal Development programmes, as well as in positioning itself as a prominent events and conference centre for the region.

Dr Kazim’s vision has also carried over into the launch of Dubai International Academic City in 2007. DIAC is the world’s only free zone dedicated to international higher education, hosting 27 institutions from 11 different countries including the USA, UK, Canada, Australia, India, France, Russia, Pakistan, Iran, Lebanon and the UAE.

With over 20 years of experience gained from working in TECOM, Dubai Municipality and UAE University in Al Ain, Dr Kazim has an in-depth understanding of technical, administrative and academic work environments. This experience has led to his success in the education sector, in line with the vision of Dubai becoming a knowledge-based economy.

In addition to his work with both DKV and DIAC, he is actively involved in research studies and has published numerous articles and technical papers on renewable energy, hydrogen energy, fuel cells, energy policy and economics.

Rida Khan  
**Student, University of Nottingham in Malaysia Campus**

Ms Rida Khan is a first year student on the International Communications Studies degree at UNMC. A UK national, Rida is one of a growing number of UK students choosing to pursue their studies abroad. She came to Malaysia in September 2011, and has just been elected as the School of Modern Languages and Cultures representative to the campus Education Network.

Karan Khemka  
**Partner and Head of Emerging Markets Education Practice, The Parthenon Group, Mumbai**

As an executive member of the oldest and largest education practice in the world, Mr. Khemka has extensive experience in Asia, Europe and the Middle East. Karan has completed projects in the higher education, vocational training, publishing and schools sector in over 30 countries. Karan is on the Asia Advisory Board for Phillips Academy Andover, a Senior Advisor to the Asian Women’s Leadership University and has been published in the Harvard Business Review, Forbes and other publications.
Leigh Ann Khosla  
Director of Business Development, TECOM Investments – Education Cluster, Dubai

Leigh has over 20 years experience leading sales, marketing and business development teams in the US, Europe and the Middle East.

As the Director of Business Development for TECOM Investments’ Education Cluster, Leigh has sales and marketing responsibility for both Dubai International Academic City and Dubai Knowledge Village. Her role involves maintaining relationships with regional education authorities, academic institutions and investors. As part of this role, Leigh was instrumental in the successful launch of Amity University’s Dubai campus in DIAC.

Prior to her role as Director of Business Development, Leigh was the Education Practice Lead Consultant in TECOM’s Strategy Department. Her role involved evaluating business development and investment opportunities for the education cluster, leading to recommendations for the acquisition of key anchor clients.

Before joining TECOM, Leigh worked as the Marketing Manager for IMD, International Institute for Management Development in Lausanne, Switzerland. Her responsibilities involved promotional activities for the MBA programme along with developing relationships with key industry partners.

Leigh was most recently the Chair for a panel discussion at the 2011 AIEA Forum in San Francisco, titled “Best Practices in Higher Education Recruitment, Retention and Development.”

Leigh is a graduate of Chatham University in Pittsburgh, Pennsylvania with a Bachelors Degree in International Business.

Associate Professor Kevin Kinser  
Institute for Global Education Policy Studies, State University of New York at Albany

Kevin Kinser is a Senior Researcher at the Institute for Global Education Policy Studies and Associate Professor in the Department of Educational Administration and Policy Studies at the University at Albany, State University of New York. He received two master’s degrees and a doctorate from Columbia University’s Teachers College and has taught in the higher education programmes at Teachers College and Louisiana State University. Kinser studies non-traditional and alternative higher education, particularly the organisation and administration of for-profit institutions and international cross-border higher education. He is the author of more than 30 articles, chapters, and scholarly reports, and regularly presents papers at conferences in the United States and abroad. He is the co-editor (with James JF Forest) of Higher Education in the United States: An Encyclopedia (ABC-CLIO, 2002), a comprehensive two-volume overview of American postsecondary education since World War II, and the author of From Main Street to Wall Street: The Transformation of For-Profit Higher Education (Wiley, 2006). His most recent book is Multi-National Colleges and Universities: Leadership and Administration of International Branch Campuses (Jossey-Bass, 2011).

Dr William Lawton  
Director, Observatory on Borderless Higher Education

William (Bill) Lawton is from Newfoundland and has worked in the UK for more than 25 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.

Professor Margaret Mazzolini
Pro Vice-Chancellor Learning & Teaching, Victoria University, Melbourne

Professor Margaret Mazzolini recently took up the role of Pro Vice-Chancellor, Learning & Teaching, at Victoria University in Melbourne, Australia. In her previous role as Pro Vice-Chancellor at Swinburne University of Technology, she was co-leader with Professor Shelley Yeo, Curtin, of the ALTC/OLT Leadership Project, "Learning without Borders: Linking development of transnational leadership roles to international and cross-cultural teaching excellence". This project was carried out in collaboration between Swinburne Australia, Swinburne Sarawak, Curtin Australia and Curtin Sarawak. Project outcomes can be found at http://tne.curtin.edu.au.

Margaret has carried out educational research and development across a wide range of issues including internationalisation of the curriculum, academic success of diverse student cohorts, institutional curriculum renewal, staff-student interactions in online education forums, and active learning approaches to physics education.

John McBride
CEO, University of Southampton Malaysia Campus

John McBride was the Associate Dean (Research) in the Faculty of Engineering and the Environment and a member of the electro-mechanical research group at the University of Southampton, UK. He is currently the CEO of the University of Southampton Malaysia Campus. He is an expert on electrical contact physics and surface characterisation; he has published over 200 papers, 3 patents, and is an associate editor of the IEEE Transactions on Components and Packaging Technology (CPT). As PI he has completed projects worth in excess of £6.5 Million ($10M) and supervised to completion over 20 PhD students. He has chaired sessions and acted on the organising committees of numerous international conferences. In 2006 he was awarded the IEEE Holm Scientific Achievement Award, an international award recognising outstanding scientists and engineers in the field of electrical contacts or related technologies. In 2008 he was team leader for the award of the international James A. Lindner Prize for research on the “Sound Archive Project”. In 2001 he established the spin out company TaiCaan Technologies a world leader in optical surface profiling.

Professor Kevin F McKelvey
Resident Director, University at Buffalo - Singapore Institute of Management

Kevin McKelvey is the Resident Director of the University at Buffalo, The State University of New York undergraduate degree programmes at the Singapore Institute of Management. In this position he oversees the delivery and ensures the academic quality of the UB degree programmes in Singapore. He is also in charge of the recruiting, selection, mentoring, and evaluation of local faculty, and the orientation of visiting faculty to the Singapore programme and its cross-cultural teaching environment.

He previously worked as a teacher trainer for the U.S. Department of State in Russia and as an ESL instructor in the U.S. He has master’s degrees in Foreign Language Education from University at Buffalo and in Slavic Studies from Cornell University.
Guy Perring  
**Director, South East Asia, i-graduate, Kuala Lumpur**

Guy Perring is Regional Director, SE Asia for i-graduate spearheading their work in South-East Asia. Previously he worked at the British Council for 12 years leading a SE Asian Regional Transnational Education Project designed to offer support for UK and local institutions in establishing sustainable partnerships. Guy has presented at a number of international conferences including Going Global, QS Apple and the Commonwealth of Education Ministers. His expertise on transnational education has led him to participate in a number of panels designed to advise government and institutions. His current interests include the student voice, enhancing institutional support services and the international student experience.

Chana Ranwala  
**Student, University of Nottingham in Malaysia Campus**

Chalani Ranwala is a second year student on the International Communications Studies with English Language and Literature degree at UNMC. A native of Sri Lanka, Chalani came to Malaysia in January 2011, and has just been elected as the Student Association Education Officer for 2012/13.

Beate Schindler-Kovats  
**Director of Division, Higher Education Projects Abroad, German Academic Exchange Service (DAAD), Bonn**

Ms. Beate Schindler-Kovats has been Director of Division “Higher Education Projects Abroad” at the German Academic Exchange Service (DAAD) since 2009. She supervises the management, strategy development and administration of transnational education (TNE) projects, German-backed universities and funding programmes located within the division. Beate is also responsible for the strategic planning of the new DAAD competence centre for TNE.

Beate joined the DAAD in 1997. Her first assignment took her to Romania on a joint mission for the DAAD and the British Council. As an EU-consultant in Bucharest, she was in charge of establishing a corps of professional managing staff for the Romanian civil service. Later, she was the Director of the DAAD information centre in Bucharest. Afterwards, Beate returned to the DAAD head office in Bonn where she was Project Manager for the German-Turkish University (DTU) and Head of the section ‘Turkey’.

Before joining the DAAD, Beate worked as a Project Manager and Professor for German as a Foreign Language at the Goethe-Institute in Prague. She has also held positions as Project Manager at the Institute for International Communication of Heinrich-Heine-University in Düsseldorf, and as Professor for German language, literature and philosophy at the University of Bucharest. Beate earned her Magister degree (M.A.) in German language and literature, philosophy and educational science from the Rheinishe-Friedrich-Wilhelms-University in Bonn. She has published several articles, including “Transnational Education ‘Made in Germany’” in the Journal of the Higher Education Area 2011, No 4, and presented a number of studies.

Anand Sudarshan  
**MD & CEO, Manipal Global Education**

Manipal Global Education is a pioneering global education entity headquartered in Bangalore, India. Its areas of focus include education services, universities & institutions in a number of countries, corporate & professional training and a range of technology-driven offerings. MaGE is a part of
Manipal Education & Medical Group (MEMG), focusing on education & healthcare for the last six decades.

Mr Sudarshan has been a recognised leader in the education sector. He is the founder of EDGE, an education think-tank, and the Vice-Chairman of its Vision Group. He is also a member of CII’s (Confederation of Indian Industry) National Group on Education. Over the last two decades, he has remained passionately committed to education, serving on governing bodies of educational institutions, with particular focus on taking higher education beyond metro cities to other parts of India.

Prior to his current position, Anand was President, Adea International, responsible for all global businesses of the IT Services & Solutions Company. He took this position after successfully leading Netkraft Private Limited as CEO to a merger with Adea Solutions, Inc in July 2004. In 1989 Anand co-founded The Microland Group and for about 14 years was part of the team that built it into one of the leading privately held Indian technology companies.

Anand holds a BA in Electronics and Communications from the National Institute of Technology, Trichy, University of Madras, and an MBA from the Indian Institute of Management, Kolkata.

Lois Thornton
Interim Associate Dean, Academic, University of Calgary-Qatar

Lois Thornton has been a Nursing Instructor at the University of Calgary-Qatar for 3 years and is presently Interim Associate Dean, Academic. She holds a Bachelor of Nursing degree from the University of Manitoba, Canada and a Masters Degree in Adult Education from the University of New Brunswick, Canada.

Dr Franco Vigliotti
Dean, EPFL Middle East, Ras Al Khaimah, UAE

Dr Franco Vigliotti earned his MSc and PhD in condensed matter and laser physics in Lausanne in 2000. Simultaneously, he was an independent consultant for the Swiss cement industry (now Holcim), in the field of quality control, data analysis and management. In 2001, he was a chemical-physics research associate and postdoctoral fellow of the Swiss National Research Foundation for three years at the California Institute of Technology in Pasadena (USA), under the direction of Nobel Laureate Ahmed Zewail. In 2004 he took on the presidency of EPFL (the Swiss Federal Institute of Technology in Lausanne), where his activities included strategic developments of EPFL, several large-scale academic reorganisations and partnerships, and new initiatives at the regional, national and international level. He has been the Dean and Director of EPFL Middle East, in Ras Al Khaimah (UAE) since 2009.

Associate Professor Peter Waring
Deputy CEO, University of Newcastle Singapore

Associate Professor Peter Waring is an Associate Professor in Business and Deputy CEO of the University of Newcastle Singapore Pte Ltd. He holds degrees in commerce and law and a PhD in management. Peter is the co-author of three books on employment relations and has published more than 50 book chapters and refereed articles in leading journals. His academic interests span the business and law fields of employment relations and corporate governance. Peter is also an admitted Solicitor of the Supreme Court of NSW. In 2011, Peter was a recipient of the Australian Government’s ‘Outstanding Young Alumni Award’ in Singapore where he has lived for the past ten years.
John J Wood  
Senior Associate Vice-Provost for International Education, University at Buffalo, SUNY

John J. Wood is Senior Associate Vice-Provost for International Education at the University at Buffalo (UB), The State University of New York. He serves as the officer in charge of the Office of International Education in the absence of the Vice Provost. Mr. Wood has administrative responsibility for the university’s study abroad programmes and institutional affiliations with universities in other countries. In various capacities within the Office of International Education, Mr. Wood collaborates with faculty and academic units at UB in conceptualizing new international programmes and agreements and in developing proposals for external funding to support these programmes. Mr. Wood is responsible for overseeing the academic components of the overseas sponsored programmes administered by the Office of International Education, including UB academic programmes offered in cooperation with international sponsors. He has a leading role in academic oversight of UB’s programmes in Singapore. He represents the office on matters of academic accreditation; negotiates curricular matters between UB deans, department chairs, and faculty and the programme hosts. As the faculty relations officer for the office, Mr. Wood works closely with UB faculty, chairs, and faculty administrators. He liaises with academic units concerning international education programmes and policies, serves on the university’s Council on International Studies and Programmes, and takes an active role in supporting Council activities.

Professor Michael Worton  
Vice-Provost, University College London

Professor Michael Worton is Higher Education Advisor to the British Council and he has spoken widely throughout the world on the Internationalisation of HE and the purpose and responsibilities of universities in the 21st century. He was a founding member of the Arts and Humanities Research Board, later the Arts and Humanities Research Council, on which he served from 1998-2006, chairing several of its major committees. He is also a member of the Comité International de Consultation en Sciences Humaines et Sociales de l’ANR and of the Advisory Board for the Programme of Artistic Research of the Austrian Research Council (FWF). He has been a member of the ERIH Steering Committee since work began on the European Science Foundation’s (ESF) European Reference Index for the Humanities (ERIH) project in 2002. In 2009, he undertook a personal review of language provision in higher education for HEFCE (Higher Education Funding Council for England) and the UK Government.

He is a Chevalier of the Legion d’Honneur, an Officier of the Ordre des Palmes Académiques and in 2009 was awarded the Medal of Honoured Worker in Higher Education by the Republic of Kazakhstan. He has published 11 books and nearly 80 articles and chapters in books.
More information

If you wish to contact us after the conference for more information on any of today’s sessions or to find out more about The Observatory on Borderless Higher Education, please do so at:

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Thank you

The Observatory would like to thank our friends and colleagues at our sister company, the International Graduate Insight Group (i-graduate), alongside whom we work every day. Will Archer, CEO of i-graduate, provided sound advice and encouragement for the 2012 Global Forum – in fact, running a conference on international branch campuses was Will’s idea. Others at i-graduate who devoted much time to the Forum and the branch-campus report were Rachel Worley, Kristina Lunt, Andy Fenning, Rory Govan, Chris Nicel and Guy Perring.

We wish also to thank Datin Prof Ir Dr Siti Hamisah Bt Tapsir at the Malaysian Ministry of Higher Education, and Dr Rozilini Fernandez-Chung at HELP University for all of their patient help with the programme and logistics.

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A special thank you to my colleagues Teresa Angulo and Alex Katsomitros at the Observatory for the hours and dedication. Members of the Observatory’s Advisory Board are also a continual and committed source of guidance and support.

Thank you to all of the above for making the 2012 Global Forum possible.
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