

2011 Global Forum

Leveling the International Playing Field

Hyatt Regency Vancouver
25-27 May 2011



THE OBSERVATORY
on Borderless Higher Education

Agenda at a Glance

25 May

14.00 – 17.00	Early Registration	Stanley Foyer
15.30 – 17.00	Meeting: The Observatory's Advisory Board & Global Council	Stanley
17.30 – 19.00	Welcome Reception hosted by Dr John Hepburn, VP, Research and International University of British Columbia	English Bay & Cypress 34 th Floor

26 May

08.00 – 09.30	Registration	Georgia A
09.30 – 10.45	Welcome & Plenary I	Georgia B
10.45 – 11.15	Refreshment Break	Georgia A
11.15 – 12.45	Concurrent Sessions I	Various
12.45 – 14.00	Lunch	English Bay & Cypress
14.00 – 15.30	Concurrent Sessions II	Various
15.30 – 16.00	Refreshment Break	Georgia A
16.00 – 17.30	Plenary II	Georgia B
17.30 – 18.30	Meet the Observatory & i-graduate	Plaza C

27 May

08.30 – 10.00	Concurrent Sessions III	Various
10.00 – 10.30	Refreshment Break	Georgia A
10.30 – 11.45	Plenary III	Georgia B
12.00 – 13.15	Lunch	English Bay & Cypress
13.30 – 15.30	Afternoon Workshop	Grouse
15.30 – 15.45	Refreshment Break	Seymour
15.45 – 17.15	Plenary IV	Grouse
17.15 – 18.30	Wine Reception, hosted by INTO University Partnerships	English Bay

Welcome to the 2011 Global Forum, Vancouver

Dear colleagues,

The Observatory on Borderless Higher Education welcomes you to the 2011 Global Forum.

The theme of the 2011 Global Forum, 'Leveling the International Playing Field,' manifests itself in a number of ways: the rise of Asia in international higher education and TNE, the rise of private providers, the raising of immigration barriers in traditional education-export countries, higher education as a route to economic development for poor countries and regions, and the international deregulation of higher education through competitive pressures including, potentially, GATS.

There is an excellent line-up of speakers from around the world and we are pleased to have prominent voices from the private and for-profit sectors joining us to present on themes that include globalization and regionalization, international quality assurance and the transnational student experience. Our sponsors, to whom we extend our thanks for their support of the 2011 Global Forum, will add to this discussion.

We encourage you to engage in critical discussion of the challenges facing universities in an increasingly complex world, and to take advantage of the learning and networking opportunities available.

We wish you a rewarding and memorable experience during your stay in beautiful Vancouver and look forward to speaking with you all during the next two days.

Best wishes,

Dr William Lawton
Director

Veronica Lasanowski
Research Manager & Senior Analyst

Rachael Merola
Research Executive

Teresa Angulo
Executive Administrator



09.30 – 10.45
Room: Georgia B

Welcome & Opening Plenary

A Hard Look at Soft Power:

Borderless Higher Education & National Strategies

In a rapidly changing sociopolitical landscape, the use of higher education as a form of soft power and an instrument of public diplomacy is an important one. This opening plenary will consider the assertion of influence through higher education, and how collaboration across borders stands to benefit national agenda-setting.

Welcome: William Lawton, The Observatory on Borderless Higher Education

Chair: Sir Drummond Bone, The Observatory on Borderless Higher Education

Panelists:

Joseph D. Duffey, Laureate International Universities Network

'Mathabo Tsepa, Lesotho's High Commissioner to Canada

11:15 – 12:45
Room: Georgia B

Concurrent Sessions I

A: Private Capital & Higher Education: Roles, Outcomes & Possibilities

This session will explore the emergence of private capital (including private equity, venture capital and other sources) in higher education in a variety of national settings.

Chair: Mark DeFusco, Berkery Noyes

Panelists:

Svava Bjarnason, International Finance Corporation

Richard Garrett, Eduventures

Richard J. Edelstein, University of California, Berkeley

Room: Stanley,
34th Floor

B: Bridging the Gap: Good Practice in International Campus Engagement

This session will explore good practice in transnational higher education initiatives, via the case study of Curtin Business School, Perth, Australia.

Chair: Christine Ennew, University of Nottingham

Panelists:

Kerry Pedigo, Curtin University

Craig Baird, Curtin University

Room: Plaza C

C: Case Studies in Good Practice: Open & Distance Learning

This session will explore good practice in open and distance learning initiatives, via the case studies of the State University of New York's Empire State College and India's Indira Gandhi National Open University.

Chair: Wayne Smutz, Penn State University

Panelists

Alan Davis, Deborah J. Smith & Francesca Cichello, SUNY Empire State College

Satya Sundar Sethy, Indian Institute of Technology Madras

14.00 – 15.30
Room: Plaza C

Concurrent Sessions II

A: *Regional Harmonization & Bologna*

This session explores the Bologna Process as a formative dynamic in the regionalization of higher education, and the different interests driving the implementation of regional instruments.

Chair: Hilligje van 't Land, International Association of Universities

Panelists:

Pavel Zgaga, University of Ljubljana

Karen McBride, Canadian Bureau for International Education

Susan Robertson, University of Bristol

Room: Stanley

B: *Technology, Quality & Empowerment*

This session considers the benefits of distance learning, the student role in distance education provision, and the significance of institutional review via case studies from the USA, Spain and Mexico.

Chair: Nico Jooste, Nelson Mandela Metropolitan University

Panelists:

Marci Powell, Polycom & Christianne Orto, Manhattan School of Music

Maria Taulats, Universitat Oberta de Catalunya

Scott Venezia, CETYS University

Room: Seymour

C: *If You Let Them, They Will Come: International Students & Migration Policy*

This session will consider international students and comparative migration policy across several countries, including Australia and Canada, with specific reference to incoming Chinese and Indian nationals.

Chair: William Archer, International Graduate Insight Group

Panelists:

Leslyanne Hawthorne, University of Melbourne

Jean-Philippe Tachdjian, Foreign Affairs and International Trade Canada



16.00 – 17.30
Room: Georgia B

Plenary II

Not a Zero-Sum Game? Private Provision & the Public

With tuition fees rising around the world, the value of today's higher education provision is being called into question. This plenary will consider how higher education affords individual and societal benefits, how cost is complicating the traditional understanding of value, as well as the private sector's role towards the expansion of access.

Chair: Sir Graeme Davies, Higher Education Policy Institute

Panelists:

Morshidi Sirat, Department of Higher Education, Malaysia

Sunil Khanna, Oregon State University

Duleep C. Deosthale, Manipal Education

17.30 – 18.30
Room: Plaza C

Meet the Observatory & i-graduate: Information & Networking Session

This informal session provides information about the Observatory's insight and intelligence services, and i-graduate, a world-leading education consultancy for tracking and benchmarking international student and stakeholder opinion.

Program: Thursday, 26 May

08.30 – 10.00
Room: Seymour

Concurrent Sessions III

A: The For-Profit Sector: Credibility & Transparency

This session begins with an overview of UNESCO's work in support of cross-border higher education, and then presents a profile of Taylor's University, Malaysia.

Chair: Sir John Daniel, Commonwealth of Learning

Panelists:

Stamenka Uvalić-Trumbić, UNESCO

Hassan Said, Taylor's University

Room: Plaza C

B: Cross-Border Higher Education in Southeast Asia: Realities, Challenges & Opportunities

This session shall take a critical look at the current and future developments in policies and practices in Malaysian higher education, supporting transnational education.

Chair: Carolyn Campbell, Quality Assurance Agency

Panelists:

Rozilini Fernandez-Chung, HELP University College

Guy Perring, British Council Malaysia

Christopher Hill, University of Nottingham Malaysia Campus

Leong Yin Ching, Sunway University

Room: Stanley

***C: The Dangers of Large Networks & Increased Mobility:
Real or Imagined?***

This session will present recent research on the student experience coming from differing perspectives on cultural and institutional identities, and consider the possibly unwanted effects of broader participation in international mobility networks.

Chair: David Lock, The Leadership Foundation for Higher Education

Panelists:

Liselyn Adams & Vered Amit, Concordia University

Sylvain St-Amand, Université du Québec à Montréal

10.30 – 11.45

Room: Georgia B

Plenary III: Education Entrepreneurialism

In an era of reduced government funding worldwide, this plenary will discuss how entrepreneurialism is influencing more traditional modes of higher education provision and management.

Chair: Arlene Griffiths, IDP Education

Panelists:

Burck Smith, StraighterLine

Tim Gore, University of London International Programmes

Gretchen Dobson, Tufts University

13.30 – 15.30

Room: Grouse

Afternoon Workshop

Inside Successful Branch Campuses: Policy & Practice

Hosted by the Qatar Foundation, this workshop puts Education City, the world's most successful branch campus to emerge in recent years, under the microscope. Institutional representatives will specify the factors driving Education City's success while considering some of the challenges facing it in terms of future branding and development.

Chair & Panelist: Ahmad Hasnah, Qatar Foundation

Panelists:

Mark Weichold, A&M University at Qatar

Michael Worton, University College London

Mariam Al-Mannaie, Texas A&M University at Qatar

15.45 – 17.15
Room: Grouse

Afternoon Plenary

Destination China:

The Emerging Powerhouse for International Student Demand

Hosted by INTO University Partnerships, this plenary explores the dynamics that are taking place in the Chinese Higher Education sector, how international student demand is growing, and how universities in China are rapidly gearing towards raising quality, innovating in program delivery – recruiting internationally, and investing significantly in developing a world class student experience.

Chair: Stephen Healy, INTO University Partnerships

Panelists:

Zhao Yanzhi, Dongbei University of Finance and Economics

Zong Wa, Chinese Education Association for International Exchange, Beijing

17.15 – 18.30
Room:
English Bay

Wine Reception

hosted by INTO University Partnerships



Plenary I

A Hard Look at Soft Power: Borderless Higher Education & National Strategies

Welcome and Comments

William Lawton, Director, The Observatory on Borderless Higher Education, London

Dr Lawton will offer words of welcome and take a brief look at the Forum's theme – 'Leveling the International Playing Field.' He will discuss the idea of 'borderless' education and juxtapose it against the use of higher education as soft power: an important component of the political and diplomatic toolkit of national governments.

The 'Globalization' We Did Not Anticipate

Joseph D. Duffey, Senior Vice-President, Laureate International Universities

The end of the 'Cold War' gave rise in the 1990s and the first decade of a new century to an era described as 'globalization': nearly two decades of booming cross-cultural and cross-national investment, growth and prosperity. Nations and banks in the West moved capital and influence around the globe. By the end of the first decade of the twenty-first century, however, this boom slowed down and the certitude and nature of continuing globalization has come under new scrutiny.

I will leave it to my colleagues across the sea to comment on how this era affected the outlook of those committed to higher education. But I cannot count the number of times I've heard in recent years the expression "everyone wants an American higher education" or "US universities have become the 'gold standard' of higher education around the world." That era has come to an end. It is worth noting the recent experience of Yale University in discussions with the National University of Singapore. The discussion began as a plan for Yale to "set up a college of liberal arts" in Singapore. It became, after intense discussion, a *partnership* between Yale-NUS to, in the words of the Yale president, "create a new educational model for the 21st century *contextualized especially for Asia.*"

This presentation will focus on shifts in perspectives of national economic and security issues, exemplified by concepts of 'soft power' – inter-cultural respect and understanding, and the perceptions of the future of universities, characterized recently by Ben Wildavsky in his book, *The Great Brain Race: How Global Universities Are Reshaping the World.*

University, Community & International Service Learning: The Mohoma Temeng Community Project

'Mathabo Tsepa, Lesotho's High Commissioner to Canada, Ottawa

Mohoma Temeng, a grassroots community centre in rural Lesotho, exemplifies best practice in cross-border higher education collaboration. A collaborative partnership between the University of British Columbia and the National University of Lesotho, it is an international service learning project to improve a small community's access to sanitation and clean water. Mohoma Temeng and UBC share a goal in that they both focus on poverty reduction - one of the Millennium Development Goals. Together they are exploring how their partnership in community engagement and international service learning relates to the MDGs. This presentation will report on the project: the lessons learned, what works well, and where to improve. The presentation will share participant stories, and how these stories may inform a framework for universities to implement community and international engagement/service learning, benefitting national strategies.

Concurrent Sessions I

A: Private Capital & Higher Education - Roles, Outcomes & Possibilities

Svava Bjarnason, International Finance Corporation

Richard Garrett, Eduventures

This two-part presentation will explore the emergence of private capital (including private equity, venture capital, and other sources) in higher education in a variety of national settings. Commentary will range from higher education in the United States where a large, disruptive degree-granting for-profit university sector has emerged over the past decade, to a number of South American and Asia nations where private higher education is gaining ground and attention. This session will outline the “problems” private capital is seeking to address, such as funding, capacity, quality and outcomes, and discuss performance to date. Private capital is not confined to direct investment in universities and colleges but has also created firms dedicated to helping nonprofit institutions reach new markets or take advantage of novel delivery modes. Another important issue is the effectiveness of efforts by national policy makers to effectively ‘open’ higher education systems in order to harness the innovation potential of private capital, but do so in such a way that is consistent with consumer protection and safeguard of public funds. Recent federal regulation in the United States, in response to unprecedented for-profit higher education growth alongside alleged improprieties and poor student performance, is a case in point. The higher education investments in Latin America and Asia made by the International Finance Corporation, part of the World Bank Group, will be a particular focus. Finally, the presenters will speculate about the future of private capital in higher education worldwide.

A Talent Magnet: A Proposal for a California Higher Education Hub in the Bay Area

Richard J. Edelstein, University of California, Berkeley

This presentation will outline the opportunity for a San Francisco/Bay Area Higher Education Hub. Mr. Edelstein suggests a strategy for the San Francisco/Bay Area, which, if applied to the rest of the country, would grow revenues more than \$37 billion – making higher education one of the fastest growing “exports” in the national economy, including many other economic benefits to support innovation and new start-ups.

Recent research undertaken by Richard Edelstein and his Center for Studies in Higher Education colleagues John Aubrey Douglass and Cécile Hoareau projects that the Bay Area could double its current international enrollment from 30,000 students to 60,000 in ten years or less, generating a total direct economic impact of over \$1.8 billion, and more in indirect economic activity and in addition to a positive impact on local labor markets and start-ups. The result would be a San Francisco/Bay Area Higher Education Hub – a self-reinforcing knowledge ecosystem that is internationally attractive, socially beneficial, and economically viable. “In developing the idea of our regional version of the hub idea, we offer a path for analyzing its feasibility, including a recipe that requires higher education institutions to work with an engaged private sector and local government to help create enrollment capacity, programs, a financial model, marketing, and possibly shared facilities.” This bottom-up initiative will require most Bay Area colleges and universities, including UC Berkeley and Stanford University to cooperate.

B: Bridging the Gap - Good Practice in International Campus Engagement

Quality Assurance, Staff Development and International Campus Engagement:

How One Australian University Bridged the gap?

Kerry Pedigo, Curtin University

This presentation reports on a strategic quality assurance initiative to align staff development needs in *Transnational Education* (TNE). In a TNE environment, induction and staff development is mostly done from afar, supported by occasional academic visits to offshore locations. Consequently, there can be a perceived lack of overall connectedness between home and partner campus understandings of quality assurance, academic alignment and policy implementation. In implementing a different multi-faceted approach to staff induction, the Curtin Business School (CBS) endeavored to augment staff engagement, build inter and intra relationships between all staff, advance a common understanding of university policies and procedures, and assure quality teaching and learning practices. The following paper presents the processes, analysis and findings in facilitating an offshore staff induction program onshore. The results not only identified skill development and understanding but also a depth of commitment and connectedness much greater and deeper than that anticipated.

Targeted, Timely, Learning Support for International Students: One Australian University's Approach

Craig Baird, Curtin University

This presentation documents the approach taken by Curtin University to enhance student study skills, development of academic language, and writing skills. The Curtin Business School (CBS) has the only fully faculty-based student learning support centre at Curtin University in Western Australia. Called the CBS Communication Skills Centre (CSC) it has seven academic charged with enhancing learning outcomes, intercultural communication and study proficiency for a diverse student cohort having a large proportion of international student. Described here is the CSC approach to using a suite of targeted services and collaborative practices in multiple academic disciplines to assist transnational learning. Feedback provided by students and academic staff suggests that the CSC approach is providing effective learning support and enhancement for international students at Curtin University. Challenges faced by international students using learning support services, and by staff designing and delivering those services in an Australian University form part of this discussion.

C: Case Studies in Good Practice - Open & Distance Learning

Crossing Borders through Open and Online Learning: Collaborative Strategies for Learner Success

Alan Davis, Francesca Cichello & Deborah J. Smith, SUNY Empire State College

The State University of New York's Empire State College is New York's open university. It seeks to creatively remove the barriers of time, place, and ways of learning to allow students to earn a rigorous degree through flexible delivery modes, both on-site and online. Internationally, the college offers blended residency formats in the Middle East and Central America, classroom-based courses in Europe, and totally online international distance learning. The three panelists will explore differing cross-cultural assumptions among students, faculty, and partner-institution constituencies. Our panel will address gender issues related to traditional and religious belief systems, religion as a lifestyle and culture vs. American views of the separation of Church and State. They will also examine ways to effectively optimize the delivery of learning when language may provide

a practical communication barrier, and look at issues related to asynchronous time and the instant communication opportunities afforded by online work as well as the differing cultural sense of time. The potential to expand these and other cross-border initiatives in a scalable and effective manner will be discussed, highlighting the impact on the institution and on the host partners across the world.

Offering Cross-Border Education through a Master of Arts in Distance Education (MADE) Program: The experience of Indira Gandhi National Open University (IGNOU) of India

Satya Sundar Sethy, Indian Institute of Technology Madras

The Master of Arts in Distance Education (MADE) is a pioneer program offered through the Staff Training Research Institute of Distance Education (STRIDE) of India's Indira Gandhi National Open University (IGNOU). This is one of the innovative programs designed and prepared through the collaborative efforts of international and national scholars across the globe, and offered to national, cross-border, and international students. It is the first of its kind in the country, designed with the aim of promoting the concept and utility of distance education in India and the developing world in general.

On the basis of their geographical contexts, learners' feedback is received and accumulated and efforts made to meet their expectations. The program is successful because of its timely revision, structured curriculum, appropriate instructional design, and excellent support services for learners. The presentation will focus on all these issues and highlight their significance for national and cross-border learners.

Concurrent Sessions II

A: *Regional Harmonization & Bologna*

European Higher Education in a Global Setting: What Next?

Pavel Zgaga, University of Ljubljana

During the last two decades the issue of transnational education (TNE) has undergone very specific developments in Europe. It became a *European issue*, not only an issue at a level of national systems. Since 1999, the Bologna Process has strived not only to make 29 European higher education systems "more comparable and compatible" but also to enhance their "international recognition and attractive potential" and their "international competitiveness". 11 years later, the establishment of the *European Higher Education Area (EHEA)*, now encompassing 47 countries, has been officially declared in Budapest and Vienna (2010).

However, has the Bologna Process really influenced the formation of a new Europe-wide higher education identity? Has it affected TNE?

There are indicators showing that individual countries –outside as well as inside the EU – are still primarily acting as single players in establishing cross-border or transnational ventures. A call for strengthening the "European dimension" was quite loud ten years back, but there are sceptical voices today, claiming that this call has not been followed sufficiently. In 2010, the Bologna Process reached its goals stated in 1999 – but *what is next for Europe* in the wake of the Bologna Process?

Internationalization as an Essential Building-Block to Quality in 21st-Century Education: A Review and Update from the 2010 CAIE Conference

Karen McBride, Canadian Bureau for International Education

The speaker will discuss the relevance of the Bologna Process for the Americas region. The findings of IAU's internationalization survey suggest there is significantly less interest in regionalization in the Americas. Drawing on the debates and discussions at the 2010 Conference of the Americas on International Education (CAIE), Karen will highlight points both "pro" and "con" for harmonization of higher education in this hemisphere, as well as offer her own perspectives on the opportunities and challenges this presents at the institutional and public policy levels.

Global Regionalisms and Higher Education: Mapping Projects, Challenging Concepts

Susan L. Robertson, University of Bristol

This presentation draws on a project funded by the World Universities Network, entitled *Global Regionalisms, Governance and Higher Education*. The purpose of the project was to bring together researchers from different parts of the world working on particular regionalizing initiatives, with the intention of mapping and conceptualizing the role of higher education in driving forward, and constituting, these new forms of global regionalism and nascent inter-regionalisms, from the EHEA, to the Bolivarian Alliance of the Americas (ALBA), and the ASEAN Common Space.

This presentation looks at the role of the Bologna Process as a formative dynamic in this process—though the panelist argues that there are very different logics and interests at work, mediating the way in which Bologna instruments are taken up and implemented. She also argues that a new conceptual language is needed to better map, understand and represent emerging global regionalisms that (i) take account of the very diverse regional projects emerging which are challenging the Euro-centrism of much of the region-building theorizing; (ii) problematizes the methodological nationalist assumptions of state power; and (iii) open up the possibility of viewing global regions as new platforms for building social cohesion and regional stability.

B: Technology, Quality & Empowerment

Connect...Collaborate...Cultivate

Marci Powell, Polycom, Inc. & Christianne Orto, Manhattan School of Music

Distance Learning is the key to sustained global competitiveness, and is essential to the lifelong learning necessary today. How is distance learning impacting the workforce today and the workforce of the future? How are technological trends on the immediate and future horizon impacting the way we teach? How can we harness the trends of today's learning with the power of tomorrow's technologies? By exploring a case study of the Manhattan School of Music, these questions will be answered and attendees will envision the application across many disciplines. The school's Assistant Dean and Director, Recording and Distance Learning will explain how her organization has overcome significant obstacles in implementing its distance learning program, and will provide a powerful demonstration of how the latest technologies are being utilized to impact learning and global outreach today.

Discussion will be promoted through thought leadership discussion and brainstorming. As we explore blended learning technologies, participants will be encouraged to imagine how implementing these can involve the individual student, impact themselves as educators, address the demands of educating a global workforce, and pave the way to learning's future.

Student Participation in the Quality Assurance of E-Learning

Maria Taulats, Universitat Oberta de Catalunya

In 2007/08 academic year, the Universitat Oberta de Catalunya began an evaluation of its online programs. This process not only involved the establishment of guidelines (developed by experts in e-learning), and the presentation of evidence to meet quality standards of online training, but it also presented an opportunity for the university to consider a new model of student involvement. The experience leading the UOC to develop innovative processes whereby students participate in internal quality assurance, has recently been approved by the University's council for deployment on the basis of agreement that student involvement is a value-added benefit. This presentation will discuss the evaluation and consider positive developments such as the creation of a student training program to evaluate quality.

Focusing the Lens Inward:

The Value of Internationalization Review Process, Methodology and Case Study

Scott Venezia, CETYS University

The Internationalization Review, besides being a key component in the process and methodology suggested by the A.C.E. Internationalization Laboratory, also serves as an input for CETYS University's strategic planning for the next 10 years ("CETYS Plan 2020"), particularly regarding institutional internationalization. A methodology was developed to undergo the review process and the findings were used to draft the strategic planning proposal with regards to internationalization for the next 10 years. The presentation focuses on the comprehensive methodology that was developed and how the findings were used to draft the strategic plan.

C: If You Let Them, They Will Come: International Students & Migration Policy

Lesleyanne Hawthorne, University of Melbourne

The past 10 years have coincided with extraordinary growth in international student mobility, with Asia emerging as the major source of supply. This process is driven by demographic contraction in OECD countries, resulting in increased opportunity for students to convert to permanent resident status through 'two-step migration'. The paper examines this phenomenon in relation to international student flows to Australia, the USA, Canada and New Zealand, with particular focus on the dominant student markets China and India. The transition of international students to skilled migration is next defined, particularly - the extent to which such students represent a major human capital resource for host country employers and transnational corporations. The paper argues that international students have become highly discerning education and migration consumers – researching global options in order to select the optimal study, migration and future employment 'package'. It also identifies a range of problems which have emerged in relation to the study-migration pathway.

Attracting and Retaining Talent through Canada's International Education Strategy

Jean-Philippe Tachdjian, Foreign Affairs and International Trade Canada

Facing serious demographic challenges, Canada's future competitiveness depends largely on attracting immigrants to meet labor market gaps. Strategic talent acquisition is a key goal of the Canadian Federal and provincial governments. Strategies include enhanced promotion of Canada as a study destination, scholarships for study in Canada, the creation of excellence-clusters at Canadian universities, helping Canadian institutions enhance their international partnerships, and reviewing Canadian immigration policies. The presentation will focus on what Canada is doing to attract and retain international top talent.

Plenary II

Not a Zero-Sum Game? Private Provision & the Public Good

Private Provision, Public Incentives: Towards Higher Education Excellence in Malaysia

Morshidi Sirat, Ministry of Higher Education, Malaysia

Arguably, Malaysia's aspiration to be a regional centre for education excellence is highly dependent on the performance of the higher education sector, including transnational providers. In this regard, the government has afforded several incentives to both transnational and other private higher education providers to enable them to offer quality higher education, which will attract international students to study in Malaysia. This paper will deliberate on the nature of these incentives and examine their impact on the development of higher education in Malaysia. Equally important is the intended impact in terms of private-public partnership.

INTO-OSU Partnership: Transforming Higher Education at Oregon State University

Sunil Khanna, Oregon State University

In a rapidly and unevenly globalizing world, higher education can no longer be viewed in a strictly national or even regional context. At Oregon State University, we have responded to globalization by transforming our curriculum, research, and outreach to promote a “borderless” or “border-neutral” education with the aim of instilling a sense of global citizenship among our graduates. In this larger context, this presentation focuses on the recently implemented public-private partnership between Oregon State University and INTO. In particular, the presentation discusses the framework of the OSU-INTO partnership and examines how it has given an entirely new meaning to international education at OSU.

A new educational model for the 21st century?

Duleep C. Deosthale, Manipal Education, Delhi, India and New York, USA

In addressing the aspirations of a rapidly burgeoning and informed population, India is faced with the challenge of creating a 21st-century system of education that more than meets these demands. Can education be borderless? Can this borderless education address the issue of quality AND quantity in India and other developing countries? Can distance education help usher in a new paradigm and become a 'change agent' in the social and economic development of a nation?

Concurrent Sessions III

A: *The For-Profit Sector: Credibility & Transparency*

Sir John Daniel, Commonwealth of Learning
Stamenka Uvalić-Trumbić, UNESCO, Paris
Hassan Said, Taylor's University, Malaysia

In the coming years most of the expansion of both national and borderless higher education will take place in developing countries. Compared to historic patterns in the industrialized world, these countries will rely increasingly on private sector institutions to provide quality programs through both face-to-face and distance learning.

This session begins with an overview of UNESCO's work in support of cross-border higher education and then presents profiles of a well-regarded case study: Taylor's University, Malaysia. In describing their work the Executive Heads of this institution will reflect on the challenge of leveling the playing field between private and public providers.

B: *Cross-Border Higher Education in Southeast Asia: Realities, Challenges & Opportunities*

Rozilini Fernandez-Chung, HELP University College, Kuala Lumpur
Guy Perring, British Council Malaysia
Christopher Hill, University of Nottingham, Malaysia Campus
Leong Yin Ching, Sunway University, Malaysia

Universities play a major role in building knowledge economies, as well as civil societies. In the last two decades these roles have moved beyond national boundaries, and often the dilemma for universities is reconciling cost effectiveness with meeting societal demand placed on higher education. The contribution of the foreign players, especially in providing access to higher education which, in turn, reduces the financial burden to national governments, is often the primary factor for the support of Cross-Border Higher Education (CBHE), particularly in fast-developing countries such as Malaysia, Indonesia and Thailand.

These CBHE collaborations, while conferring benefits to both home and host-institutions, raise several major issues, including those of reconciling cost-effectiveness with quality provision, educational policies of home-country and host country, as well as jurisdiction. Variation in partnerships has also given rise to several collaborative models, each with its own pros and cons for the participating institutions. The fact that home-country institutions are typically from the first world, while host-country institutions are based in emerging or developing countries has also introduced a political dimension to such relationships. This political dimension can materialize, for instance, in form of a host-country's determination to not want to be 'colonised or re-colonised' by way of higher education.

This session shall take a critical look at the current and future developments in policies and practices in Malaysian higher education, supporting transnational education. The speakers will provide case study examples of these practices which will be invaluable to CBHE providers and hosts. It will consider the impact of the growth of regional CBHE and how the national governments plan to leverage the opportunities and meet the challenges of this development to stay relevant and competitive as CBHE hubs in the region.

Speakers from Malaysia and the UK will explore different aspects of partnerships including:

- Cross-border higher education models in a comparative context;
- Policies and practices from the perspectives of the government, management, academic staff and students of cross-border higher education; and
- Challenges and opportunities for the establishment of cross-border higher education hubs in Malaysia and Southeast Asia.

C: *The Dangers of Large Networks & Increased Mobility: Real or Imagined?*

Liselyn Adams & Vered Amit, Concordia University

Sylvain St-Amand, Université du Québec à Montréal

Based on an anthropological study of Canadian students and youths traveling abroad on university exchanges and working holidays, and on questions of university character and regional cultural differences, this session proposes a lively examination of some of the outcomes of high volume student mobility and broad regional coalitions. Evidence points to a dilution of the international experience for students as English language programs expand, special courses for visiting students are kept separate from “regular” university offerings, and services improve dramatically.

The three presenters will tie their experiences of both a Francophone and an Anglophone university in the province of Quebec to recent research pointing to the possible loss of cultural immersion as internationalisation becomes a larger part of university life. Are the well-managed and growing programs, the excellent student support, and the universities’ efforts to align their offerings keeping the lessons we hope are learned at arm’s length? Are universities losing their individual personalities? Are regional differences far from view?

Québec as a region both fits and does not fit with any proposed North American or broader regional block or network. Language issues, a distinct culture within North America, and the sometimes fierce protection of this culture have kept questions of regional and institutional identity in frequent circulation. Presenting recent research on the student experience and coming from differing perspectives on cultural and institutional identities, the panel will provide participants with a springboard for discussion and examination of the possibly unwanted effects of good administrative practices and broader participation in international mobility networks.

Plenary III

Education Entrepreneurialism

Education Entrepreneurialism

Burck Smith, StraighterLine

The justification behind the acceptance and growth of online education has been the extension of educational opportunity and access to a far wider population. This has led to widespread online education offerings by most colleges in the United States. However, the true potential of online education lies in the ability to let students choose the educational pathway that works best for them, disaggregate the sole degree provider, outsource various elements of the academic process, and change the academic metric to one of “value” rather than “quality.” However, such changes encounter far more resistance from existing educational providers than simply expanding distance learning. To start making these changes, some bold companies and colleges are working together in unprecedented ways.

Finding your way in a complex world?

Tim Gore, University of London International Programmes

The world of corporate strategy is reacting to a number of major disturbing influences, and clear trends are emerging which are very relevant to the world of universities as they try to plot a sustainable path for their global strategy. Understanding these trends and new approaches in the corporate world and how they may read across into our world, could inject a more entrepreneurial vision into university strategy.

Entrepreneurial Partnerships

Gretchen Dobson, Tufts University

Technology creates a seamless environment from which to communicate, negotiate, and promote individual interests and the communal goals of higher education. What happens on a more traditional grassroots level when students, alumni, parents, staff and faculty come together in person? The power of interpersonal exchange and influence should not be underestimated. “**Entrepreneurial partnerships**” will share several examples of how these key stakeholders in higher education cross cultural, demographic, and institutional boundaries to advance our global higher education goals.

Afternoon Workshop

Inside Successful Branch Campuses: Policy & Practice

Ahmad Hasnah, Qatar Foundation

Mark Weichold, Texas A&M University at Qatar

Michael Worton, University College London

Mariam Al-Mannaie, Texas A&M University

The branch campus phenomenon, first analyzed by the Observatory in 2002, continues to grow. For higher education institutions the motivating factors include additional student recruitment, greater student and staff mobility, and increased institutional visibility.

For host countries foreign branch campuses can build local capacity, reduce 'brain drain' from domestic students going overseas, and enhance the prestige of national higher education systems.

Hosted by Qatar Foundation, this workshop puts Education City, the world's most successful branch campus to emerge in recent years, under the microscope. Institutional representatives will specify the factors driving Education City's success while considering some of the challenges facing it in terms of future branding and development.

Plenary IV

Destination China: The Emerging Powerhouse for International Student Demand

Stephen Healy, INTO University Partnerships

Zhao Yanzhi, Dean and Director, International Education Centre, Dongbei University of Finance and Economics
Zong Wa, Executive Director, Chinese Education Association for International Exchange, Beijing

Hosted by the INTO University Partnerships, this session explore the changing dynamics in international education demand and supply in China. Chinese Government aspirations will see over 500,000 international students studying in China before 2020. This will see China move rapidly from being simply a source of international students to recruiting Universities and Countries to one of the most significant and dominant host countries in the world within five years.

This session will also explore the nature of international student demand into China and how figures although large do show that there is considerable development required in but the government and institutional responses are likely to be more rapid than many may think.

This session will include scene setting by INTO on the context in China as well presentations from speakers who will speak knowledgeably on the policy and practice in China from the perspectives of government agencies and the state university sector.

With a unique partnership model and worldwide network, INTO harnesses the power of private sector resource to further the missions and goals of universities. Working collaboratively, we have developed and invested £133 million in large-scale transformational projects that enhance the international performance of our university partners in line with their strategic goal. Since INTO's establishment in 2006, nine university partners (seven in the UK and two in USA) working under a long term deeply embedded partnering model. In 2011, INTO launched its first partnerships with Chinese universities with a third partnership to be announced in June with at least a further five partnerships in place in China by 2015. The partnerships aims to invest in and transforming the international profile of the Chinese university partners underpinned by the universities offering new programs and student experiences. There are currently just over 5,500 international students studying across INTO's network of ten Centres which are joint ventures with INTO's nine university partners in the UK and USA benefitting from investments in student living and learning facilities in excess of \$200m to date. Over the next five years, INTO will extend its partnership approach to 30 Universities in at least five countries delivering a mix of degree, graduate, pathway and language programs. As part of this strategic growth, INTO is growing out of its UK headquarters to a model of three global headquarters in London, New York and Hong Kong.

Speaker Biographies

Liselyn Adams, Associate Vice-President, International, Concordia University

Liselyn Adams has been Associate Vice-President, International at Concordia University since the creation of the position in 2005. After more than twenty years as a professor of music, she has come to the area of international education with fresh energy to build connections and collaborations across the world.

Mariam Al-Mannaie, Executive Director of Student & Community Relations Texas A&M University at Qatar

Mariam Al-Mannaie is the Executive Director of Student and Community Relations at Texas A&M University at Qatar. Her role entails a great deal of work with prospective, current, and former students, as well as with the community, both in Qatar and abroad. She is also the recipient of the Texas A&M Association of Former Student Distinguished Achievement Award, in the area of Student Relations, for her outstanding and ongoing commitment to students and their well-being.

Vered Amit, Professor, Concordia University

Vered Amit is Professor of Anthropology at Concordia University. She has authored and/or edited eleven books. Her research focuses on various forms of transnational mobility. Recent projects include a study of expatriacy in the Cayman Islands; mobile transnational consultants; and youth mobility.

William Archer, CEO, International Graduate Insight Group (i-graduate)

International Graduate Insight Group (i-graduate) founder William Archer has over 20 years experience in international education and recruitment, combined with 22 years of qualitative and quantitative market research and assessment expertise. He has worked as HR consultant to multinational corporations and governments, as advisor to some of the world's best-known universities and business schools, and as an independent expert for NGOs and charities. An alumnus of London Business School and former head of education practice at recruitment specialist Barkers Norman Broadbent, Mr. Archer is non-executive chairman of Tokyo-based strategy house GTFKK.

Craig Baird, Lecturer, Curtin Business School, Curtin University

Dr. Craig Baird is a Lecturer in the Communication Skills Centre which forms part of the Curtin Business School at Curtin University, Perth, Western Australia. He has extensive teaching experience in education, computer education, educational development, and academic development. His PhD focused on mentor based cognitive apprenticeship learning methods.

Svava Bjarnason, Senior Education Specialist, Health and Education Department International Finance Corporation

Svava Bjarnason is the Senior Education Specialist in IFC's Health and Education Department. She provides special industry knowledge and advice for IFC's growing investments portfolio in the private education sector. Prior to joining IFC in 2007, she was the founding director of the Observatory on Borderless Higher Education (OBHE) and held a dual post as director of research and strategy at the Association of Commonwealth Universities (ACU). Ms. Bjarnason led OBHE development from its initial stages to its position as the foremost authority on new developments in global higher education.

Sir Drummond Bone, Chair, The Observatory on Borderless Higher Education

Professor Sir Drummond Bone is Chairman of the Observatory on Borderless Higher Education (now part of i-graduate Group) and senior advisor to Laureate International Universities. A graduate of the University of Glasgow, he was Dean of Glasgow's Faculty of Arts from 1991 to 1995, Professor of English Literature from 1995 to 2000, and Vice-Principal from 1995 to 1999. He is a former president of Universities UK, Principal of Royal Holloway University of London, and Vice-Chancellor of the University of Liverpool. While at Liverpool he co-founded (with Xian Jiao-Tong University) Xi'an Jiaotong-Liverpool University at Suzhou in China. He was also the founding Chairman of the Liverpool-Shanghai partnership which works to create business between the two cities and led to the Liverpool pavilion exhibition during Shanghai EXPO 2010.

Sir Drummond was recently elected Master of Balliol College Oxford, a position he assumes in autumn 2011.

Carolyn Campbell, Head of International Affairs, Quality Assurance Agency

As Head of International Affairs Carolyn Campbell is responsible for managing the implementation of QAA's international strategy and the work of the International Collaboration team based in the Chief Executive's Group. Immediately prior to joining QAA on a part-time basis, Ms. Campbell was a senior staff member at the Higher Education Quality Council, and she continued in her role as policy adviser in the Education Development centre at the University of Roehampton.

Francesca Cichello, Director International Student Services, SUNY Empire State College

Francesca Cichello is the Director of International Student Services at SUNY Empire State College. She works with foreign students and alumni from Europe, the Middle East, Asia, and Latin America. She specializes in the blending of international distance learning and classroom based instruction. She holds a Master of Arts in Teaching degree from Union College. Her research interests include the internationalization of higher education and American education within the global context.

Sir John Daniel, President & CEO, Commonwealth of Learning

Sir John Daniel became President of COL in 2004 after gaining wide international experience in universities and the United Nations system. He obtained his full-time university education in Metallurgy at Oxford and Paris, and later demonstrated his commitment to lifelong learning by taking 25 years to complete a part-time Master's degree in Educational Technology at Concordia University. Previous appointments include the Télé-université (Directeur des Études, 1973-77), Athabasca University (Vice-President for Learning Services, 1978-80), Concordia University (Vice-Rector, Academic, 1980-84), Laurentian University (President, 1984-90), the UK Open University (Vice-Chancellor, 1990-2001), and UNESCO (Assistant Director-General for Education, 2001-04). He was knighted by Queen Elizabeth for services to higher education in 1994 and holds 30 honorary doctorates from universities in 17 countries.

Sir Graeme Davies, Chair, Higher Education Policy Institute

Sir Graeme Davies (BEng, PhD, MA, ScD, FEng, FRSE) is Chair of the Higher Education Policy Institute and former Chair of the Observatory. He has served as the Vice-Chancellor of the University of London (October 2003 - September 2010). Sir Graeme was born and brought up in New Zealand, and graduated BE, PhD from the University of Auckland and MA, ScD from St Catharine's College, Cambridge. After holding academic posts at the Universities of Auckland and Cambridge, as well as visiting professorships in Brazil, Israel, Argentina and China, he became Professor of Metallurgy at Sheffield University in 1978. From 1986-91 he was Vice-Chancellor of the University of Liverpool. He was Chief Executive successively of the Universities Funding Council and the Polytechnics and the Colleges Funding Council. In 1992 he became Chief Executive of the Higher Education Funding Council for England. And from 1995-2003 he served as Principal and Vice-Chancellor of the University of Glasgow. He received a knighthood in 1996 for services to higher education.

Alan Davis, President, SUNY Empire State College

Alan Davis joined the State University of New York in 2008 as the 3rd president of Empire State College. He has been an academic leader in open learning for 20 years, with a special interest in online and distance education, prior learning assessment and recognition, and institutional collaborations that create new opportunities and choices for learners. Dr. Davis holds a PhD degree in Chemistry from Simon Fraser University.

Mark DeFusco, Berkery Noyes

Mark DeFusco, most recently with Wall Street investment bank Berkery Noyes, has long and varied experience in higher education management. He served as Chief Executive Officer/President at Vatterott Education Holdings, a private equity-held for-profit college with 20 campuses in nine Midwest states. Prior to that, Dr. DeFusco served in several management positions with the Apollo Group and opened University of Phoenix's first campus in the Northeast United States. Dr. DeFusco is a graduate of the University of Southern California (USC) where he earned both a PhD in Education and an MS in Counseling Psychology. He holds a BA from Villanova University.

Duleep C. Deosthale, Vice President, Manipal Education

In his role as Vice President for International Education for Manipal Education (India) Dr. Duleep Deosthale (PhD – UCLA) is based in New York City. He oversees all international education initiatives of the Manipal group of universities in India, Dubai, Malaysia, Nepal and Antigua. He is active in various international education organizations, and currently also serves as Vice President for External Relations of the US based AIEA (Association for International Education Administrators) and as Vice Chair of the IRM Board (International Relations Managers) of EAIE (European Association for International Education.) Previously he served as President of the Knowledge Exchange Institute (2007-10) after holding the positions of Associate Professor (Global Issues) and Dean of International Programs at Marist College (2000-2007.)

Gretchen Dobson, Senior Associate Director, Domestic and International Programs

Tufts University

Since 2002 Gretchen Dobson has led the effort to build a worldwide alumni regional chapter network for Tufts University. As Tufts' Senior Associate Director for Domestic and International Programs in the Office of Alumni Relations, she travels the world to facilitate alumni engagement and serves as a development officer. In 2007, Ms. Dobson and her staff were recognized with the Council for Advancement and Support of Education (CASE) national Gold Award for creating and producing "Tufts World Day," a world-wide, large scale event involving over 1,000 alumni in twelve countries. Gretchen Dobson received her B.A. from Boston College in 1991, and her M.A. in Higher Education Administration from Boston College's Lynch School of Education in 1995. She will begin her doctorate in Higher Education at the University of Pennsylvania this fall.

Joseph D. Duffey, Senior Vice President, Laureate International Universities Network

Dr. Joseph Duffey joined Laureate (formerly Sylvan Learning Systems, Inc.) as Senior Vice President in 1999. He is responsible for education and academic quality, and he coordinates the development of *Laureate International Universities* network programs and partnerships worldwide.

Before joining Laureate, Dr. Duffey was Director of the U.S. Information Agency, a position to which he was appointed by President Bill Clinton and for which he was confirmed by the U.S. Senate in 1993. He previously served as President of American University in Washington, D.C., and was Chancellor of the University of Massachusetts at Amherst from 1982 to 1991, during which time he was also elected as president of the four-campus UMass system.

Dr. Duffey held the posts of Assistant Secretary of State for Educational and Cultural Affairs and Chairman of the National Endowment for the Humanities under Presidents Jimmy Carter and Ronald Reagan. He has also served as faculty at Yale University, as a fellow of the JFK School of Government at Harvard University, and as a U.S. delegate to the General Conferences of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Dr. Duffey is a graduate of Marshall University, and has received graduate degrees from Yale University, Andover Newton Theological School, and the Hartford Seminary Foundation. He holds 14 honorary degrees from American colleges and universities, and in 1993 he was awarded the honorary doctor of letters by Ritsemaken University in Japan. He has published widely on themes relating to higher education and social and economic issues.

Richard J. Edelstein, Research Associate, University of California, Berkeley

Richard Edelstein is based at Berkeley's Center for Studies in Higher Education where he collaborates with Senior Research Fellow, John Douglass, on studies of globalization's impact on higher education institutions. He also serves as Principal and Managing Director at Global University Concepts, a higher education consultancy he has launched to advise universities on international strategies and the development of partnerships and alliances with foreign institutions. Mr. Edelstein has extensive experience designing and managing international projects at universities and business schools. He was Director of International Affairs for six years at AACSB International, the primary U.S. university business school association and accrediting agency. He spent seven years in France as Director of an international MBA program, a joint project of ESSEC Business School in Paris and Cornell University.

Christine Ennew, Pro Vice Chancellor, University of Nottingham

Professor Chris Ennew is Pro Vice Chancellor at the University of Nottingham. She joined the Business School in 1987 and was promoted to Professor of Marketing in 1995, a post she has held ever since. She also has served as Deputy Director of the Business School, Director of the Division of Business and Management in Malaysia, as well as Director of the Christal de Haan Tourism and Travel Research Institute. In addition to her academic activities, she is a member of the Board of Universitas21 Pedagogica and also serves on a variety of University Committees.

Rozilini Fernandez-Chung, Vice President, HELP University College

Associate Professor Dr. Rozilini Fernandez-Chung is the Vice President of HELP University College (Malaysia). Her current portfolio includes quality assurance and policy research. She also functions as Consultant to the Common Bar Course Committee, under the auspices of the Attorney General's Office, and other governmental and private organizations. She received her Bachelors of Law (LL.B Hons.) from the University of Wales (Cardiff), United Kingdom and completed her Master of Education (M.Ed) at Deakin University, Australia. In addition, Dr. Fernandez-Chung holds a Certificate in Legal Practice by the Legal Profession Qualifying Board of Malaysia, as well as a Doctor of Education (Ed.D) from the University of Leicester in the United Kingdom.

Richard Garrett, Managing Director, Edventures

Richard Garret leads Eduventures Continuing & Professional Education Learning Collaborative (CPE-LC) and Online Higher Education Learning Collaborative (OHE-LC), membership programs for institutions seeking to grow their adult and online enrollment and enhance their operations. He has over 12 years experience researching higher education trends worldwide, particularly online learning, non-traditional students, internationalization, and commercial activity. Prior to joining Eduventures in 2005, Mr. Garrett was Deputy Director of the Observatory on Borderless Higher Education in the United Kingdom, a position he held from 2001 to 2005. Richard earned both a B.A. and an M.A. from King's College, University of London, as well as a Post-Graduate Certificate of Education from the University of Cambridge.

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

Tim Gore is Director, Global Networks and Communities for the University of London International Programmes. His 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. Tim is pursuing a doctorate in business administration (DBAHEM) at the University of Bath focusing 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.

Arlene Griffiths, UK Country Manager, IDP Education

Arlene Griffiths joined IDP Education in October 2010 to spearhead the company's entry into the United Kingdom higher education market. Based in Cardiff, Ms. Griffiths has been busy the past months establishing the new operation and recruiting a Client Management Team who will bring UK universities into the company's portfolio. She graduated with a degree in chemistry from Bradford University, and spent the early years of her career in the multinational pharmaceutical industry in sales, marketing, and product development roles. On completing her MBA, she entered the sports sector and was appointed to the Board of Medisport International as Sales and Marketing Director. Here she saw first-hand the impact that sport can have internationally in bridging cultures. Ms. Griffiths joined Cardiff University in 2002 to head their International Office, and from there she went to the British Council in 2006 as Director of Education UK Partnership.

**Ahmad Hasnah, Associate Vice President for Higher Education, Education Division
Qatar Foundation for Education, Science and Community Development**

Dr. Ahmad M. Hasnah is the Associate Vice President for Higher Education, Education Division at Qatar Foundation for Education, Science, and Community Development in Doha, Qatar. As a member of the Academic Team of Qatar Foundation, Dr. Hasnah has been a key part of the development of Education City into a unique hub for creating, sharing, and finding practical uses of knowledge through partnerships with world-class educational and research institutions. Dr. Hasnah creates, fosters, and develops relationships with existing and potential partner institutions and organizations to further Qatar Foundation's goals. Dr. Hasnah earned a Masters in 1993 and a PhD in Computer Science in 1996 from the Illinois Institute of Technology, USA. He graduated from the University of Qatar in 1990 with a Bachelors of Science in Mathematics and Physics.

**Leslyanne Hawthorne (PhD, MA, BA Hons, Dip Ed, Grad Dip Mig Stud), Associate Dean International,
University of Melbourne**

Dr. Hawthorne's research concerns global skilled migration, foreign credential recognition, and international student flows (including completion of the major Australian studies to date on international student engagement in skilled migration). In 2005-06 she was appointed to an Expert Panel of Three by Australia's Federal Cabinet to complete the most extensive evaluation of Australia's skilled migration program since 1988, including all international student data. This review was followed by commissioned Federal government research comparing skilled migration policy and outcomes in Australia and New Zealand (2009-10), international students in skilled migration across all major professions and trades (2007-09); the early migration and career trajectories of international medical students (2010-11); and global strategies for foreign credential recognition (2008-11). Most recently her research has included an analysis of export education trends across ten countries; comparison of skilled migration policy and outcomes (including international student flows) commissioned by the Canadian, New Zealand, and Australian governments; and additional migration projects conducted for the Global Forum of Federations, UNESCO, the Migration Policy Institute (US), the Pacific Economic Cooperation Council (research arm of APEC), and the Public Policy Forum (Canada).

Stephen Healy, Director and Managing Director, China and Asia

INTO University Partnerships

Stephen Healy has 17 years of Higher Education marketing and development experience, spanning the public and private sectors in the UK, China, and Thailand. Since January 2011 Stephen has served as Managing Director of INTO in China and Asia. Based in the organization's recently established regional headquarters in Hong Kong, he is leading INTO's partnership development program in Asia, where INTO recently announced partnerships with Chinese universities to develop degree and graduate programs for international students and to make significant investments with the purpose of enhancing the international student experience on its partner university campuses. In addition to its activities in China, INTO anticipates the launch of new partnerships and initiatives to grow its global network in China and Asia in the coming 18 months.

Christopher Hill, Director, University of Nottingham Malaysia Campus

As Director of the Graduate School at the University of Nottingham Malaysia Campus, Dr. Hill is involved in all aspects of graduate study and research training. Since his arrival in Malaysia in January 2008 to establish the Graduate School, he has worked closely with partner universities throughout Malaysia to promote collaboration and research development. Dr. Hill is involved with the international development of the Graduate School at the University of Nottingham and works closely with colleagues in the UK and China to provide training and strategic direction in this regard.

Nico Jooste, Director Office for International Education, Nelson Mandela Metropolitan University

Since taking his current position in the year 2000, Dr. Jooste has substantially developed the university's international program, substantially growing international student enrollment. His previous positions include Executive Director of Eastern Cape Higher Education Association, Director Higher Education Management Consultancy at Vista University, and National Academic Coordinator of ADVED Education. Dr. Jooste holds a BA from the University of Pretoria, and has earned an MA, as well as a PhD from the University of the Free State.

Sunil Khanna, Associate Provost for International Programs and Professor of Anthropology, Oregon State University

Dr. Sunil Khanna is Associate Provost for International Programs and Professor of Anthropology at Oregon State University. Professor Khanna received a doctoral degree in Biological Anthropology and Human Genetics from University of Delhi, India, as well as a doctoral degree in Cultural Anthropology from Syracuse University. As Associate Provost, Dr. Khanna plays a key role in developing and implementing programs that further the university's internationalization efforts and advance international education programs across the campus. His primary responsibilities include the development of OSU's evolving global strategies, leadership of International Programs, and leadership of INTO Oregon State University academic programs.

William Lawton, Director, The Observatory on Borderless Higher Education

Dr. William Lawton hails from Newfoundland and has worked in the UK for almost 25 years. Prior to his February 2011 appointment as the Observatory's Director, he was a founding member of the UK HE International Unit, based in London. Before his time at the International Unit, 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 was a lecturer at Hull University in England, where he taught and researched 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.

**David Lock, Director, International & UK Projects
The Leadership Foundation for Higher Education, London**

In his current position, David Lock strives to extend the international work of the Leadership Foundation in the UK and overseas. This will not only benefit the Leadership Foundation's members, but where possible, will also align the organization more closely with UK Government initiatives and international donor bodies. On the national front he will aim to further develop consultancy intervention quantity and quality. Prior to joining the Leadership Foundation David was the Founding Registrar and acting Chief Executive of the British University in Dubai. He previously held the posts of Registrar and Secretary of the University of Hull and Secretary of the University of Huddersfield.

Karen McBride, President, Canadian Bureau for International Education

Karen McBride has served as President of the Canadian Bureau for International Education (CBIE) since August 2009. Ms. McBride gained her extensive experience promoting internationalization by leading policy development and advocacy efforts at the federal level; undertaking research initiatives on the strengths and challenges of internationalization in the Canadian university context; as well as by conducting numerous national and institutional level workshops focusing on strategies to improve internationalization efforts. She received her Master of Arts in International Affairs from the Norman Paterson School of International Affairs at Carleton University and a Bachelor of Arts in History and French from the University of Western Ontario.

Kerry Pedigo, Academic Director, Curtin Business School, Curtin University

Associate Professor Kerry Pedigo is the Academic Director of the Curtin Business School International (CBSi) at Curtin University. She has extensive academic experience in teaching and learning, as well as in research and course management at Curtin University. In addition, she has a strong background in teaching and managing offshore programs, and also in the academic development, management, and delivery of degree and executive education programs. In her current role she is responsible for managing quality assurance in teaching and learning for international students in offshore locations.

Guy Perring, Regional Project Manager, Transnational Education, British Council

Guy Perring has worked at the British Council for 10 years. His responsibilities have ranged from managing their IELTS operation & leading on English online provision in Tokyo, Japan to administering British Council corporate training programmes in Kuala Lumpur, Malaysia. His current focus is transnational education, specifically a SE Asian Regional Project designed to support UK and local institutions in establishing sustainable partnerships. In addition, he is participating in the development of a global consultancy service. He is alumnus of the University of Durham and Manchester University.

Susan Robertson, Professor of Sociology of Education, University of Bristol

Susan is a Professor of Sociology of Education in the Graduate School of Education, University of Bristol. Her academic career has spanned four countries - Australia, Canada, New Zealand and England. Since 1999, when she took up a post at the University of Bristol, she has worked to create the first centre of its kind in the UK - the Centre for Globalisation, Education and Societies (GES). Her research is focused on the study of education and broader social, economic and political forces by analysing the complexities of globalisation and regionalisation. With Professor Roger Dale, Susan is a co-editor of the journal *Globalisation, Societies and Education*. She runs *Global Higher Ed* blog with Professor Kris Olds at University of Wisconsin-Madison.

Hassan Said, Vice-Chancellor & President, Taylor's University, Malaysia

Prof. Dato' Dr.Hassan Said has served as Vice-Chancellor & President of Taylor's University since August 2008. Prior to this, he was the Director General of the Department of Higher Education in the Malaysia Ministry of Higher Education from January 2005 until April 2008. He held the position of Director of the Department of Higher Education in the Malaysia Ministry of Education Malaysia from 1998. He has received a number of Federal and State Honours, including DPMP (Perlis), DMSM (Melaka), DSPN (Penang), and PGBK (Sarawak). In addition, he has also received the Chevalier de la Legion d'Honneur Award from the government of France. He obtained his Bachelor Degree in Mathematics from the University of Manchester, England in 1979, his Master of Science from the Brunel University, England in 1981, and a PhD from the same university in 1984.

**Morshidi Sirat, Deputy Director General, Department of Higher Education
Ministry of Higher Education, Malaysia**

Professor Morshidi Sirat is Deputy Director-General of the Department of Higher Education (Public Sector) in the Malaysia Ministry of Higher Education. He specialises in higher education policy research and has collaborated with international organisations such as: the SEAMEO-RIHED, OECD/IMHE, the World Bank, UNESCO, the ADB, and the International Institute for Educational Planning in Paris. Before joining the MoHE he served as Director of the National Higher Education Research Institute (IPPTN) for 10 years.

Satya Sundar Sethy, Assistant Professor, Indian Institute of Technology (IIT) Madras

Dr. Satya Sundar Sethy is currently holding the position of Assistant Professor of Philosophy in the Department of Humanities and Social Sciences at the Indian Institute of Technology Madras, in the Indian state of Chennai. Prior to this appointment he was part of the faculty of the Staff Training and Research Institute of Distance Education (STRIDE) of Indira Gandhi National Open University (IGNOU), in New Delhi, India.

Burck Smith, CEO and Founder of Straighterline

Burck Smith is CEO and Founder of StraighterLine. Before launching StraighterLine, he was Founder and CEO of SMARTHINKING, leading online tutoring provider for schools and colleges. He has also worked as an independent consultant, contracting with for-profit and non-profit educational organizations. His client list included: the Gates Foundation, Microsoft, Computer Curriculum Corporation, the CEO Forum on Education and Technology, the Milken Exchange on Education and Technology, Teaching Matters Inc., Converge Magazine. He holds a Master's Degree in Public Policy from Harvard University's John F. Kennedy School of Government and a B.A. from Williams College.

Deborah J. Smith, Associate Professor

SUNY Empire State College's Center for Distance Learning

Dr. Deborah J. Smith is Associate Professor with SUNY Empire State College's Center for Distance Learning-International Programs. Her responsibilities include mentoring Greek and Lebanese students, facilitating online Health Service courses to American students, as well as teaching the blended-residency courses *Stories of Food & Culture* and *Around the World: Travel Writing* to students in the Middle East. She received her doctorate from Pepperdine University.

Wayne Smutz, Associate Vice President for Outreach and Executive Director of the World Campus, Penn State University

Dr. Smutz he oversees the delivery of credit-based programs for adult learners online through the World Campus and through continuing education units at Penn State's twenty-four campuses. He has been at Penn State and in continuing education for nearly thirty years, serving in roles related to credit and noncredit program development, needs assessment, conferencing, marketing, and e-learning. He is on this year's national program committee and The Frandson Award committee. Dr. Smutz holds a Ph.D. in higher education and an M.A. in political theory from Penn State. He received a bachelor's degree from the University of California, Berkeley.

**Sylvain St-Amand, Director of the Office of International Relations
Université du Québec à Montréal**

Sylvain St-Amand was appointed to the position of Director of the Office of International Relations of the University of Quebec in Montreal in February 2006. Avant de se joindre à l'UQAM, M. St-Amand a travaillé à l'Université McGill de 1990 à 2006, où il était directeur exécutif du Centre for International Management Studies de la Faculté de gestion Desautels. Mr. St-Amand was trained as a historian at the Universities of Laval in Quebec City, the University of Ottawa, and University of Victoria in British Columbia. He studied Chinese at East China Normal University (Hua Dong Shi Fan Daxue) in 1986, and then delved into the history of socio-economic relations between the West and China at Fudan University in Shanghai from October 1986 to June 1987.

Jean-Philippe Tachdian, Deputy Director&Trade Commissioner, Edu-Canada, Foreign Affairs and International Trade Canada, Ottawa

Jean-Philippe Tachdjian is the manager of the Edu-Canada section of the Department of Foreign Affairs and International Trade Canada, which promotes Canada as a study destination for both international fee-paying students and study abroad and co-manager of the Brand for Education in Canada. He is also a member of the Canadian government's Inter-departmental working group on Global Citizens.

**Maria Taulats, Head of the Department of Planning and Evaluation
Open University of Catalonia**

Maria Taulats is an Industrial Engineer at the Polytechnic University of Catalonia and an EFQM Accredited Assessor for the Catalan university system. Previously, she has worked on projects including "Criteria for the Selection and Use of Indicators for Teaching " and "Innovation Project Management: A proposal to improve the collection of feedback from students throughout their academic and post-graduate". She has also led methodological innovation projects such as "Student Training 2010: Strategies for involving student in quality assessment".

Her Excellency Dr. 'Mathabo Tsepa, Lesotho's High Commissioner to Canada

Her Excellency Dr. 'Mathabo Tsepa comes from the district of Qacha's Nek in the south of Lesotho. Prior to obtaining her PhD in Environmental Education from the University of British Columbia (UBC) in 2008, her prior education was gained entirely in Lesotho, where she graduated with a BSc. Ed degree from the National University of Lesotho (NUL) in 1998.

From 2008 until she became Lesotho's High Commissioner to Canada, Dr. Tsepa lectured in the Science Education Department of the National University of Lesotho. She maintained her connection to the University of British Columbia, by coordinating a cultural exchange between her two alma maters which was linked by the Mohoma Temeng Project with the purpose of forming one of the case studies in a project promoting the exchange of cutting edge best practice research, ideas and policies about place management, including regeneration and new growth areas, social capital and learning regions.

Having grown up orphaned herself, Dr. Tsepa has devoted her life to improving the lives of orphans in Lesotho. In 2004 she founded "Mohoma Temeng", a project which has grown into a celebrated farmers' cooperative in her home district. Mohoma Temeng has successfully linked Lesotho with Canada through funding from private organizations, supporting local agricultural programs and clean water access. The University of British Columbia has also been actively involved via a project in which a group of UBC engineering students travelled to Lesotho under the university's Go Global Program, where they used their engineering skills to improve sanitation in Qacha's Nek, thereby also reducing the risk of water-borne diseases in the area.

Stamenka Uvalić-Trumbić, Chief, Section for Reform, Innovation & Quality Assurance UNESCO

Stamenka Uvalić-Trumbić is a UNESCO staff member (1990-to present day), presently serving as Chief of the Section for Reform, Innovation, and Quality Assurance in the Higher Education Division at UNESCO's Paris headquarters. She came to UNESCO from the former Yugoslavia where she held the position of Secretary-General and CEO of the Association of Universities of Former Yugoslavia. Her more recent responsibilities include developing policy debates on cross-border higher education, covering a wide range of issues which range from distance education to trade in higher educational services through the Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications (2002; 2004). In her role as responsible officer for a UNESCO-World Bank Global Initiative for Quality Assurance Capacity (GIQAC), she is aiming at building capacity for quality assurance in higher education in developing and transition countries. She served as the Executive Secretary of the 2nd World Conference on Higher Education (UNESCO, Paris, July 2009).

Hillegje van 't Land, Director Membership and Program Development, International Association of Universities (IAU)

Dr. van't Land, is Director of Membership and Program Development at the International Association of Universities (IAU). Educated in France, the Netherlands, and Canada, she obtained her PhD in Contemporary Literature from Groningen University. Her early academic career focused on the Humanities, and she has taught comparative francophone literatures at universities in the Netherlands, Canada and France. She has been with IAU for 14 years, and is responsible for IAU Membership Development, as well as for the following thematic priorities: Sustainable Development and Intercultural Dialogue (special projects, thematic WebPages, publications). In that context she has

recently co-edited the book on *The Promotion of Intercultural Learning and Dialogue through Higher Education*, with Sjur Bergan, Department Head of Higher Education and History Teaching at the Council of Europe. In addition, she is Editor in Chief of *IAU Horizons*, the Association's magazine; works with the IAU secretary general on the coordination of the Association's annual and general conferences; and runs the project on the changing nature of doctoral programs in sub-Saharan Africa.

Dr. Scott Venezia, Dean of the College of Business, CETYS University, Mexico

With a passion for internationalization, Dr. Venezia has been in charge of his institution's academic collaborations with India since 2007, helping develop joint conferences, publications, study visits, and a solid faculty exchange program. More recently he has helped CETYS University develop ties with institutions of higher education in South Korea. He has participated in academic events in USA, Canada, Holland, Puerto Rico, India and England, and is currently an American Council on Education Fellow, Class of 2010-11, based at Thunderbird School of Global Management in USA.

Zong Wa, Director, Dept. of Cooperation Projects and Development, China Education Association for International Exchange

Mr. Zong Wa is the Director of Dept. of Cooperation Projects and Development at China Education Association for International Exchange (CEAIE), where he also serves as Executive Director of the Chinese Center for International Education Exchange (CCIEE). Previously Mr. Zong Wa served as Executive Director of China Study Center for International Educational Exchange. Prior to that, he was Program Director of Dept. of International Exchange and Cooperation, Ministry of Education (1985-1988, 1991-1994). He also worked at the Education Office, Chinese Embassy, Ottawa, from 1988-1991 as Third Secretary. He received Master of Arts in Education Administration from New York University as a Fulbrighter and Bachelor of Engineering from Shanghai Jiaotong University

Mark Weichold, Dean, & CEO, Texas A&M University at Qatar

Dr. Mark H. Weichold became Dean of Texas A&M University at Qatar in January 2007. In this role he also serves as the CEO of Texas A&M's branch campus, providing intellectual and administrative leadership, coordinating priorities and goals with faculty and department heads, and supporting faculty development and quality educational programs. His responsibilities include academic program management, financial management, external relations with Qatar Foundation and the U.S. Ambassador to Qatar, and promotion of Texas A&M at Qatar in-country, as well as in Texas. Dr. Weichold earned his B.S., M.S. and Ph.D. degrees in electrical engineering from Texas A&M University. He has worked for the Fort Worth Division of General Dynamics, for Motorola in Austin, Texas; and for the US Army Electronic Technology and Devices Laboratory in Fort Monmouth, New Jersey.

Michael Worton, Vice-Provost, University College London

Professor Michael Worton is Vice-Provost of UCL (University College London) and Fielden Professor of French Language and Literature. He is responsible for: developing and implementing UCL's International Strategy; overseeing (i) Teaching and Learning and (ii) Academic Quality Management and Enhancement activities at UCL, including the development of Learning and Teaching Strategies; and for chairing, *inter alia*, Academic Committee, Library Committee, and the Museums, Heritage and Cultural Property Committee. He is an Officier of the Ordre des Palmes Académiques. In 2009 he was awarded the Medal of Honoured Worker in Higher Education by the Republic of Kazakhstan.

Yanzhi Zhao, Dean & Director, International Education Centre, Dongbei University of Finance & Economics, China

Dr. Yanzhi 'Charles' Zhao is Dean & Director of the International Education Centre at China's Dongbei University of Finance & Economics (DUFE). Prior to this position, he was Associate Dean of the School of International Business at DUFE. From 1999 – 2001, Dr Zhao was employed in Dalian Cheng Jiao Industry Investment Corporation, and from 1991 – 1999 in the Dalian PDA Corporation. His publications include "Social Average Rate of Return in Higher Education Investment and Reasonable Return in Private Higher Education", *Educational Research* (May 2010), and "Self-regulation Enforcement: Establishing Risk Management Mechanism within Chinese- Foreign Cooperation in Running School", *China Higher Education* (May 2010). Dr Zhao is a graduate of Dalian University of Technology (BSc in Mechanical Engineering), and DUFE (MA in Industrial Economics, PhD in Quantitative Economics).

Leong Yin-Ching, Director of Institutional Projects, Sunway University

Professor Leong Yin-Ching is currently serving as Director of Institutional Projects in the Office of the Chancellor at Sunway University in Malaysia and the Academic Director of Sunway-TES at Sunway College. She holds a Bachelor's degree in Economics and a Master's degree in Development Studies in Education from the University of Malaya, as well as a doctoral qualification from the Institute of Education at the University of London. Professor Leong spent 20 years as Professor of Education at the University of Malaya before moving to the private education sector, in which she has been active for twelve years. She has been a research consultant for organizations such as the World Bank, Commonwealth Secretariat, UNESCO and UNICEF, the Ministry of Higher Education of Malaysia, and the Institute of Strategic and International Studies in Kuala Lumpur.

Pavel Zgaga, Professor of the Faculty of Education, University of Ljubljana

Professor Pavel Zgaga holds a doctorate in Philosophy from Ljubljana University (1989) and an honorary doctorate from Universitet Umeå, Sweden (2007). He was Dean of the Faculty of Education (2001-2004), and is currently Director of the Centre for Education Policy Studies (CEPS). During the 1990s Professor Zgaga served as State Secretary for Higher Education (1992-1999), Minister of Education and Sports (1999-2000), and head of a working group on "Education, Training and Youth" during EU accession negotiations (1998-1999). After his return to academe, he has engaged in the Bologna process, serving as general rapporteur (2001-2003), as a member of the Board of the Bologna Follow-up Group (2004-2005) and as the rapporteur of the BFUG Working Group on External Dimension of the Bologna Process (2006-2007).

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