

Did You Know . . .
*The Myths and Realities of Global
Higher Education*

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*Trends in
Global Higher
Education*



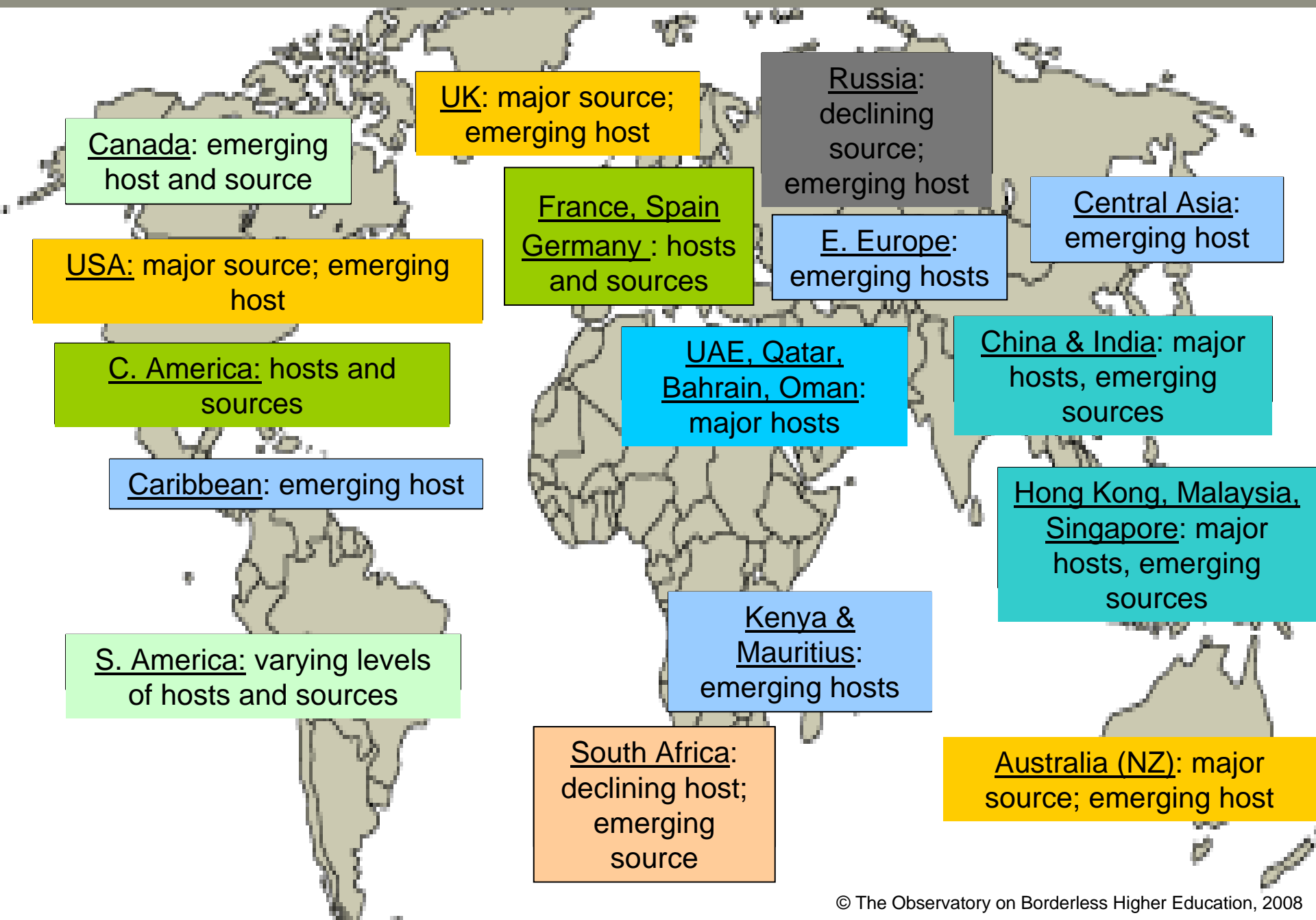
The Driving Factors for Universities

- Tapping alternative funding sources to replace reduced government allocations to tertiary education
- Exponential adoption of 'English' as the global language in commerce
- Interconnectedness of a global society and economy
- Diversification and increase in international student mobility
- Workforce needs – skills migration
- Demand by developed and developing countries for technology transfer and research collaboration
- Student demands for tertiary education that leads to employability across international borders

The Changing Landscape of Cross-Border Higher Education

- Host nations are becoming more selective of entering foreign providers
- Asia, the Middle East, and Gulf States are most active cross-border regions
- Cross-border research exchange is a rapidly growing priority among nations
- More public-private partnerships
- Quality assurance oversight agencies, internal and external, are paying increasing attention to universities operating abroad
- Competition for internationally mobile students is growing more intense each year

Emerging Hosts & Source Countries



A Look at the UK

- The number of British students enrolling in UK universities has stalled between 2005-06 and 2006-07
- The number of international students from non-EU countries has increased by 7%; 6% increase in EU students coming to the UK
- International students represent 13% of total UK higher education enrolments (351,470)
- Total non-EU is approximately 239,210 students

Sources: Higher Education Statistics Agency
The Guardian-I Graduate (Jan 2008)

The Competitive Landscape for the UK

- Total international students: 351,470
- Major Source Countries: China, India, Ireland, Greece, U.S., Germany, France, Malaysia, Nigeria
- Chinese international enrolments in the UK increased from 2,660 in 1997 to 49,595 in 2007
- Indian international enrolments in the UK increased from 2,302 in 1997 to 23,838 in 2007
- Malaysian international enrollments in the UK decreased from 18,015 in 1997 to 11,810 in 2007
- Major Competitors: US., Australia, France, Germany
- Emerging Competitors: Malaysia, Singapore, Japan, India, Poland, Sweden, Netherlands, China, Canada, Czech Republic

Myths and Realities



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Myth 1: Educational quality is driving the global HE market

Reality

Continual reductions in government funding to higher education is serving as a catalyst for universities to secure alternative sources of revenue enhancement. Institutional rhetoric about the importance of globalisation and internationalising the curriculum do not change this fact. Many institutions have no business in the business of global HE.

Myth 2: China has an ‘open door’ policy for foreign providers

Reality

Make no mistake: China wants to be the leading power in higher education, and it will extract what it can from the U.K. [US] In particular, they want to benefit from our strengths in science and technology, and to absorb our talent and our intellectual property....U.K. institutions are rushing to partner with [Chinese institutions], but the risks are considerable. [Chinese institutions] are capable of gaining more from the partnerships than we are if we do not do our homework properly and negotiate a win-win situation.

Ian Gow, Pro Vice-Chancellor of the University of West England and founding Provost of the University of Nottingham, Ningbo

Myth 3: Student choice is driven by academic quality-reputation

- Cost and quality and breadth of student services
- Financial assistance and employment opportunities during and following program completion
- Institutional and program reputation
- Social and cultural opportunities of institution, country, and region
- Comprehensive and in-depth opportunities to master English; research resources and facilities
- Streamlined immigration and visa regulations and processing
- Historical linkages between home country and the UK

Myth 4: Global HE is delivered by distance education

Reality

The majority of cross-border higher education is delivered in face-to-face formats. Foreign nations that are spending considerable money for Western academic programmes, technology, and research equate credibility and value with having real people on the ground in their countries. China and the Gulf States are two primary examples.

Myth 5: The UK, U.S., and Australia will dominate global HE

Reality

The U.S., UK, and Australia continue to have the largest international student populations and are the most active providers in foreign countries. Competition for international students and 'regionalisation' in East Asia, the Gulf States, India, and Europe will increasingly compete with 'the big three.' Predicting student mobility will become exponentially more complex and regional cross-border and international student recruitment will compete with global student destination choices.

Strategic Considerations for Institutional Leaders

- Revenue enhancement must be balanced with investment to serve international students.
- Leaders must align institutional mission, history and strategic goals with their globalisation strategy. Why can you do it better than your competitors?
- Leaders must connect resources with educational processes, student services and outcomes.
- Leaders must develop a risk management strategy for major international endeavors.
- Leaders must effectively manage the politics of university and community.

The Interconnected Challenges for the UK in Global Higher Education

- Diversifying and maintaining institutional funding
- More competitors and more intense competition for students
- Global ‘English’ equals even more competitors
- International student mobility
- Competing campus interests
- Mission ambiguity
- Short-term fixes versus long-term strategy
- Government immigration and employment policies

Challenges for Quality Assurance and Validation Agencies

- Assessing an institution's 'comprehensive' globalisation strategy, mission, quality and services
- Ensuring that institution's provide student services for international students at a level commensurate with programme quality standards
- Evaluating how curriculum revision and pedagogy are addressing language, culture, and social norms for international students
- Maintaining flexibility and timelines for institutions to build their international programmes, services and strategies

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Thank You

Merci

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M goi

Dziekuje

Obrigada

Shukran

Toa chie

Danyavad

Sagolun

Toda raba