

Global Connections – Local Impacts: Transforming Cross Border Higher Education and Open and Distance Learning Partnerships

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***Trends in
Global Higher
Education***

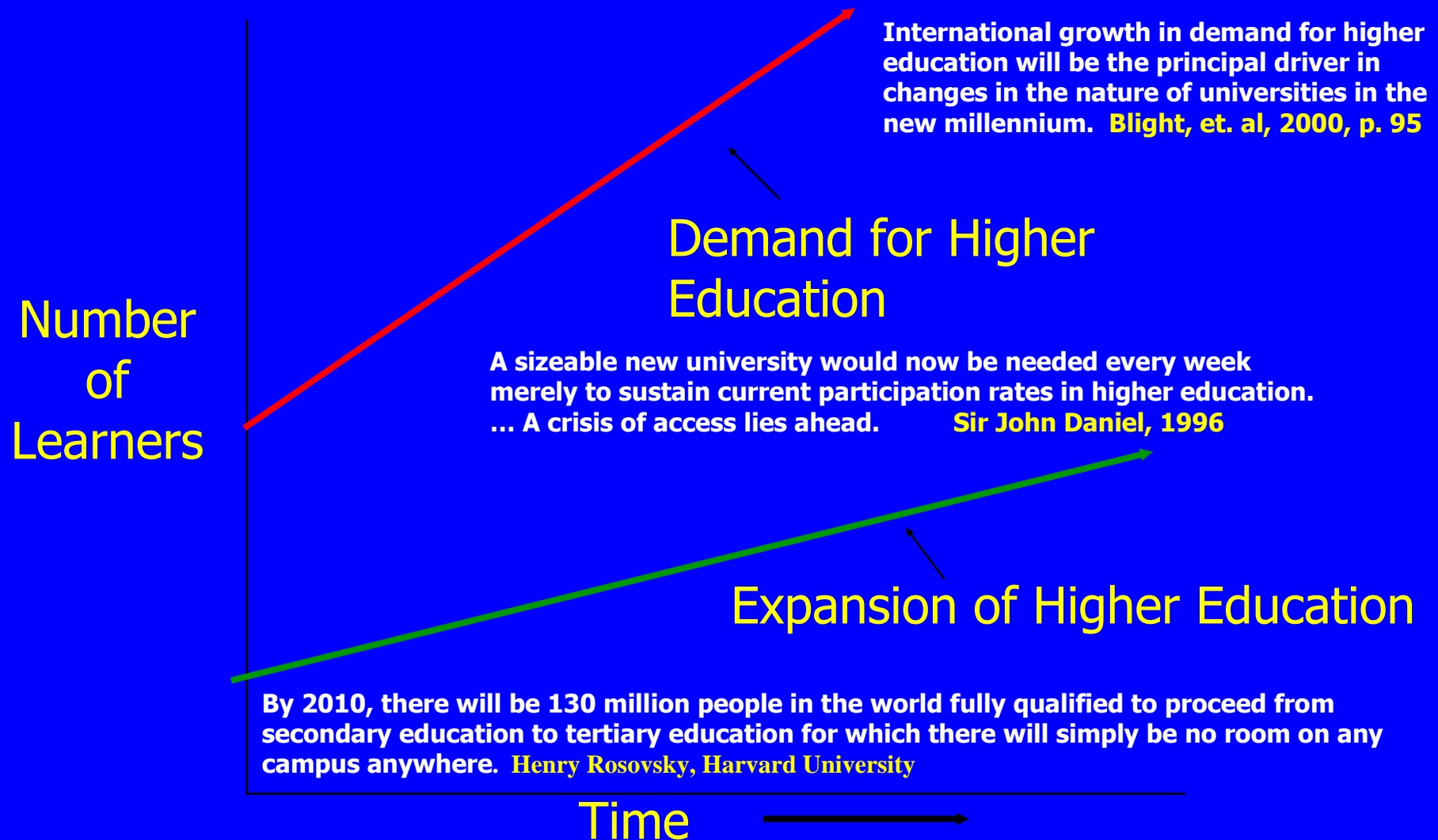


What Factors are Driving Universities into Global Markets?

- Competition – Competition - Competition
- Securing alternative funding sources to replace reduced government allocations to tertiary education
- Interconnectedness of a global society and economy
- Diversification and increase in international student mobility that is increasingly difficult to predict
- Seamless workforce mobility across borders
- Demand by developed and developing countries for technology transfer and research collaboration

Access: The Global Challenge

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The Changing Landscape of International HE

- Host nations are becoming more selective of entering foreign providers
- Asia, the Middle East, and Gulf States are most active cross-border regions for global delivery . . . Now
- The emergence of a new **‘global regionalism’**
- Cross-border research exchange is a rapidly growing priority among nations
- More public-private partnerships and corporate universities (Kaplan, Laureate, U of Phoenix)
- Quality assurance oversight agencies, internal and external, are paying increasing attention to universities operating abroad

Who cares – Why bother, and are TNE partnerships right for your university?

- ‘Is it easier to move a cemetery than to change a university?’
- ‘I resent your implication that our university is only pursuing global partnerships for the money!’
- ‘Our leaders are clear about the benefits of international partnerships for our university, our faculty, our local community, our students and our funders?’
- ‘Who’s going to tell the dean of business about our new MBA programme in China?’
- ‘We can be a global university, besides what do Harvard and Cambridge have that we don’t?’
- ‘Well any action is better than no action by the President ’ (of course unless it’s the wrong action)
- ‘We’ll just bring the faculty along, I’m sure we can resolve workload and incentive issues at the next union meeting.’

The Competition Game

**When you compete with everyone everywhere
on everything, you compete with no-one
nowhere on anything**

Who do you want to compete with and why?

Who don't you want to compete with and why?

And who **can** you compete with and why?

Your Competitive Edge

- You must do it cheaper.
- You must do it better.
- You may have to do it cheaper and better.
- You must do it different.
- **You will most likely have to do it cheaper, better and different.**

**Open and distance education can do it
cheaper, better and different!**

The Future

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**If you don't know where you're going
... it won't matter which path you take**

International Partnerships: Questions for Greek Higher Education

- What are the benefits of internationalism and cross-border partnerships for Greek universities and the nation?
- What skills and competencies must today's youth in Greece acquire to be effective in a global world?
- How do international partnerships strengthen and improve Greek higher education?
- How does Greek higher education want to be viewed outside the borders of Greece? Isolationist – partner – collaborator?

International Partnership Opportunities

- Graduate and post-graduate certificates in specialised disciplines
- Delivery of **complete** degree and certificate programmes online
- Dual and joint degree programmes
- Degree and certificate programmes that provide a comprehensive blend of academics, research, and cultural and language experiences for students
- Continuing professional development (noncredit) programmes for working professionals
- Multi-institutional research partnerships

The Future for Global Open and Distance Learning

- Global ODE will grow particularly for providers offering complete degrees and certificates online
- More research is needed on the language, cultural and social implications of online degrees taught in English to non-native English speaking international students
- Mutual understanding of what ‘access’ means in the context of developing countries and the digital divide
- Quality assurance and assessment processes for effectively measuring teaching and learning, programme impact, and financial efficiency are essential for open and distance universities

Strategies for Universities: International Higher Education

- Contingency planning is the most viable response strategy to the unpredictability of the marketplace
- Internationalism must be built around a portfolio approach to balance the range of activities of the university . . . it also minimises the risks!
- Internationalism must create benefits for your faculty, your students, your community and your university
- Institutions must be realistic and understand the competitive marketplace and their competitors
- Innovation must be constant . . . it's not a one time panacea for resolving all your challenges . . . It must be part of your institutional culture

The Change Game

**The problem is not that universities have
changed . . . quite the contrary,**

the world has changed

Dancing to the Future

‘It was the dancing. When my little boy Dimitri died . . . and everybody was crying . . . Me, I got up and I danced. They said, “Zorba is mad.” But it was the dancing---only the dancing that stopped the pain.’

Alexis Zorba from ‘Zorba the Greek’

by

Nikos Kazantzakis

Thank You!

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