

The background of the slide is a faded, sepia-toned photograph of a grand classical building. It features a series of tall, fluted columns supporting a heavy entablature. The perspective is from a low angle, looking down a long colonnade that recedes into the distance. The lighting is soft, creating a sense of depth and architectural grandeur.

*Back to the Future:
New Horizons for Global Universities
and Borderless Higher Education*

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The Observatory on Borderless Higher Education (OBHE)**

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A Perspective on Global Higher Education

Make no mistake: China wants to be the leading power in higher education, and it will extract what it can from the U.K. 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. (Fazackerley and Worthington 2007)

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

Internationalism Defined

Internationalisation at the national, sector and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions and/or delivery of postsecondary education.

(Knight, J. (2005).

International Dimensions of Higher Education at Home

- Internationalising the curriculum
- Study abroad programmes
- Internationalisation of research
- Comprehensive English language programmes
- International recruitment of staff
- International faculty exchange programmes
- Services and extra-curricular activities
- Bologna process and Lisbon declaration

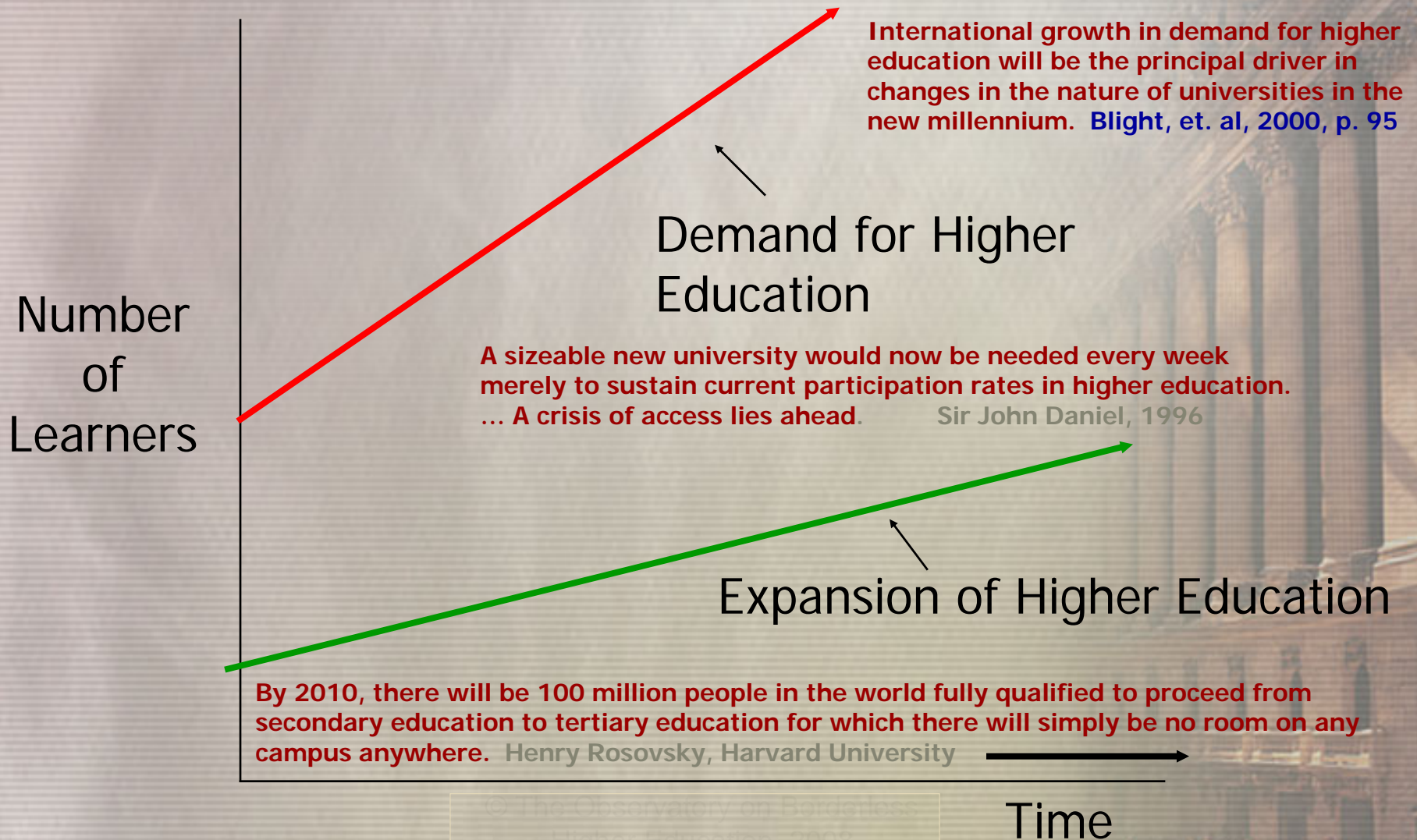
(Knight, 2003; Middlehurst & Woodfield, 2007)

International Dimensions of Higher Education Abroad

- Establishment of branch campuses or regional offices abroad; international distance learning programmes
- Recruitment of international students
- Strategic alliances and partnerships with foreign universities, private corporations, and governments
- Overseas consultancy, exchange of curriculum and learning materials, QA and validation
- Staff and student exchanges
- International branding, marketing, and PR for the institution
- Joint research and publication

Access: The Global Challenge

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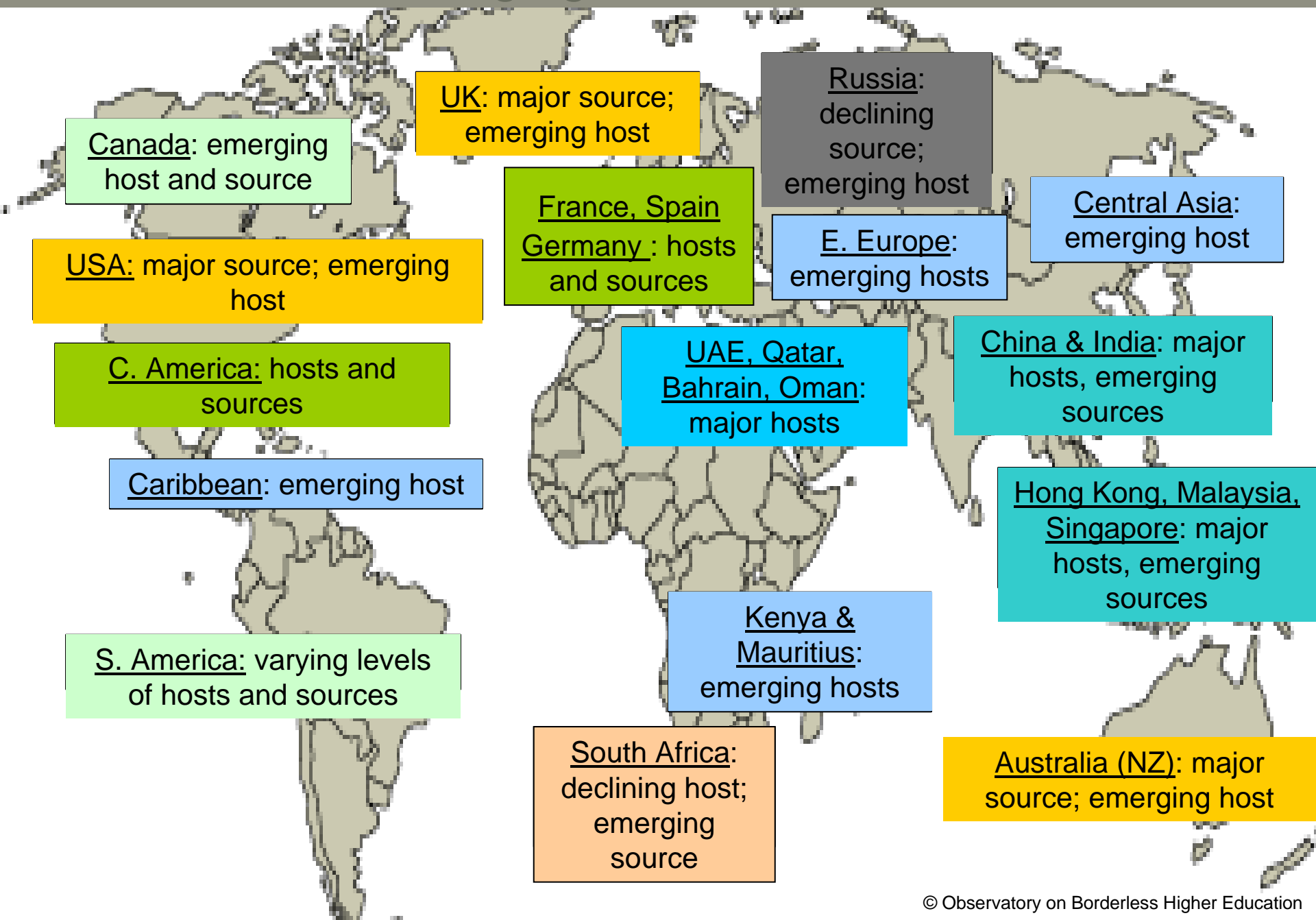
Playing on the International Stage: The Driving Factors

- 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

Trends in Global 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
- 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 & Sources



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
- Foreign students represent 13% of total UK higher education enrolments
- Total non-EU approximately 239,210 students

International Students in 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
- Competitors: US., Australia, France, Germany

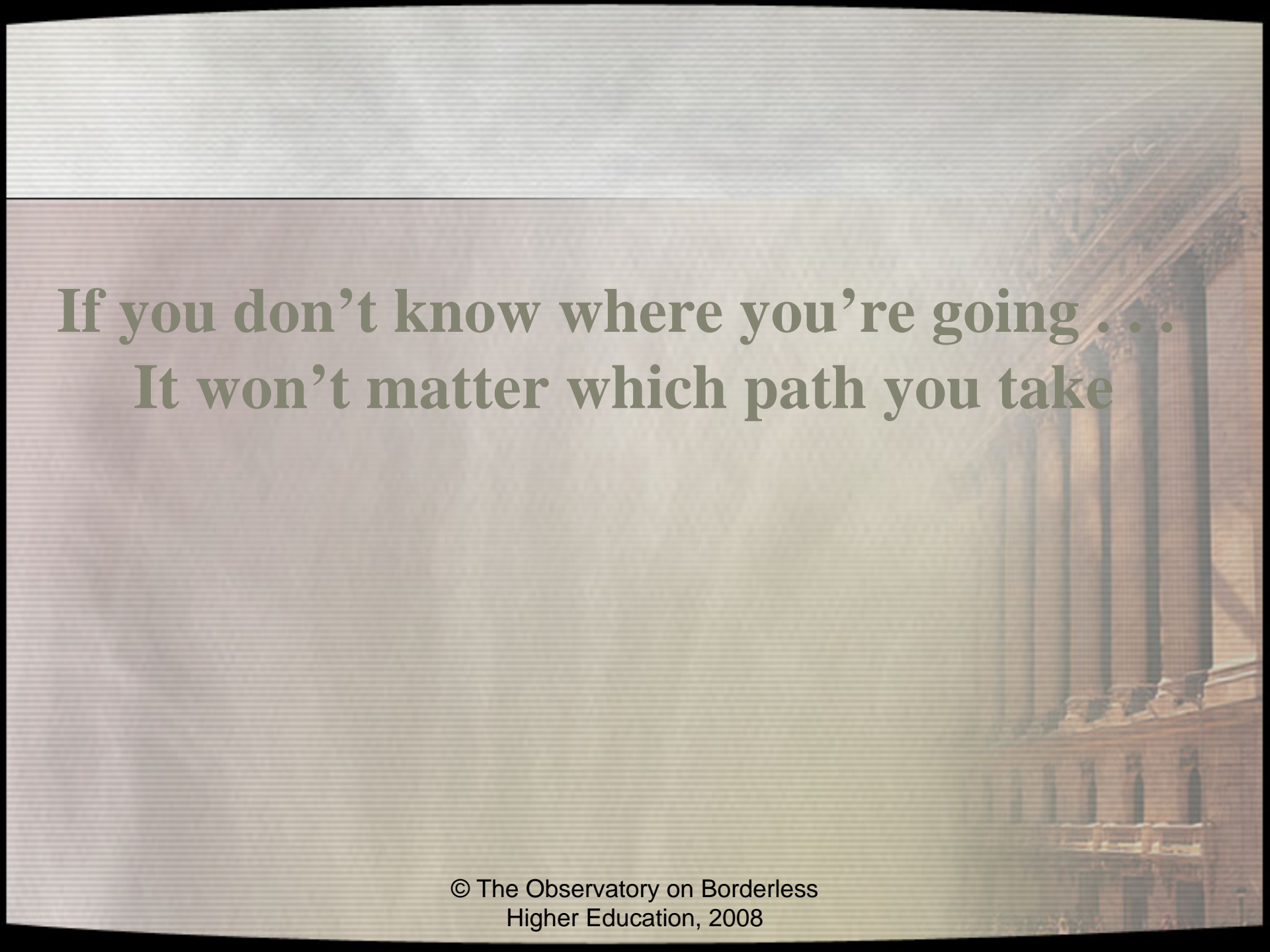
Defining the Global University (Thomas, 2007)

- Global brand penetration
- Comprehensive excellence in research, teaching, academic staff, facilities, leadership and governance
- Innovative global research
- Global distribution of teaching and learning
- Diverse student and staff demand – many international visitors
- Impacts on global issues and policy formation
- Close interactions with global business

Making the Case for International (Ad) Ventures



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

Institutional Stakeholder Issues

- Diverse groups competing for the same resources. Who benefits?
- What are the benefits for faculty and colleges?
- Trustees or board members?
- Traditional target audiences of the university?
- Capacity to provide comprehensive student support services for international students
- Quality assurance implications

Strategic Considerations for Institutional Leaders

- Articulating clearly that international activities, internal and external, align with institutional mission and strategic goals
- Connecting resources with educational processes and outcomes
- Developing a risk management strategy for major international endeavors
- The politics of university and community
- Identify the value-added benefits of your internationalism strategy
- Why can you do it better than your competitors?
- A story



Henry L. Mencken

**For every complex problem there is a simple
solution**

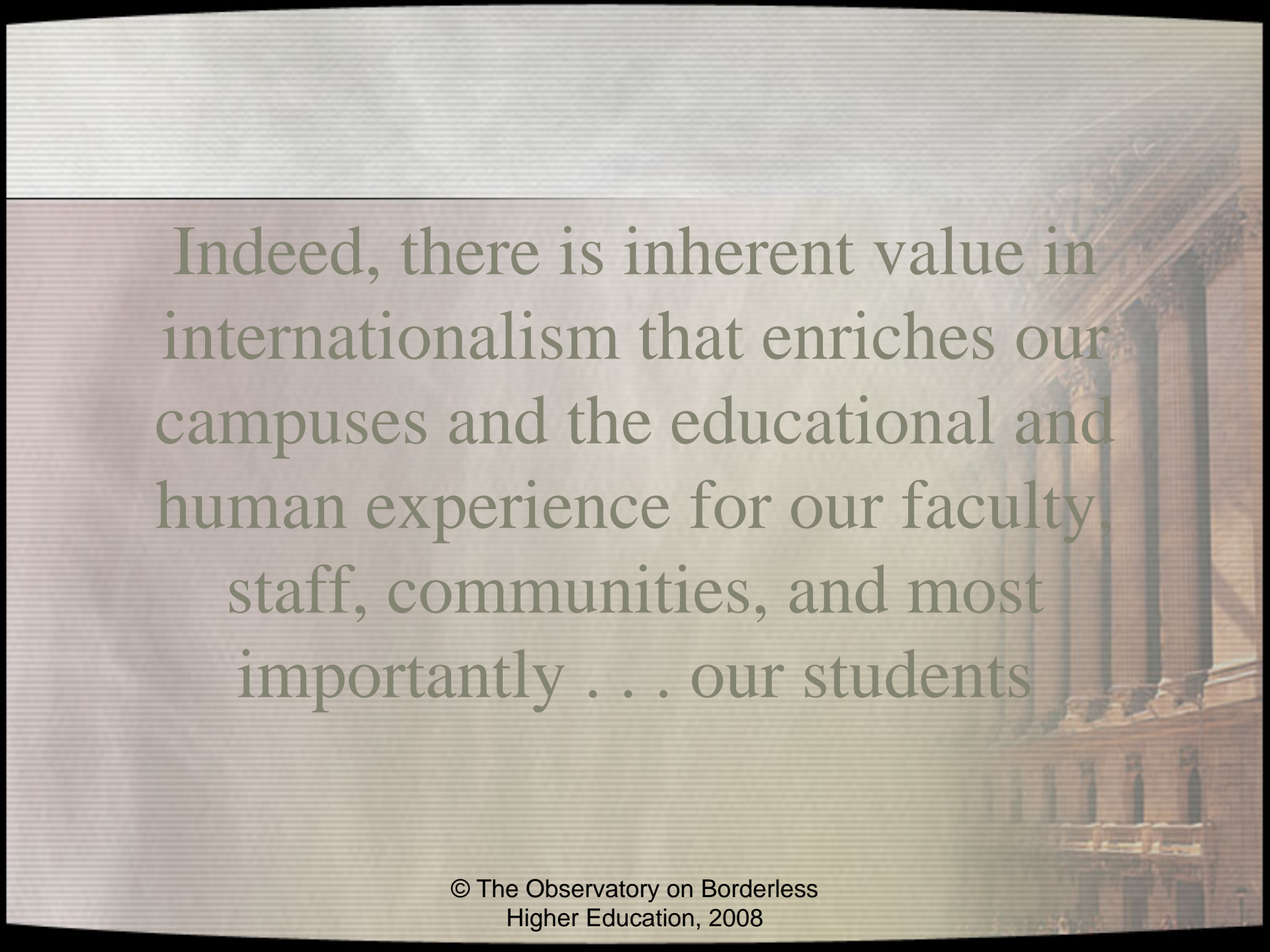
and it's wrong!!!

The Interconnected Challenges

- Diversifying and maintaining funding
- More competitors and more intense competition for students
- Global ‘English’ equals more competitors
- International student mobility
- Competing campus interests
- Pressures to be a ‘Global University’
- Mission ambiguity
- Short-term fixes versus long-term strategy

Final Observations

- The international mosaic of your institution is your choice, internally and externally
- Where your institution falls on the global continuum is based on the alignment of international activities with your mission and strategic goals (not the reverse)
- More is not synonymous with the quality and breadth of your international activities



Indeed, there is inherent value in internationalism that enriches our campuses and the educational and human experience for our faculty, staff, communities, and most importantly . . . our students

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Thank You

www.obhe.ac.uk

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