Off-shore Campuses and Programmes - a mainstream activity for Europe’s universities?

Elizabeth Colucci, European University Association
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Peter Ueker, German-Jordanian University
Don Olcott, Jr., The Observatory on Borderless Higher Education

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Working Group Goals

The purpose of this session is to:

1) Engage delegates in an interactive, consensus-building dialogue of the TNE issues facing European universities.

2) Identify issues agreed, disagreed, and unresolved.

3) Formulate three recommendations for policy makers and universities leaders.
## Session Agenda

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<td>Introductions and TNE Overview</td>
<td>Don Olcott, Jr.</td>
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<td>11:15 – 11:30</td>
<td>Case Study 1</td>
<td>Maurits Van Rooijen</td>
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<td>Case Study 1 Q&amp;A</td>
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<td>11:55 – 12:05</td>
<td>Challenging TNE Assumptions</td>
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<td>12:05 - 12:15</td>
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<td>12:15 - 12:50</td>
<td>Group Discussion of Issues</td>
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<td>Summary and Policy Recs.</td>
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Demand for Higher Education Expansion of Higher Education

Time

Number of Learners

Demand for Higher Education

A sizeable new university would now be needed every week merely to sustain current participation rates in higher education. ... A crisis of access lies ahead. Sir John Daniel, 1996

Expansion of Higher Education

By 2010, there will be 100 million people in the world fully qualified to proceed from secondary education to tertiary education for which there will simply be no room on any campus anywhere. Henry Rosovsky, Harvard University

International growth in demand for higher education will be the principal driver in changes in the nature of universities in the new millennium. Blight, et. al, 2000, p. 95
A Definition: Borderless Higher Education

- Higher education that takes place in situations where the teacher, student, programme, institution/provider or course materials cross national jurisdictional borders. Cross-border education may include higher education by public/private and not-for-profit/for-profit providers. It encompasses a wide range of modalities in continuum from face-to-face (taking various forms from students traveling abroad and campuses abroad) to distance learning (using a range of technologies and including e-learning).

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 of business
- 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
Trends in Global Cross-Border Higher Education

- Host nations are becoming more selective of entering foreign providers
- Asia, Europe, the Middle East, and Gulf States are most active cross-border host regions... this will change
- 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

- **UAE, Qatar, Bahrain, Oman**: major hosts
- **UK**: major source; emerging host
- **USA**: major source; emerging host
- **UK**: major source; emerging host
- **C. America**: hosts and sources
- **S. America**: varying levels of hosts and sources
- **Caribbean**: emerging host
- **France, Spain**: emerging host
- **Germany**: hosts and sources
- **UAE, Qatar, Bahrain, Oman**: major hosts
- **Russia**: declining source; emerging host
- **Central Asia**: emerging host
- **E. Europe**: emerging hosts
- **China & India**: major hosts, emerging sources
- **Hong Kong, Malaysia, Singapore**: major hosts, emerging sources
- **Kenya & Mauritius**: emerging hosts
- **South Africa**: declining host; emerging source
- **Australia (NZ)**: major source; emerging host

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

And it’s wrong!!!