The Challenges and Perspectives of Borderless Higher Education

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Reflections - 1988
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

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

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 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

- **UK**: major source; emerging host
- **USA**: major source; emerging host
- **Canada**: emerging host and source
- **France, Spain, Germany**: hosts and sources
- **UAE, Qatar, Bahrain, Oman**: major hosts
- **E. Europe**: emerging hosts
- **Central Asia**: emerging host
- **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
- **S. America**: varying levels of hosts and sources
- **Caribbean**: emerging host
- **Russia**: declining source; emerging host
- **E. Europe**: emerging hosts
- **France, Spain, Germany**: hosts and sources

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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
Global Distance Learning (Ad) Ventures

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If you don’t know where you’re going . . . it won’t matter which path you take
Global Distance Learning

25% - 50% - 75% of global higher education is delivered via open and distance learning formats?
Western technology, academic programs, research, and tech transfer carry ‘real people’ credibility in foreign countries.

The research and best practices base for the interconnected impacts of online learning, language and culture is in its infancy.

Technology is not culturally neutral

Digital divide is not an illusion . . . it is real and a major barrier for many countries.

Funding or redistributing resources to conduct research in international distance teaching
Strategic Considerations for Institutional Leaders

- Articulating clearly that international distance education initiatives align with institutional mission and strategic goals
- Aligning distance teaching with instructional design formats that compensate and respect language, culture and social norms of foreign students
- Developing a risk management strategy for major international open and distance learning endeavours
- Why can you do it better than your competitors?
- A story
The Future

➢ The global distance learning landscape and market will expand exponentially

➢ Maintaining the focus on effective teaching and learning rather than the technologies

➢ Engaging in partnerships with the right partners
Henry L. Mencken

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

And it’s wrong!!!
THANK YOU

www.obhe.ac.uk