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
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 130 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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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

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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 the 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

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The Change Game

The problem is not that universities have changed . . . quite the contrary, the world has changed
‘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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