Back to the Future:
Sustaining the UK’s Leadership Role in International Higher Education

Dr. Don Olcott, Jr., Ed.D., FRSA, Chief Executive,
The Observatory on Borderless Higher Education (OBHE)

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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
The Changing Landscape of International HE

- Host nations are becoming more selective of entering foreign providers
- Predicting international student mobility is becoming increasingly complex . . . scenario planning essential
- The emergence of a new ‘global regionalism’ may alter student mobility patterns and strategic choices of universities-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 may have to do it cheaper, better and different with less staff.
The Future

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If you don’t know where you’re going
... it won’t matter which path you take
Sustaining the UK’s Reputation as a Top Student Destination

- Sustain quality standards
- Flexible degree structures
- The employment factor during and after study
- Comprehensive student services
- Mobilising the academic and external community
- Straight talk!!!
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

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‘Two Peoples Separated by a Common Language’ (G.B. Shaw)

➢ What to do with the ‘colonies’?
➢ Partnerships? Collaboration?
➢ Innovative student approaches and markets?
➢ Is the US gearing up for internationalism - - - -
  - - - AGAIN! Look at realities.
➢ Common ground – common opportunities = mutual benefits!

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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 – and your foreign students.
- 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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Thank You!

d.olcott@obhe.ac.uk

www.obhe.ac.uk