



THE OBSERVATORY  
on Borderless Higher Education

# Borderless Report

Issue 2, 17 May 2011

In this issue...

## Welcome

The ties that bind:  
Universities,  
multiculturalism and social  
cohesion

The Indian Foreign  
Education Bill: Not just  
about branch campuses!

Curing the world: How  
medical schools reshape  
themselves as global  
brands

Pay to stay: Branch campus  
fees discourage domestic  
student enrolment

Around YouTube: Final  
exam flash mobs

Forthcoming events

Who we are and what we  
do

Welcome to the second issue of *Borderless Report*, the Observatory on Borderless Higher Education's electronic newsletter. Its purpose is two-fold: first, to give readers, including those who are not subscribers to the Observatory's content, access to some of that content. We are redrawing the line on our website between open-access and membership content such that some in-house articles and briefing notes will now be available to non-members. Secondly, this newsletter will make more stakeholders aware of the range and depth of reports commissioned and published by the Observatory for its subscribers.

The next report to be posted for subscribers will be 'European Higher Education in a Global Setting: What Next?' by Professor Pavel Zgaga of the Faculty of Education at the University of Ljubljana. This paper discusses the specific trajectory of TNE in Europe, including how it became a pan-European rather than national issue. He questions, however, whether the Bologna Process has influenced the formation of a new Europe-wide HE identity. Prof Zgaga's report will be posted in the next two weeks.

## 2011 Global Forum in Vancouver



The Observatory's 2011 Global Forum takes place next week in Vancouver (and almost as importantly, the Canucks are still on track for the Stanley Cup).

The theme is 'Levelling the International playing Field' and the final program can be seen [HERE](#). Issue 3 of *Borderless Report* will have a review of the event.

## The ties that bind: Universities, multiculturalism and social cohesion

What social and economic functions do universities fulfill? Do we include social cohesion – enhancing the ties that bind societies together – in the mix, along with creating engaged citizens, increasing employability, providing industry with skills, and helping national economic competitiveness?

If an [all-party group on homeland security](#)<sup>1</sup> from the UK parliament is to be believed, universities here seem bent on achieving the opposite. Their recent report, [‘Keeping Britain Safe: As Assessment of UK Homeland Security Strategy’](#), asserts that:

Government must finally tackle the serious problem of radicalisation on university campuses with utmost urgency. The situation that has been allowed to develop is unsustainable. It endangers our security at home and has international implications that are serious enough to threaten our alliance relationships. We are concerned that despite damning evidence of a problem, little progress has been made in developing an effective programme to address this issue.

The ‘damning evidence’ for this was not overwhelming – based, in fact, on the case, at Christmas 2009, of would-be airplane bomber Umar Farouk Abdulmutallab, a Nigerian who had been president of UCL’s Islamic Society in 2006-07.

The [Federation of Student Islamic Societies](#) was quick to point out what the report chose to ignore: that UCL set up an [independent inquiry](#) on Abdulmutallab’s time there. It found no evidence to suggest either that he was radicalized at UCL or that conditions there were conducive to the radicalization of students. It was [reported](#) at the time that MI5 believed this happened later, in 2009, while he was ostensibly studying Arabic at the [San’a Institute for the Arabic Language](#) in Yemen.

The all-party group report went on to claim that universities and colleges ‘have become sites where extremist views and radicalization can flourish beyond the sight of academics’ and that some universities are reluctant to cooperate with the police. It said that:

Universities present a unique definitional and operational challenge as part of preventing terrorism, and in some cases evidently struggle to establish the correct balance between academic freedoms and university authorities’ responsibilities as part of ensuring Homeland Security.

The [Telegraph](#) and [Daily Mail](#) ran headlines on campuses being ‘hotbeds of Islamic extremism’ – the quotation marks suggesting a verbatim excerpt from the report, which it was not. The Mail bettered even itself by presenting the wholly inaccurate impression that the report had discovered that universities’ reluctance to cooperate stemmed from a fear of losing fee-paying international students. That was not in the report either, and even a cursory consideration of such dishonesty reveals it as a nonsensical line of reasoning. That, unfortunately, did not stop the press, websites and news agencies in [Canada](#), the [US](#) and [India](#) from reproducing the headlines.

That is not to say that there are no bad eggs at universities. The [Times also reported](#) that Abdulmutallab was the fourth president of a London student Islamic society to face terrorist charges in three years. In 2007 four Bradford University students – UK citizens all – were convicted of

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<sup>1</sup> All-party groups at Westminster are interest groups with neither official status nor parliamentary funding.

planning to fight western forces in Afghanistan. Much further afield, the Indonesian press reported recently on the [‘creeping extremism’ on campus](#) caused by the targeting of new students by the outlawed Indonesian Islamic State (NII) movement.

[Universities UK](#) (UUK) noted that the claims of the all-party group lacked evidence and that universities were working closely with police and security services on the [government’s ‘Prevent’ agenda](#) (Prevent is part of a counter-terrorism strategy launched in 2007 by the previous UK government. The current government is, unsurprisingly, less than fully committed to this inheritance. A [review is underway](#) and its report was due on 10 May.)



*Global public goods*

In February UUK published a report entitled [‘Freedom of speech on campus: Rights and responsibilities in UK universities’](#).

It is a sensible piece of work that focuses on the reconciliation of competing interests and illustrates how universities have contributed to this. The Foreword, however, quotes [PM Cameron in a speech](#) to the Munich Security Conference on 5 February, as follows:

David Cameron... spoke of young men who find it hard to identify with traditional Islam practised at home by their parents, yet also find it hard to identify with Britain too, because of the weakening of collective identity. He maintained that, '[u]nder the doctrine of state multiculturalism, we have encouraged different cultures to live separate lives, apart from each other and apart from the mainstream.'

Reproducing this without comment can be seen as tacitly endorsing the rejection of the ‘doctrine’ of state multiculturalism. It appears in the context of a mainly European public discourse, since 2004-05, in which multiculturalism has become conceptualized – even by the left – in opposition to social cohesion. In the UK context multiculturalism is seen either as [‘sleepwalking to segregation’](#) or a threat to ‘British values’ (the latter, [when spelled out](#), are universal expressions of western civic liberalism rather than anything particular to the UK).

The irony of this is impressive. Multiculturalism appeared more than 40 years ago and, as a policy position in the UK, [Canada](#) and elsewhere, was implemented expressly as a tool of integration: to encourage mutual tolerance of differences above a threshold of shared common values.

Elsewhere in Europe, Angela Merkel famously declared the [death of German multiculturalism](#) in October 2010, and [Sarkozy added his voice](#) in February, though France has never had such a policy. Former Australian PM John Howard renounced multiculturalism while in office and continues to do so, and former Spanish PM Jose Maria Aznar has also in recent months said multicultural policies do not successfully integrate immigrants.

Canadian scholars [Banting and Kymlicka](#) cite the Netherlands as a vivid example of the retreat from multiculturalism. It lurched from the most ambitious multiculturalism policies in Europe in the 1980s to abandoning them almost entirely in the 2000s, in favour of ‘coercive civic integration’. They argue that Austria and Germany are following suit. They conclude that to claim that multiculturalism is responsible for the social ills of segregation, prejudice, radicalism and oppression is ‘highly debatable’. They see no evidence that these ills are worse in European

countries that adopted multiculturalism policies (eg, Netherlands, UK and Sweden) than those that did not (eg, Denmark, France and Austria). The evidence, they believe, is that such social ills are less prominent in countries with multiculturalism policies.

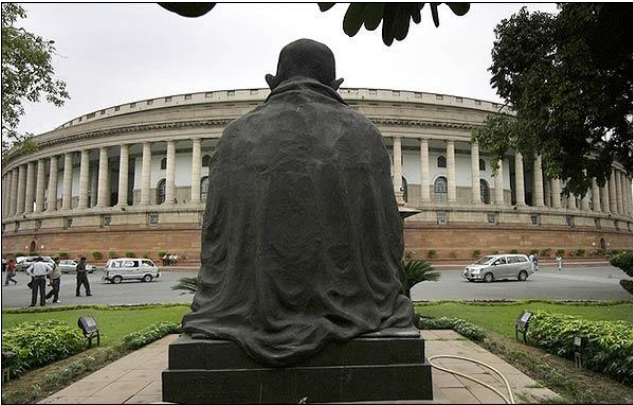
Whatever the evidence, multiculturalism as an ideal is close to collapse in Europe. It is being superseded by more suspicion and less tolerance of difference. Individual politicians can and do rise above playing on fears and suspicions but governments seem less capable. In the UK, the current threat level from international terrorism is [assessed by MI5 as 'severe'](#) (meaning a terrorist attack is 'highly likely'), where it has been since first being published in August 2006 (apart from two brief spells when it was raised to 'critical' and the second half of 2009 when it was lowered to 'substantial'). This has no impact on behaviour but it does affect attitudes.

When a 'war on terror' doctrine coincides with an anti-immigration political culture, universities with internationalized campuses will be in the firing line and the questioning of their functions for society will affect the whole sector in different countries. The idea of campuses as places of intellectual stimulation and open debate is being challenged, though the autonomy of the academy is not yet up for grabs. In the current climate in which diplomacy can defer to interventionist foreign policy, we need such places even more.

**WL**

## The Indian Foreign Education Bill: Not just about branch campuses!

Despite reading volumes of editorial about India's 'Foreign Educational Institutions' (FEI) Bill (which has been in the Indian parliament for a full year), one point seems to have slipped everyone's attention. It isn't just about setting up campuses but rather about regulating all foreign university activity in India that leads to the award of foreign university degrees. This has significant implications for current university strategies with respect to India.



***It will come out, eventually***

A lot of such activity is already taking place. In 2008 the UK-India Education and Research Initiative (UKIERI) identified some 161 international universities involved in delivering 641 collaborative programs in India. Most are US and UK institutions that offer twinning programs, in which a foreign and an Indian institution jointly recognise a program and award dual or joint

The proposed FEI Act encompasses both international universities operating

independently and those working in collaboration with Indian Global public goods institutions. Effective regulation of these collaborations is in fact the primary motivation for the legislation, which notes that, 'due to a lack of policy or regulatory regime it has been very difficult to make meaningful assessment of the operations of the foreign educational institutions, and absence of such meaningful assessment has given rise to chances of adoption of various unfair practices besides commercialization.'

No one doubts that accredited international universities offering degree programmes in India will be necessary if the Government of India is to come close to its three objectives for higher education: 'excellence, expansion and inclusion'. They will help widen opportunity and accessibility to higher education and will also potentially retain some of \$13bn currently leaving India's shores annually through foreign education-seeking Indian students. Hosting international university campuses will also help India become a destination for students from other countries. Research investment will be attracted to foreign universities that have a presence in India and this will also help India retain and develop its own intellectual talent for the benefit of all.

### **Who will the Act apply to and what sort of arrangements does it cover?**

According to the proposed legislation a university is a foreign education institution (FEI) if it has been offering degrees for 20 years in its own country, and already offers in India, or proposes to offer, awards/degrees/diplomas/certificates either:

- 1) Independently [e.g., via its own campus which could be operated with or without an infrastructure partner or investor]  
or
- 2) 'In collaboration, partnership or in a twinning arrangement with any educational institution situated in India'.

The proposed legislation requires a 'foreign education institution' to become an approved 'foreign education provider' (FEP) in order to operate courses in India. To get this status an international university must be notified as such by the central government on the recommendation of the Commission 'as an institution competent to impart education in India'. The Commission refers currently to the University Grants Commission but pending other current legislation it is likely to be superseded by a proposed and all-encompassing National Commission for Higher Education and Research (NCHER).

The FEI Bill clearly says that those foreign universities that are 'providing educational services in India before the commencement of this Act [must] apply within a period of six months from the date commencement of this Act and shall cease to provide educational services in accordance with the provisions of this Act if its application for recognition and notifying as foreign education provider has been rejected.'

To acquire the coveted FEP status, universities with existing or proposed partnerships will have to provide documentary proof that the university has been established for 20 years and has adequate financial and other resources to conduct the courses of study in India. They will have to undertake to 'maintain a corpus fund of not less than fifty crore rupees (\$11m) or of such sum as may be notified, from time to time, by the Central Government in consultation with the statutory authority'.

The wording is such that the requirement for a corpus fund applies to twinning programmes as well as branch campuses! \$11m may seem excessive for a program that may have only a dozen students but a university would only know for sure what is required when it formally applies for FEP status.

### **Consequences of non-compliance**

'Any person who, being associated with an educational institution or a foreign educational institution not being a foreign education provider... offers or gives admission to any person as student or collects fee or awards any degree, diploma or any other equivalent qualification in violation of the provisions... shall be liable to a penalty which shall not be less than ten lakh rupees (\$22,000) but which may extend to fifty lakh rupees (\$111,000).'

Any university found to be in contravention of the rules risks the 'forfeiture of the corpus fund in whole or part'. If no corpus has been provided then one suspects the only recourse the authorities have would be to advise agencies such as the Reserve Bank of India and Ministry of External Affairs to stop allowing funds to be repatriated and stop issuing visas to the foreign university's staff.

Human Resource Development Kapil Sibal signs off the Bill with a 'Statement of Objects and Reasons' which warns Indian providers of the heavy penalties for being associated with an institution without FEP status or publishes misleading or wrongful information.

This will be a strong deterrent for local partners to work with unapproved international universities. Currently the AICTE will only 'inform the public' of an infringement – as it already does on its website for over a hundred international partnerships. As far as we know the AICTE has never taken steps to 'initiate action under the Indian Penal Code' although it continues to issue notices. The legislation must be taken seriously as it adds considerable bite to AICTE's bark.

## **In Conclusion**

Hundreds of international universities will immediately be affected the moment this legislation comes into law. Universities that wish to continue offering their awards in India will need to become Foreign Education Providers and the process by which they become an FEP cannot be ignored. Once the FEI Bill passes (and it will one day!) foreign universities will have to go through either the Commission approval process or seek the consent of the Advisory Board for exemption.

India represents the greatest higher education opportunity in history. The Government of India knows this and therefore rightly wants to protect the interests of Indian students from a gold rush of commercially aggressive institutions. Those universities that are aware of the impact of the legislation on their India strategies will be better equipped to help the Indian government achieve its ambitious goal. It is worth remembering that India is effectively looking to replicate the entire US and western European university systems within a decade. India will need more than a little help from her friends – but their intentions will need to be honourable, if they are to be welcomed.

**Nick Booker**



*Nick Booker of IndoGenius works with 17 UK and US universities in India. IndoGenius was established to encourage and enable international institutions who want to offer courses in India (rather than just recruit students to study abroad); to initiate research collaborations with Indian institutions and industry; and to encourage international Study Abroad students to choose to visit India which, more than any other place on earth, represents humanity's past and future.*

*Nick will be attending the Observatory's Global Forum and NAFSA, both in Vancouver, and can be contacted at [nick@indogenius.com](mailto:nick@indogenius.com)*

## Curing the world: How medical schools reshape themselves as global brands

If there is an academic field that is quintessentially universal, it is medicine. Universities with a long tradition in this sector, such as George Washington University and Tianjin Medical University of China, have recently decided to take this axiom one step further by expanding their outreach to Jordan and Sri Lanka.

In the old days, students from the developing world left their countries to study abroad. When Marie Curie moved from Poland to France, not only did she launch an academic career that would eventually earn her two Nobel Prizes, but she paved the way for thousands of students who would thrive in European and American universities. Today the picture is reversing. Highly ranked universities transfer knowledge to faraway outposts in east Asia and the Middle East, and sow the seeds of the future in terms of research, political leverage and economic success.

The Middle East has in particular been a [fertile ground for American universities](#), as in the case of [Weill Cornell Medical College in Qatar](#). This is why the [George Washington University Medical Center](#) recently decided to [establish a Medical University in Jordan](#) in partnership with Jordan Hospital in Amman. This new institution will add an extra facility to the four existing medical faculties in the country, which are together unable to meet demand for medicinal education among Jordanian students. The Kingdom's good reputation in the medical field must have played a crucial role in GWU's choice, although the Jordan Hospital General Manager Abdullah Bashir says that another country will be approached if the project fails.

In Asia, [Newcastle University's new medical school](#) in EduCity in Iskandar, Malaysia, is now accepting application for entry this autumn. Chinese universities have been exploring their own neighbourhood and looking for niches where there is potential for growth. The most prominent case is [Tianjin Medical University](#), which recently announced its intention to [set up a Chinese International Medical University in Sri Lanka](#) in partnership with the Sino Lanka Educations Institute. Sri Lanka is also one of these countries where professions related to life science have not lost their privileged social status, particularly among women.



*This won't hurt a bit*

The fact that these new institutions happen to be medical schools says something about the policies of universities around the world. Medicine is not politically controversial in places that can be controversial. In this case it is hard to ignore the fact that both Jordan and Sri Lanka have recent been involved in crises. Jordan has not completely escaped [the unrest in the Middle East and North Africa](#) over the last few months, and in Sri Lanka a [26-year civil war ended in 2009 in a bloodbath](#).

As for universities themselves, expansion abroad is only a part of a long-term policy to boost both partnerships and competitiveness in the global market. That policy now encompasses a hitherto unknown feature, deterritorialization – a weakening of ties between objects and place. Universities have traditionally been identified with a city or a region. It is hard to imagine Harvard being far away from Boston and even harder to imagine Oxford University without Oxford itself.

But that is gradually changing as the brain race takes a global turn. Many corporations had to expand abroad at the opening of the 20<sup>th</sup> century in order to avoid overheating in their own countries, and that is more or less what universities are doing today to stay in the game. International competition grows and universities rebranding themselves as 'global institutions' have to expand to territories where demand does not meet supply, as in the cases of the Middle East and southeast Asia. They use their comparative advantages, namely the fields in which they excel. Both GWU and Tianjin University have highly-ranked medical departments and their reputation helps them make breakthroughs in the international market.

In the case of medical schools a crucial element is the opening of new markets for scientific research. The pharmaceutical industry is always on the lookout for uncharted territory, where raw material for new vaccines and drugs can be found. Medical schools cannot afford to ignore this when devising their international strategies. Who knows what the Chinese will find in Sri Lanka?

Apart from purely scientific goals, a medical school overseas can add humanitarian flavour to a country's projection of its [soft power](#). The fact that the new Medical School in Jordan will operate as a 'regional medical hub' in the decades to come, according to Stanley Knoll, medical director of the GWU's international medicine programmes, provides a hint. Jordan is strategically positioned between Syria, Israel, Saudi Arabia and Iraq. On the other hand, Chinese intrusion in Sri Lanka may be perceived as a potential threat to Indian interests.

In conclusion, international competition facilitates expansion for universities but also demands a versatile, multi-faceted policy. Medical schools, like governments and multinational companies, have to protect their status and move forward at the same time if they want to stay competitive. In a time of global mobility, the only incurable disease is inertia.

**AK**

## Pay to stay: High branch campus tuition may discourage domestic student enrolment

Duke University's plans to open a branch campus in 2012 in Kunshan, a city neighbouring Shanghai, has drawn substantial criticism from some academic staff, who claim that the campus is too risky a venture and that high tuition fees may deter students. But determining what to charge for tuition at a branch campus can be a tricky endeavour – rankings, labour market links, alumni networks, and international experience may differ from the main campus, and the student experience is greatly impacted by location.

The proposed tuition for Duke's masters in management, the first program that the campus will offer, is [rumoured to be \\$41,000](#) – higher than the fee for their US-based masters in management program! Although the university forecasts that the campus will be profitable shortly after opening, a recent study carried out by the Shanghai-based [China Market Research Group](#), which surveyed 50 undergraduates at four Chinese institutions about their willingness to attend a management studies graduate program, suggests that setting tuition fees at such a high level is likely to threaten the success of the fledgling overseas campus.

The report, commissioned by the Duke administration, reveals that while most of the families polled – part of the emerging Chinese middle class – have the means to pay \$41,000 for a graduate degree and would be willing to do so for a degree earned from a prestigious university in the US, 'none are willing to pay that much for a China-based Duke [masters] degree', especially given that Chinese universities typically charge \$1,000 for tuition and most US university programs are between \$30-40,000.



***Not just there for the libraries***

Setting a tuition fee that is even higher at a branch campus than at the home campus would be a bold and unorthodox move – normally branch campuses set tuition fees below, or on par with, fees on main campuses.

This is in part because around half of branch campuses are north-south ventures, with the home campus located in a developed country and the branch in a developing country. In these instances, students attending the branch campuses may be unable to afford the fees charged by the main campus; if they could, they would. In a world that places a rising value on global competencies and international experience, price is one of the few factors that might convince a student to stay at home and study at a branch campus rather than study overseas as an international student.

The desire to attend a university that provides an international experience, and the belief that branches of Western universities do not offer the same quality of education, are two key reasons why demand for Western universities is so high, the report concludes. In fact, it claims that 'the top reason students want to study at international universities and are willing to pay up to 30 times the cost of tuition at a Chinese graduate school to do so is to experience life in a foreign country'.

All else being equal (though it never is), prospective students are generally willing to pay more for a degree obtained abroad from a university abroad than they are for the same degree from a university in their home country. This is corroborated by research carried out by the [International](#)

[Graduate Insight Group](#) (i-graduate, parent company of the Observatory) on what factors are most important in student decision-making. Their data, collected from surveys of more than 900,000 students, suggest that prospective students have different ideal 'price points' for different countries, and that the amount they are willing to pay is influenced by such factors as perceived quality, cost of living, availability of scholarships and bursaries, work or internship opportunities, and other external factors that affect the student experience.



***More than that in any currency***

The international experience that universities can provide is so highly valued, in fact, that around 40% of students polled by CMR said they would consider a masters degree in management at Duke in the US, but only 16% would consider doing the same degree in China, and then only if 'cost concerns were addressed'. The proportion willing to undertake a degree at a prestigious university in China rose to 20% if it included the opportunity to spend two months in the US as part of the degree.

This suggests that international experience is seen as one of the most valuable aspects of higher education. Indeed, the report said that 'the majority want at least half of the program to take place in the United States, though a quarter of families would be willing to pay \$30,000 for a Duke [masters] program in China with two months in the US'.

The report concludes that students think Duke's campus in China offers a superior education to that of domestic universities but the vast majority see international experience as the main value driver for pursuing graduate degrees abroad. They think a Duke degree earned in China is not worth the same to employers as one from North Carolina.

This research supports what [Michael Ryall](#), Professor at the [Rotman School of Management at the University of Toronto](#), claims may be a higher education bubble in which universities justify high tuition fees by asserting that they provide access to 'special services' in addition to high-quality education. According to Ryall, business schools view the value of their pricey programs as coming from other elements of the student experience. 'Some said students get a lot out of the extracurricular networking opportunities. Others mentioned signalling value. One said foreign students are paying for a gateway to immigration. Another said we provide a lottery for a small number of plum jobs in consulting and finance', he writes in his [blog](#). Viewed in these terms, students pay for access, not education, and there are more benefits to be gained as an international student than as a domestic student (immigration and economic opportunities, in particular).

If Duke's tuition at its China outpost is seen as too expensive, it will fail to attract enough students, even in a market where demand vastly outstrips supply. Chinese universities have places for less than a fifth of its 100 million college-age population and, with more than 200,000 students enrolled in higher education outside the country, China is the country with highest number of students studying abroad. In June 2010 around 10 million hopeful college-bound kids sat the [gao kao](#), the

state university entrance exam, though there were places for only two-thirds of them. It is not surprising that universities are eager to partner with Chinese universities to broker branch campus deals and help meet the growing demand.

Given the uncertainties of the market, the safest bet for determining branch campus tuition prices may be to watch and learn. In an increasingly competitive environment, institutions should carefully consider their pricing approaches and study the strategies used by other institutions opening branch campuses. Universities set prices based on information such as program costs, market demand, and strategies for recruiting talented students and researchers. Setting the price at a branch campus adds additional layers of complexity: perceived differences in quality, faculty presence, research output, and student experience between the branch and home campus have a bearing on how much potential students might be willing to pay for a degree.

Duke is only the latest guinea pig branch campus to go under the lens of the international higher education community – others are sure to follow. In China alone there are already a slew of branch campuses, including [Johns Hopkins University](#), [CUNY Baruch](#), [Florida International University](#), [Lancaster University](#) (in partnership with Sunway University), [Missouri State University](#), [University of Nottingham](#), and [Webster University of St Louis](#), which has two campuses. There are plans underway for others to open soon, including New York University and Nottingham University in Shanghai, and rumoured interest from Columbia and Cornell.

The Observatory's 2011 Global Forum, set to take place next week (25-27 May) in Vancouver, British Columbia, will explore branch campuses further: please see the program for details [HERE](#).

The following information on Chinese higher education, tuition fees, and branch campuses is available the Observatory's research archive, available to members of the OBHE:

- [Destination China, via Hong Kong? Hong Kong invites expressions of interest for development of self-financing higher education](#) March 2011
- [Understanding student recruitment in Mainland China: A case study](#) January 2010
- [Modelling TNE directions in Asia](#) December 2009
- [Transnational education in China: Key challenges, critical issues, and strategies for success](#) May 2008

**RM**

## Around YouTube: Flash mobs and finals

Flash mobs – when a group of people appear in one location unexpectedly and usually put on some sort of rehearsed performance – have practically become a staple of college campuses, and YouTube.

This iconic flash mob last year at [Ohio State University Student Union](#), featuring university president Gordon Gee, has been viewed more than 2 million times.

As college students around the world take their final exams, a whole new crop of college/university flash mob videos have recently popped up on the web, like [this one](#) from Loyola University in Chicago.

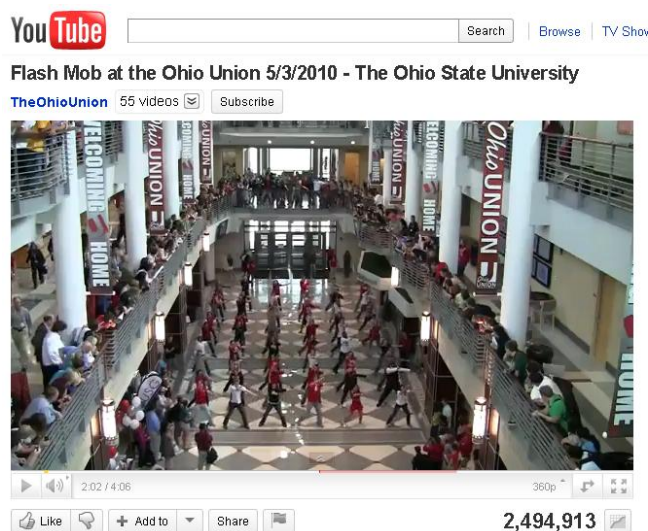
Another, to commemorate this year's [graduation at University of Michigan](#), is set to the Rusted Roots' 'Send me on My Way'.

Students attempt to lighten moods on their respective campuses: [Furman University students](#) frolic, [SUNY Brockport](#) students channel Harry Potter, and a [Cornell University student](#) gets musical.

In the UK, [University of East London](#) students staged a flash mob in front of Buckingham Palace to welcome the marriage of William and Katherine.

Finally, the tables were turned in this flash mob as teachers at [Bell Baxter high school](#) in Scotland recently surprised secondary school students in the cafeteria.

While they run the gamut of style, size, and language, all are entertaining and keep students connected globally and entertained – all in the name of education.





**Forthcoming events:**

22-24 May, Vienna

ACA Annual Conference

[The excellence imperative: World-class aspirations and real-world needs](#)

25-27 May, Vancouver

Observatory 2011 Global Forum

[Levelling the international playing field](#)

30 May-6 June, Stellenbosch, South Africa

Conference of Rectors, Vice-Chancellors and Presidents of African Universities

[Strengthening the space of higher education in Africa](#)

16-17 June, Kingston upon Thames, England

4th UK and Ireland Institutional Research Conference

[Scanning the horizons: Institutional research in a borderless world](#)

4-7 July, Jitra, Malaysia

[2<sup>nd</sup> Regional Conference on Educational Leadership and Management](#)

13-16 August, Copenhagen

23<sup>rd</sup> Annual EAIE Conference

[Cooperate, Innovate, Participate](#)

28-31 August, Warsaw

European Higher Education Society 33<sup>rd</sup> Annual Forum

[Building cultures, promoting diversity: Higher education in search of an equilibrium](#)



## Who We Are

### **Dr William Lawton, Director**

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William (Bill) Lawton is from Newfoundland and has worked in the UK for more than 20 years. He joined the Observatory on Borderless Higher Education early in 2011, shortly after it became part of the International Graduate Insight Group (i-graduate). Prior to this, Bill worked with the UK HE International Unit in London, from its inception in 2007.

From 2000 to 2007, Bill worked at the Canadian High Commission in London, first as a political analyst on UK devolution and latterly as Head of Academic Relations. In the 1990s he taught at the University of Hull in England, where he focused on Canadian and American politics and international political economy. Bill's PhD, from Edinburgh University, was an analysis and critique of economic development policies in Newfoundland.

### **Veronica Lasanowski, Research Manager & Senior Analyst**

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Veronica is Research Manager and Senior Analyst at The Observatory on Borderless Higher Education. She has previously held posts at the European Commission's Directorate-General for Education and Culture in Belgium, the Canadian Education Centre in Australia and the Fairtrade Foundation in the United Kingdom. She is a graduate of McGill University (BA), and the London School of Economics and Political Science (MSc).

### **Rachael Merola, Research Executive**

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Rachael joined the Observatory in late 2010 as a Research Executive, shortly after completing a master's degree in International Education Policy from Harvard. Prior to that, she worked for three years as Communications Coordinator at the Barcelona Graduate School of Economics. Originally from New York, she has experienced the true meaning of 'borderless' education, having studied and/or worked at universities in the US, Cuba, Spain, and China.

### **Teresa Angulo, Executive Administrator**

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Teresa Angulo joined the Observatory in May 2011. Her experience is multi-faceted and ranges from public relations and customer service to administrative and web-based advertising. She has lived and worked in Turkey, the Czech Republic, Oman, Germany and the US. She has two Bachelor Degrees (International Studies and Anthropology) from Texas State University, San Marcos and an MA in Bilingual Education with a focus on linguistic and EFL from Texas Tech University in Lubbock. Tree loves reading, travelling, live music, and random acts of silliness.

## What We Do

The Observatory on Borderless Higher Education is a think tank and intelligence unit that conducts research and disseminates information and analysis on the full range of international higher education activities at both institutional and governmental levels around the world. The Observatory has institutional members from more than 70 countries. Established 10 years ago as an initiative of the Association of Commonwealth Universities and Universities UK, the Observatory became part of the International Graduate Insight Group (i-graduate) in 2010. We are based at the offices of i-graduate in Redhill, Surrey, in southern England.

