

Planning and Leading in Globalized Higher Education*

***in the context of recession**



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“The future is already here, just not distributed very well.”

William Gibson, Neuromancer



Planning and Leading in Globalized Higher Education - in the Context of Recession

Agenda

I. Globalization Is Transforming Higher Education

II. Globalization and Recession Transform Institutional Leadership and Planning

III. Going Global: Planning for International Contexts for the Post-Recessionary World

IV. Questions, Answers, and Dialogue

V. Core Resources



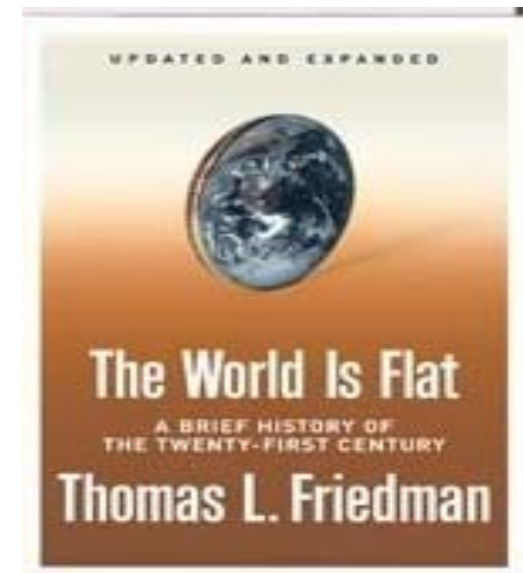
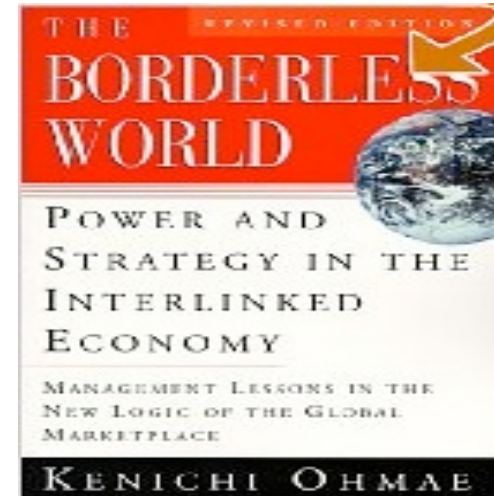
I. Globalization Has Transformed Higher Education

- Indicators of globalization
- Changing what learners need to know
- Internationalization and transnationalization
- Changing the flows of students
- Changing the nature of competition



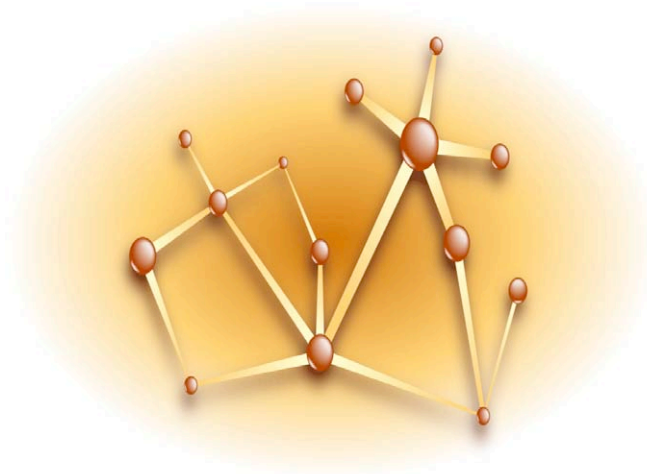
a. Indicators of Globalization

- ***The Borderless World (1990)*** Kenichi Ohmae
- ***The World Is Flat (2007)*** Thomas Friedman
 - Digitization, Democratization, Deregulation
 - Changing Skills and Habits of Mind to Succeed - Perpetual learning
 - Glocalization – the degree to which a culture is open to global influences
- ***Network Power: The Social Dynamics of Globalization (2008)*** David Singh Grewal
 - Global, shared sociability
 - Shared sociability’s impact on commerce, culture, ideas, and manners
 - Re-emergence of nationalism
- ***WWW → Web 2.0 → Web X.0***
From “experimental” to “amenable” to “invisible”



“The most profound impact of the Internet is its ability to support and expand the various aspects of social learning.”

John Seely Brown and Richard P. Adler, “Minds on Fire: Open Education, the Long Tail, and Learning 2.0,” ***EDUCAUSE Review***, Jan/Feb 2008



b. Changing What Learners Need to Know (1)

Thomas Friedman - *The World Is Flat*

- A foundation of curiosity, passion, mental flexibility, self-motivation, and psychological flexibility
- Changing habits of mind and skills
- New roles: collaborators and orchestrators, synthesizers, explainers, leveragers, adapters, “green” people, passionate personalizers, and localizers
- The Unflat World and unflat behavior in The Flat World



b. Changing What Learners Need to Know (2)

Diana Oblinger - *Education for Exponential Times*

- Individuals will need to demonstrate their capacity to perpetually incorporate new knowledge
- Highly diverse transnational teams and knowledge networks
- Decreasing importance of disciplinary knowledge



“We are educating students for jobs that don’t exist, using technology that hasn’t been invented, to solve problems that haven’t been identified.”

Shift Happens YouTube 2008



b. Changing What Learners Need to Know (3)

Paul Lefrere – *Developing Tomorrow's Competencies Today*

- Global talent shortages and mismatches
- Preparing for tomorrow's "Golden Future Jobs"
- Peer-to-peer competency networks and feedback loops
- Broad participation, immediate reaction and projection
- Competence 2.0



c. Internationalization

- Embedding curricular and co-curricular international/global experiences
 - Study abroad
 - Immersion in international and global cultures
 - Internationalization of the curriculum
 - Research and networks
- Rebranding the institution
 - Check out institutional strategic plans international is “in”
 - Community Colleges, Comprehensive Universities
Small Private Colleges
- International Rankings
 - Growing in importance, using traditional measures
 - Alternative measures and rankings being developed
 - New measures needed for workforce-focused institutions



c. Internationalization/Transnationalization

- Global Research Partnerships and Communities
 - Investments by European Institutions and EU
 - Investments by Chinese and Indian institutions, governments, and enterprises
- Transnational institutions
 - Cornell University, Michigan State University, NYU, Texas A&M, Stanford
 - Troy State University, Fort Hays State University
 - Distributed Learning for the US Military
 - Knowledge Cities in far away places
 - Curtin University, other Australian institutions



d. Changing the Flows of Students

- Increasing demand and the global talent shortage
 - Tremendous increase in demand
 - Mismatches between what is taught and what is needed
 - Search for core skills and competencies
- What goes up, can come down
 - Growing educational capabilities in emerging countries – redefinition of “gold standard” experiences
 - Negative impact of visa restrictions, post 9/11 mindset, anti-Americanism
 - Cost/price sensitivity
 - Exposure of transnational institutions
- Changing demographics, Changing dynamics
 - Declining college-age populations – Japan, Italy, Spain, Russia
 - Increasing college-age populations – India, China (for a time), Middle East
 - Stronger local competition - Middle East, East Asia, South



e. Changing the Nature of Competition

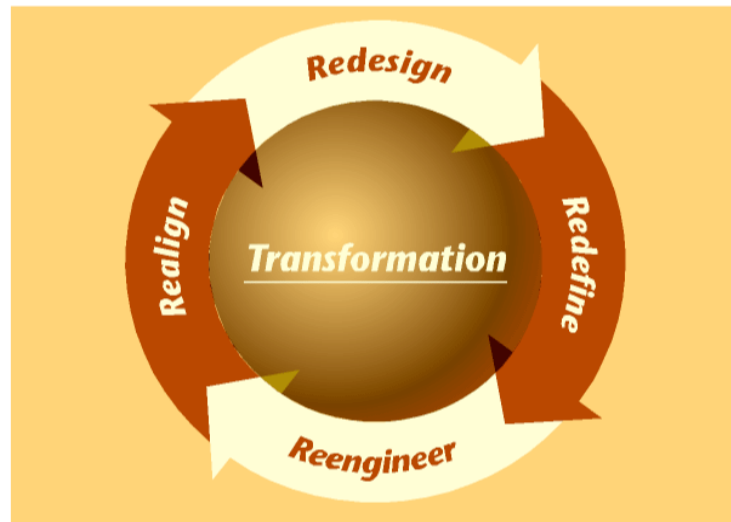
- Here come the disruptive competitors
 - Acquiring and rebranding institutions to online operation - domestically and internationally
 - Emergence of low-cost online and blended competitors – ***“good enough”***
 - New, targeted offerings, competency-focused
 - Seamless articulation and credit for prior learning
 - Capitalize on the affordability crisis in U.S. and impact of recession



“Cash cows are never fatter than on that sunny afternoon before the moonless night when they are rustled by new competitors.”

Mash-up of West Texas aphorism and Business School truism

II. Globalization and Recession Transform Institutional Leadership and Planning



- Financial Sustainability: Innovate or Decline
- Higher Education's Current Response
- Higher Education's Future Response
- Globalization as a Key Element in Lifting Out of Recession

a. Financial Sustainability: Innovate or Decline

- Globalization has increased competition and American competitiveness is declining.
- Colleges and universities face increasing diversity and demographic challenges. Remediation levels are ***unsustainable***.
- The financial model for higher education is broken and ***unsustainable***:
 - Drop-out and failure rates waste our investment in education
 - Public financing of higher education continues to decline and tuition growth exceeds the CPI
 - We have failed to use technology to reduce the cost of learning
 - Recession-driven cuts in funding require budget cuts, diminish capacity, sap energy, and thwart innovation
 - Family finances are depleted and will lose more ground in coming years.



b. Higher Education's Current Response

Short-Term Actions

- Cutbacks and short-term fixes
- Leverage stimulus money, compete for more
- Lay-offs, furloughs, pay cuts
- Financial exigency trumps innovation in the short run
- Creative approaches to financial aid
- Continue to increase tuition to fill funding gaps
- Support Obama programs
 - PK-12 reinvention
 - Financial aid increases
 - Goals to increase college going
 - Stimulus targets

Longer-Term Challenges

- Plan for harsh budget situations in 2-3 years when stimulus is gone, accelerated demands for transparency and accountability, need for operational efficiency
- Set the stage for serious considerations of innovations and systemic transformation
 - Dramatic PK-20 initiatives – longer school year, bridging programs, reduced remediation, three-year degrees
 - Full-year calendar
 - Increased # of 2-year and 4-year degrees
 - Workforce and productivity changes - changing professional autonomy – education 2.0 and healthcare 2.0
 - Reduced cost of online learning, reduced time to degree as an option
 - Talent and competitiveness networks and communities - perpetual competence
 - Reduce reliance on campus facilities and the need to come to campus
 - Unbundling learning, demonstration of competence, and certification

c. Higher Education's Future Response

Operational Efficiency

- Creative financial aid options
- Systematically address remediation and retention using analytics and intrusive intervention
- Reduce need for many learners to come to campus, improve flexibility and convenience for adult learners – serve much larger learner populations with existing facilities
- Provide options that reduce time to degree and total cost of learning
- Attract international students of all kinds for immersive US experiences
- Export the US brand to other countries
- Make better use of campus facilities
 - Leverage the campus' iconic role as “great, good public places” for use by other publics
 - Utilize campus as a destination
 - Create new revenue streams
- Change faculty workload and productivity, teaching and learning models

Innovation and Re-imagination

- Create new pay-for-service options to reshape the training of teachers, doctors, lawyers, social workers and other professionals
- Undertake fundamental PK-20 reinvention, longer school years for K-12 and PSE, bridging and pathways programs
- Deconstruct degree programs, provide range of choice for learners at different stages of development
- Leverage PK-20 reinvention and analytics-based support to raise student success
- Develop community-of-practice, competency-based approaches to learning in the professionals and post-baccalaureate
- Unbundle learning, demonstration of competence, and certification and reimagine the roles of colleges and universities
- Make global, international experiences broadly available to US students in new ways

d. Globalization as a Key Element in Lifting Out of Recession

- Attracting international students, sustaining revenue streams in the face of recession
- Improving the global competitiveness of US graduates
- Projecting the American brand of education, research, commercialization of innovation
- A trip wire to understand changing conditions
 - Strength of the American “brand” (education, business practices, culture)
 - Changing values and preferences abroad
 - Things to learn from – Bologna, collaborations in knowledge sharing, new competitors, business models, price points



III. Going Global: Planning for International Contexts for the Post-Recessionary World



- Balancing the Purposes of Internationalization
- Key Issues in Going Global
- International Business Planning
- Trends to Watch

a. Balancing the Purposes of Internationalization

Two Purposes: [P. Stearns, 2009]

- Inward – “to improve the knowledge and skills of American students ... to function in an increasingly intense global environment.”
 - Study Abroad
 - International Student Recruitment
 - Internationalizing the Curriculum
- Outward – “to use the prestige of American higher education to improve the nation’s standing abroad and to forge relationships, both individual and institutional, that provide mutual benefits ...”
 - Cross-Border Education
 - Branch Campuses
 - International Development Projects
- The Challenge: To balance and mutually reinforce the two purposes.



b. Key Issues in Going Global

- Compatibility with institutional mission and goals
- Strong leadership
- Institutional capacity and organization
- Realistic assessment of international context
- Quality control and assurance
- Campus educational measures



Key Issue: Compatibility with Institutional Mission

- Consistency with mission is essential for communicating the purposes and potential rewards of international initiatives.
- Educational values and principles that are taken for granted at home will need to be explained, even defended in the global arena.
- Institutional mission and goals provide the basis for valuing and evaluating the commitments given to global efforts.
- Ultimately, is the global initiative serving the needs of the institution, its students, and its stakeholders?



Key Issue: Strong Leadership

[NASULGC, ***A Call to Leadership***, 2004]

The presidential role in internationalizing the university involves:

- Articulating the vision of how internationalization will transform the institution
- Mobilizing support for internationalization efforts
- Implementing strategies for building campus capacity, forging partnerships, developing funding relationships, and holding participants accountable.



Key Issue: Institutional Capacity and Organization

- Going global does NOT mean simply exporting what is done in the United States;
- Complexity increases; Potential risks are higher; Greater coordination is required;
- Finding the best organizational arrangement is a key challenge;
- Virtually every unit in the institution may be impacted by a major global initiative such as an overseas branch campus; and
- Traditional decentralized management must be balanced with centralized oversight.



Key Issue: Assessing the Context

[Tom Friedman, 2005]

Need for clarity about values and educational priorities.

- How outward is the culture? “Glocalization”
- How inward is the culture? Focus on collaboration and development

[Ghabra & Arnold, 2007]

Need for clarity on commitment to American-style education and educational values and ideals.

- Openness to all cultures and concepts
- Focus on both vocational learning and learning skills
- First priority on the student as client
- Principles of meritocracy in student and faculty performance
- Professional nature of the faculty and their support needs



Key Issue: Quality Assurance

- Quality begins with the people involved – talented students, strong faculty, insightful leaders – all of which are in short supply everywhere.
- Program and institutional accreditation are both assets and liabilities:
 - Provide needed academic standards, but
 - Some domestic standards may not be relevant to the global context
- International quality assurance efforts are increasing (UNESCO/OECD, 2005).
- Corruption is a fact of life in many international settings and cannot be ignored (UNESCO IIEP Website).



Key Issue: Campus Educational Measures

The ultimate measures are the contributions of global initiatives to campus learning. Green & Baer [2001] offer several questions to consider:

- Is global learning articulated as a goal of undergraduate education?
- Does the general-education curriculum include global perspectives?
- How do institutional and faculty international collaborations affect the undergraduate experience, the curriculum?
- How does the institution, the faculty, the departments support international initiatives such as study abroad?
- Are cross-border programs tailored to the international audience in cultural content, pedagogy, and learning technologies?
- Are global initiatives reviewed and assessed?
- Are global teaching, learning, and research activities supported in the institutional policies and practices such as promotion and tenure?



c. Business Planning for International Settings

- Detailed and comprehensive feasibility study
- Detailed Program Planning [with contingencies!]
- Risk Analysis
- Ultimate questions that must be answered



Ultimate Questions to be Answered

How does one decide whether to pursue a particular global initiative? Peter Stearns [2009] offers the following questions that need to be answered.

- What is the educational benefit to students at the institution?
- Do relevant academic units have interest and active participation in the initiative?
- Is it affordable, or at least revenue neutral?
- Does the initiative involve an “interesting” part of the world and involve mutual collaboration?
- Is it manageable for the institution?
- Does the initiative offer the potential for possible innovation for the institution?

Although these are cautionary, “when the project does advance, the sense of achievement and the outright excitement are hard to match in academic life.”

d. Trends to Watch: Some Planned, Some Not

- The Brain Train
- Cultural Diversity or Homogenization?
- International Quality Standards
- Commercialization of Accreditation
- International Rankings – What is World Class?
- Commodification of Educational Programs [GATS]

“... the development of hubs and education cities is positive proof that education is seen as a commodity to be used for developing the required human capital to gain a competitive advantage in the knowledge economy.”

[J. Knight, 2009]



IV. Questions, Answers, and Dialogue



V. Core Resources

- Thomas L. Friedman, *The World Is Flat: A Brief History of the 21st Century*, 2006
- David Singh Grewal, *Network Power: The Social Dynamics of Globalization*, 2008
- Donald M. Norris and Nick Poulton, 2008, *A Guide to Planning for Change*, and “Going Global: Planning for International Contexts,” in *New Directions in Planning Topics*, Donald M. Norris and Nick L. Poulton (Eds), 2008
- Paul Lefrere, “Developing Tomorrow’s Competencies Today,” *Open Educational Record*, Vol. 13, No. 6, 200, 72-80
- Diana Oblinger, “Education in Exponential Times,” presentation at *CACUBO Annual Meeting*, 2007
- Donald M. Norris and Paul Lefere, “Affordable Innovations in Work and Learning: A Global Imperative,” *Innovate*, 2008
- John Seely Brown and Richard P. Adler, “Minds on Fire: Open Education, the Long Tail, and Learning 2.0,” *EDUCAUSE Review*, Jan/Feb 2008

V. Core Resources (Continued)

- Peter Stearns, ***Educating Global Citizens in Colleges and Universities – Challenges and Opportunities***, Routledge, 2009
- NASULGC, ***A Call to Leadership***, 2004
- Jane Knight, “New Developments and Unintended Consequences: Whither Thou Goest, Internationalization?” in Rajika Bhandari & Shepherd Laughlin (eds), ***Higher Education on the Move: New Developments in Global Mobility***, Institute of International Education, 2009
- S. Ghabra & M. Arnold, ***Studying the American Way: An Assessment of American-Style Higher Education in Arab Countries***, Washington Institute for Near East Policy, June 2007
- M. Green & M. Baer, “Global Learning in a New Age” ***The Chronicle of Higher Education***, November 9, 2001
- UNESCO/OECD, ***Guidelines for Quality Provision in Cross-Border Higher Education***, 2005