Cross-Border Delivery Options in the 21st Century Academy

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Organization

• Introduction & US perspective
• QA – Australia
• Case: UK campus in Malaysia
• Case: Australia pathway in China
• Case: US twinning
• Q&A
TNE – U.S. perspective

*is it in your CI toolkit?*

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Transnational Education – TNE or cross-border

cross border education as... “higher education that takes place in situations where the teacher, student, program, institution/provider or course materials cross national jurisdictional borders” (Knight 2006)


This session, TNE = IE where part or all of a degree program is delivered to an international audience at a location outside the awarding institution’s home country.
Motivators

Capacity building

Skilled migration

Revenue generating

Brand enhancement

Mutual understanding

Adapted from Internationalisation of Higher Education Larsen and Vincent-Lancrin (2004), OECD
FORMS

- ARTICULATION  twinning 2+2, 3+1, 4+1+x
- SHARED DEGREES  dual / joint / consecutive
- LOCATION  branch campus
How students[might] think about international learning

- Study tour
- Semester abroad
- Year abroad
- Articulated program from OS partner
- Full degree abroad
- International double degree

MOOC?

Internationalised undergraduate education

Koban, Potts, Berquist 2013
How students [might] think about international learning

Internationalised undergraduate degree

Partner institution 1

Partner institution 2

Partner institution 3

Home institution

Home institution

Home institution

Home institution

Koban, Potts, Berquist 2013
Weak QA

Lack of data

Risk aversion

complacency

BRAKES
Transnational Education & Quality Assurance

Bridging the Gap

Peter Burgess, Chair Academic Board, IIBT Australia
Historically Universities were the ivory towers of higher learning and it was deemed totally inappropriate to question the quality of teaching inputs or learning outcomes.

‘Who is knowledgeable enough to question, measure and assess academic performance?’ and ‘why would you do it anyway?’ Mmmm.
Lewis Carrol was once quoted as saying:

“If you want to inspire confidence, give plenty of statistics. It doesn’t matter that they should be accurate, or even intelligible, …. just as long as there are enough of them.”
Australian TNE Statistics

- 230,923 international students studied in the higher education sector in 2012
- 78% (515,853) studied in Australia at their own expense in 2012
- Australia’s international education sector was the 4th largest export earner in 2011 (A$15.7 billion in revenue) and employed over 107,000 people in 2009.
- International students made up 21.3% of the total Australian university student population in 2011
- 80,485 students were enrolled in transnational programs on campus and a further 25,115 were studying via distance/open learning in 2011.
- TNE degree programs were offered in 33 foreign countries in 2011.
- Popular TNE disciplines include management and commerce (57%), information technology (8%), engineering and related technologies (7%), society & culture (7%), and health (6%). 14% of TNE programs do not involve a partner organization.
- 54% of TNE programs are offered as full time programs with undergraduate degrees being most popular (68%); 51% of TNE students are female.
- 64% of Australia’s TNE programs are offered in Singapore, China, Hong Kong, Malaysia and Vietnam.
QA Trends in Australia

- Emphasis towards internal QA and recognition of an institutional quality culture
- Qualification frameworks and standards (basic good practice)
- Activity and Subject Benchmarks
- Recognition of importance of outcomes – internationalization, research and student employment = reputation, recognition and revenue
Australia’s TQS was established 17 November 2005

• Identifies who is active in TNE, what they offer, where it’s offered, how it’s delivered, how many students and the type of operation, etc.

• Protects & promotes quality of Australia’s TNE activities offshore

• Engages Government (Federal & State) agencies, the education sector and industry and commerce to collaborate in the establishment of a TNE quality framework

• Enables measures for the comprehensive collection of data on offshore delivery

• Provides mechanisms for improved communication and promotion
TEQSA - roles and jurisdiction

- TEQSA jurisdiction covers the Australian higher education sector: public and private universities, Australian TNE operations, higher education providers with and without self-accrediting authority.

- Evaluates all courses of study that lead to regulated higher education awards: associate degrees or advanced diplomas to masters and doctoral degrees.

- Its objective is to regulate against the Threshold Standards within the Australia’s Higher Education Standards Framework.

- The Threshold Standards apply to all a registered higher education provider’s (HEP’s) activities, regardless of delivery site and place and as well, cover arrangements with third parties.

- Higher Education Providers are directly responsible for ensuring the academic standard of any award offered or conferred by them, whether or not this is in collaboration with one or more other providers.
Establishment
- Strategic Intent / Due Diligence / Contractual Arrangements / Cost Benefit / Approval at Provost / Senior Executive Level

Regulatory/Legislative Provisions
- Professional, Statutory and Regulatory requirements in Australia and host countries

Governance, Management and Staffing
- Governance, Leadership, Planning, Internationalization, Project management, Staffing & Support, Program Structure & Content, Course approval and design / Management and HR

Delivery of Higher Education Programs
- Learning outcomes and assessment / Admission, Articulation, Recognition of Prior Learning and Credit arrangements / Academic standards and integrity / Teaching and learning / Modes

Resources and support
- T&L resources and physical and Information & Communications Technology environment / Management and administrative systems

Responsibilities to Students
- Information to prospective students and stakeholders / English language support / Support and responsibilities to students

Review and evaluation
- Review and evaluation processes and outcomes
EXAMPLES OF PREVIOUS AUDIT FINDINGS (AUQA)

1. Poor integrated internationalization strategy
2. Inadequate policy, planning, procedures and reporting
3. Complex program packaging and delivery modes
4. Failure to benchmark and review
5. Poor administration
6. Poor choice of partners
7. Lack of cultural awareness
8. Acceptance of advertising and promotion that is not representative or accurate
9. Inadequate legal protection and compliance measures
10. No regular partner due diligence
11. Poor relationship marketing
12. Limited staff / student induction
13. Limited consideration of core business
Audit Findings Continued

14. No effective cost inclusions or ROI assessment
15. Limited levels communication
16. Inadequate monitoring of student entry / compliance
17. English language and language of instruction issues
18. Poor risk management plans
19. Inadequate teaching & learning resource support
20. Diversity of locations
21. Compliance issues
22. Problems with accreditation, approvals and recognition
23. Application of inappropriate technologies
24. Problems with assessment, plagiarism, failures, withdrawals, feedback, repayment policies, other fees
25. Poor stakeholder engagement
The quality of TNE should not be strained. It should flow as the gentle rain from heaven, upon the cross border places it touches beneath.

It should be twice blessed: It should bless those that give as well as those who receive.

TNE is one of the mightiest of the internationalization crowns.

Therefore, the quality scepter must show the force of temporal power, to attribute just design and majesty, and provide examples evidenced in the achievements of the kings of TNE.

With apologies to Shakespeare and “The Merchant of Venice” Act 4, Scene 1
IIBT – A Pathway Provider in TNE

February 2014

Dr Glenn Watkins, International Institute of Business and Technology
Welcome & Background

• IIBT is a private educational provider of pathway programs, from China, Vietnam and Indonesia into Australia.
• Commenced in 2000 and was originally licensed to deliver 1\textsuperscript{st} year of a Business Degree from Edith Cowan University (ECU).
• Now offer 18 programs in 5 Provinces in China, 1 in Indonesia and another in Vietnam.
• For a number of years IIBT has been the largest provider of Chinese students into Western Australia.
China Operations

- IIBT developed partnerships with Chinese tertiary institutions and senior high schools outside the major centres of Beijing, Shanghai & Guangzhou.
- The focus has been on building lasting relationships with key influencers and our partners in China.
- The Directors and senior staff spend 4 – 6 months per year in China. David Xu, Director Marketing spends 6 – 9 months per year there.
- IIBT is an education provider that specialises in pathway programs so they can complete their degrees in Australia.
- There is a strong emphasis on teaching English, Australian Culture and Study Skills in addition to core academic subjects.
China Operations

- All IIBT programs are taught in English by qualified IIBT Foundation teachers and academic lecturers.
- Currently have over 30 IIBT staff in China full time in marketing and administration, English and Foundation Studies.
- Fly in academics for intensive delivery.
- Majority of our students continue into postgraduate studies at an Australian University.
Indonesia and Vietnam Operations

• IIBT opened its first school in Makassar Indonesia in June 2013.
• We will eventually deliver
  • IIBT 1 + 3 Foundation Program
  • An International Senior High School Program
  • Academic and General English Programs
  • TESOL Certificate Program

In May 2014 we start the 1+3 program in Vietnam with the University of Social Science and Humanities HCMC.
IIBT Growth – student numbers China
Students entering Australian universities

• IIBT has placed over 3,000 students into Australian Universities
IIBT 1+3 Foundation Program

Senior Middle School students finished Gao’er

IIBT Foundation Program

1 year in China

Australian University
Bachelor Degree in Business/Science/Arts

3 years in Australia
IIBT 1+3 Foundation Program

• Full foundation program taught in English
  • English/IELTS Preparation
  • Australian Culture
  • Study Skills
  • Introduction to Computing
  • Introduction to Business Studies
  • Introduction to Western Scientific Thought and Practice
  • Introduction to Statistical Concepts

• Full time native English teacher on site
IIBT 2+2 Pathway Program

- Senior Middle School Graduate
- IIBT Abridged Foundation Program
  + 8 undergraduate units
- Australian University
  Bachelor Degree in Business/Science/Arts

2 years in China

2 years in Australia
IIBT 2+2 Pathway Program

• Abridged Foundation Program taught in English
  • English/IELTS Preparation
  • Australian Culture
  • Study Skills
• 8 academic first year business units taught in English
  • Fly in Fly out academics
  • Intensive mode
  • Local specialist tutors
• Full time native English teacher on site
• Number of Australian partners accredit this as first year of Business or 8 electives towards their Bachelors Degrees.
IIBT 2-Year Articulation Program

Senior Middle School Graduate

China University First 2 years of the degree course
+ IIBT Abridged Foundation Program

2 years in China

Australian University
Bachelor Degree in Business/Science/Arts

2 years in Australia
IIBT 2-Year Articulation Program

- Abridged foundation program taught in English
  - English/IELTS Preparation
  - Australian Culture
  - Study Skills
- First 2 years of Chinese Degree curriculum taught in Mandarin.
IIBT 3-Year Articulation Program

Three-year Diploma students

Chinese 3-year diploma course + IIBT Abridged Foundation Program and 2 academic units

3 years in China

Australian University Bachelor Degree in Business/Science/Arts

1-1.5 years in Australia
IIBT 3-Year Articulation Program

- Abridged foundation program taught in English
  - English/IELTS Preparation
  - Australian Culture
  - Study Skills
- 2 academic units (undergraduate level) taught in English (Law & Professional Communication)
  - Fly in Fly out academics
  - Intensive mode
  - Local specialist tutors
- 3 year Chinese Diploma taught in Mandarin
IIBT Pre-masters Program

- Three-year Diploma Graduate
- IIBT Abridged Foundation Program + 4 Academic units (Research skills focus)
- Australian University Master Degree in Business/Science/Arts

1 year in China

1.5-2 years in Australia
IIBT Pre-masters Program

• Abridged foundation program taught in English
  • English
  • Australian Culture
  • Study Skills
• 4 academic units (postgraduate level) taught in English
  • Focus on critical thinking and research skills
  • Fly in Fly out academics
  • Intensive mode
  • Local specialist tutors
IIBT 2+10 Master Program

Chinese degree
4 years

IIBT Abridged Foundation Program
+ 2 approved Academic units taught by IIBT

1 year in China

Australian University
Master Degree in a Business/Science/Arts

1-1.5 years in Australia
IIBT 2+10 Master Program

• Abridged foundation program taught in English
  • English/IELTS Preparation
  • Australian Culture
  • Study Skills
• 2 Academic units (post graduate level) taught in English
  • Fly in Fly out academics
  • Intensive mode
  • Local specialist tutors
• All taught in English
IIBT Australia

• IIBT is an accredited Higher Ed and RTO provider in Australia.
• Open our own purpose built facility in Victoria Park, Perth in December 2012.
• This campus delivers
  • Diploma of Business Administration (HE)
  • Cert III & Cert IV in Academic English (Direct English Entry)
  • General English
  • TESOL
  • Range of RTO programs (OHS, FM, TAE, First Aid)
• Focus on delivering academic and language capable students to our Australian partner universities.
Developing International Campuses

Dr Christopher Hill
Director Research Training and Academic Development
University of Nottingham Malaysia Campus
Why invest in international campuses

• Pull factors
  – Reaching new markets and new talent - recognition of market opportunities – population growth, excess demand, significance attached to education
  – A UK education but not with a UK price tag (attractive cost conditions)
  – Providing our students with an international experience – contributing to employability
  – Brand – a global presence will have significant impact on reputation and research
Why invest in international campuses

• Push factors
  – Changed domestic funding regime increases the importance of the international dimension
  – Changing patterns of demand – unfavourable demographics
  – Changing patterns of competition – other countries increasingly important as destinations for international students
  – Domestic market constraints on further growth
Why invest in international campuses

• Enabling factors
  – Government regulations in host countries
    • Malaysia 2020 Vision, well developed private HE sector
    • 2003 law in China, policies encouraging foreign providers
  – Vision and leadership from the UK
  – Culture – bias to action, internal locus of control, regulations support but do not constrain
  – Governance – robust but supportive
  – Financial strength
The Concept

- A UK style education – curriculum, pedagogy, systems, language, resources
- The “Nottingham” experience – leadership from seconded staff
- Multi-campus schools – academic units at the campuses are part of the School at the UK campus
- Student exchange and mobility
- International staff and international students
- Research active
- UK in origin and style but locally embedded
The implementation

- Legally, both campuses owned by joint venture companies
- Academic CEO with representative boards
- Mix of locally recruited, international and seconded staff
- “Private” Universities within the local jurisdiction
- Academic matters are wholly managed by the University of Nottingham
- Quality assurance and standards determined by the University of Nottingham
- Student experience and services – aligned to UK principles but adapted for local context
Achievements and Challenges
Research

- Growing portfolio of grant funded research – both domestic and international (inc EU)
- Growing population PhD students
- International Doctoral Innovation Centre in Ningbo ($25m)
- Crops for the Future research Centre in Malaysia ($35m)
- Business engagement
Challenges

• Adapting to context – getting the balance between being fundamentally British but locally embedded
• Governance – the complications of different regulatory regimes, UK Quality Assurance and aligning University governance with JV requirements
• Management – ensuring the necessary local autonomy alongside the need for a coherent and consistent approach to delivering against the core values and expectations of the “home” campus.
Q&A

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