



COMMONWEALTH of LEARNING



# The Vice-Chancellors' Conference

26-29 September 2006

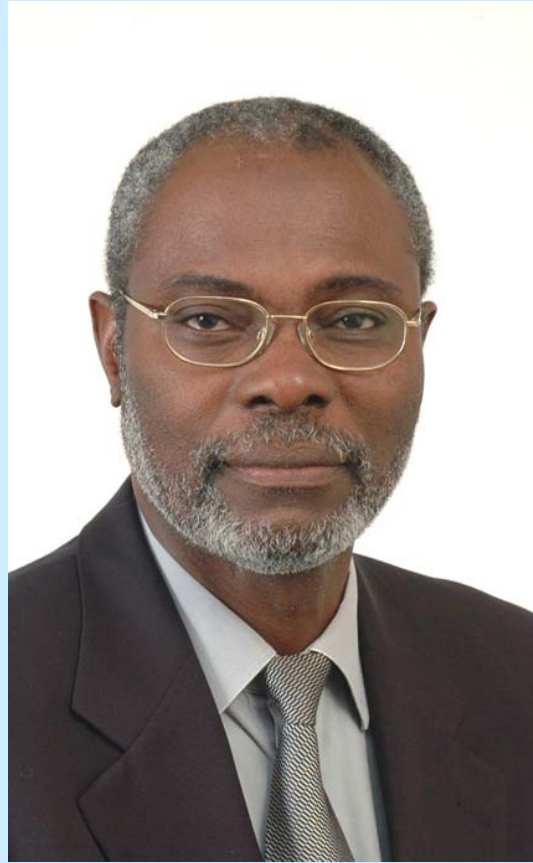
Management of Change:  
The Challenges Facing Universities

*Creativity in Crisis: Leading  
the University of the Future*

# Creativity in Crisis: Leading the University of the Future



Professor  
Asha Kanwar

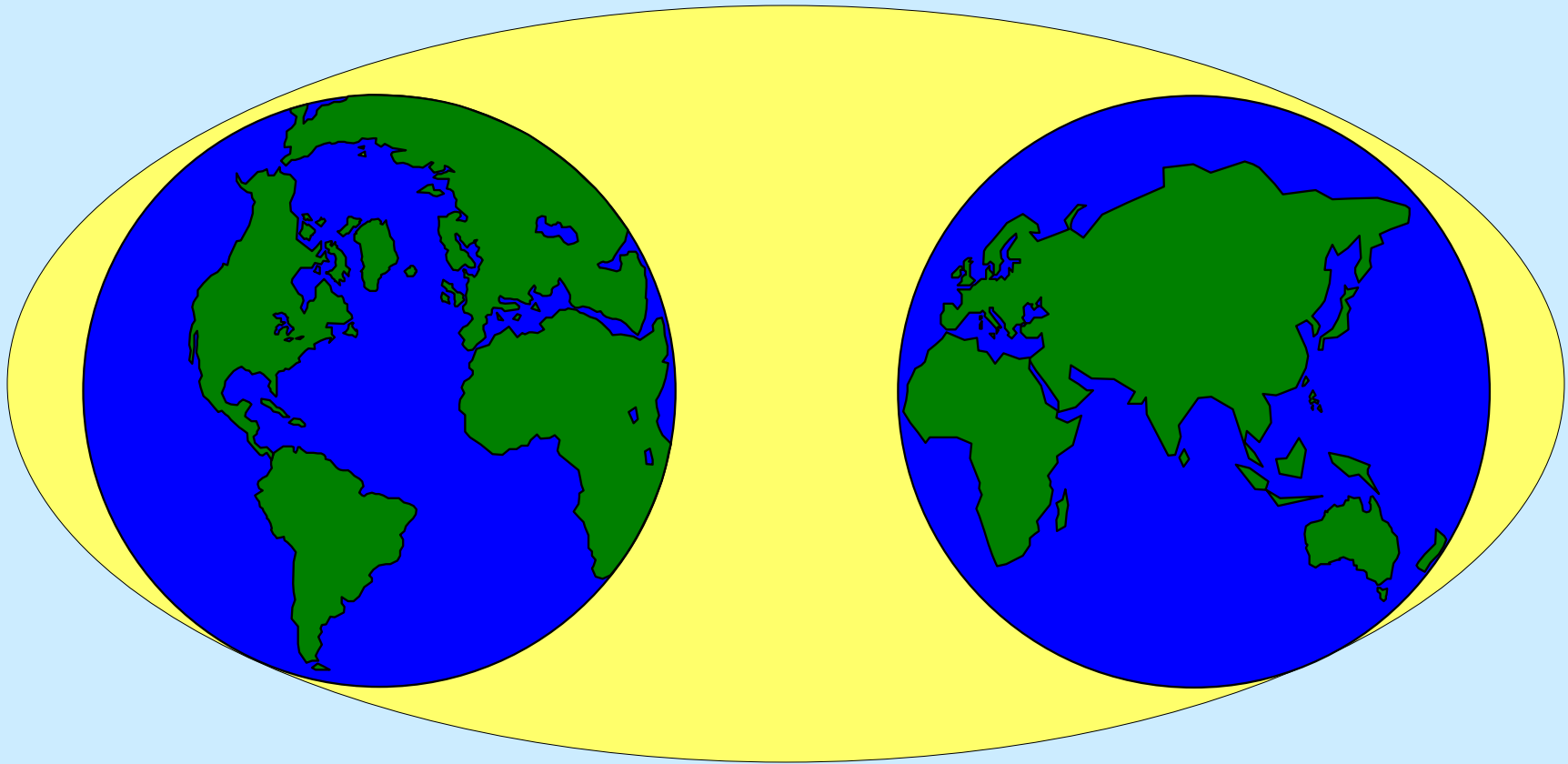


Dr. Willie  
Clarke-Okah



Sir  
John Daniel

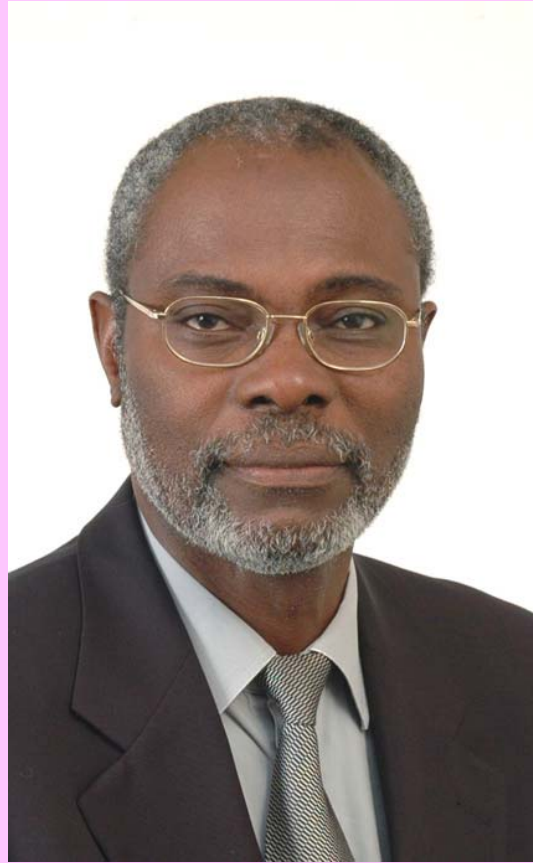
# An international perspective



# Creativity in Crisis: Leading the University of the Future



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Danger

+

Opportunity

危机

CRISIS

Higher Education

and the

Knowledge Economy

# The Paradox

Governments are more interested in  
universities...

but less able to control them directly



120 million by 2020

120 million by 2010

# Age Participation Rates (APRs)

~50% in richer countries

<10% in poorer countries

...public pressure  
will see that access  
to higher education  
does expand...

# TRENDS

- Private, for-profit
- Cross-border
- Distance learning

Higher Education

is a

PRIVATE GOOD

and a

PUBLIC GOOD

practice,

principle, and

pragmatism

*all challenge the notion of  
higher education as a public  
monopoly*

practice:

*a long history of private  
higher education (churches,  
foundations, etc.)*



practice,

principle:

*Government should regulate,  
not control*

practice,

principle, and

pragmatism:

*demography and demand*

practice,

principle, and

pragmatism:

*demography and demand*

*lifelong learning*

“No government has the resources to pay for basic education for all from the public purse and fund higher education throughout life as well.”

“Either higher education is provided inadequately by a public-sector monopoly or the demand is met by a combination of public and private institutions.”

# Higher Education in India in the 21<sup>st</sup> century

Private sector = bigger role

A balance between:

ACCESSIBILITY

RELEVANCE

QUALITY

RETURN ON INVESTMENT

# Higher Education in India in the 21<sup>st</sup> century

Private sector = bigger role

**“FEES are the heart of the issue”**

...the combination of competitive entry and free tuition would produce equitable participation in higher education from all socio-economic groups.



...the combination of competitive entry and free tuition would produce equitable participation in higher education from all socio-economic groups.

Abundant research now shows that this is simply not true!

**“The socio-economic profile of students in countries that charge fees while also providing scholarships and loans for poorer students is more broadly based than in those that do not charge fees”**



# Mauritius

“Having a free public sector alongside an expensive private sector does not create an effective higher education system”

“private, for-profit  
provision is already  
estimated at \$385  
billion worldwide”

# TRENDS

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# What is Cross-border HE?

‘Cross-border higher education includes higher education that takes place when students follow a course or programme of study that has been produced, and is continuing to be maintained, in a country different from the one in which they are residing. Cross border higher education may include higher education by private and/or for-profit providers.’

*UNESCO/OECD Guidelines*

Nearly all cross-border higher education is effectively for-profit in the receiving country.



Which implies recognition of:

- The reality of borders
- National sovereignty
- Authority over HE



Reinforced by the:

General Agreement on Trade in Services  
(GATS)

4 modes of trade:

- Consumption abroad

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4 modes of trade:

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- Presence of natural persons

Reinforced by the:

General Agreement on Trade in Services  
(GATS)

4 modes of trade:

- Consumption abroad XXX
- Presence of natural persons XXX
- Cross-border supply (= distance learning)
- Commercial presence (= branch campus)



# India

## Distance Education

24% of HE enrolments in:  
13 open universities  
106 dual-mode institutions  
(AIM: 40% by 2010)



# India

Cross-Border Providers:

27 in 2000

114 in 2004

(30% not recognised)

# New provision: is it

- Affordable?
- Accessible?
- Appropriate?



# Technology in Education

- Penny Post

Correspondence education

Private Sector



# Technology in Education

- Multi-media

Open universities

Public Sector



# Technology in Education

- eLearning

Online networked education

Private + public Sector



# Technology in Education

- Open Educational Resources

Content for sharing and adapting

Private + public Sector



# New provision: is it

- Affordable?
- Accessible?
- **Appropriate?**

# TRENDS

- Private, for-profit
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What about  
QUALITY?

As higher education expands, governments' role will increasingly be to monitor and regulate it, rather than to provide it.



- GATS: treat all providers in the same way
- India: largest cross-border provider by 2026?

LEADING  
&  
MANAGING  
UNIVERSITIES

Research shows that a key determinant of the quality and impact of educational institutions is the quality of their leaders

# STRATEGY

Ownership

HIGH

LOW

GOOD

1

2

Content

POOR

3

4

	1	2
	3	4

# STRATEGY

Ownership

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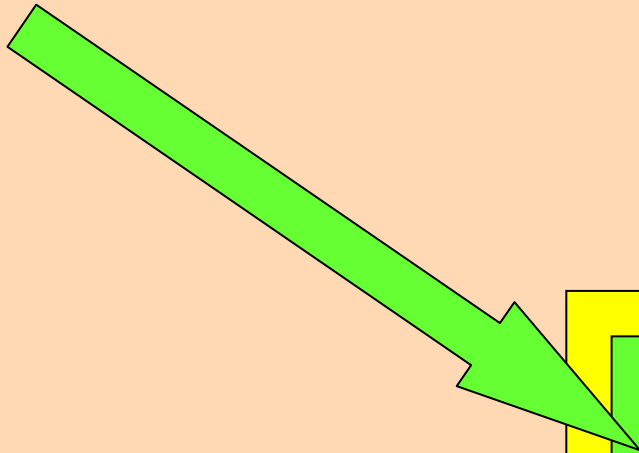
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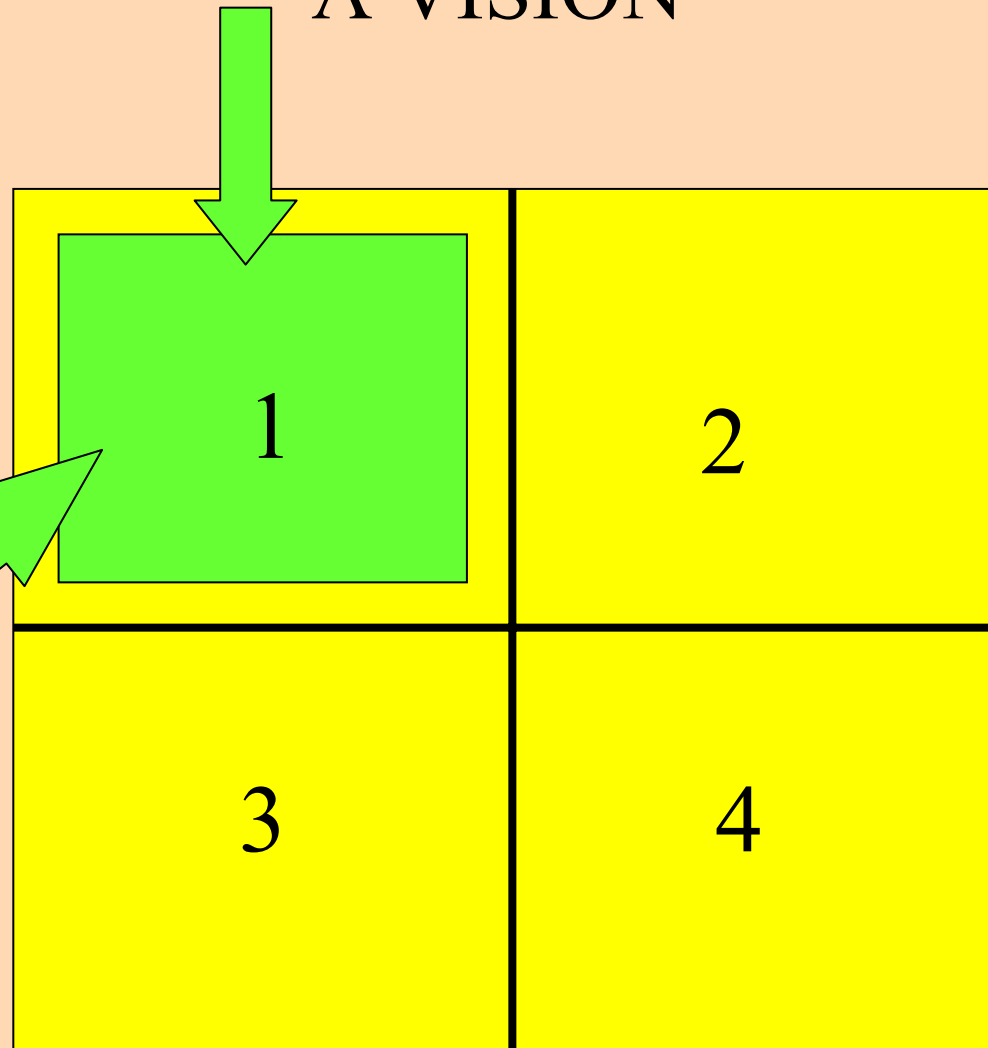
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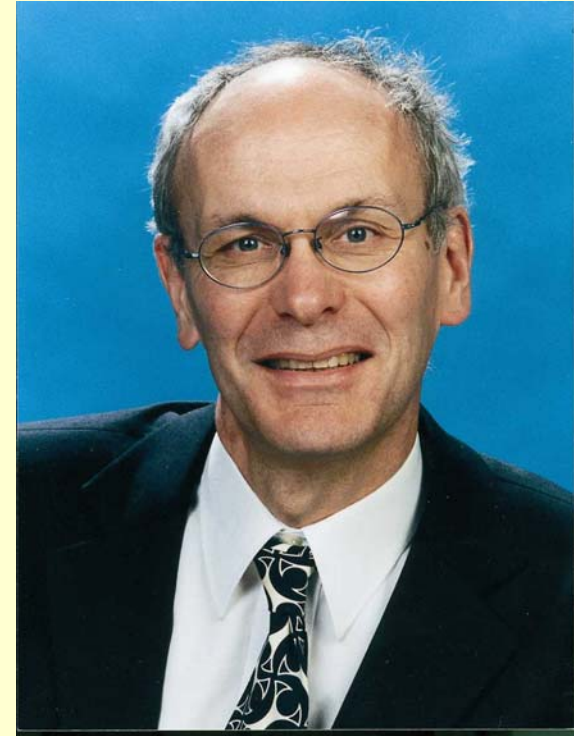
# STRATEGY

**Top down**  
A VISION



**PARTICIPATION**  
**Bottom-up**

# Professor Geoff PETERS



- 100,000 >>>> 200,000 students
- Financial strength

CULTURE

OF

QUALITY



- Lead by example  
e.g. using technology yourself

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- Faith in the university  
e.g. take courses yourself

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- Faith in the university  
e.g. take courses yourself
- Informed opportunism  
e.g. find a niche

- **Government relations**

- take a long-term view

- defend legitimate academic autonomy



Professor Dominique ABRIOUX

# Professor Dominique ABRIOUX

1. The primordial importance of relationships with governments
2. The importance of relationship building with other institutions
3. The double-edged-sword nature of inter-institutional collaboration
4. The importance of cultivating communities of students and alumni
5. The need to ensure that governance structures maximize institutional autonomy, credibility, and flexibility

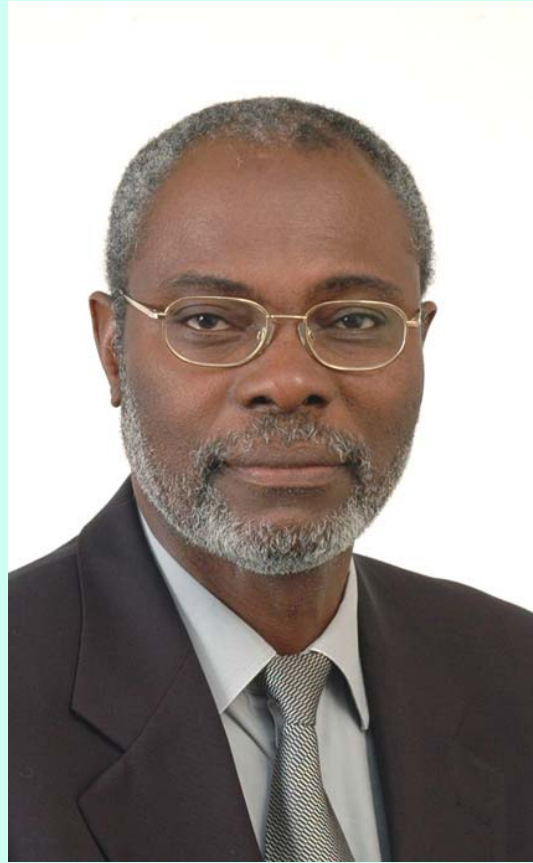
# Professor Dominique ABRIOUX

6. The importance of the academic staff for the university's reputation
7. The importance of increasing market share through product differentiation
8. The need to develop and entrench scalable models of programme development and delivery
9. **The importance of leadership.**

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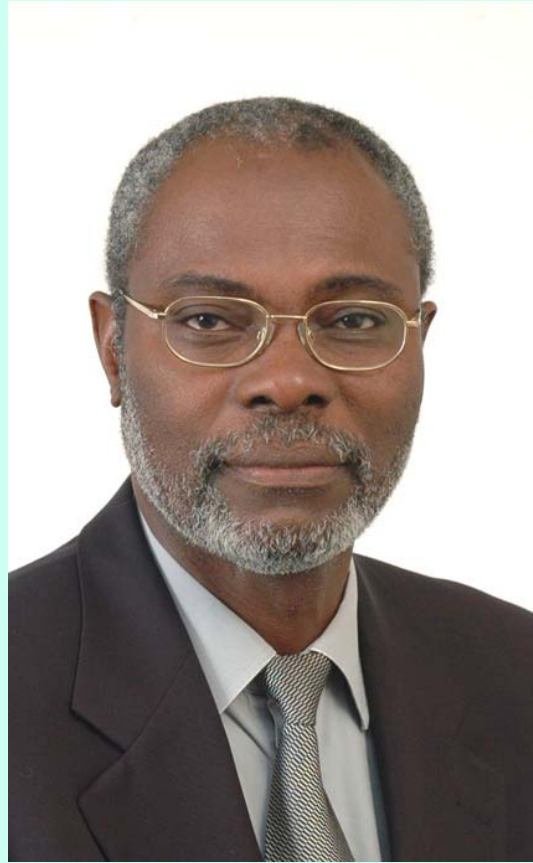
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# Thank you!



Professor  
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# COMMONWEALTH of LEARNING

