

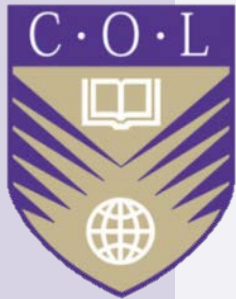


# *High Level Roundtable for Vice Chancellors: An Introduction*

*17 March 2016, Kuala Lumpur, Malaysia*

*Professor Asha Kanwar  
President & CEO, Commonwealth of Learning*

# *CHOGM 1987, Vancouver, Canada*



The Commonwealth of Learning (COL): an intergovernmental organisation established by Commonwealth Heads of Government



# *What is it for?*

To help Commonwealth governments and institutions use distance learning and technologies to improve access to learning for development



# *Strategic Plan 2015-2021: Learning for Sustainable Development*



**Economic  
Growth**



**Social  
Inclusion**



**Environmental  
Conservation**

# GOAL 4

ENSURE INCLUSIVE AND EQUITABLE QUALITY  
EDUCATION AND PROMOTE LIFELONG LEARNING  
OPPORTUNITIES FOR ALL



**SUSTAINABLE DEVELOPMENT GOALS**

More at [sustainabledevelopment.un.org/sdgsproposal](https://sustainabledevelopment.un.org/sdgsproposal)

# *Education 2030: Framework for Action*

*Develop policies and programmes for the provision of **quality distance learning** in tertiary education, with appropriate financing and use of **technology**, including the Internet, **massive open online courses** and other modalities that meet accepted quality standards to improve access.*

# *World Bank – Key Concerns*

Governance

Finance

Quality Assurance

Lifelong Learning

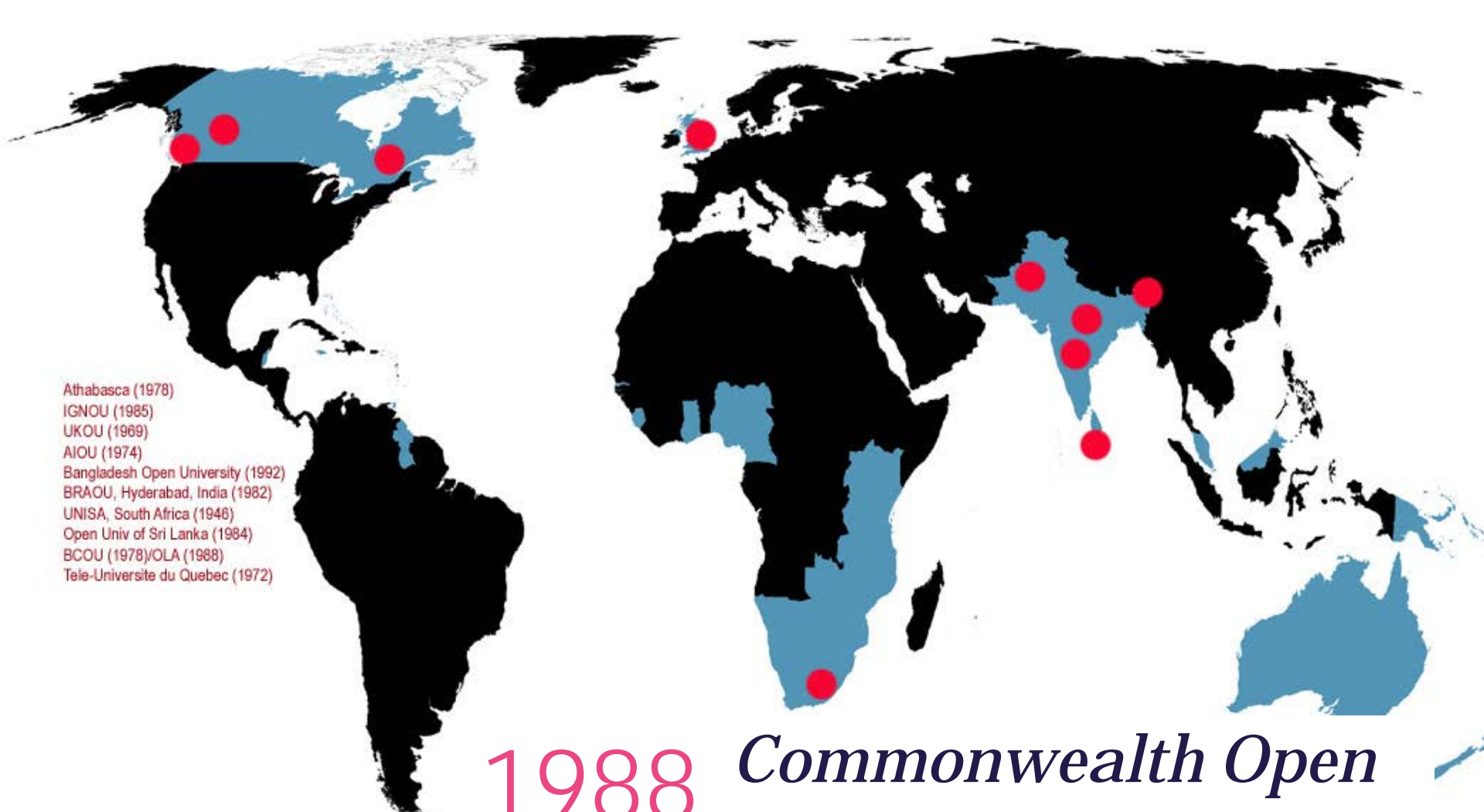
Equity



# *ICDE – Key Concerns*

Leadership  
Quality  
Research





- Athabasca (1978)
- IGNOU (1985)
- UKOU (1969)
- AIOU (1974)
- Bangladesh Open University (1992)
- BRAOU, Hyderabad, India (1982)
- UNISA, South Africa (1948)
- Open Univ of Sri Lanka (1984)
- BCOU (1978)/OLA (1988)
- Tele-Universite du Quebec (1972)

# 1988 *Commonwealth Open Universities*



- UNISA, UKOU
- Athabasca
- AIOU, OUSL
- DrBRAOU
- NOUN, IGNOU
- VMOU, NOU
- YCMOU, MPBOU
- BOU, OU, Tanzania
- BAOU, KSOU
- NSOU, UPRTOU
- OU Malaysia, TNOU
- OU Cyprus, PSSOU
- UOU, KKHSOU
- WOU, GOU of Nagaland
- OU Mauritius
- VOU, OSOU

# 2015 COMMONWEALTH OPEN UNIVERSITIES

# Common Concerns

- Phoenix University
- Athabasca University
- Impact of technology
- Quality and Credibility
- ODL for national development

Student enrollment at University of Phoenix, was down 38% in its last quarter of 2015.<sup>1</sup>

Provincial funding has dropped from covering 80 per cent of operating expenses 30 years ago to closer to 30 per cent now at Athabasca University.<sup>2</sup>

1 <http://money.cnn.com/2016/02/08/pf/college/university-of-phoenix-online-sold/>

2 <http://albertapolitics.ca/wp-content/uploads/2015/06/2015-sustainability.pdf>

3 <https://www.timeshighereducation.com/news/open-university-posts-ps7m-loss-student-numbers-slump>

*Leadership*

*Quality*

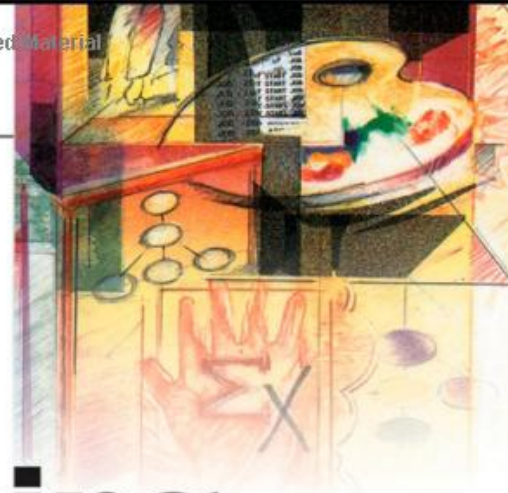
*ICTs*

*Best Practice*

# *I. Leadership*

Copyrighted Material

*Fourth Edition*



# Reframing Organizations

Artistry, Choice, and Leadership

LEE G. BOLMAN

TERRENCE E. DEAL

Best-selling authors of *LEADING WITH SOUL*

Copyrighted Material

# *1. Structural Frame*

- Assumptions
  - Goals get results
  - Rules & policies; chains of command, specialisation
  - Analysis and data
  - Accountability

---
- Behaviours:  
goal setting; evaluation; budgeting; developing management & control systems

## *2. Human Resources Frame*

- Assumptions

- People valued as important resource
  - Focus: meeting human needs; relationships
  - Facilitation & empowerment: consensus
  - Help employees fit into the organisation
- 

- Behaviours:

recruiting; training workshops and retreats;  
participative management; communication skills;  
coaching

# *3. Political frame*

- Assumptions

- Conflict and competition are a fact of life
  - Focus: securing critical resources
  - Reach agreement by negotiation
  - Need to understand ‘power’ relationships
- 

- Behaviours:

negotiating agreement; managing conflict;  
networking; creating coalitions; building a power  
base; managing the agenda

# 4. *Symbolic frame*

- Assumptions
    - Reality socially constructed: ‘multiple realities’
    - Focus: creating shared meaning
    - Organisational culture: use of symbolism; vision, mission, identity
- 

## Behaviours:

- formal ceremonies; slogans; songs; images; rituals; visioning



- Which frames fit you best?
- What are 1-2 things that you could stop, start or do differently to be a better leader?

# *What do transformational leaders share?*

- People-oriented: empathetic and respectful
- Courageous
- Effective negotiators
- Networkers and communicators
- Lifelong learners



# *Leaders as 'Relationship' Workers*




- Empathy
- Ability to collaborate
- Are socially sensitive

Geoff Colvin, *Humans are Underrated*, 2015

# Questions

- What new models of leadership do we need in the C21 century university?
- **Should ODL leadership be different from campus institutions?**
- How can we create a new generation of leaders?

# *Vice-Chancellors: Gender Statistics*

Country	% Of Female Vice-chancellors Of Public Universities
	17% <sup>1</sup>
	14% <sup>2</sup>
	3% <sup>3</sup>

## Sources:

1. [More and more UK University appointing female leaders](#), September 30, 2015, Times Higher Education
2. [Defined by absence: the Invisible women in HE Leadership](#), Going Global 2015, June 1, 2015, British Council
3. [Report: Women in Higher Education Leadership in South Asia](#), December 2014, British Council

## *II. Quality*

# ***More accountability for HE***

- University ratings system
- Earning power of the graduates

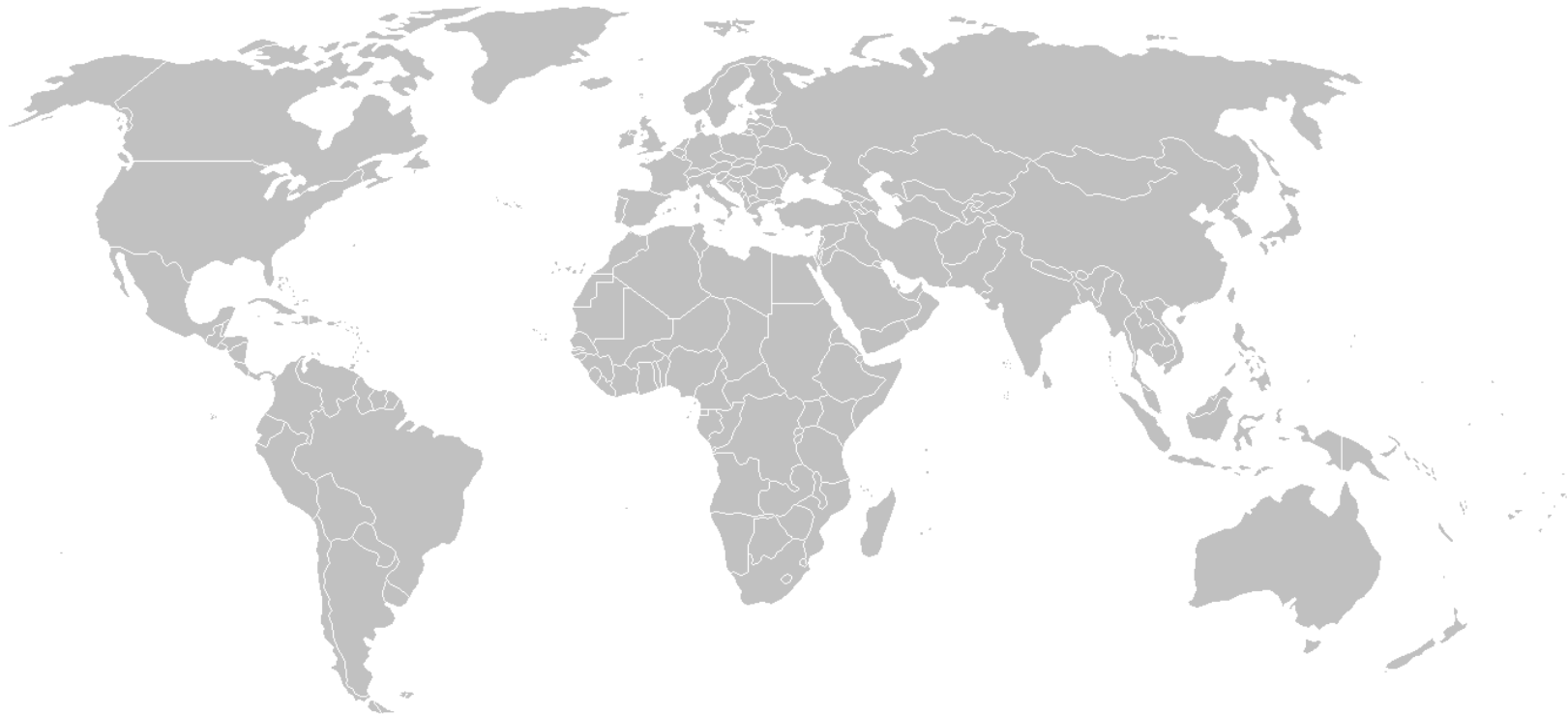
Arne Duncan



Rising costs +growing  
demand=more  
emphasis on quality

# ***Increase in QA systems***

- 1990's: 65 countries (GUNI, 2007)
- 2010's: 117 countries (Eaton, 2012)



# ***Trends in ODL:***

## ***1960's 70's: Standards***

- Quality of study materials
- Interactivity through tutorials & assignments
- Usability of ICTs for subject concerned

# ***1990's: QA in Developed Countries***

- Australia
- UK
- New Zealand
- Canada
- Adaptation to India, Hong Kong etc



# ***2000-10: Cultures of Quality***

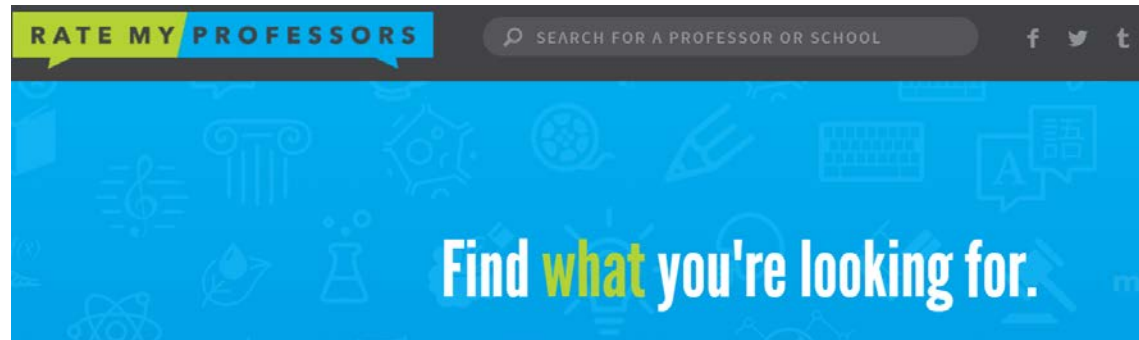
- Convergence of external & internal QA measures
- OUUK: QAA & Internal validation unit



**The Open  
University**

# How do we involve learners?

- User rating technology
- Social media



Agile Development Using Ruby on Rails - Basics

★★★★☆ 13 Reviews

Armando Fox , David Patterson  
Berkeley

May 24, 2016

Free



Intro to Machine Learning

★★★★☆ 1 Review

Sebastian Thrun

On demand

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☆☆☆☆☆ 0 Reviews

Prof. Chris Haroun

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FIND A  
school

RATE A  
professor

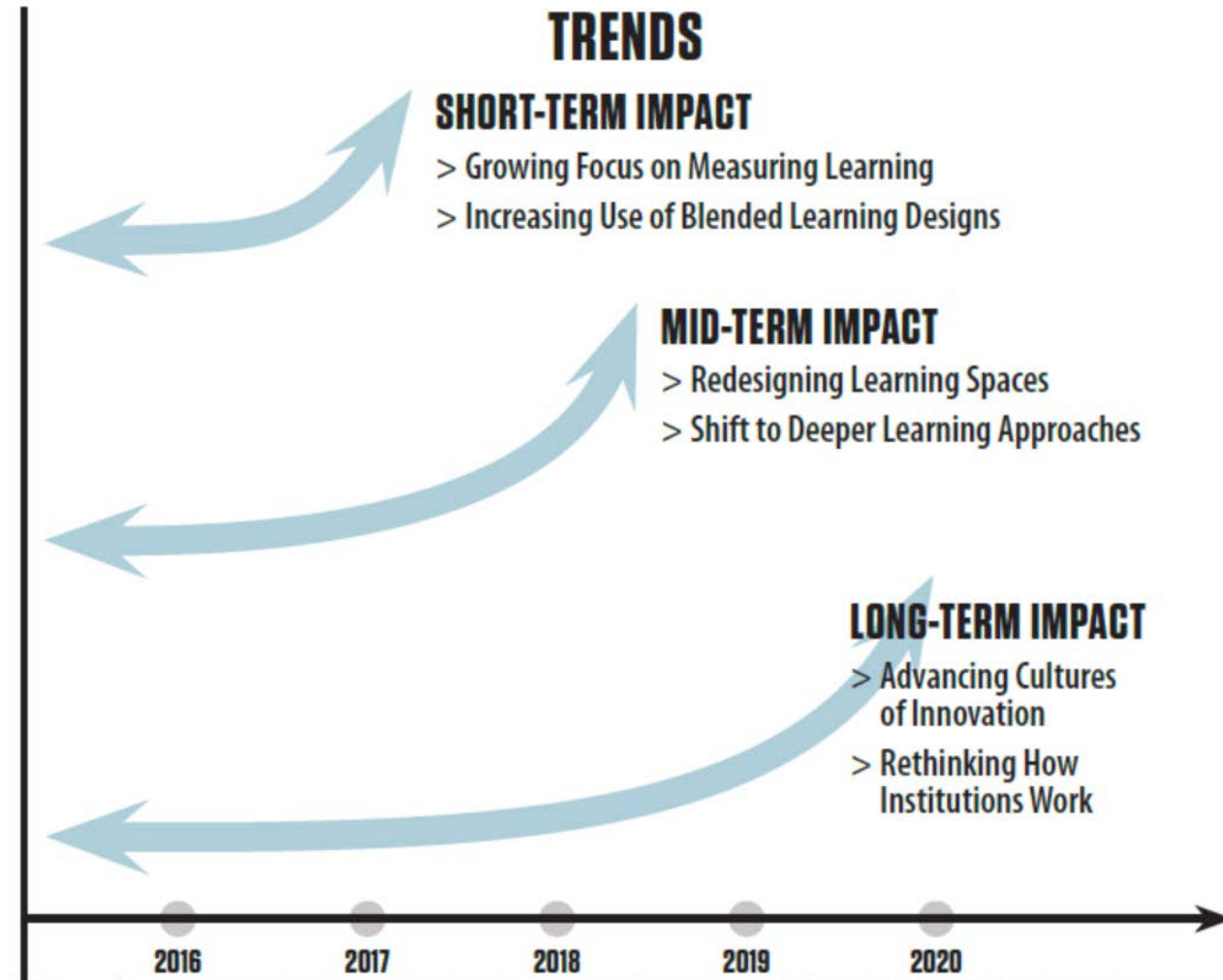
# ***What kind of QA does ODL need?***

- More open to emerging provision?
- Harness the potential of Learner Analytics?
- **Do we need separate QA systems for ODL and campus institutions?**



### *III. ICTs*

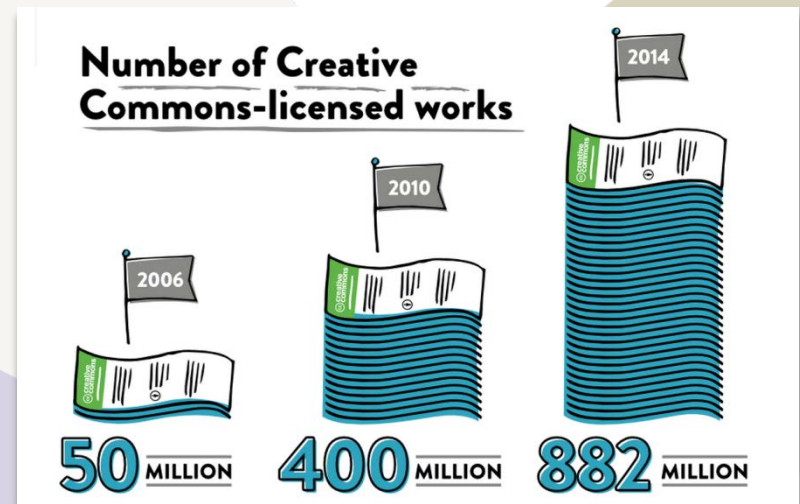
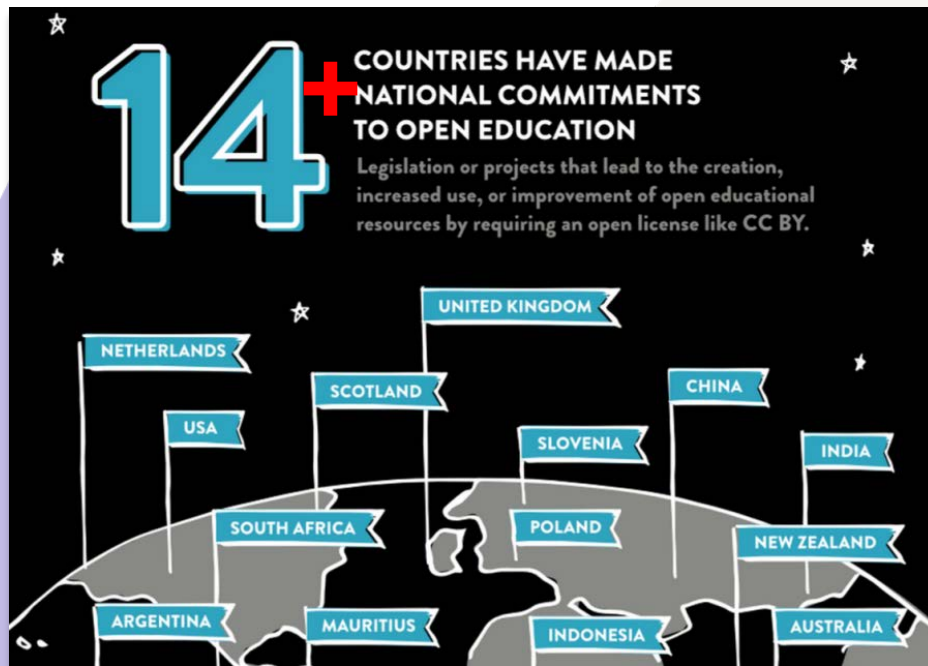
# Trends



Source: [NMC Horizon Report > 2016 Higher Education Edition](#)



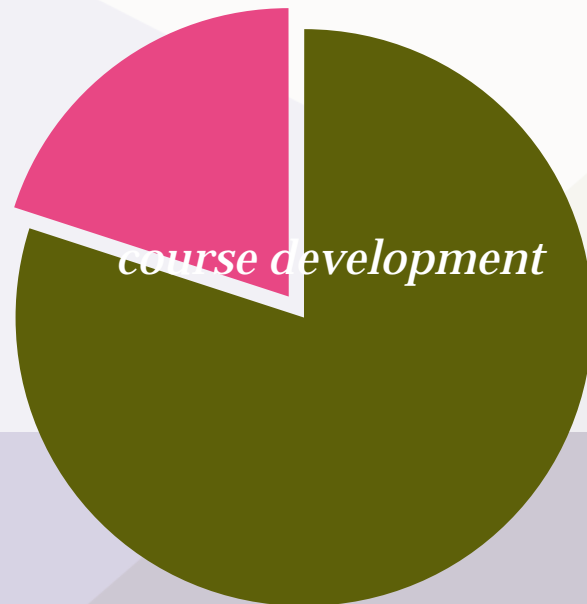
# Rise of OER



**FIJI has introduced OER policy in January 2016.**

# *OER as Disruption in ODL practices*

- Free availability of quality content
- Faculty time can now focus on learner support



# *New Realities*

## *Then*

Industrial model  
of operation

Institutional  
Teams

Student as  
consumer

## *Now*

Connected model  
of operation

Global Teams of  
course developers

Student as  
producer

# *Prominent MOOC initiatives:*

## *Asia*

**Chinese MOOCs**  
([www.chinesemooc.org](http://www.chinesemooc.org))  
华文慕课

- Provider: Peking University, Alibaba
- User: University students, high school students and Public.

**JMOOC**

([www.jmooc.jp/en/](http://www.jmooc.jp/en/))

- Provider: NTT Docomo, NTT Knowledge Square, NetLearning, and the Open University of Japan
- User: student, homemaker, senior citizens

**Malaysia MOOC**

([www.openlearning.com/malaysiamoocs](http://www.openlearning.com/malaysiamoocs))

- Provider: Universities supported by Ministry of Higher Education
- User: University students, high school students and Public.

# *MOOCs as Disruption in Higher Education*



- Flexibility
- Affordability
- Fast-track

# *New Realities*

## *Then*

National or provincial jurisdiction

Limited interaction at study centres

Print+ (audio, video, online)

## *Now*

Global classroom

Increased use of Peer2Peer learning and social media

Online+ (increased use of learning analytics)

# *ODL in the age of OER and MOOCs*

- ODL institutions played a minimal role in innovation and became followers
- ODL institutions yet to adopt, appropriate and domesticate OER & MOOCs

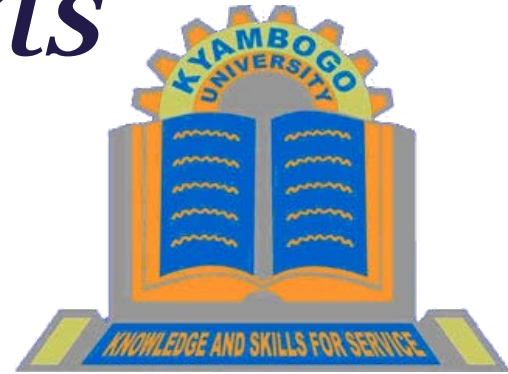


# *How can ODL institutions*

- Offer OER-based courses?
- Re-design learner support spaces?
- Deliver personalisation through ICTs?

## *IV. Best Practice*

# *Resource-poor contexts*



Kyambogo University, Uganda

**Culture of quality = culture of care**

# ***Crisis of Credibility?***

- **What have we done to raise the credibility of ODL in our institutions?**
- What innovation/s have we introduced and what problem was solved?
- What is my unique contribution?



*Thank You*  
*[www.col.org](http://www.col.org)*