



Cross Border Mobility: Provider Perspectives

(APEC Cross Border Education Co-operation Workshop)



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Overview

- Contextual issues for provider mobility – provider mobility is widespread in many other service industries – much less common in HE
- Illustrative case - University of Nottingham and its campus in Malaysia
- Discussion of practical challenges and operational issues associated with establishing operations in other jurisdictions



The Macro Context (HE is still nationally bound)





Campus developments are welcomed by hosts because.....

- Immediate instrumental needs
 - Campus developments can support the rapid development of a skilled domestic workforce
 - Campus initiatives can help to deliver student numbers supporting the vision for an International HE hub
- Longer term, developmental needs
 - Campus developments can support the development of research capacity and capacity for innovation
 - Broader learning and knowledge exchange in all areas for HE



Campus developments are regulated by hosts because.....

- Need to realise the benefits that international campuses offer
- Ensure quality of educational and broader student experience
- Ensure appropriate levels of consistency with domestic systems, principles, values
- Prevent opportunism by institutions (revenue considerations must not dominate)
- Protect students given the difficulties of assessing HE opportunities



Campus developments attract interest from source country regulators and policy makers because.....

- Need to protect reputation and quality of national systems
- Need accountability domestically in relation to the use of public money
- TNE providers are the face of the source system
- Broader impacts on international relations



The Process of Provider Mobility

An illustrative case





Key Questions/Issues

- Traditional Universities are very place bound – what's is the logic for moving to new and very different locations;
- What does provider mobility mean – when is a campus not a campus
- How does provider mobility occur?
 - Franchising (common in the school sector)
 - Joint ventures education/non-education partners)
 - Sole operator/FDI
- Whose degree awarding powers



Why move overseas?

- 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 move overseas?

- 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 move overseas?

- 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





Scoping the campus option

- Interdependent rather than sequential decisions
- Scale
 - Breadth v depth of presence – multiple study centres v full active campus
- Ownership and operation
 - “owned” or franchised
 - Business model
- Degree awarding powers (?brand?)
 - Home or host country





Decision making (at UoN)

- Scale
 - Signalling commitment
 - Benefits of being “on the ground”
 - Economies of scale
- Ownership and operation
 - Protecting brand and reputation – importance of Nottingham ownership
 - Absence of expertise in relation to contractual relationships
- Degree Awarding Powers
 - Managing and protecting the brand
 - “One University”



A Business Model

- Legally, both campuses owned by joint venture companies (legal requirement)
- “Private” Universities within the local jurisdiction
- Academic CEO with representative boards
- 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
- Mix of locally recruited, international and seconded staff





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Practicalities



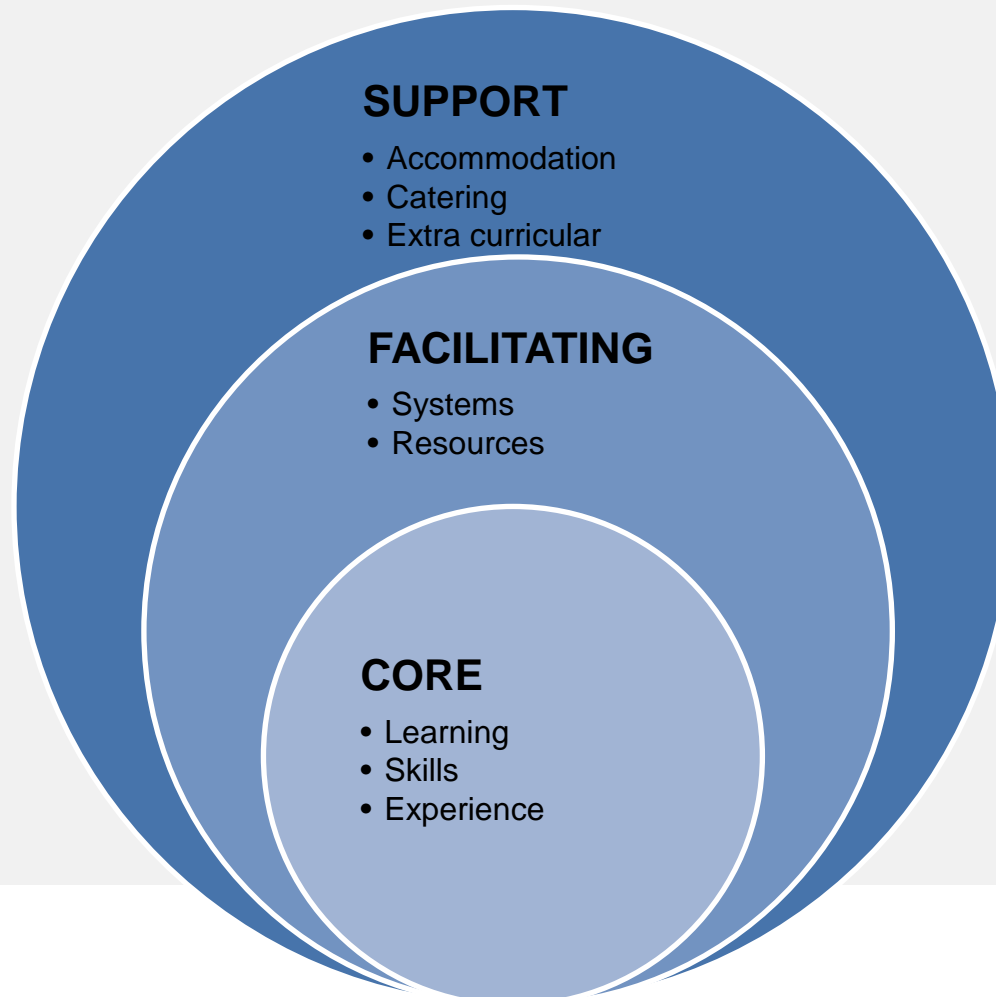


Operational Challenges

- Adapting to context – getting the balance between being fundamentally British but locally embedded (standardisation v adaptation)
- 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.
 - Role of seconded staff
 - Structural support mechanisms – matrix organisation (committees, line management arrangements)



Standardisation or adaptation





The Practicalities

- Core service – content and style of education
 - Equivalence
 - Core Values – UK style education, may adapt content
- Facilitating services – necessary for consumption of education – administration, IT, IS, Library
 - Some adaptation, equivalence where possible
- Support services – the extras – sports, student life on campus
 - Greater need for adaptation to local context





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Looking Forward





The Future

- A growing role for private provision – bringing diversity and resilience into HE systems
- The role of private HE – transitioning to greater research engagement – and the associated funding issues
- International activity expanding – fuelled by the growth in demand – esp in Asia and Africa
- More international campus-type activity
- Challenges for institutions to implement sustainably
- Challenges for governments in balancing domestic public and international private provision



Thank You!

Questions and
Comments please

