CHEA
International
Quality
Group

Trends & Issues in International Higher Education:

Robin Middlehurst

**Leadership
Foundation**
for Higher Education

- **Features of the 'internationalisation' landscape:**
  - International Mobility – global & regional
  - International Education
  - Branch Campuses
  - Global Networks: research, education, public-private
  - Education Hubs
  - Online Education
- **Dynamic Regions**
- **Other issues…**

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Foreign students enrolled outside country of origin, by region of destination, 2000 and 2010
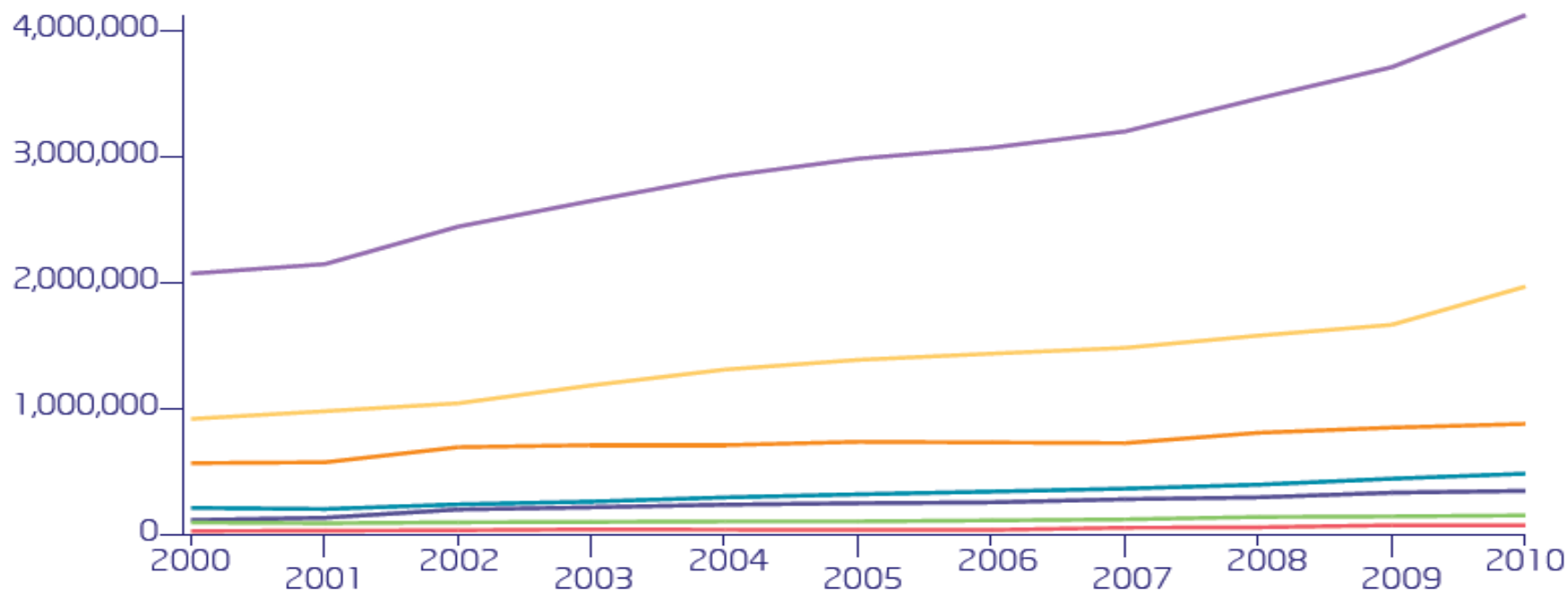
Region	Worldwide	Europe	North America	Asia	Oceania	Africa	Latin America and the Caribbean
2000	2,071,963	920,140	569,640	214,744	118,646	99,117	31,058
2010	4,119,002	1,968,418	880,427	486,076	350,013	155,293	77,735
Percentage increase	98.8%	113.9%	54.6%	126.4%	195.0%	56.7%	150.3%

Source: OECD (2012) Education at a Glance 2012

International Students

International students as a proportion of all students within higher education systems, 2010

Country	Percentage
Australia	21.2%
Switzerland	15.4%
Denmark	7.5%
Canada	6.6%
Finland	4.1%
Japan	3.4%
Portugal	2.9%
Norway	1.5%
United Kingdom	16.0%
New Zealand	14.2%
Ireland	7.0%
Iceland	4.9%
Hungary	4.0%
United States	3.4%
Estonia	1.8%
Poland	0.9%
Austria	15.4%
Belgium	8.8%
Sweden	6.9%
Netherlands	4.3%
Slovak Republic	3.4%
Spain	3.0%
Slovenia	1.7%
Chile	0.7%

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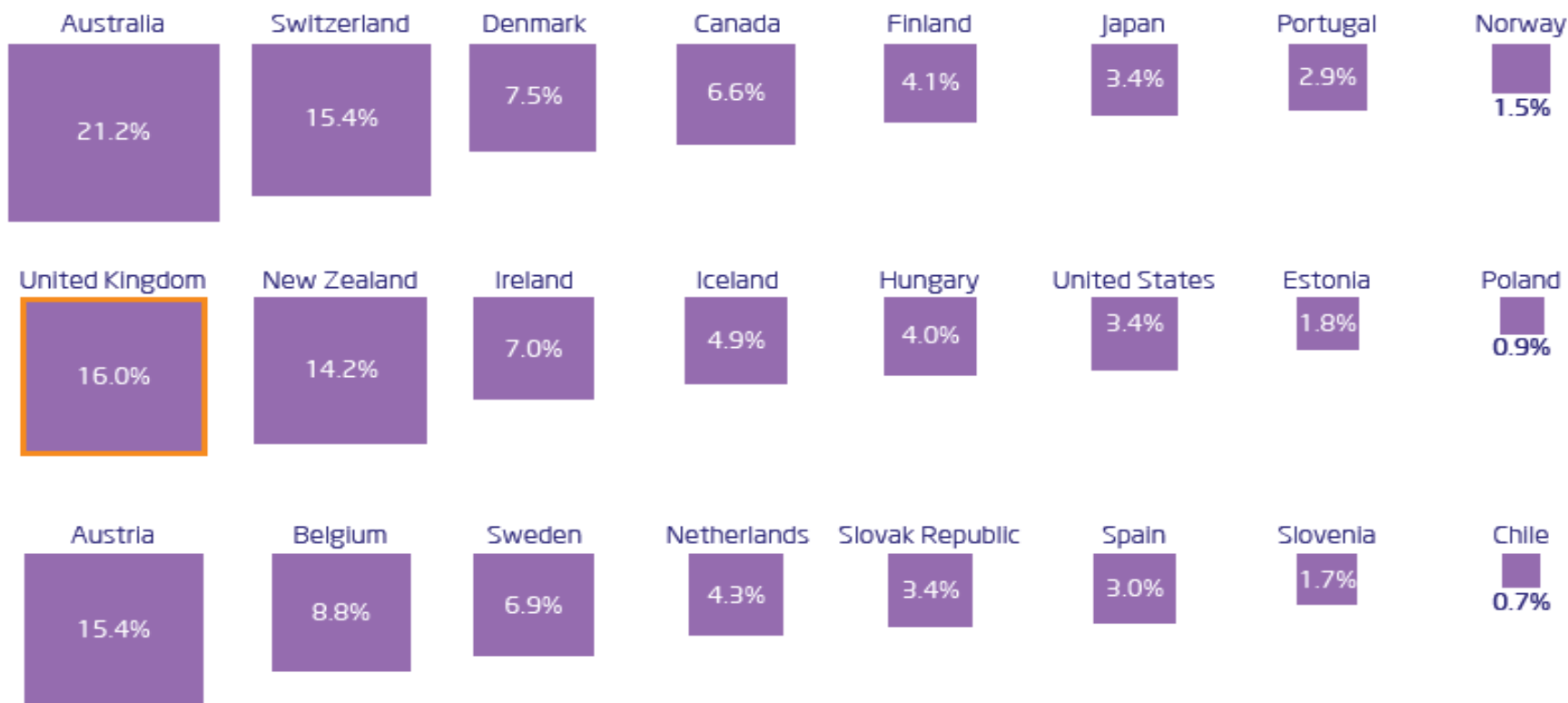
International student market shares 2010

Market share 2010

Pie chart segments:
- United States — 16.6%
- United Kingdom — 13.0%
- Australia — 6.6%
- Germany — 6.4%
- France — 6.3%
- Canada — 4.7%
- Russian Federation — 3.9%
- Japan — 3.4%
- 2.4%
- 1.8%
- 1.7%
- 1.7%
- 1.7%
- 1.5%
- 1.4%
- 1.3%
- 1.3%
- 1.2%
- 1.1%
- Other non-OECD countries — 15.5%
- Other OECD countries — 6.4%

Legend:
- United States
- United Kingdom
- Australia
- Germany
- France
- Canada
- Russian Federation
- Japan
- Spain
- China
- New Zealand
- Italy
- Austria
- South Africa
- Korea
- Switzerland
- Belgium
- Netherlands
- Sweden
- Other non-OECD countries
- Other OECD countries

Source: OECD (2012) Education at a Glance 2012

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Trends in international student market shares, 2000 and 2010

Change in market share 2000-2010

Country	Change
Australia	1.5
Austria	0.2
Canada	0.2
China	0.0
France	-0.3
Germany	-2.6
Italy	0.5
Japan	0.2
New Zealand	1.3
Russian Federation	1.9
South Africa	-0.7
Korea	1.3
Spain	1.2
United Kingdom	2.2
United States	-6.3

Source: OECD (2012) Education at a Glance 2012

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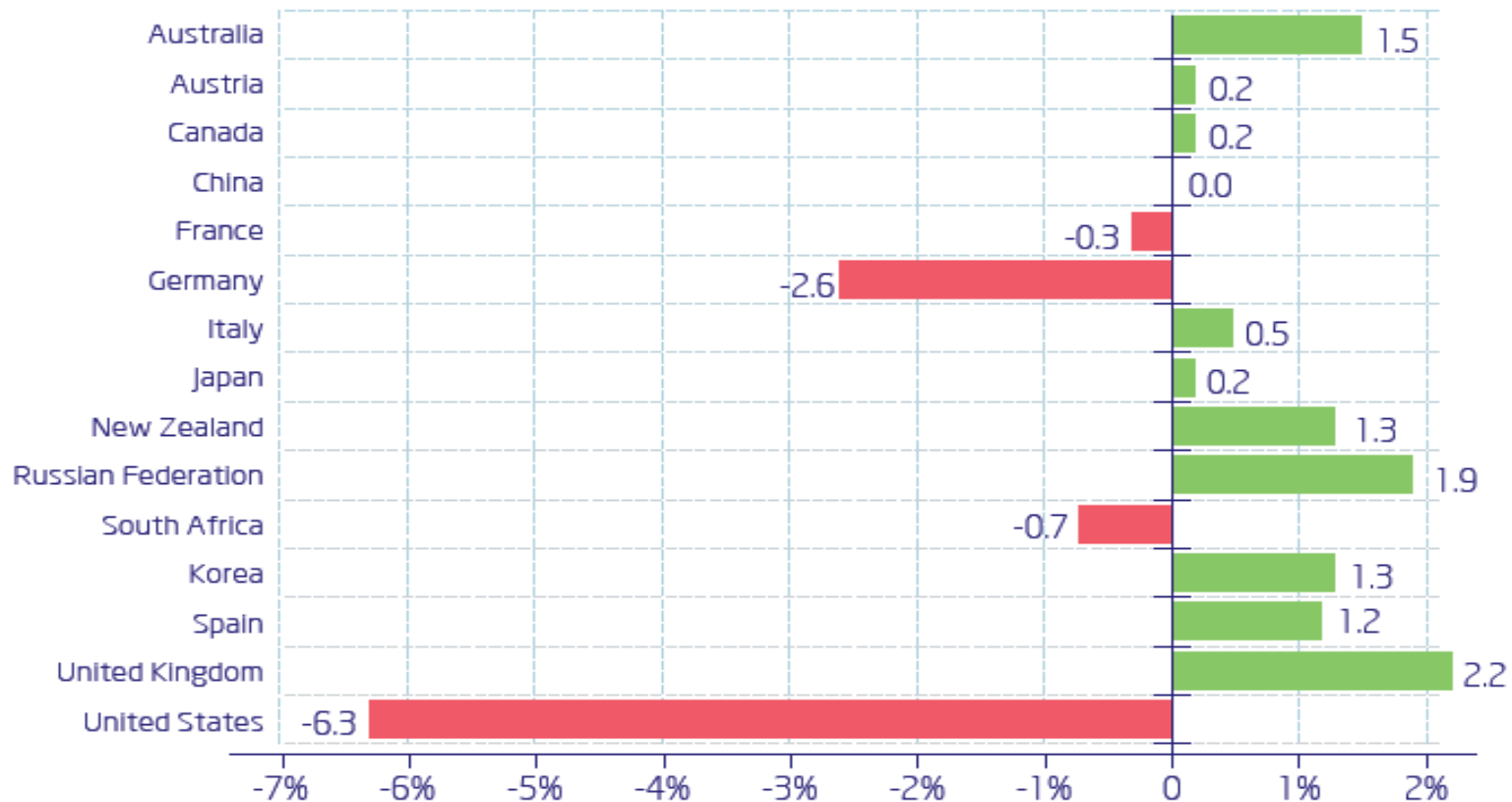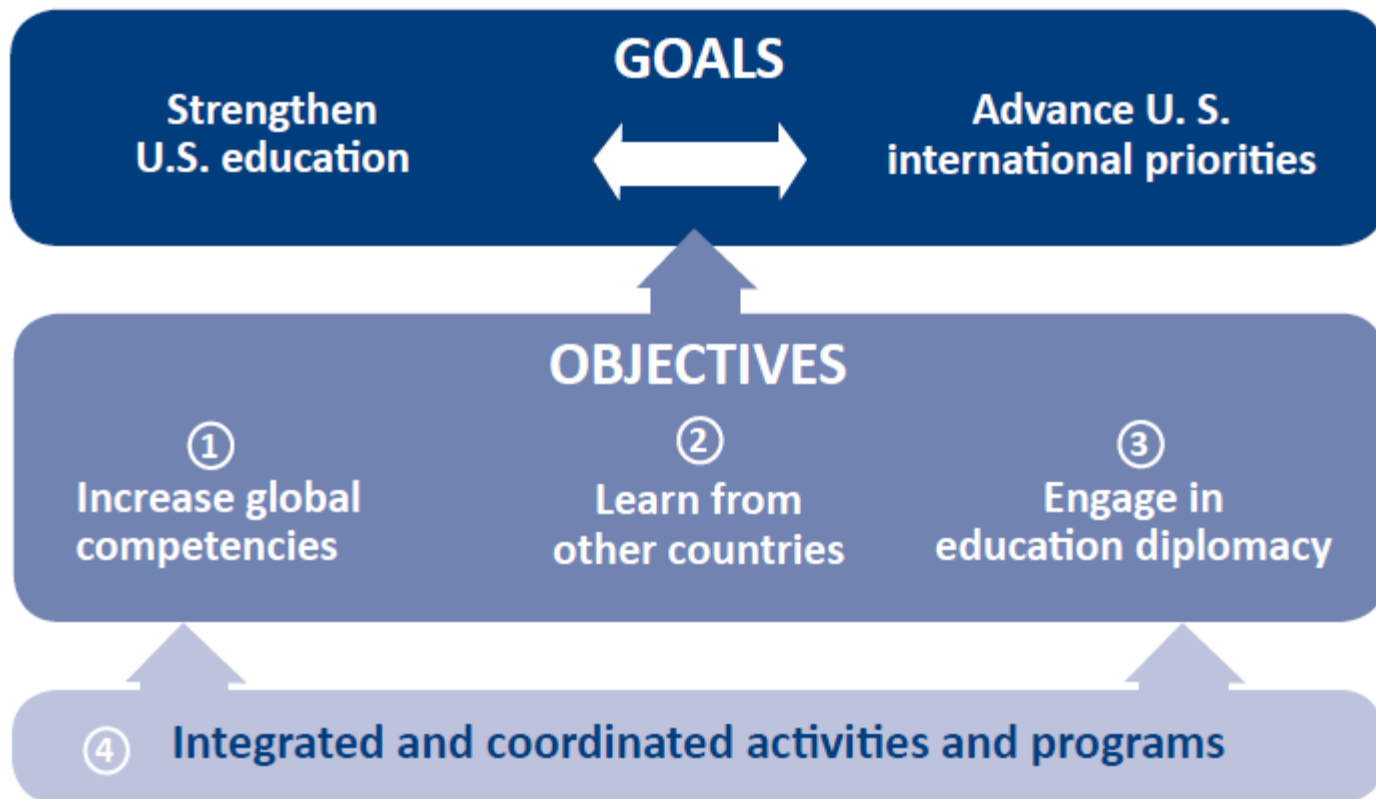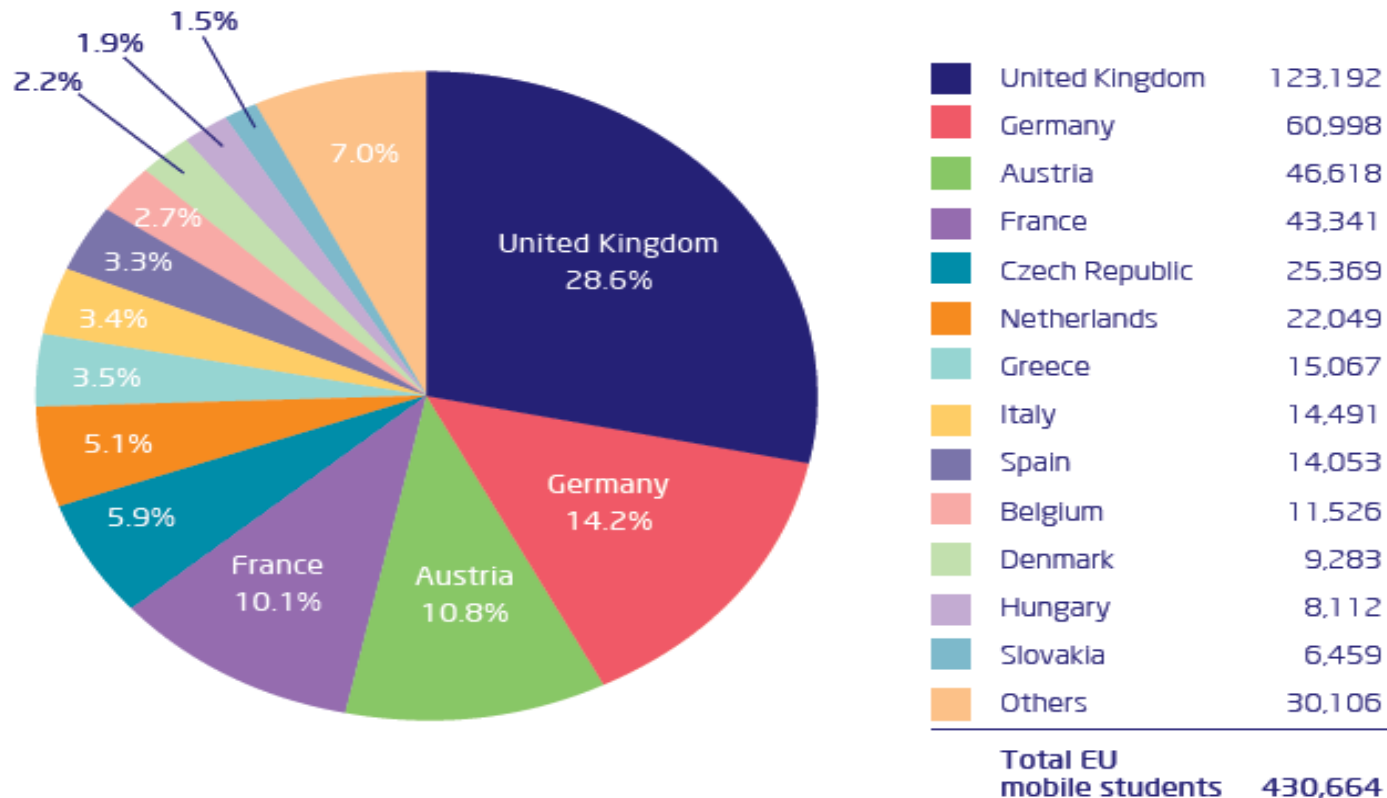
Succeeding Globally Through International Education and Engagement

U.S. Department of Education International Strategy 2012–16

Figure 1: Framework for the U.S. Department of Education International Strategy

GOALS

Strengthen U.S. education ⟷ **Advance U. S. international priorities**

OBJECTIVES

① **Increase global competencies**

② **Learn from other countries**

③ **Engage in education diplomacy**

④ **Integrated and coordinated activities and programs**

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Share of EU mobile student market, by EU country, 2010

Country	Students
United Kingdom	123,192
Germany	60,998
Austria	46,618
France	43,341
Czech Republic	25,369
Netherlands	22,049
Greece	15,067
Italy	14,491
Spain	14,053
Belgium	11,526
Denmark	9,283
Hungary	8,112
Slovakia	6,459
Others	30,106
Total EU mobile students	**430,664**

Pie chart percentages: United Kingdom 28.6%, Germany 14.2%, Austria 10.8%, France 10.1%, 5.9%, 5.1%, 3.5%, 3.4%, 3.3%, 2.7%, 2.2%, 1.9%, 1.5%, 7.0%

Source: UNESCO Institute for Statistics
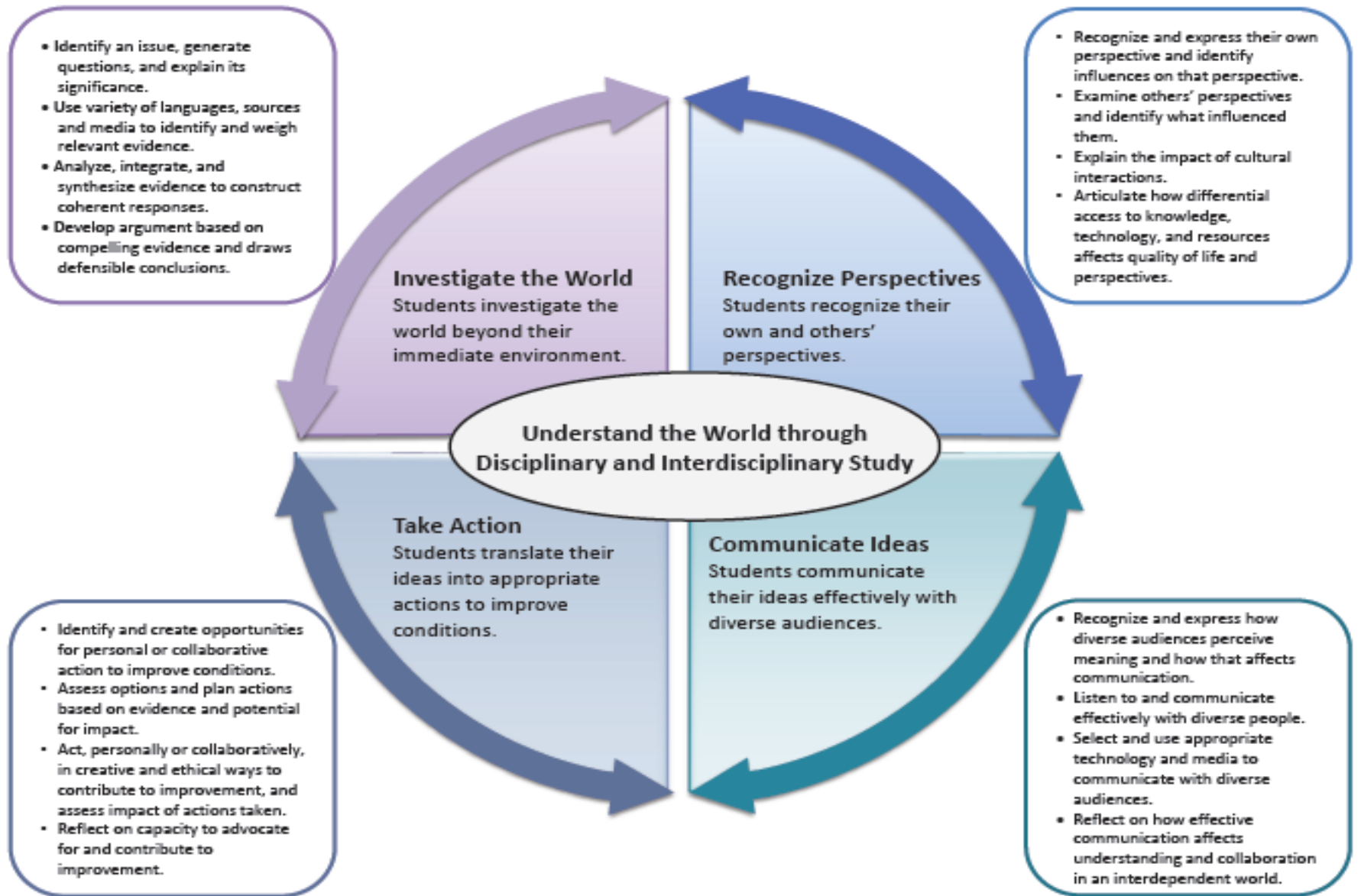
The number of English-language study programmes offered by Dutch universities has risen to more than 1,000

The Netherlands is the biggest provider of English-language higher education in Europe

(Nuffic, 2012)

- Identify an issue, generate questions, and explain its significance.
- Use variety of languages, sources and media to identify and weigh relevant evidence.
- Analyze, integrate, and synthesize evidence to construct coherent responses.
- Develop argument based on compelling evidence and draws defensible conclusions.

- Recognize and express their own perspective and identify influences on that perspective.
- Examine others' perspectives and identify what influenced them.
- Explain the impact of cultural interactions.
- Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.

Investigate the World
Students investigate the world beyond their immediate environment.

Recognize Perspectives
Students recognize their own and others' perspectives.

Understand the World through Disciplinary and Interdisciplinary Study

Take Action
Students translate their ideas into appropriate actions to improve conditions.

Communicate Ideas
Students communicate their ideas effectively with diverse audiences.

- Identify and create opportunities for personal or collaborative action to improve conditions.
- Assess options and plan actions based on evidence and potential for impact.
- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement, and assess impact of actions taken.
- Reflect on capacity to advocate for and contribute to improvement.

- Recognize and express how diverse audiences perceive meaning and how that affects communication.
- Listen to and communicate effectively with diverse people.
- Select and use appropriate technology and media to communicate with diverse audiences.
- Reflect on how effective communication affects understanding and collaboration in an interdependent world.

Source: The Global Competence Task Force, formed and led by the Council of Chief State School Officers' EdSteps Initiative and the Asia Society Partnership for Global Learning.

Branch Campuses

- 200 degree-awarding IBCs worldwide + 37 over next 2 years
- Shift in activity from Middle East to Far East
- US universities have greatest number (78) but developing world expanding
- Trend towards more 'niche campuses'

(OBHE 2012)

ENGAGING WITH LEADERS IN HIGHER EDUCATION

UNITED STATES
WALDEN UNIVERSITY, KENDALL COLLEGE, NEWSCHOOL OF ARCHITECTURE AND DESIGN, NATIONAL HISPANIC UNIVERSITY ("NHU") and SANTA FE UNIVERSITY OF ART AND DESIGN

UK / NETHERLANDS
UNIVERSITY OF LIVERPOOL ONLINE and UNIVERSITY OF ROEHAMPTON ONLINE

SPAIN
UNIVERSIDAD EUROPEA DE MADRID ("UEM"), LES ROCHES – MARBELLA and UNIVERSIDAD EUROPEA DE CANARIAS ("UEC")

FRANCE
ÉCOLE SUPÉRIEURE DU COMMERCE EXTÉRIEUR ("ESCE"), ÉCOLE CENTRALE D'ELECTRONIQUE ("ECE") and INSTITUT FRANÇAIS DE GESTION ("IFG")

SWITZERLAND
GLION INSTITUTE OF HIGHER EDUCATION ("GLION"), LES ROCHES INTERNATIONAL SCHOOL OF HOTEL MANAGEMENT and LES ROCHES GRUYÈRE ("LRG")

GERMANY
BITS - BUSINESS AND INFORMATION TECHNOLOGY SCHOOL and BTK GROUP

MEXICO
UNIVERSIDAD DEL VALLE DE MÉXICO ("UVM"), UNIVERSIDAD DEL DESARROLLO PROFESIONAL ("UNIDEP") and UNIVERSIDAD TECNOLÓGICA DE MÉXICO ("UNITEC")

PORTUGAL
INSTITUTO SUPERIOR DE LÍNGUAS E ADMINISTRAÇÃO ("ISLA")

BALTIMORE, MD
WORLDWIDE HEADQUARTERS

MOROCCO
UNIVERSITÉ INTERNATIONALE DE CASABLANCA (UIC)

CHINA
HUNAN INTERNATIONAL ECONOMICS UNIVERSITY ("HIEU") and LES ROCHES JIN JIANG

JAPAN
ST THOMAS

THAILAND
STAMFORD INTERNATIONAL UNIVERSITY

CENTRAL AMERICA
UNIVERSIDAD INTERAMERICANA, UNIVERSIDAD LATINOAMERICANA DE CIENCIA Y TECNOLOGIA ("ULACIT"), UNIVERSIDAD TECNOLÓGICA CENTROAMERICANA ("UNITEC"), UNIVERSIDAD AMERICANA ("UAM") and UNIVERSIDAD LATINA

ITALY
DOMUS ACADEMY and NUOVA ACCADEMIA DI BELLE ARTI MILANO ("NABA")

TURKEY
ISTANBUL BILGI UNIVERSITY

JORDAN
ROYAL ACADEMY OF CULINARY ARTS

INDIA
PEARL ACADEMY OF FASHION

MALAYSIA & INDONESIA
INTI EDUCATION GROUP

ECUADOR
UNIVERSIDAD DE LAS AMÉRICAS ("UDLA")

CYPRUS
EUROPEAN UNIVERSITY CYPRUS ("EUC")

SAUDI ARABIA
RIYADH POLYTECHNIC INSTITUTE ("RPI") and THE HIGHER INSTITUTE FOR POWER AND WATER TECNOLOGIES ("HIWPT")

PERU
UNIVERSIDAD PERUANA DE CIENCIAS APLICADAS ("UPC"), UNIVERSIDAD PRIVADA DEL NORTE ("UPN"), CIBERTEC and INSTITUTO TECNOLOGICO DEL NORTE

BRAZIL
UNIVERSIDADE ANHEMBI MORUMBI ("UAM"), UNIVERSIDADE POTIGUAR ("UnP"), UNIVERSIDADE SALVADOR ("UNIFACS"), BUSINESS SCHOOL SÃO PAULO ("BSP"), CENTRO UNIVERSITÁRIO DO NORTE ("UniNorte"), ESADE, FACULDADE DOS GUARARAPES ("FG"), FACULDADE POTIGUAR DA PARAÍBA ("FPB"), INSTITUTO BRASILEIRO DE MEDICINA DE REABILITAÇÃO ("Uni IBMR"), CENTRO UNIVERSITÁRIO RITTER DOS REIS ("Uni Ritter"), FACULDADE UNIDA DA PARAÍBA ("UniPB") and CENTRO DE DESENVOLVIMENTO PESSOAL E EMPRESARIAL ("CEDEPE")

AUSTRALIA
BLUE MOUNTAINS INTERNATIONAL HOTEL MANAGEMENT SCHOOL

CHILE
UNIVERSIDAD DE LAS AMÉRICAS ("UDLA"), UNIVERSIDAD ANDRÉS BELLO ("UNAB"), INSTITUTO PROFESIONAL AIEP ("AIEP"), ESCUELA MODERNA DE MUSICA ("EMM"), IEDE ESCUELA DE NEGOCIOS and UNIVERSIDAD DEL VIÑA DEL MAR ("UVM")

NEW ZEALAND
MEDIA DESIGN SCHOOL

NEW YORK UNIVERSITY BECOMES A GLOBAL NETWORK UNIVERSITY
Christopher Connell
International Educator; Jan/Feb 2012; 21, 1; Docstoc
pg. 46

CAMPUS PROFILE | New York University | *New York*

NEW YORK UNIVERSITY BECOMES A GLOBAL NETWORK UNIVERSITY

Text and photography by Christopher Connell

President John Sexton says that NYU's global network of campuses is building its scholarly strengths and exposing students to the full range of human experience.

NEW YORK UNIVERSITY'S prodigious number of international students (7,200) and participation in education abroad (4,300) have long solidified its place among the most international U.S. universities. Now it has laid claim to the title of the world's first "global network university," with a new liberal arts college open in Abu Dhabi, a second in the works for Shanghai, and nearly a dozen other sites around the world where NYU students go to study. Most of its 43,000 students still throng the buildings with their signature violet flags that surround Washington Square. Amending the 1831 pronouncement by Albert Gallatin and other founders that they were creating a university "in and of the city," President John Sexton describes today's NYU as "in and of the world."

EDITOR'S NOTE:
2011
SENATOR PAUL SIMON
Profiles of the five winners of the 2011 Senator Paul Simon Award for Campus Internationalization are being included in IE. The full set of profiles can be seen in Internationalizing the Campus 2011: Profiles of Success at Colleges and Universities.

INTERNATIONAL EDUCATOR JAN.+FEB.12

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NYU GLOBAL IDEA EXCHANGE

#ideasneversleep
in the global network

Connecting NYU students across the world to collaborate on a global scale

INSPIRE / IDEATE / CREATE

ideaexchange.nyu.edu

NYU

Global Programs

Strategic focus for on-line

"On-line education is critical to the long-term strategy of my HEI" (69.1% of CAAs)

Online Education is Critical to the Long-term Strategy of my Institution – Fall 2002 to Fall 2012
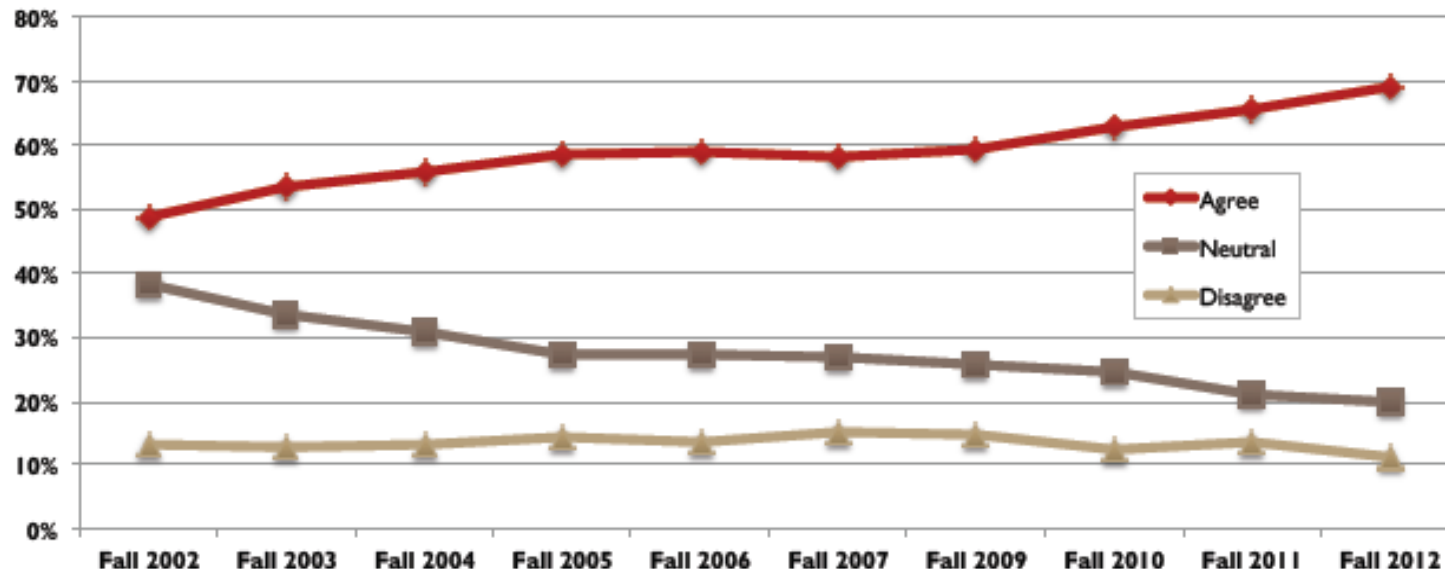
(Babson Survey, 2012)

Students enrolling

Total and Online Enrollment in Degree-granting Postsecondary Institutions – Fall 2002 through Fall 2011

	Total Enrollment	Annual Growth Rate Total Enrollment	Students Taking at Least One Online Course	Online Enrollment Increase over Previous Year	Annual Growth Rate Online Enrollment	Online Enrollment as a Percent of Total Enrollment
Fall 2002	16,611,710	NA	1,602,970	NA	NA	9.6%
Fall 2003	16,911,481	1.8%	1,971,397	368,427	23.0%	11.7%
Fall 2004	17,272,043	2.1%	2,329,783	358,386	18.2%	13.5%
Fall 2005	17,487,481	1.2%	3,180,050	850,267	36.5%	18.2%
Fall 2006	17,758,872	1.6%	3,488,381	308,331	9.7%	19.6%
Fall 2007	18,248,133	2.8%	3,938,111	449,730	12.9%	21.6%
Fall 2008	19,102,811	4.7%	4,606,353	668,242	16.9%	24.1%
Fall 2009	20,427,711	6.9%	5,579,022	972,669	21.1%	27.3%
Fall 2010	21,016,126	2.9%	6,142,280	563,258	10.1%	29.2%
Fall 2011	20,994,113	-0.1%	6,714,792	572,512	9.3%	32.0%

Online Enrollment as a Percent of Total Enrollment: Fall 2002 - Fall 2011
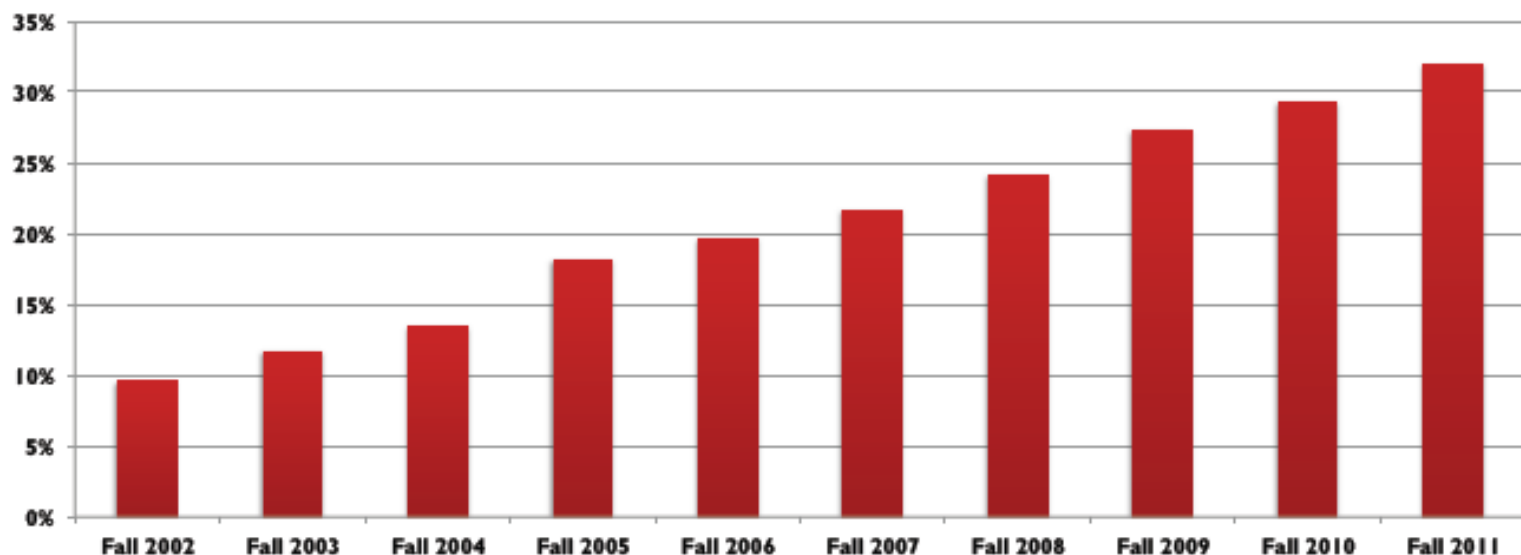
Type of Online Offerings - 2002 and 2012
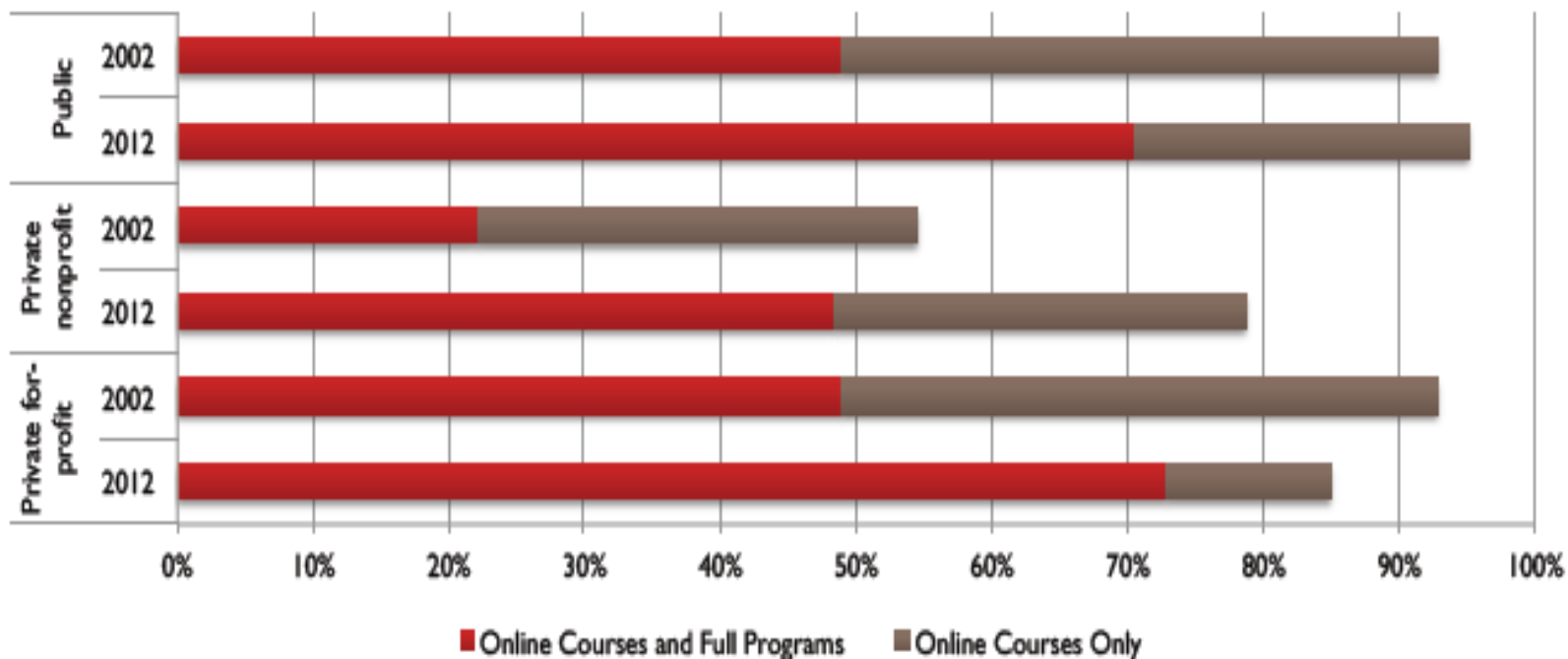
- 2.6% US HEIs offer MOOCS
- 9.4% have plans to offer them
- 32.7% no plans for adding MOOCs
- 54% undecided
- Public universities have higher rates - 4.7% - than privates, for-profits (15% planning)
- Research universities twice as likely to be offering or planning MOOCS
- (N=2,800 colleges & universities)

Plans for MOOCs - 2012

- No Plans
- Not Decided
- Planning
- Have

(Babson Survey, 2013)

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ENGAGING WITH LEADERS IN HIGHER EDUCATION

The strengthening of Asia Pacific
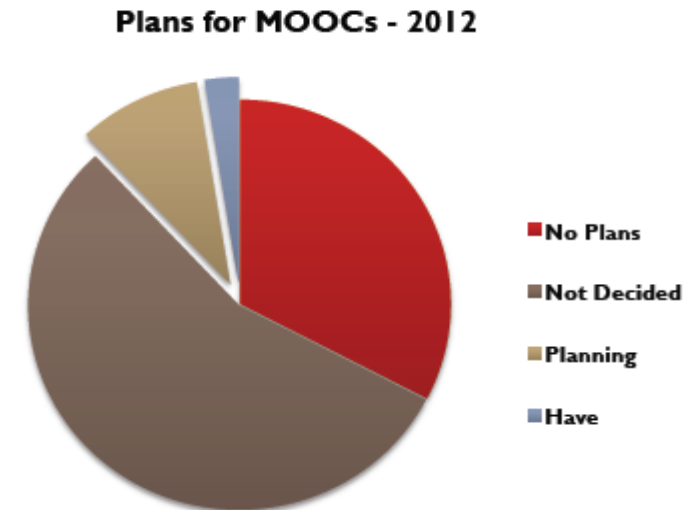
CHART 2: JOURNAL ARTICLES IN ALL FIELDS, 1981 TO 2009
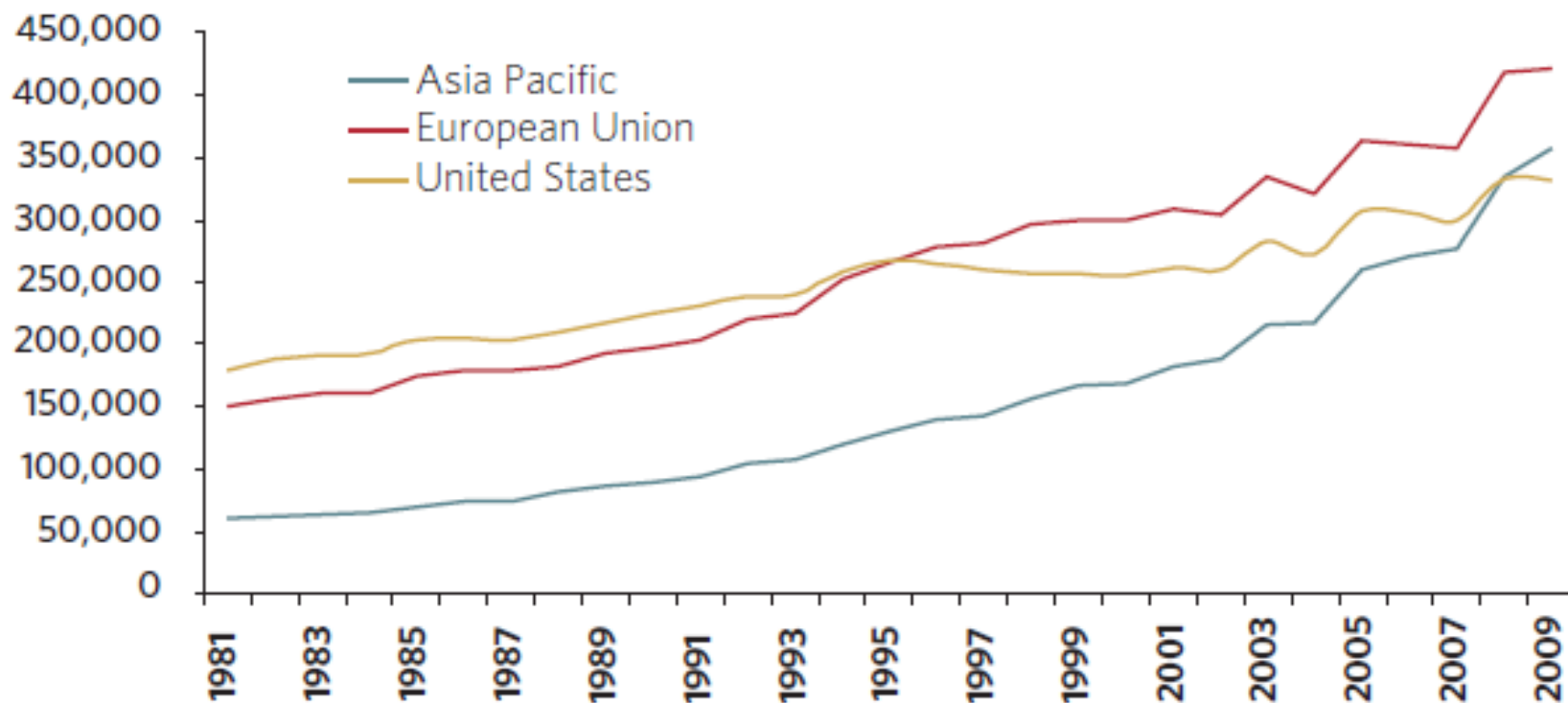
Source: Thomson Reuters, Global Research Report: United States. November 2010.

Science papers per year, 1995-2009 China, Japan, Australia & India
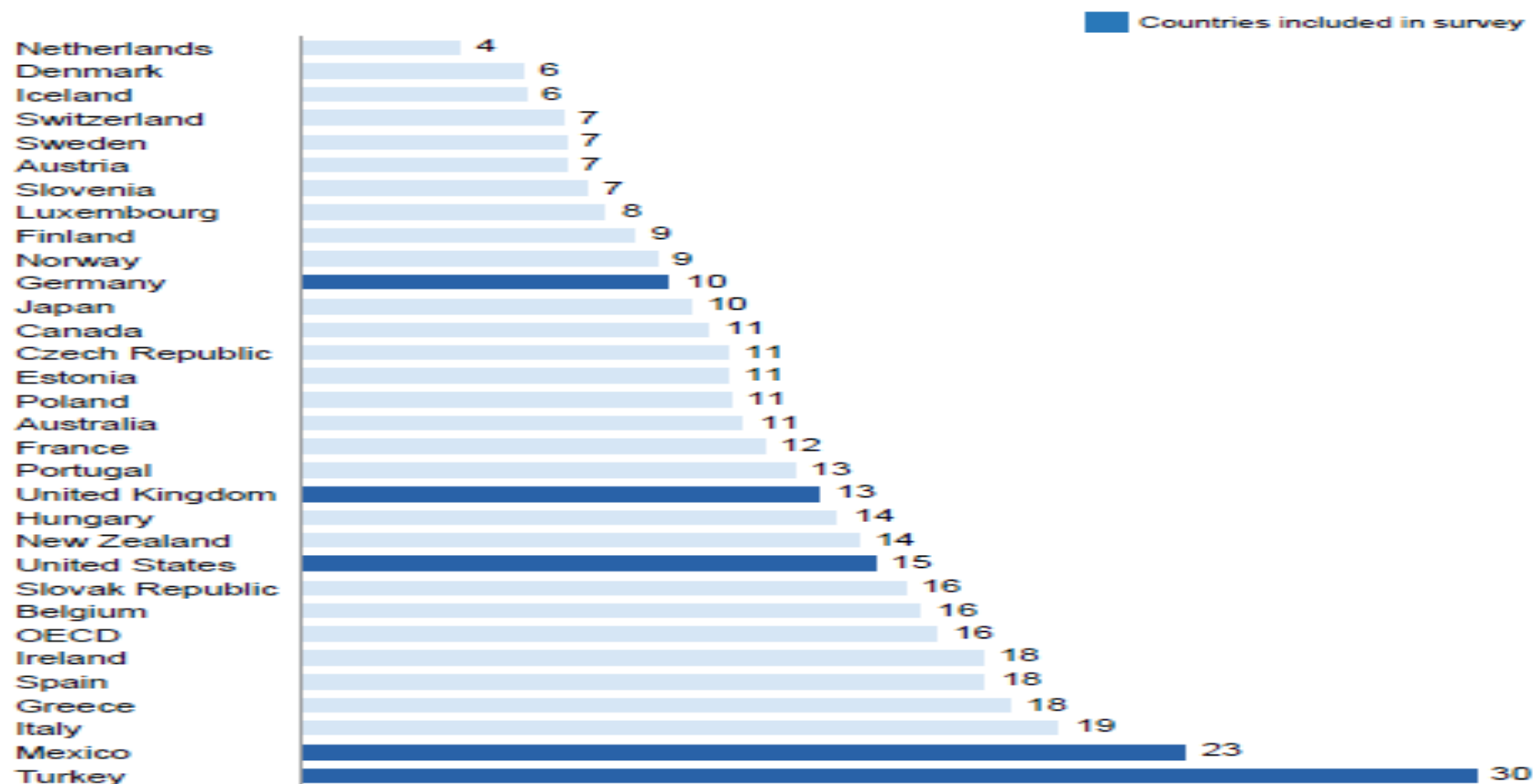
US National Science Foundation data
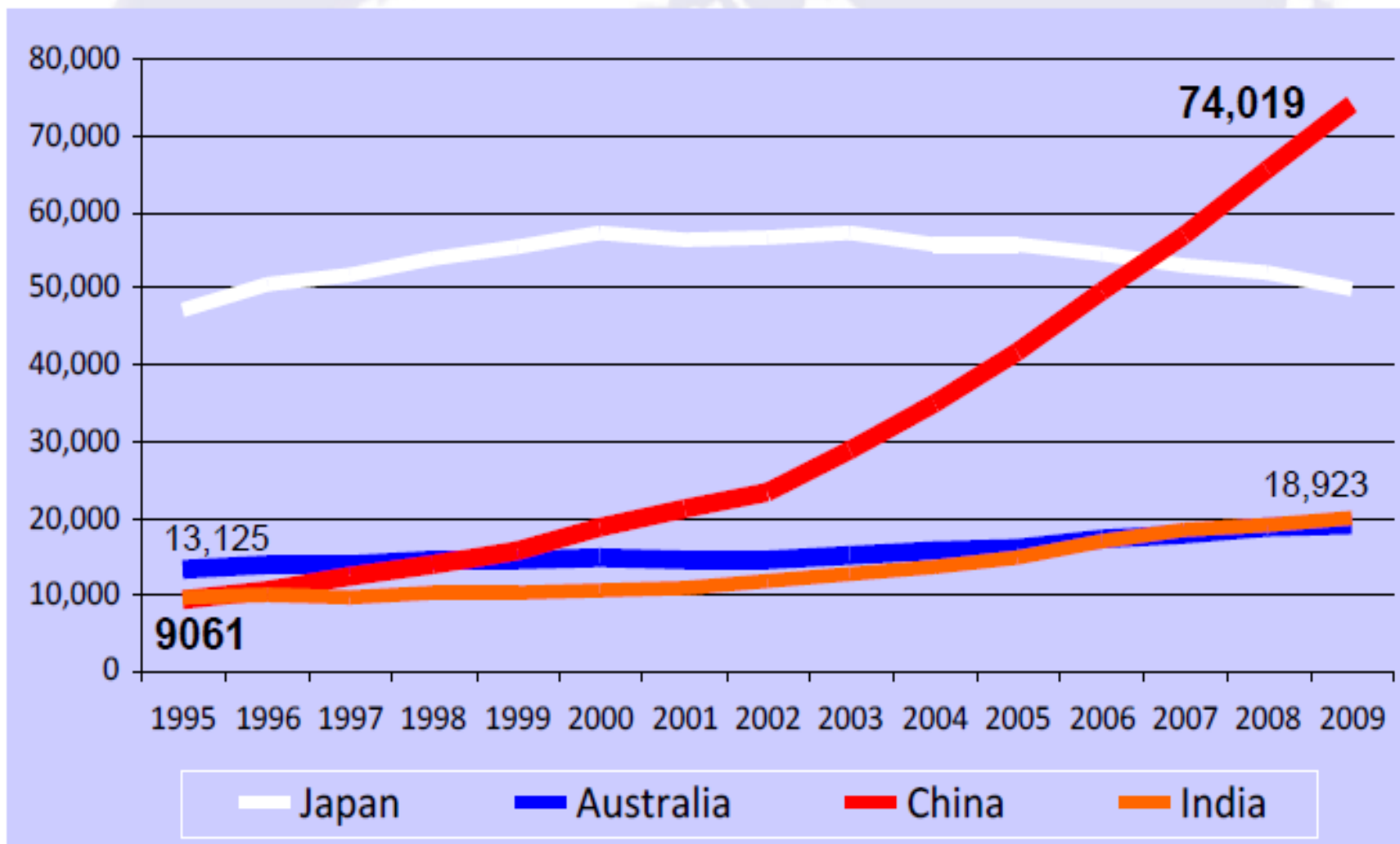
74,019

13,125

9061

18,923

1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009

Japan — Australia — China — India

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Exhibit 2

NEET rates among youth in OECD countries, 2011[1]

% of population aged 15–24

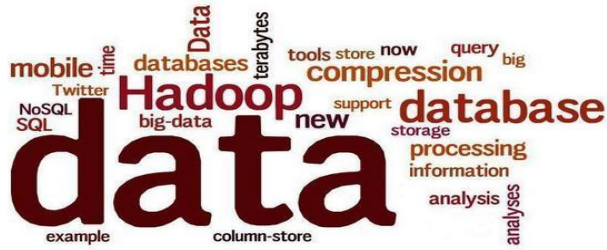| Country	NEET rate
Netherlands	4
Denmark	6
Iceland	6
Switzerland	7
Sweden	7
Austria	7
Slovenia	7
Luxembourg	8
Finland	9
Norway	9
Germany	10
Japan	10
Canada	11
Czech Republic	11
Estonia	11
Poland	11
Australia	11
France	12
Portugal	13
United Kingdom	13
Hungary	14
New Zealand	14
United States	15
Slovak Republic	16
Belgium	16
OECD	16
Ireland	18
Spain	18
Greece	18
Italy	19
Mexico	23
Turkey	30

1 OECD represents weighted averages. Q2 2011 for Australia; all others represent Q1 2011.

Exhibit 2

39% of employers say a skills shortage is a leading reason for entry-level vacancies

Lack of skills is a common reason for entry-level vacancies
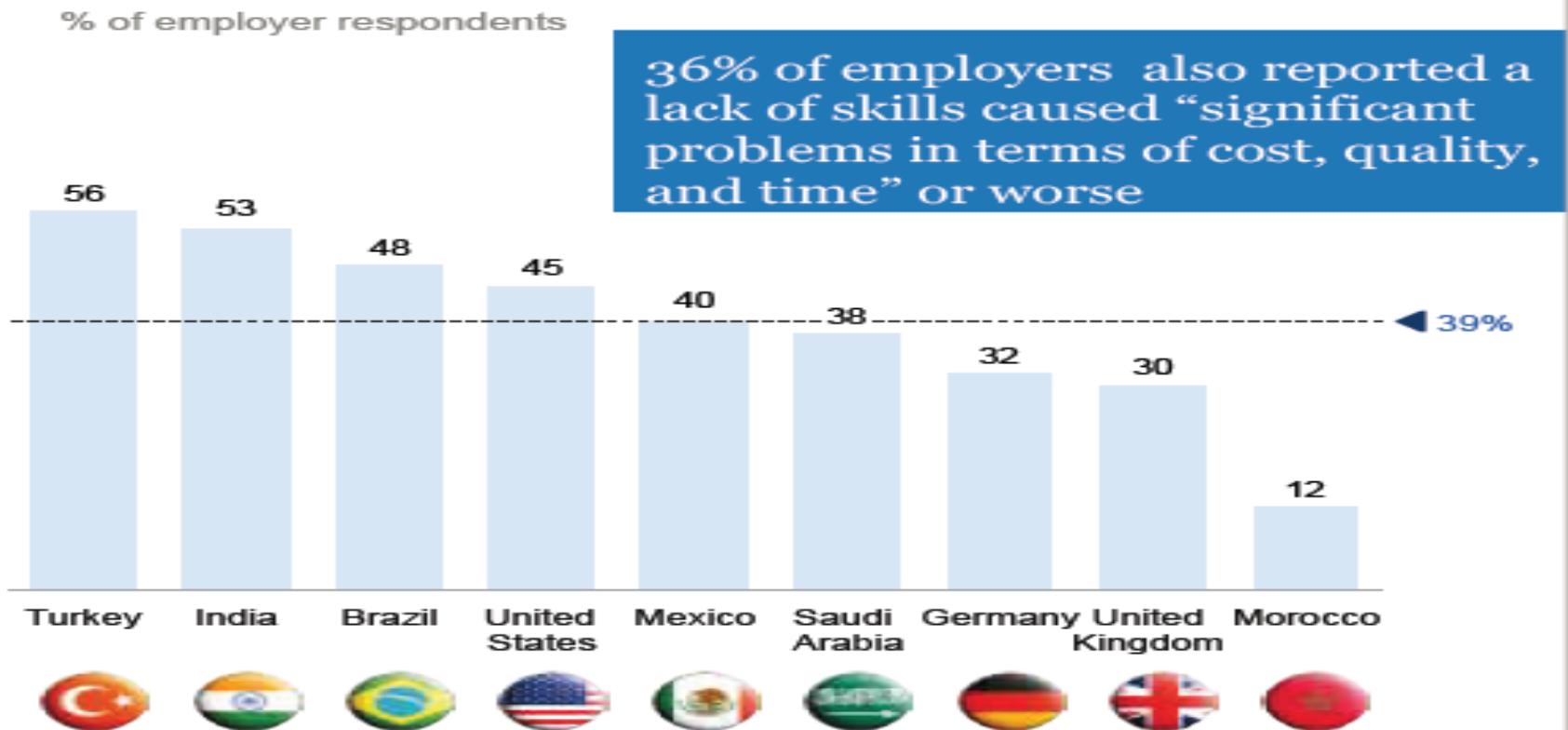
% of employer respondents

36% of employers also reported a lack of skills caused "significant problems in terms of cost, quality, and time" or worse

Country	%
Turkey	56
India	53
Brazil	48
United States	45
Mexico	40
Saudi Arabia	38
Germany	32
United Kingdom	30
Morocco	12

◀ 39%

Leadership Foundation for Higher Education

Big data…

League Tables…

Impact..

VFM…

ROI…

ENGAGING WITH LEADERS IN HIGHER EDUCATION

REPUTATION
We will be known forever by the tracks we leave.
-American Indian Proverb