

## Global Education Myth or Certainty?

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## Global Education Myth or Certainty?

- What is globalisation?
- What is the attraction for globalising education?
- Frameworks
- Issues
- The Carnegie Mellon Experience



## Globalisation

- Worst case definition:
  - The Americanisation of the world!!!
  - No Thank you
- Preferred definition:
  - A process of providing equity amongst all peoples of the world.
  - Not through force or coercion but through making available choices, facilitating access and providing support.



## Global Education

In 2007 Australia exported education to the value of \$12.6 billion

This is currently growing by 14% p.a.

Education is the third biggest export earner behind coal and iron

No surprise there is such interest in globalising education but how do we enter the market and succeed?



## Global Education

There are two frameworks for globalising higher education:

- Import students – export education
- Export the institution

The former being most common until recently.



## Global Education

- Import students – export education
- How to attract students?
  - Where/how to advertise?
  - How to differentiate from competitors
  - Rankings
  - Incentives
- How to nurture students to help them adapt



## Global Education

- Import students – export education
- Student issues – accommodation, transport, finances, loneliness, life skills, learning new systems, socialisation
- Uni issues – course content, language expectations, culture, religion, plagiarism



## Global Education

- Impact of culture has led to development of cross cultural training programs for business to provide cultural competence.
- Vital in education to ensure we cater to student and sponsors needs, meet their expectations and do not alienate.
- We also need to ensure they graduate functional in their home environment.



## Global Education

- Export the Institution
- Need to assess the local impact and be sure to differentiate
- Changes to society, local and within Uni
- Uni has to adapt – when in Rome...
- Local knowledge, tax, laws etc.
- Need to modify administration systems
- Nurture faculty – similar issues to imported students



## Global Education

- How do we measure the quality of education in migrants and students?
- No globally recognised standards
- BSc != BSc but why should it be?
  - Are students sufficiently skilled?
  - Are migrants qualified to get on with the job – consistency, OHS, technology etc.
  - Can migrants enter higher education?
  - How are our graduates perceived?



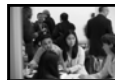
## Carnegie Mellon University

A global research university of more than 10,000 students, 70,000 alumni and 4,000 faculty and staff.

First enrolments in 1970.

One of the world's Top 20 universities, recognised for:

- world-class technology programs
- collaboration across disciplines
- innovative leadership in education



## A Global University





## The CMU Experience

CMU exported the institution from Pittsburgh to Adelaide

- Allows students to remain closer to home
- Use technology – skype, synchronous distance delivery etc.
- Students can access the same quality education in a smaller more attentive environment
- We know when a student is having problems and know all students individually.



## The CMU Experience

- Cultural issues hard to manage
  - Can be difficult to build a relationship when the immense level of respect is an impediment to informal dealings.
  - They are not used to self evaluation or evaluating others.
  - They need to learn there is nothing to be learned from silent respect.
  - Also that less than full marks is an invitation to learn more.



## The CMU Experience

- Infrastructure Issues
- How to get to know the local environment – who to trust
- On average 18 months from signing leases to enrolment
- Time zones difficult to manage
  - No down time
  - Streaming lectures across zones and daylight savings makes for very long days
  - Impedes collaboration
- Payroll, taxes and exchange rates.
- Accreditation requirements



## The CMU Experience

- Economies of scale – costs and risks higher – if a key faculty goes down whole campus can suffer.
- Finding faculty who are willing to relocate – provides consistency and training/mentoring opportunities but have to leave or relocate families.
- Need to maintain Pittsburgh quality but not stifle creativity and need to reflect local needs.



## The CMU Experience

- Hard for faculty to do research when they're alone and don't have research students – workload high with teaching.
- Some decisions are out of your control – local funding and what it can be spent on, where and when
- Labour laws, HR issues, taxation, logistic support, curriculum design to meet student needs, recruiting.



## The CMU Experience

- Distance teaching – focus on deliverables and relationships.
- Teaching relies more on texts so the presenter is a facilitator rather than the font of all knowledge.
- Need for extra scaffolding – teaching assistants and videos for students to review





## The CMU Experience

- Difficulties
- AusAid requirements
- Students who don't get through – sending them home
- Research difficult – No ARC funding & reluctance to collaborate by others.
- Faculty stretched to the limit.



## The CMU Experience

- The media assumptions
  - We are here to steal students from others
  - We are teaching American based content
  - All our faculty are U.S. imports
  - Adelaide gains no benefit



## The CMU Experience

### Success factors:

- Know your ground
- Understand the risks – financial and in the environment
- Have experienced faculty to drive early
- Faculty need a high level of support and experience in dealing with different cultures – run a cross cultural course for exporting faculty
- Need to feel part of the main campus and maintain a research agenda
- Find good local support
- Be willing to change



## The CMU Experience

- We have huge support from Pittsburgh and from senior visiting faculty.
- We have been given the freedom to change what needs changing as a faculty to ensure success
- It's quick to implement change with only 6 full time faculty!



## The CMU Experience

It's tough - much harder than expected  
So why do it?

- To stay relevant & cutting edge
- China and India becoming more powerful
- To make a difference

It's no fun doing it alone but we now have experience to share and we invite you to ask if we can assist.



## The CMU Experience

- I invite your questions, comments and collaboration

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