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Lord Dearing

Former Chancellor
University of Nottingham

Utility and Enterprise

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Utility and Enterprise

Utility: what Governments want

Enterprise: Vice Chancellors in action

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Universities: the Castles of the Third Age

a) In the middle ages communities had developed around castles which created a demand for services and a secure base for markets;

b) From the Industrial Revolution their place was taken by large manufacturies, creating and sustaining ever growing towns and cities;

c) For this country, especially over the last 40 years transition to a primarily service and speciality manufacturing based economy;

d) The University as the underpinning basis for an economy based on knowledge, high level skills, research and its application, and innovation.

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Transactional Forces Affecting Higher Education, 2008 Style

1.	The 14 vocational diplomas launched	Sep 08
2.	The Leitch Report on World Class Skills	Dec 06
3.	Government Response to Leitch	07
4.	The Sainsbury Report on Research Applications	Oct 07
5.	Government response to Sainsbury	Mar 08
6.	The Tri Department Report on Creative Britain	Feb 08
7.	CIHE report on What Employers Want	Feb 08
8.	Innovation Nation By DIUS	Mar 08
9.	A New University Challenge by DIUS	Mar 08
10.	Invitation to bid for 20 H E Campuses to deliver Skills	Apr 08:

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HEFC(E)'s Objectives for the 20 New HE Centres

1. Unlock the potential of towns and people
2. Drive Economic regeneration
3. Demonstrate an ability to deliver these

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Some Forecasts of Exterior Factors

- No improvement in the unit of resource
- An increased contribution by the Graduate
- Strong support by Government of the Foundation Degree
- Strong support for collaboration with industry and commerce
- A growing role for Regional Development Agencies
- A growing emphasis on life long learning

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Responses by VCs

- Insistence that the Foundation Degree articulates clearly with the third year of a full degree
- Strong emphasis on maintaining standards for teaching and learning
- Adequate funding for part time education
- Increased funding for basic research to maintain the standing of British H.E. as one of the UK's few industries of World Class and Scale; to support the quality of its third stream activities; and to underpin its ability to attract overseas post graduate students

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Why Overseas Students

From the Standpoint of the Institution:

a) Economics, especially in the light of the reduction in the government funded unit of resource between 1975 and 2000;

b) The contribution of the Overseas Students to the quality of the learning experience for the home student, and distinctively at post grad level to research.

From the standpoint of the overseas student

a good product, supported by a prestigious brand of world standing- the British Degree - mediated through a language that they know.

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Number of Overseas Students in 2006/7

	Full Time	Part Time
EU	81,000	31,000
Non E U	180,000	58,000

Income from Over Seas Students (£million)

1995/6	2006/07
500	1,700

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Industrial and Commercial Forms of Multinationalism

1. Agencies
2. Distribution Centres linked to Sales
3. Licensing
4. Partnerships
5. Collaboration
6. Mergers and Acquisitions
7. Research Centres located Overseas
8. Overseas Manufacturing Companies, perhaps organised on a continental basis
9. The Ultimate Multinational

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Action at Home

a) Most important in the interest of our own students and our ability to attract students from overseas the further internationalising of the curriculum;

b) As an element in this, ensuring that our own students gain an deep understanding of a another culture;

c) As a further element, promoting, facilitating and recognising the development of language skills for home students;

d) And as further step reciprocal arrangements with overseas universities for a term abroad.

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Market Changes affecting H E

1 a) Competition for home students intensifies (as we must expect over the next decade from demographic factors);

b) Similarly increased competition for EC students, for the same, but even more telling demographic reasons;

c) Non EC countries continue to develop their own capacity apace;

2 Non EC countries enter the market for overseas students;

3 Non EC Governments take a strong policy initiatives,

Eg Singapore setting out to be a hub for H.E. in Asia and to that end successfully inviting overseas universities to set up there eg MIT, Wharton Connell and Duke to name four of.....

China is to set up two of the ten new universities planned by Pakistan.

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Continuing Development of Typical Forms of Multinational Activities

a) Partnerships in student exchanges;

b) Department in an Overseas University;

c) Joint ventures between institutions and especially collaboration in research by Academics and student exchange schemes;

d) Using ICT and the opportunity to lecture and demonstrate directly, and take questions in real time from students anywhere, a growing practice of distance teaching by arrangement, perhaps especially at postgraduate level;

e) More fundamentally more, but universities, to setting up campuses overseas, perhaps in partnership with an existing university.

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Why an Overseas Campus

a) To provide a service;

b) To create an international institution with benefit in terms of faculty, research, and the student experience;

c) To establish the particular university in the minds of students across the whole of the overseas country and in the mind of its Government . Not all universities have the Global brand of a Manchester United and its Fan club to promote their name and add lustre to it;

d) To support the numbers coming to the UK institution by, noting that the market in overseas students may progressively move towards the post graduate end.

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