



High Level Roundtable for Vice Chancellors: An Introduction

17 March 2016, Kuala Lumpur, Malaysia

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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

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

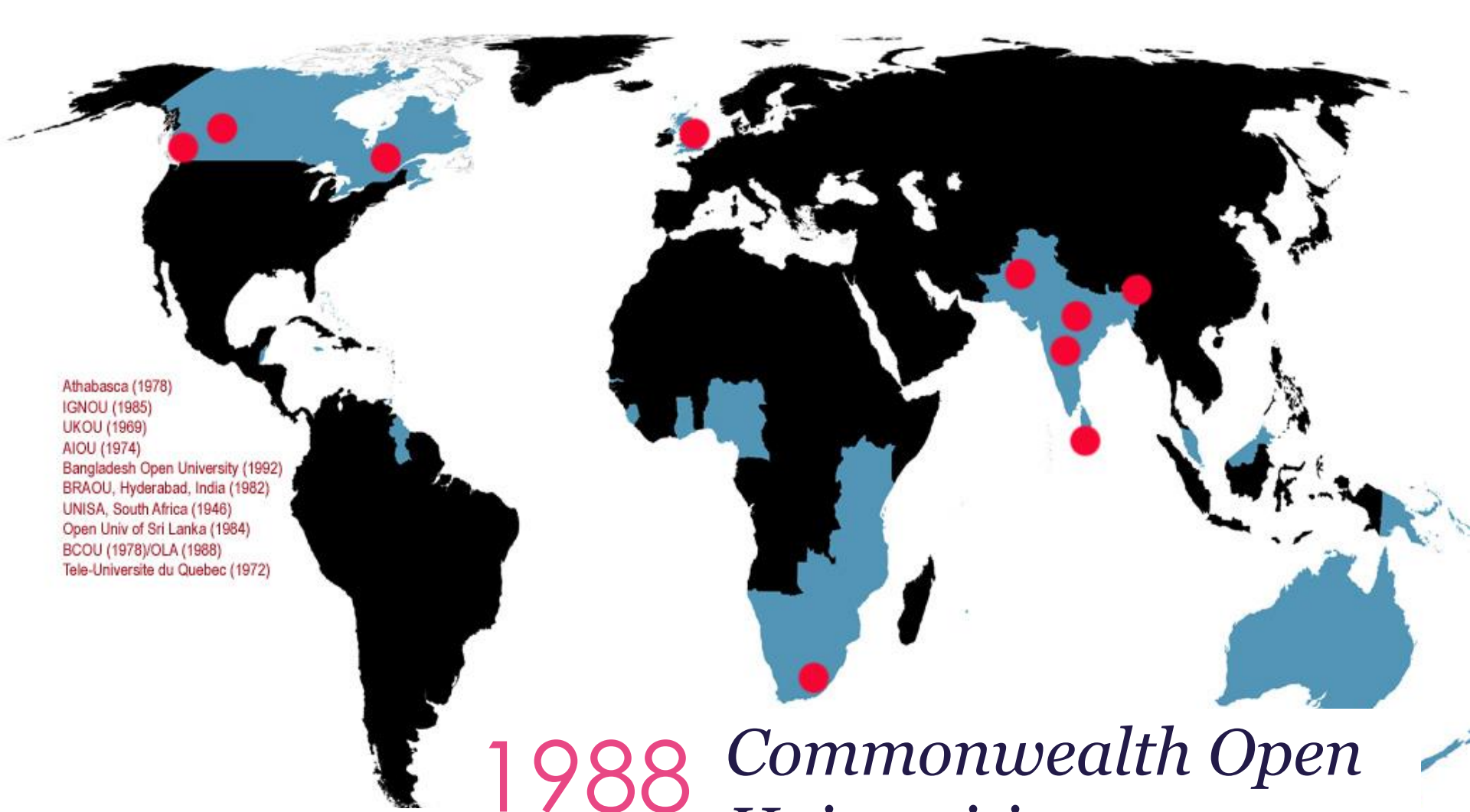
Equity



ICDE – Key Concerns

Leadership
Quality
Research





Athabasca (1978)
IGNOU (1985)
UKOU (1969)
AIU (1974)
Bangladesh Open University (1992)
BRAOU, Hyderabad, India (1982)
UNISA, South Africa (1946)
Open Univ of Sri Lanka (1984)
BCOU (1978)/OLA (1988)
Tele-Universite du Quebec (1972)

1988 *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 2015.¹

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.²

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

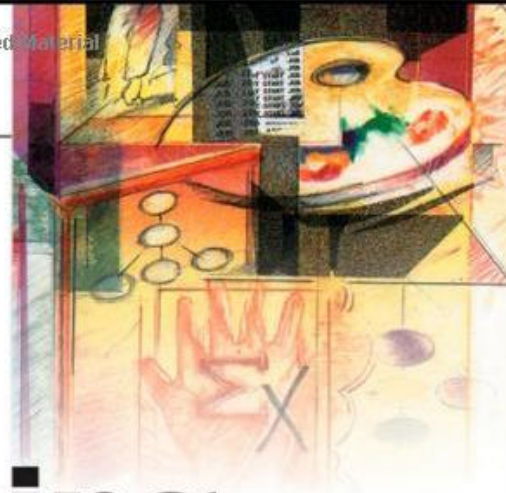
Best Practice



I. Leadership

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Fourth Edition



Reframing Organizations

Artistry, Choice, and Leadership

LEE G. BOLMAN

TERRENCE E. DEAL

Best-selling authors of *LEADING WITH SOUL*

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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% ¹ |
|  | 14% ² |
|  | 3% ³ |

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

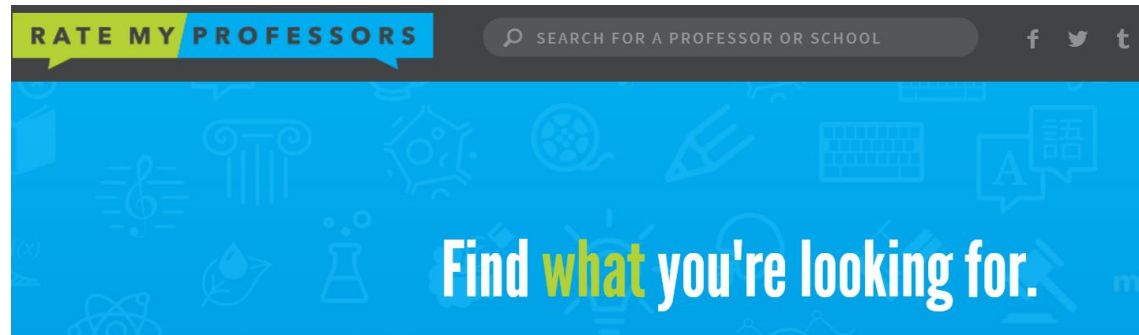
- Convergence of external & internal QA measures
- OUUK: QAA & Internal validation unit











**The Open
University**

How do we involve learners?

- User rating technology
- Social media



| | | | |
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FIND A
school

RATE A
professor

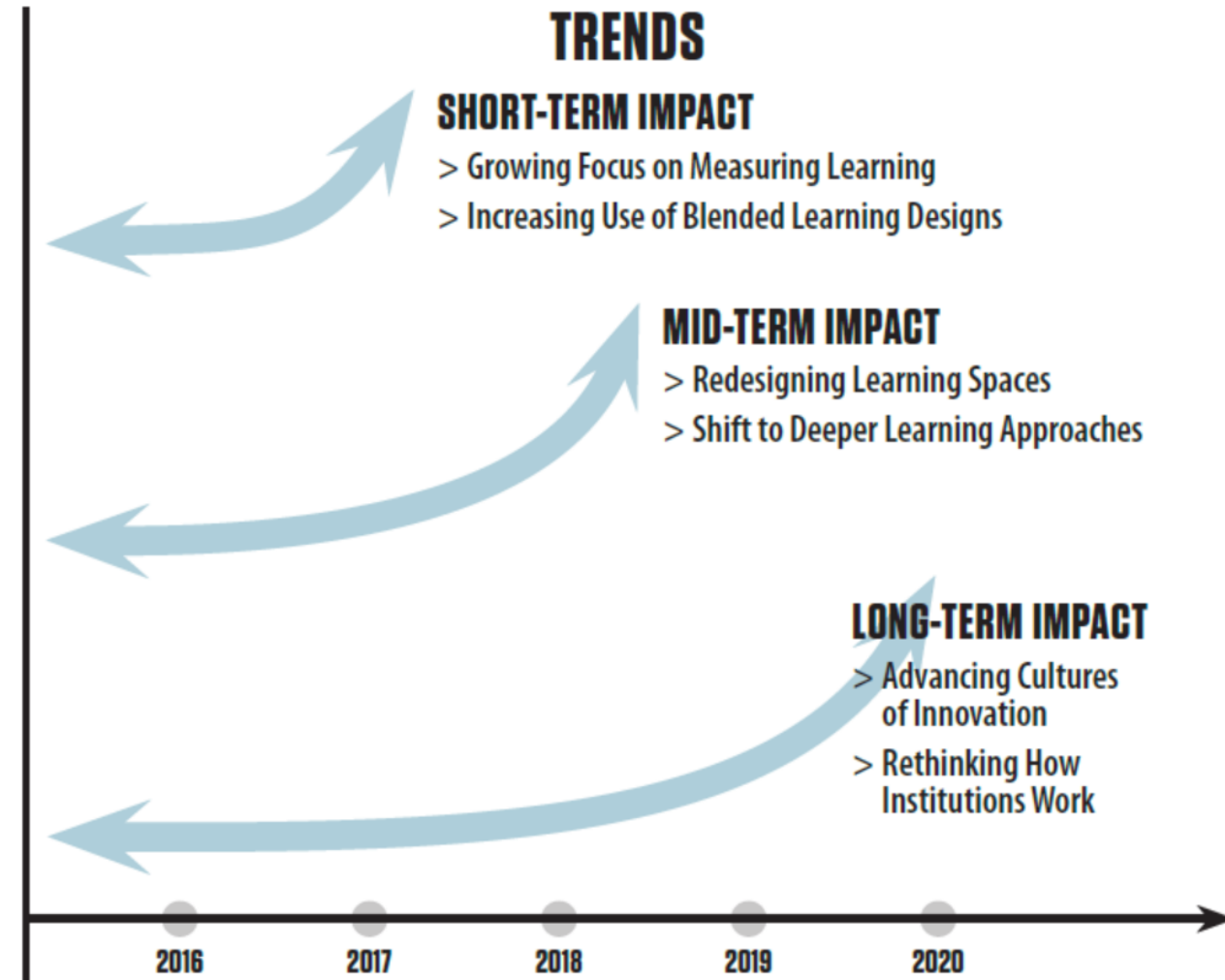
What kind of QA does ODL need?

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



III. ICTs

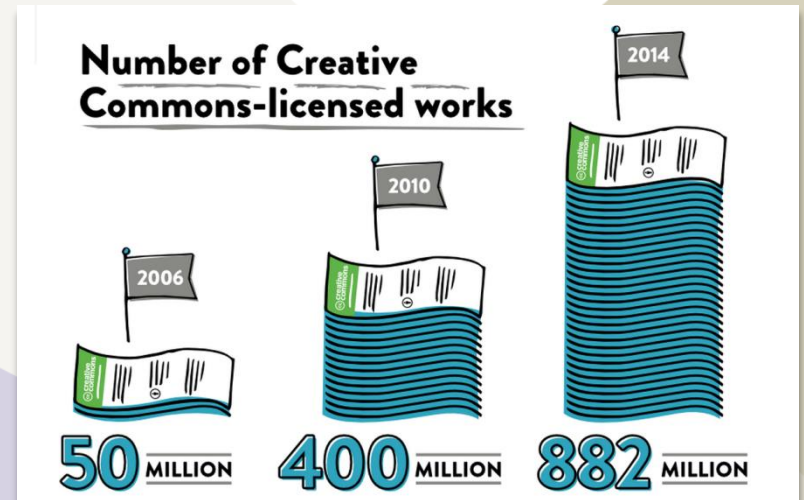
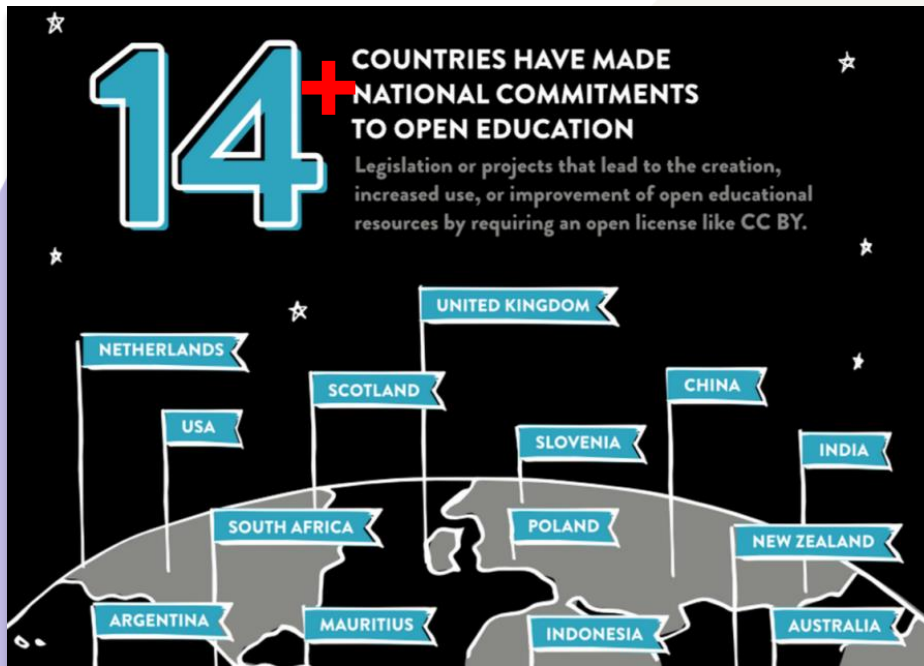
Trends



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



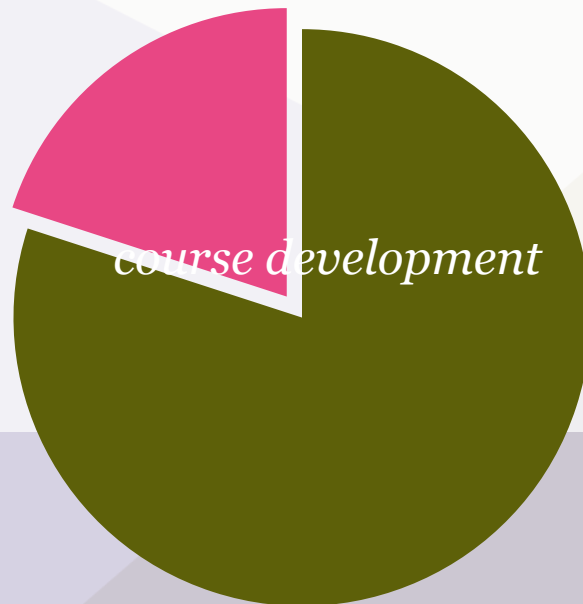
Rise of OER



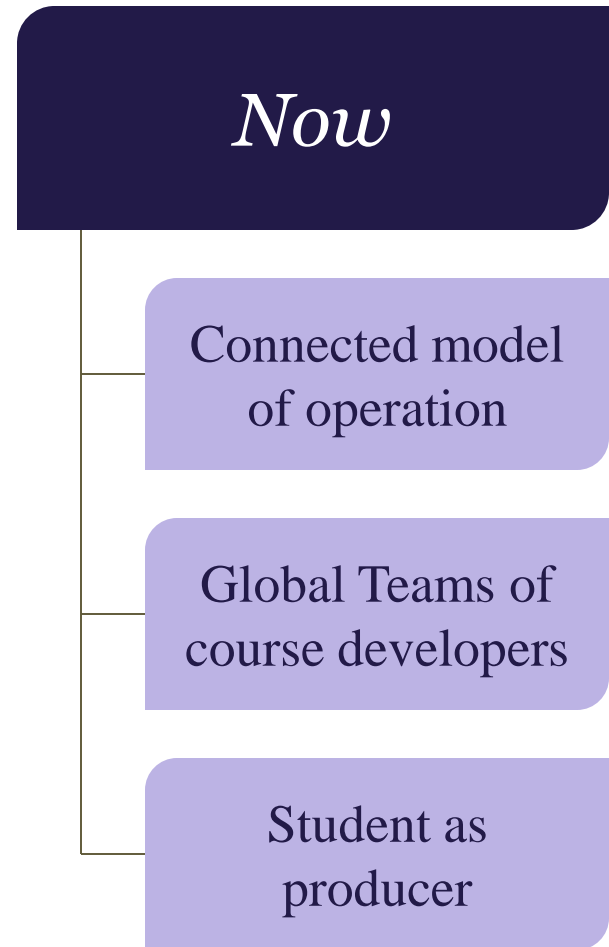
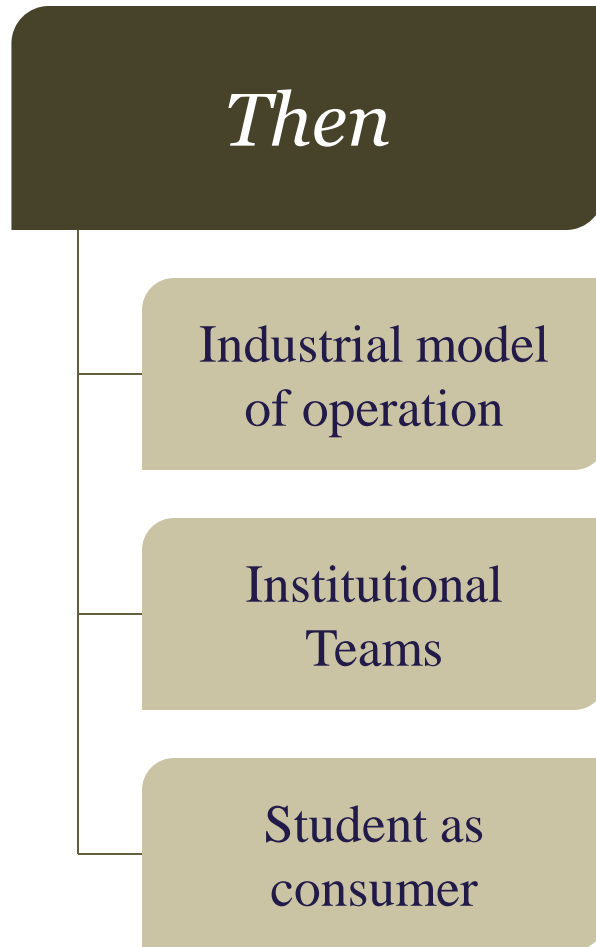
FIJI has introduced OER policy in January 2016.

OER as Disruption in ODL practices

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



New Realities



Prominent MOOC initiatives:

Asia

Chinese MOOCs
(www.chinesemooc.org)
华文慕课

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

JMOOC
(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)

- 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

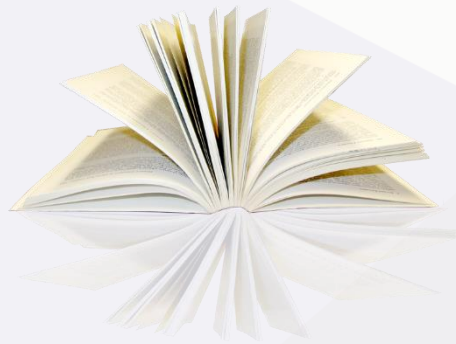
Global classroom

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

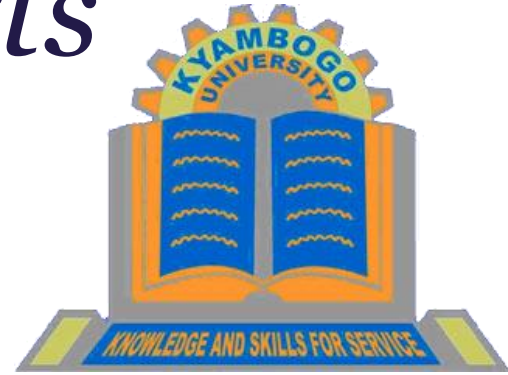


How can ODL institutions

- 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