Invisible Colleges and International Consortia in Higher Education

Brian D Denman
Business, Economics and Public Policy
University of New England

bdenman@une.edu.au
Deconstruction of international university co-operation

**International**
- Ranges from a digitalised borderless world connected through technological means to the socio-political-economic polity between nation-states

**University**
- Ranges from offering a single academic degree or many, one which is committed solely to teaching, to both teaching and research, or solely to research

**Co-operation**
- Working together’, but oftentimes contains the inflexion that all have the right to work equally, jointly and with common purpose
Variations of invisible colleges

<table>
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<tr>
<th>Key Characteristics</th>
<th>Related Research</th>
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<tr>
<td>1) Obtain knowledge of basic research, innovation, and emerging technologies through shared social networks and/or citation networks</td>
<td>Crane (1972); Lievrouw (1990); Tuire &amp; Erno (2001); Zuccala (2004)</td>
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<td>2) Establish recognition of quality and validation through the reputation of individual and/or institutional partnerships</td>
<td>Whitley (1981); National Academy of Sciences (1969); Kurzman and Owens (2002)</td>
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<td>3) Communicate new knowledge by electronic means via virtual classrooms, blogging spaces, emails, etc</td>
<td>Lincoln (1992); Delong (2006)</td>
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<td>4) Seek knowledge for institutional survival and viability</td>
<td>Astin and Lee (1972)</td>
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<td>5) Gain vital knowledge about major competitors and, at the same time, redefine the institution's mission, role, relevancy, and scope</td>
<td>Hruby (1973)</td>
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Examples of globalising influences

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<tr>
<th>STANDARDISATION</th>
<th>REGIONALISATION</th>
<th>ACCULTURATION</th>
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<td>metric testing on student outcomes and research</td>
<td>trade liberalisation</td>
<td>student and staff mobility</td>
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<td>transparency and accreditation of offshore education providers</td>
<td>preservation or maintenance of language; culture</td>
<td>diplomatic ties between countries; cultures</td>
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<td>transferability and portability of academic degrees</td>
<td>academic social networking and funding opportunities</td>
<td>pedagogical approaches</td>
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The emergence of international consortia

International consortia have been strategically designed in part:

1) to cooperate and/or collaborate with three or more institutions to enhance, enrich, and diversify the academic programs, initiatives, and resources to students and staff; and

2) to cooperate to compete for economic diversification, gain, recognition, and sustainability.
The invisible college of old

The invisible college of new
Distribution of formalised international university organisations

- Distance Education Universities
- International Alliances
- Branch Campuses (domestic)
- International Consortia
- Corporate Programs
- Open Universities
- Branch Campuses (int'l)
- Virtual Universities
International consortia and the globalisation of education

- Economic Growth
- Productivity
- Socio-political considerations
International consortia and the globalisation of education

Domestic education

Economic Growth

Productivity

Socio-political considerations
International consortia and the globalisation of education

Domestic education

Economic Growth

Productivity

Socio-political considerations

International Consortium
International consortia and the globalisation of education

Modified version of APEC and International Education 08, The key ideas (1.1).
Report for the Department of Education, Employment and Workplace, Centre for International Economics, Canberra and Sydney
Educational benefits or burdens

- Technology transfer
- ‘Quality’
- Cultural appreciation, sensitivity
- Increased international associations and networks
- The Western-value, ‘Education as investment’
- Standardisation