

**DIRECTORATE FOR EDUCATION
INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION GOVERNING BOARD**

Group of National Experts on the AHELO Feasibility Study

AHELO FEASIBILITY STUDY TECHNICAL ADVISORY GROUP - COMPOSITION AND TERMS OF REFERENCE

Paris, 25-26 October 2010

The GNE is invited to:

- *COMMENT and AGREE on the proposed Terms of Reference for the Technical Advisory Group; and*
- *COMMENT and AGREE on the proposed membership of the Technical Advisory Group.*

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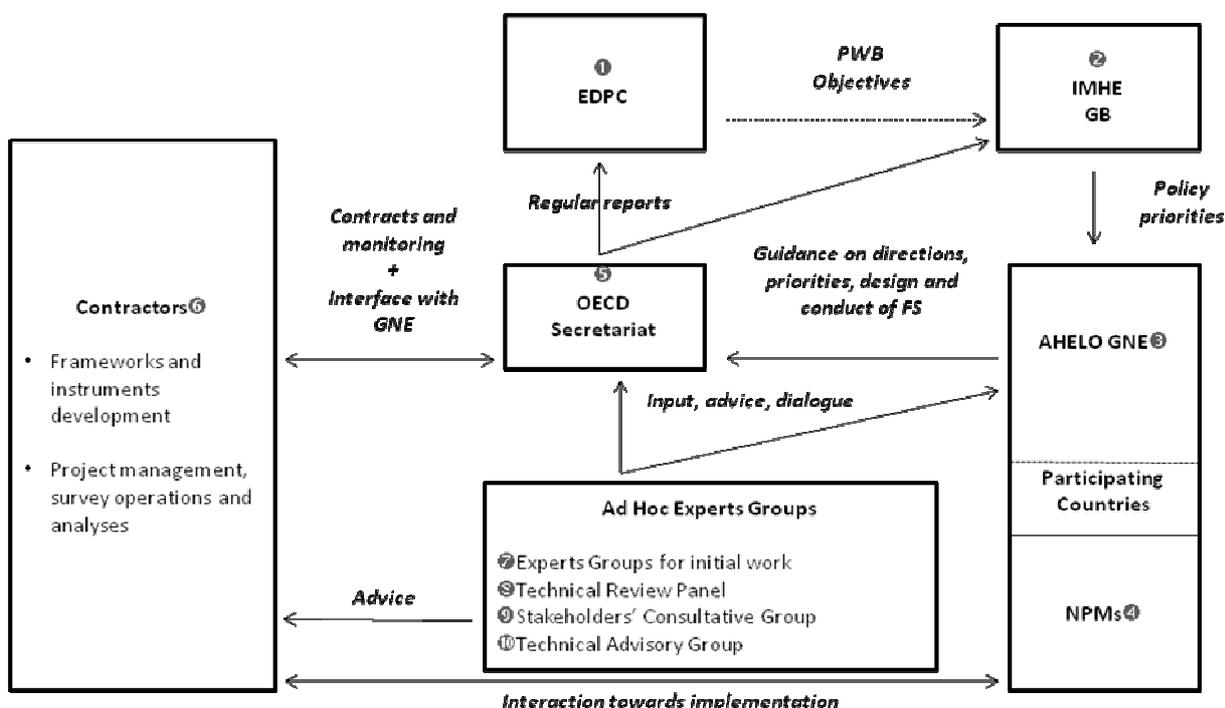
Introduction

1. This document sets out proposed composition and Terms of Reference for the Technical Advisory Group (TAG). It was circulated to the TAG for feedback on the AHELO Exchange and discussion during its first teleconference on 24 September 2010.

Steering of the AHELO feasibility study

2. The AHELO feasibility study benefits from a unique governance structure within the OECD, whereby the project is jointly steered by governments, HEIs and agencies through the Programme for Institutional Management in Higher Education (IMHE) Governing Board – which brings together these different groups with a common interest in improving institutional management and effectiveness.

3. The AHELO feasibility study governance is outlined in the chart below:



4. A description of each group is provided in the document [EDU/IMHE/AHELO/GNE(2009)12].

5. The rationale for the establishment of the TAG is to provide a mechanism through which the Contractor for Module E can draw on a wide range of international expertise and advice in the development of instruments and questionnaires as well as on operational and methodological issues more generally.

Terms of references

1. The TAG is a consultative group that provides guidance of a technical, scholarly or practical nature.
2. The TAG is managed by the Contractor for Module E.
3. The Contractor for Module E is responsible for suggesting membership. The overriding principle guiding the selection of members for the TAG is relevant expertise. TAG members do not represent specific stakeholder groups or provide policy advice.
4. As part of the contractual agreement between the Module E Contractor and OECD, the Contractor is requested to establish the Technical Advisory Group (TAG) comprised of experts and individuals who have a leading operational role in the AHELO feasibility study.
5. The TAG will be led by a Chair.
6. TAG composition will be approved by the OECD Secretariat in consultation with the AHELO Group of National Experts (GNE). The Contractor will require selected TAG members to sign a confidentiality agreement.
7. The TAG could be consulted on matters such as instrument development, translation and adaptation procedures, validation activities, scoring and verification procedures, or feasibility evaluations.
8. When appropriate, the AHELO GNE shall also seek the advice of the TAG on these or other matters, either directly or through the OECD Secretariat.
9. The TAG will review and provide feedback on documents when requested and its members may participate in meetings organised as part of the AHELO Feasibility Study.
10. The Module E Contractor is also responsible for organising and supporting meetings of the TAG and will be responsible for managing the logistics and bearing the costs of such meetings, including provision of meeting facilities, travel, and the compensation of members of the TAG for face-to-face meetings.
11. The TAG will have at least one face-to-face meeting between July 2010 and June 2011. Further meetings will be conducted via email and by teleconference.
12. TAG communication and meetings will be conducted in English.

Proposed membership

6. The proposed members of the TAG are:
 - Dr Peter Ewell (Chair)
 - Professor Vaneeta D’Andrea
 - Professor Paul Holland
 - Professor Motohisa Kaneko
 - Professor Lynn Meek
 - Dr Keith Rust
 - Professor Frans Van Vught
 - Professor Robert Wagenaar

7. Brief biographies are provided in Annex I.

8. The GNE is invited to:
 - COMMENT and AGREE on the proposed Terms of Reference for the Technical Advisory Group; and
 - COMMENT and AGREE on the proposed membership of the Technical Advisory Group.

ANNEX I - BIOGRAPHIES

Dr Peter Ewell (Chair)

Peter Ewell is the Vice President at the National Center for Higher Education Management Systems (NCHEMS), a research and development center founded to improve the management effectiveness of colleges and universities. A member of the staff since 1981, Dr Ewell's work focuses on assessing institutional effectiveness and the outcomes of college, and involves both research and direct consulting with institutions and state systems on collecting and using assessment information in planning, evaluation, and budgeting. He has directed many projects on this topic, including initiatives funded by the W. K. Kellogg Foundation, the National Institute for Education, the Consortium for the Advancement of Private Higher Education, and The Pew Charitable Trusts, and is currently a principal partner in the Pew Forum on Undergraduate Learning. In addition, he has consulted with over 375 colleges and universities and twenty-four state systems of higher education on topics including assessment, program review, enrollment management, and student retention. He has also been actively involved in NCHEMS work on longitudinal student databases and other academic management information tools.

Dr Ewell has authored six books and numerous articles on the topic of improving undergraduate instruction through the assessment of student outcomes. Among his publications are *The Self-Regarding Institution: Information for Excellence* and *Assessing Educational Outcomes*, both of which have been widely cited in the development of campus-based assessment programs. In addition, he has prepared commissioned papers for many agencies, including the Study Group on the Conditions of Excellence in American Higher Education (authors of the report *Involvement in Learning*), the Education Commission of the States, the National Governors' Association, the National Conference of State Legislators, and the National Center for Public Policy in Higher Education. Widely sought as a speaker on assessment, in 1985 he gave the keynote address for the first national conference on Assessment in American Higher Education, and has since spoken widely on this topic at both national and international conferences. In 1998 he led the design team for the National Survey of Student Engagement (NSSE) and currently chairs its Technical Advisory Panel.

Prior to joining NCHEMS, Dr Ewell was Coordinator for Long-Range Planning at Governors State University. A graduate of Haverford College, he received his PhD in Political Science from Yale University in 1976 and was on the faculty of the University of Chicago. In addition to consulting in higher education, Dr Ewell has been involved in program evaluation, organisational development and strategic planning for a variety of non-profit and arts organisations including the National Endowment for the Arts and six state arts agencies. In 1981 he received the National Theater Association award for Theory and Criticism.

Professor Vaneeta D'Andrea

Vaneeta D'Andrea is currently an Associate of Global Higher Education Consulting. Most recently she was Director of Academic Affairs and Operations and Professor of Higher Educational Development at Central Saint Martins College of Art and Design, University of the Arts London (2005-2010). She was formerly Director of the Educational Development Centre (EDC) and Professor of Higher Education Development at City University, London (2000-2005). She has held secondments as Co-Director of the Teaching Quality Enhancement Fund, National Coordination Team for the Higher Education Funding

Council for England, as a Fellow of Kellogg College and Lecturer in the Department of Educational Studies at Oxford University (1998-1999), and as Assistant Director of Quality Enhancement at the Quality Assurance Agency for Higher Education (1997-1998), the former Higher Education Quality Council. She has been a Dana Faculty Fellow while at Guilford College (USA) (1985-1987) and was a Fulbright Scholar in India (1990).

Professor D'Andrea has received numerous awards for her work as an educator, and was selected to be a Carnegie Scholar (2000). Her primary research and teaching interests include: scholarship of teaching and learning (SoTL), higher education policy, educational development, quality enhancement of teaching and learning, and issues of gender and ethnicity. She has published widely on a range of higher education issues and is a consultant to universities and governments on her research and teaching interests in Africa, Central Asia, Europe, Middle East, and North America

Professor Paul Holland

Paul Holland currently holds the Frederic M. Lord Chair in Measurement and Statistics at Educational Testing Service where he has worked in Research for many years. He has held faculty positions at the Graduate School of Education, University of California Berkeley (1993-2000) and the Harvard Department of Statistics (1966-1972). Holland has wide interests in the application of statistics to the social, behavioural and educational sciences. His major research contributions are in the following areas: statistical models for social networks, the analysis of multivariate categorical data, causal inference in experimental and non-experimental research, the foundations and computations of Item Response Theory, test equating, and Differential Item Functioning/"item bias."

Professor Holland is a Fellow of the American Statistical Association, the Institute of Mathematical Statistics, the American Association for the Advancement of Science, as well as an elected Member of the International Statistical Institute and a past president of the Psychometric society. He was awarded the (AERA/ACT) E. F. Lindquist Award in 2000. Holland received an MA and PhD in Statistics from Stanford University and BA in Mathematics from the University of Michigan.

Professor Motohisa Kaneko

Motohisa Kaneko is currently the Dean of the Graduate School of Education, as well as the Director of the Center for Research of University Management and Policy (CRUMP) at the University of Tokyo. He is also the country representative for OECD-IMHE. He received his BA degree in 1972 and MA degree in 1974 from the University of Tokyo, and his PhD in 1985 from the University of Chicago. His professional career includes conducting research for the Institute of Economic Development Japan, Consultant for World Bank, Visiting Assistant Professor at State University of New York at Albany, Associate Professor at the Research Institute for Higher Education at Hiroshima University, Associate Professor at the School of Education and Director of the Center for Research and Development of Higher Education, University of Tokyo.

Professor Kaneko's research focuses on the economics of education, and on cross-national comparisons of higher education systems, governance, and policies. In 2007, he conducted the College Student Survey, a survey of 48,233 Japanese college students in 127 institutions, focusing on their characteristics, engagement, and opinions on course effectiveness. A survey of this scale, which allows the analyses of the processes of college education is an unprecedented effort in Japan. His extensive publications include *Past and Future of Asian Higher Education* (co-authored) (John Hopkins University Press, 2004), and *Universities' Capacities to Teach* (Chikuma-Shobo, 2007) As a regular member of the Central Educational Council, he has played a central role in shaping Japanese higher education policies. He is also an executive board member for the Japanese Association of Higher Education Research.

Professor Lynn Meek

V. Lynn Meek is Professor and Foundation Director of the L H Martin Institute of Higher Education Leadership and Management at the University of Melbourne Graduate School of Education. He was previously Professor and Director of the Centre for Higher Education Management and Policy at the University of New England. Having completed a PhD in the sociology of higher education at the University of Cambridge, he has nearly three decades' experience researching higher education policy issues. Specific research interests include governance and management, research management, diversification of higher education institutions and systems, institutional amalgamations, organisational change, and comparative study of higher education systems.

Professor Meek also has a research interest in higher education quality assurance and contributed to the policy discussions that led to the establishment of the Australian University's Quality Agency. He has attracted numerous competitive research grants, is regularly invited to address international conferences, and is frequently invited to be a guest editor of international journals with respect to special issues on particular aspects of higher education policy. Professor Meek has published 30 books and monographs and numerous scholarly articles and book chapters. He is on the editorial board of several international journals and book series, and has worked with such international agencies as UNESCO and the OECD.

Dr Keith Rust

Keith Rust, a Vice President and Associate Director of Westat's Statistical staff, is a senior statistician with extensive experience in sampling methods, the design and specification of large-scale sample surveys, and analysis of survey data. Dr Rust's areas of special expertise include methods for analysing large, complex data sets; methods of deriving survey weights; and sampling error estimation procedures. He has applied his research and knowledge to a variety of education research projects over the past several years. He is the director of statistical operations for Westat on the National Assessment of Educational Progress.

Dr. Rust has directed sampling and weighting activities for PISA 2000, 2003, 2006 and 2009 and will take this role for 2012 also. He is the current Chair of the PISA Technical Advisory Group, and acted as the Sampling Referee for the first three PISA cycles. He served as international sampling coordinator for the Third International Mathematics and Science Study in 1995 and its subsequent repeat components. Dr Rust has directed work on government sample surveys related to health, education, and social issues. He has experience teaching statistics, particularly relating to survey sampling, to a variety of audiences, and is a Research Professor at the Joint Program in Survey Methodology, University of Maryland.

Professor Frans Van Vught

Frans van Vught (1950) is currently a member of the Group of Policy Advisors of the President of the European Commission. In addition he is president of the European Center for Strategic Management of Universities (Esmu) and president of the Netherlands House for Education and Research (Nether), both in Brussels. He was president and Rector of the University of Twente, the Netherlands (1997 – 2005) and has been a higher education researcher for most of his life. Internationally he is a member of the University Grants Committee of Hong Kong and of the supervisory board of the L.H. Martin Institute for Higher Education Management in Melbourne, Australia. Until recently he was a member of the board of the European University Association (EUA) (2005 – 2009) and of the German 'Akkreditierungsrat' (2005 - 2009).

Professor Van Vught leads the European project on the development of a multidimensional higher education classification and also coordinates the design of a global multidimensional higher education ranking system, supported by the European Commission. He is honorary professor at the University of Twente and holds several honorary doctorates.

Professor Robert Wagenaar

Robert Wagenaar has a long standing experience regarding international co-operation in higher education. In 2004-2005, he was involved – as an expert on behalf of the EUA – in the preparation of A Framework for Qualifications of the European Higher Education Area (2005) and as a member of the EC experts group in assisting the European Commission in preparing the EFQ for LLL. As subject area co-ordinator for History and later as international counsellor, he has been directly involved in the development of ECTS since 1989. This system originally started as a transfer system and was in 2004 transferred to a transfer and accumulation system, based on ECTS workload based credits and the learning outcomes approach. He is co-author of the present ECTS Users' Guide. Furthermore he is, with Julia Gonzalez (University of Deusto, Bilbao), joint co-ordinator of the projects Tuning Educational Structures in Europe, Tuning South-East and Eastern Europe, Tuning América Latina, Tuning Russia, and Tuning Georgia.

Since 2004 Professor Wagenaar chairs for the Dutch Ministry of Education and Culture the Dutch team of Bologna promoters / experts. He is also a member of the 'Bologna Process' task force of the Ministry of Education which advises the ministry regarding Bologna related matters. He works at the Faculty of Arts of the University of Groningen. He is a trained historian, with a special interest for Contemporary History in particular Dutch History and History of Journalism. He has published in the fields of contemporary history and journalism as well as higher education. For many years he was the director of the Department of History. From 1997 – 2003 he was member of the Executive Board of the Faculty of Arts as its secretary general. Since 2003 he is director of undergraduate and graduate studies at the Faculty of Arts. In that capacity he is responsible for 19 bachelor programmes as well as more than 40 master programmes. He is also the co-ordinator of the Erasmus Mundus Masters programme Euroculture: Europe in the Wider World, as well as director of the Euroculture consortium of universities.