Higher Education in a World Changed Utterly
Doing More with Less

13 – 15 September 2010
Paris, France

Abstract and Parallel Session Guide

Note: Sessions may be subject to last minute changes

A selection of papers for the IMHE 2010 General Conference will be published in the OECD's Higher Education Management and Policy Journal. The opinions expressed and arguments employed herein are those of the author and do not necessarily reflect the official views of the Organisation or of the governments of its member countries.

© OECD 2010

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.
TABLE OF CONTENTS

PLENARY SESSIONS ........................................................................................................................................... 5

Astroth, Joe ............................................................................................................................................................. 5
Innovation through Collaboration ............................................................................................................................. 5
Montagnier, Luc ......................................................................................................................................................... 5
Science and Conscience ......................................................................................................................................... 5
Reed, Charles B ....................................................................................................................................................... 6
Challenges for the Higher Education Community ................................................................................................. 6

FULL PARALLEL / RESEARCH FORUM ............................................................................................................... 7

Albornoz, Alejandro .................................................................................................................................................. 7
An Innovative Model to Strengthen the Links Between the University and Society: The Case of the Universidad Católica de Chile ............................................................................................................................... 7
Amaral, Alberto; Amado-Tavares, Diana; Marinho-Araújo, Cláisy; Almeida, Leandro ............................................ 7
Democratisation of Access to and Success in Higher Education: A Reflection from the Realities of Portugal and Brazil .................................................................................................................................................. 7
Andrews, Margaret .................................................................................................................................................... 8
Marketing as Strategy: How Combining Hard Data with Values-based Discussion can Lead to Better Results ....................................................................................................................................................... 8
Asl Padashi, Khorshid; Mozaffari, Farough Amin .................................................................................................... 9
Organisational Culture and Managerial Effectiveness in Iranian Institutes of Higher Education .......................... 9
Baré, Elizabeth; James, Richard; Marshman, Ian; Beard, Janet .............................................................................. 9
Reducing Administrative Operating Costs in a Fiscally Constrained Higher Education Environment: A Strategic Approach to Reducing Costs while Preserving or Enhancing Productivity Levels ................................................................ 9
Bates, Catherine; Gamble, Elena .......................................................................................................................... 10
Students Learning with Communities in Dublin Institute of Technology ............................................................. 10
Beerkens, Maarja .................................................................................................................................................... 11
Bertone, Louis ......................................................................................................................................................... 11
Building a Sustainably Better, Cleaner Higher Education under Short-Term Funding Constraints .......................................................................................................................................................... 11
Cai Yuzhuo; Kivistö, Jussi ......................................................................................................................................... 12
Towards Fee-based Education in Finland: Where to Go ......................................................................................... 12
Calderon, Angel ..................................................................................................................................................... 12
Emerging Countries for Student Recruitment in Tertiary Education ..................................................................... 12
Debowksi, Shelda ................................................................................................................................................... 13
Promoting Effective and Efficient Research in Higher Education Institutions Through Improved Researcher Capabilities ................................................................................................................................... 13
de Jager, Gerrit ....................................................................................................................................................... 13
Missions on the Move: Developments in England ................................................................................................ 13
Denman, Brian ......................................................................................................................................................... 14
Invisible Colleges and International Consortia in Higher Education .................................................................... 14
Eggins, Heather; West, Peter .................................................................................................................................. 14
The Global Impact of the Financial Crisis: Main Trends in Developed and Developing Countries ........................ 14
El-Khawas, Elaine .................................................................................................................................................... 15
Responding to Economic Crisis: Lessons from the Past ...................................................................................... 15
Fourcade, François ................................................................................................................................................ 15
Existential Approaches to Action-research and Complex Collaborative Teaching Methods to do More With Less: The case of the Higher Education Institutions of the Paris Chamber of Commerce and Industry [Chambre de Commerce et d’Industrie de Paris] (CCIP) .............................................. 15
García de Fanelli, Ana .......................................................................................................................... 16
Linking the Results of Accrediting Procedures and Funding Mechanisms: The case of the PROMEI in Argentina ......................................................................................................................... 16
Glushko, Olena .................................................................................................................................. 16
Introducing a Fundraising Culture to European Higher Education Institutions: A Demanding and ongoing Process ...................................................................................................................... 16
Gómez Frias, Victor; Sánchez Chaparro, Teresa ............................................................................... 17
Research Internships in Engineers’ Education .................................................................................. 17
Goodman, Roger; (Amenta, Thomas) ............................................................................................... 18
Growing Capital Access by Universities: Continuing Capital Investment in a Capital Constrained Environment .......................................................................................................................... 18
Gounko, Tatiana .................................................................................................................................. 18
Russian Educational Modernisation: A Step Forward or a Step Back? ........................................ 18
Hannibalsson, Ingjaldur ....................................................................................................................... 19
The Struggle of a Small Nation to Develop a Good University System: What Effect will the Economic Crisis in Iceland Have on its Development? .......................................................... 19
Hansen, Gitte Duemose; Harnsen, Hanne ....................................................................................... 19
Creating a Common Market of Education at the University of Copenhagen .................................. 19
Hastings, Daniel; Breslow, Lori .......................................................................................................... 20
MIT’s Institute-wide Planning Task Force: A Strategic Response to the Global Financial Crisis ...... 20
Hauptman, Art; Nolan, Philip ........................................................................................................... 20
How Systems are and Should be Reacting to Recession and Government Cutbacks ................... 20
Hazekorn, Ellen; Massaro, Vin .......................................................................................................... 21
A Tale of Two Strategies: Higher Education and Economic Recovery in Ireland and Australia ..... 21
Heller, Donald; Callender, Claire ....................................................................................................... 22
Institutional Grants, or Bursaries ...................................................................................................... 22
Hughes, Rebecca; Kim, Terri ............................................................................................................ 22
The Individual's Perspective and Trends in Higher Education Mobility ........................................ 22
Jacobs, Lloyd ..................................................................................................................................... 22
The Relevant University: Making Community and Economic Engagement Matter ...................... 22
Kinser, Kevin; Lane, Jason E. ........................................................................................................... 23
Expanding into New Markets: An Analysis of When Institutions Move Across Borders ............ 23
Klein, Michael W. ............................................................................................................................... 23
An Entrepreneurial University in the “Missing Middle” .................................................................. 23
Koucký, Jan ........................................................................................................................................ 24
Higher Education between Origin and Destination .......................................................................... 24
Leask, Marilyn ..................................................................................................................................... 24
Improving Research Quality, Relevance and Timeliness: The Role of Central Government in Developing E-communication and KM Tools to Connect Research Producers with Users ........ 24
Magarry, Angela ............................................................................................................................... 25
Australia’s Higher Education System, a Transformation in Waiting ............................................ 25
McKiernan, Holiday Hart; Birtwistle, Tim ....................................................................................... 26
Middlehurst, Robin; Wooldridge, Ewart .......................................................................................... 26
Leading in Challenging Times ......................................................................................................... 26
MEET THE EXPERTS

Santiago, Paulo .................................................. 37
Puukka, Jaana .................................................. 37
Goddard, John .................................................. 27
Field, Simon .................................................. 27
Charbonnier, Eric; Hansson, Bo .......................... 27
Mithers, Pernille Meyn ........................................ 27

Change and Trust – Danish Universities in the Financial Crisis ........................................ 27
Moraes, José .................................................. 28
Partnerships for Prosperity: The case of the GDLN Americas Foundation ............................ 28
Perry, Milly .................................................. 28
Innovation in Higher Education in Israel–Public Policy Implications .................................... 28
Rollwagen, Ingo .................................................. 29

Pushing the Financial Frontier and the Project Economy to do More with Less in Higher Education .................................................. 29
Sandgren, Aljona .................................................. 29
Managerialism and Entrepreneurialism in Universities: Doing More with Less? .................. 29
Sanderberg, Philip .................................................. 30
Using Scenarios to Develop a Continuing Education Strategy .............................................. 30
Tessler, Leandro; Pedrosa, Renato ......................... 31
Affirmative Action and Academic Achievement in Brazil: A Comparison of Two Models ...... 31
Woźnicki, Jerzy .................................................. 31
Yanagiura, Takeshi .................................................. 32
Developing a Student Flow Model to Project Higher Education Degree Production for State-level Strategic Planning .................................. 32
Yonezawa, Akiyoshi; Meerman, Arthur .................. 32
Multi-polar Initiatives in Asian Higher Education: The Repositioning of Japanese Higher Education in Times of Budgetary Constraint .................................................. 32

MEET THE EXPERTS .................................................. 34
Ananiadou, Katerina .................................................. 34
Technology in Education ........................................ 34
Charbonnier, Eric; Hansson, Bo ................................ 34
Tertiary Education: Highlights from Education at a Glance 2010 ........................................ 34
Field, Simon .................................................. 35
Vocational Education and Training .......................... 35
Goddard, John .................................................. 35
Leading City and Regional Engagement; Lessons from the OECD Reviews as Applied to Newcastle University .................................................. 35
Hénard, Fabrice; Lalancette, Diane; Leon Garcia, Fernando .................................................. 36
Quality Teaching - AHELO ........................................ 36
Kärkkäinen, Kiira .................................................. 37
University Futures .................................................. 37
Puukka, Jaana .................................................. 37
Higher Education in Cities & Regions – How to lead an Entrepreneurial and Locally Engaged University? .................................................. 37
Santiago, Paulo .................................................. 37
Reforming Tertiary Education Funding: Challenges and Responses ..................................... 37
Strangway, David W .................................................. 38
Academic Chair for Africa and Development .................................................. 38
MONDAY 13 SEPTEMBER

FULL PARALLEL / RESEARCH FORUM

14H15 – 15h45
Conference Centre Room Auditorium
Conference Centre Room CC1 + 5
Conference Centre Room CC15
Conference Centre Room CC20
Conference Centre Room CC13
Conference Centre Room CC7
16h15 – 17h45
Conference Centre Room CC1 + 5
Conference Centre Room CC10
Conference Centre Room Auditorium
Conference Centre Room CC15
Conference Centre Room CC13
Conference Centre Room CC7

TUESDAY 14 SEPTEMBER

FULL PARALLEL / RESEARCH FORUM

13h30 – 15h00
Conference Centre Room CC1 + 5
Conference Centre Room Auditorium
Conference Centre Room CC15
Conference Centre Room CC20
Conference Centre Room CC13
Conference Centre Room CC7

MEET THE EXPERTS (OECD PRESENTATIONS)

15H30 – 17H00
Conference Centre Room CC15
Conference Centre Room CC23
Conference Centre Room CC1 + 5
Conference Centre Room CC10
Conference Centre Room CC7
Conference Centre Room Auditorium
PLENARY SESSIONS

Astroth, Joe

Innovation through Collaboration

Monday 13 September 9h30-11h00 Conference Centre Room – CC1+5

Doing more with less is an important business practice for Autodesk’s 10 million industry customers around the world. But doing more with less is not just about cutting costs, it's about ensuring the long term viability for our customers' businesses. One way that innovative companies are doing more with less is through collaboration with educational institutions to ensure that today’s students have the 21st century skills for tomorrow’s workplace. Through collaboration, industry and academia are working together to develop employees with well-rounded problem-solving skills critical to maintain long-term competitive advantage as well as drive growth and development.

***

Montagnier, Luc

Science and Conscience

Monday 13 September 9h30-11h00 Conference Centre Room – CC1+5

"Science without conscience is but the ruin of the soul" wrote François Rabelais in the 16th century. In fact, science today has made us more aware of ourselves as highly evolved biological organisms, of our responsibility as cultural beings and of our place in this vast universe. Thanks to science, we have added more than 30 years on average to our life expectancy compared with the beginning of the last century. Our demographic growth is greater than ever before.

However, we usually look at the flip side of the coin¹ such as the massacres resulting from the industrial wars of the 20th century. The power of man-made armed destruction due to greater technical understanding has made it possible to destroy our civilisation and a major segment of living beings on earth. Despite medical science, new deadly epidemics crop up while long and incurable diseases proliferate.

Diseases like AIDS and diabetes have a negative economic impact affecting young professionals in developing countries. These diseases are controlled through the creation of networks of health facilities and through education.

Education...the key word. It has never been so easy to be informed and receive knowledge thanks to communication technology. And yet, ignorance abounds in many areas of the world. While science

¹ In French: l’autre face du Dieu Janus – Janus’ other face. Janus is the god of gateways and of past and present.
reveals the complexity of the human being – each generation replicating this miracle, ancestral hatreds fuelled by other beliefs in another life lead to fanatical and destructive reactions.

This too is education: understanding that what we have gained is fragile and could easily be lost is the force that allows us to move forward.

***

Reed, Charles B.

**Challenges for the Higher Education Community**

*Monday 13 September 11h30-13h00 Conference Centre Room –CC1+5*

This conference comes at a critical time for universities: Nations around the world are steeped in a global financial crisis, and yet the rapid expansion of technology has created a demand for a knowledge-based workforce. As a result, many universities are strapped for funding while being called upon to serve more students.

This conundrum forces universities to make some difficult strategic decisions. How do we find the resources to serve more students? Is there a way to package what we offer that is less resource-intensive? Do we shorten our degree programs? What we all want to avoid is delivering a low-quality experience to our students – or worse, turning students away.

At the California State University system, we have addressed this issue by looking for greater efficiencies in our operations, helping our policymakers and the public understand the critical importance of higher education, and building stronger partnerships with business and community supporters. We believe that the CSU – and all institutions – must continue to serve students with high-quality programs and demonstrate that we have the flexibility and resiliency to deal with modern-day challenges. Ultimately, our institutions will be stronger and the students we educate will be better equipped to succeed in a dynamic, ever-changing world.

***
FULL PARALLEL / RESEARCH FORUM

Albornoz, Alejandro

*An Innovative Model to Strengthen the Links Between The university and Society: The Case of the Universidad Católica de Chile*

*Tuesday 14 September 13h30-15h00 Conference Centre Room –CC10*

Over the last decade, the Catholic University of Chile has developed a strategy to strengthen its links with society, business and the public sector. The unit in charge of promoting and coordinating the attainment of this goal is its Vice-presidency of Communications and Public Affairs, which developed a platform that contains all of the elements that its academic units and each one of its academics require to respond to societal needs through activities such as continuous education, cultural extension, editing of books and magazines, as well as consulting and applied research for both the public and productive sector. This platform includes the computing systems, physical spaces, financing, administrative teams, and expert consultants required by academics to succeed in this undertaking. The University's policy is that all these activities must be endorsed by an academic unit in order to assure quality. Each project is developed on the basis of a self-financing policy: each activity is budgeted separately considering full costs and a separate registry is maintained with its economic results. Normally, the surpluses are distributed equally between the Vice-presidency and the academic unit involved. The surpluses that correspond to the Vice-presidency are derived to finance projects that are not profitable but of high academic value. The advantages of this model are: i) promotion of entrepreneurship in academic units; ii) availability to all academic units of complex computing systems and high cost administrative platforms; iii) exemption of academics from routine administrative tasks; iv) the fostering of administrative efficiency and accountability in this area; v) release of university resources to teaching and research. The paper describes this experience, the difficulties in its implementation, the goals reached, the pending tasks, and the advantages and disadvantages of this model.

***

Amaral, Alberto; Amado-Tavares, Diana; Marinho-Araújo, Claisy; Almeida, Leandro

*Democratisation of Access to and Success in Higher Education: A Reflection from the Realities of Portugal and Brazil*

*Monday 13 September 16h15-17h45 Conference Centre Room –CC15*

In accepting massification of higher education as an inescapable reality, we must analyse to what extent does massification really correspond to effective democratisation of both access and success? Through a brief analysis of the expansion of higher education in Portugal and Brazil, this paper focuses on how the political system and higher education institutions responded to the need for a better educated population and increased demand for tertiary education.
The analysis of access equity in both countries can be made through the ratio of candidates from different socio-economic backgrounds to vacancies, which reveals that the supposed access democratisation is compromised.

Data shows that applicants from disadvantaged backgrounds are not only proportionally fewer in number, they also tend to enrol in less socially prestigious institutions and study programmes.

If the democratisation of access is questionable, then we can anticipate more doubts about the democratisation of academic success. Several studies indicate that higher rates of academic failure and drop out are also associated with the student’s disadvantaged social background.

In this article, the analysis of democratisation as a phenomenon associated with the expansion of higher education in Portugal and Brazil is based on a broader range of variables that better describe the complexity of the problem. Thus, in addition to individual variables characterising the student, it integrates variables more directly related to the HEIs that are assumed to be co-responsible for social democratisation achieved in terms of access and success.

***

Andrews, Margaret

*Marketing as Strategy: How Combining Hard Data with Values-based Discussion can Lead to Better Results*

*Monday 13 September 16h15-17h45 Conference Centre Room CC10*

The educational arena has changed due to an explosion in the number of educational opportunities available to students, shrinking budgets, rising recruitment and retention costs, the increasing importance of rankings, and public demand for more accountability and transparency. To survive and thrive in this new reality requires organisations to clarify their goals, take a hard look at the realities of the market and their own strengths and resources, find new sources of profitable growth, and sharpen their competitive advantage. This session focuses on marketing as strategy: defining what “business” we are really in. As the educational landscape continues to evolve, it becomes more important for each school to think deeply about the educational services it offers, which students it serves, and where its competitive strengths lie. We will also explore the role of research in confirming and disproving assumptions and creating a common awareness of challenges and opportunities across the organisation. Effective strategy inspires institutional leadership, informs decision-making, and motivates stakeholders toward common goals. It brings all of the institution’s resources to bear in ensuring long-term success across all aspects of the organisation and recognises how many components are dependent upon, and enabling of, success in other parts of the organisation. And true marketing is about better understanding stakeholder attitudes, beliefs, needs, and preferences, then using this understanding to craft authentic, compelling messages, materials and experiences that attract best-fit candidates and engage them throughout their lifecycle.

***
Asl Padashi, Khorshid; Mozaffari, Farough Amin

Organisational Culture and Managerial Effectiveness in Iranian Institutes of Higher Education

Monday 13 September 14h15-15h45 Conference Centre Room – CC7

The theory of organisational culture maintains that individual behaviour within an organisation is not solely controlled by the formal regulations and structures of authority as supported by structural theorists. Instead, the theory postulates that cultural norms, values, beliefs, and assumptions provide unconscious guidance and direction, and consequently, influencing the subsequent behaviour of the members of the organization. In order to understand the current behaviour of an organisation as well as to reasonably anticipate its future actions, we should understand the deep basic underlying assumptions that comprise the abstract concept of the organisational culture.

This research suggests that there is a lack of congruence between the Iranian Institutes of Higher Education culture and the faculty’s desired culture. The conclusion is based on empirical data that indicates the faculty believe they operate on a day-to-day basis in a profession whose culture is characterised by an overarching desire for stability and control, formal rules and policies, coordination and efficiency, goals and results, and hard-driving competitiveness. Emphasising this cultural incongruity, the respondents to this study also indicated that the faculty culture should underline flexibility, discretion, participation, human resource development, innovation, creativity, risk-taking, and a long-term focus on professional growth and acquiring new professional knowledge and skills, which are more aligned with the universities strategic external environment.

One of the principal reasons to study organizational culture is to determine its relation to organisational performance. This study has investigated a previously assumed but unverified connection between organisational culture and leadership styles. It has uncovered a lack of congruence between the dominant type of organisational culture and leadership styles. This observed incongruity may inhibit performance and involuntarily perpetuate a cycle of caution and an over reliance on stability and control.

Baré, Elizabeth; James, Richard; Marshman, Ian; Beard, Janet

Reducing Administrative Operating Costs in a Fiscally Constrained Higher Education Environment: A Strategic Approach to Reducing Costs while Preserving or Enhancing Productivity Levels

Tuesday 14 September 13h30-15h00 Conference Centre Room – CC10

When under financial pressure universities seek to achieve administrative cost savings through a variety of measures, such as across-the-board reductions in administrative functions and suspension of infrastructure projects or new programs, mergers and aggregations of functions, freezes on new appointments.

These approaches often fail to change the underlying organisational or administrative paradigm, lack strategic purpose and deliver only ad hoc benefits that are soon lost to the institution. As an alternative, this paper examines a novel and potentially transferable approach devised by the University of
Melbourne, dubbed Responsible Division Management (RDM), designed to improve long-term productivity while reducing administrative and academic support costs. The approach emphasises local decision-making and thus greater responsiveness to academic and business needs as well as the maximum preservation of resources for the core functions of teaching and research. The paper offers a conceptual analysis of alternative approaches to cost reduction in administrative functions in universities before explaining the background to RDM and its character, implementation and early outcomes.

***

Bates, Catherine; Gamble, Elena

Students Learning With Communities in Dublin Institute of Technology

Monday 13 September 16h15-17h45 Conference Centre Room – CC1+5

In the current economic crisis graduates from higher education need transferrable professional skills as well as vocational skills. They need resourcefulness, an ability to work reflectively, a sense of civic awareness and cohesion, and a CV bursting with experience. In this paper we will present an institutional case study of how the Programme for Students Learning With Communities in DIT provides cost-effective and sustainable solutions to these needs, as well as offering an alternative to the traditional work placement module. The programme for Students Learning With Communities was set up to foster and encourage the practices of community-based learning (or service-learning) and community-based research (or science shop research) in DIT, in collaboration with other higher education institutions. These related pedagogies involve staff and/or students collaborating with community partners (NGOs, civil society organisations) to design discipline-specific or inter-disciplinary projects which meet the learning needs of the students as well as the needs of the community. Students are asked to reflect on their learning, and the work is assessed as part of their studies. In this paper we consider how Students Learning With Communities can enrich the curriculum, bringing a range of additional resources to the college (such as community expertise and involvement, wider participation in higher education, alternatives to dwindling work placement opportunities, research funding) and to the community (including students’ enthusiasm and skills, staff expertise, opportunities for collaboration with and support from the college), while helping the college to fulfil its three main roles (teaching, research and outreach) simultaneously.

***
Beerkens, Maarja

Facts and Fads in Academic Research Management: The Effect of Management Practices on Research Productivity in Australia

Monday 13 September 14h15-15h45 Conference Centre Room – CC15

As a response to competitive market forces and governmental steering policies, Australian universities have strengthened their research management considerably in the last two decades. This paper examines empirically the effect of five management tools on academic research outcomes.

The results indicate that management indeed has a positive effect on research performance but the effect varies over time. In the early period (1992-1998), when the higher education system went through major structural changes, research performance improved rapidly but the effect of management practices was negligible. In the later and more stable period management has a clearly significant and positive impact. Instruments that target faculties and departments, as opposed to individual academics or the organisation in general, demonstrate a positive effect most consistently. The results seem to reconfirm the crucial role of academic sub-units in shaping the behaviour of individual academics, even though the environment nowadays puts more emphasis on the institutional identity and central leadership in universities.

***

Bertone, Louis

Building a Sustainably Better, Cleaner Higher Education under Short-Term Funding Constraints

Monday 13 September 16h15-17h45 Conference Centre Room – CC7

The 2008-2009 recession revealed, rather than caused, stress on higher education systems. In the public segment, it merely precluded the usual reaction to throw in more money and hope for the best. In the private segment, it dried out tax-credit-based funding from donations. The causes of this stress already existed (self-fulfilled misalignment between demand and deliverable, difficulty to demonstrate tangible contributions to society). The shift towards industry-university agreements as funding sources helped universities address some efficiency-related issues, and sharpen their focus on sustainable policies for recovery. This paper reviews pilots, implemented or designed by the authors, to align education with targets (in terms of content, language, cost and time) given noisy price observables and imperfect information regarding needs. It also explores possible synergies between dual degrees, study abroad, and distant education programs, aimed at cleaner, more equitable delivery.

***
Cai Yuzhuo; Kivistö, Jussi

Towards Fee-based Education in Finland: Where to Go

Tuesday 14 September 13h30-15h00 Conference Centre Room – CC7

The Finnish government’s recent initiatives and legislation have allowed and even encouraged Finnish higher education institutions to develop fee-based education programmes for students outside the European Union and the European Economic Area. Although these commercial education activities account for only a small portion of the entire international education system in the country, the reform is a milestone in Finnish higher education. From the Finnish government’s perspective, higher education is no longer a mere public service but also a private good. International education is especially regarded as an income-generating business for universities. While the objective of the reform is apparent, the concrete strategies and approaches to education export in practice are unclear.

This study discusses the specific choices among several alternatives for Finnish policy makers and other stakeholders.

***

Calderon, Angel

Emerging Countries for Student Recruitment in Tertiary Education

Monday 13 September 16h15-17h45 Conference Centre Room – CC1+5

The number of students worldwide who study abroad has increased 53% between 1999 and 2007, to 2.8 million. Should current trends in international enrolments continue? It is expected that between 4.1 million to 6.7 million students will be studying abroad by the year 2020. This raises a two-fold question: firstly, from where are the students coming? And, where do such students go to study? In 2007, 24% of students studying abroad came from the top three feeder countries. There were more than 430,000 Chinese students studying abroad. India and the Republic of Korea were the other top countries – with more than 100,000 students abroad. To answer these questions and to draw scenarios that identify countries and regions which are becoming the sources and destination for university student recruitment, I have been examining a wide range of data from several sources (such as the UNESCO Institute for Statistics and the United Nations Comtrade), including data on the trade flows of goods from the World Trade Organization which is examined as a nexus to measure integration into global markets. The results of this analysis are various scenarios identifying student recruitment markets on a country by country basis. There are three broad trends in international student recruitment: 1) students coming from the traditional ‘consumers’ of international education (mainly from Asian countries) enrolling in the university systems of English-speaking countries like Australia, the United Kingdom and the United States; 2) students coming from countries with large populations and/or reaching a level of economic development making it attractive to go abroad to acquire high levels of qualifications, skills and knowledge; and 3) students coming from countries that are emerging economies within specific regions or are countries with limited university expertise. The results suggest that South East Asian countries will continue to be a source for global student mobility but also some of those countries are
becoming hosts for international students. Emerging economies in East Asia will also be source countries for student mobility.

In addition, there are emerging economies in Latin America, the Middle East and Africa that are likely to add variety to the global student recruitment markets. The main trading country partners provide an insight into what are the likely country destinations for students going abroad.

***

Debowski, Shelda

*Promoting Effective and Efficient Research in Higher Education Institutions Through Improved Researcher Capabilities.*

*Monday 13 September 14h15-15h45 Conference Centre Room – CC 15*

There are increased performance expectations on our researchers as resources tighten and global competition escalates. Despite the evident need to increase research efficiency, effectiveness and impact, there is limited understanding of the best ways to support higher education researchers as they develop their skills and build research capacity. Higher education researchers and research active academics are often expected to improve their capabilities with only limited support from their institutions. The need to improve our institutional approaches to enhance researcher skills is being recognised throughout the world as a high priority as we aim for increased outcomes from decreased resources. Over the last five years an Australian collaboration across the eight top research-intensive universities has enabled the development of a Research Capability Framework that clarifies the developmental needs of researchers from early career through to research leadership. The collaboration resulted in the development of nine online learning modules that are now used by many universities to promote improved researcher induction, mentorship, research management and research project management. Over 1300 researchers have participated in the trialling and testing of the modules. This presentation will overview the framework and the modules, describe some successful research mentorship strategies and examine some successful models that can enable better support to researchers in higher education institutions. Implications for institutional management of researcher support and knowledge communities will also be explored.

***

de Jager, Gerrit

*Missions on the Move: Developments in England*

*Tuesday 14 September 13h30-15h00 Conference Centre Room – CC 15*

How do universities meet the expectations of their stakeholders? Because of the present economic crisis, this question becomes ever more acute. In a study that anticipates a public debate on the future of the higher education system of the Netherlands, a comparison is made of mission differentiation in a wide
range of states. The study relates key issues of higher education management such as program development, enrolment planning, degree awarding power and governance structures to performance. In addition to some EU countries (England, Flanders, Germany, the Netherlands), some USA states (New York, California, Maryland) will be compared. The study combines first hand observations with analysis of data bases at system levels.

In particular, the study focuses on mission differentiation in response to economic and demographic challenges. During its course a range of experts in the countries of origin will be asked to comment on the findings. This article gives an analysis of developments in the United Kingdom. It shows that the missions of universities crystallise slowly on public issues such as widening participation and valorisation of research. By the time the IMHE General Conference (October 2010) is held, we expect to have finalised our analysis of the mission development in some states of the USA. This will be reported in our presentation.

Denman, Brian

Invisible Colleges and International Consortia in Higher Education

Monday 13 September 16h15-17h45 Conference Centre Room – CC7

There are various dimensions of international university co-operation, specifically international consortia in higher education. Although opinions vary as to why they were developed, the majority of international consortia began positioning themselves after World War II have increased greatly since then. Regardless of their mission or purpose, international consortia have arguably supplemented higher educational institutions as ‘invisible colleges’, so characterised because the physical infrastructure of institutions has been complemented by cooperative relationships established in order to provide adequate quality and variety instruction, to monitor worldwide educational trends, and to further promote the dissemination and advancement of knowledge. The specific study encompasses 500 + such international university organisations worldwide, with particular survey data directed toward international consortia.

Analysis of the data collected details the role they play in the internationalisation of higher education and their possible applications and benefits to participatory institutions.

Eggins, Heather; West, Peter

The Global Impact of the Financial Crisis: Main Trends in Developed and Developing Countries

Monday 13 September 14h15-15h45 Conference Centre Room – CC1+5

The impact of the financial crisis on higher education has been considerable, and its effects are continuing. These effects can be discerned in a number of ways, and come about as a direct result of the economic situation. Both developed and developing countries are affected, but not always in the same way. A modifying factor is the shape and structure of the higher education system within each country,
which can produce different outcomes in each particular country. Detailed figures for the new academic year are not available in all countries, but there is now sufficient published information to indicate the main trends. This paper looks at developed and developing countries and considers key areas of higher education affected by the financial crisis.

***

El-Khawas, Elaine

*Responding to Economic Crisis: Lessons from the Past*

*Monday 13 September 14h15-15h45 Conference Centre Room – CC1+5*

Universities around the world have been affected by the global economic crisis. Many are challenged by reduced resources and also face greater demands for actions to help spur recovery in their respective countries. This paper reviews how universities in the United States responded to several 20th century periods of economic and social turmoil, including the great depression of the 1930s, the war economy of World War II, and more recent dislocations of the 1970s and 1980s. The paper will describe how universities were affected and how they responded in such periods. For some, the ability to adapt and make wise choices meant that they emerged with lasting new strengths. The review also offers some lessons from these earlier periods that may have relevance today.

***

Fourcade, François

*Existential Approaches to Action-research and Complex Collaborative Teaching Methods to do More With Less: The case of the Higher Education Institutions of the Paris Chamber of Commerce and Industry [Chambre de Commerce et d'Industrie de Paris] (CCIP)*

*Monday 13 September 16h15-17h45 Conference Centre Room – CC7*

To meet the challenges of the current social and financial crisis, the Paris Chamber of Commerce and Industry (CCIP), which includes four business management schools, decided to reassess the quality of its higher education of administration and management.

The CCIP thus adopted an innovative institutional strategy by creating an education science research laboratory (CIRPP – Centre d’Innovation et de Recherche en Pédagogie de Paris2) with a two-fold mission: i) to take a clinical approach to examining educational innovation as it is carried out within each of the institutions; and ii) to examine the overall educational goals of CCIP schools taking into account the issues such as the crisis, environmental requirements, etc.

This paper shall illustrate how action-research conducted by CIRPP over the last two years achieves two objectives. The first is to provide practical solutions to improving education by proposing a managerial

2 Innovation and Teaching Research Centre of Paris
approach which fosters empowerment without requiring more funding. Secondly, this approach enables theoretical strategic thinking to be carried out that is in line both with the DeSeCo project (Rychen & Salganik, 2002) and with complex ideas of Edgar Morin.

How to respond to the contradictory demand on higher education to do more with less? The aim of this paper is to set out and question the approach taken by the Paris Chamber of Commerce and Industry since 10 December 2007.

Part 1 begins with a brief overview describing the educational mission of the Paris Chamber of Commerce and Industry. In part 2, the details are presented of how “to do more” fits within this consular environment. The meta-principles of learning and teaching approaches, aiming to achieve the objectives set out in part 2, are explained in part 3. Finally, part 4 illustrates the action-research conducted, as a reflexive approach to change management.

***

García de Fanelli, Ana

**Linking the Results of Accrediting Procedures and Funding Mechanisms: The case of the PROMEI in Argentina**

*Monday 13 September 14h15-15h45 Conference Centre Room – CC13*

This paper examines the design and implementation of the Program for the Improvement of Teaching Engineering Programs (PROMEI), an Argentine non-competitive public funding mechanism introduced by the government in 2005. This program links the accreditation results of undergraduate engineering programs to public funding via a three-year contract to improve quality through the promotion of institutional and curricula change. The paper shows that this funding mechanism could be effective at promoting change in public universities. The main features of this program that facilitate the change are two: first, identifying the problem and formulating this policy based on a bottom-up strategy; and second, designing and implementing this public policy so that it is consistent with the bottom-heavy organisational characteristics of universities.

***

Glushko, Olena

**Introducing a Fundraising Culture to European Higher Education Institutions: A Demanding and ongoing Process**

*Monday 13 September 16h15-17h45 Conference Centre Room – CC10*

The purpose of this exploratory paper is to provide an overview of the process of introducing a fundraising culture to European higher education. For this study, I focus on the following conceptual domains: (1) the peculiarities of governance and funding of higher education institutions in Europe, (2) the need for diversification of funding mechanisms, and (3) barriers to fundraising in higher education in
Europe. My review considers prescriptive literature offering recommendations for higher education institutions embarking on the exploration of new funding options and an empirical study of a Central European university’s and an East-European university’s fundraising campaigns providing evidence of successful, although intuitive, practices and consequences with respect to seeking alumni support. In constant pursuit of excellence, due to declining government funding, higher education in Europe has been encouraged to develop alternative sources of support, such as private and corporate giving. Although the experience of fundraising in the U.S. and academic research findings are a valuable source of professional development for European fundraisers, the analysis of contextual barriers to fundraising for higher education in Europe suggests adaptations and modifications to this process, which fit the unique circumstances of the European states and the needs and priorities of higher education institutions.

***

Gómez Frías, Victor; Sánchez Chaparro, Teresa

Research Internships in Engineers’ Education

Tuesday 14 September 13h30-15h00 Conference Centre Room – CC13

Engineering methods have been generally perceived as fundamentally different from research. They both share a scientific basis, but engineering seeks efficiency in problem solving while research deals with solid theoretical constructions. However, over the last two decades, the number of engineers enrolled in a PhD program is increasing and many engineering programs include some research training. Does society need an “engineer-researchers” profile or are there two different profiles? Would it be useful to produce engineer-researchers? Or, are these two profiles too different to combine resulting in trained inefficient engineers and unproductive researchers? Even if it is possible to “produce” some exceptional engineer-researchers, should all students be trained as researchers or is the question rather how to identify the best candidates? The conclusions should take into account that engineering curricula already have a heavy workload. The choices should be compared with other options that might prove a better “pedagogical efficiency”. Our recommendation recognizes that not all engineers must be researchers, but all must understand the research function in order to be able to work with researchers. Moreover, we believe innovation is the driver of society and economic improvement.

Yet innovation is not learnt in an “innovation” course, but from practice. An engineer in university gains this practice precisely from research internships. Research and innovation are not the same activities. The strongest economies need to excel in both, not just one or the other. Some research and innovation share an important number of intellectual and scientific tools, therefore all engineers should be in contact with actual research in the course of their studies.

***
Goodman, Roger; (Amenta, Thomas)

Growing Capital Access by Universities: Continuing Capital Investment in a Capital Constrained Environment

Tuesday 14 September 13h30-15h00 Conference Centre Room – CC15

Economic and labor market forces continue to increase demand for higher education globally while public sector finances remain constrained. This environment is creating pressure on both governments and universities as they struggle to allocate scarce resources. Universities in some countries are expected to increasingly assume direct responsibility for financing a portion of their infrastructure needs through debt due to lower state capital funding. Direct borrowing by universities may become a more prevalent method of funding needed capital investments in the vital and growing higher education sector, especially at a time when larger portions of the population are seeking university degrees.

Universities possess significant potential to increase debt capacity by tapping their own revenue sources, such as tuition and other fees, research grants and philanthropic support, rather than maintaining sole or primary reliance on governmental support. The option of expanding use of university debt capacity may be attractive to policy makers facing large budget challenges, interested in spreading infrastructure costs over the useful lives of assets (often with dedicated attributable revenue streams), and willing to allow universities greater independence. Capital market access often is an early sign of significant transformation of institutions and opens universities to much broader avenues to finance expansion and investment in an increasingly globally competitive industry. This report will review the current environment for capital access for higher education and present several recent case studies of capital market access by universities in a variety of countries.

***

Gounko, Tatiana

Russian Educational Modernisation: A Step Forward or a Step Back?

Monday 13 September 14h15-15h45 Conference Centre Room – CC7

This article examines education modernisation in the Russian Federation and questions whether these modernisation reforms are helping or hindering education and by extension, social development, in the post-communist context. Russia historically prided itself as achieving close to universal general education and effective access to higher education. The author notes that the situation has changed significantly. While educational policies adopted in the 1990s and 2000s stressed the importance of access and equity, evidence suggests that good quality general and higher education has become a privilege of the wealthy; the majority of the population must make do with a second-rate education (Zarycki, 2007; Kwiek, 2008). Some analysts argue that the previous government’s commitment to equity and access has evaporated. The economic problems, growing secondary school elitism, and the existing fiscal climate have serious equity implications for Russian society (Zajda, 2003; Hossler et al., 2007). Even international organisations (specifically the World Bank and the OECD), that started teaching Russian policy makers how to carry out education reforms, have criticised the Russian authorities for the level of inequality in education that has gone “beyond all acceptable limits” (Smolin,
2003). Keeping these emerging realities in mind, the author analyses the right and access to higher education and related issues of societal and government actions and intentions.

***

Hannibalsson, Ingjaldur

The Struggle of a Small Nation to Develop a Good University System: What Effect will the Economic Crisis in Iceland Have on its Development?

Monday 13 September 16h15-17h45 Conference Centre Room – CC13

From the establishment of the University of Iceland in 1911 until the end of the 20th century the organization and governance of Icelandic higher education institutions was democratic and collegial. For a long time there was only one university in Iceland and now in 2010 there are seven institutions of higher education. Iceland has two systems of higher education. Both private and public universities receive the same contribution per student from the State. But private universities are allowed to charge tuition fees whereas public universities are not. Iceland was harder hit than most countries by the economic crisis. Already state funding of all seven universities has been cut while the number of students is growing, especially at the University of Iceland. More cuts are expected in 2011 and in 2012. Rationalization and productivity improvements made it possible for the institutions to survive through 2009 and will probably be sufficient for existence in 2010. Subsequently, some more drastic measures will have to be taken. Should some of the institutions be merged? Should the larger institutions take over the smaller? Should the university system of the country be reorganized taking into account that a nation of 320,000 probably does not need more than two institutions of higher education, one research based university and another emphasizing education? Most likely the number of higher education institutions will decrease and possibly the so-called “private” universities will become less “private”.

***

Hansen, Gitte Duemose; Harmsen, Hanne

Creating a Common Market of Education at the University of Copenhagen

Monday 13 September 14h15-15h45 Conference Centre Room – CC13

In 2007 the University of Copenhagen (UC) merged with two other universities. UC had to develop a new institutional strategy aligned with the university post merger. This resulted in a project to create a common education market enabling students to follow courses offered across the eight faculties and the more than 200 different programmes as well as allowing the university to highlight the benefit of academic breadth in the market place. The goal was to increase student flexibility without negative impact on study efficiency while maintaining the high quality and strengths of specialised and research-based programmes. ‘Common market’ is a change project initially consisting of formal and structural changes. This contribution describes the interventions used and investigates how a techno-structural change (harmonization) can be turned into a vehicle for qualitative changes in study programmes. The
change project is described and discussed with reference to literature on change management. A list of key factors for success with initiating quality improvement based on techno-structural changes in universities is identified.

***

Hastings, Daniel; Breslow, Lori

*MIT’s Institute-wide Planning Task Force: A Strategic Response to the Global Financial Crisis*

*Tuesday 14 September 13h30-15h00 Conference Centre Room – CC1+5*

The Massachusetts Institute of Technology was not unlike other top tier universities in the United States in that it was profoundly affected by the economic downturn that began in 2008. As is true of many prestigious U.S. institutions of higher education, income from MIT’s endowment is an important source of revenue, and that revenue source suffered in the wake of the recession. In response to these economic challenges, MIT undertook an Institute-wide strategic planning process to generate ideas both to reduce expenditures and generate revenue. Nine Working Groups were formed, one of which focused solely on education. Professor Daniel Hastings, Dean for Undergraduate Education, co-chaired that committee. In this presentation, we will outline the approach taken by the Planning Task Force and the Education Working Group, specifically, to devise strategic plans to meet the challenge of reduced resources. We will outline ideas that were generated, criteria used for vetting those ideas, and the recommendations pertaining to education that are contained in the final report. We will describe actions being taken by both MIT departments and the Institute’s central administration to minimise the effects of the budget reductions, and describe methods that can be used to assess the efficacy of those changes. While the Planning Task Force was originally launched to respond to the economic crisis, in fact its work has yielded creative ideas, which will be described as well, that stand to strengthen education at MIT.

***

Hauptman, Art; Nolan, Philip

*How Systems are and Should be Reacting to Recession and Government Cutbacks*

*Monday 13 September 14h15-15h45 Conference Centre Room – Auditorium*

This paper compares four short- and medium-term strategies available to public higher education to balance budgets in the face of major cutbacks in public funding. These strategies include: capping enrolments, changing the enrolment mix, raising prices, and increasing enrolments without raising prices.

It begins by noting that these strategic options for higher education are much broader than those available to primary and secondary education. But this wider range of options also presents a fundamental challenge: how individual institutions and systems can chart an optimal strategic path given the complex tradeoffs and wide ranging perspectives of different stakeholders. In this context, the
paper assesses the likely effects of these four strategies on the performance dimensions of participation, equity, quality, and productivity. Some of the key political and economic considerations that do and should inform the decisions of institutional leaders are then considered. We conclude that fundamental inadequacies in our understanding of the possible impacts of changing enrolments on marginal costs means that higher education system and institutional leaders are not fully and rationally exploring the range of options available to balance their budgets in the face of recession-fed cutbacks, including the possibility of increasing enrolments without increasing prices.

***

Hazelkorn, Ellen; Massaro, Vin

A Tale of Two Strategies: Higher Education and Economic Recovery in Ireland and Australia

Tuesday 14 September 13h30-15h00 Conference Centre Room – CC1+5

As Dirk van Damme suggested (van Damme, 2009), the effects of the global financial crisis (GFC) have been manifold and complex and affected countries differently. Australia and Ireland have fared very differently in the GFC so choices will inevitably have been influenced by their relative capacity to spend on higher education. Australia has always had a government regulated but independent higher education system, with block funding supporting university autonomy. Its binary system was restructured in 1988, to create a unitary system, funded by a combination of government allocations and student contributions. In contrast, Ireland retains a government-regulated binary system dependent upon public investment and direct government control of staffing budgets. In recent years, both countries have reviewed their higher education system (Australia 2008, Ireland 2009-2010). The Australian review forms the basis of the government’s intention to further deregulate the system by removing enrolment caps, while Ireland’s higher education is caught up in a drive for efficiency and rationalisation. While the GFC increased awareness of the need to invest in the knowledge economy, governments are adopting different approaches in line with their different fundamentals. It can be argued that Ireland was left with little leeway whereas Australia’s far better economic position might have provided an opportunity to invest in higher education through its stimulus packages. This paper examines the policy choices that Australian and Irish governments made both before and in response to the GFC to assess how these decisions have prepared higher education for the future. We examine the situation in three main sections: section 1) sets out some of the main issues and a basis for comparison; section 2) describes the higher education and policy environment in each country; and section 3) compares and contrasts the policy choices, implications and possible impacts.

***
Heller, Donald; Callender, Claire

Institutional Grants, or Bursaries

Tuesday 14 September 13h30-15h00 Conference Centre Room – CC7

Institutional grants, or bursaries, now are a central feature of the student financial aid systems in the United States and England. In some instances they are a student’s sole source of financial aid, for others they supplement aid available from other sources.

Unlike aid available from government sources, these grants are under the control of individual institutions of higher education and thus are often used for purposes other than promoting access for low and moderate income students, as many government funded financial aid programs do.

This study uses data from surveys of students in the two countries, as well as records of universities themselves, to analyze the types of grants being offered to students, the criteria being used in awarding them (for example, financial need versus academic merit), and the distributional impact of this form of financing.

***

Hughes, Rebecca; Kim, Terri

The Individual’s Perspective and Trends in Higher Education Mobility

Tuesday 14 September 13h30-15h00 Conference Centre Room – CC13

The authors introduce the individual academic’s perspective using quantitative and qualitative techniques as well as both historic and contemporary data. They ask what the shifting patterns of global mobility of university academics can tell us about faculty values and motivation. They present particular insights from narrative data on the non-Anglophone academic experience working in Anglophone settings.

***

Jacobs, Lloyd

The Relevant University: Making Community and Economic Engagement Matter

Monday 13 September 14h15-15h45 Conference Centre Room – CC10

In the early 21st century, universities are called upon to be more comprehensively engaged in supporting prosperity in their regions and local communities while continuing to play international roles in scholarship. The University of Toledo has developed a model of economic engagement entitled “The Relevant University: Making Community and Economic Engagement Matter.” The four elements of the University’s engagement strategy are: human capital, innovation systems; health care and wellness, and
quality of place. Within the Relevant University model, through teaching the University strives to create human capital; research endeavors to construct a robust regional innovation system; and service facilitates the creation of a local knowledge community emphasising the many dimensions of “place.” This session will focus on describing how strategies within these domains address the impact of financial, economic, and social crises both within and outside the university.

***

Kinser, Kevin; Lane, Jason E.

Expanding into New Markets: An Analysis of When Institutions Move Across Borders

Tuesday 14 September 13h30-15h00 Conference Centre Room – CC13

In the past ten years, an increasing number of institutions have engaged in initiatives that cross international borders. The most significant manifestation of this phenomenon is the creation of International Branch Campuses (IBCs) where students can attend classes, engage in student activities and earn a degree from the home institution with never visiting the institution’s home country. Many of these institutions are fewer than five years old and still struggling to develop policies, create local brand recognition, and graduate their first students. At the other end of the spectrum, institutions such as Georgia Tech (with a campus in France) and the University of Nottingham (with campuses in Malaysia and China) operated decade-old successful branches that now offer Ph.D. programs and engage in significant research output. However, such initiatives can be risky and a number of IBCs, such as Michigan State University in Dubai, have closed or significantly reduced their offerings due to poor business models.

This presentation draws on the presenters’ research at more than 40 IBCs in 10 countries to provide an overview of the global development of the campuses, policy implications for importing and exporting countries, and conditions that have fostered failures of IBCs.

***

Klein, Michael W.

An Entrepreneurial University in the “Missing Middle”

Monday 13 September 16h15-17h45 Conference Centre Room – CC10

Public colleges and universities in the United States have faced the “double whammy” of state appropriations cuts and sharply rising enrolments for more than a decade (Wellman, 2002). State colleges—the little-studied “missing middle” between research universities and community colleges (Gumport, 2007)—are experiencing some of the deepest budget cuts and steepest enrolment increases. A case study of Rowan University in New Jersey—a former teachers’ college that is now a comprehensive university—provides entrepreneurial strategies that its peer institutions can implement to support themselves.
Following Burton Clark’s (1998) model of the “entrepreneurial university,” this case study shows how Rowan sustained itself during the Great Recession and is positioned for a strong future. Using Clark’s model, this study investigates Rowan’s leadership; research centres like its South Jersey Technology Park; its diversified revenue stream; its energised academic departments; and its emerging entrepreneurial culture.

Koucký, Jan

Higher Education between Origin and Destination

Monday 13 September 16h15-17h45 Conference Centre Room – CC15

The comparative study “Higher Education between Origin and Destination” will be the 2010 output of the fourth stage of the project “Inequality in Access to Higher and Tertiary Education in European Countries”, carried out since 2007 by the Education Policy Centre (EPC), Faculty of Education, Charles University in Prague. In 2009, the authors published the project’s third report (http://svp.pedf.cuni.cz): “Who is more equal? Access to tertiary education in Europe”. The study will draw attention to the change in character of inequalities. As higher/tertiary education has entered massive, and later an even universal phase, inequalities have become more subtle and less discernible as they changed their focus from quantitative to qualitative characteristics. Today the inequalities affect predominantly access to preferred fields of study and to prestigious institutions, and subsequently, the position on the labour market. Hence it is important to focus not only on access to tertiary education in European countries but on providing a comprehensive analysis of the relationships between family background, access to education, the position of graduates on the labour market and their social status, while also including the effects of tertiary education. The EPC approach uses data gathered in four rounds of the European Social Survey (ESS 1-4), conducted from 2002 to 2009 in more than twenty European countries. Although the ESS is not primarily focused on education, it contains data which can be very useful for the study. The analysis concerns 25 countries and the overall set has about 160 thousand respondents and the size of individual country sets ranges from 4 to 8 thousand respondents.

Leask, Marilyn

Improving Research Quality, Relevance and Timeliness: The Role of Central Government in Developing E-communication and KM Tools to Connect Research Producers with Users

Tuesday 14 September 13h30-15h00 Conference Centre Room – Auditorium

Research indicates there is not a direct link between expenditure and quality of outcomes in educational systems (Barber and Mourshed, 2007; McKinsey, 2007). Barber and Mourshed and others identify the quality of teaching as the critical factor in providing improved student outcomes. Yet in the research around improving quality in education, including the McKinsey Report mentioned, the quality of the
professional knowledge base i.e. how teachers know how to teach and whether they are basing their practice on up-to-date knowledge, information and resources, or indeed research and evidence is largely ignored.

This paper draws on research over 25 years including UK government funded research on ICT Tools for future teachers (Becta, 2009), the OCED National Reviews of Educational Research and Development and the four year US study on teacher education (Cochran-Smith and Zeichner, 2005) in proposing new ways of working between all actors in the education sector to improve the quality, relevance and timeliness of educational research.

This paper challenges central governments to provide a national infrastructure of e-tools and e-resources which enable educators to:

- keep up to date through accessing the evidence-based knowledge they need to improve practice, at the time they need it and in the form they need it.
- work collaboratively with peers and experts to co-construct new knowledge as changing circumstances require
- be engaged in collaborative research projects which produce outcomes substantial enough to warrant changes in practice.

***

Magarry, Angela

Australia’s Higher Education System, a Transformation in Waiting

Monday 13 September 14h15-15h45 Conference Centre Room – CC7

Universities Australia is the peak body representing the interests of all of Australia's universities in the public interest. An overview of the Australian higher education sector including relevant previous reform initiatives and impact from them will be provided so as to place a policy framework around describing the recent reform initiatives put forward by the Australian Labor government. An analysis of Australia’s university system and its’ capacity to reform will be described including discussion on what it will take to achieve any targets. Three driving issues will form the basis for the discussion encompassing:

- Governance- what changes are intended and can they be achieved; what is a tertiary-wide system and what does it mean for the traditional technical versus university systems?
- Funding – how much does the sector cost, is it efficient, what is being proposed and when, and is there a better way to fund universities?
- Infrastructure- is there capacity for the university sector to meet the challenges ahead?

The presentation will reflect on the reforms from an evaluative perspective.
McKiernan, Holiday Hart; Birtwistle, Tim

Learning Lessons from the Bologna Process: Implications for American Higher Education

Monday 13 September 14h15-15h45 Conference Centre Room – CC7

Many in American higher education view the Process as a European solution to a uniquely European set of challenges. The impact of the Bologna Process on American higher education was concentrated on degree recognition – essentially how to compare the European 3-year degree with the American 4-year baccalaureate. We are learning that the Bologna Process impacts American higher education far beyond comparability of degrees. The Bologna Process, with policy strands including, widening participation, student mobility, student centric learning and teaching, and engagement with employers, is addressing issues that confront American higher education.

The United States needs to dramatically increase the percentage of Americans with high quality degrees. While the U.S. cannot, and should not, replicate the European model of higher education, it is increasingly clear American higher education must adapt and apply the lessons that are being learned. Increasing the attainment will not achieve what is needed if those degrees are not high-quality. Devoting time and resources to making explicit what a degree represents will provide the framework to not only address challenges facing the system, but will provide a quality construct that can be used to expand, re-imagine or re-invent the system to meet increasing demand. American higher education would benefit from a more seamless system that awards degrees based on clearly defined learning outcomes and commonly accepted assurances of quality.

Middlehurst, Robin; Wooldridge, Ewart

Leading in Challenging Times

Tuesday 14 September 13h30-15h00 Conference Centre Room – Auditorium

Since 2003, the Leadership Foundation for Higher Education has offered developmental opportunities, research evidence, consultancy and information exchange to support and challenge leadership, management and governance practices in institutions as the sector has faced growing competitive pressures and calls for enhanced performance. The Foundation has sought to leverage a range of assets for its institutional members; several of which are of particular importance in current circumstances. They include the Foundation’s international connections, commissioned research, links with professional networks and its cross-sector relationships with public and private sector leadership development agencies. The opportunity to engage with academic and corporate experiences and innovation through cross-sector, cross-institutional and international networking provides leaders, managers and governors with access to resources that are essential to “achieving more with less”. This paper is in three parts. The first explores the particular challenges that institutions are facing through a sample of case-studies. The
second examines some lessons from other sectors as to how organisations are seeking routes to sustainable recovery.

The third part discusses specific activities and mechanisms that the Leadership Foundation has – and continues – to design to assist institutions in their own journeys of transformation. These include selecting the right kind of leaders for new challenges, both academic and professional, equipping leadership teams to cope with the scale of change ahead and methodologies for leading transformational change while preserving the core values and purposes of universities.

***

Miller, Harris N.; Juszkiewicz, Jolanta

*Taking Higher Education to the Next Level in the United States*

*Monday 13 September 16h15-17h45 Conference Centre Room – Auditorium*

The United States has slipped in its standing as the beacon of a highly educated population. To shine again, President Obama has challenged us to increase substantially the number of Americans college graduates. Achievement of that goal is only possible with an inclusive national policy, one that recognises that education is a life-long endeavor and one that welcomes new approaches to education. The goal of a highly educated population can only be achieved with the contribution of the fast-growing and most innovative (e.g., ahead of the curve in distance learning), but least understood segment of higher education – the private for-profit sector. The private for profit sector educates and more importantly graduates a high proportion of the up to now underserved population of non-traditional students – older, lower-income, minority.

***

Mithers, Pernille Meyn

*Change and Trust – Danish Universities in the Financial Crisis*

*Monday 13 September 16h15-17h45 Conference Centre Room – CC13*

With the financial crisis, universities have become key institutions with regard to boosting production and innovation. Universities supply highly skilled labour and basic research that form the foundation for every country to be able to participate in global competition. A particular feature of universities is that all change takes time. From the time a decision is made to change the institutional structures, or for graduates of new programmes to be educated, or for new research teams to provide results, it takes time – 5 - 10 - 15 years, perhaps more. Reforms of universities therefore need to be followed with great confidence from political and governmental side. In this article, the institutional reforms of Danish universities, i.e. the University Act of 2003, the Mergers of 2007 and the University Evaluation of 2009, are reviewed. What influence have these reforms had on research, education and innovation at universities? How have the reforms indirectly influenced universities’ importance for Denmark to be able...
to handle the financial crisis? It is argued in the article that Danish universities were strong independent institutions at the time the financial crisis occurred. This was one reason that Denmark - so far – fared well through the financial crisis compared to other European countries. To remain at this level Danish universities need to be continuously reformed. High quality universities are characterised by constantly developing.

***

Morales, José

Partnerships for Prosperity: The case of the GDLN Americas Foundation

Monday 13 September 16h15-17h45 Conference Centre Room – CC7

Development is the result of the joint efforts of networks. Knowledge begins with the creation of multidisciplinary actions through network dynamics seeking solutions to problems. Such knowledge is a key factor for development and constitutes the breach between institutions and developed and developing nations. The only viable solution for development is to operate in multinational networks in which each participant strengthens another participant's weaknesses.

***

Perry, Milly

Innovation in Higher Education in Israel– Public Policy Implications

Tuesday 14 September 13h30-15h00 Conference Centre Room – CC7

In order for education systems to cope with social and economic changes and perform efficiently, innovation is essential. Innovation in education (and particularly in Higher Education systems) has not been regarded as an important issue by policy makers, education stakeholders and leaders; it seems to be regarded as 'nice-to-have' rather than a necessity. Recently, innovation in education has started to gain attention. This includes systemic study of innovation, innovation strategy and implementation of innovation strategies by policy makers and leaders.

Scientific outputs and research findings can be used as input in national-international policies only if researchers and policy-makers cooperate closely, ensure relevance of topics, and improve communication, dissemination, and implementation of research recommendations. These are the tools needed for leading change, innovation, and implementing new strategies.

The nature of the knowledge-generating process itself is evolving towards a more network-embedded process, with an increased emphasis on stakeholder partnerships, trans-disciplinary growth, and heterogeneity of all players involved. The concepts and practices of “Open Innovation” are gaining wider acceptance in both the public and private sectors.
The purpose of this study is to map and analyze innovation policy in the Higher Education system in Israel which is frequently described as "Start-Up Nation" and an "Economic Miracle" (e.g. in a book by this name (Senor. D & Singer S, 2009). Do the innovation policies of Higher Education in Israel comply with and supply the needs of this “start up nation”?

***

Rollwagen, Ingo

*Pushing the Financial Frontier and the Project Economy to do More with Less in Higher Education*

*Monday 13 September 14h15-15h45 Conference Centre Room – Auditorium*

Higher education institutions are increasingly challenged to improve their financial management and to open themselves to multiple forms of collaboration due to increasing financial constraints and in reaction to structural changes.

With the intensifying global integration of research activities and education, ongoing digitization which is providing new opportunities for learning, climate change which is calling for modified forms of facility management, and last but not least the increasing demands of more students, higher education institutions are moving to more sophisticated forms of partnering.

This analysis shows how higher education institutions are financing student demand and saving money on new buildings, laboratories, libraries, energy infrastructures and the access to knowledge by collaborating more intensively with a larger number of more heterogeneous partners from academia, science, industry and society.

Successful higher education institutions are establishing standard-breeding forums and communities for continuously improving the quality of modules and certificates. They are granting increased access for more students on the basis of education-financing models combining donations, institutional funding and knowledge-based project funding. These institutions are managing long-term costs efficiently on the basis of new types of contracts and partnerships beyond public and private and are safeguarding efficiency based on modified reporting systems incorporating intellectual property rights.

They are designing and shaping contracting and governance schemes together with regulators and stakeholders, which helps foster new intellectual value-creation potentials for higher education institutions.

***

Sandgren, Aljona

*Managerialism and Entrepreneurialism in Universities: Doing More with Less?*

*Tuesday 14 September 13h30-15h00 Conference Centre Room – CC15*

Managerialism, according to the model of new public management (NPM), became the main style of governance steering in most OECD countries as a response to external, not least, financial pressures.
This type of governance “is thought to enhance efficiency and outputs of higher education teaching and research” (Currie et al., 2003), stressing the principle of doing more with less. Western universities are urged to become entrepreneurial: “Europe’s universities will have to evolve so that their leadership and management capacity matches that of modern enterprises” (Schleicher, OECD, 2006). At the same time, governments increase demands for accountability and quality control. The author questions the assumptions taken for granted that managerial changes at western universities would automatically lead to entrepreneurialism among academics. Instead, managerial approaches may lead to contrary results, allowing less space for play (Hjorth, 2003) and creativity, as shown by several studies.

The central argument is that managerialism and entrepreneurialism represent different rationalities which need to be considered in the process of understanding entrepreneurship.

The present study is based on data from personal observations, interviews with academics in particular within the EU-funded research project (EUEREK, European Universities for Entrepreneurship – their Role in the Europe of Knowledge) and entrepreneurs in knowledge –based enterprises; and, in addition, an extensive literature review.

***

Sønderberg, Philip

Using Scenarios to Develop a Continuing Education Strategy

Tuesday 14 September 13h30-15h00 Conference Centre Room – CC13

In 2009 the University of Copenhagen decided on a common continuing education policy for post graduates and working professionals. The decision is based on a scenario planning method that proved very effective in a university context.

The scenarios were constructed around a few important, but uncertain drivers of change with specific importance on the future market for university continuing education. The drivers were defined on the basis of inputs from internal and external sources. Four possible scenarios were constructed, which formed the basis for the final strategic decisions. This article identifies three main strengths using the scenario approach: 1) the scenarios provide an image of possible, but yet different strategic possibilities; 2) they make it clear that strategic decisions are about prioritising resources; and finally 3) they give decision makers a common language that strengthens and facilitates the decision making process. The method is highly dependent upon a thorough analysis of the future which thus is the main criticism of using this approach. The paper therefore, as a final point, examines the use of the scenario planning method with reference to more traditional strategic decision making.

***
Tessler, Leandro; Pedrosa, Renato

**Affirmative Action and Academic Achievement in Brazil: A Comparison of Two Models**

*Tuesday 14 September 13h30-15h00 Conference Centre Room – CC7*

Brazilian universities UFBa (Salvador, Bahia) and Unicamp (Campinas, São Paulo state) implemented affirmative action programs using different models in 2005. Both select their students by entrance tests (*vestibular*). Roughly half of the places in UFBa are reserved for students from public high-schools and black or native Brazilian descendents. Unicamp adopted a bonus system for the same population.

As a result, in both institutions the socio-economic profile of the student population leaned towards lower income and lower social class profiles. This trend, however, did not have a negative impact on academic performance.

At Unicamp, the benefiting students perform, on average, better in many courses and in almost all courses their performance has improved greatly in relation to the entrance test. As UFBa uses a quota system, benefiting students’ academic performances can be compared with those who occupied the same places in the years prior to the quota system. On average, students benefiting from the quota system perform better than those admitted for the same places before the quota system. Even using a quota system, the average academic performance of the students at UFBa improved. In contrast with common knowledge, affirmative action can be beneficial to the overall academic achievement in Brazilian public universities.

***

Woźnicki, Jerzy


*Monday 13 September 16h15-17h45 Conference Centre Room – Auditorium*

This paper discusses major strategic and operational objectives that are being proposed in the development strategy for the higher education system in Poland by 2020, as presented in December 2009 by the consortium of national conferences of rectors and the Polish Rectors Foundation. The proposed reforms are intended to take an evolutionary course which does not rule out, however, radical and far-reaching systemic changes adapting the higher education system, in a predictable manner, to the emerging challenges and conditions while respecting the system’s tradition, ethos and mission entailing the co-responsibility of HEIs for the successful and comprehensive development of individuals and society. These reforms include, for example, a new harmonization of the idea and traditions of the university with mission requirements consistent with the challenges of the 21st century. They also consist of a new system and set of tasks for the institutions comprising the higher education systemic to enhance the quality of the higher education institutional sphere as well as solutions stimulating non-public financing of these activities.

New rules (including competitive distribution of budget funds) for financing the educational tasks of HEIs out of the National Higher Education Fund provided by the state budget through State Agency will be
part of these reforms and the introduction of common fees for full-time programmes offered by public schools. These reforms will also contain diverse forms of life-long education, both publicly and non-publicly financed, promoted with the participation of HEIs, businesses and social initiatives; convergence of public and non-public sectors in HE including possibility of transformation of public HEIs into non-public HEIs and non-public HEIs into public HEIs.

***

Yanagiura, Takeshi

**Developing a Student Flow Model to Project Higher Education Degree Production for State-level Strategic Planning**

*Monday 13 September 14h15-15h45 Conference Centre Room – CC7*

The State of Tennessee lags behind the U.S. average in the educational attainment level of its working-age population. In 2008, only 31.3 percent of Tennessee’s adults held an associate’s degree or higher, compared to an average of 37.9 percent for the nation. To meet the national average, Tennessee needs an additional 210,000 citizens with associate’s degrees or higher, which is more than double the current annual degree production of the state’s 22 public and 35 private institutions. To support goal development for the state’s simultaneous efforts to navigate present economic challenges and to increase educational attainment, the Tennessee Higher Education Commission (THEC), the state postsecondary education coordinating board, developed the Tennessee Student Flow Model. This tool derives annual and accumulated numbers of students enrolling in and graduating from the state’s postsecondary institutions from 2008 to 2015. The tool allows users to simulate how enrolment and degree production levels will be influenced by altering up to 15 variables including the high school graduation rate, college-attendance rate, percent of freshmen needing remedial or developmental work, postsecondary enrolment share of out-of-state and private institutions, adult enrolment rate, and undergraduate retention rates. The tool is intended to build consensus around a goal of increased degree production, to chart the points along the entire educational pipeline that would lead to goal achievement most effectively, and to allocate responsibility for goal attainment among the state’s various postsecondary providers. This paper will describe the derivation of the model and discuss its use in policy development.

***

Yonezawa, Akiyoshi; Meerman, Arthur

**Multi-polar Initiatives in Asian Higher Education: The Repositioning of Japanese Higher Education in Times of Budgetary Constraint**

*Monday 13 September 14h15-15h45 Conference Centre Room – CC10*

While most Asian higher education systems have managed to sustain continuous development in recent decades, intensifying global economic uncertainty presents new challenges for Japan within a rapidly evolving regional context. Japanese higher education is presently approaching these new realities by
repositioning its role from that of being an isolated global leader to one as an active participant and supporter of new multi-polar initiatives in the Asia-Pacific region.

With an eye to effecting budgetary constraint, the newly-governing Democratic Party of Japan has redirected national fiscal priorities towards investment in human resources and the reduction of the financial burden for child-raising families.

At the same time, the government has also declared its intention to promote student exchange with China and Korea for the formation of an “East Asian Community”. However, countries within the Asia-Pacific region do not enjoy a clear political consensus as to what fostering a “regional higher education arena” entails, while the region has already developed one of the largest cross-border flows of students and academics.

This paper analyzes the recent structural evolution of the policy debate over the internationalisation of Japanese higher education in times of particularly strong financial constraint, with reference also made to trends in the higher education systems of neighboring countries. The authors describe the de facto formation of a regional Asia-Pacific higher education arena through multi-polar initiatives, which continues to develop despite the lack of a developed regional policy consensus.

***
MEET THE EXPERTS

Ananiadou, Katerina

Technology in Education

Tuesday 14 September, 15h30-17h00 Conference Centre Room – CC13

This session will focus on issues related to the use of technology by higher education students, drawing on recent work conducted by the OECD Centre for Educational Research and Innovation (CERI) in the context of the New Millennium Learners study. First, the basic assumptions about the radical changes in today’s student cohorts are analysed. Second, the degree of penetration of new digital devices, services and media into university students’ daily lives is examined on the basis of available data in a number of OECD countries. Third, a summary of the findings regarding student expectations, the learning implications of continuous use of digital technologies and how they affect cognitive skills is presented. Finally, some light is shed on the issue of alternative institutional and policy responses in higher education to deal with these implications.

***

Charbonnier, Eric; Hansson, Bo

Tertiary Education: Highlights from Education at a Glance 2010

Tuesday 14 September, 15h30-17h00 Conference Centre Room – CC7

Education at a Glance provides a substantial amount of international comparative statistics on education, from early childhood education to tertiary education. The presentation will bring together the highlights on higher education across OECD countries and will elaborate on the supply side by taking a closer look at enrolment, graduation, expenditures, and how higher educational institutions perform in different countries. The second part of the presentation centres on the demand side and the benefits that higher education brings to individuals and societies and includes statistics on investments, economic, social and labour market outcomes of higher education in OECD countries. Particular attention will be given to new data collections and analysis of this year’s edition of Education at a Glance.

***
Field, Simon

Vocational Education and Training

Tuesday 14 September, 15h30-17h00 Conference Centre Room – CC15

Increasingly countries look beyond secondary school to higher institutions of learning to provide the skills needed in many of the fastest growing technical and professional jobs in OECD economies.

The same sector plays a very important role in re-skilling and upskilling adults and offering second chance education. Higher unemployment following the economic crisis has underlined the significance of these tasks.

Some countries have met these needs through a special tier of institutions – community colleges in the United States, Fachhochschulen in some of the German-speaking countries, polytechnics in Finland, TAFEs in Australia – but vocational programmes are also housed in diverse postsecondary institutions. Nearly everywhere, the expansion of these programmes has been a major driver in the broader growth of tertiary and other forms of postsecondary education.

Skills beyond School, the new OECD policy review of postsecondary vocational education and training, will provide policy advice to countries on how to address these challenges. The review, selected by OECD countries as a priority new initiative for 2011-12, will look at policies and practices governing the preparation of younger people and adults for technical and professional jobs. Key policy challenges include responsiveness to labour market needs, alongside inclusion, access, finance, governance, teaching quality, integration with workplace learning, articulation with other sectors of education, and qualifications and assessment. It will build on the success of Learning for Jobs[1] – which examined vocational education and training policy through 17 country reviews and a comparative report - and form part of the horizontal OECD Skills Strategy linked to PIAAC and other initiatives across the OECD. It will also draw on the OECD review of tertiary education.[ii]

[i] www.oecd.org/edu/learningforjobs
[ii] www.oecd.org/edu/tertiary review

***

Goddard, John

Leading City and Regional Engagement; Lessons from the OECD Reviews as Applied to Newcastle University

Tuesday 14 September, 15h30-17h00 Conference Centre Room – CC1+5

This case study traces the journey of Newcastle University in the North East of England, in rediscovering its roots as a locally engaged university. Originally founded in the 19th century to help support emerging industries in the city, the university became detached from this original vocation during the 20th century as it concentrated on developing into a strong academic institution within the context of a national higher education system. This case will indicate how the OECD reviews of regional engagement have
helped Newcastle University reposition itself as a globally competitive and locally engaged world class civic university.

Key lessons to be introduced include: drawing on the city and the region as a resource for the University; developing a common understanding of the mutual interests (drivers) for the University and the city/region as a means to building strong local partnerships; ensuring engagement is embedded into teaching and research and is not put into a separate “third strand” box; identifying and supporting academic champions as “boundary spanning” role models linking the University to civil society; and identifying major societal challenge themes with local as well as global dimensions that can be the focus for the whole academic community.

***

Hénard, Fabrice; Lalancette, Diane; Leon Garcia, Fernando

**Quality Teaching - AHELO**

*Tuesday 14 September, 15h30-17h00 Conference Centre Room – CC10*

This session will examine two major IMHE activities: i) how institutions support and reward the quality of teaching; and ii) how learning outcomes could be appraised across cultures, languages and countries.

Fabrice Hénard will address how institutions measure and appraise the impact of institution-wide support to quality of teaching and learning. He will conclude with the challenges as a result of the lack of reliable instruments to measure the quality of higher education.

Diane Lalancette will focus on how the OECD-led initiative, Assessment of Higher Education Learning Outcomes (AHELO), may fill the information gap on learning outcomes at the cross-national level. A feasibility study on the appraisal of discipline-specific skills and generic skills at undergraduate level, which also includes a contextual approach, should demonstrate whether the evaluation of learning outcomes of undergraduate students may be comparable internationally. The feasibility study’s progress will be presented.

To elicit discussion with the audience, Rector Fernando Leon Garcia will provide insights on the following themes:

- What are the main reasons for a university leader to commit to quality of teaching and learning?
- What main actions/strategies may be undertaken in institutions?
- What are/were the main challenges?

***
Kärkkäinen, Kiira

*University Futures*

*Tuesday 14 September, 15h30-17h00 Conference Centre Room – CC13*

This presentation will take a forward-looking perspective on challenges and opportunities for higher education by drawing on the work of University Futures project by the OECD Centre for Educational Research and innovation (CERI). The presentation will first focus on selected trends regarding globalisation and higher education, after which it will reflect on the future through four scenarios.

***

Puukka, Jaana

*Higher Education in Cities & Regions – How to lead an Entrepreneurial and Locally Engaged University?*

*Tuesday 14 September, 15h30-17h00 Conference Centre Room – CC1+5*

The OECD reviews of higher education in regional and city development help mobilise universities and other higher education institutions for the economic, social and cultural development of cities and regions. They analyse how the higher education system impacts upon regional and local development and bring together HEIs and public and private agencies to identify strategic goals and to work towards them. In 2005-10 the OECD reviewed 28 regions in 18 countries.

This session will explore and discuss the role of higher education leaders in transforming their universities into locally engaged and globally competitive HEIs. Based on concrete examples, the session explores questions such as: What are the barriers to creating and developing an entrepreneurial and regionally engaged institution? How to lead and implement the change in practice? What can university leaders do to ensure that the regional dimension is embedded in teaching, research and service?

***

Santiago, Paulo

*Reforming Tertiary Education Funding: Challenges and Responses*

*Tuesday 14 September, 15h30-17h00 Conference Centre Room – CC15*

Funding policies are especially important in shaping tertiary education outcomes in areas such quality, efficiency, equity and system responsiveness. This presentation provides an overview of current challenges in funding tertiary education given the present context and offers a range of policy options. It reviews a number of principles for funding tertiary education, provides an account of recent trends, and discusses possible effects of the financial crisis.
The presentation is partly based on the report “Tertiary Education for the Knowledge Society”, which draws on the results of a major OECD review of tertiary education policy – the OECD Thematic Review of Tertiary Education - conducted over the 2004-08 period in collaboration with 24 countries around the world.

***

Strangway, David W.

*Academic Chair for Africa and Development*

*Tuesday 14 September, 15h30-17h00 Conference Centre Room – Auditorium*

There is widespread understanding that we live in a world in which knowledge drives economies and societies. Much of the developed world is making or has made significant commitments to strengthening its science and technology capacity as a key to productivity and as a necessary driver of innovation. In Canada, for example, the creation of the Canada Foundation for Innovation has been an important tool.

To date this foundation has received more than $5b from the federal government and because of the matching requirement a total of well over $12b has been spent on research facilities in the past decade. At the same time, Canada introduced the Canada Research Chairs program. This program funds 2000 positions at universities across the country at the level of $300m per year. These two programs have been extremely successful in helping Canada build its STI capacity and reverse the brain drain. It is now widely recognized in many quarters that developing countries are also dependent on building their STI capacity in each jurisdiction. Africa needs to reverse its brain drain and build its capacity at home to achieve the benefit of the driving effects of STI on their economies and also the well-being of their people. It is estimated that there are 30,000 PhDs from African countries working outside Africa. Africa is struggling to meet the Millennium Development Goals. This requires that they be able to train and educate their own people whether the focus is on health, mother and child, food security, agriculture or improved governance. The author is working with a wide group of leaders around the world to develop a program to support 1000 chairs to be held at African universities. Many leaders are supportive of this initiative which would create a group of 1000 university faculty on the continent, crossing geographic, cultural and academic boundaries. Many partnerships are being developed, but they all require that the African partner be an equal partner.

***
MONDAY 13 SEPTEMBER

FULL PARALLEL / RESEARCH FORUM

Note: Sessions may still be subject to last minute changes

14H15 – 15H45

Conference Centre Room Auditorium

Ingo Rollwagen
Pushing the Financial Frontier and the Project Economy to do More with Less in Higher Education

Hauptman Art; Philip Nolan
How Systems are and Should be Reacting to Recession and Government Cutbacks

Conference Centre Room CC1 + 5

Heather Eggins; Peter West
The Global Impact of the Financial Crisis: Main Trends in Developed and Developing Countries

Elaine El-Khawas
Responding to Economic Crisis: Lessons from the Past

Conference Centre Room CC15

Maarja Beerkens
Facts and Fads in Academic Research Management: The Effect of Management Practices on Research Productivity in Australia

Shelda Debowski
Promoting Effective and Efficient Research in Higher Education Institutions Through Improved Researcher Capabilities
Conference Centre Room CC10

Akiyoshi Yonezawa

Multi-polar Initiatives in Asian Higher Education: The Repositioning of Japanese Higher Education in Times of Budgetary Constraint

Lloyd Jacobs

The Relevant University: Making Community and Economic Engagement Matter

Conference Centre Room CC13

Ana García de Fanelli

Linking the Results of Accrediting Procedures and Funding Mechanisms: The case of the PROMEI in Argentina

Gitte Duemose Hansen; Hanne Harmsen,

Creating a Common Market of Education at the University of Copenhagen

Conference Centre Room CC7

Tatiana Gounko

Russian Educational Modernization: A Step Forward or a Step Back?

Takeshi Yanagiura

Developing a Student Flow Model to Project Higher Education Degree Production for State-level Strategic Planning

Angela Magarry

Australia’s Higher Education System, a Transformation in Waiting

Holiday Hart McKiernan; Tim Birtwistle

Learning Lessons from the Bologna Process: Implications for American Higher Education

Farough Amin Mozaffari; Khorshid Padashi Asl

Organizational Culture and Managerial Effectiveness in Iranian Institutes of Higher Education
16h15 – 17h45

Conference Centre Room CC1 + 5

Catherine Bates
Programme for Students Learning With Communities, Dublin Institute of Technology

Angel Calderon
Emerging Countries for Student Recruitment in Tertiary Education

Conference Centre Room CC10

Margaret Andrews
Marketing as Strategy: How Combining Hard Data With Values-Based Discussion Can Lead to Better Results

Michael Klein
An Entrepreneurial University in the “Missing Middle”

Olena Glushko
Introducing a Fundraising Culture to European Higher Education Institutions: A Demanding and On-Going Process

Conference Centre Room Auditorium

Juszkiewicz, Jolanta
Taking Higher Education to the Next Level in the United States

Jerzy Woźnicki

Conference Centre Room CC15

Alberto Amaral
Democratisation of Access and Success in Higher Education: A Reflection on the Realities of Portugal and Brazil
Jan Koucký
Higher Education between Origin and Destination

Conference Centre Room CC13
Ingjaldur Hannibalsson
The Struggle of a Small Nation to Develop a Good University System. What Effect will the Economic Crisis in Iceland have on its Development?

Pernille Meyn Milthers
Change and Trust – Danish Universities in the Financial Crisis

Conference Centre Room CC7
Louis Bertone
Building a Sustainably Better, Cleaner Higher Education Systems under Short-Term Funding Constraints

François Fourcade
Education Science Clinical Research as an Efficient Way to Improve the Teaching Quality in Management Education: the Paris Chamber of Commerce Schools of Management

José Morales
Partnership for Prosperity: The case of the GDLN Americas Foundation

Brian Denman
Invisible Colleges and International Consortia in Higher Education
TUESDAY 14 SEPTEMBER

FULL PARALLEL / RESEARCH FORUM

13h30 – 15h00

Conference Centre Room CC1 + 5

Daniel Hastings; Lori Breslow
MIT’s Institute-wide Planning Task Force: A Strategic Response to the Global Financial Crisis

Ellen Hazelkorn; Vin Massaro
A Tale of Two Strategies: Higher Education and Economic Recovery in Ireland and Australia

Conference Centre Room Auditorium

Marilyn Leask
Improving Research Quality, Relevance and Timeliness: The Role of Central Government in Developing E-communication and KM Tools to Connect Research Producers with Users

Robin Middlehurst; Ewart Wooldridge
Leading in Challenging Times

Conference Centre Room CC15

Aljona Sandgren
Managerialism and Entrepreneurialism in Universities-Doing more with less?

Gerrit de Jager
Missions on the Move: Developments in England
Thomas Amenta (Roger Goodman)
Continuing Capital Investment in a Capital Constrained Environment: Growing Capital Access by Universities

Conference Centre Room CC10
Alejandro Albornoz
An Innovative Model to Strengthen the Links Between the University and Society: The Case of the Universidad Católica de Chile

Richard James
Reducing Administrative Operating Costs in a Fiscally Constrained Higher Education Environment: A Strategic Approach to Reducing Costs while Preserving or Enhancing Productivity Levels

Conference Centre Room CC7
Yuzhuo Cai, Jussi Kivistö
Towards Fee-based Education in Finland: Where to go

Milly Perry
Innovation in Higher Education in ISRAEL–Public Policy Implications

Leandro R. Tessler
Affirmative Action and Academic Achievement in Brazil: A comparison of Two Models

Donald Heller
Institutional Grants, or Bursaries

Conference Centre Room CC13
Philip Sønderberg
Using Scenarios to Develop a Continuing Education Strategy

Victor Gómez Frías; Teresa Sánchez Chaparro
Research Internships in the Engineers’ Education
Rebecca Hughes; Terri Kim
The Individual’s Perspective and Trends in Higher Education Mobility

Jason E. Lane; Kevin Kinser
Expanding into New Markets: An Analysis of When Institutions Move Across Borders

Irina Arzhanova
Trends and Scenarios for Russian Higher Education in the New Global Landscape

MEET THE EXPERTS (OECD PRESENTATIONS)

15H30 – 17H00

Conference Centre Room CC15
Paulo Santiago
Reforming tertiary education funding: Challenges and Responses

Simon Field
Vocational Education and Training

Conference Centre Room CC13
Kiira Kärkkäinen
University Futures

Katerina Ananiadou
Technology in Education

Conference Centre Room CC1 + 5
Jaana Puukka
Higher Education in Cities & Regions – How to Lead an Entrepreneurial and Locally Engaged University?
Maria Helena Nazaré
University of Aveiro and the Process of Institutional Transformation

Francesc-Xavier Grau-Vidal
University Rovira i Virgili as a Leader of Strategic Development in Southern Catalonia

John Goddard
Leading City and Regional Engagement; Lessons from the OECD Reviews as Applied to Newcastle University

Conference Centre Room CC10

Fabrice Hénard
Quality Teaching

Diane Lalancette
AHELO

Fernando Leon Garcia
- What are the main reasons, as a University leader of CETYS and formerly of City University Seattle, to commit in quality of teaching and of learning?
- What main actions/strategies have been undertaken in your institutions?
- And what are/were the main challenges that your institutions faced?

Conference Centre Room CC7

Eric Charbonnier; Bo Hansson
Tertiary Education: Highlights from Education at a Glance 2010

Conference Centre Room Auditorium

David W. Strangway
Academic Chair for Africa and Development