IMHE General Conference 2012

Attaining and Sustaining Mass Higher Education

17 – 19 September 2012
Paris, France

Parallel Group Session and Research Forum Papers Abstract Guide

14/09/2012

OECD
BETTER POLICIES FOR BETTER LIVES

TABLE OF CONTENTS

14:00 – 15:00

Theme 1: Where have we got to in attaining and sustaining mass higher education?

Room 1

Chair: Professor Elaine El-Khawas, George Washington University, USA

Speaker 1: Roger Smyth, Manager, Tertiary Sector Performance Analysis, Ministry of Education, New Zealand

20 years in the life of a small tertiary education system

This study examines two decades of reform in tertiary education in New Zealand. It describes progress towards better performance from the system – increasing access while raising quality and managing costs. In the middle 1980s, New Zealand faced increased demand for tertiary education, but participation was low. The modernisation of the economy would require improved skills in the population. The solution in the 1990s was to create a new funding approach that was more responsive to demand and that encouraged competition between providers. Government per-student funding was lowered, fee controls abolished and an income contingent loan scheme introduced. The result was large increases in participation. But with increased participation came concerns about quality and how the skills produced by the system matched the needs of a changing economy. And despite increased participation, there were complaints of poor access for some groups and questions of affordability. A new round of reforms aimed to address these problems without compromising the gains made in the 1990s. The government created a tertiary education strategy intended to 'steer' institutions without compromising their autonomy. Performance elements in the funding system, a changed quality assurance system and explicit use of performance measurement to influence provider and student behaviour have been implemented. There is a new focus on school/tertiary transitions to address access concerns. This paper traces the effects of two decades of reform in tertiary education in New Zealand. And it places the challenge of attaining and sustaining mass tertiary education in a small country in an international context.

Speaker 2: Noël Vercruysse, Director, Department for Education and Training/Division for higher education policy, Belgium

The funding of higher education: an adequate steering instrument?

According to Ben Jongbloed, the toolkit for steering higher education contains four tools: regulations (rules and laws); funding (subsidies, grants and taxes); public production; and dialogue (communication, information). Funding is more than merely an instrument for allocation and distribution of public money.

---

[1] Note: Sessions may still be subject to last minute changes.

It is a governance instrument for achieving common goals for higher education and for incentivising certain behaviour. Funding is a mean to an end. The government is expecting the HEIs to work on performing particular outcomes. In my presentation, I will describe the intended policy goals and link those goals to the funding mechanism that is in place since 2008. The funding formula includes both input and output parameters related to teaching, to research and to knowledge transfer. At the same time, we have introduced an individual learning account for the students to share the responsibility between the students and the institutions. I will focus on the strengths and the weaknesses of the model, comparing the instrument of a funding formula with the instrument of performance agreements.

<div align="center">***</div>

Theme 2: What can higher education contribute to developing skills for the knowledge economy?

Room 2

Chair: Professor Vin Massaro, Professorial Fellow, Centre for the Study of Higher Education, University of Melbourne, Australia

Speaker 1: Paul Ginies, General Director, Fondation 2iE, Burkina Faso

2iE, a center of excellence driven by quality and accountability

Competition amongst higher education and research institutions is scaling up at both national and international levels. Excellence is a term that is widely employed, but few actually take the time to define or qualify it. At 2iE, an international institution lodged in Western Africa with 17 member states, the issues of quality and accountability have been strategic priorities enabling the institution to place itself on the knowledge map. The path which has been adopted since 2005 consists in a constant quest for international recognition through quality assurance practices and a strong culture of accountability, centered on the students and taking into account their needs. Actions have included (without limitation) recognition from international accreditation agencies (CTI & EURACE label, accreditation in the United States, ISO 9001 certification). 2iE has also actively created benchmarking tools drawing on data from some of the most prestigious institutions worldwide with common objectives. Moreover, 2iE has elaborated a 5 year Strategic Orientation Plan that is made up of 80 qualitative and quantitative indicators, which are measured on a monthly basis. By favoring a results-oriented culture, reflected in the system of governance (a public-private partnership), the school has reached major achievements: since 2005, the number of students at 2iE has increased tenfold, research output is significantly rising and the global contribution of the institution to African society has been noticed, through increased entrepreneurship and high employability rates. 2iE can be considered as a brain drain reverse institution. Quality as a service and accountability to all stakeholders (students, companies, governments, etc.): such is the way forward for 2iE.

Speaker 2: Gard Titlestad, Secretary General, International Council for Open and Distance Education, ICDE, Norway

Strategies for higher education in a more open and online world: the role of open and distance learning

The International Council for Open and Distance Education, ICDE, is the leading global membership organization for open and distance learning, and is open to institutions, educational authorities, commercial actors, and individuals. ICDE is an NGO in formal consultative relations with UNESCO. ICDE members throughout the world have unique knowledge and experience in the development and use of new methodologies and emerging technologies in higher education. The purpose of the presentation is

to share ICDE's observation of the global educational environment, the opportunities and challenges for higher education and governments, coming from a more open and online world.The need for higher education is increasing. UNESCO has observed that in less than 40 years, enrolments in higher education have increased fivefold. Globally, it is estimated that demand will expand from less than 100 million students in 2000 to over 250 million students in 2025. Expanding Open and distance Learning (ODL) and Open Educational Resources (OER) can help achieve the global goals for Education for All (EFA). Observing the increase in students who do not complete their studies within the wider education system, ODL offers opportunities to overcome the negative effects of this trend. ODL and OER can also play a crucial role in mobilization of a skilled workforce for the future.Issues to be discussed are: - Trends in ODL- Migration from campus oriented learning to blended learning- Lessons learned from open universities- The role of OER- Regulatory framework for high quality ODL- Technology- Leadership, policies and strategies for ODL.

<div align="center">***</div>

Theme 3: How can higher education reconcile its different missions and roles?

Room 4

Chair: Professor Ellen Hazelkorn, Director of Research and Enterprise, and Dean of the Graduate Research School, Director, Higher Education Policy Unit, Dublin Institute of Technology, Ireland

Speakers 1:

Professor Kiyong Byun, Associate Professor, Korea University, Republic of Korea

Building world class universities in the context of massified higher education system in Korea

The purpose of this study is to provide an overview of the Korean government's policies for building world class universities and their policy implication for the whole Korean higher education institutions. Primarily through an extensive literature review, but also by utilizing field interviews and one of the authors' experiences as a public official in government policy making in education, the study attempts to provide an overview of changing patterns in government policies to establishing world class universities in Korean higher education, especially since the late1990s. To achieve this goal, the study seeks to answer the following three questions: (1) what have been the driving forces behind the government's policies for building world class universities in the massified Korean higher education?; (2) How has the quest for building world class universities affected Korean higher education and how have the government and higher education institutions (HEIs) of Korea responded?; (3) what issues and challenges will the Korean higher education system confront after these policies are implemented in the Korean higher education system.

Speaker 2: Marianne Ping Huang, Vice Dean for Education, Faculty of Arts, Aarhus University, Denmark

Complimentary and permeable talent paths

The ideal of universal higher education presupposes that tertiary institutions admit and graduate a larger proportion of the population than before. Doing so has many positive implications, e.g., for civic participation and economic growth. At the same time, it raises questions about how institutions of higher education can educate broadly while also creating opportunities for the most talented—those who will advance research frontiers or lead innovation and knowledge production in industry—to develop their full potential. This paper argues that mass access trends, while generally positive, require higher education institutions to consider establishing complementary tracks that acknowledge the

diversity of talents. Through a case study of Aarhus University, the paper argues that doing so not only benefits the student who is not headed for a research career, but also the one who is. Complementary and permeable talent tracks also respond to societal critiques of mass access policies by establishing a model that continues to nurture exceptional young research minds while improving the identification and development of other types of talents. In this way it may help to sustain popular support (and funding) for broad access to university education without imperilling the university's traditional niche advantage, namely research excellence.

<div align="center">***</div>

Theme 4: How can higher education maintain and improve quality?

Room 6

Chair: Aims C. McGuinness, Senior Associate, National Center for Higher Education Management Systems (NCHEMS), USA

Speaker 1: Dr. Karma El Hassan, Associate Professor, Director, American University of Beirut, Lebanon

Quality assurance in higher education in the Arab region

The last decades have witnessed an increased concern in higher education over accountability, quality, and productivity and a struggle to meet increasingly complex challenges. This is more so in Arab countries that witnessed a large expansion as a result of a high social demand and massification policies adopted by governments in public institutions. These policies also allowed the private sector to expand to meet the increasing demand. As a consequence, higher education institutions were faced with serious challenges related to quality because the quantitative expansion took place at the expense of quality (UNESCO, 2010). Although 14 out of 20 Arab countries established national bodies for quality assurance and accreditation, yet quality issues are still challenging higher education institutions in the region. This symposium will present governmental   perspective on achievements, challenges, and issues in quality in higher education in the region with a focus on three countries (Bahrain, Egypt, Jordan) representing three sub-regions: Gulf, Red Sea and Levant. International organizations' with initiatives on quality in higher education in the region like World Bank and UNESCO perspective on these issues will be presented, in addition to a proposed set of suggestions and recommendations to move the systems to higher standards that are compatible with the international ones.

Speaker 2: Jawaher Al-Mudhahki, Chief Executive, Quality Assurance Authority for Education and Training, Kingdom of Bahrain

Higher Education in the Gulf countries with a case study of quality assurance in the Kingdom of Bahrain

The Cooperation Council for the Arab States of the Gulf, also known as the Gulf Cooperation Council (GCC) was established in 1981 and is a political and economic union of the Arab states bordering the Arabian Gulf and located on or near the Arabian Peninsula. The GCC comprises six countries: the Kingdom of Bahrain, the Kingdom of Saudi Arabia, Kuwait, Sultanate of Oman, Qatar and the United Arab Emirates. In 2012 the GCC has a total population of approximately 42 million (www.gcc.sg.org). In the last two decades the GCC has witnessed strong growth in students enrolling in higher education institutions. This has been accompanied by a steep expansion in private higher education. In many of the GCC countries there has been a drive to open campuses of foreign universities which is hoped will enhance the quality of higher education provision. The higher education sectors of the GCC include a range of public and private institutions which focus on both academic and vocational programs. A case

study on the Quality Assurance of the increasing Higher Education institutions will be on one of the GCC countries: the Kingdom of Bahrain. In 1999 a reform process was initiated in Bahrain by His Majesty, King Hamad Bin Isa Al Khalifa, which encompassed political, economic and social reforms. Education in many ways lay at the heart of social reforms as one of the priorities is to upgrade the skills of Bahrainis by developing education and training to enhance their abilities to meet the requirements of the labor market This, in turn, will provide them with the opportunity to lead prosperous and fulfilled lives. This paper concentrates on higher education in the Kingdom, and how the reform initiative is developing to meet this desideratum.

<div align="center">***</div>

Theme 5: What does the future hold for mass higher education?

Room 7

Chair: Dr. Leslie J. Limage

Speaker 1: Professor Natalia Tikhomirova, Rector, Moscow State University of Economics, Statistics and Informatics (MESI), Russian Federation

A university in the digital world: using technologies for learning and management

The Internet penetrates deeply into the everyday life due to the availability of broadband networks and mobile devices. The Internet wide spreading coupled with the development of innovative services, social networking and tools (known as Web 2.0) gives rise to the phenomenon of the digital world. A university striving not to be "an ivory tower" should meet the needs of the "Net Generation", prepare the graduates for professional work and life in the digital world and comply with the social demand for providing lifelong learning services, especially in the vulnerable crisis times. Moscow State University of Economics, Statistics and Informatics (MESI) started implementing information and communication technologies (ICTs) both in the academic and administrative processes more than fifteen years ago. Today its unified e-learning environment allows rendering educational services to students of all levels and forms (both on-campus and off-campus) and 24x7x365 support. Information System for Administration comprises electronic document management systems, students' records, the results of their individual learning activities for the current, interim and final assessment. The university management system empowers centralized management of its Moscow headquarters and branches as well as regulation of teaching/learning process.

Speaker 2: Professor Ilkka Arminen, Director, Network for Higher Education and Innovation Research, University of Helsinki, Finland

Performativity and domestication of markets: the case of sustainable higher education

The performativity perspective provides an account of the centrality of markets in modern society, including the performative role of economic technologies. Performativity is realized through socio-material networks of practices and procedures – so called agencement. In this paper I explore the formation of discourse on Sustainable Higher Education in 1999-2004. I show that the Transparent Approach to Costing (TRAC) introduced in 1999 had more far reaching consequences for the governance of universities than was realized at the initial stage in Britain. TRAC had three aims concerning costing, pricing and asset management, and in that way it enabled to look at higher education institutions (HEIs) as if they were businesses that ought to be run like businesses. Hence TRAC by Fiat contributed to the emergence of the idea of business-like HEIs. Accordingly OECD's report On the Edge: Securing a Sustainable Future for Higher Education (2004) had already a firm basis in the reformed administrative

practices of the English universities. In that respect we can observe performativity in which TRAC as a regulatory model was adopted in practice so that the practice itself became shaped by the very regulatory ideal. In practice, TRAC made visible a considerable sustainability deficit in higher education institutions. The more recent Brownian reform is then one attempt to solve the sustainability deficit that had become observable with the help of the adoption TRAC as a regulatory frame transforming the vision in the HEIs.

<p align="center">***</p>

Theme 6: How can higher education deal with the challenges it faces?

Room 9

Chair: Anna Glass, Secretary General, Magna Charta Observatory, Italy

Speaker 1: Dr. Daniel Kratochvil, Director, Office of Planning and Performance, University of Wollongong in Dubai, United Arab Emirates

Arab research potential and promises: The Abu Dhabi experiment

The Arab region significantly lags behind most of the world in the funding of science and technology. Much of the explanation for this is in the traditional focus of regional universities on teaching rather than research. A notable exception to this trend has been the Emirate of Abu Dhabi in the United Arab Emirates, which has promoted research and development through a series of investments in higher education and an increased emphasis on building the research capacity of these institutions. Government funding has been channeled into numerous projects including support for public universities, subsidies for private universities and targeted programs, and directing foreign contributions to developmental initiatives such as Masdar City. These activities are framed by the Emirate's strategic plan and implemented by an assortment of public sector actors including the Abu Dhabi Education Council. Yet, while the high levels of funding has produced fast growth in the development of research-focused institutions, developments in higher education have been inconsistent and many of the ambitious projects have been hampered by inconsistent planning and failures in implementation. In particular, Abu Dhabi has created a protected higher education market that includes several mediocre institutions; conversely, much of the investment has been on non-research programs from high profile institutions that are, furthermore, disconnected from the educational needs and abilities of the population. This presentation reviews the Abu Dhabi development activities within the larger context of the Arab region and identifies successful elements that are applicable to other cases in the MENA region and beyond.

Speakers 2:

Dr. Andreas Gothenberg, Executive Director, The Swedish Foundation for International Cooperation in Research and Higher Education, STINT, Sweden

Hans Pohl, Program Director, The Swedish Foundation for International Cooperation in Research and Higher Education, Sweden

Strategic measures for competitive internationalization of higher education and research

Strategic internationalization is critical for the competitiveness of individual universities as well as the knowledge system of nations. We present some of the challenges that have been identified in a series of interviews with the leaderships at several universities in Sweden. We also present strategic measures

intended to tackle some of these challenges. Although the universities have significant operational volume there is a lack of models for risk management of international ventures. An increased internationalization that is both successful and sustainable is considered to require competence, systematic routines and structures. New opportunities in internationalization also set new demands on the leaderships and organizations in a globalized academic landscape. International research cooperation is so far predominantly driven by entrepreneurial academicians in an ad hoc manner. They often lack interaction with the university management, which means that the success they have is often not exploited in the international strategies of the university. When they are capitalized it is primarily in a bottom-up approach. There is evidently a need of resources to manage the opportunities and challenges related to internationalization, in terms of time, funds, and competence. Aside from traditional financial support, alternative measures to support the university leaderships in their management of strategic and systematic internationalization are needed. Four distinct actions intended to strengthen a university in a foreign region or market are presented.

<div align="center">***</div>

Research Forum

Auditorium

Chair: Professor John Hearn, Chief Executive, The Worldwide Universities Network

Speakers 1:

Josep Maria Vilalta Verdú, Executive Secretary, Catalan Association of Public Universities (ACUP), Spain

Alba Morales, RecerCaixa Programme Manager, Catalan Association of Public Universities (ACUP), Spain

Alicia Betts, Project Manager, Catalan Association of Public Universities (ACUP), Spain

The impact of universities on society and economy: An accountability exercise of the universities in Catalonia (Spain)

Today, most likely more than ever before, public institutions are asked to be transparent with the use of their budget and to undergo accountability and value for money exercises. Higher education institutions are not exempt to this trend, and are facing harsh budget cuts around Europe as well as thorough review processes of the use and allocation mechanisms of public funding as well as an increased pressure to make more out of less, with, nevertheless, a strong impact on the communities they are in and society at large. In Catalonia (Spain), the public universities have done an important and innovative accountability bottom-up exercise. The aim was to analyze the effects of the eight public universities that form the Catalan Association of Public Universities (ACUP, in its Spanish/Catalan acronym) through their activities and their direct and indirect impacts in order to analyze their contribution for the regional development, social impact and economic competitiveness. The study concludes that universities are probably the institutions with most impact and that bring more value to its territory, whether through training and human capital, scientific research, social and cultural development and innovation and economic progress. In the Catalan case, public universities have played a growing role in the last thirty years and now are a leading actor in the social, economic and cultural development of the country. The present paper will focus on the main findings of the study with the aim to contribute to the international and theoretical debate on the future of higher education institutions and their link to society and regional development.

Speakers 2: Professor Isak Froumin, Academic Advisor of the HSE Institute for Educational Studies, National Research University Higher School of Economics, Russian Federation

Professor Kuzminov Yaroslav, Rector, National Research University Higher School of Economics, Russian Federation

Universal higher education and its social and economic impact (case of Russia)

Over the past fifteen years Russia has been moving toward a policy of universal higher education. This process is accompanied by the explicit tendencies such as increasing number of higher education institutions and enrollment rates, which doubled since the '90s. The shift to the universal higher education is going to be a steady trend for the next decade and may change the meaning of tertiary education and its curriculum. Expansion of higher education in Russia is inspired by the idea of equality and opportunity, social equilibrium and promoted on the following grounds: demographic necessity, economic considerations and labour market demands for more innovative manpower with special competences and capacities for lifelong education. In the context of expanding and internationalization of education, Russian higher education faces the challenges of adaptation to financial, social and institutional constraints. The issues of special interest are cost and benefits of mass higher education system and challenges it has to meet. On the one hand the growth of accessibility of higher education has triggered the process of universities transformation and fostered the emergence of new specialties and higher education institutions, which are generally more flexible in responding to external environment demands. Moreover mass higher education is expected to become a sufficient basis for social mobility, upsurge in economic activity, innovative development and economic growth. On the other hand, if looked at from another perspective, mass higher education may lead to different unintended consequences. There is currently a growing concern for the problem of quality. Radically increased enrollments, "institutional trap" in the higher education system and diploma-hunting has become one of major concerns at a moment. According to expert estimates in 10-20 years the labour market will experience imbalances in a workforce, caused by the prevalence of workers with higher education.

15:30 – 16:30

Theme 1: Where have we got to in attaining and sustaining mass higher education?

Room 1

Chair: Professor Elaine El-Khawas, George Washington University, USA

Speaker 1: Professor Todd Walker, Pro Vice-Chancellor, University of Ballarat, Australia

The Victorian Regional Dual-Sector University Partnership: An Australian model for mass higher education

Access to Higher Education (HE) pathways is difficult for Australian regional students, resulting in relatively low HE participation rates. This is especially true for those aged 20-40 years, in-employment, and committed to a regional residence. The University of Ballarat (UB) recently obtained Federal support to introduce a new synergistic platform of HE delivery in regional Australia. The platform will see UB degrees taught through an alliance of six regional Vocational Institutes called the Victorian Regional Dual-Sector University Partnership (DSP). The initiative, built on the success of a 3-year pilot program, will result in sustained mass HE outcomes for regional Australians. Some 32,000 Victorian regional residents aged less than 40 years hold or are completing diplomas or advanced diplomas. DSP recruits from this untapped market by accrediting diplomas and advanced diplomas combined with industry learning into a three-year UB bachelor's degree. UB's 2008-10 pilot program, drawing from this same cohort but on a smaller scale, operated successfully with a 9% uptake rate from the same target market. Current modelling is based on a more conservative uptake of 5% per annum that will yield an increased HE student load of +1,600 by 2016. The DSP demonstrates how to open up new markets, increase access and participation rates. It is scalable, flexible, enfranchises unsupported regional students, and is the largest VET-University partnership in Australia. This presentation will address the academic governance, curriculum development, quality assurance, blended learning and capacity building issues as a way of attaining and sustaining mass higher education.

Speaker 2: Dr. Gerrit de Jager, Board Advisor, HBO-raad, Netherlands

Promoting institutional differentiation with scenario planning: The case of Paraguay

Quite often, the development of higher education systems is hampered by ideas about the university. The perceived lack of responsiveness of universities to the needs of society in Paraguay is a good example. This paper will show how a narrow vision on the idea of the university can impede innovation and access to higher education. Fortunately, university leaders in Paraguay were aware of their lagging contribution to society. They agreed to a scenario planning at national level. The outcomes of the scenario planning were well received and will be acted upon. After a short introduction to the context, the paper will describe the process of scenario planning and – in particular – the development of different ideas of the university. The general acceptance of the need to differentiate is seen as the most important outcome. Against the background of different scenarios, university leaders developed strategic options, which gave rise to a host of joint initiatives in the field of transparency, links with business and industry and curriculum reform.

<p style="text-align:center">***</p>

Theme 2: What can higher education contribute to developing skills for the knowledge economy?

Room 2

Chair: Professor Vin Massaro, Professorial Fellow, Centre for the Study of Higher Education, University of Melbourne, Australia

Speaker 1: David de Carvalho, Division Head, Higher Education Department of Industry, Innovation, Science, Research and Tertiary Education, Australia

Australia's higher education response to structural changes

The introduction of the demand driven higher education funding system in Australia is central to the Australian Government's *Transforming Australia's Higher Education* reforms. As at May 2011, the Government had committed AU$4.5 billion to fund additional student places at public universities from 2012 to 2015. Australian universities are embracing the new system with more than 510 000 undergraduate places being funded by the Government in 2011 – an increase of more than 15 per cent since 2009. From 2012, universities have greater autonomy in determining their size and strategic direction in responding to student demands and employer needs. The new system is critical in stimulating growth to achieve the Government's attainment target for 40 per cent of 25 to 34 year olds to hold a qualification at bachelor level or higher by 2025. This paper will examine how the demand driven system is contributing to the attainment target and Australia's skills needs, and will set the scene for discussion on the quality measures in place to ensure sustainable growth.

Speaker 2: Holiday McKiernan, Vice President, Operations and General Counsel, Lumina Foundation, USA

Individual attainment, national success: focusing on quality and productivity in the United States postsecondary education

The United States needs to dramatically increase the percentage of Americans with high-quality degrees. The current attainment level hovers around 40% - this percentage needs to be 60%. We do not have the resources to scale the current system to the size it needs to be to produce the number of graduates our economy needs while maintaining or improving the quality. The best way to increase the number of highly qualified college graduates is for the higher education system to become more productive. There are four policies to improve higher education productivity. The first is performance funding, or targeting incentives for universities to graduate more students with quality degrees. Quality is what skills and knowledge a degree represents. The Degree Qualifications Profile, which provides common reference points for degrees across disciplines and institutions, is a tool that could shift the quality discuss away from institutional prestige to student learning. The second strategy for improving productivity is to use student incentives to increase course and degree completion, specifically through the strategic use of tuition and financial aid. The third strategy for lowering costs while increasing capacity to educate students and improve quality is to develop and implement new models of delivery. Finally, higher education must introduce business efficiencies to produce savings that can be used to graduate more students. By focusing on increasing higher education productivity the United States can build a higher education system that does in fact educate far more individuals and meet the economic needs of the country.

<p style="text-align:center">***</p>

Theme 3: How can higher education reconcile its different missions and roles?

Room 4

Chair: Professor Ellen Hazelkorn, Director of Research and Enterprise, and Dean of the Graduate Research School, Director, Higher Education Policy Unit, Dublin Institute of Technology, Ireland

Speaker 1: Adriana Jaramillo, Senior Education Specialist, World Bank

University governance: results of a benchmarking exercise in 41 universities in MENA

In the wake of the Arab Spring of 2011, young people in the Middle East and North Africa are demanding better opportunities to study and work. In response to these demands, and with the interest and collaboration of higher education leaders across the region, the World Bank Regional Program on Higher Education developed a University Governance Screening Card – the first university-governance benchmarking tool used to bench mark institutions. Forty universities from four countries (Egypt, Palestine, Morocco, and Tunisia) joined the first phase of the project, and the Program is now moving forward with an expansion to new participating countries such as Lebanon, Algeria and Iraq. Increasing demand from both Public and Private universities is emerging as a result of the Screening Card's initial success. This paper discusses the importance of studying university governance, five dimensions for evaluating governance models, the results of the University Governance Screening Card in the four countries and forty universities studied, and trends in Higher Education Governance identified during the course of the study. A regional report comparing all the results is available, as well as individual country reports for Egypt, Tunisia, Morocco and Palestine.

Speaker 2:

Professor Ross Williams, Professorial Fellow, Melbourne Institute, University of Melbourne, Australia

The determinants of quality national higher education systems: the U21 Rankings

The performance of national higher education systems in 48 countries is measured by 20 variables grouped under the four headings of Resources, Environment, Connectivity and Output. These are then combined into an overall ranking, topped by the United States followed by Sweden, Canada, Finland and Denmark. Countries ranked highest on output tend to be ranked highly on resources. Research output is correlated with government funding, especially expenditure on research and development. The impact of the policy and regulatory environment is also examined.

***

Theme 4: How can higher education maintain and improve quality?

Room 6

Chair: Aims C. McGuinness, Senior Associate, National Center for Higher Education Management Systems (NCHEMS), Boulder, Colorado, USA

Speaker 1: Dr. Dhansagran Naidoo, Executive Director, Quality and Planning, Tshwane University of Technology, South Africa

Authentic academic quality: reconciling organisational culture and external quality assurance

Organisational culture and external quality assurance have both been presented as significant drivers of effectiveness, efficiency and excellence in higher education institutions. However, these assumptions have not been critically examined given the philosophical, conceptual and methodological contestations surrounding both constructs. A meta-theoretical analysis of organisational culture and external quality assurance was conducted followed by an empirical study into their interrelationship. The study found that organisational culture was ephemeral, multidimensional and characterised simultaneously by conflict, consensus and indifference and was in a constant state of flux. In addition, external quality assurance appears to have purposes that go beyond its stated morally just and public good motives. The research revealed that organisational culture demonstrated managerial, collegial, transformative and political characteristics which closely resonated with external quality assurance role as an agent of control, empowerment, transformation and of the state respectively. The study concluded that authentic and enduring academic quality would most likely result within the university when the empowerment and transformation roles strengthen the collegial and transformative cultures.

Speaker 2: Professor Abbas Bazargan, Director, Center for University Quality Assessment, University of Tehran, Iran

Capacity building for quality assurance of mass higher education in developing countries: the case of Iran

The growth of mass higher education in developing countries has been the subject of commentary during the past decades. Iran, as a developing country, has created and adapted systems of mass higher education in the past three decades. As a result, enrollment increased from 180,000 in 1978 to about 4 million in 2010.This rapid expansion has been in part through creation of a non-government university system, a distance education university system, and an applied science and technology university system. These are part of 10 subsystems of the Iran higher education system (IHES). Among the main issues facing the IHES, is quality assurance (QA) and accreditation. Thus, this paper examines issues and challenges related to quality assessment of the IHES. In doing so, first, challenges and problems in developing and implementing a national model of QA is presented. Then, the process of capacity building for quality assurance at the institutional level is analyzed. Towards this end, development of individual and institutional capacities for maintaining and improving the quality are presented. In this context, the experience of the University of Tehran in QA is examined.

***

Theme 5: What does the future hold for mass higher education?

Room 7

Chair: Dr. Leslie J. Limage

Speaker 1: Professor Rebecca Hughes, Pro-Vice-Chancellor, International, University of Sheffield, UK

Academic perspectives on internationalisation

The internationalization of Higher Education (HE) continues to be a rapidly growing phenomenon. This is evidenced at all levels in the system: increasing flows of students spending a period of study abroad, academic staff spending time in diverse countries during a single career, the rising numbers of collaborative programme developments across borders, and the 'bricks and mortar' export/import of education through offshore campuses. All the phenomena – from student mobility to campus developments – have a direct impact on the working life of the academic and challenges and opportunities arise from them in terms of academic careers. Effects can be felt from the lecture theatre

to the research laboratory as HE institutions feel the need to 'go global', remain competitive in the research arena, and, simultaneously, serve the needs of local societies and students. The drivers of internationalization of HE have been well documented, but generally with a focus at the macro or system level. This presentation argues that, to have a more complete picture of the effects of internationalization now and for the emerging academic workforce, it is crucial to capture the perspectives of the individual academic as well as wider, system level, trends. The paper presents case-studies of academic life stories featuring different nationalities, career stages, and working contexts (research intensive and more teaching oriented).

<div align="center">***</div>

Theme 6: How can higher education deal with the challenges it faces?

Room 9

Chair: Anna Glass, Secretary General, Magna Charta Observatory, Italy

Speaker 1: Professor Philip Nolan, President, National University of Ireland, Maynooth, Ireland

The regulation of price and enrollment in higher education: a simple economic analysis

Governments may seek to regulate the price or the supply of higher education, by regulating the tuition fees charged to students or the numbers of students that institutions may enroll. We presume the objective of any such regulation is to optimize the tradeoffs between cost, price, access and quality. We analyse the effect of regulating price and enrolment in a simple model of supply and demand for higher education. The demand curve is driven by the willingness of students to pay for higher education at different tuition fee levels. We assume the supply curve is driven to optimize the quantity and quality of institutional scholarly output by maximizing staff: student ratios, time for research, and faculty salaries. We conclude that regulation of price and enrollment, and in particular the simultaneous regulation of both price and enrollment, is based on static assumptions about cost, quality and mode of delivery of higher education, reduces the pressure for efficiency and innovation, and is not likely to achieve the assumed public policy objective of optimizing the tradeoffs between cost, price, access and quality.

Speaker 2: Dr. Dominic Orr, Senior Researcher / Leader of International Coordination Team Eurostudent, HIS-Institute for Research on Higher Education, Germany

The modernisation of European higher education through paying attention to the social dimension – Developments and challenges for equitable higher education

One of the highlight goals for 2020 within the European Union is the achievement of the benchmark of 40% of people between the ages of 30 and 34 having achieved a tertiary education qualification (or similar) according to the EU's strategic framework for European cooperation in education and training (ET 2020). Other regions of the world are setting similar targets. In Europe, the achievement of this target is only possible if new groups of students are encouraged to enter higher education ('non-traditionals'). However, what are the consequences of access of these new groups to higher education? Using a cross-European comparison facilitated by the EUROSTUDENT data set, the analysis sections in this paper show that the integration of students from low social backgrounds and, particularly, older students puts new strains on higher education systems. This would suggest the need for further reforms in these countries, even if they appear at first glance to have successfully integrated non-traditional students into their higher education system. In the last section, challenges for assuring equitable higher education within the context of current reforms are formulated.

<div align="center">***</div>

Research Forum

Auditorium

Chair: Professor John Hearn, Chief Executive, The Worldwide Universities Network

Speakers 1:

Professor Renato Pedrosa, Associate Professor, University of Campinas, Brazil

Assessing higher education learning outcomes: the Brazilian experience

Brazil has developed an encompassing system for quality assessment of higher education, the National System of Higher Education Evaluation (SINAES), which includes a test for assessing learning outcomes at the undergraduate level, the National Exam of Student Performance (ENADE). The present system has been running since 2004, and also serves as criteria for accreditation of programs and institutions, and has been used to regulate the growing private (for-profit) sector of Brazilian HE. We will present an analysis of SINAES and the many challenges it faces to be recognized as a valid tool for quality assurance and regulation for the Brazilian HE system, using data developed within the system for the engineering and medicine programs in Brazil. The learning outcomes test is similar to the one that the AHELO project has proposed, including both general education and subject area components, thus providing some preview of issues that may arise as that project moves forward.

Speakers 2:

Professor Mostafa Radwan, Director, Program of Continuous Improvement and Qualifying for Accreditation, Higher Education Enhancement Projects Management Unit, Ministry of Higher Education, Egypt

Providing quality mass higher education, the Egyptian experience

Over the last few decades, like many other countries around the world, Egypt is facing the challenge of the need to expand higher education enrolment, both for meeting the growing demand and also the realization of the importance of higher education in nation economic development. Since year 2000, Egypt worked on improving higher education through developing and implementing a comprehensive strategic plan adopting the principles of equity, quality and relevance, and responding to the current and future needs of social development, job market and production as one of the main goals. The establishment of the National Authority for Quality Assurance and Accreditation in Education (NAQAAE) in 2006 as an independent authority did set national quality standards to be met by higher education institutions for accreditation. The Program of Continuous Improvement and Qualifying for Accreditation (PCIQA) was initiated in 2007 by the Ministry of Higher Education for financing, through a competitive mechanism, and technically supporting higher education institutions to implement their strategic plans, fulfil accreditation quality criteria and assure continuous improvement. This paper reviews the Egyptian experience in providing mass higher education and assuring its quality, highlighting the innovative approaches adopted both on the national strategic policies and the individual institutions practice levels.

17:00 – 18:00

Meet the OECD Experts

Theme: Open Education

Room 1

Speaker: Dirk Van Damme, Head of Division, OECD

Knowledge for all: How open educational resources are challenging the value-added model of higher education

MIT started its OpenCourseWare initiative exactly ten years ago. Since then the 'Open Educational Resources' (OER) movement has grown in size and significance. OER offer the prospect of an innovative and powerful approach to the development, dissemination and utilization of academic knowledge. OER proclaimed benefits include stimulating access to open and flexible learning opportunities, fostering efficiency and quality of learning resources, increasing cost-efficiency and contributing to the innovation potential of higher education. Still, while many countries and institutions seem to be enthusiastic and eager to embark on joining the movement, others remain sceptical, as a recent OECD survey has shown. The business case for OER is not yet fully clear to governments and institutional leaders. If content knowledge is no longer defining the unique selling proposition of higher education institutions, how should their added value be identified and marketed? And when the most recent generations of OER now also seem to move beyond content to evolve into integrated learning objects, what does this imply for the future of institutionalised higher learning? In an age of rising private cost of institutionalised higher education, the increasing opportunities for learners worldwide to acquire knowledge and skills and to get certified for them in a trustworthy way, should be seen as a genuine transformative challenge.

Theme: Implications of internationalisation for strategic management and practices in higher education

Room 2

Speaker 1: Fabrice Hénard, Analyst, OECD

Speaker 2: Leandro Tessler, Advisor to the President of Unicamp (Brazil) on international strategies, previously Director of International Relations of Unicamp (2009-2012)

Speaker 3: Uwe Muuss is the Director of the International Office at the University of Göttingen (Germany)

This session will examine how internationalisation can help reconcile the different missions and roles of higher education institutions (research, teaching, broader economic and social objectives) and how the institutions can maintain and improve quality when it comes to internationalisation at a time of mass higher education.

The discussions will draw upon recent works carried out by IMHE in the framework of the OECD project „Managing internationalisation", which explores the effects of globalisation and the interplay between institutional and governmental policies. A version of the IMHE Focus "Approaches to Internationalisation and their implications for strategic management and institutional practice" will be circulated.

Then, the conclusions will try to explore what the internationalisation of higher education might be in the future of mass higher education.

Theme: Skills beyond School in Denmark

Room 4

Speaker: Simon Field, Senior Analyst, OECD

Moderator: Outi Kallioinen, President, Lahti University of Applied Sciences, Finland

The OECD's *Skills Beyond School Review of Denmark*, was published on 4 September. This presentation looks at its main conclusions, which have implications for many other postsecondary and higher education systems..Among the recommendations for Denmark are to:

- Maximise the benefits of research and development through stronger collaboration among universities, university colleges and academies and with the private sector.

- Strengthen incentives for recognition of prior learning through adjustment of the funding system, stronger quality control and better information.

- Ensure that the vocational knowledge and skills of postsecondary VET teachers remains up-to-date.

- Postpone the transfer of responsibility for professional bachelor's degrees from academies to university colleges, planned for 1 January 2015. Develop alternative plans in co-ordination with the social partners.

This review of Denmark is the first published, alongside that of Korea, of 17 countries pursuing OECD examinations of their postsecondary vocational training systems as part of the OECD's Skills beyond School exercise.

Theme: OECD Reviews of Higher Education in Regional and City Development: Building Stronger, Fairer and Cleaner Regions

Room 6

Speaker: Jaana Puukka, Analyst, OECD

Moderator: Baroness Sal Brinton, House of Lords, UK

Panellists:

- Dzulkifli Abdul Razak, , Vice-Chancellor/President, Albukhary International University, Malaysia; Vice-President, International Association of Universities (IAU)

- Professor Maria Helena Nazaré, President of the European University Association (EUA)

- Francisco Marmolejo, Executive Director, Consortium for North American Higher Education Collaboration (CONAHEC) and Assistant Vice President, University of Arizona

OECD Reviews of Higher Education in Regional and City Development: Building Stronger, Fairer and Cleaner Regions

Following decades of expansion in higher education, there is a greater focus on how universities contribute to economic and social development. With the processes of globalisation and localisation, the local availability of knowledge and skills is becoming more and more important. This session highlights the international work on higher education in cities and regions. Since 2005, the OECD has reviewed higher education systems in more than 30 cities and regions in 20+ countries. These reviews have facilitated partnerships between governments, universities and communities. They have helped mobilise universities for economic, social and cultural development. • What have we learnt from this work? • What are the big challenges ahead? • What are the challenges and strengths in Asia, Europe and America?

Theme: Better Skills, Better Jobs, Better Lives

Room 7

Speaker 1: Deborah Roseveare, Head of Division, OECD

Speaker 2: Joanne Caddy, Senior Analyst, OECD

The [OECD Skills Strategy,](#) launched in May 2012, provides an integrated, cross-government strategic framework to help countries and regions develop, mobilize and apply skills to drive economies and benefit society. This session will provide a brief overview of the OECD's plans for future work in close partnership with national and regional authorities and other key stakeholders, such as institutions of higher education, to develop and implement effective skills strategies. Ample time will be available for open discussion regarding the challenges of developing the right skills, tackling youth unemployment and creating high-skilled and high value-added jobs.

Theme: Outlook from the higher education perspective, Science, Technology and Industry (STI)

Room 9

Speaker: Sandrine Kergroach, Analyst, OECD

Moderator: Ester Basri, Senior Analyst, OECD

Presentation of the OECD Science, Technology and Industry Outlook 2012 *from a higher education perspective*

The *OECD Science, Technology and Industry Outlook* is an OECD flagship publication designed to review key trends in science, technology and innovation (STI) in OECD countries and a number of major non-member economies. It aims at informing policy makers responsible for STI policies, business representatives and analysts about recent and anticipated changes in the global patterns of STI and to understand the current and possible future implications for national STI policies both at global and national level. The 2012 edition covers issues that are high on the STI policy agenda in light of the current financial and economic crisis, fiscal budgetary constraints and major global and societal challenges (green growth, ageing societies, economic and inclusive development). It provides, in a series of new thematic policy profiles, a cross-comparison of STI policy orientations, instruments and governance. A chapter is dedicated to education and human resources policy developments. Issues such as the management and funding of universities, strengthening of knowledge transfer mechanisms (open

science, commercialisation of public research results), internationalisation of public research institutions are also addressed.

Theme: Governing the internationalization of higher education

Auditorium

Speaker: Stephan Vincent-Lancrin, Senior Analyst, OECD

This session will discuss some of the ongoing trends and policy challenges related to the internationalization of higher education and present the findings of a recent analysis of the implementation of the UNESCO/OECD *Guidelines on quality provision in cross-border higher education*. Do higher education institutions follow the guidelines addressed to them when they recruit foreign students or set up branch campuses abroad? A discussion will follow and the participants will be invited to identify and discuss outstanding and emerging issues. Information could also be shared about countries/economies not covered by the implementation report.

13:30 – 14:30

Theme 1: Where have we got to in attaining and sustaining mass higher education?

Room 1

Chair: Professor Elaine El-Khawas, George Washington University, USA

Speakers 1:

Dr. Gaële Goastellec, Assistant Professor (MER), University of Lausanne, Switzerland

Religion, ethnicity and access to degrees in Europe

The history of the regulation of access to higher education and degrees shows three types of factor affecting student flows: an economic factor (parents' income, wealth, whether acquired or inherited), a social factor (parents' professions and degrees) and an ethnocultural factor (communities and traditions of membership). While the first two have been extensively studied by the governments of European countries and by sociologists, the weight of membership of ethnocultural communities has barely been touched on. However, the history of the regulation of access to universities reveals the important role of the religious institution in university organisation, and also a steady shift from the taking into account of religious affiliation in access from the Middle Ages to the 19th century (Goastellec, forthcoming), to that of ethnic belonging, which has been spreading out from English-speaking countries since the 1960s. While the religious institution has long played a structuring role in higher education, religious affiliation has never, to our knowledge, been used to interpret inequalities in access to higher education. What do these indicators reveal when the probability of gaining access to degrees is measured, all other things being equal? How does the influence of religious affiliation evolve over time? And what about ethnicity? The definition of ethnicity is complex and hard to measure in statistical surveys. What indicators can be developed to grasp the weight of this factor? What do we learn from the comparison of indicators of religious affiliation and more broadly ethnic membership in the analysis of educational trajectories? How do they jointly evolve over time? This paper investigates the weight of ethnocultural identities on the basis of a statistical analysis of data from the European Social Survey (ESS). A first part presents the methodology and variables used and the indicators formulated. A second part offers a descriptive analysis of ethnicity and religion variables and of access to degrees, depending on country. A third part is then devoted to the analysis, all other things being equal, of the probability of holding a degree, depending on membership of a minority ethnic and religious group, in function of country and historical period. Lastly, the conclusion discusses the results and the heuristic value of the indicators developed in order to suggest new pointers for research on inequalities in education.

Speakers 2:

James Montoya, Vice President, Higher Education Relationship Development, The College Board, USA

Stephen J. Handel, Executive Director of the National Office of Community College Initiatives, The College Board, USA

---

[2] Note: Sessions may still be subject to last minute changes.

Increasing student participation in higher education – new collaborations for new populations

Enhancing mass education means increasing efforts to prepare greater numbers of students from groups that are under-represented in higher (tertiary) education, including low-income and immigrant students. Economic productivity and democratic ideals depend on our success in reaching out to these students in educationally meaningful ways. In the United States, the Hispanic population is poised for significant growth, but currently lacks commensurate growth in college-going. Other nations, as they attempt to address the needs of emerging populations, face similar challenges. Expanding mass education requires a robust cross-national conversation focusing on cost-effective education structures that provide--as a central element of their mission--broad student access and learner-centered curricula. In the U.S., the community college has played this by preparing students for pivotal work force careers as well as higher level degrees and graduate study. Variants of this model can be found throughout the international community. The College Board, a not-for-profit organization established in 1901, has launched a multi-point strategy to: a) increase access to college for students from underserved groups; b) galvanize the international policymaking community to examine unique education models, such as the community college, that hold promise for increasing access while managing costs; and c) partner with national and international organizations to expand mass education in ways that are morally-equitable, academically-rigorous, and cost-effective. Understanding that the future of an increasingly interconnected globe will depend in large measure on the availability of mass education, our paper will address the findings from this effort, highlighting strategies that serve students from underserved groups

<p align="center">***</p>

Theme 2: What can higher education contribute to developing skills for the knowledge economy?

Room 2

Chair: Professor Vin Massaro, Professorial Fellow, Centre for the Study of Higher Education, University of Melbourne, Australia

Speaker: Dr. Carlos Rodríguez Rubio, Professor, CETYS University, Mexico

Providing access to higher education through online programs in developing countries

A college education is more important than ever before. Globally, more jobs are requiring an education as our global economy becomes knowledge-based. More than 97% of the future population growth will be in Asia, Africa, Middle East, Latin America Latina and the Caribbean. Accordingly, the workforce will in increasingly diverse, mobile, and it will include more women. But most people in particular in developing countries still lack access to educational opportunities, either because these opportunities are not available or are not affordable. Online education presents unique opportunities to overcome these issues of access. Education can be available at any location with an internet connection and computer. The greater convenience of online courses makes education available even to people who are working and supporting their families. There is great potential to educate millions of people, improve their lives, and strengthen our global economy. Drawing from different experiences in the U.S., Mexico, China, Spain, Slovakia, and Saudi Arabia, panelists present some common elements of successful cases of online programs primarily related to working adults. Overall, academic programs delivered at least partially online represent an area of opportunity to extend higher education access to unmet and underserved populations (e.g., working adults, rural/marginal population, etc.). In addition, as the digital native generation progresses, there will be a challenge and a need for colleges and universities to

integrate online learning into the mainstream of academic programs, as digital natives will expect technology to be interwoven into what they experience in school.

<div align="center">***</div>

Theme 4: How can higher education maintain and improve quality?

Room 6

Chair: Aims C. McGuinness, Senior Associate, National Center for Higher Education Management Systems (NCHEMS), Boulder, Colorado, USA

Speaker 1:

Dr. Aldo Ballerini, Vice President of Academic Affairs, University of Bio Bio, Chile

Initiatives to improve the quality of teaching: A case study of a state-owned and regional university

Purpose: Quality education is a key factor in personal and regional development; therefore student-oriented initiatives implemented at higher education institutions and aimed at improving academic achievement by focusing on students' academic, psychosocial and motivational weaknesses are key to success in issue of the quality of teaching. Methodology: This study pursues two objectives: firstly, a national and international bibliographic review placed in context, for example regarding initiatives to improve the quality of teaching; and secondly, to confirm the aforementioned review by providing empirical evidence, namely the case of a state-owned, regional university, Universidad del Bío-Bío. The study, among university students at an institution, took place during the period 2007-2010. Findings: By means of descriptive analysis and gap analysis it is shown that the implementation of additional academic, psychosocial and motivational support initiatives: reduce student drop-out rates to 8.7% and 33.7% (in first and third year, respectively); reduce course completion times to 5.1, 5.6 and 7.7 years (in 4-, 5- and 6-year courses, respectively); improve employment, with satisfaction levels of 85% and 95% among graduates and employers; and increase accredited programmes by 82%. These initiatives take into account the fact that 78.9% of the students are poor, with gaps in their linguistic and scientific knowledge, and lack skills, learning attitudes, learning strategies and motivation to successfully face academic tasks. Originality. This article contributes to the national and international education system by sharing initiatives that attain quality results and showing keys to success so they can be reproduced.

Speakers 2:

Professor Robert Fouquet, Scientific delegate, Research and Higher Education Evaluation Agency (AERES), France

Quality policy and trust: keys to the new governance of universities

In the context of the rapid transformation and growing complexity of French universities, this paper shows how development of a culture of quality can boost stakeholders' trust, thereby creating favourable conditions for a governance of institutions that is better focused, while respecting the particular features of the university world.

<div align="center">***</div>

Theme 5: What does the future hold for mass higher education?

Room 7

Chair: Dr. Leslie J. Limage

Speaker 1: Dr. Tracey Wilen-Daugenti, Vice President, Managing Director, Apollo Research Institute, USA

Society 3.0: Creating tomorrow's future today

Society 3.0 explores the intersection of technology, education, and business. Rapid changes in society and work fuelled by technology are creating new pressures on employers and educators to change. These pressures include an increased demand for an educated and skilled workforce, technology relevancy, and a propensity for lifelong learning. The 21st century requires preparing the workforce for current and future employment to ensure personal and national prosperity. Our new society requires that individuals take an active part in their own personal development and chart their future path. This visual presentation will outline current trends, research, and shifts in technology and society that change the way educators and employers need to advance today's workforce.

Speaker 2: Dr. Michael Thomas, President & CEO, New England Board of Higher Education, USA

Innovation and the dynamic future of mass higher education

Many agree that funding and business models for mass higher education are increasingly unsustainable. Consequently, leaders at the institution, system and policymaking levels must explore new business and delivery models for high quality, technology-enabled and success-promoting postsecondary learning. Innovation occurs in multiple ways and takes numerous forms. What forms might it take in higher education institutions (HEIs)? What can be learned from the science of innovation? What are the innovative capacities of HEIs and their prospects for self-reinvention? This paper considers models for enabling disruptive and sustaining innovations in HEIs. It draws upon and synthesizes multiple innovation frameworks and seeks to address several IMHE conference issues: the sustainability of mass higher education; exploiting learning technologies; funding/financing strategies; and system management/institutional diversity. Areas of inquiry include: Where *within* HEIs can innovation/reinvention occur and what organizational structures/models exist for creating innovative spaces?; How are external (i.e., national, state, philanthropic, etc.) forces driving innovation?; What are the implications for change-oriented postsecondary leaders/policymakers? Lastly, the paper considers barriers and opportunities for innovation and a variety of potential policies, tools and strategies, including: use of special innovation funds; performance-based funding/contracting; creation of new entities/organizations; outsourcing of program development and delivery; and internal/external mandates. While the paper reflects the American higher education context, it seeks to provide a perspective for consideration in a range of environments and systems.

.

***

Theme 6: How can higher education deal with the challenges it faces?

Room 9

Chair: Anna Glass, Secretary General, Magna Charta Observatory, Italy

Speaker 1: Dr. Giedrius Viliunas, Associate Professor, Vice-rector, Mykolas Romeris University, Lithuania

National higher education reform at the crossroads of global and European challenges: A case of Lithuania

Higher education tops the indicators of Lithuania in global competitiveness ranking, not least due to the very high participation rate (more than 65 percent of age cohort 18-24). During last two decades it experienced wide-ranging changes typical to many developed countries: massification; amplification of institutions; emergence of non-university HE sector; proliferation of private HE; international competition. In 2008-2010 it secured the highest social stability and lowest unemployment rate for its graduates among EU countries, in sharp contrast to those compatriots attaining secondary education. Notwithstanding this its quality and relevance was constantly contested. In 2009-2011 Lithuanian HE underwent a profound reform including the change of institutional governance; of funding and student support; a master plan of mergers of public universities; and opening of national HE market to international competitors. Some of these changes met a decisive resistance and are currently considered in Constitutional Court of the country. In close future Lithuanian HE will face new challenges led by a sharp decrease of student population, increasing outwards mobility, and further concentration of excellence in HE supported by 2014-2020 EU policy measures. Will Lithuania be able to utilize is surplus capability in HE to meet the national and regional demands? What measures need to be taken in such a fragile situation? Details of a national case will offer an excellent opportunity for an exchange of insights of global importance among the participants of IMHE conference.

Speakers 2:

Professor Janusz Adam Kudla, Associate Professor, University of Warsaw Faculty of Economic Sciences, Poland

Dr. Monika Stachowiak-Kudla, University of Warsaw, Poland

Financial autonomy of universities in European Union countries and its impact on the diversification of higher education funding

The object of this paper is to compare the financial autonomy of European universities in the acts on higher education of European Union member states. We endeavour to determine whether the legislation dealing with the financing of universities in EU countries includes regulations on the financial autonomy and to what extent the norms are similar. On the basis of the legal comparative study we identify five components of financial autonomy, whose prevalence may help to increase the diversification of financial sources of funds for universities and indirectly increase their financial stability. We also strive to measure the impact of the distinguished items on the private financing of tertiary level education with a Tobit regression model. Results of estimation suggest that at least four of the five chosen components are significant and can contribute to explanation of the share of private funding in higher education. It should be stressed that three of them have strictly positive impact on the level of non-public financing. According to the obtained result one can advocate for dissemination of the scope of financial autonomy to enhance the financial capacity of universities and their independence from public funding. The last could be especially important in the time of global financial crisis.

***

Research Forum

Auditorium

Chair: Professor John Hearn, Chief Executive, The Worldwide Universities Network

Speaker 1: Professor Fujio Ohmori, Centre for Higher Education, Tokyo Metropolitan University, Japan

Why is the Japanese higher education still conventional after two decades of reform?: Incremental Kaizen has never reached innovative restructuring

Oddly enough, Japan is almost invisible in the global discourse of higher education, which frequently mentions China, India, and other Asian countries. Despite the nation's strong science base, Japanese universities are rarely mentioned as a cutting edge model for innovation in education, ICT usage, or internationalisation. In Japan, the higher education is identified as needing revitalization. A decisive factor behind this lack of dynamism is the status quo rooted in conventional governance at both the systemic and institutional levels. To overcome it, not incremental Kaizen improvement but innovative redesigning and restructuring of governance is needed. However, there has been no serious attempt in this direction. This paper reviews university reform in Japan and examines what has changed and what has not, with two particular focuses. One is on the incorporation of national universities, and the other upon the reform targeting teaching and learning, both within the stubbornly persistent governance structure.

Speaker 2: Dr. Linda Dowling-Hetherington, Associate Director, Centre for Distance Learning, School of Business, University College Dublin, Ireland

A changing higher education landscape in Ireland

Change has become a much more prevalent feature of Higher Education (HE) with many trends increasingly evident, including the focus on institutional management; changes in decision-making approaches; institutional re-structuring; and increased bureaucratisation. Yet, while the literature provides some understanding of how HE change is impacting upon institutions, the consequences of such change for the traditional values of academic life and work is under-researched in Ireland. To address this gap in understanding, research, in the form of a case study, was conducted among academics in one of the largest universities in Ireland. The aim of the research was to determine how, and to what extent, change in HE is impacting upon academic staff. The research explored the changing involvement of academics in decision-making and the impact of such change on traditional notions of collegiality; and examined the changes taking place in the role of the academic. The research has contributed to our understanding of the changing HE landscape in Ireland and the considerable impact of change on the academic workforce. It highlights the increasing tension between the traditional values of academics and the changing shape of university life. The research draws attention to the substantial loss of involvement of academics in School decision-making; the decline in collegiality; the increase in routine administrative duties and greater work intensification; and the increased emphasis on research productivity.

Speakers 3:

Professor António Magalhães, CIPES, Portugal

Alberto Amaral, Director of CIPES, Portugal

Governance of governance in higher education: the case of Portugal

The political steering of autonomous public institutions raises the question of governance of governance. Institutions make use of their legal autonomy in declaring their mission, defining their statutes, managing their resources and carrying out their activities within a self-regulation rationale. This raises the possibility that their strategic choices may not coincide with those of the government leading to agency problems. Such is the case of higher education and higher education institutions (HEIs). Additionally, research has underlined that when HEIs are forced to compete among themselves, particularly in a context of financial stringency, they tend to pursue their 'own good' rather than 'common good' as represented by the governments' objectives and goals for the sector. This creates delegation problems between the principal and its agents and raises the issue of the need to govern governance, which, ultimately, might conflict with institutional autonomy. This paper aims at analysing the governance reform in Portuguese higher education by examining how public universities reconfigured their governance bodies, structures and processes. The 2007 law changed the relationship between state and HEIs (namely the possibility to adopt a foundational model) and within the institutions the relationship between their constituencies. The legal framework brought into the governance bodies external stakeholders and decreased collegiality. The analysis confronts the aims and goals envisaged by the government with the interpretation and decisions of Portuguese public universities with regard to their structures and processes of governance.

15:00 – 16:00

Theme 3: How can higher education reconcile its different missions and roles?

Room 4

Chair: Professor Ellen Hazelkorn, Director of Research and Enterprise, and Dean of the Graduate Research School, Director, Higher Education Policy Unit, Dublin Institute of Technology, Ireland

Speakers 1:

Rod Skinkle, President & CEO, Academica Group, Canada

Professor Sheila Embleton, York University, Canada

Professor W.E. (Ted) Hewitt, Western University London, Canada

Comparing international student and institutional objectives at Canadian colleges and universities: implications for institutional strategy

Given its importance in securing economic prosperity, national security, environmental sustainability, and personal well-being, attaining acceptable levels of mass higher education represents a priority within most of the world's nation-states. And increasingly, the 'Globalization of Higher Education'—as represented by the IMHE sub-theme—is coming to be regarded as critical to achieving higher education's full potential, both at the level of the state and the individual. The most obvious manifestation of such globalization appears in the form of international education. Indeed, a recent study of 5000 Indian private high school students (Skinkle & Embleton, 2011) revealed that 21 percent of respondents are seriously considering studying abroad. But while we know something about the motivations of these individuals—listed in this case as improving leadership skills, meeting new people, and giving back to society—other than the obvious financial benefits, we know almost nothing about the goals and objectives of higher education institutions themselves in recruiting international students. As part of an attempt to remedy this deficiency, we present the results of recent national survey examining the attitudes of the professoriate and administrative leadership within Canadian universities and colleges on international education. These are further analyzed in relation to international student objectives as identified through previous research to better understand how such views, respectively, may be in harmony or conflict with each other, and the attendant implications for institutional policy and strategy.

Speaker 2: Professor Andrys Onsman, School of Education, University of Nottingham Ningbo China, China

Factors influencing international students' decisions to enroll at a Chinese joint-venture university

Although there are numerous partnership arrangements between foreign and local universities, the People's Republic of China permits only a small number of foreign universities contribute to joint-venture (JV) higher education institutions with Chinese campuses. This is less surprising than it might first seem because JVs are subject to strict and deliberate regulations. Moreover, the Chinese Ministry of Education is monitoring the progress of JVs as to their effectiveness, especially in terms of the 'Outline of China's National Plan for Medium and Long-term Education Reform and Development (2010-2020)'. JVs provide an opportunity for local students to obtain a foreign degree without leaving the country, but they also increasingly provide a supported environment for international students to come to China for study. Past studies suggest that the appeal lies in a combination of three factors: the quality of courses

on offer; the fact that they are receiving an English or American qualification and that they come to enjoy a "China experience". This study explores the reasons why international students choose to enroll at University of Nottingham Ningbo China, the most established JV in China.

<div align="center">***</div>

Theme 5: What does the future hold for mass higher education?

Room 7

Chair: Dr. Leslie J. Limage

Speaker 1:

Professor Yiu-Kwan Fan, Executive Director, Hong Kong Council for Accreditation of Academic & Vocational Qualifications, Hong Kong

Implications for quality assurance in international higher education – a reflection from the Non-local Learning Programme Accreditation in Hong Kong

The higher education landscape in Hong Kong has been undergoing systemic change leading to the implementation of the New Academic Structure, the opening of private universities and the expansion in transnational education offerings. As Hong Kong strives to become a regional education hub and create a mass higher education system, the government has been providing policy support and incentives to establish robust frameworks for quality assurance. Such initiatives are duly reflected in a recent British Council research report that found that Hong Kong has the most open education environment, complete regulatory system and degree recognition facilities in the region. It is predicted that in 15 years' time Asia will constitute about 70% of the global demand for higher education. The rapid expansion of transnational education to meet this demand has led to an urgent need to regulate the provision of cross-border higher education. Since 2009, the HKCAAVQ has developed a mechanism and process to enable local institutions and their overseas partners to gain non-local programme (NLP) accreditation. The process offers an opportunity to enhance the NLP registration regime with a more outcome-based approach, enabling registered NLP that meet the higher threshold of accreditation to come onto the Hong Kong Qualifications Register. This paper provides the contextual background for NLP accreditation in Hong Kong, and challenges faced in the recognition of overseas qualifications. It also aims at sharing our experience in the implementation of NLP accreditation, including the guiding principles, accreditation model, quality indicators, outcomes, lessons learnt and the way forward.

Speakers 2:

Professor Jason Lane, Director of Education Studies & Associate Professor, Rockefeller Institute of Government, State University of New York, USA

Dr. Kevin Kinser, Associate Professor, State University of New York, USA

Managing across geopolitical borders: oversight of international branch campuses

This paper addresses issues of leadership, administration, and governance of international branch campuses by using scholarly fieldwork and selected institutional case studies. In exploring the internal and external dynamics of international branch campuses (IBCs), we focus on themes of practical administrative strategies in regard to student enrollments, academic programs, and quality assurance. We extend are analysis from our recent book on this topic, including conducting research via site visits to over 50 IBCs and our recently completed first global survey of IBCs. We will first use the results of the

survey, augmented by observations drawn from site visits to describe the current status of IBCs. We will then draw upon our extensive fieldwork to discuss significant managerial issues and offer insights into improving the leadership and governance of these rapidly developing institutions. We will conclude with a discussion of variations on the IBC theme, pointing out the variety of ways that universities have established a multinational presence.

<div align="center">***</div>

Research Forum

Auditorium

Chair: Professor John Hearn, Chief Executive, The Worldwide Universities Network, Australia

Speaker 1: Jesper Risom, Head of Section, Danish Agency for Universities and Internationalisation, Denmark

60 percent – Why? What? And how?

The newly elected Danish government has set forth an ambitious goal: 60 % of a youth cohort should complete tertiary education in 2020. Hereof 25% with a Master's degree. If this succeeds, Denmark will be among an exclusive group of countries with tertiary completion rates at 60 %. But why and how should this be done? And what 60 %? Most likely the future increase from 50 to 60 % not be as easy as the historic increase from 40 to 50 %, as we will need to attract more students that usually do not pursue higher education – the so called "non-traditional". Furthermore, Danish students should complete faster and at a younger age. The average completion age for a Master's degree is currently 28 years. How will students react to the new agendas? Like most European countries Denmark is facing a budget constraint that places the Danish publicly funded higher education system in a financial pinch. Education in Denmark is free, so tuition fees cannot be raised, because they simply don't exist –and are politically unacceptable. So how can we achieve the quantative goal of 60 % without compromising the qualitative goal of producing high-class graduates? Denmark has a strong tradition of life-long learning. The Danish scholar Grundtvig first introduced the concept 150 years ago. But in what ways should life-long learning comprehend and transcend to current and future trends such as "new skills for new jobs", "mobication" and a constantly ageing population? The paper builds on the newest research and policy trends in trying to answer the questions: 60 % –why, what and how?

Speakers 2: Conor King, Executive Director, Innovative Research Universities, Australia

Richard James, Pro Vice-Chancellor and Director of the Centre for the Study of Higher Education, The University of Melbourne, Australia

Creating a "demand-driven" system: An analysis of the early effects of Australia's policy for growing participation and attainment

With the goal of building towards 'universal' attainment the Australian government has deregulated the number of undergraduate places available within each institution, beginning in 2012. This is a major policy change in a system that was hitherto highly government regulated on both volume of places and the cost of tuition fees. This presentation will examine the early outcomes of these policy reforms that aim to increase substantially the proportion of Australians with a bachelor degree and improve equity of access. The changes rely on student choices dictating the flow and overall volume of Government funding. There are concerns about the impact these policy changes might have on institutions, especially

those that choose to expand rapidly, while some people argue they do not go far enough and that volume deregulation without price deregulation is only a 'half measure'. Few analyses to date have considered the implications and opportunities for students. Key issues for policy analysis include: the initial evidence for impact on student numbers and the nature of the patterns of growth; the effects on equity and the mix of students enrolled, both overall and between institutions; the impact of increasing enrolments on Government fiscal constraints and the pressure on student charges; ensuring learning outcomes for all students and high level outcomes for the most capable; and the role of universities and the place of other higher education providers in an increasingly diverse system.

***

Research Forum

Room 2

Chair: Elisabeth Gehrke, Executive Committee, European Students Union

Speaker 1: Jo Breda, Senior Staff Member Educational Policy, Flemish Interuniversity Council, Belgium

Factors influencing an efficient entrance in higher education

Flanders is ambitious of its tertiary education: while EU 2020 strategy aims for at least 40% of 30-34–year-olds completing third level education in 2020, Flanders aims for 47,8%. The region might well succeed with 32,2% of 30-34-year olds holding a tertiary degree in 1999, rising to 44,9% in 2010 (Herremans, W., 2011). This accomplishment is obtained within a context where the access to tertiary education is open to all who hold a secondary level degree, combined with a low tuition fee, and a credit accumulation system allowing students to start over. This generates a yearly large influx of new students in tertiary education, but with a low success rate. After one year only 40% of new students have acquired the credits for all the courses they signed up for that year, and 17% acquired none (statistics of 2007-2008, Hogeronderwijsadministratie, 2008). On average new students acquire 61% of the credits of the courses they signed up for. Next to a personal experience of failure, this represents a large cost for the society. In times of budgetary constraints and a demographically driven demand of replacements in the labour force, heightening the success rate of new students is seen as a means to enhancing efficiency. The paper evaluates a variety of factors influencing the transition between secondary and tertiary education, including restricting access based on secondary degree, entrance exams, advice on study choice, and strengthening self-awareness in the choice of tertiary education.

Speaker 2: Professor Ross Finnie, University Professor, University of Ottawa, Graduate School of Public and International Affairs, Canada

Access to post-secondary education: the importance of culture

This paper first discusses the theoretical approaches regarding the choice of participating in post-secondary (or "higher") education, starting with a presentation of the standard neoclassical economics approach, and then adding concepts taken from the emerging behavioural economics literature to take into account "cultural" factors that affect access. The paper then presents the results of an empirical analysis based on a very rich Canadian dataset, the Youth in Transition Survey, which follows youth from age 15 through to age 25 and includes remarkably detailed information on family and other background factors as well as schooling experiences, which provides evidence which points to the importance of cultural influences on PSE choices. Policy implications are then discussed.

<div align="center">***</div>

Research Forum

Room 6

Chair: Fabrice Hénard, Analyst, OECD

Speaker 1: Dr. Sophie Arkoudis, Associate Professor and Deputy Director, Centre for the Study of Higher Education, The University of Melbourne, Australia

English language standards in higher education

Ensuring English language standards of graduates in higher education has become a hot issue in countries where English is the medium of instruction. Australian universities have been faced with the challenges of ensuring the increasing number of international students are graduating with the adequate English language proficiency levels. However, despite policies that outline how universities can address the language learning needs of international students, research and media reports indicate that academics feel pressured to soft mark international students' work. It has been difficult for government and universities to refute these accusations because universities currently have no means by which they can ensure the English language proficiency of their graduating students. This paper discusses some of the significant questions that higher education policy needs to address in order to ensure the English language proficiency of graduating students.

Speaker 2:

Dr. Antigoni Papadimitriou, Post Doctorate Fellow, University of Oslo, Norway

Quality policies introduction and micro level implementation challenges: experience from three countries

The 21st Century has, so far, seen huge pressure for change in higher education (HE) and this presents enormous challenges to the sector. Quality assurance (QA) is an instrument that offers a systematic method for a positive and adaptive response. The main elements of governmental reform have been to increase the efficiency (ability to perform), effectiveness (ability to fulfill political objectives), and accountability (ability to legitimate the results) of the public sector. These objectives have forced higher education institutions to adopt structures, systems, mechanisms and models of quality. Maassen and Stensaker (2005) were concerned about organizational change in higher education that takes place via the development of new understandings and symbols focusing on quality. We would argue that if policy adoption occurs only for symbolic reasons, then outcomes of policy implementation are not nearly as strong or effective as when the adoption of policy is both "symbolic and strategic". The purpose of the paper is to study organizational change of universities in Finland, U.K., and Greece, from the perspectives of introduction of quality policies at the macro level and challenges during the implementation process at the micro level. A guiding research question is: What do these policies reveal about the dynamics of different HE contexts and interplay between macro (EU, nation-states) and micro (HEIs) levels? The data consists of documents, secondary literature analysis and published research.

Speaker 3:

Professor But Dedaj, Professor Assistant, University of Prishtina, Faculty of Economics, Kosovo

Development and progress of internal and external QA system of the private higher education sector in Kosovo, in the period 2008-2011

This paper presents progress made on development of internal and external QA system in a developing country, such as Kosovo, and its higher education (HE) system has been taken as an example. It examines how the actions of the Kosovo Ministry of Education, Science and Technology (MEST) have shaped the overall HE sector in Kosovo, particularly in controlling the raise of number of private higher education providers (PHEP) in Kosovo. The merits for this success and achievements can be attributed mainly to the Kosovo Accreditation Agency (KAA), established in 2008. Prior to the establishment of the Agency, the number of private higher education bearers had risen into more than thirty within the period less than five years, starting from the time when the first licenses were obtained. The paper reflects the major problems of private higher education sector encountered with the QA system. It goes further by presenting a project, as a case study, which supported the development of QA structures at the PHEP in Kosovo.

16:30 – 17:30

Meet the OECD Experts

Theme: OECD Survey of Adult Skills (Programme for the International Assessment of Adult Competencies)

Room 1

Speaker: Richard Desjardins, Analyst, OECD

The OECD's Programme for the International Assessment of Adult Competencies (PIAAC) is an international study combining an assessment of cognitive skills providing a foundation for effective participation in the societies and economies of the 21st century (literacy, numeracy and problem solving), the collection of information on the use of cognitive skills and other generic skills in the workplace (and other contexts) and information concerning the factors associated with the development, maintenance and loss of skills as well as the information on the outcomes of skills.

Currently, PIAAC is being implemented by over 30 countries in Europe, the Americas and the Asia/Pacific region. Results from the first round of the assessment involving 24 countries which started in 2008 will be released in October 2013. A second round of the assessment began in late 2011 with results being available in mid-2016.

This presentation will describe the objectives and methodology of PIAAC and give some insight into the relevance of the study for researchers and policy makers in the field of higher education

Theme: University Futures

Room 2

Speaker 1: Stephan Vincent Lancrin, Senior Analyst, OECD

Speaker 2: Kiira Kärkkaïnen, Analyst, OECD

The presentation draws on the work carried out under the OECD project on the "Future of Higher Education". It will discuss some ongoing trends, drawing on the books *Higher Education to 2030* (Volume 1: Demography; Volume 2: Globalisation), and present four OECD scenarios on the future of higher education to trigger a discussion with the audience.

Theme: Education at a Glance

Room 4

Speaker: Eric Charbonnier, Analyst, OECD

Across OECD countries, governments are having to work with shrinking public budgets while designing policies to make education more effective and responsive to growing demand.

Theme: Quality Teaching in Higher Education: let's move forward!

Room 6

Speaker 1: Fabrice Hénard, Analyst, OECD

Speaker 2: Tuija Hirvikoski, Director at Laurea University of Applied Sciences and European Network of Living Labs, Finland

Speaker 3: Professor Heather Kanuka, Director of the Centre for Teaching and Learning, University of Alberta, Canada

This session will reflect the outcomes of the IMHE project "Supporting Quality Teaching in Higher Education" and will present the newly released IMHE Guide for higher education institutions on quality teaching, meant to assist university leaders and practitioners in strengthening quality teaching. The work draws upon a set of institution-wide case studies carried out by IMHE around the world over 2010/2011 and provides a set of policy levers likely to make change happen. The session will allow the share visions and experiences from the Laurea University of Applied Sciences (Finland) and the University of Alberta (Canada).

Theme: Taxes and investment in skills

Room 7

Speaker 1: Carolina Torres, Tax Economist, OECD

Speaker 2: Bert Brys, Head of Unit, OECD

Taxes and Investment in Skills

Taxes can significantly influence the financial return to human capital. This session discusses policy issues and makes recommendations regarding the tax treatment of investments by individuals and employers in post-compulsory education and lifelong learning. Tax relief for skills investments should aim to balance equity, efficiency and administrative considerations. In this respect, higher education institutions are an important partner for effective tax policy, by supporting the administration of personal income tax relief and ensuring that the incidence of this relief remains with students.

Theme: AHELO (Assessment of Higher Education Learning Outcomes)

Room 9

Speaker 1: Karine Tremblay, Senior Analyst, OECD

Speaker 2: Tatiana Meshkova, Director, Information and Coordination Centre for Cooperation, OECD

The session will be introduced by Karine Tremblay and Diane Lalancette from OECD. It will outline the design and operationalisation of the AHELO feasibility study and report on the completion of fieldwork, before sharing insights to date on feasibility with participants. The session will also showcase operational issues with reports from selected AHELO National Project Managers with a view to kick off discussion on practical aspects as well.

Theme: Creating Spaces and Places for Higher Education

Auditorium

Speaker: Alastair Blyth, Consultant

Universities use and are responsible for large amounts of physical space that is expensive to manage. Some estimates suggest that the cost of managing the facilities can be 20 per cent of a university's operating costs. This suggests that not only must the universities use their facilities more efficiently, but they must also use them more effectively so that they support the needs of the learning, research and knowledge exchange activities that take place in them. However these needs are changing, driven in part by student expectations, changes in pedagogies as well as developments in the relationships that universities form with local communities. Technology enables students, academics and administrative staff to work in different ways which itself impacts on how they use the physical environment.

Drawing from the work of the OECD Centre for Effective Learning Environments, and in particular its series of international conferences "Higher Education Spaces and Places: for Learning, Innovation and Knowledge Exchange", this presentation will look at how the physical environment can underpin the activities within a university campus and within the community at large, the developments in types of space that universities need to provide, issues of management and procurement of university facilities, and what options there may be for sharing facilities with other organisations.

The aim is to provide some insights to inform discussion, and directions that higher education policy makers and university managers can consider to help them provide environments that better support the needs of higher education.

AUTHORS BY ALPHABETICAL ORDER

AMARAL, Alberto – Research Forum, Tuesday 18 September, 13:30-14:30, Auditorium

AL-MUDHAHKI, Jawaher – Theme 4: How can higher education maintain and improve quality?, Monday 17 September, 14:00-15:00, Room 6

ALBARRÁN ULSEN, Manuel – Theme 4: How can higher education maintain and improve quality?, Tuesday 18 September, 13:30-14:30, Room 6

ARKOUDIS, Sophie – Research Forum, Tuesday 18 September, 15:00-16:00, Room 6

ARMINEN, Ilkka – Theme 5: What does the future hold for mass higher education?, Monday 17 September, 14:00-15:00, Room 7

BALLERINI, Aldo – Theme 4: How can higher education maintain and improve quality?, Tuesday 18 September, 13:30-14:30, Room 6

BASRI, Esther - Meet the OECD experts, Theme: Outlook from the higher education perspective, Science, Technology and Industry (STI), Monday 17 September, 17:00-18:00, Room 9

BAZARGAN, Abbas – Theme 4: How can higher education maintain and improve quality?, Monday 17 September, 15:30-16:30, Room 6

BETTS, Alicia – Research Forum, Monday 17 September, 14:00-15:00, Auditorium

BLYTH, Alastair - Meet the OECD experts, Theme: Creating Spaces and Places for Higher Education, Tuesday 18 September, 16:30-17:30, Auditorium

BREDA, Jo – Research Forum, Tuesday 18 September, 15:00-16:00, Room 2

BRINTON, Sal - Meet the OECD experts, Theme: OECD Reviews of Higher Education in Regional and City Development: Building Stronger, Fairer and Cleaner Regions, Monday 17 September, 17:00-18:00, Room 6

BRYS, Bert – Meet the OECD experts, Theme: Taxes and Investment in Skills, Tuesday 18 September, 16:30-17:30, Room 7

BYUN, Kiyong – Theme 3: How can higher education reconcile its different missions and roles?, Monday 17 September, 14:00-15:00, Room 4

CADDY, Joanne – Meet the OECD experts, Theme: Better Skills, Better Jobs, Better Lives, Monday 17 September, 17:00-18:00, Room 7

CHARBONNIER, Eric – Meet the OECD experts, Theme: Education at a Glance, Tuesday 18 September, 16:30-17:30, Room 4

DE CARVALHO, David – Theme 2: What can higher education contribute to developing skills for the knowledge economy?, Monday 17 September, 15:30-16:30, Room 2

DE JAGER, Gerrit – Theme 1: Where have we got to in attaining and sustaining mass higher education?, Monday 17 September, 15:30-16:30, Room 1

DESJARDINS, Richard – Meet the OECD experts, Theme: OECD Survey of Adult Skills (Programme for the International Assessment of Adult Competencies), Tuesday 18 September, 16:30-17:30, Room 1

DE RASSENFOSSE, Gaetan – Theme 3: How can higher education reconcile its different missions and roles?, Monday 17 September, 15:30-16:30, Room 4

DEDAJ, But – Research Forum, Tuesday 18 September, 15:00-16:00, Room 6

DOWLING-HETHERINGTON, Linda – Research Forum, Tuesday 18 September, 13:30-14:30, Auditorium

EL HASSAN, Karma – Theme 4: How can higher education maintain and improve quality?, Monday 17 September, 14:00-15:00, Room 6

EMBLETON, Sheila – Theme 3: How can higher education reconcile its different missions and roles?, Tuesday 18 September, 15:00-16:00, Room 4

FAN, Yiu-Kwan – Theme 5: What does the future hold for mass higher education?, Tuesday 18 September, 15:00-16:00, Room 7

FEARNSIDE, Robert – Theme 5: What does the future hold for mass higher education?, Tuesday 18 September, 15:00-16:00, Room 7

FIELD, Simon – Meet the OECD experts, Theme: Skills beyond School in Denmark, Monday 17 September, 17:00-18:00, Room 4

FINNIE, Ross – Research Forum, Tuesday 18 September, 15:00-16:00, Room 2

FOUQUET, Robert – Theme 4: How can higher education maintain and improve quality?, Tuesday 18 September, 13:30-14:30, Room 6

FROUMIN, Isak – Research Forum, Monday 17 September, 14:00-15:00, Auditorium

GINIES, Paul – Theme 2: What can higher education contribute to developing skills for the knowledge economy?, Monday 17 September, 14:00-15:00, Room 2

GOASTELLEC, Gaële – Theme 1: Where have we got to in attaining and sustaining mass higher education?, Tuesday 18 September, 13:30-14:30, Room 1

GOTHENBERG, Andreas – Theme 6: How can higher education deal with the challenges it faces?, Monday 17 September, 14:00-15:00, Room 9

HANDEL, Stephen J. – Theme 1: Where have we got to in attaining and sustaining mass higher education?, Tuesday 18 September, 13:30-14:30, Room 1

HÉNARD, Fabrice – Meet the OECD experts, Theme: Managing Internationalisation in Higher Education, Monday 17 September, 17:00-18:00, Room 2; and Theme: Supporting Quality Teaching in Higher Education: Let's move forward!, Tuesday 18 September, 16:30-17:30, Room 6

HEWITT, W.E. (Ted) – Theme 3: How can higher education reconcile its different missions and roles?, Tuesday 18 September, 15:00-16:00, Room 4

HIRVIKOSKI, Tuija - Meet the OECD experts Theme: Supporting Quality Teaching in Higher Education: Let's move forward!, Tuesday 18 September, 16:30-17:30, Room 6

HUGHES, Rebecca – Theme 5: What does the future hold for mass higher education?, Monday 17 September, 15:30-16:30, Room 7

JARAMILLO, Adriana – Theme 3: How can higher education reconcile its different missions and roles?, Monday 17 September, 15:30-16:30, Room 4

JAMES, Richard – Research Forum, Tuesday 18 September, 15:00-16:00, Auditorium

JAMEUX, Claude – Theme 4: How can higher education maintain and improve quality?, Tuesday 18 September, 13:30-14:30, Room 6

JENSEN, Paul H. – Theme 3: How can higher education reconcile its different missions and roles?, Monday 17 September, 15:30-16:30, Room 4

KALLIOINEN, Outi - Meet the OECD experts, Theme: Skills beyond School in Denmark, Monday 17 September, 17:00-18:00, Room 4

KANUKA, Heather - Meet the OECD experts Theme: Supporting Quality Teaching in Higher Education: Let's move forward!, Tuesday 18 September, 16:30-17:30, Room 6

KÄRKKAÏNEN, Kiira – Meet the OECD experts, Theme: University Futures, Tuesday 18 September, 16:30-17:30, Room 2

KERGROACH, Sandrine – Meet the OECD experts, Theme: Outlook from the higher education perspective, Science, Technology and Industry (STI), Monday 17 September, 17:00-18:00, Room 9

KING, Conor – Research Forum, Tuesday 18 September, 15:00-16:00, Auditorium

KINSER, Kevin – Theme 5: What does the future hold for mass higher education?, Tuesday 18 September, 15:00-16:00, Room 7

KRATOCHVIL, Daniel – Theme 6: How can higher education deal with the challenges it faces?, Monday 17 September, 14:00-15:00, Room 9

KUDLA, Janusz Adam – Theme 6: How can higher education deal with the challenges it faces?, Tuesday 18 September, 13:30-14:30, Room 9

LANE, Jason – Theme 5: What does the future hold for mass higher education?, Tuesday 18 September, 15:00-16:00, Room 7

LEE, Susanna – Theme 5: What does the future hold for mass higher education?, Tuesday 18 September, 15:00-16:00, Room 7

MAGALHÃES, António – Research Forum, Tuesday 18 September, 13:30-14:30, Auditorium

MARGINSON, Simon – Theme 3: How can higher education reconcile its different missions and roles?, Monday 17 September, 15:30-16:30, Room 4

MCKIERNAN, Holiday – Theme 2: What can higher education contribute to developing skills for the knowledge economy?, Monday 17 September, 15:30-16:30, Room 2

MESHKOVA, Tatiana - Meet the OECD experts, Theme: AHELO (Assessment of Higher Education Learning Outcomes), Tuesday 18 September, 16:30-17:30, Room 9

MONTOYA, James – Theme 1: Where have we got to in attaining and sustaining mass higher education?, Tuesday 18 September, 13:30-14:30, Room 1

MORALES, Alba – Research Forum, Monday 17 September, 14:00-15:00, Auditorium

MUUSS, Uwe - Meet the OECD experts, Theme: Managing Internationalisation in Higher Education, Monday 17 September, 17:00-18:00, Room 2

NAIDOO, Dhansagran – Theme 4: How can higher education maintain and improve quality?, Monday 17 September, 15:30-16:30, Room 6

NOLAN, Philip – Theme 6: How can higher education deal with the challenges it faces?, Monday 17 September, 15:30-16:30, Room 9

OHMORI, Fujio – Research Forum, Tuesday 18 September, 13:30-14:30, Auditorium

ONSMAN, Andrys – Theme 3: How can higher education reconcile its different missions and roles?, Tuesday 18 September, 15:00-16:00, Room 4

ORR, Dominic – Theme 6: How can higher education deal with the challenges it faces?, Monday 17 September, 15:30-16:30, Room 9

PAPADIMITRIOU, Antigoni – Research Forum, Tuesday 18 September, 15:00-16:00, Room 6

PEDROSA, Renato – Research Forum, Monday 17 September, 15:30-16:30, Auditorium

PING HUANG, Marianne – Theme 3: How can higher education reconcile its different missions and roles?, Monday 17 September, 14:00-15:00, Room 4

POHL, Hans – Theme 6: How can higher education deal with the challenges it faces?, Monday 17 September, 14:00-15:00, Room 9

PUUKKA, Jaana – Meet the OECD experts, Theme: OECD Reviews of Higher Education in Regional and City Development: Building Stronger, Fairer and Cleaner Regions, Monday 17 September, 17:00-18:00, Room 6

RADWAN, Mostafa – Research Forum, Monday 17 September, 15:30-16:30, Auditorium

RISOM, Jesper – Research Forum, Tuesday 18 September, 15:00-16:00, Auditorium

RODRIGUEZ RUBIO, Carlos – Theme 2: What can higher education contribute to developing skills for the knowledge economy?, Tuesday 18 September, 13:30-14:30, Room 2

ROSEVEARE, Deborah – Meet the OECD experts, Theme: Better Skills, Better Jobs, Better Lives, Monday 17 September, 17:00-18:00, Room 7

SKINKLE, Rod – Theme 3: How can higher education reconcile its different missions and roles?, Tuesday 18 September, 15:00-16:00, Room 4

SMYTH, Roger – Theme 1: Where have we got to in attaining and sustaining mass higher education?, Monday 17 September, 14:00-15:00, Room 1

STACHOWIAK-KUDLA, Monika - Theme 6: How can higher education deal with the challenges it faces?, Tuesday 18 September, 13:30-14:30, Room 9

TESSLER, Leandro - Meet the OECD experts, Theme: Managing Internationalisation in Higher Education, Monday 17 September, 17:00-18:00, Room 2

THOMAS, Michael – Theme 5: What does the future hold for mass higher education?, Tuesday 18 September, 13:30-14:30, Room 7

TIKHOMIROVA, Natalia – Theme 5: What does the future hold for mass higher education?, Monday 17 September, 14:00-15:00, Room 7

TITLESTAD, Gard –Theme 2, Monday 17 September, 14:00-15:00, Room 2

TORRES, Carolina – Meet the OECD experts, Theme: Taxes and Investment in Skills, Tuesday 18 September, 16:30-17:30, Room 7

TREMBLAY, Karine – Meet the OECD experts, Theme: AHELO (Assessment of Higher Education Learning Outcomes), Tuesday 18 September, 16:30-17:30, Room 9

VAN DAMME, Dirk – Meet the OECD experts, Theme: Open Education, Monday 17 September, 17:00-18:00, Room 1

VERCRUYSSE, Noël – Theme 1: Where have we got to in attaining and sustaining mass higher education?, Monday 17 September, 14:00-15:00, Room 1

VILALTA VERDÚ, Josep Maria – Research Forum, Monday 17 September, 14:00-15:00, Auditorium

VILIUNAS, Giedrius – Theme 6: How can higher education deal with the challenges it faces?, Tuesday 18 September, 13:30-14:30, Room 9

VINCENT-LANCRIN, Stephan – Meet the OECD experts, Theme: Governing the internationalization of higher education, Monday 17 September, 17:00-18:00, Room 2; and Theme: University Futures, Tuesday 18 September, 16:30-17:30, Room 2

WALKER, Todd – Theme 1: Where have we got to in attaining and sustaining mass higher education?, Monday 17 September, 15:30-16:30, Room 1

WILEN-DAUGENTI, Tracey – Theme 5: What does the future hold for mass higher education?, Tuesday 18 September, 13:30-14:30, Room 7

WILLIAMS, Ross – Theme 3: How can higher education reconcile its different missions and roles?, Monday 17 September, 15:30-16:30, Room 4

YAROSLAV, Kuzminov - Research Forum, Monday 17 September, 14:00-15:00, Auditorium