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The impact of the quality of public management education on the performance of public organisations: The case of Central and Eastern Europe

Abstract

Our paper is mainly based on our own research data from the Czech Republic, Slovakia and Poland. It provides preliminary answers to the question of how the performance of public bodies is related to their countries` public administration education system. The first part assesses how successful New Public Management (NPM) tools were in Central and Eastern Europe (CEE). Our data and many other sources suggest that NPM based reforms delivered little, for both general and region-specific reasons.

Along with many other factors NPM implementation is significantly influenced by the quality of public servants, which is partly determined by the quality of their education and training. To collect the necessary information on this topic we undertook a comprehensive study covering three countries. We found that public management programmes are rare in Poland, but entirely absent from the Czech Republic and Slovakia. In addition public service training focuses predominantly on the legal aspects of administration, rather than on management. Although it is impossible to formalize the precise connections between limited public management education and training of public servants and the success of NPM tools, it is very clear that such links exist.

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Introduction

Our paper draws on several of our own research projects connected with both public sector performance and public management education in Central Europe. It is mainly based on data from the Czech Republic, Slovakia and Poland.

Its main value is that it looks for preliminary answers to the question about how the performance of public bodies is linked to systems of education for public administration. The

findings are interesting and indicate several problems in public management practice, and also with respect to the UN/IASIA “Standards of Excellence”.

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1. New Public Management and its role in CEE public administration reforms

This brief introductory part of our paper summarizes the findings of the recent NISPAcee project about the NPM contents of reforms (Bouckaert et al., 2009). The pre-accession period was very much connected with capacity building. This covered both “classic” public management reforms measures and “CEE specific measures”. These included fine-tuning or legal-structural retrenchment of existing institutions, improving the bureaucratic workflow and control in administrative organisations, and measures to achieve EU conformity for certain institutions or policies. But there were important differences between pre-accession and post-accession reforms.

To describe the situation we can use the Coombes and Verheien (1997) and Pollit and Bouckaert (2000) classification of reforms. These classifications use the threefold division:

1. Radical public management reform
2. Mixed type of reform
3. Incremental reforms

Excluding Eastern European countries, where reforms are still in their early phase and it is too soon to try to label them, the situation in the remaining countries is as follows (Table 1):

Country	Reform type
Czech Republic	Dominantly incremental and legalistic reforms during the entire evaluated period. Few management reforms after 2000. The “Conception of public administration reform” from 1999 planned for complex changes, but only administrative measures were really implemented. The liberal government elected in 2006 proposed NPM changes, but has too insufficient power to implement them.
Estonia	Estonian reforms seem to be the most radical and NPM based. A key challenge was caused by their desire to jump straight into having modern management systems without previously establishing a solid base – the classical hierarchically-structured public administration. The central aim in Estonian public administration has not been to build a solid ground for democracy but to improve the efficiency of public institutions. Yet, as a consequence of the policies adopted by successive neo-liberal governments, the underlying theme behind government reform initiatives has been reducing the role of the state. This anti-state attitude has influenced the development of ideas based on the minimal state.
Hungary	Hungarian reforms can be characterised as the mixed model, beginning in the early nineties with a predominantly incremental and legalistic reform approach. This slowly changed to a mixed model, with a switch to radical NPM in the post-2006 period. Current NPM changes focus on two central elements – a radical reform of human resource management systems, and downsizing. This includes a radical decrease in civil service employment - at the territorial and local levels this was well into the two-digit range, in some cases possibly even achieving 30 to 50 per cent cuts.
Latvia	Latvian reforms can also be characterised as the mixed model; from its beginning to the current reform activities. Although several NPM-type reforms were implemented, especially in recent years, NPM never dominated the reform strategy.
Lithuania	The country report suggests that Lithuania appears to reach a second category (mixed model) of states called “modernisers” according to the classification by Pollitt and Bouckaert (2000). In the pre-accession period the Lithuanian public management reform was characterised by ad hoc and sectoral efforts. The first two attempts at comprehensive reform, undertaken by the Ministry of Public Administration Reforms and Local Authorities in 1995 and 1997, were unsuccessful. More intensive competition over NPM-type reforms only started in the post-accession period.
Poland	Poland is the typical representative of the prevailing legalistic approach to reform and it can be allocated to the third (incremental changes) group of reform countries. Poland is continuously reorganizing management systems in the public sector. New Public Management had limited impact on Polish administration, by providing ideas and demands for recognition of the need to modernize Polish administration and to reduce its size.
Slovakia	Looking across the whole period Slovakia appears to reflect a mixed (“modernisers”) approach. But a more detailed analysis can distinguish between three main phases. Before 2003 the reform was predominantly incremental and legalistic, with few NPM ideas introduced. In the second term of the liberal Dzurinda government (2003-2006) radical NPM changes were implemented, including massive decentralisation and the introduction of performance financing schemes. However the Fico coalition government (2006-2010) returned to the model of a powerful state dominating public service delivery.
Romania	The country report suggests that Romania lies somewhere between groups two and three. After the 1989 revolution every government has had the reform of public administration on its agenda. Though the concept of public management has not always intertwined with the reform of public administration, some new managerial ideas, e.g. the use of contractualisation, strategic management and planning, performance measurement systems, and reform networks, were included in reform packages.

Table 1. Classification of reforms in Central Europe

Source: Bouckaert et al., 2009.

The table indicates considerable variations in NPM “weight” in reforms. Clearly Estonia is where NPM ideas have been most prominent in public administration reform, starting in the second half of the 1990s. Massive privatizations have led to the selling off of strategic

enterprises such as railways (2001, but re-nationalised in 2007), or crucial services such as emergency medical aid. This has happened without much public discussion or market-testing. Czechia seems to be at the other extreme, and is still reluctant to marketize the public sector.

2. New Public Management and the performance of public organizations in CEE

In this section we briefly analyze existing experience with NPM implementation in CEE regions, predominantly using the evidence from the Czech and Slovak Republics. The main focus will be contracting, outsourcing and performance evaluation and management. We have already collected a lot of direct data on these areas, we as we shall see other areas also provide similar lessons. Before we start, we need to stress that, as in developed western democracies (see Pollitt and Bouckaert, 2004) NPM strategies have not performed as expected. There were some successes but also many failures, and it is unclear whether their general impact on PA development has been positive or negative.

Contracting out for local public services

Contracting out of local public services is a very frequent delivery solution in CEE. Several experts deal with the issue (Péteri and Horvath, 2001; and Zoltán, 1996, for Hungary; Pavel, 2006, and Ochrana et al., 2007, for the Czech Republic; Tonnisson and Wilson, 2007, for Estonia; and Setnikar-Cankar et al., 2009, for Slovenia). Their results are very similar. We use Slovak and Czech data partly benchmarked to the Estonian situation.

The data in Table 2 give a clear impression of the situation; more samples available limit the risk of interpretation mistakes.

Service	2001	2005	2006	2008/I	2008/II	2009
Waste	49	64	69	80	56	80
Cemeteries	27	12	16	13	35	13
Public green	16	18	33	14	38	6
Maintenance of local communications	21	41	45	38	37	55
Public lighting	30	35	40	39	49	38

Table 2. Scale of contracting out in Slovakia

Source: own research, Transparency International Slovakia 2006, 2008.

The main results from contracting out should be greater economy for the same quality, or slightly higher costs for much better quality. Both dimensions have been checked for Slovak

conditions. Data provided by Merickova (2006 and other papers) indicate that there are no major differences in the quality of delivered services, so we can focus on economy.

The Table 3 indicates that there is no any general trend on unit costs, when we compare internal and external forms of delivery. Data differ between sources, municipalities and are not very reliable (limited reliability of data may explain some “excessive” findings). Costs for internal delivery solutions are underestimated; normally excluding depreciations, overheads and transactions costs. In such conditions, when external delivery costs are less than, say, 125% of internal delivery costs, an external delivery may still represent an economical decision.

Service	2001	2005	2006	2008	2009
Waste	94	94	125	184	60
Cemeteries	64	13	67	146	66
Public green	82	192	150	151	133
Maintenance of local communications	70	109	119	114	104
Public lighting	100	138	128	156	127

Table 3. Costs for external delivery of local public services per inhabitant in Slovakia (internal = 100%)

Source: own research, Transparency International Slovakia 2006

Two connected issues need to be noted – limited results may be caused by the non-competitive selections of suppliers; and the variation in unit costs across similar-sized municipalities is too high. The Table 4 provides evidence on the first problem: “no answer” normally means a direct award.

Method of selection	2001	2005	2006	2008	2009
Open tender	16	17	27	32	17
Restricted tender	5	0	5	3	14
Negotiations	0	13	30	0	7
Price bid	0	0	0	25	4
Direct award	31	17	38	30	11
Municipality did not answer	48	55	-	25	66

Table 4. Selection of external suppliers for local public services

Source: own research, Transparency International Slovakia 2006

The problem of excessive cost differences for similar conditions was very visible, especially in the beginning of our research, but still exists (Pavel, 2009). In some cases the cost variation

across similar-sized municipalities is more than 100 %. Such situation can persist, in part because regular performance benchmarking is not the rule, neither in Slovakia, Czechia, nor most other CEE countries.

Outsourcing of supportive services in public organizations

Outsourcing for supportive services is a less frequently investigated issue, but existing data show that it is also a relatively frequent solution in CEE. Table 5 provides older data for the Czech Republic (more recent research in Slovakia - Merickova, 2006 - shows similar patterns).

Type of organization	Services contracted-out					
	Cleaning	Catering	IT systems	Accounting	Legal services	Other
Educational bodies – total 11 organizations	1	2	0	1	0	2
Hospitals – total 4 organizations	3	1	0	0	0	4
Culture – total 5 organizations	2	0	1	0	1	2
Local government offices – total 17 org.	3	0	4	2	6	1
State administration offices – total 19 org.	9	0	0	1	0	1

Table 5. Frequency of use of contracting-out of supportive services – the Czech Republic, 2000 (figures describe number of organizations)

Source: own research

The outcomes from outsourcing began to be investigated only recently, and our own data for Slovakia paint a picture of poor practice. Because data obtained via questionnaires are and cannot be reliable, we realized direct research in two selected types of organization (municipality and administrative body) in Slovakia in 2009. The results are depressing – from 10 investigated decisions all 10 were non-economical. Most apparent problems were connected with internal transport, internal catering and external IT maintenance.

Program (performance) budgeting and performance evaluation and financing

Together with Estonia, Slovakia is the country where performance tools were introduced on a large scale. In this part we will describe its selected experience.

Program performance budgeting

Slovakia began with a full accrual medium-term programme and performance budgeting at the national level from 2005 (legal base created in 2004), and from 2010 this method will also be applied at the municipal level.

In theory (Ochrana, 2003) program performance budgeting is a crucial budgeting tool, because it helps link inputs to outputs, outcomes and results, and, if properly implemented (or with some time delay), it can significantly increase ‘value for money’ from public expenditure. This approach was also recommended by the EU (Allen and Tomassi, 2001).

The reality in Slovakia is different. The current situation clearly shows that if program performance budgeting is implemented by top – down orders and in a bureaucratic way, it cannot deliver results, but merely increases costs. As of today, programme goals are set out in similar rhetoric to the past, indicators and targets are either purely formal or absent. We provide a Ministry of Health selected sub-program (most of others were similar) from the 2009 budget as an example of bad practice:

Program: Prevention and protection of health

Sub-programme: Improving the quality of life and health of the population

Goal: Improving and securing the health status of inhabitants by the realization of projects focusing on better natural and working environments.

Planned resources: not defined

Indicator: yes

Performance financing and its pervasive effects

Here we will also use a Slovak example – the case of the performance financing of universities. The revenues of universities in Slovakia come from two main sources - public grants and transfers (80-90 %) and self-generated incomes. For the allocation of public grants the Slovak Republic uses a formula based almost entirely on a performance financing system (grant to finance study programmes) and open project based competition (research&development). Public transfers are shown in table 6.

	2002		2003		2004		2005		2006	
Grant to finance study programmes	5825	78,3%	6660	80,1%	7460	79%	8023	77,5%	8745	76%
Grant to finance research & development	584	7,9%	638	7,7%	948	9,1%	1066	10,3%	1119	9,7%
Grant to finance development needs	378	5,1%	370	4,4%	330	3,5%	450	4,3%	500	4,3%
Grant to provide support to students	648	8,7%	650	7,8%	700	7,4%	810	7,8%	1150	10%
Total	7435	-	8318	-	9438	-	10349	-	11514	-

Table 6. Public transfers to public universities 2002 – 2006 (mil. Sk, current prices)

Source: www.minedu.sk

The expectation was that the allocation formula would motivate universities to focus more on quality and less on the number of students. The reality was entirely different; all universities reacted by significantly increasing the number of newly accepted students (table 7). This increase in new students might have positive aspects, but because the total amount of allocated resources has increased only very slowly - marginally “faster” than inflation - the grant per student has decreased significantly during the last 5 years. In effect a “performance trap” was established. With lower unit resources the quality was sacrificed, and this has been well documented by the national ranking agency ARRA. The government reacted ex-post and started to increase the weighting of scientific results in the formula for allocation of resources to finance study programmes; from 5 % at the beginning to 40 % today.

	1990/91	1995/96	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
New full time students	13 404	20 809	24 279	24 270	26 974	24 150	32 488	35 542
% of new full time students from 18 (19) age population	15.9%	21.8%	27.2%	27.2%	30.4%	27.2%	36.7%	41.3%
New part time students	1 868	3 881	9 665	12 763	8 057	15 057	15 718	17 254
Total	15 272	24 690	33 944	37 033	35 031	39 207	48 206	52 796

Table 7. Newly accepted students in Slovakia

Source: www.minedu.sk

The explanation for such a failure is simple. In principle it was possible for a university to maximize the level of the public grant by maximizing the number of accepted students, and this is what actually happened. The only open question is – was such a government planning mistake intentional, or was it caused by a lack of experience?

3. Does the quality of public management education in CEE help explain the limited success of NPM approaches?

“The greater the shortcomings in a country’s established management practices, the less suitable are the [NPM] reforms” (Schick 1998: 124).

There are many factors that may help to explain the limited success of NPM tools in the CEE environment. They help us understand why the general trends are even less positive compared to more developed western countries. Some of them are:

1. Limited competitiveness and short-term business strategies.
2. “Under-developed” democracy: citizens unable to act as a watchdog for government’s malfunctions.
3. Poor quality legal environment.
4. Territorial fragmentation in some CEE countries.
5. Relatively large corruption in most CEE countries.

Here we want to explore if the quality of public management education may be added as the region-specific problem, negatively influencing the performance of public organizations, especially when implementing more sophisticated NPM methods and tools.

Education and training in public management and public administration: selected findings

NPM needs public managers and not only public bureaucrats. The recent findings (Nemec, Spacek and Suwaj, 2009) from our research in Poland, the Czech Republic and Slovakia are very interesting from this point of view. This research is closely related to the important standard defined in the “Standards of Excellence for Public Administration Education and Training”, prepared by the United Nations Department of Economic and Social Affairs and the International Association of Schools and Institutes of Administration, namely:

A Curriculum that is Purposeful and Responsive

A principal goal of public administration education and training is the development of public administrators who will make strong, positive contributions to the public service generally and, in particular, to the organizations they join, or to which they return. This requires public administration education and training programs to have coherent missions which drive

program organization and curriculum development. In addition, it is critical that those who educate and train public administrators communicate and work with and, as appropriate, be responsive to the organizations for which they are preparing students and trainees. It also requires that the student and/or trainee be inculcated with a commitment to making a difference and that their education and training prepare them to effectively communicate (both verbally and in writing) with those with whom they work.

The main research questions which we try to answer by our research, also in relation to performance of public institutions, are as follows:

1. How many public management (bachelors and masters) programmes are delivered in selected countries? Are programs called public management really public management programmes from the point of view of curricula?
2. What is the proportion of public management courses in the curricula of accredited public administration programs, sorted by group, delivered in selected countries? What are explanations for this proportion?
3. What are the dominant teaching approaches used for delivery of public management courses?

Two methods of data collection are and will be used in our research – web pages of institutions and direct personal contacts. Our preliminary hypotheses are as follows:

- few real public management programmes will be found,
- course information lists and experience will show that memorizing teachers' books or study texts and testing are still the main teaching and learning methods.

The research is not yet complete, but the preliminary findings confirm our experience-based expectations.

The structure of public administration programs in Poland

Poland is the largest country in our sample. The total area of Poland is 312 679 square kilometres making it the 69th largest country in the world and the 9th largest in Europe. Poland has a population of over 38 million people, which makes it the 34th most populous country in the world and the most populous Eastern European Member State of the EU.

The main way of studying public administration in Poland (according to the number of students) are private, or non-public High Schools (Wyższa Szkoła), large network of schools

offering bachelor and some of them also masters degrees in subjects accredited by the Polish National Accreditation Committee. It also has to be pointed out, that in Poland there is no official Public Management program, according to Polish legal regulations (Regulation of Minister of Science and Higher Education, from June 13, 2006; Dz. U. 2006, Nr 131, poz. 838). So public management may only be a specialization that is offered within official accredited programs, such as administration or management.

There are several programs that include public administration: Administration, Public Health, Social Policy, and National Security, but amongst these Administration has the most students.

We have to stress at the very beginning, that it was impossible to obtain full picture about this segment in the early phase of our research.

If we focus just on Administration programs, there are 17 public universities, 4 technical universities, 3 universities of economics, 2 pedagogical universities and 88 non-public or private higher schools that offer such programs.

In the first phase of our research our detailed focus was at the university level, using the web pages of public universities, and recording the existence and status of Public Management. It is interesting that Public Management exists as a specialization mostly not within Administration Programs, but within Management Programs, offered by public universities: Warsaw University, Jagiellonian University in Cracow, University in Lodz, Szczecin University, The Jan Kochanowski University of Humanities and Science in Kielce and Bialystok Technical University; Social Policy Program provided by Jagiellonian University or Economics Program offered by Cracow University of Economics.

Public Management as a specialization in Administration Program can be found only in non-public schools: Management of Public Organizations as a specialization offered by Stanislaw Staszic School of Public Administration in Bialystok, Management in Administration offered by Higher School of Management and Banking in Poznan. Unique to Poland is the Economy and Public Administration Program offered by Cracow University of Economics.

Public Management specializations, including Management in the Public Sector, and Management in Public Administration, which, from their curricula, are clearly equivalent to public management programs, are available at the Jagiellonian University, the University of

Lodz, the Technical University in Bialystok, and the Cracow University of Economics. A mixed program is offered by Warsaw University and Szczecin University.

The structure of public administration programs in the Czech Republic

The Czech Republic is a relatively small country in the Central Europe. Its area is 78 866 square kilometres (116th in the world) and its population is 10,476,543 (78th in the world). There are over 6 200 municipalities forming the lowest administrative level. Almost 60 % of them have less than 500 inhabitants (and almost 80 % less than 1000 inhabitants). This raises the question about the managerial capacities of small municipalities and highlights the importance of public management education.

Thanks to the smaller size of the country and high quality information on the web pages of the Czech Accreditation Committee (<http://www.msmt.cz/vzdelavani/akreditacni-komise>) we were able to map all programmes.

The findings are really interesting – there is no obvious public management programme in the Czech Republic, in spite of the fact that many administration programmes are delivered by economic faculties (“economic” in Czechia means business). Some programmes have names that may indicate a public management focus – especially MVŠ Olomouc - Management and Public Sector Economy, however the analysis of the curricula clearly shows that the programme is mixed.

The structure of public administration programs in Slovakia

The Slovak Republic is the smallest country in our sample, with a population of over five million and an area of about 49,000 square kilometers. Also for Slovakia we are able to provide a full list of existing programmes with national accreditation (www.akredkom.sk, www.education.gov.sk). As in Czechia we were unable to identify any public management programme in Slovakia.

Summary of findings

Assuming that NPM tools and approaches need highly qualified, flexible public managers, our findings on the core education of public sector specialists in the three selected CEE countries provide a negative picture. The main issues our research throws up are:

A: Looking at the contents of education: real public management education is very much absent. Future public officials are educated for a classical administrative “Weberian”

bureaucracy and not according to current needs - which is a combination of reliability and effectiveness in a “Neo-Weberian state”.

B: On educational methods, we are still synthesizing our findings. However, all our data indicates that modern teaching methods - switching from memorizing to applications – have not been sufficiently implemented. Lecturing and testing still remains dominant. Local and often old fashioned literature predominates. This situation is very much the result of poor quality regulations - for example according to the Polish Law on Polish Language, there is a rule of national language protection. It creates an obligation to deliver literature in Polish, if the language of the course is Polish. That is why the literature that is offered is in Polish. So international sources have to be translated, and this delays the transmission of up-to-date information. In Slovakia the National Accreditation Committee requires that any school applying for accreditation has its own textbooks on the main topics.

Conclusions

We found that NPM tools are poorly implemented in the CEE region. We also found that public management programmes are rare in Poland and do not exist in the other two countries. Moreover, the national educational systems are dominated and influenced by local interests and cannot in their current form be a driving force for improvements.

It is impossible to quantify to what extent the poor implementation performance is related to the weaknesses in public management education. But it is clear to us that improved public management education could lead to improved public sector performance.

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Success factors in developing joint training programs: Case studies of two partner institutions at Vietnam National University, Ho Chi Minh City

Abstract

Throughout the paper, the author analyzes the success factors of joint training programs at Vietnam National University-Ho Chi Minh City, one of the leading public universities in Vietnam. The examples are taken from two of its affiliate members: International University and Center for International Education, where joint cooperation with the U.S.A, the U.K, Australia and New Zealand is conducted. Lessons learnt from the practices of these two institutions may be helpful to those, especially in developing countries, who are in the first step of developing transnational education.

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Profile of joint training programs at VNU-HCM

Vietnam National University-Ho Chi Minh City (VNU-HCM) was established in 1996 by the Vietnamese government to be a multi-disciplinary institution of higher education in Vietnam. By merger of the existing universities in Ho Chi Minh City, VNU-HCM was chartered to provide high level professionals for the nation, and in order to fulfill this mission, VNU-HCM has focused on developing an international education.

Center for International Education (CIE) was established by VNU-HCM in 2001 as a provider of training programs jointly developed by VNU-HCM and foreign universities. For nearly ten years of operation, its mainstream program is the transfer program at both undergraduate and graduate level. Enrolled at CIE, students will study in Vietnam for 1-3 years and transfer abroad to complete their Bachelor's or Master's degree. The curricula, the assessment, the admissions and the faculty at CIE exactly follow the standards of its main partner (i.e. University of Houston-Clear Lake, Texas, U.S.A). So far, the modules offered at CIE are equivalently recognized by 18 universities in Texas, Oklahoma and Missouri of the U.S.A, one Australian and one New Zealand university. At the "US-Vietnam Higher Education Conference" in 2009 co-organized by the U.S Embassy and Ministry of Education and Training, CIE program was selected as a successful model of the U.S-Vietnam partnership.

Within VNU-HCM system, International University (IU) was officially opened in 2005 as the first public English-speaking university in Vietnam. Enrolled at IU, students may choose one of the two options: (i) studying the full program of IU with degree awarded by IU; or (ii) studying part of IU program and transferring abroad to complete their degree. Unlike CIE, IU uses its own curricula with English as the medium of instruction, and so far its modules have been equivalently recognized by many highly ranked universities in the U.S.A, the U.K, Australia and New Zealand. In his recent visit to IU in August 2010, the Deputy Prime Minister Nguyen Thien Nhan commented that IU model should be multiplied nationwide.

Why success?

Based on the experience of IU and CIE, there are six critical factors identified as determinants of success for joint training programs. They include: (i) society demands, (ii) transparent policies and procedures, (iii) good selection of partners, (iv) learners' benefits as top priority, (v) good human factor and (vi) sustainable partnership.

Society demands

Globalization has brought Vietnam both opportunities and challenges. With its open door policy, Vietnam has attracted a lot of foreign investors and corporations, resulting in a higher need for quality professionals. However, "Vietnamese universities are not producing the educated workforce that Vietnam's economy and society demand" (Valley and Wilkinson 2008, p. 2). Moreover, according to the 2006 World Development Report by World Bank, "Vietnam is lagging behind other countries in the region in higher education, with only 2% of the population receiving 13 or more years of education" (Ninh & Ly 2008). It means that the Vietnamese higher education cannot meet the society demands in terms of quantity and quality. In response to this challenge, many Vietnamese students have gone abroad for study, and according to the Institute for International Education, "Vietnam ranks among the top twenty country sending students to the US" (Valley and Wilkinson 2008, p. 5). Yet, this choice is just "for the tiny minority who either have the ability to pay or are fortunate to win a scholarship" (Valley and Wilkinson 2008, p. 5). In other words, for a majority of the Vietnamese, the accessibility to an international education is still limited.

In that context, the joint education as conducted at IU and CIE is actually an important solution. For the institutions themselves, the joint cooperation has provided them "with opportunities for improving their standing and reputation through links to prestigious foreign" (Okafor 2005, p. 2). For learners, transfer programs are affordable because instead of paying

around US\$ 15,000 tuition per year for a 4-year bachelor program in the U.S.A, they only pay less than US\$ 4,000 per year for the first stage at IU or CIE, and still enjoy an international standard education. Besides, the models applied at IU and CIE provide them with flexible choices. They are able to choose to study in Vietnam for either one year or 2-3 years before transferring, depending on their financial and personal conditions. Subsequently, it can be said that success of IU and CIE joint training programs has resulted from their launch at an appropriate time, i.e. when there is a huge demand from the society.

Transparent policies and procedures

One of VNU-HCM developmental strategies is to promote and develop internationally joint training programs; thus, it has set up clear steps for the affiliate members to follow before a joint program is approved to run. The procedure manual issued by VNU-HCM include necessary guidelines such as required criteria of partners, how to apply for the license, needed documentation and application processing time. As such, its affiliate organizations like IU or CIE can easily fulfill the paperwork as required, thereby speeding up the program implementation.

Moreover, with the coordination of the International Affairs Department at VNU-HCM, meetings among its members are periodically organized, creating opportunities to exchange and learn good practices from one another. In general, the transparency in procedures and supports from top leaders are vital factors affecting the success of joint training programs.

Good selection of partners

A good partnership depends much on the ‘quality’ of the parties involved. In other words, “both institutions must be able to match each other’s wants and needs. A collaboration is a ‘two-way street’ and should be sustained as a reciprocal relationship between the institutions involved” (Fadzil & Munira 2008, p. 9). On one hand, the ranking, capability and potential developments of home institutions should be clearly shown to the prospective partners. On the other hand, sufficient information of partners should be gathered (ECU 2005). In the case of IU and CIE, this has been done through local embassy, Vietnamese people overseas, representative office of partners, visits to partner campuses and connections within the University system.

In the early 2000s, the access to information of foreign universities was very limited in Vietnam. Without the support of the Public Affairs Office at the U.S Consulate General to Ho Chi Minh City, the U.S higher education system and profiles of the U.S partner universities

could not be known at VNU-HCM. The inputs from the overseas Vietnamese are also very helpful to learn about the prospective partners. The cooperation between CIE and La Trobe University (Australia) or that between IU and Rutgers, the State University of New Jersey (USA) are good examples. In these cases, the overseas Vietnamese are coordinators, using their prestige and knowledge of home and foreign institutions to promote and facilitate the joint programs from the initial stage until now. In addition, the representative office of partners which acts as a contact point between the two parties can be relied on. If possible, mutual visits also help since a Vietnamese proverb says literally that “a hundred times hearing is not worth one time seeing”. For organizations belonging to the same system as IU and CIE, the connection and networking are very important in searching reliable and suitable partners. Take the cooperation with AUT University (New Zealand) for example. Based on the MOU signed between AUT and VNU-HCM, IU and CIE have implemented specific programs with AUT schools.

Learners' benefits as top priority

In recent days, there is a controversy that some joint training programs in Vietnam are not of good quality because the foreign partners are “diploma mills”. This problem is caused partly by the inappropriate selection of partners as discussed above; however, a deeper look would reveal that it has resulted from the inadequate attention of the program providers to learners' benefits. Based on the experience of IU and CIE, the joint training programs will be successful only when the learners' benefits are given top priority.

This is shown, first and foremost, by the investment of the providers in facilities. Classrooms, labs, library service and recreational facilities must be well equipped (Orr 2000). Secondly, all information about the programs is always available to learners through different channels of communication like information sessions, websites and student handbooks, etc. because “it is very important that students are provided with complete and accurate information so that they can discriminate and make informed, rational choices” (APQN 2006, p. 15).

Thirdly, quality assurance must be maintained at all times of cooperation to ensure that the program “meets all the political and regularity requirements, overall policy, academic and administrative controls, effectiveness of communication structures between the university and the off-shore campuses, teaching content/ methods/ assessment, student admission, staffing and student feedback” (Okafor 2005, p.5). This is strictly done for IU and CIE joint training programs. Particularly, the recruitment of faculty at IU and CIE is exactly consistent with

partner universities' requirements. For example, with the cooperation with University of Houston, a list of faculty together with their qualifications will be sent by IU and CIE to the partner for verification before official recruitment. Moreover, the curriculum, materials and assessment applied at IU and CIE are annually reviewed by the partners during their audit visits. By that way, it can be guaranteed that the education offered in Vietnam is similar to that at foreign universities. One more important activity to assure the quality at IU and CIE so as to build confidence in stakeholders is obtaining the recognition of international organizations for quality control. Currently, IU is seeking the accreditation of one regional organization (ASEAN University Network) and international ones (AACSB, ABET). Similarly, CIE is now applying for ISO 9001:2008 management system in order to guarantee professional management and quality operation.

Last but not least, when entering a joint program, it should be assured that the termination of partnership, if any, will not affect the study of current students. Such a commitment should be clearly indicated in the written agreement so that the learners can be assured of their benefits when enrolled in the program.

Good human factor

Orr (2000) emphasized that staff and HR management has an impact on the success of an educational provider, and this includes staff competencies and background, teaching practices and training. The experience at IU and CIE tells that these factors are especially vital to a successful joint training program.

Good administrators combined with qualified instructors make IU and CIE reliable destinations for learners. 100% of faculty at IU and CIE are graduates from English-speaking countries, and the management board is also highly experienced. The involvement of faculty from the partner universities, on the other hand, not only helps assure that program quality but also creates chance for local instructors to observe and learn innovative teaching methodologies. Moreover, for most of cooperative programs, it is agreeable between the home institutions and their partners that local staff, both academic and administrative, will be sent abroad for refresher or degree courses. Without competent personnel, IU and CIE or any other organizations will not be able to successfully manage and deliver the joint training programs.

Sustainable partnership

A joint training program cannot be of success if the parties involved do not work towards a sustainable partnership, and a partnership will be sustainable with the following characteristics: shared responsibility, shared commitment and clear stages of cooperation development. As mentioned before, collaboration is a two-way street; thus, it cannot flourish if the parties do not share risks and losses, especially in the initial stage of the project. Moreover, “if the partnership is designed to be a long-term endeavour, the models and memoranda should be periodically revised to ascertain that both partners can continue to benefit” (Fadzil & Munira 2008, p. 11). Take the cooperation between CIE and University of Houston-Clear Lake (UHCL, Texas, USA) for example. Committed to providing students with more accessibility to an international education, from the 2+2 program at initial (i.e. 2 years at CIE and another 2 years at UHCL), the two parties have developed the 3+1 where students can spend another one year at CIE before transferring to UHCL and completing the Bachelor’s program. Such an agreement helps expand the market segment for both institutions when there are an increasing number of similar 2+2 programs in Vietnam nowadays.

Conclusions

In fact, there are still some challenges in the implementation of joint education at IU and CIE such as language barrier, affordability for more learners and inadequate capital funds compared to that of increasing number of private competitors. Six major determinants of success as described within the scope of the paper are taken from the actual practices of both institutions. On the way forward, some other factors should be considered and learnt from other organizations by IU and CIE like marketing activities, industry connection and alumni development.

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From university rankings towards productivity analysis of scientific action and evidence-based policy

Abstract

Despite their world-wide popularity, university rankings require considerable elaboration before they can be effectively utilized as an adequate base for large scale evidence-based HE-policy. The paper presents some preliminary steps towards a framework for productivity analysis by fields based on the QS-, HEEACT- and ARWU-data on European universities, leaning on an input-output model developed in a nation state context. European Higher Education and Research Area (EHERA) like the European Union itself constitutes of separate nation states. Even in this 'supra-national' context a successful evidence-based policy needs appropriate tools for evaluation of productivity and scientific impact of research. The paper demonstrates an input-output approach for identifying productive university units from a pool of 655 European ranking-notified university units in six fields (natural resources and environment, life sciences, clinical medicine, natural sciences, social sciences and technology). Tentative results on 15 notified European countries predicts the best success as a nation to UK in the international competition of heavyweights. Success can also be predicted to following six productive countries: Netherlands, Sweden, France, Belgium, Denmark and Switzerland although - compared to UK - with modest critical mass for the 'world series'.

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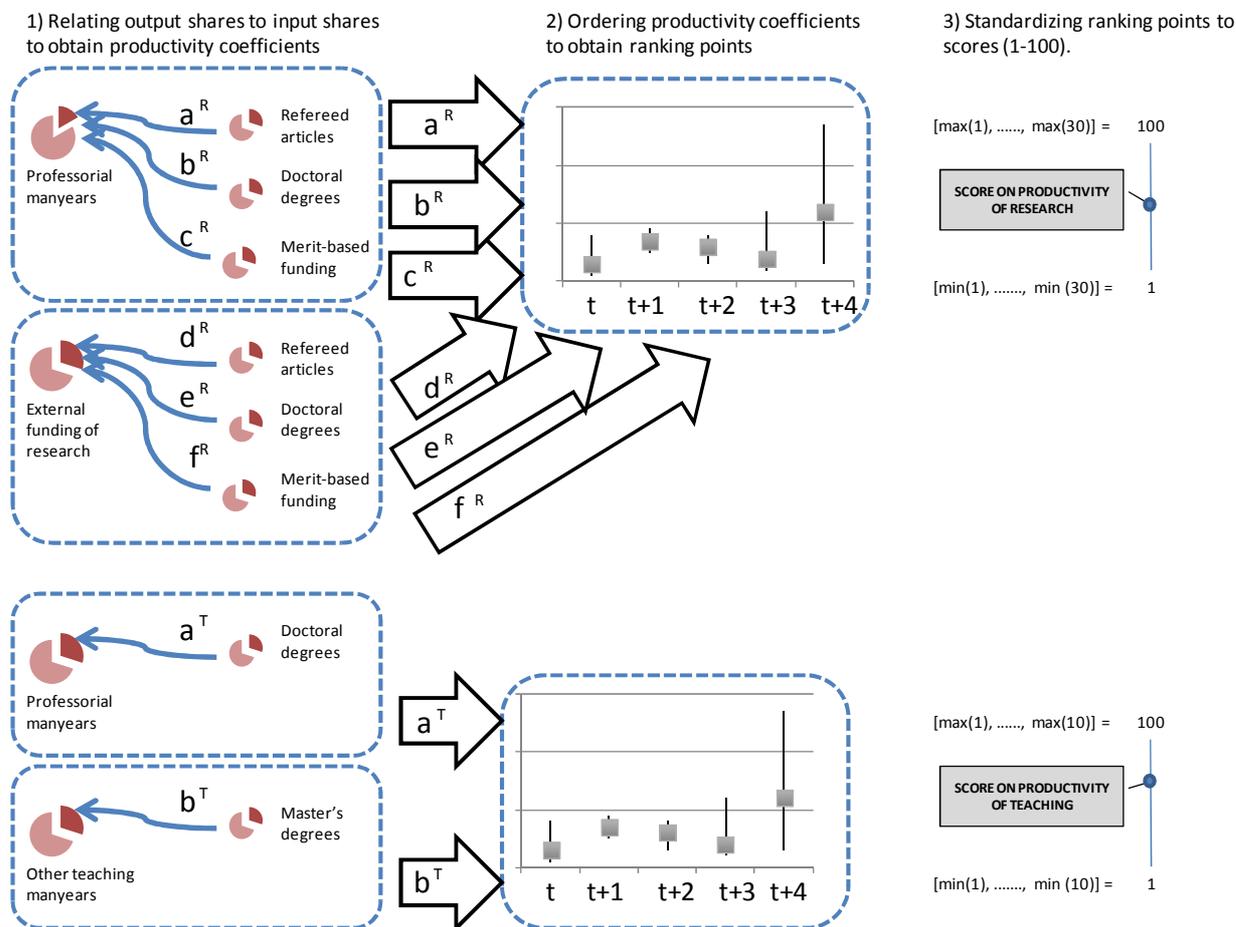
In this paper we ask, how to proceed further from performance indicators to analyzing productivity of scientific action (cf. Kivinen & Hedman 2008; Kivinen, Hedman & Kaipainen 2007). The listings of top universities have already achieved their global fame and along with it some commercial value. We are interested in finding out how the rankings could be taken more seriously also in the service of strategic action. Moreover we ask, for instance, what kind of methodological refinements are in place, should the rankings resources be utilized also in evidence-based HE-policy.

We will combine parts of the rankings data with an input-output approach we have developed for a nation state framework (see Kivinen & Hedman 2005; Kivinen, Hedman & Kaipainen

2005; Kivinen, Hedman & Peltoniemi 2008; Kivinen, Hedman & Peltoniemi 2009), which we apply here a bit wider, namely European Union. Our Finnish experiences within the 'nation state' show that the results of scientific productivity analysis face surprisingly loud and concordant resistance. At times it seems that even the financiers, Ministry in front, are hesitant to look at the facts.

In the European Union context we could expect more analytically oriented reception, due to aspirations to create a common European Higher Education and Research Area (EHERA) accompanied with Bologna process etc. However, without appropriate tools for evaluation of productivity of scientific action the ambitious goal of EHERA is inevitably compromised. In this paper we first demonstrate our input-output approach in the Finnish case and then show some preliminary outlines of applying it within the European framework utilizing data of world-wide university ranking on-line-services; ARWU-FIELD, QS-TOPUNIVERSITIES BY SUBJECTS and HEEACT-FIELD.

In state-run systems various performance indicators of universities are employed in order to run performance-based funding systems (see OECD 2010). In Finland, the Ministry of education maintains a specific HE-data-base (KOTA) providing an access to input- and output-data of Finnish universities also by disciplines. In the following, we will briefly demonstrate our input-output model of productivity analyses of research and teaching in 16 Finnish universities by 9 disciplines utilizing KOTA-data bank. The indicators for output of research are i) refereed articles published in international scientific journals, ii) doctoral degrees and iii) merit-based funding. The indicators for input of research are i) professorial man-years and ii) external funding of research. The indicators for output of teaching, in turn, are i) master's degrees and ii) doctoral degrees. The indicators for input of teaching are i) professorial man-years and ii) other teaching man-years.



* Let it be noted that Master's degree is the basic degree in Finnish university system.

Figure 1. An input-output model of productivity analysis of research and teaching in Finnish universities in 2005-2009.

Figure 1 summarizes the key features of our productivity analysis applied in the Finnish case. Each of the nine disciplines (Medicine, Natural Sciences, Education, Business and Management, Nursing and Health Sciences, Engineering, Humanities, Psychology and Social Sciences) is analyzed as described in figure 1. First of all, units (66 altogether) are assigned with six productivity coefficients for research (a^R , b^R , c^R , d^R , e^R , f^R) per year (5 altogether) by relating unit's share of discipline's total output to unit's share of discipline's total input. Units are then ranked 30 times (six coefficients \times five years) based on the values of the productivity coefficients. The maximum amount of ranking points are $n \times 30$, where n is the number of units ranked. The maximum indicates that a unit receiving $n \times 30$ ranking points is the most productive in its discipline on all coefficients in all years. The maximum amount of ranking points is then standardized to 100, and the minimum correspondingly to 1. As a result each unit scores on productivity of research on a scale from 1 to 100.

In a similar vein, each unit gets a score also on productivity of teaching. Units are assigned with two productivity coefficients (a^T , b^T) per year and then ranked 10 times. The maximum amount of ranking points is now $n \times 10$. Let us emphasize that the standardization procedure enables a simultaneous study of productivity of research and teaching, even though both have their own scales; productivity of research is measured from 1 to $n \times 30$, while productivity of teaching is measured from 1 to $n \times 10$. In both cases, however, the middle-point of standardizing is the divide between productive (+) units and other units (-). The standardization allows us to use productivity coefficients (see b^R and a^T) in both orderings identically. The input-output relationship between doctoral degrees and professorial man-years bears significance in both analyses, because the nexus of research, teaching and researcher training is in the core of university action.

In stark contrast with the popular ‘sum-and-weight’ -approach widely adopted by the rankers of world universities, our input-output approach does not need any presumed distribution of weights, whether interactively alterable or not. This is a key issue from the point of view of evidence-based policy. The sum-and-weight approach inevitably ‘tampers’ evidence in the sense that there are two unknown parameter values (weight and score) to be based on one known variable value (indicator). Sum-and-weight procedure is inevitably irreversible, because the published set of scores represents a specific case only and other score sets are untraceable *post facto* (c.f. Florian 2007). Consequently, the scores and weights tell (at least) two contradictory stories about how to make sense of various performance indicators (see Kivinen & Hedman 2008). It is evident that evidence-based policy calls for methodological refinements of rankings (see also Billaut, Bouyssou and Vincke 2010; Dehon, McCathie and Verardi 2010; Kroth and Daniel 2008; Van Raan 2005).

Nevertheless, case Finland yields results of nine disciplines from which we take two (Medicine and Engineering) under closer inspection serving as real-life ‘surrogates’ in our demonstration of some viewpoints to the opportunities for evidence-based policy opened up by utilizing productivity analysis.

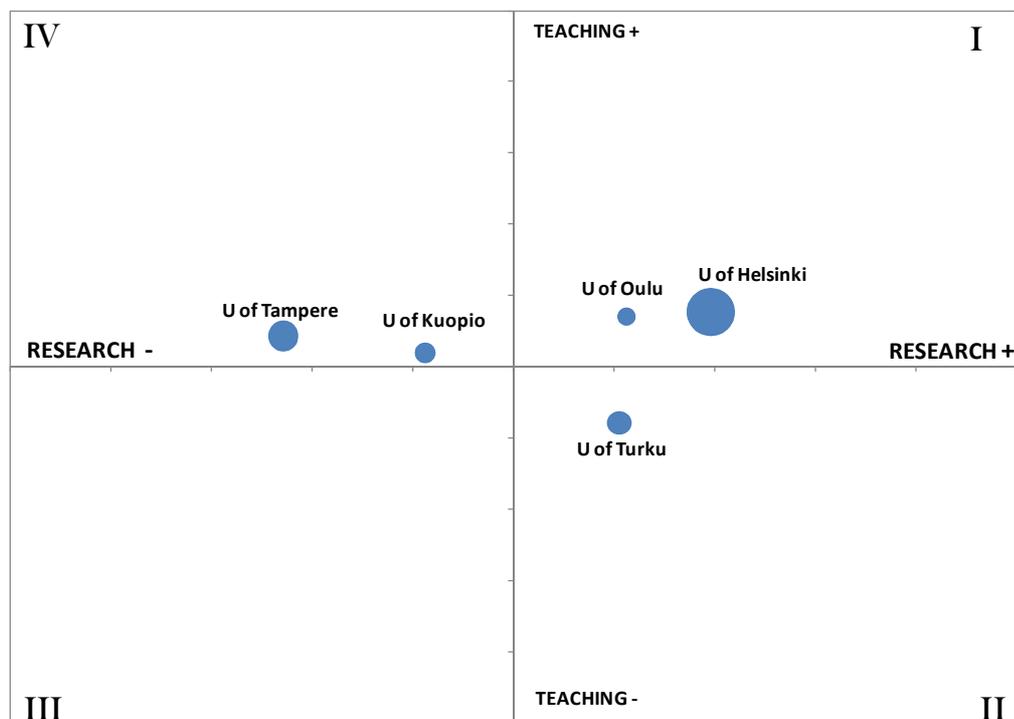


Figure 2. Productivity of research and teaching of Medicine in five Finnish universities in 2005-2009 (The size of the marker represents unit's critical mass in terms of relative input volumes).

Figure 2 illustrates productivity of research and teaching in the field of Medicine. In Finland there are five units in the field of Medicine. In Quadrant I there are two units (U of Helsinki and U of Oulu) which are productive both in research (+) and in teaching (+). Out of these two U of Helsinki stretches its leading position with its 'heavier' critical mass and being a bit more productive than U of Oulu in research. University of Turku is productive in research (Quadrant II). One policy option here opens up by focusing on the two (U of Tampere and U of Kuopio) less productive units (Quadrant IV; research -). Trying to underpin their position alongside with the three productive units (Quadrants I and II) certainly mean additional costs without any guarantee of meeting the international scientific standards of research in any realistic time frame. Another policy option can be described as trying to improve the productivity of teaching of the one unit (Quadrant II; teaching -), which is a small cost effort as compared to the first option. In Finnish Medicine, at the moment, there are no units in Quadrant III (research -, teaching -).

Of course, strategically central questions deal with deciding on the optimal number of units competing and co-operating in the field. In the 'facility-intensive' field of Medicine the productivity of research outweighs teaching, not to forget that in university action teaching

should principally lean on research. Our empirical analysis also shows, as described above in figure 2, that differences in productivity of teaching between units are almost unnoticeable, whereas differences in productivity of research between units are significant. Hence, considering the weight of research in Medicine a rough outline of a national research strategy would double-check the capacity of international level of the three productive units, with Helsinki in front. For the other two units (Tampere and Kuopio), capacity of national level would be more appropriate accompanied with a more teaching-oriented focus.

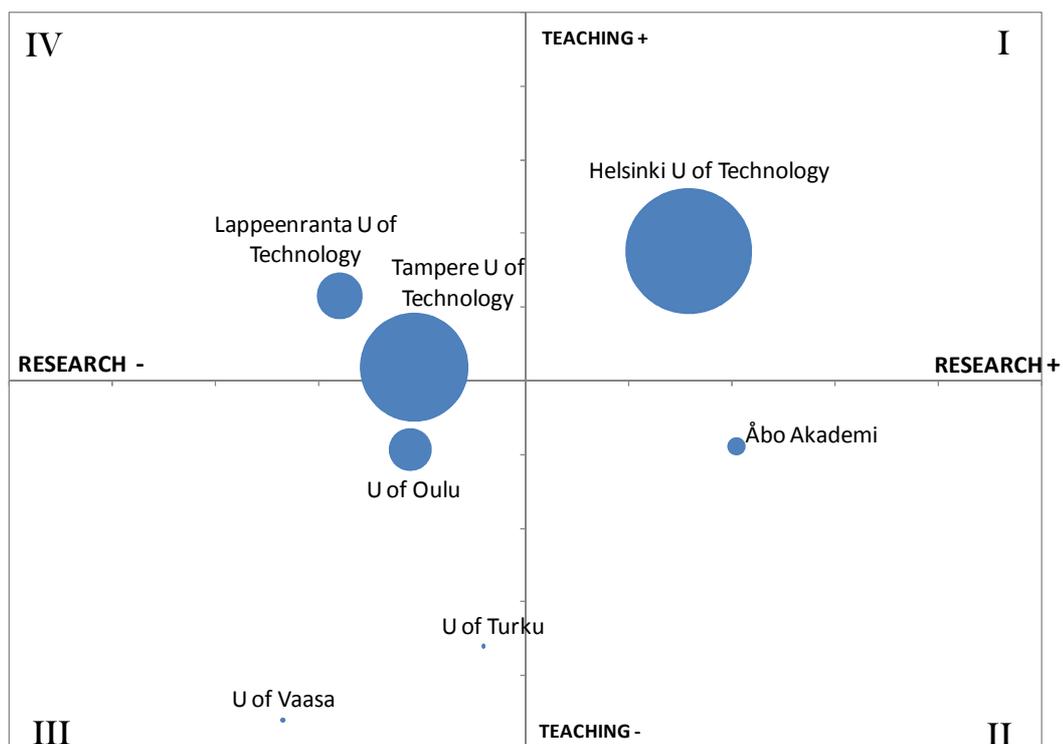


Figure 3. Productivity of research and teaching of Engineering in Finnish universities in 2005-2009 (The size of the marker represents unit's critical mass in terms of relative input volumes).

Figure 3 illustrates productivity of research and teaching of Engineering, where differences in critical mass of the seven units are significant. The leading unit is the Helsinki University of Technology¹ and it is productive both in research and teaching (Quadrant I). In addition to Helsinki University of Technology there is only one small unit (Åbo Akademi in Quadrant II) which is productive in research. While the dominating unit Helsinki University of Technology has the capacity (critical mass and productivity in both functions) to cope with international

¹ Helsinki University of Technology has been renamed to Aalto University in the beginning of 2010. Since in all 2009-editions of the field rankings Aalto University still goes by the name of Helsinki University of Technology we adhere to it.

challenges, second in capacity (Tampere University of Technology; Quadrant III) have difficulties in reaching productivity in research and in teaching. The two tiniest units of University of Vaasa and University of Turku (Quadrant III) are sort of national curiosities, though probably for different reasons. The very heterogeneous field of Engineering clearly calls for evidence-based policy to strive for a productivity enhancing, new kind of division of labor and resources. Let it be noted that all five units in the field of Medicine are notified by either ARWU FIELD 2009, QS-2009 BY SUBJECTS or HEEACT FIELD 2009, whereas in the field of Engineering the only notified unit is Helsinki University of Technology.

Productivity analysis of European ranking-notified university units

The input-side has by and large been ignored in university rankings, although all of us are annoyingly well aware that even academic success has its price and billing address. If the rankings were to have value from the point of view of competition-relevant and productivity-oriented policy demands mere outputs without corresponding inputs does not help much. Next we will extend our input-output approach by a tentative productivity analysis of European universities notified by either ARWU FIELD 2009, QS-THES 2009 BY SUBJECTS or HEEACT FIELD 2009.

Abovementioned ranking-data sources share in common the ‘sum-and-weight’ approach in transforming indicators into composite indices, but there are also differences. ARWU (Academic Ranking of World Universities) on-line service is provided by the Shanghai Ranking Consultancy Ltd and its 2009-edition is methodologically based on measuring academic performance consisting of quality of education, quality of faculty, research output and per capita performance. The academic performance of 3,000 universities is operationalized by a score composed from six indicators and their corresponding weights (see Figure 4).

QS (<http://www.topuniversities.com>) on-line service is provided by the Quacquarelli Symonds Ltd and its QS-THES 2009-edition is methodologically based on measuring relative strength of leading universities consisting of academic peer review, employer review, faculty-student ratio, citations per faculty, international faculty and international students. The relative strength of 2,000 universities is operationalized by a score composed from six indicators and their corresponding weights (see Figure 4).

HEEACT (<http://ranking.heeact.edu.tw>) on-line service is provided by Higher Education Evaluation and Accreditation Council of Taiwan and its 2009-edition is methodologically

based on measuring research performance consisting of research productivity, research impact and research excellence, research output and per capita performance. The research performance of 3,500 universities is operationalized by a score composed from eight indicators and their corresponding weights (see Figure 4).

By combining these three ranking-data, we get quite impressive selection of performance indicators of notified university units in Europe by fields (notified units). (see Figure 4) A closer inspection, however, reveals that many indicators are almost totally substitutable with each other, while other indicators in their elusiveness are too specific (e.g. Nobel Prizes and Fields Medals) to yield appropriate base for large-scale productivity analysis.

<i>Indicator 2009</i>	<i>Source</i>
<i>Alumni of an institution winning Nobel Prizes and Fields Medals</i>	ARWU
<i>Staff of an institution winning Nobel Prizes and Fields Medals</i>	ARWU
<i>Highly cited researchers in 21 broad subject categories</i>	ARWU
<i>Papers published in Nature and Science*</i>	ARWU
<i>Articles Indexed in Science Citation Index-Expanded and Social Sciences Citation Index</i>	ARWU
<i>Per capita academic performance of an institution</i>	ARWU
<i>Academic Peer Review Composite score drawn from peer review survey (which is divided into five subject areas). 9,386 responses.</i>	QS
<i>Score based on responses to employer survey. 3,281 responses.</i>	QS
<i>Score based on student faculty ratio</i>	QS
<i>Score based on research performance factored against the size of the research body</i>	QS
<i>Score based on proportion of international faculty</i>	QS
<i>Score based on proportion of international students</i>	QS
<i>Number of articles of the last 11 years</i>	HEEACT
<i>Number of articles of the current year</i>	HEEACT
<i>Number of citations of the last 11 years</i>	HEEACT
<i>Number of citations of the last 2 years</i>	HEEACT
<i>Average number of citations of the last 11 years</i>	HEEACT
<i>H-index of the last 2 years</i>	HEEACT
<i>Number of Highly Cited Papers</i>	HEEACT
<i>Number of articles of the current year in high-impact journals</i>	HEEACT

Figure 4. Selection of performance indicators of universities in 2009 and their sources

It is well-known that research is disseminated in many and varied forms, whether it be via books, journals, word of mouth or the Internet. However, journal articles are the only publications that undergo the widely accepted rigorous peer-review process. Therefore, most academics would agree, despite the imperfections of the review process, that it provides the “fairest” measure of quality. (Macri and Sinha 2006, 113) For our demonstrative purposes we

choose two output indicators, number of articles (in 2009) and number of articles in high-impact journals (in 2009), both indicators from HEEACT. HEEACT defines high-impact journals as journals whose impact factors ranked as the top 5 % of the total journals within a specific subject. ARWU offers basically the same indicator, “Articles Indexed in Science Citation Index-Expanded Social Science Citation Index”, but for a much more limited number of units. Attempts to combine HEEACT-indicator and ARWU-indicator are too laborious in relation to expected advantages. Thus HEEACT-indicator is chosen, because it is available for a larger number of units. The input data is obtained from the QS on-line service only and it is reported at the level of universities and for the previous year 2008. The input indicator is merely the number of faculty as reported by QS on the “Statistics”-sheets of “University Profiles” interactive service. Full-time equivalent (FTE) measure of faculty is preferred, where applicable.

The reason why we do not consider here the whole spectrum of available global ranking-services is that the three chosen (ARWU, HEEACT and QS) are the only ones to provide ranking-data by fields and/or subjects concerning the year 2009. This criteria does rule out also the famous Leiden Ranking, which from our point of view seems rather advanced. Hence our pool of notified units is made up of units evaluated by QS (world top 300 by 5 fields leaning on 5 indicators of relative strength), by ARWU (world top 100 by 5 fields leaning on 6 indicators of academic performance) and/or by HEEACT (world top 300 by 6 fields leaning on 8 indicators of research performance). There are numerous options how the fields could be constructed, but in this paper we have decided to employ a classification presented below in Figure 5.

I)	Natural Resources and Environment (NR&ENV)
	ARWU Life and Agriculture Sciences
	HEEACT Agriculture and Environment Sciences
II)	Clinical Medicine (MED)
	QS Life Sciences and Medicine
	ARWU Clinical Medicine and Life Sciences
	HEEACT Clinical Medicine
III)	Technology (TEC)
	QS Technology
	ARWU Engineering/Technology and Computer Sciences
	HEEACT Engineering, Computing and Technology
IV)	Life Sciences (LIFE)
	QS Life Sciences and Medicine
	ARWU Clinical Medicine and Life Sciences
	HEEACT Life Sciences
V)	Natural Sciences (SCI)
	QS Natural Sciences
	ARWU Natural Sciences and Mathematics
	HEEACT Natural Sciences
VI)	Social Sciences (SOC)
	QS Social Sciences
	ARWU Social Sciences
	HEEACT Social Sciences
	QS Arts & Humanities

Figure 5. Classification of six research fields based on combining QS-top 300, ARWU-top 100 and HEEACT-top 300 listings from 2009-editions.

As a result of constructing the six fields (Natural Resources and Environment, Clinical Medicine, Technology, Life Sciences, Natural Sciences and Social Sciences) presented in Figure 5, we have the final criterion needed to unequivocally identify our complete set of 655 European notified units from a total of 184 European universities in 15 European countries, amounting to the human resources total of 390 000 in terms of faculty.² Moreover, in our data

² The inputs by university units are obtained from solving for α_{ij} (655 non-zero solutions) the following group of equations

$$\left\{ \begin{array}{l} \alpha_{ij}a_{NS\&ENV}F_{NS\&ENV} + \alpha_{ij}a_{MED}F_{MED} + \alpha_{ij}a_{TEC}F_{TEC} + \alpha_{ij}a_{NAT}F_{NAT} + \alpha_{ij}a_{SOC}F_{SOC} + \alpha_{ij}a_{LIFE}F_{LIFE} = TF_i \\ a_{NS\&ENV} + a_{MED} + a_{TEC} + a_{NAT} + a_{SOC} + a_{LIFE} = 1 \\ \sum_{i=1}^{184} \sum_{j=1}^6 \alpha_{ij} = TF \end{array} \right.$$

on notified units the human resources is distributed so that 22 % of is in the service of Clinical Medicine, 19 % in the service of Natural Sciences, 17 % Life Sciences, 15 % Technology, 14 % Natural Resources and Environment and 12 % Social Sciences.

Correspondingly in our data 32 % of the articles are published in the field of Clinical Medicine, 24 % in the field of Life Sciences, 22% in Natural Sciences, 12 % in Technology, 6 % in Natural Resources and Environment and 3 % in Social Sciences. As concerns articles in high-impact journals³ 31 % of the articles are published in the field of Clinical Medicine, 22% in the field of Natural Sciences, 21% in the field of Life Sciences, 12 % in the field of Technology, 11 % in the field of Natural Resources and Environment and 2 % in the field of Social Sciences.

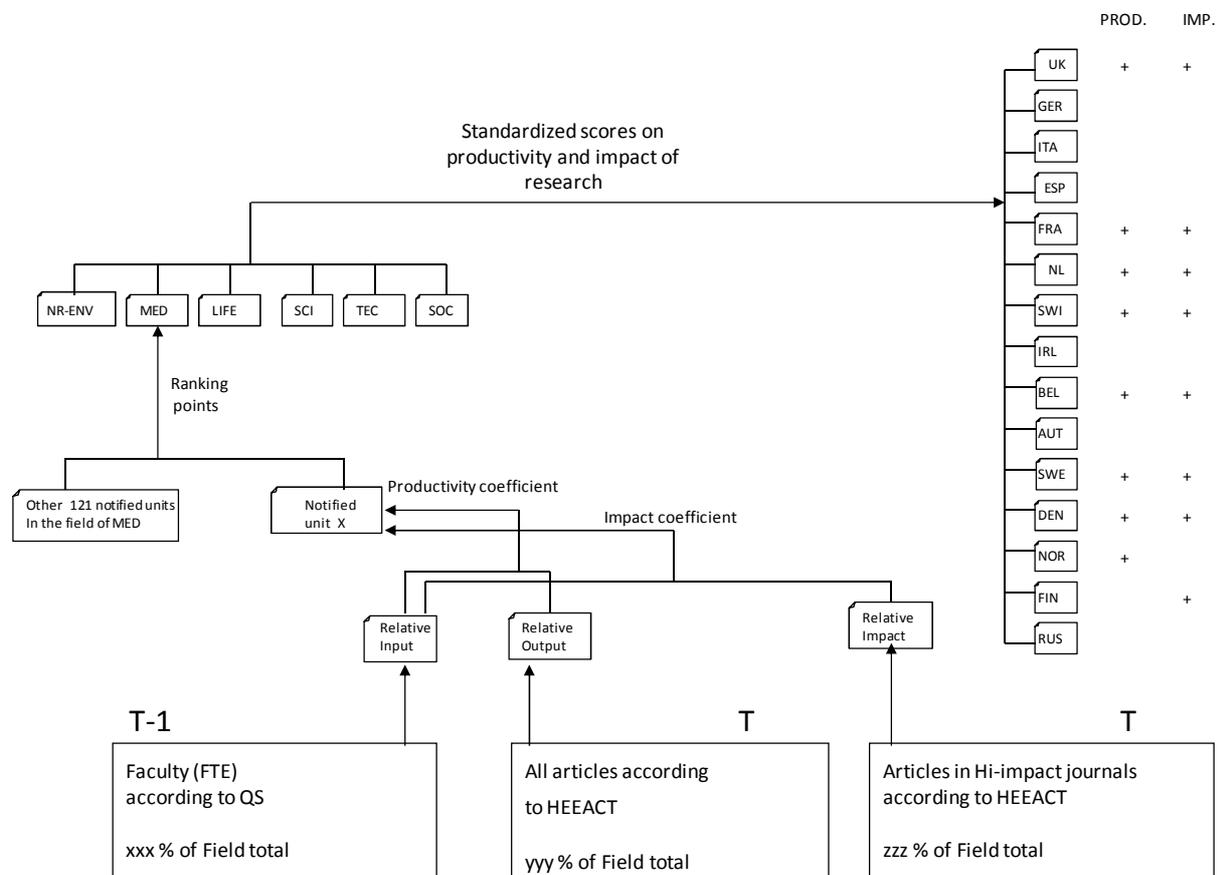


Figure 6. An input-output framework for productivity analysis of research and its scientific impact in European universities in 2009.

where F_k denotes number of faculty of field k , a_k denotes field k 's share from total input (1) and α_{ij} denotes university i 's unit j 's share from total faculty (TF).

³ High-impact journals are defined as journals whose impact factors are ranked as the top 5 % of the total journals within a specific subject category. (<http://ranking.heeact.edu.tw/en-us/2010/Page/Indicators>)

Figure 6 summarizes the key features of the productivity analysis we have developed for the Europe case. Notified units (655 altogether) are assigned with a productivity coefficient, which relates, by fields, notified unit's share of outputs to share of inputs. Impact coefficient, in turn, relates, by fields, notified unit's share of scientific impacts to share of inputs. Notified units are then ranked twice within their fields (NR-ENV, MED, LIFE, SCI, TEC and SOC) based on the values of the productivity coefficients and impact coefficients respectively. The maximum amount of ranking points vary by countries (UK, GER, ITA, ESP, FRA, NL, SWI, IRL, BEL, AUT, SWE, DEN, NOR, FIN, RUS) depending on how many notified units in each field a country has. Hence, the standardized scores on productivity and impact are determined by relative placements of country X's notified units in field-specific rankings. The maximum (100) number of standardized points would indicate that country's notified units make the top placements in all field rankings that they are involved in. The minimum (1) would indicate that country's notified units make the bottom placements in all field rankings that they are involved in. As a result each country scores on productivity of research and its scientific impact on a scale from 1 to 100.

Unfortunately, due to limited space we have to leave reporting of field-specific results to other occasions and here we can only present a summary (by countries) across all six fields in order to describe how productivity of research and its scientific impact of countries within Europe could be further evaluated. Let us note that our demonstration is tentative and the data on input does not allow far reaching conclusions to be made based on these results.

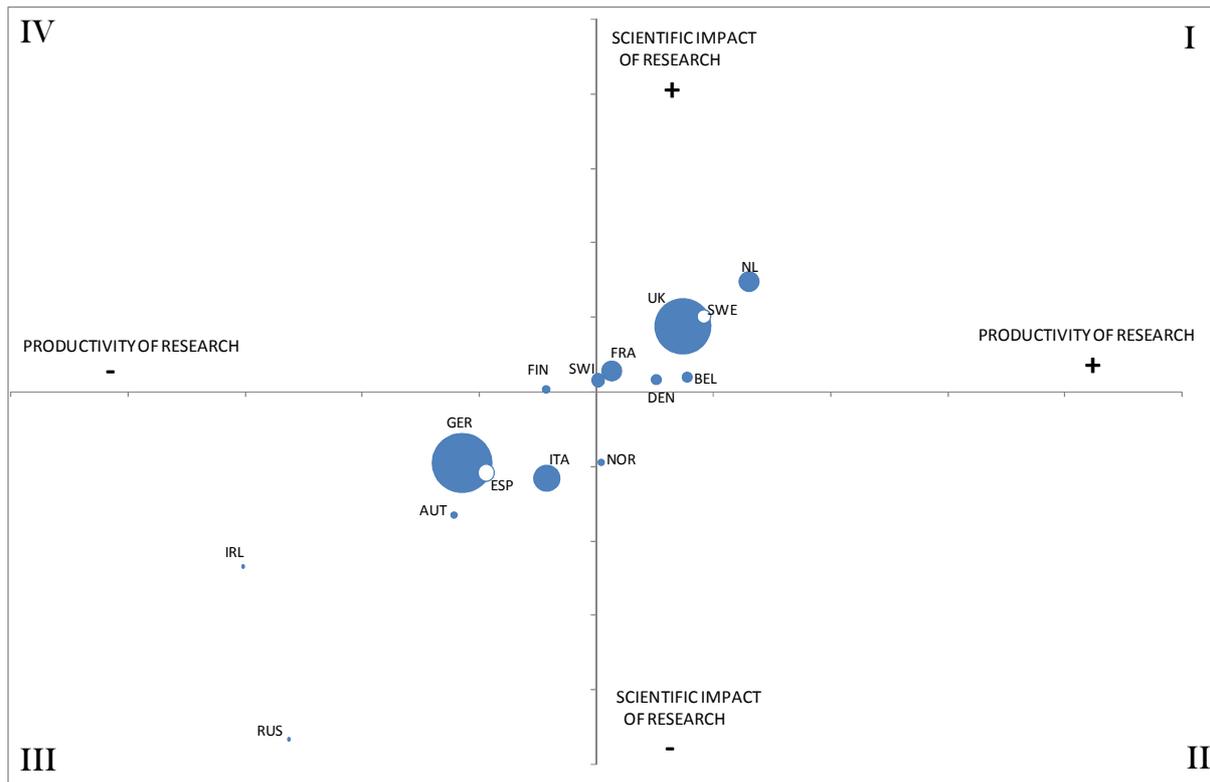


Figure 7. Productivity and scientific impact of research of 15 European countries by their notified university units in 2009 . (The size of the marker represent country’s critical mass in terms of relative input)

When all six fields are considered, the UK-system stands out with its high productivity of research (+) and high scientific impact (+) chiming in with its considerable critical mass; see Quadrant I in Figure 7. There are six more countries reaching the high level of productivity (Quadrant I), but all with rather unpretentious critical mass as compared to UK; Netherlands (NL), Sweden (SWE), France (FRA), Belgium (BEL), Denmark (DEN) and Switzerland (SWI). In the opposite Quadrant III (research -, impact -) there are six countries from the total of 15 countries. Out of these six countries especially Germany draws attention with its critical mass. In the international competition of heavyweights, the best success as a nation could be predicted to the UK. Also amongst the nominees for most likely to succeed are Netherlands, Sweden, France, Belgium, Denmark and Switzerland although with questionably modest critical mass for the ‘world series’.

Let us remind readers that our European demonstration here only deals with the notified university units and specifically their research activities and its impact. Our primary goal was to demonstrate our input-output approach applied to ranking-data. In the future, hopefully, we will have the opportunities to operate without data-limitations and achieve results helping to take the decisive steps toward evidence-based policy. In Europe constituting of separate nation

states the earlier-mentioned EHERA and its ambitious goals may well get an eternal project stamp. We do not doubt, however, that evidence-based policy equipped with appropriate tools for evaluation of productivity would not reclaim its position in various research-policy arenas around the globe.

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International entry strategies in higher education

Abstract

After a long period of brain drain from Asia to Europe and the U.S., we now see the opposite movement, brain gain; a clear advantage for economies like China and India as these are rapidly growing and in need of talent. For Europe however this new phenomenon might be a future threat considering the trend of an aging population, lack of scientific talent crucial for innovation and multinational companies moving away their R&D to emerging economies like India and China. The rational is clear: collaborate with and settle in areas where talented people and target markets can be found. A new scenario could develop; 'brain circulation' focusing on collaboration from which both Asian and European economies eventually benefit. Universities and research institutes can play a strategic role but should develop sophisticated and dynamic market entry strategies as with 'brain circulation' a new cooperative game about human capital, resources, organizations, knowledge and learning will emerge. New types of institutions are needed to nurture talent and explore innovation together. Ultimately the main question will be if and how partnerships and 'brain circulation' will start to develop and whether in the long run it will have the desired effects; will new East-West innovation systems truly start to evolve.

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International Entry Strategies in Higher Education

Observations

Emerging economies such as India and China face the problem that the growth of educational capacity lies far behind the needs of society and economies. Therefore China and India have become interesting countries to study with regards to developing higher education entry strategies for global partnerships. For decades both countries have been recognised as pools of talents feeding Western economies in need for highly skilled professionals, researchers and increasingly managers, see e.g. (Khanna, 2007). Causing a flight of human capital often referred to as 'brain drain' and depicting a trend which continued despite the need for these talents in the country of origin. At this stage China and India both booming economies are

changing this trend dramatically as they are entering a phase of newly advanced economic development. As a result many Chinese and Indian nationals have expressed an interest in returning to their home country, either after their study abroad but nowadays also after short or longer careers in the West. In the latter situation they don't only bring their professional skills but also new organisational and institutional norms as well as extensive international networks (Kapur, 2004).

This change from 'brain drain' to 'reverse brain drain' and 'brain gain' poses a realistic threat to the future growth of the European innovation sector and as such requires higher education as the motor of the knowledge economy in Europe to be alert and look for opportunities to counter act this trend. Why a threat? In contrast to India and China, Europe's demographic developments show an ageing population and as a result an increasing shortage of talented PhD students and post-docs in an already increasing scene of international competition in higher education for talent and funding. Additionally the movement of R&D departments of industry partners from Europe to emerging economies like China and India shows a further shift of where future innovation is to be expected. For this reason alone it is recommendable to not lose touch with new developments and stay connected to future worlds by starting up lasting networks of people and institutions.

Although setting up international collaboration networks in higher education is not an easy challenge there is an absolute necessity and we believe that the opportunities and complexities can be revealed by looking at existing partnership and market entry theory. Market entry theory deals in this respect more specifically with the broadening of activities beyond the existing borders of universities home markets. Whereas partnership theory deals with the structure and process of collaboration between universities and others, e.g. companies. In literature we can see that market entry theory integrates partnership theory. A clear example is the theory of Doz & Hamel (Doz & Hamel, 1998) which proposes strategic alliances to extend to foreign markets. In this paper we want to review how an integrated partnership and market entry theory is of great value for determining internationalisation of higher education focusing on Europe and India.

In our focus on the integration of partnership and market entry theory, we will compare defensive versus offensive entry strategies (Enderwick, 2007), (Luo, 2002). We will show how because of the highly institutionalized context only defensive entry strategies for collaboration seem feasible for Indian and European higher education. We will also discuss the various

market entry barriers for higher education that we come across such as physical, knowledge, political and institutional distance, including a reference to the importance of the theory of co-specialising and co-opting as outlined in the alliance strategy of Doz & Hamel (Doz & Hamel, 1998). We concentrate on India not only as Mahbubani phrases it: “The natural role for India is to be a bridge between the East and the West. No other society is better qualified.” (Mahbubani, 2008), implying the institutional distance between Europe and India would be lower than between Europe and China. But also because of the current market rationale in higher education in India and China; China is at a different stage than India and has now become a direct attractor of Chinese and foreign students for its’ own higher education system. Future growth in higher education will clearly be in India (Economist, 2010). Yet higher education in India is highly regulated but in desperate need of more educational capacity and quality institutions perhaps to be materialised through international partnerships. However up to now it is still an open question how e.g. foreign higher education institutions can and will play a role in India. Finally we will look at the obstacles and opportunities in partnership and market entry theory for higher education.

Partnership and market entry theory

Global companies as well as SME’s focusing on expansions and new overseas markets will always start with a thorough analysis and formulation of a business strategy for the new venture. In literature the majority of research on entry strategies therefore concentrates on the business and industry field. Identifying challenges, successes and problems of market entry in the higher education ‘industry’ is in its initial stages. Many questions are still unanswered with the main one being which ‘shape or form’ of collaboration the entry strategy should start of as and ultimately result in. Should a home university in Europe focusing on international collaboration start bottom up with small individual research partnerships only, a branch or representative office mainly focusing on recruitment to enter the new market, a joint venture or another type of off shore operation, should it work towards a merger or acquisition strategy, or immediately start a full blown campus if the opportunity arises? Successes and failures still have to be explored in the higher education industry as many decisions for a new entry strategy are still based on business market entry strategies and the question is whether these contexts are actually comparable?

In any field the reality of entering new markets asks for multiple checks and balances, starting with a check of the new markets’ existing suppliers, competitors and regulators, followed by a decision on the products to be taken to the new market as well as an indication of the matching

investments to enable movement and decisions to be taken before and once the new market is entered. Nowadays for international higher education, entering new markets means entering a new 'cooperative' game, meaning the game of human capital, resources, organization, knowledge and learning. The underlying strategy for success in this game should start by following one of two main philosophies of market entry theory, a defensive or offensive approach as well as show an understanding of the specific market entry barriers for higher education. The next paragraphs will go into more detail explaining both strategy approaches as well as give an overview of the various entry barriers.

Offensive versus the defensive market entry approach

Two principle philosophies lie at the basis of designing a new market entry strategy; the defensive approach or the offensive approach. In a defensive strategy partners literally enter a defensive mode most of all trying to protect their own knowledge and therefore aiming to reduce foreignness to a minimum. With this choice institutions are trying to reduce the institution's dependence on the new local environment as well as the uncertainty that this environment produces. By protecting its own 'business' an organization most of all tries to avoid risks. However, less adaptation to a local environment is likely to create less success in operations. It might e.g. result in following two different management styles, different laws and regulations as well as different cultural behavior used in practice and as such impede a real match in operations as well as even cause conflict. With an offensive strategy on the other hand the aim is to integrate as much as possible locally. This is done through networking, building relationships with local stakeholders and public officials as local information is required to understand and adapt to the new work environment. A new international partnership or set up can only create local acceptance through integration, increased commitment and above all awareness and focus on the needs of the local environment as well as the aim of finding a match on two sides. Most of all partners should focus on a win-win situation to make the joint partnership a success. In the long run in emerging economies *offensive* strategies work best to be successful (Enderwick, 2007). Organizing tailor-made strategies and products is essential, offering products or services that are attractive, useful and match the local market requirements are of utmost importance as is the intention to start up a long term commitment. This of course is the ideal situation in business as well as higher education. Yet with higher education markets both in India and Europe being highly regulated at an institutional as well as political level and allowing for little freedom, educational institutions in these two regions currently have to opt for defensive strategies.

Market entry barriers for higher education

As indicated above both education markets in Europe and India are highly regulated; many entry barriers tend to naturally exist or are created to protect the own market. Whether existing suppliers and or market regulators in higher education do have an incentive to create additional barriers depends on the presence of existing barriers that are connected to the type of products or services that the new supplier wishes to offer. In higher education for example when branching out to new markets, the dominant potentially profitable fields are Business and MBA programmes, for which investments and entry barriers for foreign providers are low because of high demand. However, science and technological programmes require substantial initial investments in facilities such as, laboratories and equipment which for foreign providers working without a local partner are extensive.

In practice for entering new higher education markets the main entry barriers can all be described in terms of 'distance' and categorised in four types: physical distance, knowledge distance, political distance and institutional distance. Each of these distances should be bridged in the entry strategy of a higher education institute seeking to enter a new foreign education market.

In recent years internationalization in higher education has become a global phenomena yet at the same time is starting to regionalize and many quality institutions are developing in new markets such as, the Gulf States, China, Singapore and South Korea (Wildavsky, 2010). The combination of regionalization in international higher education and thus resulting in increased global competition makes that *physical distance* is the first serious entry impediment to take into consideration. This regionalisation trend is of special interest to the traditional overseas education suppliers like the UK and US that were leading the trend of internationalisation and attracting many students from far away destinations as well as to the new overseas education suppliers like mainland Europe (Wildavsky, 2010). With foreign branches overseas, counting on the fact that the brand of the home institution should attract talented students; high standards are to be met. For example, academic staff and curricula should be comparable with those of the home institute and as such create a cost intensive operation for recruitment, transfer and housing for short or long term visits from staff from the home institution, equipment and facilities as well as training and development. Mooney in his analysis of branching out in China mentions these costs as serious hindrances for foreign institutions when entering new markets (Mooney, 2006). For cost reasons therefore branching out often results in a delivery model which combines classroom education and distance learning (Mooney, 2006). It is clear

that physical proximity to the new entry market may cut costs and make the difference between higher education institutes choosing to enter a specific market destination or not. Against this background regional proximity is preferred and as such physical distance is indeed a market entry barrier.

At the same time as discussed in Doz and Hamel's theory partnerships and alliances can mitigate these problems of physical distance linked to branching out especially if co-specialization in a partnership is possible (Doz & Hamel, 1998). And if branding is not so much a problem, co-opting in partnership may reduce the problem of staffing substantially. The second market entry impediment is *knowledge distance* and can be separated in two factors: lack of knowledge on local circumstances or missing specialized knowledge or a combination of both. As mentioned above lack of specialized knowledge for a successful entry strategy is a topic of alliance theory, like that of Doz & Hamel (Doz & Hamel, 1998). In a global market innovation and expansion are key to survival. The speed of innovating and entering new markets makes it necessary to partner. To get the right (hard and tacit) knowledge on the new market, finding partners who can provide this knowledge is essential. This so-called co-specialisation strategy, which objective is to get access to critical knowledge that complements the own existing knowledge and expertise, also requires that the organisation operates in an offensive manner (Doz & Hamel, 1998). This is a challenge on its own as organisations that are not used to co-specialisation often operate in a defensive manner raising concerns such as; how do we protect our own knowledge? How can we be responsible for the performance of our partners? How do we deal with rival professionals? Co-specialisation requires that partners bring in unique resources and synergize, and that they diversify between each other in their contribution to the partnership. This makes that the challenge is not only in the partnership but also in the own organisation. If an organisation is not able and ready to organize a co-specialization strategy for entering foreign markets, they will have to rely on defensive strategies which will not gain much confidence in the target market and has a high chance to fail. The ultimate aim of an alliance is creating a win-win situation that becomes a lasting partnership with a future and flexibility to adapt to new situations. Most of all an educational institution needs to be confident in its own strengths, knows its unique selling points and what knowledge and competences it has to offer to a new market. This not only requires an understanding of the target market in the fields of expertise but also knowledge on how it wishes to innovate and what partners it needs to match this potential. In addition a good understanding of the target country's higher education policies as well as a feel for the general

political ‘atmosphere’ around entry conditions for the specific sector is essential to create long term success.

This brings us to the third market entry barrier, *political distance*. Markets are often formally regulated and/or market entry impediments exist controlled by the national government or local authorities. When exploring a country as a target destination creating access to these regulators is important for entry and helps to get a feel for, for example, how to keep the cost of entering low. Through personal and professional contacts but especially through partnerships this access can be obtained. The strategy would be to seek out the potential local competitors and partner with them. These partnerships will not only help obtain critical mass in the number of students and staff participating, help build a joint brand for marketing but also quite likely create direct access to the local markets and powerful relations. This is the co-option strategy (Doz & Hamel, 1998) and the art of true alliance building would be to combine co-option and co-specialisation, see above and as such tackle both the knowledge and political distance. At the same time in creating a long term and lasting network at different levels, national and international, these local partners and otherwise competitors would then always be members of an open yet exclusive relationship network. A network as this is essential to support the underlying theoretical framework of ‘brain circulation’ as part of the new cooperative game of higher education.

The final market entry barrier mentioned is linked to the concept of *institutional distance*. Broadly defined, institutions are the rules of the game (North, 1990). International firms and in this case higher education institutions must know and be aware of the formal and informal rules governing those countries they are investing and vested in. An institution-based view suggests that firm strategies are enabled and constrained by the different rules of the market entry game around the world (Peng & Pleggenkuhle-Miles, 2009).

Dealing with institutional distance in international higher education collaboration strategies is highly complex. In the case of Europe and India, universities as indicated previously are highly institutionalized and formally regulated and bound by laws; the formal degrees of freedom for innovative international collaboration are therefore limited. Besides national regulations, also regional regulations, political support and interests come in and can as such limit operations again at different levels. Besides the regulated context, educational institutions from origin encounter various professional pressures translated in different objectives such as, being part of research networks, participating in top institutions and PPP (Public Private Partnerships),

focusing on offering quality education, working on internationalization, training knowledge workers, setting up linkages with the professional market for job opportunities for students, securing a good position in international rankings, etc. etc. The danger is that educational institutions tend to diffuse instead of focus. At the same time in order to make international collaboration feasible, India Europe collaboration for example is essential to bridge institutional distance between countries and regions. This also brings us to the ultimate challenge of understanding how institutional distance is likely to affect the operations of an actual institutional collaboration agreement as well as how to achieve the most effective adaptation. An organisation will not only need to work on academic commitment but also create time and money as well as an administrative support structure in the home institution to support the new ventures and be willing to open up and share essential information. Clearly the partner overseas will of course need to be willing to do the same.

Europe Asia higher education partnerships; why India?

As stated earlier clearly Europe and Asia are interesting markets for partnerships and strategy building. Asia is working hard to develop its' educational capacity and quality in higher education, while Europe on the other hand experiences its' own challenges in higher education to tackle but which are in fact of a different calibre. In Europe, a focus on the competition for attracting the best students, teachers and talented knowledge workers needed for an internationalizing economy, is visible in all European, national and institutional policies. In recent years Europe has gone through many changes with regards to re-shaping its' higher education arena. The Lisbon convention and Bologna Declaration reports focus on various aspects of importance to higher education such as, an increase in general access rates and participation in higher education, the employability of graduates, tuition fees, student and staff mobility, internationalization as part of institutional strategies, life-long learning, etc. Yet a topic like tuition fees still needs clearer attention as these up to recently have no connection to job and salary prospects and additionally EU and non EU tuition fees are still used as a discriminating factor to compensate for budget cuts; outside EU and EU tuition fees are used to cross subsidize. After some years of change, the higher education community in Europe now shows a deep and unwavering commitment to the European higher education arena (Sursock et al., 2010).

In India, the context of developments in higher education is clearly different yet attracting major attention for change and as such creating possibilities for India and Europe as promising partners. Both Indian and European universities have higher educational institutes that

traditionally used to concentrate on the 'classical' tasks of learning and research, and most importantly operate in a highly institutionalized and political environment limiting their freedom to operate. As mentioned before with a still growing population the higher education setting in India faces tremendous challenges and lack of education capacity and quality education being only a couple of them. The demand for highly qualified skilled workers has increased with the developments of the new economy and gives new pressures for higher education to deliver. As change is required now, partnering could be essential and the only solution to deal with the capacity as well as quality question. Although partnering seems a good solution to tackle the capacity issue, regulations for the higher education sector in India with regards to foreign partnerships are still very much centralized and regulated. With the additional challenge to tackle the skills gap of young professionals leading national industry associations such as the Federation of Indian Chambers of Commerce and Industry (FICCI) and the Confederation of Indian Industry (CII) now also take a position of active involvement through supportive research, workshops and national and international thematic conferences. Further to this today's higher education scene in India also shows the rise of the private education sector which however still needs clearer and more transparent set of regulations to operate under. The private education sector is an interesting development and according to Agarwal (2010) private institutions are crucial not only for growth and for healthy competition but also for innovation in the system and at the same time have the advantage of leaving the national budget reserved for up-grading the public education system untouched (Agarwal, 2010). Finally the most eye catching development for higher education is of course the discussions with regards to the Foreign Education Providers Bill which, if passed as a law, would allow foreign education to start up business in India under certain pre-set conditions. At this stage the Bill definitely keeps many foreign education providers interested to see where opportunities lie in a future of perhaps more extensive collaborations models.

For Europe and India the main characteristics of higher education partnership strategies should include a clear focus on synergies; how does the partnership fits the institution's own strengths and 'products' and where can the partnership create a true win-win situation. In addition the strategy should aim to create lasting networks following the principle of 'brain circulation' to create sustainability. Networks created through e.g. joint initiatives with the research champions of both Europe and India as well as student and staff mobility are key elements. Furthermore the home institutions will be challenged to support their strategy by the identification and implementation of foreign staff and student as well as alumni policies that support the initiatives taken. Finally it is recommended that to support the strategy for

collaboration, linkages with the local Diaspora from the focus country will help select additional core thematic areas for collaboration. For centuries the local Diaspora plays an important role as they have always stayed connected to their place of origin and nowadays as mentioned before are more and more inclined to 'return' to their roots when it concerns emerging economies like China and India. Yet China and India differ very much in the way they deal with their Diaspora and how they encourage them to come back after their studies or invest in their home economies and as such move between their old and new worlds (Khanna, 2007). According to Khanna, China has an active policy whereas India doesn't seem to have such a clear policy at all (Khanna, 2007). Still when looking at 'brain circulation', Diaspora management as part of an entry strategy should definitely be taken seriously.

Partnership and market entry theory; obstacles and opportunities

The theory of partnership and market entry theory definitely stands for a new way of looking at the internationalisation of higher education. Yet building an international entry strategy for higher education does not equal building a business strategy. Like any new strategy building process the higher education scene encounters its' own challenges with various obstacles yet ample opportunities to be discovered. First of all higher education is a highly regulated and institutionalized world which makes it different from regular business environments and therefore difficult to operate in. Besides operating in a very regulated environment, the internationalization of higher education also means entering a tough cooperative game and requires institutions that are ready in both systems and minds. Both the home and overseas education environments have to be ready to face working with different cultures and willing to invest time, manpower and money. Institutions of higher education are often not ready to expand beyond their home country which tends to result in opting for protection mechanisms as part of very defensive entry strategies. At the same time a final aspect to be more clearly defined in market entry strategies is the terminology used for home, mother, and foreign partners as well as for host countries/partners. Both concepts tend to be too broad.

Yet while in business strategies, the relationship between two partners naturally opt for a win-win situation, higher education still needs to grown into this scenario more strongly. Looking at the case of Europe and India, this ultimate aim could however benefit from the perfect setting for collaboration. As India needs to prepare for future development and growth it becomes an extremely attractive market to enter for collaboration. Europe matches this scenario as it traditionally offers quality English medium education and needs to attract talented students and researchers to ultimately boost future innovation with the help of

knowledge workers. Clearly plenty opportunities and topic areas are there to build on between India and Europe, as India is and will be a new world power with the multiple challenges of a majority of the population living in rural areas and being under the age of twenty five for many years to come. In addition with the attention to developing global education partnerships, there are also various fields for joint research development of great interest outside India such as IPR, diabetes and life style in slum areas, and therefore could have a worldwide social impact. This product differentiation element adds an additional dimension of great interest to any strategy as it also gives the partnerships a strong position to expand into new markets outside Europe and India and enter into new regions. While asking for little extra investments there could be a great chance to connect to the world and even grow more extensively as partners with a greater impact and future.

A final note on the idea of partnership and growth, following the underlying thoughts on market entry barriers, partnerships and alliances are important to be successful in international collaboration and therefore a key element of any global higher education market entry strategy. At the initial stages partnerships need to be carefully designed and focus on start up impediments that might exist as well as on short and long term objectives. Building partnerships most of all time requires trust and commitment. Institutions may vary in their approach and see partnership building as an institution wide strategy; either following a central management decision and top down approach or a natural process in which case the partnerships develop through a much more bottom up approach. Choosing for a long term focus in global partnerships helps to not dilute brand of the university and keep its reputation high. As long term objectives find it easier to integrate shared research, joint programmes and branching out incentives than short term objectives. Yet overtime partnerships grow and change and require great flexibility in the home institutions. China e.g. has moved on rapidly in its educational partnerships, and as a result substantially increased its higher educational capacity and as such is now becoming a competitor of the United States and Great Britain in attracting foreign students (Economist, 2010). In this scenario growth through setting up new branch campuses overseas is a further challenge in partnerships and require special attention keeping in mind the previous mentioned entry impediments or barriers.

In future growth scenarios, both partners should also be aware of possible conflict in short and long term interests and objectives. Host institutions overseas appear to be inclined to go for the short term interests; they want to learn, apply and integrate new knowledge in their own institution and move on, whereas home institutions have one major concern and interest short

or long term, protecting the brand name (Jie, 2010). The brand name which should guarantee quality is only maintained if the staffing is the same in partnerships and branches as in the home institution. So growth is a problem if staff is not available. At this moment in time foreign higher education institutions have a lot of experience with China and complain more and more about Chinese national policies to regularly interfere in activities of professors and students (Wildavsky, 2010). It must be noted that some government interference to assure quality is also of interest to the foreign institution. Although in many cases of partnership objectives tend to vary, in any firm long term partnership partners should be sure that their interests are equally distributed and that their motives comply. This is necessary as when dynamics require flexibility both partners need to have the ability to change and adapt the partnership to the new situation. According to Jie this is often not the case in international higher educational partnerships (Jie, 2010). Therefore to make future growth possible and indeed a success, interests should be equally distributed and partner motives comply to be able to adapt to be flexible in dynamic surroundings.

To conclude it is clear that overall contemporary global partnerships in higher education like the ones between Europe and India ask for an integrated approach of partnership and market entry theory but most of all require organised home and host institutions ready for interaction with the overseas partners. In our modern knowledge economies the model of 'brain circulation' where we look for collaboration between institutes of higher education and global and local companies, nurture talent and explore innovation together in each other's market, would work best.

Conclusions

Internationalisation and partnerships in higher education have clearly entered the corporate game of tailor made products, customers and new overseas markets. In order to be successful in this high level corporate game a sophisticated and dynamic market entry strategies is a 'must' to get results which have a high positive impact on both partner countries and or regions.

Business entry strategies tend to advise an offensive approach for emerging markets as this will bring cultures and far away worlds closer together in understanding each other and creating a profitable a win-win situation. Yet compared to business, higher education is more highly regulated both in the host and the mother country and makes it difficult to operate freely. This makes common business entry strategies difficult to apply and have higher education partners

choose for the least effective market entry strategy approach: the defensive approach as there is not only a challenge in the target or host countries but also at home, let alone in building the actual partnership.

Higher education entry strategies tend to focus much more on need because of the link with national knowledge economies and little on how. From this perspective European home institution's regions or countries should in fact consider subsidizing foreign students to boost innovation potential. This is in effect nowadays the policy in many countries, but not in Europe. For the future it may even be expected that these subsidies will increase worldwide and become a major instrument in the competition between countries and regions to attract the most talented students, knowledge workers and research. This is one aspect of globalisation in higher education to which regions either 'click on' or 'click off', to use Castells's words (Castells, 1996). Higher education is often not sure which entry strategy to follow for entering new markets as there has been little in-depth research, few cases studies and thus experience to guide is missing. Additionally, the political and higher education scene at home limits freedom of higher education institutions to collaborate internationally.

One thing is for sure, the new game of 'brain circulation' in European higher education partnerships is set in knowledge economies where competition between countries and regions is determined by innovation power. The combination of universities, R&D, companies and often consumer markets is needed to realize a boost of innovation power. Additionally in emerging economies like India the collaboration with NGO's is important in the so called innovative BoP (Bottom of the Pyramid) strategies (Chesbrough, Ahern, Finn, & Guerraz, 2006). Clearly today's economies show more potential for an innovative culture when businesses as well as markets itself have made high investments in R&D and as such are able to create a variation of products. With regards to Europe and Asia, therefore countries like India have taken a giant step when they started to attract R&D.

We wish to conclude this paper by stating that business partnership and market entry theory is rich enough to be applied to the higher education sector and its strategies towards internationalisation. Higher education is positioned both in the private as well as in the public sector. With regard to the latter some would even call higher education a public good. As a public company higher education represents both formal and informal institutions in the home as well as in the target country. Yet so far we can state that the area of higher education

international strategies and its development is not well covered in the existing literature and is still underdeveloped.

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Beyond the quality assurance dilemmas of market driven higher education: Towards a sustainable ‘win-win’ policy framework for the Malaysian higher education private sector in diverse and changing times

Abstract

Can quality education objectives, standards, and policies be sufficiently reconciled with private enterprise values and ownership structures in the higher education sector? In other words, what kind of quality assurance framework might be needed to promote sustainability within any national context for supporting the private higher education sector? This paper will report on the design and development of a possible framework for sustainability within one particular project context – a commissioned project to come up with a new upgrading standards framework for the Malaysian higher education private sector. It will discuss the transferable implications of this project outcome beyond the local context as a possible prescription for: (a) the quality assurance ‘shifting ground’ which increasingly challenges higher education policy-makers around the world, and (b) some of the enduring notions which obstruct the achievement of sustainable policy (e.g. residual assumptions such as ‘one size fits all’ when it comes to quality assurance standards). It will therefore investigate the convergent requirements of achieving a sustainable ‘win-win’ quality assurance framework for the higher education sector in terms of the growing imperative of privatization in diverse and changing times.

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Keywords: higher education; quality assurance; marketization; private sector; sustainability; internationalization; Malaysian higher education private sector.

Introduction: The ‘shifting ground’ of academic quality assurance in Malaysian as well as global contexts of 21st Century higher education

By the 1990s the concept of *quality assurance* had become a central concern of higher education institutions around the world. This was partly due to how Government funding and policy increasingly pointed to a market driven imperative in public education (e.g. Marginson, 1997; ACE, 2004; Teixeira, Jongbloed, Dill, & Amaral, 2004; Rani 2004). Such a view was

related to the associated notion of the ‘user-pays principle’ (Johanes, 2004). In other words, the emergence in many countries of what some refer to as ‘academic capitalism’ (Slaughter & Rhodes, 2004) represents a developing link between a general imperative of *privatization* in all (including public) higher education and the growing dilemmas and challenges to ensure that the private sector of higher education retain some kind of *public* accountability. This is at least to the extent that any society wishes to retain the notion that education is basically a *public good*, however much it might also be viewed as a *private benefit*.

In recent years the private sector role in global higher education has grown extensively and been increasingly seen as central to the future plans and current policies of governments around the world to meet the growing access and human resource demands for formal education and training (e.g. Lederman, 2008). This is especially so in those countries where the *internationalization* of education is a significant and growing source of national revenue as well as institutional funding. Of course even countries with the strongest rankings for their cross border quality assurance such as Australia (Pradeepkumar & Behr, 2009; McNamara & Williamson, 2010) are not immune to problems of ‘quality avoidance’ or associated abuses in the private higher education sector by those ‘lower quality’ private colleges more interested in quick profits and ‘fast and easy qualifications’ than sustainable quality assurance (Ziguras, 2009).

The question of developing or achieving a sustainable quality assurance framework for the private higher education sector of colleges and universities is thus one of increasing importance for governments and institutions in different countries as well as internationally. However in all the talk of comparative benchmarks and standards there remains a basic paradox that needs to be grappled with if sustainable policy directions and initiatives are to be realized in a way that all the stakeholders (students and academic staff as well as institutions and governments) might see as a ‘win-win’ framework. Often associated with processes of *commodification* and *marketization*, the privatization of education is seen by some as synonymous with ‘declining quality’ or at least a growing disinterest in various notions of academic quality (i.e. teaching and learning as well as research and publications) (Sivalingam, 2007; Singh, Schapper & Mayson, 2010). Yet, private education institutions are still generally expected to conform to basically the same quality assurance standards expected of public education colleges and universities. An additional dimension to this paradox lies in how higher education is ‘no longer considered an option’ for increasing numbers of school-leavers in a country like Malaysia (Rahman, 2010), yet there are growing concerns about ‘escalating amount of unemployed

graduates in the market' (Woo, 2006). Private higher education providers are thus seen by some as a central part of a policy solution to dilemmas of the past, and by others as a contributing cause to some new national higher education policy challenges and dilemmas.

The sustainability of the private higher education sector in different countries is therefore perhaps linked to the question of whether a *convergence* might be achieved between national and international interests and standards on one hand, and ongoing or future commercial and organizational viability on the other. In other words, the central challenge is to try and ensure that private colleges and universities: (a) play a constructive role in national and international educational policies, and (b) are encouraged and even required to maintain appropriate quality standards. Conversely as Lederman (2008) discusses in relation to the private sector role in global higher education:

The extent to which private institutions, be they for-profit or nonprofit, are the answer (or part of it) to meet the [growing demand for global higher education] varies from country to country, some openly embracing the private sector, others keeping them out, and still others intrigued but wary (p.1).

In a number of related ways, the Malaysian higher education sector represents an exemplary as well as interesting model of both the opportunities and challenges or dilemmas involved in how private colleges and universities can be a key focus of educational internationalization policies as well as a local alternative or extension to the public system (Aihara, 2009; Yoshino, 2010). Since 2001 Malaysia has become an alternative destination or gateway for Middle Eastern students who, following the 9/11 incident in the US, suddenly found it difficult to get to the US and other western countries. This development provided some impetus for the Malaysian government initiative which has promoted the goal of Malaysia becoming an education hub in the region with a particular emphasis on attracting international students from the Middle East and China especially (e.g. The Star, October 17th 2010; Al-Zubaidi & Richards, 2010). This was after the Malaysian education hub policy was initially conceived as a strategy to reverse the expensive exodus of Malaysian students overseas and to better address local higher education needs, requirements, and imperatives for human capital or resource development (Tan, 2004, p.89).

At the same time there has been a great expansion in the numbers of new private colleges and universities in Malaysia as part of the government's policy emphasis on higher education as a key pillar of such policies as the 2020 plan for Malaysia to achieve self-sufficiency as an

innovative modern industrial economy – and current variations such as the Malaysia New Economic Model (Lette, 1996; Tan, 2004; Nambiar, 2010). In 1995 the amended Universities and University Colleges Act of Malaysia was amended to allow the *corporatization* of the public education sector. This was followed in 1996 by both the National Council of Higher Education Act and the Private Higher Education Institutions Act which together provided a policy framework for the general expansion of the Higher Education sector in Malaysia with the private sector given a key role in Malaysia's future economic development.

This expansion provided the background to the creation of several relevant Malaysian agencies and their ongoing various interests in the quality assurance of the private higher sector in Malaysia. In addition to the creation of a special Ministry of Higher Education (MOHE) in 2004, the Malaysian Qualifications Agency (MQA) was also created in 2007 to be directly responsible for the quality assurance standards and auditing of programs only – as distinct from the whole gamut required in the MOHE upgrading applications. This agency is very much aware that changing requirements mean the challenge of quality assurance has become a 'shifting ground' in recent years (Zita, 2009). The MQA ratings overlap with a separate national rating system for undergraduate teaching and learning (SETARA rating) and another for institutional research and development (the Malaysia Research Assessment instrument or MyRA).

Following the passing of the 1996 Acts many of the public universities became franchisers of many of the new private colleges in Malaysia (Wilkinson & Yussof, 2005). So-called 'twinning' arrangements and related 'supermarket' models also quickly became a popular way for local private institutions to link with overseas universities – especially UK, U.S. and Australian universities – to create various arrangements and options for international as well as local students to achieve dual or joint accreditation (Tan, 2004). In this way, Malaysia has become an exemplary focus for some of the opportunities but also challenges of cross border international education and also what Yoshino (2010) calls the 'Englishization' of Asian higher education and associated 'migratory flows of international students'. Also as well as local government agencies (e.g. Universiti Tenaga Nasional) corporations (e.g. the Sungei Way Group's Sunway College) and even political parties (e.g. UMNO's UNITAR) all setting up private colleges or universities, a number of foreign universities have also been allowed to set up campuses in Malaysia (e.g. Monash University's Sunway campus).

The subsequent growth of the higher education private sector in Malaysia (often referred to locally by the acronym IPTS) was in part also seen as an alternative to the public sector or system along ethnic lines since many of the institutions of the private sector are Chinese owned (Aihara, 2009). As Rao (2010) puts it, the globalization of the Malaysian higher education sector has put a severe strain on the continuing balance between neo-liberal economic policies and affirmative action policies of the past. Whilst the government has ostensibly embraced the private education sector as an important part of new national policies of education, economic development and the multi-culturalism emphasis of the pivotal *1Malaysia* policy, a deal of mutual suspicion from the past still needs to be overcome in order to developing a more sustainable convergence of public and private interests in the Malaysian higher education sector.

This is all a relevant backdrop to a commissioned project to develop a more effective way of evaluating the quality assurance standards which inform upgrading applications within the sector. Such a study provides an exemplary and authentic focus for exploring the general challenge of quality assurance in higher education. The challenge of determining whether a college might be upgraded to a university college, or a university college to a university, requires both: (a) a macro re-consideration of exactly how and why a college and university might be generally distinguished, and (b) a related micro quality assurance determination based on the requirement and demonstration of adequate or appropriate evidence to justify a change in status.

Where a 'bad' framework will risk unfairness, resentment and counter-productive outcomes, a 'good' (i.e. sustainable and quality) framework is (or should be) in the mutual interests of both the national authorities and participating institutions. Malaysian private higher education institutions also exemplify many new and emerging dilemmas to do with both the quality of education (e.g. many private universities make extensive use of online education) and the general blurring of the edges between public education and private enterprise (Slaughter & Rhoades, 2004). From the outset of the project it was clear that this particular outcome inevitably involved a larger redefining of an appropriate or adequate quality assurance framework which: (a) had potential implications and transferability beyond the Malaysian context; and (b) might also be relevant to wider international dilemmas and debates involving institutions around the world grappling with similar challenges and issues. This paper will therefore focus on the *transferable* implications derived from the project which go beyond the particular restraints and requirements of the local context to provide a useful policy research

design case study for anyone interested in a more sustainable or ‘win-win’ approach to grappling with these common challenges and issues.

The paper thus investigates the challenge of designing and developing a general framework of quality assurance for the Malaysian private higher education sector which sustainably addresses the *macro* challenge of achieving a ‘win-win’ approach and the *micro* dilemmas associated with needing to identify specific criteria or indicators to support this. The first section of the paper will identify the basic and transferable foundations of such a framework in terms of a ‘sustainable policy’ approach. The second section will investigate the challenges and requirements of applying or implementing such a framework. The third section will discuss the requirements of a win-win quality assurance formula and the extent to which the principles generating in a case study context may be transferable to other countries and situations.

A policy-building approach to designing and developing an effective quality assurance framework for changing times

The key challenges and dilemmas of a commissioned project by the Malaysian MOHE to develop a more effective way of upgrading applications for Malaysian private higher education sector institutions were not immediately obvious. What was clear was that the status quo was not working as well as it might. Some solution was needed that would include but go beyond simply coming up with some new or alternative set of standards. In addition to a request for revising the selection of particular standards, the initial brief for the project mentioned a range of concerns and issues – to do with possible perceptions of a lack of transparency in the process, the need for more effective evaluation procedures, and the challenge of ensuring more sustainable standards of quality assurance. When feedback was elicited from the management of private institutions about the current requirements, there was regular mention of unrealistically high requirements or targets, fear of ad hoc or inconsistent implementation of required standards, and the imposition of a ‘one size fits all’ when flexibility was needed in relation to the inherent diversity of the sector. Above all there was significant degree of mutual suspicion. It soon became clear also that the presented challenge of coming up with a more effective way of evaluating upgrading applications (i.e. from college to university college, and from university college to university) implied both the development of a relevant quality assurance framework and some way of successfully implementing this to address a range of issues mentioned by all the stakeholders.

Figure 1 below outlines the initial project design rationale and focus in terms of a series of related issues which together constituted a policy research design pyramid (Richards, 2010). The larger background context clearly lay in the major changes and challenges facing the higher education sector in Malaysia like elsewhere. On this basis we needed to re-examine what might be the more appropriate or important criteria or standards in new and changing times – in short, what might be the basic requirements for different kinds of institution. There was also the question of what sort of evidence should be provided, and how might this be provided to demonstrate compliance to expected levels. There was some confusion about what constituted an appropriate *standard* or adequate *quality*. Further to this, we became aware that we needed to re-examine the question of what is an appropriate process or set of procedures of evaluation by which overall levels or determinations of quality assurance might be derived from particular sets of evidence requested or presented. Thus our main research focus was on not just a revision of existing standards but also the strategies which apply those standards in practice.

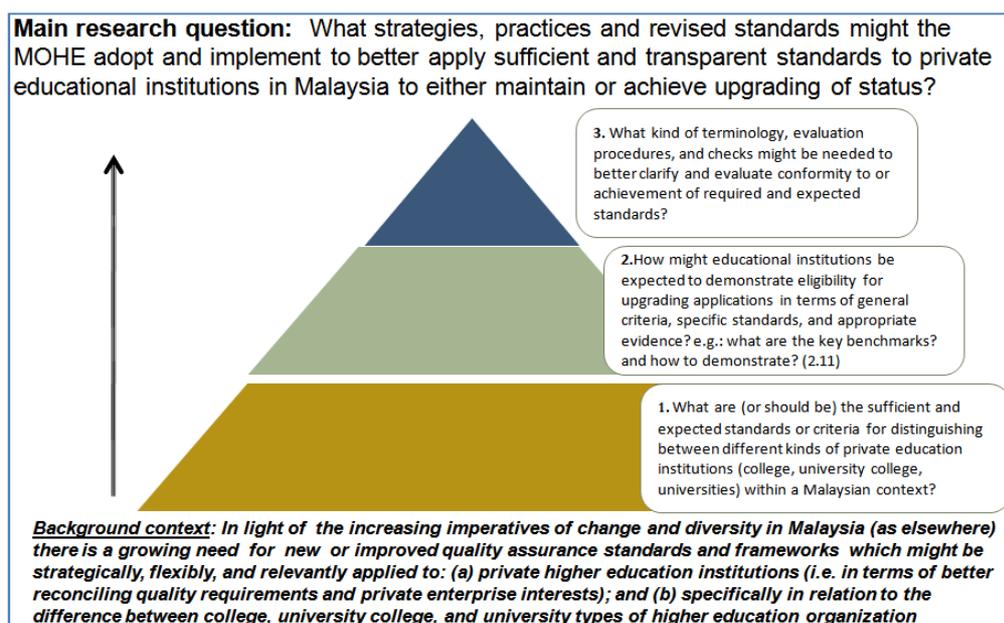


Figure 1. Developing an initial or ‘working’ policy research design framework

The local background context emphasized the need to grapple with the implications and challenges of new and increasing imperatives of change and diversity. On this basis a series of supporting questions were posed which needed to be grappled with in order to address the central question of how to achieve an optimal framework and strategy which encouraged the Malaysian private higher education sector to practice a general commitment to quality assurance in addition to requiring it to meet a range of reasonable and appropriate benchmarks and indicators. Thus, we needed to examine at both macro and micro levels the question of

what would be sufficient quality and appropriate standards for different kinds of institution (i.e. what common as well as differing expectations might usefully define and distinguish a college, university college and university?). Following on from this we needed to try and establish benchmarks of reasonable and sufficient compliance in terms of sets of evidence required or expected as a basis for evaluating ‘upgrading’ eligibility or overall levels of quality assurance. A third question focused on the more macro challenges of not just evaluating but also identifying, framing, communicating and also encouraging required and expected overall standards.

As the project unfolded and feedback was also garnered from other stakeholders we were able to develop the profile of a range of related issues that a new or revised framework would need to address. Certainly there was general agreement that existing standards tended to be somewhat out-of-date, arbitrary and inflexible; also, that the current framework therefore needed to be revised in light of new developments within and growing diversity across the private education sector in Malaysia. A conflict of perspectives and perhaps also interests was more apparent at the macro level in terms of the view of overall functions, evaluative purposes, and desired outcomes of the implied link between an upgrading process and general standards of quality assurance. The management of the private institutions was clearly frustrated by the perceived lack of flexibility in relation to new imperatives and changing needs. Ministry officials invested with the responsibility of ensuring basic standards of quality assurance within the private higher education sector were conversely frustrated by perceived evasions or apparent lack of interest in genuine compliance to quality standards by some institutions. In different ways both students and academic teaching staff also expressed a range of concerns and frustrations. Table 1 provides an overview of some central quality assurance issues or challenges linked to the larger process of implementing quality assurance standards in the Malaysian private higher education sector.

Key concerns about existing QA framework from different stakeholder perspectives	Convergent QA issues/challenges identified (include)
<p>Ministry Officials –</p> <ul style="list-style-type: none"> • Main rationale was that current process was not working as well as it might (new approach wanted) • Recognized that must include sustainable notion of quality in national interest (key role of IPTS in Education Hub policy etc.) • Should include a revision of particular criteria and specific requirements (but somehow must be made more effective overall) • Application and evaluation procedures a particular concern – esp. view of a lack of ‘transparency’ (simplify, use online tools, etc.) • In short wanted a ‘solution’, but not sure what <p>Private HE Institutional Management -</p> <ul style="list-style-type: none"> • Unrealistically high requirements or targets • Ad hoc or inconsistent implementation of required standards • Imposition of a ‘one size fits all’ when flexibility was needed in relation to the inherent diversity. <p>Also concerns of Academic/teaching staff (esp. re: professional development/career opportunities & work conditions) and students (in long run, IPTS convenience and accreditation should link to ‘quality’, teacher access, value, employability, etc.)</p>	<ul style="list-style-type: none"> • In current approach, difficult to avoid ad hoc observance – open to various problems and limitations • “One size does not fit all” (most common complaint) • The existing and growing diversity, changes, and niche markets in private higher education especially reflected in variety of ‘evidence’ sources • Prescriptive numbers tend to be unrealistically optimal and somewhat ad hoc with respect to the key objectives of quality assurance • Selective and unrealistic benchmarks plus ‘grey areas’ encourages non-compliance, misrepresentation and related problems • Lack of flexibility (or arbitrariness), out-of-date and/or fixed standards difficult to specify or revise • Insufficient budget for widespread auditing and monitoring (how to check or audit?) • Profit vs. quality opposition reinforced by ‘policeman’ and optimal standards approach

Table 1. Initial convergence – triangulating different stakeholder perspectives

A design research approach to generating solutions to authentic policy challenges

As indicated above, the commissioned project was in effect a license to investigate a possible design solution to a particular policy problem or challenge. As well as the specific micro outcomes of a set of revised and prioritized set of standards the project also called for a response to the larger macro challenges that revolved around the challenge of an effective quality assurance framework – a challenge with significant transferable implications. It was important to go and speak to all the stakeholders to link and triangulate different interests and perspectives. Yet at the end of the day a sustainable policy solution was what was needed and requested, and not data collection to merely confirm or reinforce an unsatisfactory situation. In short, a merely descriptive research approach which sought an answer in the diversity and even conflict of stakeholder opinions would not in itself suffice. Likewise a merely superficial re-ordering of and change in benchmark numbers would soon be revealed as a variation of the existing model.

In this way, the commissioned project naturally lent itself to a policy design research approach. Design research is a paradigm of human centred research which has gained momentum in the previous decade as a response of criticism that both qualitative and quantitative methodologies of research evaluation often fail to relevantly generate practical or sustainable outcomes (e.g. Kelly, Lesh & Baek, 2008). The design research paradigm also includes an actively

experimental (Design-Based Research Collective, 2003) as well as ‘formative’ (Reiguluth & Frick, 1999) or ‘developmental’ (Van Den Akker et al, 2006) framework of inquiry in order to explore sustainable as well as transferable implications. We have elsewhere argued the case that it represents an especially appropriate methodology for policy studies where design solutions are required for policy challenges (Richards, 2010b, 2011). In this way a Malaysian case study has significant potential to generate transferable implications and principles relevant to the related global dilemmas facing other countries.

To adapt this framework of inquiry to our particular project (and similar other policy challenges) we needed to adapted the design experiment model applied in the area of education especially by Reeves (2005) and others. In our version, policy-building research is more effectively undertaken when applied to the specific or local contexts and examples of authentic challenges. As outlined above we saw an opportunity to not only come up with a design solution to the particular Malaysian challenge of an effective upgrading framework for the private higher education sector, but also how this might serve as a model for developing a ‘win-win’ quality assurance framework with transferable implications to other contexts and situations. Thus the first stage of a policy design approach is to recognize and become familiar with a particular research challenge or problem both in relation to a particular local context and also its potential transferability. This is the ‘design case study’ stage. On this basis the second stage should proceed in terms of attempting to formulate an authentic policy solution as a ‘design experiment’.

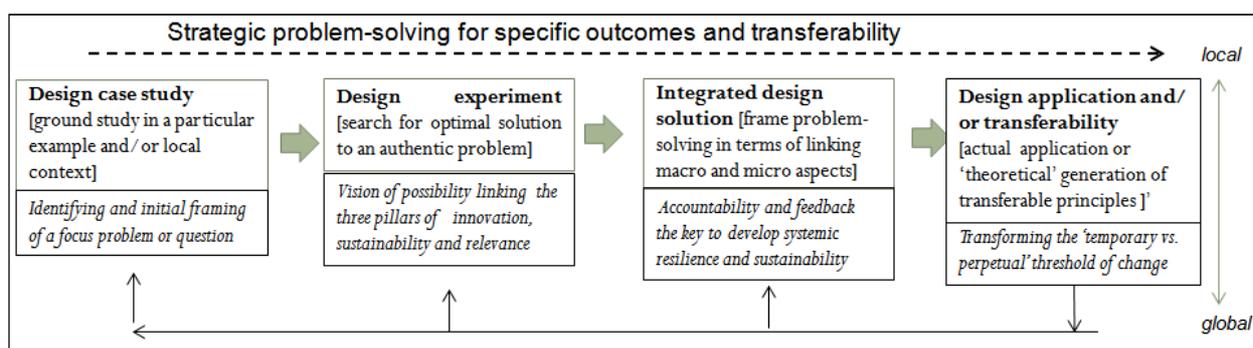


Figure 2. Design model of policy research
Adapted from Richards (2010b)

As Figure 2 above indicates, this should proceed on an informed basis which might involve aspects of both past policy analysis and empirical study which are together integrated into a solid knowledge foundation. In the third stage design research in other areas might involve some idea, method or technology tool which is then actually tested and refined in practice.

However it is not possible to do this with authentic policy formulation, except as virtual or imaginative simulations (i.e. thought experiments). So instead policy research needs in the third stage to focus on an integrated and applied design which serves to link and reconcile both macro and micro domains (also policy actors) around the problem-solving focus on an authentic policy problem or challenge. In the Malaysian case study, this involved formulating an upgrading framework which both served to integrate a quality assurance strategy and also revise a more effective and workable set of particular standards or indicators. On this basis, then, the fourth stage simultaneously aims to both come up with an optimal strategy for resolving the particular policy challenge in the local context, and at the same time generate transferable principles of application. The particular project outcome in relation to the local context is presented in a related paper (Durrishah et al, 2010). In the further discussion of this paper our interest will be in the transferable principles generating by the overall design case study and experiment. Hence this approach is ideal for policy studies education – the use of authentic case studies to both generate and practice optimal design solutions.

Going from either a top-down or ad hoc to a more integrated framework of quality assurance

Frameworks of quality assurance in higher education (DEST, 2000; ENQA, 2010) are often conceived or applied as a top-down requirement, yet the specific standards or criteria for academic quality are conversely often described and implemented on an ad hoc or piecemeal basis. In other words, the concept of higher education quality assurance is often a prescriptive notion of benchmarks and outcomes imposed upon a reluctant and resistant general academic staff body by not just ‘management’ but a ‘quality management’ framework (Richards, 2010a). Thus is especially so in relation to the private higher education sector when forces described earlier (e.g. academic capitalism) also come in to play. Thus as Figure 3 suggests, a more integrated framework is one which will comprehensively yet flexibly also serves to link both macro and micro aspects together in an emergent, strategic and sustainable approach to quality assurance.

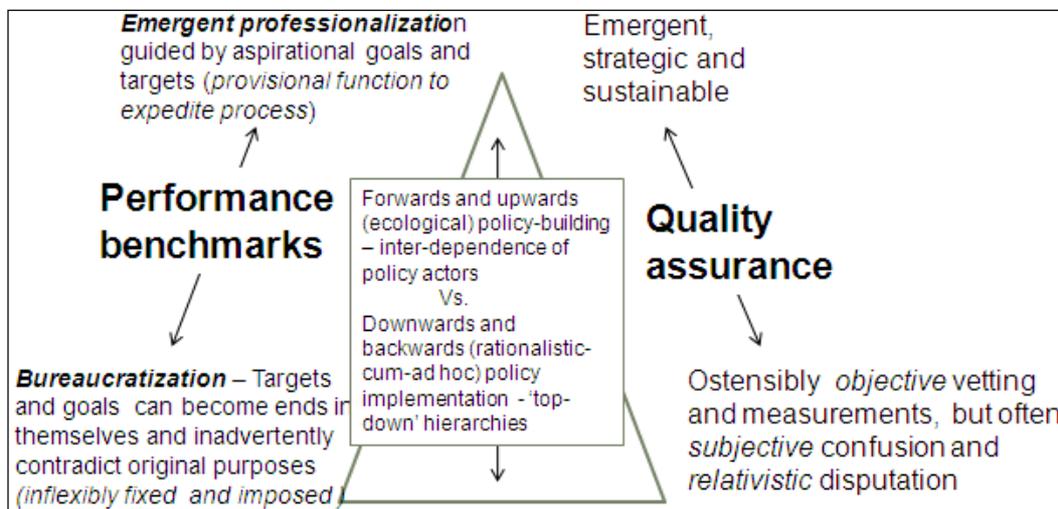


Figure 3. Towards emergent, strategic, and sustainable quality assurance
Adapted from Richards 2010a

The conversion of existing policy indicators and standards into the related objectives of an integrated and progressive framework

Quality assurance requirements for institutional upgrading in the Malaysian private higher education sector incorporates are reflected in related policy documentation (MOHE, nd-a, nd-b). In these documents long lists of general terms are intermixed with specific and ambitious quantitative targets and benchmarks. An analysis of these documents was undertaken in a parallel and related process to undertaking stakeholder feedback and needs analysis. On the face of it the connection between the various standards and indicators listed seemed to be somewhat ad hoc, with a formal organizing distinction made only between primary and secondary standards. This was in addition to the distinction made in separate documents between requirements for colleges, university colleges and universities respectively. Yet on closer inspection we could see that behind the ambitious targets and ostensibly disconnected standards there were some reasonable and quite comprehensive objectives in mind by the committee responsible. Thus our resulting strategy of refinement began with an effort to try and make more explicit, coherent and cohesive the underlying objectives, priorities and general sense of standards in these documents. As Table 2 below indicates, this process provided the basis for further refining an organizing framework of more meaningful categories and sequences.

Existing policy objectives

An integrated progressive framework

Demonstrated financial viability for institutional sustainability	LEVEL 1: FOUNDATION
Permanent and/or purpose built campus; room for expansion	<i>Capital</i>
Demonstration of suitable facilities and appropriate educational environment; Indicators of interest in student welfare, facilities and support [not just money-making]	<i>Infrastructure</i>
Demonstrated IPT track record for overall institution and organization; internationalization readiness; no significant 'external' non-compliance	<i>Facilities</i>
(A). To provide reliable (i) external validation (ii) revision (internal audit) (iii) updating of: the quality of academic programs, educational resources and assessment procedures; (B). Indication of commitment to quality teaching and learning	<i>Institutional profile</i>
Demonstration of sufficient academic capacity and accreditation; professional capacity-building (individual track records)	<i>Internal quality control system</i>
Indication of sufficient academic experience accumulation and continuity; professional capacity building (organizational track records)	LEVEL 2. ORGANISATIONAL STRUCTURE/PROFILE
Demonstration of sufficient academic capacity and accreditation; Indication of sufficient academic experience accumulation and continuity	Academic
Demonstration of sufficient academic capacity and accreditation; professional capacity-building (individual track records)	<i>Professional development & academic accreditation</i>
Indication of sufficient academic experience accumulation and continuity; professional capacity building (organizational track records)	<i>Professional accumulation and continuity</i>
Demonstration of sufficient academic capacity and accreditation; Indication of sufficient academic experience accumulation and continuity	<i>Staff status profile</i>
Demonstration of sufficient academic capacity and accreditation; professional capacity-building (individual track records)	Management
Indication of sufficient academic experience accumulation and continuity; professional capacity building (organizational track records)	<i>Professional development & academic accreditation</i>
Demonstration of sufficient academic capacity and accreditation; Indication of sufficient academic experience accumulation and continuity; balanced overall organizational work profile	<i>Staff status profile</i>
Professional and/or non-professional capacity building	<i>Professional accumulation and continuity</i>
Indications of sufficient accreditation and/or experience; balanced overall organizational work profile	<i>Staff status profile</i>
Guarantee of program quality assurance; the balancing of commercial and educational interests by private education providers	<i>Staff status profile Staff status profile</i>
Demonstrating that coursework accreditation meets national and/or international expectations of formal quality assurance standards; demonstrates the quality and appropriateness of academic programs, educational resources and assessment procedures	LEVEL 3: ACADEMIC PROFILE
The workplace/industry/professional validation and/or relevance of particular program learning outcomes; Indication of institutional commitment to and support of quality education	Learning
Indication of commitment to quality teaching and learning; learner (customer) satisfaction	<i>Entry requirements</i>
Indication of commitment to quality teaching and learning; learner (customer) satisfaction	<i>Curriculum and learning resources</i>
Academic capacity-building (organizational and individual); higher education ranking exercises, production of new knowledge outcomes;	<i>Learning outcomes and employability</i>
Sustainability, capacity-building, innovation, higher education professionalism, quality assurance control, the balancing, of commercial and educational interests by private education providers	Teaching
	<i>Pedagogical appropriateness and effectiveness</i>
	<i>Teacher-learning contact and support</i>
	Research activity & outputs

Table 2. The conversion of existing policy objectives into an integrated and progressive framework

In this way we could demonstrate that the basic policy objectives remained fundamentally unchanged (a 'new framework' was expected, but not a 'fundamentally' new one). The left column of Table summarizes the basic set of underlying objectives identified in the range of indicators and standards listed in existing documents. The right column reflects the conversion of these objectives into a more explicitly organized framework with greater coherence and cohesion for linking specific indicators and standards as well as objectives. The three tiers distinguish between the *foundational* and *organizational* aspects of any higher education institution upon which an *academic profile* might be established and maintained. Thus the sequence of quality assurance aspects is initially based on such foundational elements as *capital*, *infrastructure* and *facilities*. If financial viability cannot be demonstrated and appropriate infrastructure and facilities be likewise established (see also Figure 4 below), then obviously there is not a sufficient and sustainable foundation to proceed further and achieve overall compliance.

Higher education quality assurance as an emergent capacity-building framework

The process of developing an appropriate organizing framework was useful in appreciating that there is an emergent sequence as well as linked priorities involved which must be comprehensively and sufficiently observed to establish sustainability and elicit confidence in

all stakeholders. This especially includes the wider public. As Figure 5 represents, all the micro elements of higher education quality assurance together represent an emergent capacity-building framework or pyramid. As well as capital, infrastructure and facilities, the foundation level also included the notion of *institutional profile* corresponding to such elements as ‘good name’ and branding (the pivotal item of ‘internal quality control system’ will be discussed further below). Likewise the organizational structure and profile level included a number of aspects which differed somewhat between academic staff, management and also support staff. Reflecting some of the items which are also increasingly important to the public sector, the *academic profile* was organized around distinct *learning*, *teaching* and also *research/professional* activity domains.

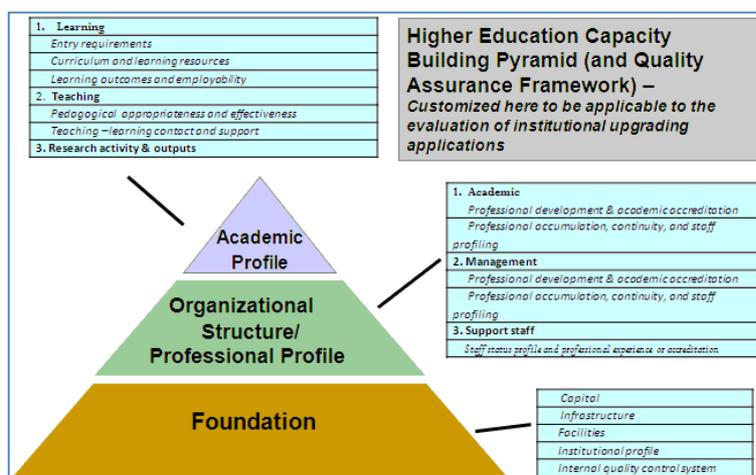


Figure 4. HE quality assurance as an emergent capacity-building framework

The diagram represents how an emergent capacity-building framework also involves a range of particular standards, criteria and indicators which together should constitute a generally reliable basis for determining overall quality assurance. Such a model has several key advantages over a generally ad hoc or disconnected outline of both standards and criteria which are based on compliance to some benchmark numbers which may be unrealistically high and by themselves may not be reliable indicators. The progressive ‘capacity-building’ emphasis of the diagram indicates how a comprehensive model should aim to go beyond a basic demonstration of compliance to capture and evaluate evidence of a fundamental commitment to ongoing improvement and quality assurance. The comprehensive element and even ‘ecological’ aspects of the evidence sought and provided should also serve to link and triangulate the reliability of particular benchmarks or sets of minimum requirements.

Standards, criteria, and indicators of quality assurance

The most important function of the quality assurance framework outlined above is that it provides an integrated criterion-based means of linking the more macro or general requirements (i.e. required standards) with the rather micro or specific requirements of demonstrated compliance through a range of possible indicators. In this way, such a framework usefully frames an applied inter-dependence as well as distinction between quality assurance *standards, criteria, and indicators*. By definition the concept of *standards* refers to a basic and comparative compliance with both general expectations and specific requirements. Yet when linked to the notion of *quality* the term also infers a substantial commitment to not just maintaining existing standards but also the ongoing ‘change and improvement’ needed across time as contexts (and even interpretations of quality) change (e.g. Glasser, 1998).

The critical requirement of any particular effort to develop a higher education quality assurance framework is to identify a particular set of comprehensive criteria. Such a set of criteria should strategically as possible ‘cover the bases’ to provide a reliable as well economical and thus readily applicable range of types of evidence in terms of the link between standards and indicators. It should also ideally be refined in a succinct manner – and this was a particular requirement of the project undertaken. The overview of recommended criteria for the Malaysian higher education private sector was reduced to a basic set of sixteen criteria generally linked to the particular and comprehensive aspects of the emergent framework on one hand, and relevant and flexible as well as succinct corresponding set of indicators on the other. This overview is included in the attached appendix.

<p>FOUNDATION - Capital, infrastructure, facilities, market profile and niche</p> <p>*CAPITAL</p> <p>KEY CRITERIA Demonstration of financial viability for institutional sustainability</p> <p>KEY INDICATORS</p> <ol style="list-style-type: none"> 1. Foundational documentation clarifying financial and legal status of institution which demonstrate or prove financial sustainability: 2. Capital assets and intangibles equivalent to paid-up capital of 15 million ringgit (upgrading to university college) and 20 (upgrading to University) <p>COMPREHENSIVE/SUFFICIENT EVIDENCE OF COMPLIANCE REQUIRED</p> <ol style="list-style-type: none"> 1. Financial statements for 3 years (to show sources of funds and operating costs) and 2. Evidence of financial and legal relationship to a holding company or nominal ownership <p>SPECIFIC VARIATIONS (to do with different types of institution, different areas of educational specialization, different numbers of students/programs, and other variations)</p> <ul style="list-style-type: none"> - If owned by a holding company then may require additional evidence? - Sources of revenues: levels of direct or indirect government funding and assistance <p>OVERALL DETERMINATION of SUFFICIENT COMPLIANCE in relation to particular upgrading applications/cases or evaluation of required level institutional quality assurance)</p> <p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p>

Figure 5. The example of criterion #1

The process of how these sixteen distinct criteria were conceived to link the macro and micro level aspects of quality assurance is indicated in the example of Figure 5 – the initial criterion in the progressive and integrated framework. This example outlines how the item ‘capital’ is linked to the particular criterion: ‘demonstration of financial viability for institutional sustainability’. In the existing set of formal standards, this general criterion was considered to have been met if a certain level of paid-up capital in a linked bank account was demonstrated at the time of the application. Yet without other reinforcing evidence of ownership and general financial viability this may mean very little or be open to abuse. Such an example typifies the need to recognize that both comprehensive and sufficient indication of evidence should also be reasonably expected to be demonstrated.

Figure 6 also introduces the particular format and related concepts developed as part of an overall integrating as well as progressive formula (discussed further below). It reflects a particular change of approach to put the onus on the applicant or evaluated to provide adequate and sufficient as well as comprehensive evidence of micro as well as macro quality assurance compliance. Instead of an arbitrary requirement of a certain amount of paid-up capital at the time of the application which by itself may not have been reliable, a range of triangulated evidence of financial viability may be provided to demonstrate this. Thus the concept of supporting indicators is further linked to principles of *comprehensive* and *sufficient* demonstration in relation to the particular criteria. This might be further qualified in relation to

the additional concept where appropriate of ‘specific variation’. The concept of *specific variation* recognizes the increasing importance in the private higher education sector especially of a range of diverse and changing requirements (e.g. niche vs. comprehensive institutions). For instance, open learning universities consisting primarily of distance education delivery rather than ‘face-to-face’ students clearly do not have the same infrastructural and facilities needs or requirements as traditional universities to cater for all their students in terms of fixed infrastructure and facilities (land, buildings, actual support services, etc.). Likewise, the various requirements for a hair-dressing college are likely to be different to information technology colleges. As is progressively and comprehensively the case with other criteria within the framework provided, the template above prompts a judgment about whether an overall determination of sufficient compliance has been adequately evidenced or demonstrated.

The requirements of a ‘win-win’ quality assurance formula and other transferable principles of global relevance

As suggested above, if the concept of quality assurance standards is to avoid being a contradiction in terms then it needs to be applied within some kind of (emergent) framework which reconciles the notion of demonstrated basic standards with an ongoing commitment to change and improvement as well as maintenance. As will be discussed below this requires a different kind of approach to where: (a) unrealistically high standards are applied in an ad hoc rather than integrated way which thus encourages resentment and even evasion, and (b) there is a top-down as well as inherently conflicting approach taken by policy and standard implementation bodies – especially where little allowance or budget has been made for auditing compliance. This section will therefore discuss and outlined the kind of macro formula (and related transferable principles) required which would encourage a ‘win-win’ partnership approach in the interests of all the stakeholders. It will also discuss the kind of micro formula similarly needed to take an ecologically or inter-dependently effective rather than merely top-down or ad hoc approach to the connection between quality assurance standards, criteria and indicators.

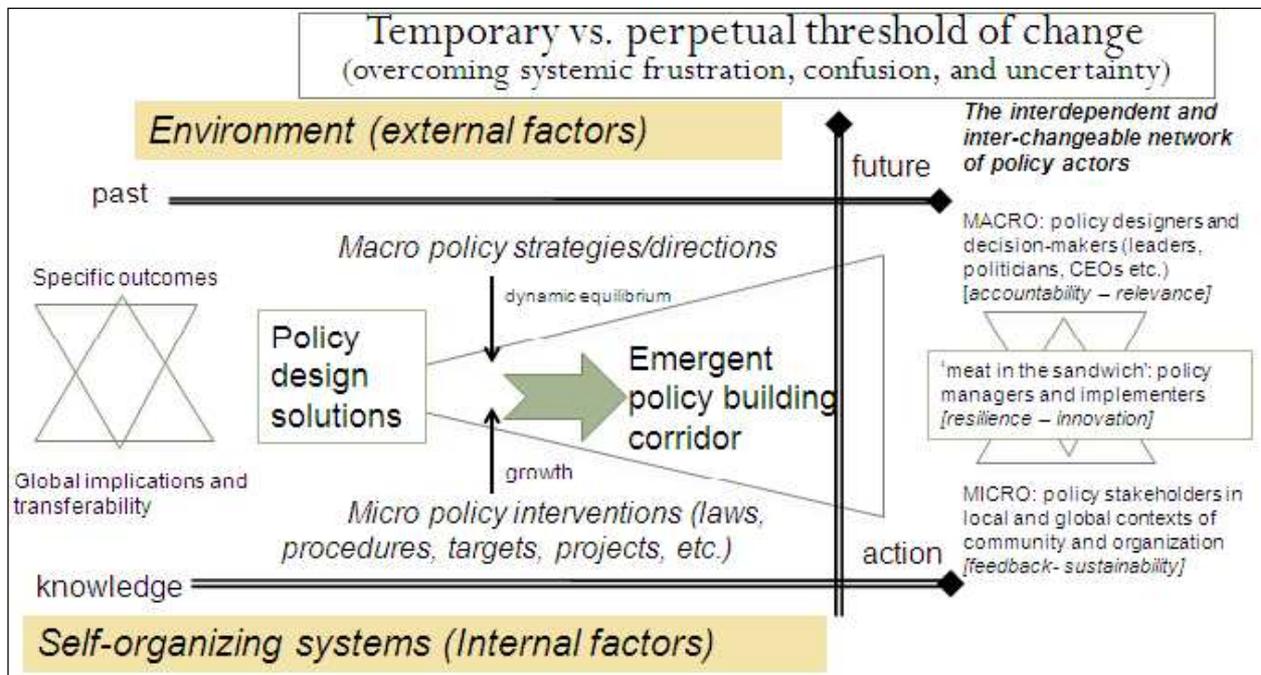


Figure 6. Policy-building resilience and the macro-micro interplay between external accountability and internal feedback
Adapted from Richards, 2010

As in the case of the Malaysian higher education private sector, a win-win or partnership approach if future sustainability is to be achieved by a particular design solution to a policy challenge - and on-going innovations needed to maintain sustainability. Figure 6 emphasizes the importance of linking the macro and micro level dimensions of any policy challenge in time where the related dilemmas of change and implementation will need to be grappled with, and transferable principles also achieved. The challenge of the macro level is to achieve dynamic and mutual *accountability*, whereas that of the micro level is to similarly achieve *feedback* which allows further and emergent capacity-building – in this way achieving the macro-micro function of robust *resilience* within the Malaysian or any other higher education sector. Such policy-building resilience further serves to overcome transform the threshold of change from inevitably being a mutual and systemic source of frustration, confusion and uncertainty. The diagram recognizes how a sustainable *corridor* of policy and capacity building emergence can best be achieved by an interplay of *internal* and *external* factors – in this case of quality assurance in the Malaysian higher education private sector. It also recognizes how all stakeholders are in a sense *policy actors* who might be more productively seen as part of an *interdependent* network where effective partnerships involve an *inter-changeability* of perspectives.

The integrated and transferable principles of an emergent quality assurance framework

Mention was made earlier to a range of distinct yet key problems and challenges identified in the initial stages of the project. Conversely, these issues also provided the focus for an integrated set of principles which directly inform an overall formula or design solution to the policy challenge. As well as being inter-dependent, these principles also reflect a progressive ecology of evidence accumulation or knowledge-building along the lines of the integrated framework discussed above.

Key problems / challenges identified (include)	Integrated principles of formula for a viable strategy of higher education quality assurance and compliance (also to assess institutional upgrading applications)
<ul style="list-style-type: none"> • In current approach, difficult to avoid ad hoc observance – open to various problems and limitations • “One size does not fit all” (most common complaint) • The existing and growing diversity, changes, and niche markets in private higher education especially reflected in variety of ‘evidence’ sources • Prescriptive numbers tend to be unrealistically optimal and somewhat ad hoc with respect to the key objectives of quality assurance • Selective and unrealistic benchmarks plus ‘grey areas’ encourages non-compliance, misrepresentation and related problems • Lack of flexibility (or arbitrariness), out-of-date and/or fixed standards difficult to specify or revise • Insufficient budget for widespread auditing and monitoring (how to check or audit?) • Profit vs. quality opposition reinforced by ‘policeman’ and optimal standards approach 	<ul style="list-style-type: none"> • Principle of ‘comprehensive indication’ -requires compliance to comprehensive set of key criteria & indicators • Principle of ‘specific variation’ (allowing appropriate flexibility for institutional variation) • Principle of ‘sufficient compliance’ [plus no critical ‘non-compliance’] (for comprehensive evaluation of overall compliance linked to more flexible ‘convergence’ of evidence) • Principle of ‘minimum requirement’ [plus integral and dynamic standards] (turns upside down present problem of unrealistic optimal benchmarks in isolation) • Principle of ‘integrated triangulation’ (i.e. balancing of quantitative and qualitative indication) - figures in isolation also need to be supported by qualitative evidence and assurance • Principle of ‘case basis’ (no longer possible to have simply fixed standards - need to ultimately assess on case basis) • Principle of ‘self-monitoring onus’ [plus ‘random’ auditing] (effective ‘inexpensive’ way of generally ensuring compliance) • Principle of ‘partnership’ [or win-win] - focus on convergence of mutual interests in sufficient quality for the sustainable interests of both Malaysia’s national reputation and Malaysia’s private higher education sector

Figure 7. The link between particular project challenges and a set of integrated and transferable quality assurance evaluation principles

As already outlined, the principle of *comprehensive indication* reflects how a meaningfully progressive sequence provides an integrated remedy or design solution for the generally ‘ad hoc’ mixture of distinct benchmarks listed in no particular order. This was further clarified by a related principle of *specific variation* which allowed for the increasing variation in private higher education institutions in Malaysia, and also a basis for addressing the common complaint about the existing framework that ‘one size does not fit all’. In terms of a comprehensive set of relevant standards, criteria and indicators, we additionally refined the model through the principle of *sufficient compliance*. This principle similarly referred to a more flexible onus on the institutions to provide adequate general evidence of meeting overall standards as well as specific compliance to the integrated sequence of quality assurance criteria

and related indicators. It included a clause that any critical or serious ‘non-compliance’ in terms of particular criteria or indicators would undermine or invalidate any overall assessment.

As also indicated earlier, a common complaint was that specified benchmarks tended to be set ‘too high’; that is, to reflect an aspiration for significant quality improvement rather than basic yet comprehensive compliance to a particular institutional level or type. The principle of *minimum requirement* conceived in terms of integral and dynamic standards rather than on ad hoc basis thus served as an antidote to quality assurance standards defined in terms of unrealistically optimal, prescriptive and quantitative benchmarks. A related principle of *integrated triangulation* reinforced the point that any quantitative benchmarks set should also be evaluated in terms of supporting evidence of a qualitative kind – and that, in general, multiple sources of evidence were basic to the earlier principles of comprehensive indication and sufficient compliance. The further principle of evaluating the quality assurance basis for any upgrading application on a case basis provided recognition of how many of the existing benchmarks and standards tended to be not only arbitrary or out-of-date but also failed to recognize how greater flexibility was needed to deal with greater and increasing levels of institutional variation.

The two last principles indicated in Figure 7 relate to a fundamental change in the view of the role and responsibilities of higher education institutions for maintaining appropriate levels and directions in quality assurance commitment. Many of the complaints related to how there was little avenue or budget in the local context for a particular auditing of some key standards, criteria and indicators of quality assurance compliance. In other words, with regard to upgrading applications it was widely perceived that evasion or abuse of set benchmarks was relatively common and even seen by some as normal practice. Although such a perception seemed to be fuelled by related resentments (unrealistically high benchmarks, the inadequacy of a ‘one size fits all’ approach, etc.) the overall impression was that some mechanism was required to reverse this and encourage institutions to take responsibility for their own quality assurance commitment or compliance.

The *self-monitoring onus principle* recognizes that by themselves ‘external’ quality assurance requirements and fixed benchmarks are not sufficient to guide or encourage substantial, relevant and sustainable notions of quality. As educator Glasser (1998) recognized, ‘quality worlds’ represent the self-organizing or internal human capacity for change and improvement as an emergent and purposeful direction or vision of possibility. As indicated earlier, there was

a generally ignored and generally vague clause in the original MOHE standards statement which insisted on regular institutional self-evaluation of the range of quality assurance standards. We recommended that this could be reinforced very economically (in transition stages at least) by an additional concept and model of random auditing – something along the lines of how random breath-testing in many countries adds sufficient ‘teeth’ to drink-driving policy and legislation. On this basis also, we further articulated the general notion that a framework and related supporting mechanisms was needed to get away from the current perceptions of governmental quality assurance agencies as a hostile and unfair ‘policeman’ or gate-keeper. Hence the final *partnership principle* reflects the need and challenge to re-frame the relationship between quality assurance agencies and higher education institutions in terms convergent interests and both macro and micro ‘win-win’ formulas. This should reflect how quality assurance is not just an argument in individual institution sustainability in the long-term, but likewise the national reputation of Malaysian education and related policies or aspirations of internationalization and becoming a regional education hub.

Micro applications of a progressive and integrated quality assurance ‘formula’

The principles outlined above both progressively and in an integrated way represent the outline of a formula for not simply evaluating but also encouraging general quality assurance compliance. They represent a fair, balanced, and mutually interested formula which links or converges in terms of the sustainable national Malaysian interests (i.e. policies such as becoming a regional education hub and the development of an integrated market model of higher education in Malaysia) the distinct interests and responsibilities of both public agencies on one hand, and in this case the private ownership and enterprise interests of the private higher education sector. Although quality assurance standards are often treated in vague and general terms, the upgrading requirement of the Malaysian project was an opportunity for generating wider transferable application because of how it at least implies the possible auditing of specific criterion. As initially indicated the challenges to be faced reflect a clash of old and new paradigms – that is, the need for different approach which needs to connect between as well as operate on distinct macro and micro levels.

The micro application of such a model pertains to the particular requirements of evidence and also the framework of how this will be evaluated. As already outlined, instead of simply providing a range of often unrealistic targets in a piecemeal or even ad hoc way, a more integrated and progressive approach is required. Thus the comprehensive framework of standards, criterion and indicators outlined in the attached appendix was conceived as a simple

formula. As well as the series of sixteen criteria identified, there is a progressive formula of identifying that each of the three tiers as well as overall general compliance is met. As typified in Figure 8 below, each of the distinct and progressive criteria would need to achieve a ‘yes’ before progressing to the next item right up until an overall or comprehensive compliance is demonstrated and achieved. Part of the formula is that any serious non-compliance at any stage of the overall process means that this overall compliance cannot be achieved until evidence is provided that the specific item is remedied. In terms of the principle of specific variation in particular, the formula recognizes also that some items may not be applicable to particular kinds of educational institution (e.g. the infrastructure requirements of conventional universities may not fully apply to open learning universities). Thus a sufficient number or percentage of those criteria and indicators that can be demonstrated is a built-in requirement of the formula.

20. OVERALL UPGRADING APPLICATION– COMPREHENSIVE AND SUFFICIENT COMPLIANCE TO THE KEY CRITERIA AND INDICATORS OF EFFECTIVE QUALITY ASSURANCE	
COMPREHENSIVE AND SUFFICIENT COMPLIANCE TO KEY CRITERIA AND INDICATORS	
1. <u>FOUNDATION - Capital, infrastructure, facilities, market profile and niche</u>	YES <input type="checkbox"/> NO <input type="checkbox"/>
2. <u>ORGANISATIONAL STRUCTURE/ PROFESSIONAL PROFILE</u>	YES <input type="checkbox"/> NO <input type="checkbox"/>
3. <u>ACADEMIC PROFILE</u>	YES <input type="checkbox"/> NO <input type="checkbox"/>
ANY GENERAL VARIATIONS	
OVERALL DETERMINATION of SUFFICIENT COMPLIANCE in-relation-to-particular upgrading applications/cases-or evaluation of required level-institutional-quality-assurance)	
YES <input type="checkbox"/> NO <input type="checkbox"/>	

Figure 8. The culmination of an integrated and progressive formula

In terms of evaluation or auditing requirements, perhaps the most important principle is that of approaching all upgrading application or any determination of quality assurance compliance on a ‘case basis’. This may be better appreciated in terms of how the ‘marketization’ of both the public and private education in Malaysia as elsewhere has meant an increasing diversity of quality assurance factors as well of different types of educational institution. In short, we suggest that this means that it is not fair or sustainable to insist on a one size fits all for perhaps any particular quality assurance criterion as well as overall determinations of compliance or improvement. In terms of upgrading applications or quality assurance audits, particular

institutions should be allowed options to provide sufficient and comprehensive evidence of meeting the requirements of specific criterion or rather general standards. Thus, above all else, the new paradigm outlines the crucial requirement of building into the process an onus of self-evaluation and on-going monitoring towards further change and improvement.

There are several related reasons why merely 'quantitative' efforts to apply quality assurance evaluation to higher education institutions in terms of a piecemeal group of benchmark measurements or targets by definition cannot be a sustainable and effective approach. Although any such benchmarks are often treated as quantitatively measured standards they are really quantitative indicators only which also need to be linked to supporting qualitative indicators to be sufficiently meaningful and to provide a reasonable demonstration that particular criteria have been met or complied with. In this way it is human nature to better appreciate and recognize (i.e. indirectly) the lack or failure of 'quality' rather than a particular standard of quality. As indicated above any concrete items of evidence or measurement for any particular criterion will inevitably involve some element of interpretation and aspects of quality indicators to clarify the benchmarking of particular number requirements.

Although one of the organizations conducting international rankings exercise which have helped to encourage the selective marketization of higher education, the QS group recognizes and concedes that such ranking exercises often have little to do with the actual academic quality of teaching and learning (Sowter, 2010). Whilst privately-owned institutions tend to view such bench-marking exercises as competitive opportunities, most in the higher education sector (especially at the college level) remained focused on educational accreditation rather than research and the production of knowledge as their core business. Yet ultimately the quality of educational institutions involves a knowledge-building ecology in some form or another. In this way an effective quality assurance framework needs to and indeed can more effectively identify indicators which are meaningful.

Privately owned institutions may not have the budget or access to public funds to either promote an academic research culture or directly provide students with support resources and services in the same way or to the same extent as many publicly funded institutions. Private universities do have the specific variation of locating themselves mainly as a teaching and learning institution. However ultimately there is no excuse. All higher education institutions do have a responsibility to promote academic quality in some degree or way. All academic staff increasingly have personal professional development needs which dovetail with the

institutional professional development requirements to not just achieve and maintain quality standards but to continue to improve these. The scholarship of teaching (including various modes of action research and ‘professional reflective practice’ as well as curriculum development and pedagogical enhancement) is also a form of research which should be basic to the professional capacity of any higher education academic (Light & Cox, 2001). This is recognized by a private university such as the Multimedia University of Malaysia which is committed in practice to providing for its staff professional development training and opportunities for academic staff to develop a research as well as teaching profile.

Distinguishing and developing the most meaningful indicators of quality assurance

In reviewing the new methodology applied by the Times Higher Education Supplement (THES) World University Rankings, Bates (2010) argues that especially when it comes to educational (i.e. teaching and learning) quality such ranking exercises are generally flawed by insufficient triangulation, inadequate indicators and selective double standards. An effective quality assurance framework needs to and indeed can more effectively identify indicators which are meaningful. This paper has argued that one of the keys is to link both macro level standards and micro level indicators which also include a related convergence between the use of particular ‘quantitative’ data, measurements, and benchmarks and related qualitative evidence. For instance, in the course of the project we came across the telling example of an institution which asserted that it had an adequate quantity of library books (including course texts) and computer laboratory software options to ‘show’ that it had demonstrated a quality academic resourcing commitment to its students. Yet on closer inspection, it was clear that many of the printed and electronic resources were inadequate and out-of-date, and that a significant number of computers in its laboratories were regularly not working or adequately maintained.

Although the appendix overview of recommended quality assurance indicators is a summary which does not go into full detail, the project provided an opportunity to reflect on kinds of evidence which might assist especially with a more substantial and accurate evaluation of an institution’s quality commitment to achieving, maintaining and developing the quality of its teaching and learning (macro) culture as well as (micro) aspects of pedagogical practices and curriculum development. Representations of the quality of academic staff in such terms as collective levels of accreditation and experience was one area where there often seemed to be a problem. In addition to the item of professional development opportunities for academic staff, we thus identified that an important triangulating indicator might relate to the evidence of staff

‘turnover’ rates within particular departments or faculties as well as across a particular institution. Likewise similarly crucial indicators of the quality of teaching and learning within particular institutions might include such evidence as the following: (a) typical consultation hours available for students to meet regularly with academic staff; (b) regular and available access to computer laboratory facilities, and (c) whether particular assessment methods applied include genuine ‘outcomes’ testing and not just superficial testing of information or skills. Despite some side issues, a particularly significant indicator to do with the quality of learning outcomes were the *employability* statistics which for some years now have been organized and collated by the Malaysian MOHE. It is true that such surveys do not necessarily evaluate the instilling in or outcomes achievement by students of the employability skills increasingly required by employers and job markets. Yet, at least some of the many private institutions who ‘fail’ to take up the opportunity to allow their students to participate in these surveys do so for ‘quality avoidance’ reasons (J. & S. Singh, 2008).

We thus determined that any overall or ‘portfolio’ determination of sufficient quality standards or demonstrated compliance will likewise need to balance both quantitative and qualitative kinds of evidence and modes of evaluation. In short, the fundamental flaw of top-down and ad hoc approaches is that they tend to confuse the ‘graded’ rationale of exams testing true and false information (i.e. the reference-point of ‘one hundred percent’) with the ‘competency’ rationale which make the ‘pass’ mark (or ‘fifty percent’) its reference-point and thus associated framework for evaluating overall compliance – also the reference-point for distinguishing higher or greater levels of quality in practice. Therefore all the specific principles of an integrated and progressive approach indicated above reinforce the idea of a new general framework which transfers the onus of responsibility and evaluation onto the particular institutions or applicant – that is, a framework rather involving internal or self-organizing as well as partnership general principles.

The macro innovation of a ‘win-win’ partnership model

In changing times defined by the increasingly global transition to a market-based higher education sector (for public as well as private institutions), the resulting ‘shifting ground’ of quality assurance can no longer be sustainably defined in terms of the kind of top-down or ‘policeman’ model of the past of arbitrary requirements imposed in a one-way fashion on institutions perceived as inevitably recalcitrant. Put another way, an effective quality assurance framework will require a fundamental ‘win-win’ or partnership model also involving the internal or self-organizing institutional commitment to quality assurance or the maintaining and

improving of general standards. Such a framework needs to be applied in a way where individual institutions and the private education higher sector more generally in a country like Malaysia recognize that it is not in their sustainable long-term particular interests to take quality assurance shortcuts, to adopt strategies of evasion and deception, and to effectively drag down the national reputation. In sum, the basic or fundamental responsibility of governmental agencies of higher education quality assurance has changed from that of being a policeman to rather the requirement to be a partner – that is, to assist individual institutions and the higher education sector more generally with information and external support to both grow and achieve greater or more sustainable success through its internal or self-organizing commitment to the process of quality assurance.

The central benefits of a policy-building approach to the challenges of a particular national higher education sector have to do with achieving comprehensive evaluation triangulation also in terms of change across time as well as achieving a partnership convergence of different stakeholder perspectives. This certainly must include the connections between students and academic staff as well as the relation between institutional management and the quality assurance agency officials representing governmental departments and polices. An often neglected component of quality assurance are related notions of how any institutions should consider, maintain and seek to improve the internal principles of morale, communities of practice and ‘cultural change’ needed for sustainable growth and development.

As indicated above, both the pivotal macro function of *accountability* and related micro function of *feedback* need to be continually connected as a macro-micro link encouraging ongoing innovation on one hand, and the related functions of institutional *resilience* and quality enhancement on the other. In a partnership model the leadership function within both particular institutions and also the public or governmental agencies will not be arbitrarily imposed but will *dialogically* engage and consult with all stakeholders or policy actors in order to achieve a sustainable as well as ‘win-win’ convergence of different interests and agendas. This will also naturally include greater student and academic staff satisfaction about the levels of support and quality of education offered in terms of the real needs of society and requirements of *employability* in similarly changing job market where employers increasingly want graduates with solid generic skills (e.g. effective outcomes-based education linked to constructivist teaching and learning methods even within private institutions).

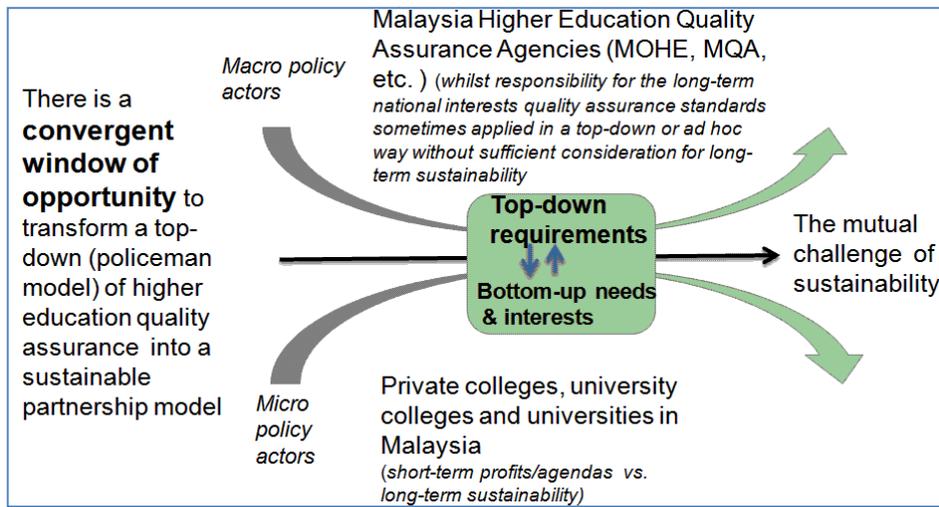


Figure 9. The market-driven convergent window of opportunity in Malaysian and also global higher education

Figure 9 visually represents the ‘mutual challenge of sustainability’ which potentially converges the often distinct and even conflicting interests of private higher education institutions and public or governmental public assurance agencies in Malaysia as elsewhere. This is especially in terms of how the interdependence of policy actors or stakeholders is recognized by the requirement to achieve a genuine or dialogical interplay of top-down requirements and bottom-up needs and interests both at the levels of institutional management and the provision of quality education or effective teaching and learning. Both outside and inside any higher education institution this can only be achieved by a recognition and understanding of the fundamental interdependence and therefore perpetual need for improved communication between different interests and perspectives. Students everywhere in the world typically want to get the right answers to pass exams and achieve accreditation. But at the same time they also generally expect to receive a quality education where they learn to think, to communicate and generally function more effectively in various aspects of their personal and working lives. Likewise, private institutions typically have *short-term agendas* which need to be reconciled with their own as well as various other sustainable or *long-term interests*. This can only be achieved with a win-win or partnership model of higher education quality assurance.

Conclusion

In Malaysia as in many other places around the world, the shift to market-driven and related ‘privatization’ imperatives of higher education has resulted in a diversification and intensification of different models and interests. Although this development has been accompanied by public and governmental demands for and requirements of compliance to

effective quality assurance standards, there has been a growing disjuncture or conflict of paradigms between top-down models of public accountability through governmental agencies on one hand, and on the other the burgeoning number and variety of institutions which make up the private higher education sector in Malaysia as elsewhere. In terms of a range of related economic and social as well as educational policy commitments of the Malaysian Government to a market driven higher education sector (e.g. as a focus of educational internationalization and aspirations to become a regional educational hub), this is the background to a commissioned project to investigate the requirements of a more sustainable framework by which to evaluate institutional upgrading applications in the Malaysian higher education private sector. This paper reports on an associated inquiry into the requirements of a sustainable framework associated with the initial project but developed further for a wider and transferable context as a policy design case study into the process of achieving innovative, sustainable and socially relevant solutions to policy challenges.

The resulting progressive and integrated as well as sustainable quality assurance framework outlined in this paper has identified a range of the interdependent principles which address some of the key challenges faced in the Malaysian higher education private sector as elsewhere. Applied at distinct macro and micro as well as linked macro-micro levels, these principles constitute a ‘formula’ which might productively address the related issues and central dilemmas at stake. In this way, a more sustainable policy-building corridor might be achieved – in this case, the continued development of the Malaysian higher education private sector as part of the national educational hub, 1Malaysia, and related policies. The resulting quality assurance paradigm shift towards a ‘win-win’ partnership model promises to more effectively connect *external* demands of accountability and *internal* requirements of feedback. Such a basis is needed to develop both a resilient higher education sector and the innovative and socially relevant policy framework and support structures required for future sustainability.

As is the case with many other aspects of society which in the past tended to be viewed more as a public good than a private benefit, governments around the world are increasingly turning to market driven ‘solutions’ to emerging challenges as well as innovation imperatives in education – and in higher education especially. Whilst this new paradigm does offer potential to productively transform various education sectors, there are some associated dangers. Forces of privatization, commercialization and marketization tend to operate in terms of profit motives, resource optimization and direct outcomes which by definition often ignore the sustainable, ethical and ‘deep-level’ knowledge building aspects which constitute the essence

of quality in education in ways quite distinct to any other form of human activity (at least to the extent that the learning process is the self-organizing foundation of all human activity, thought, and communication) (Richards, in press). The functions of public accountability and 'quality assurance' are therefore crucial when it comes to the strategic and sustainable considerations of any national higher education private sector. Thus a genuine partnership model is the only viable way to achieve an effective balance or convergence of both short-term and long-term as well as other related interests. This needs to be recognized by a country like Malaysia which for various reasons (including some unique challenges) has become a significant global pioneer as well as player in exploring the challenges as well as opportunities of a possible future public-private higher education convergence.

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APPENDIX: Progressive and integrated framework of criteria and related indicators

- 1. Demonstration of financial viability for institutional sustainability [Capital]**
 - *Foundational documentation clarifying financial and legal status of institution which demonstrate or prove financial sustainability:*
 - *Capital assets and intangibles equivalent to paid-up capital of X million ringgit (upgrading to university college) and Y million (upgrading to University)*
- 2. Adequate campus infrastructure to support where appropriate institutional requirements for either traditional (physical) or online based educational delivery [Campus/ infrastructure]**
 - *Open learning as well as traditional University colleges and universities should have either a permanent purpose-built campus centre or a plan to build/extend such a centre (open learning centres to support campus networks)*
- 3. Demonstration of appropriate student access to educational facilities and appropriate student support facilities [Facilities]**
 - *Access to up-to- date and appropriate basic educational facilities – library resources and functional and appropriate computer lab facilities (i.e. books, software and related resources)*
 - *Direct student support – student welfare office, student accommodation for 1st year students, transportation, student scholarships, recreations centres and sporting facilities*
- 4. Institution has developed or is planning to develop a recognized profile and international readiness to attract both local and international students or staff. [Institutional profile]**
 - *National profile and institutional status (e.g. research university status, reputation, branding)*
 - *Internationalization readiness - [marketing, attractiveness to international' talent, etc.']*
- 5. Institutional commitment to and responsibility for continuing improvement, internal auditing, and development of overall institutional quality assurance [Internal quality control system]**
 - *Regular internal audits of a comprehensive set of key quality assurance indicators*
- 6. Demonstration of sufficient and developing levels of academic capacity and accreditation**

[Academic Staff– Professional development & academic accreditation]

- *Each academic department or faculty running validated programs should demonstrate a sufficient level of experience and accreditation in its teaching staff (e.g. University departments should have a minimum of 30% of staff with PhDs or Masters, and also 50% of staff with at least 3 years teaching experience).*
- *Higher education institutions should provide or support appropriate professional development programs for its staff for ongoing improvement and ‘maturing’ (for universities this might include opportunity and support for training or research). New staff without prior teaching experience might be required to undertake a 2 week certificate in T&L.*

7. The establishment, maintenance and ongoing improvement of overall institutional experience in the capacity to conduct quality academic programs

[Academic Staff – Professional accumulation and continuity]

- *Upgrading applicants to university college and university status are expected to demonstrate either achievements or additional plans to accumulate appropriate levels of experience and benchmarked collaborations or partnerships to ensure quality programs*
- *Institutional staff turnover or retention rates should not be at a level to potentially compromise or indicate a lack of sufficient institutional commitment to professional accumulation and continuity (acceptable rates to be established).*

8. Demonstration of sufficient levels of academic accreditation and management experience held by members of senior management

[Senior Management – Professional Development & Academic Accreditation]

- *Senior Management of higher education institutions should collectively consist of: (a) X% Masters or PhD holders for university colleges and (b) Y% Masters or PhD colleges for universities)*
- *Chief executives of higher education institutions should combine appropriate levels of both management experience and academic accreditation: (a) University chief executives should have at least a PhD and X years of previous management experience in higher education; And (b) University College chief executives should have at least a Masters Degree and Y years of previous management experience in higher education*

9. The establishment, maintenance and ongoing improvement in the collective pool of experience represented by the senior management of any private educational organization

[Senior Management - Professional accumulation, continuity, and staff profiling]

- *Overall quantity, quality and diversity of the overall pool of academic management experience within a particular organization [e.g. at least 50% of senior management team with X years IPT management experience]*
- *Demonstrated commitment to ongoing quality assurance bench-marking, external evaluations and internal 'change and improvement' by the senior management teams of a particular educational organization.*

10. Overall institutional profile of support staff demonstrates adequate levels of full-time staff, experience or accreditation, and also where appropriate commitment to further training options and opportunities

[Support Staff – Staff status profile and professional experience or accreditation]

- *Overall rates of full-time staff, retention rates, and combined work experience or accreditation profile*

11. Screening procedures and minimum entry standards which demonstrate an adequate commitment by private education providers to balancing commercial interests and basic quality assurance standards . *[Entry Requirements]*

- *Accreditation entry requirements: Relevant prerequisite accreditation confirmed by original documents from either national or international recognized institutions and bodies*
- *Percentage of fee-paying international students who also have been screened to meet adequate language level requirements*

12. Coursework Programs are supported by appropriate resources and assessment procedures, and meet national and/or international formal accreditation expectations, requirements, and standards *[Curriculum and Learning Resources]*

- *The overall quality of curriculum development, learning resources and procedures of assessment meets appropriate specific requirements, professional standards and learner expectations in relation to of different areas of knowledge, training and accreditation*
- *Upgrading applications for University College and University status require that a minimum minimum of X/Y% of courses have full accreditation (including joint or dual programs)*

13. Institutional commitment to relevant and sustainable learning outcomes which will translate effectively into ongoing employability rates for graduates which satisfy authentic workplace or industry focus on generic skills *[Learning outcomes and employability]*

- *Comparative MOHE employability surveys over at least a three year period*

- *Demonstrated links between the applied learning skills and knowledge of any program and the assessment of specific learning outcomes.*

14. Relevance and effectiveness of teaching approaches and methods to assist students in achieving a range of both generic learning outcomes and specific disciplinary, content or skills specialization. [Pedagogical appropriateness and effectiveness]

- *Institutional support for and commitment to the staff development of a diverse yet appropriate range of teaching approaches and assessment procedures which: (a) encourage applied learning skill and knowledge outcomes and not just the rote learning of content, and (b) are both interesting to students and relevant to a particular program learning outcomes*

15. Adequate link between institutional and professional teaching commitment to learners

[Teacher-learning contact and support]

- *General student satisfaction levels with chosen modes of teaching delivery (face-to-face, open learning or mixed modes) in relation to particular program or professional outcomes*
- *Overall indication of adequate institutional and professional teaching commitment to learners: teacher-student ratios, the availability of teachers for student consultations (or teaching schedules which allow a sufficient degree of student consultations), and general student satisfaction levels with individual teachers*

16. Adequate evidence of institutional commitment to academic capacity-building in a related range of both formal and non-formal research: professional development opportunities for individual staff to undertake the scholarship of either teaching or specialist research; the pursuit of ‘change and improvement’ in knowledge outcomes, and the development of an overall profile of research projects and academic publications or other dissemination. [Research activity & outputs]

- *University Colleges and University should aim to achieve a minimum percentage of their percentage of expenditure (as distinct from budget allocation) on ‘research and development’ (e.g. University Colleges at least Y% of their expenditure and Universities at least X% of their expenditure)*
- *Overall number of research projects undertaken and/or academic publications achieved. In upgrading applications ‘research prioritized’ institutions should also show efforts to exhibit or present research outcomes in conferences or exhibitions*

Exploring the global dimension internationally

Abstract

This paper considers the importance of teaching the global dimension as part of the English National Curriculum and how this has encouraged the development of a range of international partnership and related activities at a UK higher education institution. It charts the evolving partnerships between Newman University College, The Gambia College, Brikama, schools in Dudley in the West Midlands, and schools in The Gambia. The activities include study visits, school linking, higher education seminars and continuing professional development for teachers. The building of professional, open relationships and the fostering of these is fundamental to successful international progress. There are numerous pitfalls, not the least being neo-colonial overtones and the inequalities evident between the Gambian institutions and those in the West Midlands UK. An evaluation of the impact of the various activities shows positive benefits to participants in the UK and The Gambia. The improvement in the knowledge, skills and understanding of complex global issues for both trainee teachers and established teachers has been a positive outcome. It is possible to develop successful international relationships and upskill professionals to deliver confidently the global dimension agenda through grass roots, self resourced methods.

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All of today's children are members of an increasingly globalised but unequal world, they need to make sense of this world on a variety of scales from local to global. Teachers strive to equip children with the knowledge, skills and understanding to be able to interpret information, ask questions, and to share views and experiences about the world in which they live and the ways it is changing. To meet these aims, teachers, especially of global citizenship and the global dimension, need further personal and professional development to be able to enhance confidently teaching and learning about different places and people. Learners' development would be further enhanced by focusing on their needs (perceived or otherwise) to learn about places and people and to investigate the ideas, understandings, interpretations, values and experiences that combine to combat stereotyping, prejudice and ignorance and at the same time fostering open attitudes and minds.

The requirement to study distant places is perhaps one of the most problematic areas of the primary school curriculum. It raises questions about stereotypes and prejudices, it taps into our historical perceptions and it challenges us to clarify our own attitudes and values. Given the fact that there are so many potential pitfalls it is surprising that there is so little official guidance in this area of the curriculum. (Scoffham and Potter 2007, p.4)

It is only by clarifying our own attitudes and values, and sharing them with those that we teach, that teachers are going to be able to respond adequately to the basic questions which children ask about other places such as "Please Miss, why are they so poor?" (Pickering 2007, Scoffham and Potter 2007, p.4)

This paper explores the benefits that a wealth of global education experience might bring for future teachers (undergraduate and post-graduate students). The global learning experiences they have gained better equip them for the task of helping to break down stereotypes and prejudices and preparing children for the global world of the 21st century. The need for English school children, and indeed all children, to recognize, understand and embrace cultural diversity is a high priority as Ajegbo (2007 p.23) highlights, 'Education for diversity is fundamental if the United Kingdom is to have a cohesive society in the 21st century' Multi-cultural education that celebrates diversity is an important part of responding to the kaleidoscope of cultural attributes in the school and the community (Bowden and Copeland 2010).

The preparation of trainee teachers to deliver the global dimension has drawn upon developing

relationships with practising teachers and primary children from Dudley, a local authority in the West Midlands. In The Gambia experience has been gained by working with Gambian colleagues to develop sustainable relationships with a teacher training institution as well as nursery and lower basic schools and their children and teachers. This approach has been essentially, grass-roots, experiential, self-funded and self-resourced.

The global dimension

The global dimension connects people to the rest of the world. “It enables learners to engage with complex global issues and explore the links between their own lives and people, places and issues throughout the world” (<http://www.globalgateway.org.uk/default.aspx?page=4199>). The global dimension is characterized by these eight key concepts.(Fig 1)

Human Rights	Diversity
Sustainable Development	Global Citizenship
Values and Perceptions	Social justice
Interdependence	Conflict Resolution

Figure 1. The eight global dimensions (DfES 2005)

The global dimension helps learners to

- explore and make sense of the big issues in the world
- think critically and creatively about topical and controversial issues
- deconstruct issues and events and consider them from a range of perspectives
- communicate with people from a range of cultures and countries
- develop self awareness and a positive attitude to difference
- argue a case on behalf of themselves and others
- reflect on the consequence of their own actions now and in the future
- link learning to taking responsible action
- participate in society as active and responsible global citizens

It is important to understand that the eight key concepts are interrelated and inherently encourage an integrated approach to the curriculum.

Why teach the global dimension?

The English National Curriculum includes a global dimension both in the overarching statement about values, purposes and aims and also within specific subjects. The first aim of the National Curriculum states that “The school curriculum should contribute to the development of children’s sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain’s diverse society and of the local, national, European, Commonwealth and global dimensions of their lives” (<http://curriculum.qcda.gov.uk/key-stages-1-and-2/aims-values-and-purposes/aims/index.aspx>). Within the second aim it encourages teaching to “...secure their commitment to sustainable development at a personal, national and global level.”

The general rationale for teaching and learning about the global dimension is for children to progressively demonstrate: (based on Dfid, 2007)

- an awareness of the links between where they live and other parts of the world
- knowledge and understanding of some of the reasons for the differences in life chances across the globe
- understand how personal choices can affect the needs and rights of others
- skills to participate in debate on world events and issues of concern
- understand and respect for differences in the perspective, behaviour and culture of others
- recognition of the values that underpin personal and public decision-making

In order to enhance the teaching and learning in a teacher education environment, over the years a grass roots or alternative strategy for developing the global dimension through a range of international activities has been fostered. These activities include building relationships and partnerships, sharing seminars, school placements, modifying English curricula, supporting focus weeks in English schools, and through study visits. The focus has been on the development of the knowledge, skills and understanding for trainee teachers although this has been extended to encouraging Continuing Professional Development opportunities for practising professionals in Dudley and The Gambia.

The work has been facilitated by the steady development of personal relationships with fellow teachers, lecturers, trainee teachers and children in The Gambia, West Africa. The more recognized means of developing international relationships, through such organizations as the British Council and DiFD have not been ignored, but as the understanding of the way of life of people in The Gambia has grown and developed, so the educational and pedagogical interests

have evolved. (fig.2)

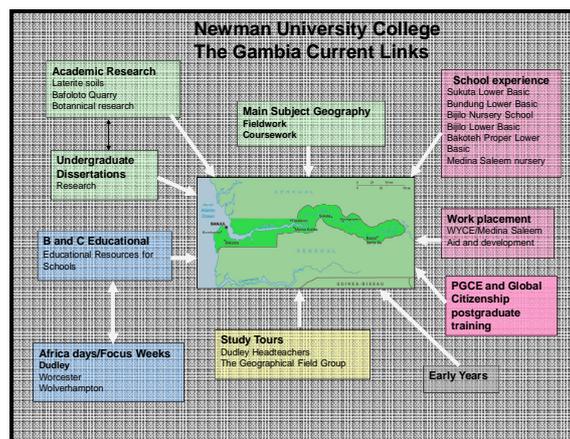


Figure 2. The links built between Newman University College and The Gambia

Recognition of pitfalls

The development of international relationships even between schools should not be undertaken without careful thought. Ill considered study visits, and so-called partnership and linking activities may not generate the commonality of understanding that is desired and do cause much concern (Miskell 2008).

According to Martin (2009) analyses of policy documents that promote intercultural learning and global citizenship have revealed an over-riding colonial discourse, which is common to Canada, the USA and the UK (Carpenter, Chum & Weber, 2007; Zemac-Bersin, 2007; Andreotti, 2008). Teachers and trainees may fail to realise this, both in England and The Gambia, as it may be buried under an enthusiasm that focuses on a celebration of different cultures and a welter of well intentioned international teaching and learning activities. Unless international relationships evolve as shared endeavours in which all partners have an equal opportunity to articulate and communicate their own needs “...they can come dangerously near to epitomising a new form of colonialism which endorses the traditional stereotypes of the dependency of people in the South and the exploitative nature of western culture” (Disney, 2004, p.8)

There are many examples of existing good practice where international activities are enhancing intercultural exchange, enriching the curriculum and developing mutual understanding, such as the West Hagley School (Pickering 2007, QCA 2007, Worcester EPN 2009) or through organizations like Teachers in Development Education (www.tidec.org.)

Too often the reverse may be the case with stereotypical views of people and places being reinforced. Pickering (2007) has conducted preliminary research amongst primary schools in Worcestershire, which clearly demonstrates that well considered partnership activities can have a positive effect. In fig 3 pie chart (a) shows the responses where international relationships are a well established part of the curriculum, and pie chart (b) where they are not.

However the real significance probably lies in the fact that even where the children are exposed to the beneficial effects of a well considered global curriculum the neutral and negative attitudes still outweigh the positive! Even where there have been successful activities there still remains a large learning gap.

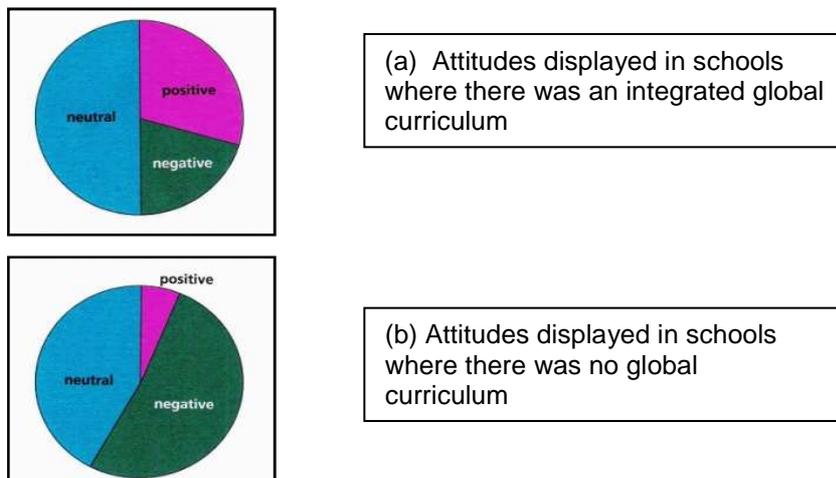


Figure 3. Attitudes expressed by children in Worcestershire to developing countries

Disney (2004) investigated English and Indian children’s representations of what their link schools were like, she classified the English children’s responses as below:

- *The stereotypical, traditional, rural Indian village* - featured the straw and mud huts, people carrying baskets on their heads, wells and animals.
- *The exotic* - featured domed buildings, snake charmers and minarets; images in keeping with stories from the Arabian Nights
- *Undifferentiated* - characterised by drawings which could have easily been of England the supermarket, road, houses.
- *Complex* - included flat roof houses, blocks of flats with balconies, markets, palm trees and bicycles.

The children did not include any form of modern technology and several children categorically stated that there were no cars or buses in the link school’s region.

The Indian children's impressions fell into the following categories:

- *Snowy scenes*. This was the largest category and the children drew rural and urban scenes dominated by snow. The people in these scenes were often depicted on skis or snowshoes and well dressed up against the cold.
- *Skateboarding*. Many pictures included children skateboarding and roller-skating.
- *Urban scenes*. Many of the pictures reflected a predominantly urban environment with cars, buses, bus stops, traffic lights and shops. There was a fair range of buildings including the Houses of Parliament, the Prime Ministers house, schools, churches and shops.
- *Rural scenes*. These were less frequent but showed hills and rivers, flowers and trees.

After a two year linking project, where the global dimension was integrated into the curriculum of both schools, she found that the stereotypical views had been broken down and children had gained clearer and more informed insights about each other.

Teachers in Development Education (www.tidec.org) have recognized the following challenges which face global learners and their teachers

- Doing good.....avoids clear thinking?
- Teaching and learning activities that lead to the "right answer": lacks critical thinking and recognition of the same but different stance
- Failing to acknowledge own perceptions and bias? Lacks self realisation
- It's all gloom and doom: a media view of developing countries.
- Global is about somewhere else? What has it got to do with me?

In the comments of Martin (2010, p.8) '...in cross-cultural dialogue, individuals occupy their own cultural space and they need to be prepared to step out of this space into the space between them, leaving cultural baggage behind, if learning from the dialogue is to take place. It is incumbent on both parties to do this and to create a third space in which new meanings / understandings can emerge.'

A quick fix instrumental approach to international activities and relationships does not work as too many well meaning amateurs believe that they can solve the problems of the third world after a week's package tour or a mere snap shot of a country. Some activities (such as UK schools fundraising for the southern partner school / southern schools making requests for donations from the UK partner school) may perpetuate imbalances in power, and increase the

difficulties of developing relationships based on mutual learning and curriculum enrichment for all parties (Martin 2008).

Teachers need to understand how children's perceptions of themselves and others are culturally dominated. Barrett (2007) shows how children's identification with the culture of their own nation is encouraged by teaching about their nation, by using curricula that reflect society's cultural narratives and by adoption of elements of the nation's civil culture. This is so for both schools in Dudley and The Gambia and for positive relationships to develop, teachers need to be alert to such culturally inbred characteristics as these, lest they become blocks to learning and understanding about other people's cultures and lives.

Children may develop negative views of other places. Warwick (2007) showed that children's views of public life, including global issues, is primarily informed by various media sources with TV being the main contributor. As TV news broadcasts often concentrate on bad news items like war, famine, disease and natural disasters, it is no wonder that children may have a less than balanced view of distant localities. The second most significant contributor is from their family, so if the family views are also conditioned by the media then no wonder negative images develop.

Many of the participants in these international activities have to re-examine their own assumptions and perceptions about Africa, The Gambia and other cultures (Fiedler 2007). Teacher educators should realize that it is through relationships, whether personal or institutional, that understanding and commonality can be nurtured. Not only do British citizens need to develop a different mindset, so do the people they interact with in The Gambia.

Malawi case study: A caveat

'International links can be a powerful way to support the global dimension across the curriculum, bringing the issues to life for students in both countries. One of the main aims of the DfES International Strategy is to enable every school in England to establish a sustainable partnership with a school in another country by 2010', DFID (2007).

Field research undertaken in 2009 in thirty primary and secondary schools in Malawi identified the difficulties of creating and sustaining partnerships.

The key findings from the research showed:

1. International School Partnerships (ISPs) can promote aid dependency.
2. ISPs are hindered by infrastructural barriers.
3. Poor communication prevents ISP's.
4. Internet access is cost prohibitive for many.
5. Written communication is ineffective.
6. Partnerships between ISPs are commonly inequitable.
7. Often partnerships are created without a clear rationale.
8. Receiving aid is seen as a driving factor by schools in Malawi to develop ISPs.
9. Successful ISPs encourage and facilitate reciprocal visits.
10. Curriculum development can be a tool to encourage and facilitate partnership equity.
11. Poor management of partnerships lead to failure.
12. Uncoordinated organisations and governments fail to plan strategically together.

These findings show that the prospect of developing a partnership can offer great benefits to both organisations in terms of developing a global dimension to the curriculum, one built on developing cultural understanding, empathy and mutuality. However linking with a school in a less economically developed part of the world raise many problems, not least the issue of compounding aid dependency.

However, evidence strongly suggests that before schools embark upon developing international links, that they should first embark on developing partnerships with schools within their own region and country and develop skills of forging and sustaining mutually beneficial relationships built around curriculum development and the enhancement of community cohesion. As Macintosh (2007 p.21) states in regard to school partnerships within the United Kingdom, 'would it not be better for all parties to first establish a successful partnership with another school elsewhere in the UK or in the EU, where there is some initial social, educational and cultural understanding, before considering one in Africa...'

Chidler 2008

Project development

The development of the linking and partnership activities has been a long and carefully considered process, in Mackintosh's (2007) view, making mistakes and learning lessons is an important necessary part of the process. Following the initial visits, which took the form of geographical fieldwork, groups of undergraduates were offered work placements and school

experiences. Building from personal experience trainee teachers then had the confidence to introduce Gambian focused work into Dudley schools. This encouraged Dudley teachers to explore opportunities to link and develop partnerships. These teachers were also seeking personal insights into a different culture and continuing professional development.

The key to success was, and continues to be, based on the building of relationships between the parties involved. Prior to considering a shared project, the concept and nature of a relationship needed to be addressed. With all the interrelated activities different partners may have different perspectives and perceived outcomes. Always conscious of Martin's (2008) concerns about neo-colonial inequalities, all players were free to participate on a number of levels and to a degree which suited their institutional needs. It was accepted that participants enter into the shared activities for a variety of reasons, the ideal being a shared vision of global education, but realistically accepting that some participants may have had and will have their own agendas.

As the major player, Newman University College has been able to take the lead in developing two distinct partnership initiatives:

1. The Newman University College/Dudley/Gambia school linking project: this has grown over the last five years, known as the 'Valuing Learning' project.
2. The development of partnership activities between Newman University College and The Gambia College, Brikama; although this is a low key engagement, it is a mutually beneficial partnership

Case Study: The Newman University College/Dudley/Gambia Project – Valuing Learning.

This project is based on a dynamic set of relationships between Newman University College, The Gambia College, Brikama, Dudley primary schools and lower basic and nursery schools in The Gambia (fig.4). The general aim of this continuing project is to develop sustainable partnerships between these organisations to offer mutual benefits enhancing the global education and experience of all concerned.

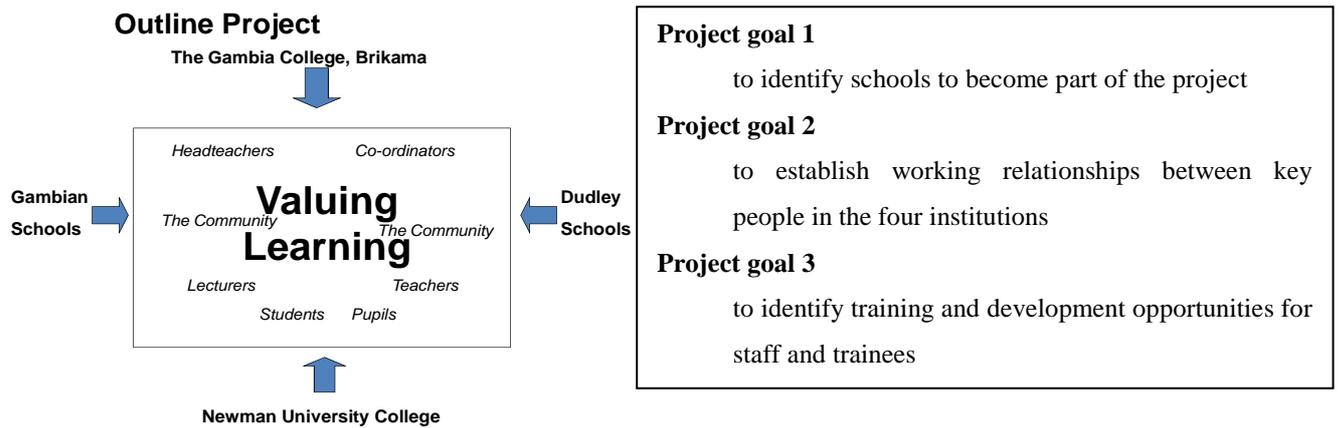


Figure 4. The Valuing Learning Project outline

One important strand in this evolving project has been the development of link schools in The Gambia. This was facilitated and sustained by the efforts of the Dudley Schools (fig.5). Starting with preliminary visits by headteachers, three clusters of Dudley schools have evolved, which each share a link school in The Gambia

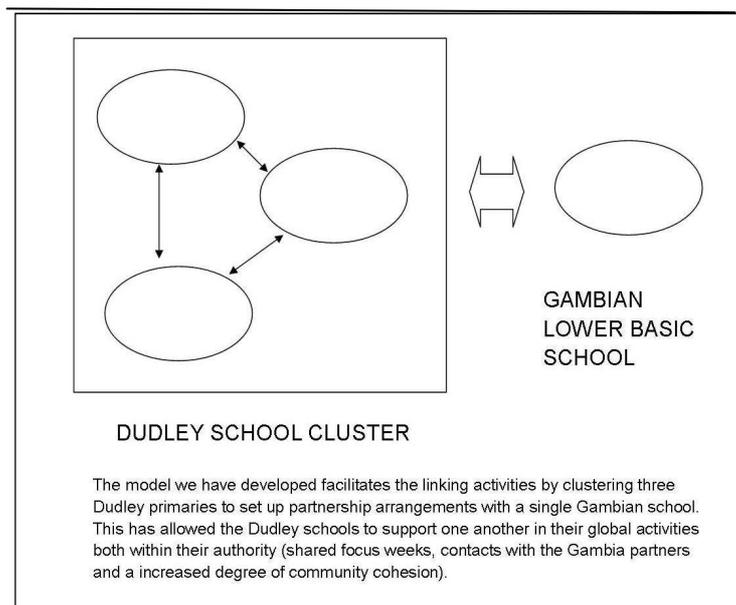


Figure 5. Partnership model

Trainee teachers have helped the planned partnerships to flourish by completing a school experience in a Dudley school and then undertaking school placements in the link Gambian school. At the same time they have built on their own knowledge, skills and experience. Their final school experience of their training course is then with a school in the same Dudley cluster (fig 6). This is an effective way of maintaining strong links between the Dudley cluster and the Gambian schools. The link which then could be fortified by visits from the Dudley schools to

the Gambia and eventually by visits from Gambian professionals to Dudley and Newman University College. Newman University College and The Gambia College will also supported teachers and trainees from both countries.

The planned benefits for participants from the successful implementation of these dynamic relationships include:

- Enhanced staff motivation and development - internationalisation of staff experience
- Enhanced educational experiences for children in school in both countries, including increasing awareness of different cultures and lifestyles
- Shifting perceptions and embedding learning in the curriculum
- Broadening of community cohesion on a number of levels in both countries
- Enhanced experiences for Newman University College and Gambian trainee teachers
- Opportunities for English schools to apply for British Council funding to facilitate exchanges
- Schools will be in a position to qualify for the ‘International School Award’ which is one measure of the success of the process.
- Consolidating a global dimension into Newman University College’s teacher training programmes to enhance the training of specialist global educators

ACTIVE LINKING and TEACHER DEVELOPMENT

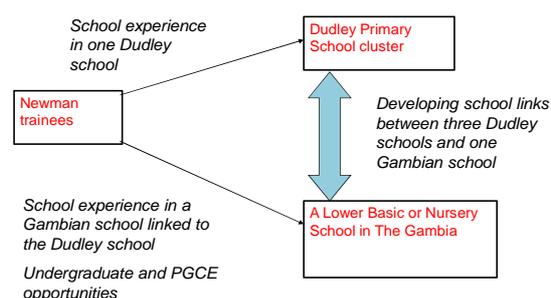


Figure 6. The structure of the developing partnerships

Project evaluation

O'Brien (2009) carried out detailed interviews with participants involved in the Newman/Dudley/Gambia school linking project recording and evaluating their understanding of the partnership project and how it supported teaching and learning in their schools. He found that for the majority of the participants children's understanding improved and the experience contributed to the children's cultural development through increased and informed exposure to diverse communities. There was progress in both countries in overcoming some misconceptions about each other's country (Graves 2002). Most of the English teachers who had the opportunity to visit the Gambian schools found that the experience gave them confidence, knowledge, understanding and empathy to deliver a range of global learning experiences. The programme of study, especially in the Dudley schools, has been enriched and allowed the children the chance to explore and develop their knowledge of common topical issues with a global perspective.

Contrarily Chidler (2008), Miskell (2008), Wood (2006)) found that fundraising activities did not necessarily lead to an aid dependency mentality, nor did these activities inhibit reflective and critical thinking. In at least one case it acted as a positive cement for the partnership (O'Brien 2009). The development of successful relationships is not a straightforward process but the majority of the relationships have been positive in developing teaching and learning. Expectations of partners may vary but the common shared goal of providing improved global learning for all is paramount. To fully develop the shared learning it was agreed that some Gambian teachers do need to visit the Dudley partner schools.

School curriculum based international work

Where Dudley and Gambian colleagues have entered into dialogue, the relationships have been truly successful, with teachers from both countries engaging in writing and planning episodes of learning together. This can be seen as a real measure of achievement, particularly when teachers go on to deliver and evaluate jointly planned work to children across the continents.

A shared understanding of the outcomes of this project can be characterised by the criteria required for the International Schools Award, namely

- Year round international activity
- An international ethos embedded throughout the school
- The majority of children within the school impacted by and involved in international work

- Collaborative curriculum-based work with a number of schools
- Curriculum based work across a range of subjects

Additionally the Dudley schools have benefitted from the school clusters in their own local authority. Governors from each of the schools have been pleased to recognise the links between neighbouring schools which have contributed to meeting their Dudley community cohesion agenda. The linking between the Gambian schools has taken place but on a more informal level.

The table below shows how the proposed benefits of the project have developed (fig.7):

	Newman University College	Gambian Schools	Dudley Schools	The Gambia College
Enhanced staff motivation and development - internationalisation of staff experience	Established	Developing	Sustained	Developing
Enhanced educational experiences for children in school in both countries, including increasing awareness of different cultures and lifestyles		Developing	Established	
Shifting perceptions and embedding learning in the curriculum	Established	Developing	Established	Developing
Broadening of community cohesion on a number of levels in both countries		Established	Sustained	
Enhanced experiences for Newman University College and Gambian trainee teachers	Sustained			Sustained
Opportunities for English schools to apply for British Council funding to facilitate exchanges based on true partnership			Established	
Schools will be in a position to qualify for the 'International School Award' which is a measure of the success of the process.			Established	
Consolidating a global dimension into Newman University College's teacher training programmes to enhance the training of specialist global educators.	Established			

Figure 7. A summary of the project evaluation

This evolving project has had many positive aspects however there is much still to do especially in arranging Gambian professionals to visit their link schools in UK. As this is a self financed endeavour there are no funds available to support Gambian colleagues. However once schools can clearly demonstrate that they have developed their partnerships they can then

apply for Reciprocal Funding (British Council and DifD), which should allow a proper exchange of teaching staff.

Case study: Links between Newman University College and The Gambia College, Brikama

With preliminary visits in 2006 and 2007, a burgeoning link between Newman University College and The Gambia College, Brikama is evolving. The staff of this college work with the teachers in the Gambian links schools. Additionally student groups (particularly the PGCE Citizenship and Global Citizenship students) have shared seminar sessions with groups of Gambian trainee teachers, this culminated in last year's conference where 35 Newman University College students and 100 Gambian students exchanged views on global topics such as climate change, international trade and sustainability, and discussed pedagogical issues of interest to both groups. This sharing of ideas has scarcely evolved as a 'project' or a partnership yet the formal link continues on a low key but mutually beneficial basis, it may well further develop if both parties think it worthwhile. It is heartening to see electronic links between the student members of the groups being maintained.

Conclusions

The knowledge skills and understanding to be able to develop the 'Global Dimension' in school has been enhanced for the Newman University College graduates by their Gambian experiences. This has been achieved through a variety of linking activities including study visits, school placement and a lecture programme in which reflection upon their experiences is important. However the over-riding aims of developing teachers able to deliver the global dimension with authority for the English National Curriculum is being achieved. It is still very difficult to develop true partnerships in situations where resources are so unevenly distributed but the development of good working relationships appears to be the key to success.

The successes, that Newman University College, Dudley and the Gambian participants have achieved, reflect the real nature of global citizenship at a range of levels. What has developed is a model that could be replicated or adapted. If the relationships are built upon a common interest, openness, trust and a shared purpose most challenges can be overcome. Newman University College has provided the facilitators and mentors to ensure the smooth running of projects that have taken a number of directions. The international activities have been coordinated by Newman University College as they have the overview, the experience and confidence, so that groups of trainees and teachers feel supported and confident yet can develop their own, unique, relationship with a link partner school. This personalisation has a

arisen through careful planning at various levels so that participants 'buy into' a specific element or elements of the project allowing them to tailor their commitment which reflect their individual and specific needs. This strategy increases the opportunities for success, rather than setting groups up for failure by having too high expectations. Interaction between all four willing partner ensures the sustainability of the project.

Teachers and trainee teachers have gained from the range of shared international activities and experiences. They are better equipped to deal with the global questions that children of 21st century may ask. Their curricula and the learning which develops from them will reflect their enhanced knowledge and understanding of global issues. This will ensure that children in Dudley and The Gambia will have had their eyes and minds opened to a wider world as a result of exploring the global dimension internationally.

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Towards a Network of Quality Assurance in Higher Education: A Pakistani Model

Abstract

Higher Education in Pakistan had a revolutionary change after the establishment of the Higher Education Commission (HEC). With the passage of time, it was realized that maintaining quality in Higher Education must be on top priority basis in order to sustain the improvements made in higher education through HEC. Thus the Quality Assurance Agency was established with a view to assure the provision of quality education. This agency gradually opened Quality Enhancement Cells (QEC) in state owned universities and assigned them the task of carrying out measures of quality as approved by the agency.

These Cells were headed by a renowned educationist and they were provided training as well for effective evaluation. These cells were also invited quarterly to share the findings of implementing quality assurance measures. These quarterly meetings and support of various Cells for each other is gradually creating a quality culture in the universities and its network is getting stronger and deeper.

The success of this initiative of HEC penetrated in private sector universities and some of them have also established Quality Enhancement Cells in order to be a part of this network. The growing interest of the stakeholders shows that there would soon be a large local network of Quality Assurance in Higher Education with skilled evaluators striving not only to maintain quality but also enhance the same for the satisfaction of various stakeholders.

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Quality Assurance in Higher Education around the World:

The term Quality echoed in the institutions of higher education in the early 90s and gradually its need was realized and different departments, Cells and networks were established with multiple tools and techniques for quality assurance in higher education. (Smout and Stephenson, 2001, Vidovich, 2002)

The term is not new. It has been defined variously by scholars and researchers such as Ball (1985), Birnbaum (1994), Lindsay (1992), van Vught and Westerheijden (1992). To put into a nutshell, as summed up by Professor Grant (1998), "Quality assurance refers to systematic management and assessment procedures adopted to ensure achievement of specified quality or improved quality, and to enable key stakeholders to have confidence in the management of quality and the outcomes achieved."

Professor Harman (2000) also asserts that quality assurance, now, is no more merely an institutional or national concern but has become a global issue. The institutions offering higher education are investing their energies and expertise in devising new tools and mechanisms to ensure the provision of quality education in best possible means.

Professor Thong Ngee Goh, Director, Office of Quality Management, National University of Singapore, Singapore, in his paper entitled, 'Mechanisms for Quality Assurance', also highlights the scope of quality assurance to have opened new insights and perspectives to meet global challenges in higher education institutions worldwide.

Similarly, Professor Di Yerbury AM, Board Member of the Council of Australia's University Presidents and Vice-Chancellor of Macquarie University, Sydney, New South Wales, in his research paper entitled, "Credit Transfer and Mutual Recognition of Qualifications: Lessons Learned", has clearly mentioned, "it is self-evident that unless universities adopt sound quality assurance processes they cannot expect their courses and qualifications to be well regarded either nationally or internationally."

Looking around the globe, we find several QA networks functioning worldwide. The first example is the International Network of Quality Assurance in Higher Education (INQAHE). As the name suggests, members of this network are different quality assurance agencies around the globe. The prime purpose of INQAHE is to gather and disseminate information on current theory and practice in assessment, improvement and maintenance of quality in higher education. This network has emerged as a very successful network for quality assurance internationally.

Taking inspiration from INQAHE, Arab network for Quality Assurance was established in June 2007 with an aim of collecting Arab Emirates to strengthen liaison between quality assurance bodies and disseminate good practices in QA.

Similarly, there are various quality assurance networks working in United Kingdom (UK). The universities and colleges there, already have their own internal quality assurance procedures. However, Quality Assurance Agency, UK was established in 1997 with a mandate of external reviews and audit of universities and colleges.

Establishment of Quality Assurance Agency, Pakistan

Higher Education Commission (HEC) of Pakistan is the sole body for all the matters pertaining to higher education commission from the country. This Commission, realizing the need of Quality Assurance in Higher Education Institutes formulated a committee of eminent educationists which recommended the establishment of an independent Quality Assurance Agency (QAA) at HEC and Quality Enhancement Cells (QECs) under the umbrella of QAA. The following goals were set of QAA: (PC-1)

- "Policy making and developing practical guidelines of quality assurance in cross cutting areas of higher learning.
- Developing guidelines for establishing of Quality Enhancement Cells and Monitoring & Evaluation of these QEC's.
- Capacity building to enhance the standards of quality assurance in higher education at national level"

This QA directly reports to the Chairman HEC while, QA Committee which recommended the establishment of QAA works as Advisory Body.

The Quality Assurance Agency as per planning established Quality Enhancement Cells in Public Sector universities in different phases and facilitated in functioning and funding of these QECs.

As far as the functions of QAA are concerned, QAA was responsible to establish QECs in all public and private sector universities in various phases to ensure the provision of quality education in higher education institutions. The performances of these QECs were monitored by QAA on regular basis. This monitoring was done mainly by calling meetings of all QECs and submitting progress reports on quarterly basis. This monitoring also includes the frequent visits of the QAA officials to QECs to evaluate their performances as well as to bring uniformity in the implementation of QA practices in universities all over the country.

Not only this, but QAA was also responsible to train QECs officials. For this selected QEC professionals were sent abroad to get training from international QA agencies. Later on, they replicated the same to train the QEC family.

As mentioned earlier that one of the functions of QAA is to establish QECs. These Cells were to be headed by a Professional who reports to the Vice Chancellor/ Rector of the respective university. He is also correspondent with the outer body and responsible for Internal Academic Audits.

The prime objective of QECs was to conduct Program Evaluation. This was done through Self Assessment approach. Following this approach, each institute was directed to prepare a Self Assessment Report after the completion of each academic year on the parameters prescribed by the QAA. (See, SAR Manual). For this QEC formulated a Program Team (PT). After receiving sufficient training and required material, the PT prepared the SAR and submitted it to the QEC who sent it for external audit. In the light of audit report, Implementation Plan was prepared and submitted along with the executive summary of the SAR, to higher officials of the university and that of QAA. Thus, the program evaluation was carried out in a proper set mechanism.

Growth of QECs:

In the first phase of the project, ten (10) QECs were established in 2006 in all four provinces of Pakistan. In the second phase, twenty (20) more public sector universities were selected for establishing QECs in 2007. In the third phase, fifteen (15) more public sector universities were chosen in 2009.

These QECs met on quarterly basis since establishment and shared their progress with each other. Whereas, QAA was there as a Regulatory Body for performance review. Thus, a network gradually emerged under the umbrella of QAA which started with ten (10) members and has reached up to 45 State owned universities where these Cells are functioning and assuring the provision of quality education.

Progress Review of QECs:

The prime function of QECs was to conduct Program Evaluation through Self Assessment for which HEC used Self Assessment Manual prepared by Dr. Abdul Rauf, a distinguished national professor and Chairman, Quality Assurance Committee, the Advisory Body for QAA. This manual contained eight criterion and several standards under each criteria. The QEC was supposed to provide this manual to different departments of their universities so that they may prepare a Self Assessment Report. However, this was initiated in a gradual manner that may be placed under the following heads:

1. Sensitization of QA Concept

2. Strengthening of Feedback Mechanism
3. Formal Program Evaluation

1. Sensitization of QA Concept:

In the beginning, the QECs were established. Several capacity building workshops were conducted to train the professionals who were working in these Cells. Some of them were sent abroad for attending workshops. QAA also arranged workshops for capacity building.

Since this was a new concept, QEC official arranged multiple awareness sessions for the faculty and administrative heads of their respective universities.

2. Strengthening of Feedback Mechanism:

QAA developed a reporting system and these QECs were required to submit a quarterly progress report for performance review. Not only this, but they were also invited in quarterly meetings to present the progress of QEC at their own institutions. They also shared their concerns regarding the implementation of QA measures in their context. This exercise proved to be an effective tool and this QEC family gradually developed links with one another under the umbrella of QAA.

3. Formal Program Evaluation:

These Quality Enhancement Cells formally initiated programme evaluation through Self Assessment initially in one department and gradually extended to other departments of their universities.

Referring to the Progress Review Table prepared by QAA of HEC, following are the outcomes of the exercise:

- More than 700 Program Evaluation Teams are working on self assessment.
- More than 280 reports have been produced.
- More than 180 external evaluations of Self Assessment Reports have been carried out.

Towards the Network of Quality Assurance:

Up till this stage, it is evident that QAA has successfully established a network of 45 universities where QECs have been established. The Quarterly Meetings and capacity building workshops which are organized by QAA have strengthened this network. During such meetings, the officials of QECs present their progress through a power point presentation and then the forum is open for discussion. The Chair of the meeting accepts questions and a very healthy input is given for handling issues and concerns relevant to a particular QEC.

The forum also passes resolutions, prepares recommendations for different bodies, and gives suggestions for over all QA issues. QAA documents all this proceeding and a proper follow up is done for positive outcomes.

QECs also arrange awareness sessions, training programs, and orientations for which the services of officials of QECs from other universities are solicited which ultimately leads to uniformity in practices. This is another benefit of this network.

Thirdly, QAA and some of the QECs have established 'yahoo groups' through which certain discussion topics, articles and conference call for papers are shared.

With the expansion of this QEC network, private sector universities initiated efforts for establishing these cells for their universities. QAA facilitated them by providing them with financial support and capacity building progress. Thus, this network is getting stronger and its efforts for program evaluation have led to quality education in higher education.

Conclusion

The upshot of the above is that the journey that started in 2006 with the establishment of QAA has now reached to a stage where there are offices working under the umbrella of QAA. These Cells submit a Quarterly Progress Report (QPR) on regular basis and meet on quarterly basis to share their experiences and concerns. These meetings and documented progress reports have connected all the QECs with a single aim of provision of quality education in the higher education institutions in Pakistan. The impact is not very significant at present. However, a gradual shift is taking place and universities have started accepting quality measures as suggested by Quality Assurance Agency (QAA) and these Quality Enhancement Cells (QECs) working as facilitating bodies for promoting measures for quality education in higher education in Pakistan.

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Preparing Our Students for Growth by Teaching a Framework for Change: Cultural Identity Development

Abstract

To meet the challenges and changes of a global society, our students need strong and positive identities. Educational programs designed to enrich students' sense of identity and enhance their skills for the global society must include not only discussion of other cultures, but also structured experiences that encourage introspection. Examining the ways of others helps students recognize, evaluate, accept, and define their own cultural identity. This process both facilitates and is facilitated by internationalization of the curriculum, among other initiatives that have the potential to create an environment of openness and acceptance.

Cultural identity development is a framework for the dynamic process of change and growth through which students can strengthen their own identities by examining cultural diversity in the classroom, where theory can be taught and development promoted. This paper offers developmental theory and a syllabus with practical examples of educational activities and assessments from a university course taught in the United States.

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Introduction

School is a place of growth and development, for better or for worse. While every experienced educator has plenty of stories to share about what went wrong with this student or that program, true teachers never give up on the positive potential of our students and our schools. If educators sincerely wish to facilitate positive growth and development, we must accept the fact that every student has a right to feel valued in school. Yet, many do not. Far too many have been disenfranchised by our educational system and by the societal divisions reflected in it. This sense of isolation and powerlessness has dire consequences—not only for those students who become alienated and drop out of school, subjecting them to a lifetime of disadvantage, but also for the future of our society. Educators must not risk the underdevelopment of our students and their precious potential, so greatly needed by this global economy. Instead, we must embrace the challenges of diversity by asking ourselves: How do we make students of many different backgrounds feel at home in one place? How do we create a classroom culture that will nurture their unique talents and encourage self-discovery? How do we bring out the best in them, and teach them to get along, so that each one will leave a positive mark on society? The foundation of a pluralistic society, one that values the true acceptance of differences, must be constructed in our schools. We educators have much work to do.

This paper seeks to answer, in part, the question: *How can educators assist the development of self-awareness and knowledge in our students so that they feel they belong in schools and have worthwhile contributions to make to society?* The classroom is the best venue for the deep level of dialogue and discovery that must occur if we are to prepare our students for responsible citizenship in the global village and success in the global marketplace (Delpit, 2006; Marshall, 2002; Tatum, 1992). We must help them learn the skills they will need to interact effectively with those who are different, and we must empower them to take action against the wrongs they encounter. We must help them develop the tools they need to accept themselves and others on the path to building a better world. Internationalization of the curriculum is one method to expose students to the strengths and benefits of diversity. Adding multicultural content to the curriculum is another. Student exchanges or study abroad are other examples. However, these worthwhile endeavors must be accompanied by a framework for understanding the changes that take place when such initiatives are brought into our schools (ASHE-ERIC, 2002a).

Cultural identity development theory provides such a framework for change and growth. Cultural identity development is, simply, the growth of the individual within the context of the individual's culture (ASHE-ERIC, 2002b). It is a normal and natural process that occurs in some form to all members of diverse societies (Helms, 1990). As a psychosocial developmental process, it has both an inner focus and an outward focus (Hoare, 2001). Integration of both viewpoints in that bipolar process

of looking inward and outward simultaneously is the very process that shapes one's identity (Erikson, 1963; Kroger, 2002). Cultural identity development involves the building of knowledge about the differences between people; it also involves self-discovery that can lead to many positive changes for the society and the individual, such as a stronger sense of self, personal empowerment, and openness to cross-cultural experiences (Atkinson, Morten & Sue, 1998; Cross, 1995; Helms, 1990, 1995; Hoare, 2001; Scott & Robinson, 2001). Teaching cultural identity development theory can facilitate development by assisting students in seeing "the big picture:" what the process involves and where they and others are in their developmental journey.

Cultural Identity Development Theory

Cultural identity development as a field of study emerged in the 1970s from the civil rights movement of the United States (Cross, 1971, 1995; Helms, 1990). Studies and writings on the topic during the last decade have precipitated a call for cultural identity development to be brought into structured learning experiences, particularly the college classroom (ASHE-ERIC, 2002b; Fonjweng & Morrison, 2010; Marshall, 2002; Morrison, 2005; Oyserman, Harrison & Bybee, 2001; Richard, 1996). "Exposure to perspectives on race enhances college students' experiences even when contact with minority groups is limited" (Richard, 1996, p. 159), and development of racial identity has been found to be promotive of academic efficacy (Oyserman, Harrison & Bybee, 2001). However, there were certain obstacles that had to be overcome before the discipline could be imported into education; mainly, the multiplicity of models.

There are many models of cultural identity development (ASHE-ERIC, 2002a; Fischer & Moradi, 2001; Morrison, 2005, 2010), and most of these models define culture according to race. However, many researchers feel that this race-based definition of culture is too restrictive, undermining the development of a common language to promote intergroup dialogue. These issues have presented a challenge for educators who seek a framework to assist their students' identity development through dialogue within a diverse classroom, a practice that is highly recommended for educators (Tatum, 1992). Advocates call for a broader view of culture that includes "gender, sexual orientation, physical disability, or socioeconomic status" (Chen, 2001, p. 803), one that takes into consideration the elusive and ever changing nature of culture (Hoare, 2001; Sanchez, 2001; Smith, 1995). Therefore, one model has been developed for use by everyone, regardless of cultural or racial membership.

The Meyers-Morrison model of cultural identity development (Morrison, 2005) is a synthesis of the major models already in existence and reflects the general progression from naïveté to social action found in virtually all existing models, particularly the those of Helms (1990, 1995) and Cross (1971, 1995). The Meyer-Morrison model offers one theoretical framework that can be used by everyone, regardless of culture or background, for understanding the dynamic process of cultural identity development, while acknowledging that the inward experiences and outward manifestations of each stage will vary according to whether or not one is a member of the privileged group (McIntosh, 1995). Since this model has been posited as a tool for educators who wish to facilitate dialogue and self-awareness among their students, a brief discussion of the stages follows.

Stage One: Pre-Encounter

The title of the first stage of the Meyers-Morrison model, as with most models, reflects the naïveté of the individual who has not yet encountered or assimilated information that differences matter (Helms, 1990). This person focuses on similarities and denies the importance of cultural differences, assuming that everyone is alike, or, rather, similar to himself or herself. Differences are seen as individual preferences rather than culturally acquired traits.

Both minority and majority members in Pre-Encounter act upon cultural stereotypes that they have internalized on a subconscious level. Majority members often believe that differences, as well as past injustices, are unimportant. Often they are naively optimistic about cross-cultural interactions, having accepted as fact the American ideal that all have been treated equally. White people in Pre-Encounter, for example, often describe themselves as "color-blind" and "rugged individualists"—terms that deny the power of culture.

Majority members often have difficulty acknowledging the fact that they have been influenced by culture at all, let alone that they have benefited from membership in the dominant culture (Chavez &

Guido-DiBrito, 1999; Croteau, 1999; McIntosh, 1995). This lack of awareness is often called “White denial” (Feagin, Vera & Imani, 1996, p. 70). In contrast, “people of color grow up in a society that constantly invalidates them” (Sue, 2001, p. 49). As a result, minority members in Pre-Encounter sometimes act in ways that reinforce the dominant culture’s negative stereotypes of their group, with little thought as to the power of the dominant group in shaping that behavior, often refusing to acknowledge the historically different treatment of minorities and majorities. Both minority and majority members in Pre-Encounter accept the majority view as the norm with little awareness of the bias involved in that perspective.

In sum, Pre-Encounter is a pre-awareness period, separated from the other four stages of cultural awareness by the lack of awareness of the power of culture.

Stage Two: Encounter

This stage begins with the awareness that differences do matter. Often, some unhappy episode triggers this eye-opening awareness, such as witnessing an undeniable act of racism or the “coming out” of a friend, but sometimes awareness occurs gradually as a result of the accumulation of evidence over time. In U.S. educational experiences, this stage is often precipitated by readings, videos, or discussions of White privilege, cultural bias in testing, Japanese internment camps, Black lynchings, “Trail of Tears,” or other unsavory historical events omitted or minimized in U.S. history books. In any case, there develops an eye-opening awareness that people are culturally different and have been treated differently, historically, according to cultural membership. Personal responsibility for injustices and inequities is considered, usually with great discomfort.

This is an emotional stage wherein the person might feel shock, guilt, anger, alienation, grief, frustration, or fear. Since the intense emotion of this stage causes the person to seek relief, the person in Encounter begins to move towards his in-group for affirmation and validation.

Stage Three: Immersion

Exasperated and disillusioned, and having abandoned past optimism about the ability for all people to get along in spite of differences, the person enters Immersion. The themes of this stage focus on cultural pride, family history, and personal belonging. Interpersonal interactions are limited, by choice, to members of one’s in-group.

Activities of a person immersed in his own culture usually involve rediscovery of family “roots” (Morrison, 2007), such as learning cultural songs, recording family recipes, constructing the family tree, visiting the ancestral homeland, and reconnecting with lost relatives. Often, free time is spent exclusively with friends of the same race, religion, or gender.

Immersion is often a richly self-affirming experience; as a result, many people become fixated in this stage for life. Others, having been validated by fellow group members and reassured of personal belonging, begin to miss the diversity and the optimism of Stage I. Although ready to move beyond this stage, they are perplexed about how to achieve that step without abandoning their group.

Stage Four: Introspection

Sometimes the comfort of Stage III gives way to a longing for outside-group sharing. Having been reaffirmed of cultural identity but missing diversity, the person in Stage IV begins to consider that a new way of life might be possible. This person asks, “How can I incorporate diversity into my life and still be me?” and begins the painstaking process of constructing a new identity that integrates the awareness of self, knowledge of others, and sensitivity to the issues of power and privilege. Once again, as in Stage II, personal responsibility for social injustice is considered, but this time self-blame gives way to new awareness of how injustice feeds cultural divisiveness. Croteau (1999) describes this as a freeing experience: “I found the freedom to begin to unlearn racism” (p. 31).

The person in Introspection begins to think of ways to fight injustice and connect to other groups. Sometimes, majority group members in this stage who are “testing the waters” of social action unintentionally do and say things that tend to be overprotective or patronizing to members of non-dominant groups (Croteau, 1999), while minority group members tread carefully so as not to appear to be “selling out” or “acting white” (Fordham & Ogbu, 1986). In the meantime, caught between thought and action, this person has begun a process of transformation and, unsure of how to proceed, finally

realizes the need to take a stand against inequity by doing something to make a difference in society.

Stage Five: Synthesis

Once action is taken, no matter how small, the person enters the final stage of cultural identity development. Some actions that mark entrance to this stage might be speaking up to protest an ethnic joke, marching in a gay rights parade, inviting a man to join one's all-women bridge group, running for student government to advocate for social issues, or performing community service.

In this stage, a person begins to synthesize a positive new identity that incorporates knowledge and understanding of diversity issues. This person values and seeks diversity without sacrificing personal identity. Indeed, the individual in Synthesis has a strong sense of self and feels a personal responsibility for ending social injustice. This person constantly works at synthesizing new information into a well-functioning and strong identity, one that demonstrates integrity and embodies the skills necessary to navigate successfully within a multicultural environment. The person in Synthesis forges successful relationships across cultural lines while taking steps to sustain his or her own culture. Thus, people often cycle through the stages as new information comes to light, making cultural identity development a life-long, cyclical developmental process.

Cultural Identity Development: The Taught Course

To illustrate one way of teaching cultural identity development in a university classroom, here is presented a case in point. One small, private university in Northeastern United States was faced with a dilemma that involved its own cultural identity development. Its newly revised mission and vision statements declared a strong commitment to diversity, promising to prepare its students for “the multicultural world” (Flint, 2009). Yet, part of its founding mission was to educate the local students of the area, the grandchildren of miners and laborers who had immigrated to the United States from Europe during the last century to build themselves a better life. These hard-working immigrants often had little time left for their own education, but they did desire the best education for their children and grandchildren.

While the ethnic diversity of the region was widely accepted, the university had struggled with maintaining a racially diverse student body and faculty in this predominantly White region. To facilitate the acceptance of diversity, several initiatives were implemented that addressed diversity in the curriculum and student activities, even though recruitment and admissions processes were severely limited by federal regulations forbidding preferential treatment of minorities. Student activities became more focused on diversity, and, although outcomes related to diversity were not imbedded into the general education curriculum until 2010, various courses were added to the curriculum over the years that enhanced the university's commitment to diversity (Fongweng & Morrison, 2010). One such course was a foundations course for first year students, *FYF 101: Cultural Identity Development*.

First Year Foundations (FYF 101) courses were in reality a collection of many different courses that each addressed a set of common student learning outcomes related to the development of reading and writing skills, self-knowledge, and commitment to lifelong learning, civic responsibility, and diversity (Flint, 2009). Being compulsory for entering students, FYF 101 featured a variety of topics, such as the history of American film, the psychology of baseball, applied intelligence, or other topics of interest to the students. First year students were able to select an FYF 101 section that would orient them to university life while engaging them in an interesting learning experience.

An interdisciplinary faculty committee had, in previous years, set uniform policies for all FYF sections (Flint, 2009). All FYF sections contained the same mission, goals, course descriptions, and first three course objectives. Each section, however, had a unique section description to provide an overview of how the FYF goals would be met in each particular section, allowing freedom for each instructor to add objectives, activities, and assignments according to the content of the section topic. This innovative curricular design has met with approval of faculty and students alike.

The section under consideration, *FYF 101: Cultural Identity Development*, was specifically designed to facilitate first year students' efforts to understand individual identity development within the context of

cultural experiences. Students in this class, which was designed and taught by the author, explored the five stages of cultural identity development through readings, journal writings, formal papers, field trips, guest speakers, videos, and projects designed to develop their self-awareness, cultural competency, writing skills, and global citizenship skills. These 18- and 19-year old students learned to identify the powerful influences of their cultural group—however they chose to define their cultural group to be—and to use that self-knowledge to link their past with their future, in constructing a meaningful identity that, hopefully, will help them to succeed in this infinitely diverse world.

To promote the cultural identity of these young entering students, classroom activities and assignments were both inward looking and outward focused. Their outward focused activities included learning about various cultural groups and individuals of other cultures through readings, guest speakers, videos, lectures, and short field trips. Their inward looking or introspective activities included daily reflective journal writings, formal essays regarding their own identities, and the creation of a “family tree.” Group work included classroom content-based games and interactive assignments, discussions, and the completion of a poster project on one of the stages of cultural identity development.

Over the course of the semester, the students spent much time and energy developing an awareness of themselves as both individuals and cultural beings, knowledge of others who are culturally different from them, understanding of the issues that cause groups to develop differently within the same society, and the power to develop a vision for positive change within themselves, their in-groups, and the society-at-large. Most importantly, they learned to connect to their peers, their mentors, the university, and the local community. Their field trips took them to local landmarks such as art galleries, the municipal buildings, town parks, the historical association, the farmers’ market, and the chamber of commerce. They rode with their professor on local busses to the shopping mall. These short field trips and guest speakers provided topics for their discussions, papers, and projects while engaging them in activities that brought them closer to the community and introduced them to the best features of the local and university cultures.

The detailed syllabus of *FYF 101: Cultural Identity Development* is included at the end of this paper in an effort to share one method of preparing our students for growth, change, and success in an ever-changing world.

Conclusion

To meet the challenges and changes of a global society, our students need strong and positive identities. Educational programs designed to enrich students’ sense of identity and enhance their skills for the global society must include not only discussion of other cultures, but also structured experiences that encourage introspection.

Cultural identity development is a framework for the dynamic process of change and growth that can assist students in strengthening their own identities through a structured, engaging classroom experience supported by research and sound educational practices.

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Appendix
FYF 101: CULTURAL IDENTITY DEVELOPMENT
Syllabus

Instructor Contact Information

Instructor: Gina Zanolini Morrison, Ph.D.
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Office Hours: Tuesdays and Thursdays: 2:30 – 3:30 PM
Wednesdays: 10:00 AM – 1:00 PM
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FYF Mission

To provide rigorous learning experiences that challenge first-year students to develop the strategies essential for a successful transition into the campus community.

FYF Goals

To facilitate experiences through which first-year students develop self-knowledge, intellectual curiosity, commitment to lifelong learning, civic responsibility, and openness to diversity.

FYF Course Description

Each First Year Foundations (FYF) course will provide techniques that assist first-year students in achieving long-term academic success at Wilkes University. Specifically, each of these courses will help develop the student's critical thinking skills, provide techniques for the effective evaluation and utilization of information resources, and aid the student in making the

necessary academic transition from high school to the collegiate level.

Section Description: Cultural Identity Development

Cultural Identity Development is a course specifically designed to facilitate first year students' efforts to explore and understand individual identity development within the context of cultural experiences. Students will explore the five stages of cultural identity development through psychological, sociological, and multicultural perspectives. Readings and lectures will be supplemented by films, interactive teaching strategies, group work, independent research, and written assignments. Reflection and writing will be emphasized in the effort to develop students' self-awareness, cultural competency, and global citizenship skills.

Course Objectives

Students who complete this course will be able to:

1. Demonstrate self-knowledge, intellectual curiosity, and commitment to lifelong learning through thoughtful participation in class activities, such as reflective journal writings and group discussions, and successful completion of course assignments, such as papers and projects.
2. Develop a sense of civic responsibility through engagement in campus, community, or service learning activities.
3. Establish or reinforce a personal openness to diversity by working collaboratively in groups on meaningful learning activities, such as a Poster Project.
4. Articulate the ways in which personal experience, new knowledge, discoveries, history, traditions, events, societal influences, and personal perspectives lead to the development of a personal cultural identity.
5. Compare the various disciplines and construct theories that account for the development of a cultural identity within a pluralistic society.
6. State basic content knowledge of the stages of cultural identity development.
7. State basic content knowledge of the primary American cultures.
8. Express the ways in which personal experience, historical figures, events, and traditions influence the development of a personal cultural identity.
9. Demonstrate respect for the power of theory to explain human behavior and beliefs, particularly cultural identity development theory, as it pertains to their own lives.

Required Textbook & Readings

Hirschberg, S. and Hirschberg, T. (Eds.). (2003). *One world, many cultures* (6th ed.). Boston, MA: Allyn & Bacon.

McIntosh, P. (1995). White privilege and male privilege: A personal account of coming to see correspondences through work in women’s studies. In Anderson, M. L., and Collins, P. H. (Eds). *Race, class, and gender: An anthology* (2nd ed.). Belmont, CA: Wadsworth.

Other readings will be distributed by the instructor.

Course Requirements

1. *Readings.* Read a variety of text material and journal articles and come to class prepared to discuss them.
2. *Participation.* Join in interactive classroom activities, cultural tours, and extra-curricular activities that will assist overall adjustment to college life as well as cultural identity development.
3. *Journals.* Complete personal journal writing (in response to in-class activities).
4. *Genogram.* Create your own family tree, which will be presented in a visual organizer known as a genogram (McGoldrick, Gerson & Shellenberger, 1999). You will be invited to display and discuss your genogram during class, before submitting it for grading. A rubric will be provided.
5. *Essays.* Write two required essays that integrate course content with self-knowledge. Rubrics will be provided.
6. *Final Project.* Create and present a final project in the genre of your choice. This project will demonstrate the understanding of your own cultural identity development and will contribute to the field of knowledge in this area. Some examples of final projects may be a performance, a short story, research project proposal, a painting or other art exhibit, a handcrafted item, or a video project. Final projects must be approved by the instructor in advance.
7. *Poster Project.* Participate in a collaborative learning group in order to prepare a poster project.
8. *Community Service.* Extra points can be earned by participating in a Service Learning opportunity.

Student Learning Outcomes, correlated with Course Activities and Assessments.

Student Learning Outcomes	Course Activities	Course Assessments
1. Demonstrate self-knowledge, intellectual curiosity, and commitment to lifelong learning through thoughtful participation in class activities and successful completion of course assignments.	<ul style="list-style-type: none"> • Discussions • Group work • Video/film showings • Independent readings • Interactive activities, games 	<ul style="list-style-type: none"> • Graded class participation activities, such as discussions and journal writings • Genogram • Essays • Final Project • Poster Project
2. Develop a sense of civic responsibility through engagement in campus, community, or service learning activities.	<ul style="list-style-type: none"> • Community tours • Discussions • Independent readings • Video/film showings • Interactive activities 	<ul style="list-style-type: none"> • Graded class participation activities • Essays • Final Project • Community Service
3. Establish or reinforce a personal	<ul style="list-style-type: none"> • Interactive activities, 	<ul style="list-style-type: none"> • Graded class participation

openness to diversity by working collaboratively in groups on meaningful learning activities, such as a Poster Project.	<p>games, discussions</p> <ul style="list-style-type: none"> • Written assignments • Group work • Community tours 	<p>activities</p> <ul style="list-style-type: none"> • Poster Project • Community Service
4. Articulate the ways in which personal experience, new knowledge, discoveries, history, traditions, events, societal influences, and personal perspectives lead to the development of a personal cultural identity.	<ul style="list-style-type: none"> • Classroom instruction • Discussions • Independent readings 	<ul style="list-style-type: none"> • All written assignments, both informal and formal papers • Graded class participation activities • Poster Project Presentation • Final Project
5. Compare the various disciplines and construct theories that account for the development of a cultural identity within a pluralistic society.	<ul style="list-style-type: none"> • Community tours • Discussions • Group work • Independent readings • In class lectures 	<ul style="list-style-type: none"> • Graded class participation activities • Genogram • Essays & journal writings • Final Project • Poster Project
6. State basic content knowledge of the stages of cultural identity development.	<ul style="list-style-type: none"> • In class lectures • Independent readings • Class discussions, activities, games • Video showings • Community tours 	<ul style="list-style-type: none"> • Graded class participation activities • Essays • Final Project • Poster Project
7. State basic content knowledge of the primary American cultures.	<ul style="list-style-type: none"> • In class lectures • Independent readings • Class discussions, activities, games • Videos, Guest speakers • Community tours 	<ul style="list-style-type: none"> • Graded class participation activities • Essays • Final Project • Poster Project
8. Express the ways in which personal experience, historical figures, events, and traditions influence the development of a personal cultural identity.	<ul style="list-style-type: none"> • In class lectures • Independent readings • Class discussions, activities, games • Group work 	<ul style="list-style-type: none"> • Graded class participation activities • Genogram • Essays & journals • Final Project • Poster Project
9. Demonstrate respect for the power of theory to explain human behavior and beliefs, particularly cultural identity development theory, as it pertains to their own lives.	<ul style="list-style-type: none"> • In class lectures • Independent readings • Videos, guest speakers • Community tours 	<ul style="list-style-type: none"> • Graded class participation activities • Essays • Final Project • Poster Project

Course Policies

Attendance Policy: Because of the participatory nature of this course, students are expected to attend all classes. If you need to miss a class for a valid reason, please contact the instructor prior to the time that the class is scheduled. *Whatever the reason for your absence, however, please be aware that class time missed may result in grade deductions, particularly after 3 class hours have been missed. If you miss more than 6 class hours, you will be asked to withdraw from the course.* You are responsible for what you have missed, including changes to the course schedule; it is suggested that you obtain class notes from another student in the class. Missed handouts will be inserted into your journal for the next class.

Late Work Policy: Assignments should be submitted by the due dates listed on your course syllabus. If you need an extension, please ask for it in advance. Unless specific arrangements are made with the instructor, grade deductions may occur if work is submitted late.

Course Expectations: Textbook reading is only one of several learning strategies to be utilized in this class. The videos, group discussions, class project presentations, in-class reflective writings, and collaborative learning activities will also be incorporated. Each student's active participation is necessary for the creation of a positive class atmosphere in which learning can thrive. Excellent attendance, punctuality, and positive attitudes are expected of future professionals and are, therefore, considered to be factors of participation.

Inclement Weather: Students can call 570-408-SNOW or visit the Wilkes website (www.wilkes.edu) for cancellation and compressed schedule information.

Academic Honesty: Academic honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal.

Academic Support: The Learning Center, housed on the third floor of Conyngham Hall, provides free tutorial services to all Wilkes students. Contact the Learning Center at extension 4150 or 4153 or www.wilkes.edu/learningcenter. The Writing Center, located in the lower level of Breiseth Hall, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Visit the Writing Center in the basement of Brieseth Hall, or call extension 2753 or 4536.

Special Needs: Wilkes University provides Disability Support Services (DSS) through the Learning Center located on the third floor of Conyngham Hall. If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and require special accommodations or considerations, please contact the Learning Center and your instructor within the first two weeks of class so that accommodations can be made for you.

Day Care Services: To preserve the adult learning environment of the university classroom, young children should not be in class with parents or caregivers. Children should also not be left

to wait in the lounges or halls on the campus. The University provides partially subsidized day care services with a group of approved local providers to full-time students. The service offers regular day care services at a reduced fee to students. Children must attend on a scheduled basis to be eligible for the reduced rate. Day care services are coordinated through the Learning Center located on the third floor of Conyngham Hall.

Grading

Each student has the possibility of earning a total of 100 points in this course. Points can be earned in the following ways:

Class Participation	10 points
Journal Writings	20 points
Genogram (Family Tree)	20 points
Essay #1	10 points
Essay #2	10 points
Poster Project	10 points
Final Project Presentation	20 points
<i>Total</i>	<i>100 points*</i>

* Service Learning Option 5 extra credit points

Final grades will be determined according to the following grading scale:

4.0	(A)	100 – 94 %
3.5	(A-/B+)	93 – 87 %
3.0	(B)	86 – 80 %
2.5	(B-/C+)	79 – 75 %
2.0	(C)	74 – 70 %
1.5	(C-/D-)	69 – 65 %
1.0	(D)	64 – 60 %
0.5	(F)	59 – 0 %

Instructor's note:

Every attempt to accommodate diversity in learning style and expression has been made for the students of this course. Creativity is encouraged and dissent is welcome, providing that we, as a class, uphold the psychological and physical safety of the learning environment. Respectful disagreement is an expected part of the process in which diverse learners examine the sensitive issues contained in this course. Basic assumptions about what is right and true differ amongst individuals and amongst cultural groups, and some discomfort is to be expected in a course such as this. However, with each student's willingness to think critically, to maintain good will towards all, and to become a culturally competent citizen of the world, this course promises to be a fulfilling and rewarding learning experience for all.

Non-refereed Section

Building student leadership – the SMU way

Capacity-building in student leaders is both a continuing process as well as a continuum per se. Capacity-building enables, empowers and engenders a breed of student leaders well-equipped to perform their leadership, governance and service roles to their student constituencies, to the university and to the larger community.

Various leadership ideologies and theories such as Stephen Covey's Seven Habits, Robert Greenleaf's Servant Leadership, Kouzes and Posner's Leadership Challenge model, are some commonly used ones to ground the training and development of leaders over decades. This is no different for grooming student leaders at the Singapore Management University (SMU).

In SMU, students are given ample opportunities and resources to organize, to lead and to serve both internal and external communities on a journey of self-discovery, self-challenge and self-actualisation. Its Office of Student Life (OSL) is the lead department which nurtures the potential and life skills in our students besides inspiring them to make a positive difference to communities and the environment around them. This paper aptly traces the evolution and philosophy of capacity building in SMU student leaders through various programmes and initiatives in student governance by OSL in the last decade

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Introduction

Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill level. Major theories regarding leadership have developed, with additional research uncovering often significant deficiencies in the theories. While many different leadership theories have emerged, most can be classified as one of eight major types:

1. Great Man theories assume that the capacity for leadership is inherent – that great leaders are born, not made. These theories often portray great leaders as heroic, mythic, and destined to rise to leadership when needed, especially in terms of military leadership.
2. Trait Theories assume that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioural characteristics shared by leaders.

3. Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. Success depends upon the leadership style, qualities of the followers, and aspects of the situation.
4. Situational theories propose that leaders choose the best course of action based upon situational variable. Different styles of leadership may be more appropriate for certain types of decision-making.
5. Behavioural theories of leadership are based upon the belief that great leaders are made, not born. Rooted in [behaviourism](#), this leadership theory focuses on the actions of people who can *learn* to become leaders through teaching and observation.
6. Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. Leaders encourage participation and contributions from group members and help members feel relevant and committed to the decision-making process.
7. Management theories (also known as “Transactional theories”) focus on the role of supervision, organization, and group performance. These theories base leadership on a system of reward and punishment, and are often used in business organisations.
8. Relationship theories (also known as “Transformational theories”) focus upon the connections formed between leaders and followers. These leaders motivate and inspire people by helping group members see the importance and higher good of the task, and also want each person to fulfil his or her potential.

In today’s fast-changing and multi-disciplinary global landscape, political leaders, industry captains and senior executives leverage on a combination of leadership theories and models. One of the popular leadership development models used by highly successful corporations and institutions is the Kouzes and Posner’s Leadership Challenge Model. This model posits that regardless of age, gender or background, effective leaders are developed through leadership training that focus on empowering relationships and individuals so as to engender effective

teams. The Model prescribes five exemplary leadership practices that effective leaders internalize and exemplify:

- **Model the Way** – clarify core values, affirming shared ideals, aligning actions with values/ideals and setting the example for the team;
- **Inspire a Shared Vision** – envisioning the future/key outcomes and enlisting team members to subscribe to these shared aspirations;
- **Challenge the Process** – seeking innovative ways to improve/achieve desired outcomes, take calculated risks and not be afraid to make/learn from mistakes;
- **Enable Others to Act** – facilitating inter-/intra-team collaboration, building up trust and competencies of team members;
- **Encourage the Heart** – recognizing contributions, showing appreciation and celebrating team successes.

The above practices are relevant to student leaders and hence highly applicable to student leadership development in institutions of higher learning (IHLs), not least Singapore.

Student Leadership training and development in Singapore

Singapore is a small but developed South East Asian city-state with no natural resources except for highly-skilled human resources. It is no surprise that business professionals are ever eager to learn how to become successful leaders themselves, and how to nurture those leaders who are present in their organizations. This is the same too for us in the industry of student affairs and youth development. In recent years, there has been increasing attention and emphasis in student leadership development in institutions of higher learning (IHLs) of Singapore. Apart from internationalizing research capabilities, academic programmes and student exchanges, IHLs are rising to the challenge of providing an all-round education (or

“whole person development”) through co-curricular activities. Such a notion of a holistic education has garnered much institutional will as well as governmental support.

At governmental level, the Ministry of Education promulgated a directive on co-curricular learning in Singapore schools from Primary to Pre-University levels, where students are constantly exposed to and encouraged to immerse in a diversity of co-curricular activities (CCA) that develop character, instil core values and promote integration. The Ministry further encourages CCA participation by institutionalizing a **LEAPS** framework that awards students with grades based on **L**eadership (appointments), **E**nrichment (modules in character development), **A**chievements (accomplished in CCA activities), **P**articipation (in CCAs) and (community) **S**ervice. Leadership is among the top indicators under this framework that accord students with CCA grades critical to securing a competitive admission edge to top colleges and universities in the country.

However it is at institutional level where its four public universities – National University of Singapore (NUS), Nanyang Technological University (NTU), Singapore Management University (SMU), Singapore University of Technology and Design (SUTD) – all strive to provide a holistic education that engenders high levels of personal performance and character performance in tertiary students. While personal performance in the form of academic excellence has been a relative domain of ease amongst local undergraduates, it is the realm of character performance that is fast-defining one’s competitive edge. Team leadership, soft skills and values such as integrity and social responsibility, have become key performance attributes that employers expect local graduates to bring with them to the global marketplace. In the last decade, there has been a paradigm shift in local IHLs towards greater professionalizing of student services delivery and customisation of student development programmes. It is in this strategic context that student leadership development was engendered, endowed and entrenched as the foundation of SMU student life.

Building student leadership – the SMU way

Since its inception in 2000, SMU has established undergraduate and postgraduate programmes that produce leaders and creative entrepreneurs capable of excelling in a rapidly

changing and dynamic world. Set up as Singapore's first public university offering a style of education modeled after Wharton School, University of Pennsylvania, SMU offers a unique pedagogy of seminar-style teaching in small classes, creative thinking, dynamic exchange of ideas between faculty and students, and international business study missions. Beyond our rigorous curricula, SMU offers vigorous co-curricular learning and student life through community service attachments, leadership opportunities and array of arts, sports, adventure and special interests CCA. Today, SMU is a city campus home to 6 schools, more than 7000 students and over 120 student organizations.

As a new university founded on a uniquely-different tertiary model, SMU found itself championing new paradigms in all aspects of a holistic education experience. As outlined by its Dean of Students, the SMU brand of education offered students not only with hard skills to prepare them to excel in the industry, but also character-building, leadership development balanced with cultivation of the spirit and soul. Despite SMU's small size and status as a management school, our students are as committed to academic excellence as they are in student life, and have caught up with the other two full-fledged universities in terms of artistic and sporting achievements.

At SMU, student leadership is understood as a dynamic relationship in which both leaders and teams work to effect real change for the community and within themselves. Our belief here is that the leadership experience must be transformative to empower and enable committed and values—driven students to act on their concerns to learn, serve and lead by example. The SMU Office of Student Life (OSL) thus aims to nurture potential and life skills in students besides inspiring them to make a positive difference to communities and the environment around them. In the last decade, OSL actively promoted co-curricular learning and student life through arts, special interests, sports and adventure while fostering a spirit of leadership in students, to broaden their interests and play a bigger role in society. In the rest of this paper, we trace the philosophy, evolutionary path, milestones and future prospects of student leadership development in SMU.

Phase I: Cultivating a CIRCLE of leadership (2000 – 2003)

The foundation of student leadership was laid in the codification and adoption of a set of core university values known as **CIRCLE** values. Inculcation of values through the curricula and co-curricular activities underpin the SMU commitment to growing a circle of socially responsible and accomplished leaders. CIRCLE is both a metaphorical representation of the collegial environment at SMU as well as an acronym encompassing the following core values:

Commitment: To adhere to an agreement and see it through to completion

Integrity : To uphold honesty and truthfulness in oneself, and to others.

Responsibility: To take ownership and accountability for one's actions.

Collegiality : To value people and build positive and lasting relationships.

Leadership : To lead and motivate one's peers to achieve long-term goals.

Excellence : To strive to exceed personal and external benchmarks

SMU management, faculty, administrators, students and alumni alike, readily embrace and espouse these CIRCLE values in our lives within and outside our collegial environment.

Upon acceptance into SMU, students are first introduced to CIRCLE values via the university's **Freshmen Teambuilding Camp**. This is a compulsory, university-wide camp that bonds freshmen across schools, nationalities, cultures and integrates them into the SMU family. Through meaningful learning and experiential activities premised on CIRCLE values, freshmen also pick up soft skills such as team work, time management and negotiation – all of which are critical to one doing well under SMU's unique pedagogic approach. Over the years, qualitative feedback from freshmen consistently reflected that the Camp served as a conduit for cross-cultural and inter-school friendships besides fostering essential soft skills that stead them for the intensive collaborative nature of academic life. Being a small, young and new university, OSL was dispatched on study missions to learn best student life practices and student governance infrastructures of overseas (Stanford University, California State University, University of San Francisco, University of California-Berkeley, University of California-Los

Angeles) and local counterparts (NUS and NTU). The desired outcome was one of creating an autonomous, efficient, nimble and sustainable governance infrastructure for SMU student leaders to learn, contribute and serve meaningfully across space and time.

In 2001, the **SMU Students' Association** comprising its Executive Committee and representative Constituent Bodies was created as part of a hybrid centralized-decentralized student governance system. Every full-time matriculated undergraduate is an automatic member of the Association which was in turn, run by an Executive Committee popularly elected by the student community. To comprehensively service fast-growing student needs in the schools, arts, community service, special interests, sports and adventure, student Constituent Bodies were formed in these fraternities for decentralized management of student CCA organisations. The final brick of the student governance infrastructure was laid by OSL in 2004 when it facilitated the formation of a Students' Association Council - headed by the President of the Association, and comprising Presidents of Constituent Bodies and members of the Executive Committee. The Council was to serve as the central organ and strategic policy-making arm of the Association, in the governance and leadership of student CCA organisations.

Concurrently, OSL formed the high-level **University Student Life Committee (USLC)** headed by the Dean of Students. The USLC is mandated by the university management to provide thought leadership, policy advice and institutional support to the objects of student life and representations of the Students' Association Council. As such, the Provost appoints members of the university leadership such as Deaneries of schools, Directors of departments, as well as the President of the Students' Association Council, to sit on the USLC. The early formative years of SMU were thus a strategic phase of cultivating a **CIRCLE** of values-driven student leaders and building a robust student governance infrastructure (in the form of the SMU Students' Association and its organs) for the future.

Phase II: The spirit of ExPLOR and S.A.I.L (2004 – 2006)

In SMU, the belief is that capacity-building enables, empowers and engenders students who are well-equipped to perform their leadership, governance and service roles. The typical life cycle of an SMU student leader is a 15-months journey of self exploration, team challenge

and servant leadership. Upon election into office as early as August/September, student leaders face a 3-months preparatory period (i.e. October – December) of leadership handover and taking over. During this period, student leaders are sent on **leadership retreats** funded entirely by the OSL. Such retreats remove the sense of situational familiarity (thus challenging mindsets), induce a spirit of fraternity (by bonding the team) and engage student leaders with practical issues of governance (thus contextualizing leadership concepts) before they assume office in January (of the new calendar year). Typically run in-house on the Leadership Challenge Model and guided by CIRCLE values, such retreats subjected student leaders to intensive teambuilding cum leadership training in an off-campus environment. Through exposure to outdoor adventures and experiential learning activities, student leaders familiarize, practice and internalize the five exemplary practices of the Model.

One such student leadership development programme initiated by OSL was the **ExPLOR** initiative in 2004. As one of the earliest form of experiential education piloted for student leadership development in Singapore, ExPLOR was founded upon the following tenets:

- **Exploration** and discovery;
- **Planning** and management;
- **Leadership** development;
- **Organisational** skills;
- **Reflection** and learning

A leadership programme specially developed with a view to nurture well-rounded student leaders who can contribute constructively back to society, the goals of ExPLOR were:

- To provide leadership opportunities for peer students
- To provide an integral, active and meaningful experience for youth service and civic engagement
- To offer a safe outdoor programme for developing leadership, communication, relationship-building and professional growth

- To be a platform for understanding broader regional issues in areas of social, cultural and political understanding

The programmes offered under ExPLOR were grounded in sound pedagogical principles relating to experiential education. Facilitated by OSL, the following programmes were run in partnership with local, national, international and professional agencies and foundations for accreditation:

- **Dare to Dream** - engaging local community through outdoors

'Dare to Dream' allowed SMU students to combine rigorous challenges and outdoor adventure to maximize the social capital and bridge the gap between leaders and less privileged peers.

'Dare to Dream' was meaningful in all aspects of experiential learning ranging from the psychological, emotional to physical challenges. The first 'Dare to Dream' expedition saw 20 SMU extreme-sports leaders engage and partner with 20 Special Olympians to scale the highest peak in South East Asia in Mount Kinabalu (Malaysia). Subsequent expeditions included partnering rehabilitated juvenile delinquents to conquer Mount Kilimanjaro, and kayak-ing with ex-convicts from Batam (Indonesia) to Singapore to raise funds.

- **Singapore Adventure Leader Training (S.A.L.T)** – institutionalizing adventure leadership

A first in Singapore and the region then, S.A.L.T was a tropical mountain leadership programme accredited by the Union Internationale des Associations (UIAA), the International Mountaineering and Climbing Federation and Singapore Adventure Leader Council. Conducted in-house by certified student leaders and staff, the S.A.L.T programme enhanced the competency and safety for adventure leadership besides generating interest in using adventure as a platform for student leadership development, both within and outside of SMU. With this, SMU became the first local university admitted as member to the U.S-based National Society of Experiential Education, and was even approached by external parties like outdoor enthusiast communities, tertiary institutions and corporations for S.A.L.T.

- **International Service Learning** – serving communities beyond the classroom meaningfully

The Institutional Service Learning was based on place-based education (PBE) - a U.S.-based pedagogical approach that seeks to help communities through engaging students in solving community problems. Institutional Service Learning programmes facilitated by SMU differ from conventional service learning projects as they ground students in geo-political, socio-cultural and ecological appreciation of operating environments. More so, students learn through facilitating and enabling the local communities towards social change and community development at their own pace. Such communities touched by SMU student leaders include those from the Indian sub-continent and mainland East Asia.

In 2005, another trademark student leadership training initiative known as **Student Active Involvement Leadership (S.A.I.L)** was launched. Through S.A.I.L, SMU became the first university in the region to offer a structured yachting experience as an experiential learning platform for development of interpersonal, human relations skills and conceptual thinking. S.A.I.L translated and complemented classroom-based theories in management, communications, leadership and teambuilding, among others, into real-time hands-on experience on the yachts. In this way, students learnt to overcome unpredictable outdoor conditions to develop competencies in critical thinking, measured judgement and strategic decision-making - skills-sets evident in a corporate setting.

In this seafaring activity, students had to attend three in-house modules:

- **Module I** – In a batch no more than 15, students were assessed on their water proficiencies and given an introduction to sailing. This preparatory module was premised on understanding the sailing craft, yacht handling and sea-faring terms.
- **Module II** – With a basic understanding from Module I, students were next introduced to Navigation, Course planning and Hand-on-deck sailing. This module brought students from the confines of the training room to onboard J24 yachts whereby they experienced sailing a craft in real-life.

- Module III – Upon completion of Modules I and II, the students were ready for their 4 days and 3 nights adventure to the South China Sea. A brief was given to them which consisted of navigational maps, landings as well as activities that had to be completed. At the end of the adventure, a debrief was facilitated by OSL to draw out students’ reflections and life lessons gained.

On such a sailing adventure, students assumed roles not unlike those in an organisation where there was defined chain of command from the Chief Executive Officer (or ‘Skipper’) to the operations (or ‘Crew’). Students were forced out of their comfort zones and had to apply what they have learnt in classes to practical scenarios as they navigated as a team through open, sometimes choppy waters – reminiscent of practical issues in student governance.

In running the ExPLOR and S.A.I.L programmes, OSL leveraged on multiple experiential-learning platforms to develop the human potential for community service, self discovery, developing leadership, relationship building and cross-cultural communication. Through this spirit of ExPLOR and S.A.I.L, OSL built upon the circle of student leadership in SMU through drawing relevance from outdoor learning and real-life experiences to lessons from classrooms meaningfully.

Phase III: Journey of leadership consolidation (2007 – present)

In lieu of the practices of the Leadership Challenge Model and the experiential learning cycle used in early years, the next phase of student leadership development meandered to a journey of reflection, introspect and consolidation. At organizational level, a strategic restructuring within OSL took place and led to the birth of a **Community Leadership cluster** in 2007. Community leadership was envisaged as a dynamic relationship in which both leaders and teams work to effect real change for the community and within themselves. The OSL belief was that the leadership experience must be transformative to empower and enable students to act on their concerns to learn, to lead and to serve. Premised on servant leadership, this new cluster encompassed a Building Communities (BC) unit and a Student Leadership (SL) unit. The BC unit, which was an evolution from the International Service Learning programmes of ExPLOR, focused on building sustainable overseas community involvement projects led by

student leaders. At its peak, there were more than a dozen of such overseas projects taking place across China, India and South East Asia.

The SL unit undertook the task of providing thought leadership and more platforms in student leadership. It aimed to nurture socially concerned and responsible students by means of offering leadership training and opportunities. This was achieved through supporting the leadership, institutions and activities of the top echelons of the Students' Association Council (SAC), its Executive Committee (Exco) and Constituent Bodies viz:

1. *Providing student leadership training* – through professional training workshops, student leaders were empowered with essential management skills such as ethics, risk assessment and management, financial accountability, team effectiveness and strategic thinking, in order to boost organizational effectiveness.
2. *Providing student leadership infrastructure and social support* – student leaders were offered leadership appointments and organizational roles for university-level events. OSL readily supported student leaders with:
 - Opportunities to serve and lead the community (both inside and outside SMU) in aforementioned leadership infrastructure;
 - Organisation of university-level activities (e.g. Freshmen Team Building Camp, Patron's Day)
 - Direct engagement with university administration to champion areas on student life or student welfare (e.g. President's Office, Office of Finance, Office of Facilities Management, Office of Career Services)
3. *Providing opportunities for global exposure* – student leaders were funded by OSL to attend overseas leadership conferences (e.g. APSSA) and study trips (e.g. annual overseas leadership study trip) to connect with their international peers and learn best global practices in student governance and leadership.

In 2009, a management shuffle saw the expansion of the SL section into a full-fledged cluster known as the **Safety and Student Leadership (SSL) cluster**. This expansion came on the heels of the resource-intensive SL programmes that had proven transformative and well-received by beneficiary communities as well as student leaders. In addition, an increased university emphasis on safety and risk management in student life meant the need to internalise

safety into the psyche and planning of student leaders as the quantity and quality of student CCA grew exponentially. With larger mandate and resources, the SSL cluster thus had renewed scope and potential to facilitate, build and maintain a more holistic student development and leadership experience through the following:

I. Student Leadership Training Roadmap

In 2010, an OSL Student Leadership Training Roadmap for student leadership was launched as a structured and sustainable programme which focused on identifying the training needs of student leaders, customizing the training in consultation with student leaders, and achieving impactful training outcomes with student leaders. As the typical student leadership term of office was a fairly short one (12 months), the in-house training was conducted by certified SSL staff but limited to MBTI personality profiling, risk assessment and management (RAM) and soft skills training in personal leadership, team effectiveness and relationship management. Between January to March, a total of 140 student leaders from the Students' Association Council, its Executive Committee and Constituent Bodies attended more than 40 hours of training in the abovementioned pilot areas. The post-training evaluation and feedback from participating student leaders were encouragingly favourable as was the increased cohesion and productivity of these top student leadership groups after the training.

To supplement the strategic leadership training roadmap, the SSL cluster continued to mentor and facilitate student leadership groups through day-to-day management essentials such as accountability, timeliness, safety in organizational functions and operations. This further ensured that student leaders could apply their training lessons in their organisations besides helping them to professionalise their work.

II. CCA Achievements Recognition framework

This framework was the SSL cluster's aggregation of initiatives that aimed to celebrate CCA achievements, recognize outstanding student leaders and raise student leadership levels. These objectives were to be achieved through the following initiatives driven by the SSL cluster:

- Reviewing the scope and standards of the annual **University Student Life (USL) Awards**:
Started in 2004, the USL Awards were the highest university honours given out by the

SMU President to student leaders and CCA clubs who contributed extensively to student life and CCA achievements in the arts, community leadership, sports and adventure. As student life grew exponentially in tandem with the remarkable growth of the university, the USL Awards criteria are currently being revised to recognize students' multi-disciplinary CCA participation and achievements.

- Developing the **Student Life Information Management System (SLiMS)** and generation of **official CCA records**: As early as 2005, OSL had started conceptualizing the development of an online system to automate and institutionalize the records of student life in SMU. Harnessing information technology and modern Web 2.0 functionalities, SLiMS was envisioned as a one-stop, self-service online system to track student life and CCA participation data. In addition, SLiMS would be able to generate accurate and efficient CCA records of all SMU students in their course of studies. The CCA record would thus be an official university document of one's student life participation as well as individual achievements. This CCA record would provide undergraduates with updated portrayal of their CCA involvement in applications for scholarships, exchanges or internships etc. For graduating students, the record would be an equivalent of their co-curricular learning transcript. The first batch of CCA transcripts are projected to be awarded to the graduating class of 2011.

Through such institutional restructuring of the SL section, piloting of the SLT Roadmap and rollout of the CAR framework, OSL further consolidated its student leadership journey for the future. With the development of SLiMS, it is further enhanced to promote CCA participation and strengthen student leadership development in SMU.

Leadership roadmap ahead – prospects and challenges

As SMU celebrated one decade of excellence, OSL could look back proudly to a decade of student life pioneering with distinction. In lieu of global developments in experiential education, leadership and management studies in IHLs, OSL must continue to stay abreast of the vanguard of student leadership development in the following ways:

1) Strengthening infrastructural resolve and resource

- Entrenching student leadership in the curricula

The prevalence of student leadership development in the main curricula is something that SMU should endeavour towards. Unlike universities in Australia and U.S with component student leadership curriculum, student leadership development continues to remain as co-curricula in the Singapore education system. With sterling results and outstanding outcomes in student life within a short span, SMU could play a greater role as thought leader and prime mover of advancing experiential education and student leadership development amongst local IHLs. Within SMU, OSL could further resolve to promulgate and postulate leadership development as part of the curricula, either as foundational or elective modules.

- Engaging alumni and parents as partners

In Singapore, most IHLs have yet to fully tap or leverage on the potential and resources for student leadership development, in external stakeholders in parents and alumni. For a young institution like SMU, its parental and alumni networks were nascent but growing quickly. Undoubtedly parents and alumni alike served as leaders in their own right in diverse fields in different times of their lives before. However the cultivation of parents and alumni has been largely limited to advancement, career services (e.g. internships) and academic advisory panels. Therein lies the potential for SMU to engage alumni and parents to *share* real-life leadership experiences with student leaders, to *assist* in the development of student leadership training roadmap and to *fund* more substantive student leadership development programmes or recognition awards. Formative education, inclusive of values-instilling, character-building and student leadership development, cannot be the sole responsibility of education institutions in a simplistic client-service provider relationship.

2) Selective determinism of student life practitioners

Given the expansion of the portfolio and demands on OSL in student life, it would be imperative for its staff to step up in terms of their capacities beyond the functional roles of student life administrators. A strong example would be the OSL corporate team of industry practitioners with wealth of experiences in the arts, community engagement, student leadership, sports and adventure. However there is room for greater selective determinism in future recruitment of student life practitioners. As propounded by this author in an earlier conference

submission in 2006, it is imperative to recognize the need for a new breed of student life staff in this continuum:

Administrator-bureaucrat → Administrator-coach → Administrator-facilitator

(functional role)

(developer role)

(enabler role)

Based on the above continuum, the changing roles and competencies of student life practitioners today clearly transited from traditional functional roles (as bureaucrats) in the past, to student developers (in the form of life coaches) presently, and onto facilitators (as enablers) of student leadership in the future. Thus the recruitment of such facilitators should be premised upon practical experiences and extensive knowledge in student governance and student development – especially since the governance and infrastructures of student unions were steeped in and tempered by the rich history and exultations of student activism in Singapore’s nation-building years. With diluted student activism ideals, current generations of student union leaders would be prone to the interventions of a new generation of well-meaning student life practitioners. Any student life practitioner, regardless of one’s experience in experiential education or leadership training, would be foolish to disregard the historical genesis, self-checking mechanisms and institutional neutrality of the university administration in prescribing doctrinal changes to the student governance infrastructure in the name of furthering the interests of the student union.

3) Paradox of facilitating (versus parenting)

As with most Asian parents or guardians in light of Asia’s rapid economic evolution, today’s student leaders tend to be well pampered but regarded as juvenile and in need of constant social support. On such grounds of care and concern for the uninitiated, student life practitioners (many of whom are parents) are susceptible to the parental instinct and reflex to intervene, interfere and inadvertently infringe the scope of student leadership development. This social phenomenon is arguably more prevalent in insulated societies such as Singapore where the fear of failure has become more clinical given the lower threshold for taking calculated risks, thereby eroding the spirit of risk-taking in the young.

Most life coaches posit that leaders and their teams possess in themselves, the potential and ability to solve its own problems over time and space. Thus, it would be detrimental and unfair

to student leaders and their fledgling teams, if student life practitioners ourselves succumb to this paradox and contradict our developmental beliefs by restricting student leaders to think out of the box, to dare to challenge, to resolve leadership issues themselves. In this context, such stumbles and pit-falls convey invaluable student life lessons and real-life pointers that the classroom and the home do not impart. In fact, unexpected failures may present a more impactful modality of facilitation than repeated successes. So long as leadership failures do not involve danger or loss to lives and property, the parental psyche in all of us should not lead to this paradox of facilitating. Especially true in the context of experiential education, the approach of educators, facilitators or parents to teach less, may empower the young to learn more.

Conclusion

The student leadership journey and programme developments shared in this paper underscore SMU's commitment to all-round student development and holistic undergraduate experience. Our students undergo a series of broad-based programmes, leveraging various skill-building platforms to develop their potential for active involvement, appreciating differences, critical thinking, teamwork, personal responsibility, lifelong learning, challenge and communications. While this paper is neither a chronological documentation nor qualitative measurement of SMU's student development initiatives, it serves nonetheless as an anecdotal record of the thought leadership and programme development in student leadership.

At conceptual level, formal studies in student leadership development in an Asian context is inadequate given the growing literature of qualitative research in leadership and management studies. The majority of past and contemporary leadership publications and research tend to be grounded in business and management arenas, and predominantly Western-centric. With the rise of new economic apexes in East and South Asia, more of such leadership literature is correspondingly being generated. As researchers world-wide become more proficient and collaborative in the study of leadership and management, it is thus critical that this gap in student leadership studies be addressed by student services providers, student affairs practitioners and most importantly, student leaders. And the time is now.

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Daily Parallel Sessions Abstracts

Wednesday, 17 November 2010

An argument for partially decentralizing international student offices

1100 - 1230 Meeting Room 308

This presentation will argue that universities can best support international students by establishing decentralised (faculty, departmental or school level) international student offices, in addition to the normal centralised services that deal with procedural issues such as visas and accommodation. The case for creating a support structure at the faculty/school level that combines the skills of an international exchange administrative officer with those of regular academic staff is based on the practical experience of a large Japanese university. This model provides an effective and personalised service that is responsive to the varying needs of international students. Offering support in this way also allows for targeted academic support directly relevant to the incoming student's field of study. Finally, through the intimacy of a shared disciplinary and physical space, a stronger foundation for pastoral care is created, making it easier to deal with the issues that arise in daily life of international students.

Beverley Yamamoto

Osaka University, Japan

Beverley Anne Yamamoto is Associate Professor in Sociology and Japanese Studies in the Graduate School of Human Sciences, Osaka University. From January 2006 to March 2010 she headed the Graduate School's Office of International Exchange. Since April 2010, Dr Yamamoto has been in charge of the newly established Global 30 Human Sciences Undergraduate Programs Office and she continues her involvement in a different capacity with international students. Her primary research interests to date include gender, sexuality, the nation state and Japan. More recently, however, she has begun to focus on the internationalisation of higher education and global student mobility as research issues. At the same time, Dr Yamamoto is currently conducting the first round of a panel study using an interview methodology with couples who have married across cultural and/or racial lines and their mixed heritage children.

The Bologna Life portal: Promoting international mobility

1100 - 1230 Meeting Room 308

Planning study time outside a student's home university often involves overcoming numerous hurdles. The Bologna Life programme is designed to significantly reduce these obstacles. The internet portal Bologna Life provides a focal point for international cooperation, bringing transparency to the study

programmes of all the participating universities. It promotes decentralized development, greater exchange and better international networking, facilitating the design of joint degree programmes in simpler and more flexible ways. It also reduces the complexity of matching skills, goals and content, as well as discussion of appropriate teaching formats are reduced. With the establishment of the Bologna network, an ongoing curriculum development process is set in motion that accompanies the regular expansion and updating of the Bologna modules. The authors designed and implemented this non-commercial portal as a global platform to bring students, teachers and universities from all over the world together to handle the challenges of academic globalisation.

Elfriede Fehr

Freie Universität Berlin, Germany

Dr Elfriede Fehr is Professor of Computer Science at Freie Universität Berlin, where she is Dean and Vice-Dean of the Departments of Mathematics and Computer Science. Her research interests include the theory of programming, semantics of programming languages, the design and implementation of functional programming languages, model driven software engineering and teaching methods in computer science. Professor Fehr is a member of Gesellschaft für Informatik (GI), European Association for Theoretical Computer Science (EATCS) and the Association of Computing Machinery (ACM). She obtained her University Diploma in computer science from the Universität Bonn, Germany in 1975 and her PhD in computer science from the University Aachen, Germany in 1980. She worked as Scientific Assistant from 1975 until 1984 at the Departments of Computer Science in Bonn and Aachen before joining the research institute. She acts also as a referee for various journals and conferences.

The internationalisation of the curriculum and student body at Renmin University

1100 - 1230 Meeting Room 308

Chinese higher education is undergoing a period of rapid transformation and internationalisation. As one of the leading public universities in China, Renmin University provides a fascinating case study of these changes. In striving to meet its ambition to be amongst the best on the world, Renmin University has a ten-year plan of international improvement. The plan has two stages. The first stage (2010-15) focuses on the increasing the number of international faculty members and international students. To attract more international students, the University launched its International Summer School in 2009, which now offers international students seven MA Programs delivered completely in English. These new postgraduate programmes provide students worldwide with excellent opportunities to learn more about contemporary China as well as Chinese culture, supported by scholarships worth up to 80% of tuition costs. The second stage (2016-20) focuses on the imperative of improving the quality of research published in international peer-reviewed journals.

Yingxia Chen

Renmin University of China, China

Yingxia Chen is the Section Chief and Assistant Researcher at the Institution of Higher Education at Renmin University of China (RUC). She is the member of the Development and Planning board of RUC and has participated in enacting RUC's ten-year internationalisation strategy. In this capacity, she has developed a deep understanding of the challenges and weaknesses of RUC's internationalization strategy, especially the plan for the internationalization of the curriculum and the student body. Her research interests are in the field of university governance and comparative research of higher education, particularly strategies for university development and university internationalisation. She is presently engaged in a project studying developments in the humanities and social science in China.

Exploring the global dimension internationally

1100 - 1230 Meeting Room 309

This workshop has four speakers and reviews a project in which teacher trainees from the UK and The Gambia have worked together on developing a pedagogical global perspective common and appropriate to the graduates of both institutions. It begins by explaining the organizational and pedagogic background to the development of the shared opportunities for embedding the global dimension in school and college curricula. It then outlines a case study concentrating on the practice and practicalities of providing opportunities for Newman University College postgraduate teacher trainees and their counterparts in The Gambia College, Brikama to work together. This case study highlights the creative and innovative classroom practice used to prepare trainee teachers to confidently engage learners, in ways which would be applicable in Asia-Pacific schools.

Des Bowden

Newman University College, UK

Until recently stepping down to concentrate on The Gambia project, Dr Des Bowden was Head of Geography at Newman University College for 15 years. His research interests are in primary and secondary education, specialising in the development of global connections, and he has extensive experience of leading undergraduate and postgraduate field work in a range of countries, including Malawi, Namibia and especially The Gambia. He has also led field visits for teacher groups. For the last five years he has worked with Pam Copeland on developing the Newman/ Dudley/Gambia project, which has established firm and successful links between primary school and teachers in The Gambia and Dudley. His PhD was concerned with the geomorphology and soils of Sierra Leone.

Mark Chidler

Newman University College, UK

Mark Chidler is Senior Lecturer in Geography at Newman University College and the International Representative for the School of Education. Mark has a primary education background and works extensively with a range of educational providers in the West Midlands. His research interests include international school partnerships, particularly between schools in the UK, Malawi and The Gambia. Mark has extensive experience of international field visits, with both postgraduate and undergraduate students. Recent field work has included the exploration of 'The Global Dimension within Education', focusing upon joint initiatives with students from the UK and West Africa. He is also working on developing links with a Teachers' Consortium in Bangalore. His PhD thesis is on the viability and value of international school partnerships between developed and developing nations and the impact of such partnerships on the enhancement of teaching, learning and the development of the global dimensions within education.

Pam Copeland

Newman University College, UK

Dr Pam Copeland is Senior Lecturer in Citizenship at Newman University College, where she also coordinates the secondary PGCE in Citizenship. Pam was a primary teacher, having moved to higher education some 20 years ago. Her interests lie in both primary and secondary teacher training. She specialises in developing innovative and creative teaching and learning modules, especially in Global Citizenship. She works on a range of educational projects both with undergraduates, postgraduates and teachers throughout the West Midlands. Her PhD dissertation was based on the development of collaborative teaching in primary schools. Her current research interests include developing international links between schools and fieldwork in The Gambia. She has spent the last ten years in a professional partnership, writing and producing global educational resources for primary schools and runs a successful publishing company with Dr Des Bowden.

Natalie Carry

Newman University College, UK

Natalie is a Lecturer at Newman University College, where she is part of the Citizenship team and is lecturing and developing modules in both Citizenship and Education and Professional Studies. She is currently researching for her master's dissertation, where she is investigating the impact of international activities and visits on future teachers. Natalie's first degree was in Childhood Studies at Birmingham University, where she focused on History, English and Education Studies. Since gaining qualified teacher status, she has worked in both the primary and secondary sectors, with children aged 4-16 years.

Institutionalising Taiwan studies with interdisciplinary strategies for international students

1100 - 1230 Meeting Room 309

'Taiwan Studies' is one of the international master's programmes that Fu Jen Catholic University (FJU) in Taiwan has recently developed and promoted. This presentation provides a case study for the challenges and benefits of offering regional-based courses to international students. This new master's programme is built on the success of similar programmes like the 'Program in Diplomacy and International Affairs', 'Program of Western classical and Medieval Culture', and 'Global Leadership Program' which are organised by four Jesuit universities in Asia. As an accredited AACSB business school, FJU is able to offer a 'Taiwan Studies' master's which combines courses in business management, cross-cultural communication, information technology and mass communication. Through its diversified curriculum and internet learning platform, FJU plans to make 'Taiwan Studies' an interactive learning and research environment which integrates Taiwanese culture and the Catholic spirit.

Albert Wei-Min Tang

Fu Jen Catholic University, Taiwan

Dr Albert Tang is Director of the Academic Exchange Center, Coordinator for International Master Degree for 'Taiwan Studies' and deputy-director of Fu Jen Office for European Union Centre at Taiwan. He holds a doctoral degree in comparative literature and a master's degree in mass communication and he has been teaching Chinese cinema, visual media and cultural studies for more than a decade. He has extensive experience in student recruitment, curriculum affairs and student registration.

The 'Global Business Practicum': An innovative program for preparing students for the global employment market

1100 - 1230 Meeting Room 309

The 'Global Business Practicum' (GBP) is an intensive course offered to masters' students of the Graduate School of Business and Economics. Students are placed across five business hubs in the Asia-Pacific region. They work in small teams within high profile companies to address real world business issues. This innovative course offers an experiential learning opportunity where students can apply their theoretical learning in the workplace. Upon their return, students can draw upon examples of real life experiences, enhancing the classroom experience. Through the GBP, students develop practical international competencies, gain a deeper understanding of the international business world and improve teamwork and cross cultural communication skills. This leads to enhanced employability, professional networks and self-confidence. Over 100 students have participated since the GBP was introduced. This presentation reviews the lessons from the GBP since its inception, which is set for further expansion in 2011.

Brooke Young

University of Melbourne, Australia

Brooke Young is the Director of Marketing and Commercial Engagement in the Faculty of Business and Economics at the University of Melbourne. She has previously worked in universities in the USA, UK and Australia during her career. Brooke leads the strategic marketing for the Faculty, as well as the planning, service delivery, program management and policy development for its executive education programs. She has expertise in international marketing, change management, quality assurance and customer service systems. Brooke is on the Board of the Melbourne University Credit Union and has presented at national and international conferences on global mobility, knowledge transfer, and international qualification evaluation. She is a trained mediator, utilising alternative dispute resolution methods in commercial, workplace and community situations. She holds a BA (LaTrobe), PGDip Art Curatorial Studies (Melbourne) and M Enterprise Executive (Melbourne).

Clare Harper

University of Melbourne, Australia

Clare Harper is the Student Centre Manager of the Graduate School of Business and Economics (GSBE) at the University of Melbourne. She has worked in universities in the UK, Canada, Singapore and Australia, focusing on global mobility, marketing, recruitment and academic enrichment. Clare provides professional leadership to the GSBE and manages its four areas – academic services, admissions, careers and academic enrichment. The GSBE is a graduate school of the University of Melbourne and offers over 24 programs at Masters and PhD level. Clare has presented on international education initiatives and research at international conferences in Asia, North America, Europe and Australia.

Bringing Asia out of the shadows

1100 - 1230 Meeting Room 310

Are Asian institutions finally coming out of the shadow cast by their Western counterparts? At the recent 2010 World Universities Forum in Davos, an emerging theme was China's increasing public investment in higher education at a time when reductions in public funding are being seen in Europe and North America. China is not alone in Asia in increasing public investment in higher education with similar structured and significant investment evident in Singapore, South Korea and Taiwan. Whilst in many ways this investment is not surprising and merely reflects the continued rise of Asia as a centre of global economic power, it nonetheless raises interesting questions in relation to the potential benefits of higher education for the continuing economic and social development of the region.

Kevin Downing

City University of Hong Kong, Hong Kong

Dr. Kevin Downing is Senior Coordinator (Academic Planning) and Convenor of the Institutional Analysis Group at City University of Hong Kong. Reporting directly to the Provost, his portfolio includes strategic and academic planning, institutional research, quality assurance and liaison with the Universities Grants Committee of Hong Kong. He has overall responsibility for rankings on behalf of City University of Hong Kong. During his oversight of academic planning and rankings data, City University of Hong Kong has risen annually from 198th in 2004 to 124th in the 2009 World University Rankings. Dr Downing is a Chartered Psychologist and Chartered Scientist with a current Licence to Practice and Associate Fellow of the British Psychological Society, with wide international experience including senior academic and administrative posts in Europe and Asia. His substantial published work centres on psychology, education and metacognitive development.

Strengthening the intellectual ecosystem for innovation in higher education institutions
1100 - 1230 Meeting Room 310

A primary function of higher education is enhancing a nation's stock of human capital, by providing high quality education and research and development. In today's rapidly changing global knowledge economy, higher education institutions are being increasingly challenged to adapt to the evolving needs of their stakeholders. This presentation discusses the way that Malaysia is aiming to use higher education to transform itself from a developing, labourintensive economy into a fully-developed, innovation-led, knowledge economy by 2020. The presentation explores the different strategies that universities in Malaysia are adopting to nurture a new intellectual ecosystem that develops highly skilled human capital.

Zaini Ujang

Universiti Teknologi Malaysia, Malaysia

Dr Zaini Ujang is a professor at Universiti Teknologi Malaysia, where he is well known nationally as a professional environmental engineer, academic leader, innovator, environmentalist and environmental regulator. He is the first recipient of the prestigious Merdeka Award 2009 for Outstanding Scholastic Achievement. The New Straits Times described him as a 'Malaysian Water Icon' in 2004 and BERNAMA, the Malaysian national news agency, in an exclusive interview in 2006, introduced him as an 'environmental ideologue'. This is in recognition of his outstanding contribution to research, teaching and advocacy work related to the environment. He obtained a BEng (Chemical Engineering) from UTM and an MSc and PhD in environmental engineering from the University of Newcastle, UK. He is also an alumnus of the Harvard Business School.

Enhancing the quality of postgraduate education in Central Asia through international benchmarking: A case study from Kazakhstan

1100 - 1230 Meeting Room 310

As part of its transition from the post-Soviet era and in response to the requirements of a market economy and the effects of globalisation, Kazakhstan has set ambitious goals for improving the quality of its higher education institutions. In the postgraduate sector, Kazakhstan has looked to Western European standards to set educational benchmarks. In 1997, Kazakhstan was among the first CIS countries to adopt the policy of the Lisbon Recognition Convention calling for mutual recognition of qualifications and equivalence of academic diplomas. The Ministry of Education and Science is reforming the higher education system along with the lines of the Bologna Process. Kazakhstan has implemented the European structure of academic degrees (bachelor's, master's and PhD) supported by a Western-style credit system. This presentation uses L. N. Gumilyov Eurasian National University as a case study to illustrate these trends in higher education policy.

Bakytzhan Abdiraiym

L. N. Gumilyov Eurasian National University, Kazakhstan

Professor Bakytzhan Abdiraiym is Rector of L. N. Gumilyov Eurasian National University, a position he has held since 2008. Under his leadership, the university has emerged as one of the country's best-known institutions outside Kazakhstan. Professor Abdiraiym previously chaired the Department of Agrarian and Ecological Law at the university and has held positions at the Representative Office of the Head of the State at the Parliament of Kazakhstan, the Supreme Arbitration Court and the Supreme Court of the Republic of Kazakhstan. He has published extensively in the field of law. He holds a PhD in law from Kirov Kazakh State University and was awarded habilitation by the State and Law Institute of the Russian Academy of Science in 2001.

Building strategic partnership of transnational education

1100 - 1230 Meeting Room 311

This presentation explores ways to improve the quality of graduates in Indonesia and similar Asian countries. Empirical evidence suggests that many Indonesian graduates lack the technical and soft (interpersonal) skills to succeed in the global labour market. Multinational companies increasingly seek employees with international experience and intercultural and language competencies. As the world becomes 'flatter' and employers demand higher skills, Indonesian universities need to adapt their curricula. Rebuilding the Indonesian higher education to internationalise universities involves complex challenges. Universities lack the resources to develop new programmes, upskill their academic staff and provide better physical and educational facilities. One solution is to pool resources and share research and

teaching resources. This presentation looks at the ways that Indonesian universities can use transnational education, harnessed through strategic partnerships, to improve the quality of their programmes and so their graduates. It highlights the particular benefits offered by shared on-line learning resources.

Gerardus Polla

BINUS University Jakarta, Indonesia

Professor Gerardus Polla is the former President of BINUS University in Jakarta. He was previously Dean of Mathematics and Natural Science at BINUS University and a member of National Accreditation for Universities of Higher Education Indonesia. He has more than 30 years' teaching experience in the area of statistics, mathematics, research methodology and knowledge management. He has attended many seminars and conferences on mathematics, computer and research. His research interests are in computer, mathematics education and knowledge management. He received his Master's in Applied Science in Computing and Mathematics from Curtin University of Technology and his PhD in Educational Technology from the State University of Jakarta.

Success factors in developing joint training programs: Case studies of two partner institutions at Vietnam National University, Ho Chi Minh City

1100 - 1230 Meeting Room 311

Responding to Vietnam's need for qualified human resources to compete globally requires comprehensive reform in the way universities develop and manage their curricula. To this end, many universities and colleges have sought to accelerate change through the use of international academic partnerships. This presentation uses the example of Vietnam National University, Ho Chi Minh City (VNU-HCMC) as a case study to illustrate the factors that affect the success of joint training programmes with universities in developed countries. The presentation looks at two institutions run by VNU-HCMC. International University (IU) is recognised as the largest provider of joint training programmes in Vietnam, while the Center for International Education (CIE) has been evaluated as one of the most successful. The presentation critically analyses what makes IU and CIE successful in delivering international joint education, providing insights into the advantages and impediments for public institutions in exploiting the gains from foreign partnership.

Truong Quang Duoc

Vietnam National University, Ho Chi Minh City, Vietnam

Dr Truong Quang Duoc is Vice Rector of International University and Acting Director of the Center for International Education at VNU-HCMC. In these positions, he has led the organisations to successfully conduct joint educational programmes in partnership with US, UK, Australian and New Zealand

universities. Besides his administrative duties, he is also a Senior Lecturer in Management, teaching management-related courses at VNU-HCMC. He has worked in the higher education sector for almost 30 years, managing international cooperative projects, ranging from faculty and student exchange to joint research and training. He was the Director of the International Relations Department and Director of Foreign Language Centre at VNU-HCMC for ten years (1996-2007). He holds a PhD in Business Education and Educational Management.

The ripple effect: A case study on building international strategic models of engagement through relationship networking

1100 - 1230 Meeting Room 311

‘A single drop creates a ripple that travels to many shores’. This presentation examines the importance of relationships and networks for international education and how these have driven and shaped the Australian Vocational Education and Training (VET) sector’s internationalisation. It draws on work undertaken as a result of Endeavour Executive Award, during which the presenter used a three month professional development experience based in Hanoi to build networks and strengthen the relationships required to proactively implement a VET engagement strategy with Vietnam. This work involved cooperation with Vietnamese industry, the Vietnamese Government and the Australian Embassy, interacting with both the trade and education portfolios.

Kath Marnane

Kath Marnane & Associates, Australia

Kath Marnane is Director of Kath Marnane & Associates, having previously been the Director of the Vocational Education and Training (VET) Export Office for the Queensland Government. She has extensive international experience, having worked for 20 years in Asia, Europe, Latin America, Middle East and the Pacific region. As a senior manager with the Queensland Government, she led vocational education and training missions to Korea, Vietnam, Philippines and Malaysia, where she developed collaborative relationships between industry, government and training providers. Working with both public and private enterprise, she coordinated and led Queensland’s VET Export Strategy. Her leadership in this field has been recognised internationally and she was recently awarded the prestigious ‘Endeavour Executive Award’, an internationally competitive, merit-based award for high achievers by the Australian Government. This enabled her to undertake further international experiences, building strategic relationships between Queensland and Vietnam.

Thai higher education strategies: Building world class universities

1100 - 1230 Meeting Room 312

With financial support from the Royal Thai Government's Stimulus Package 2 Plan, the Thai Office of the Higher Education Commission (OHEC) is implementing two important initiatives to raise the quality of higher education, the National Research University Initiative and the Research Promotion in Higher Education Project. Nine leading public universities have been selected to be members of the new National Research University, with the aim of enhancing their international competitiveness. While each individual institution will develop its own strategies for quality enhancement, it is expected that this project will strengthen the overall quality of Thai higher education and enhance the country's competitiveness in the global knowledge economy. The project is supported by a higher education financing mechanism combined with quality audits, which together create a framework to drive positive change in higher education system and support national human resource development.

Kamjorn Tatiyakavee

Office of the Higher Education Commission, Thailand

Associate Professor Kamjorn Tatiyakavee, M.D. has been appointed as the Deputy Secretary-General of the Higher Education Commission in December 2009. He is wellrounded expert in areas of medical science, public health, and information technology. He also has extensive skills in academic and university administrative affairs. He earned a Diploma in Medical Science and a Diploma in Medicine as well as Board of Paediatrics from the Faculty of Medicine, Chulalongkorn University. He also graduated with a Diploma in Management from Sasin Executive Program of Chulalongkorn University, and from National Defence Program of National Defence College of Thailand. He started his professional development by joining a training program in Health Care and Management Skills at Toronto Hospital, Toronto, Canada. For more than 24 years, he has contributed significantly to academic development and dedicated himself to academic progress through his published papers in both local and international journals in the field of medical science. Up to now, he has produced a total fifteen research studies and academic articles in his field, and he had invited to deliver numerous presentations at scientific meetings and conference.

In his current role as the Deputy Secretary-General of the Higher Education Commission, he has been assigned to be in charge of higher education standards and evaluation, promoting networks of higher education institutions and personnel administration and development in higher education institutions. With his extensive administrative experiences and keen in human resource development, he serves as the resource person in enhancing and developing the performance of the Higher Education Commission responding to the Government policy on Good Governance and New Public Management, as well as sharing commitment to fulfill the goal of Second 15-Year Long Range Plan on Higher Education of Thailand.

Transforming Mahidol University for the challenges of the 21st century

1100 - 1230 Meeting Room 312

The growing challenges facing higher education in the 21st century require a response that implies significant change in the way universities operate. Higher education in many countries faces a decline in levels of funding support, a move to performance-based research funding, increased enrolments, an increasingly knowledge-based global economy and more intense university managerial styles. In addition, universities are being increasingly asked to go beyond their traditional focus on research excellence to focus on knowledge transfer and innovation. In response to these challenges, Mahidol University has adopted a number of measures. The academic curriculum is being made more interdisciplinary and student mobility is being promoted through student exchanges and partnership programmes. Graduate research students are recognized as a vital research resource and an important way of attracting, equipping and retaining top faculty talent. Industry is being more closely integrated into teaching and research, to encourage innovation and develop entrepreneurial skills.

Sansanee Chaiyaroj

Mahidol University, Thailand

Sansanee Chaiyaroj is the Vice President for Research and Academic Affairs and Professor of Microbiology at Mahidol University. She obtained her PhD from Georgetown University, Washington D. in 1989. She worked as a visiting scientist at the NIAID, NIH, in 1987, and at the Biomedical Research Institute, Maryland, from 1988-1989. In 1990, she joined the Faculty of Science at Mahidol University. Her research interests centre on immunology of infectious diseases in the tropics. Apart from her responsibility for research and intellectual property management at Mahidol University, Dr Chaiyaroj also holds executive positions on various scientific committees and advisory boards, both national and international, including the National Research Council of Thailand, the Commission on Higher Education, Ministry of Education, the Creative Academy Board, Ministry of Commerce and Council of the Federation of Immunological Societies of Asia-Oceania (FIMSA).

Centres of excellence under PERDO administration, Thailand

1100 - 1230 Meeting Room 312

The Postgraduate Education and Research Development Office (PERDO) was established over a decade ago in 1999 under the administration of the Office of the Higher Education Commission of Thailand in order to foster and supervise the operation of nine inter-university consortia, or Centres of Excellence. Altogether, there are now 30 universities/research institutes participating in these centres. This presentation outlines PERDO's mission to strengthen postgraduate education and research in cooperation

with productive/service sectors and reviews its performance to date. The ultimate goal is to build a strong foundation for research and development in selected areas of science and technology to enhance the country's longterm competitiveness and to ensure sustainable growth and development. In its first eleven years, PERDO has established an impressive record in terms of the number of domestic and international publications, presentations at the technical conferences, registered patents and masters and PhD completions. Equally importantly, it has sponsored over 15,000 projects for the productive/service sectors.

Chaiyudh Khantaprab

Science and Technology Postgraduate Education and Research Development Office, Thailand

Dr Chaiyudh Khantaprab is Director of the Science and Technology Postgraduate Education and Research Development Office (PERDO) under the administration of the Office of the Higher Education Commission in Thailand. In the role of Director, he is responsible for the oversight of nine research centres in science and technology, which involve some 30 universities and research institute as members of these inter-university consortia known as Centres of Excellence. He has been a faculty member in the Department of Geology at Chulalongkorn University for 36 years, where he has served as Head of the Geology Department, Dean of the Science Faculty, and Deputy Director of Environmental Research Institute. His research interests lie in the areas of sedimentology and environmental geology. He holds a PhD in Geology from Imperial College, London.

World class universities: Strategies in Thailand

1100 - 1230 Meeting Room 312

Thailand's Office of the Higher Education Commission (OHEC) recognises that a wide range of institutional models, including research universities, polytechnics, liberal arts colleges, community colleges and open universities, are needed to produce the range of skilled workers sought by the labour market. In 2008, OHEC established its Framework of the Second 15-Year Long Range Plan on Higher Education, aiming to stratify the higher education system along these lines. This plan includes strengthening the research universities. It selected nine universities to be the new 'National Research Universities' (NRU). In nurturing their growth, OHEC set up a supportive policy environment, granted research management autonomy to the universities and created a performance-based financing and regulatory regime that enables these universities to compete at an international level. This presentation will examine how these strategies have stimulated the NRUs to move toward international 'world-class' status, with realizing their social responsible roles in developing the country.

Wanchai DeEknamkul
Chulalongkorn University, Thailand

Wanchai DeEknamkul is Head of the Natural Product Biotechnology Laboratory, Faculty of Pharmaceutical Sciences at Chulalongkorn University. He is also Secretary of Thailand's National Research University Project Committee jointly implemented by the Office of the Higher Education Commission and National Research Council of Thailand. He received his PhD in Biochemistry in 1987 from the University of Guelph. His research interest is the biosynthesis and biotechnological applications of pharmaceutically-important natural products. He has been a project leader of the Natural Product Biotechnology Network granted by Thailand's National Science and Technology Development Agency. He has published more than 50 international research articles and patents from his work. In addition to his research, he has contributed to the development of Thailand's National Research University Project, a new initiative of the Office of the Higher Education Commission.

Curricular and extra-curricular programmes to support improved international learning mobility experiences: An emerging trend in Australia
1400 - 1530 Meeting Room 308

Increasing and enhancing international learning mobility for students is a clear strategic priority for both the federal government and the majority of universities in Australia. This activity is seen as contributing to the nation's competitiveness by producing a more globally competent cohort and a more globally engaged higher education sector. Supported by increasing government and institutional funding, students have taken up the option in increasing numbers. However, until recently the typical student experience of learning mobility has been a solitary one, with little opportunity for students to integrate the experience into the broader academic and social elements of their student life. This presentation charts a trend among Australian universities that is aimed at addressing this shortcoming.

John Molony
QS Quacquarelli Symonds Ltd, UK

John Molony is a member of the senior management team at QS Quacquarelli Symonds and has 18 years experience in international education, working at several leading Australian universities. He contributes to the field as a regular presenter on a broad range of internationalisation topics at the major higher education conferences. He has conducted numerous information seminars by invitation, including for Australia Education International (AEI), the China Ministry of Education, the Netherlands Organisation for International Cooperation in Higher Education (NUFFIC), Hiroshima University and the University of Queensland. In 2009 John convened a Special Interest Group in International Learning Mobility at the IEAA. John holds a Bachelor of Arts from the Royal Melbourne Institute of Technology (RMIT) and has

completed the International Executive Programme at INSEAD.

Going global with joint research and internship programmes: The case at Atma Jaya Catholic University of Indonesia

1400 - 1530 Meeting Room 308

Historically, international collaboration at Atma Jaya Catholic University of Indonesia aimed at inviting visiting professors to teach students at the undergraduate level or sending academic staff to do their master's or doctoral studies abroad on scholarship programmes. Since 2000, however, the University has actively encouraged lecturers and students to be involved in joint research programs with universities overseas. These have included joint research programmes with the University of New South Wales and Radboud University of Nijmegen in The Netherlands. International collaboration now also features the 'Study Indonesia Programs' jointly organised by Atma Jaya and ACICIS (Australian Consortium for In-Country Indonesian Studies). Since 2002, students from Australia and New Zealand have regularly come to Atma Jaya to do a Journalism Professional Practicum (JPP), which involves an intensive language and cultural program at Atma Jaya, followed by an internship at a leading media company.

Katharina Endriati Sukamto

Atma Jaya Catholic University of Indonesia, Indonesia

Katharina Endriati Sukamto is Vice-Rector for Human Resource Development and Collaboration at Atma Jaya Catholic University of Indonesia in Jakarta. She has been involved in collaborative networks with national as well as international institutions since 2008, dealing especially with exchange students, research activities and internship programmes. She earned her doctorate degree in the field of Linguistics from the Department of Linguistics, Melbourne University, in 2003. Her research interests include second language learning and teaching, gender and language and discourse.

Diana Waturangi

Atma Jaya Catholic University of Indonesia, Indonesia

Diana E. Waturangi is the Dean of Faculty of Biotechnology. She holds a doctoral degree from Bogor Agricultural University Indonesia, majoring in Microbiology.

The role of the international office in effective interfacing and eliminating language barriers

1400 - 1530 Meeting Room 308

The University of Tokyo presently hosts over 2,600 international students at graduate and undergraduate levels. These students are from diverse cultural and educational backgrounds with varying preferences

and needs. One of the biggest challenges faced by many international students in Japan is the so-called 'language barrier'. Supporting such students entails identifying their difficulties and concerns through intensive counseling and putting in place appropriate academic and pastoral support systems. This presentation provides an overview of the approaches adopted at the University of Tokyo towards supporting its international student population. In particular, the activities of the International Office of the Graduate School of Agricultural and Life Sciences/ Faculty of Agriculture, which supports over 300 international students, are used as a case study. This office has focused on ways of helping these students to break down the language barrier. Recent initiatives of the Japanese Government for internationalising education will also be highlighted.

Neelam Ramaiah

The University of Tokyo, Japan

Neelam Ramaiah has been closely associated with the International Office of the Graduate School of Agriculture since it became operational in April 2003. His office is an interface between the university and the international students and researchers affiliated with the Graduate School. His main responsibilities include the counseling of international students, providing bilingual information and support, overseas correspondence, arranging placements for students and researchers, etc. The School currently has international students from over 30 countries. Coming from different cultural backgrounds, the problems and dilemmas faced by them differ greatly. Inability to speak or understand Japanese further adds to their predicaments. As a former international student at the Graduate School, Neelam has unique insights into the problems associated with lack of Japanese language ability and understands the dilemmas related to living/ studying/ pursuing research in Japan.

[Educating global citizens in medicine: International medical education in practice](#)
1400 - 1530 Meeting Room 309

This presentation reports on a study exploring the clinical learning experiences of a cohort of medical students studying across two campuses – one in Malaysia and one in Australia. These students completed clinical rotations in a large hospital in urban Malaysia and in several hospitals in metropolitan Melbourne. The study aimed to identify challenges and opportunities presented by an international approach to medical education, and to consider the question of whether and how exposure to different clinical learning sites in two different countries added value to student learning. Semi-structured interviews were conducted with 33 participants. The qualitative data generated was analysed to identify emerging themes. Student perceptions of similarities and differences across the two clinical learning environments (e.g. in practices, expectations, and teaching approaches) are outlined, and the implications of these for learning considered. Findings suggest that exposure to multiple health systems in different countries is advantageous to overall clinical learning.

John Hamilton

Monash University, Australia

John Hamilton is a Lecturer in the Student Academic Support Unit (SASU) within the Faculty of Medicine, Nursing and Health Sciences at Monash University. He has worked at both the Australian and Malaysian campuses of Monash University in the student support field and has extensive intercultural experience, having taught in Vietnam, Thailand and more recently Malaysia. His research interests include clinical communication and the acquisition and assessment of cultural competence.

Carole Chung Mei Choo

Monash University, Australia

Carole Chung Mei Choo is a Tutor in the Tan Sri Jeffrey Cheah School of Medicine at the Sunway campus of Monash University, where she provides academic learning support and pastoral care for medicine and health sciences students. Carole has extensive experience as a lecturer of English and pastoral care counsellor. She has worked as a freelance writer and editor. Her areas of academic interest include mentoring and peer support programs.

International partnership as resource model for graduate education

1400 - 1530 Meeting Room 309

The rapid change in graduate medical education is evidenced in many countries. For example, there are six doctoral nursing programmes in Thailand, including joint programmes with foreign universities. In the current global knowledge-based society, the advantages of international partnership programmes are increasingly apparent. This presentation uses the Mahidol joint PhD in nursing as a case study. This programme involves a number of highly ranked nursing schools in the USA and Canada. It discusses the different levels of partnership agreement among higher education institutes, which vary from collaborative mentorship programmes to international partnership programmes. It shares the lessons from the Mahidol experience, in terms of the teaching and learning process, the match between students and preceptors, funding, duration, applicants' requirement and documents, monitoring and outcome evaluation, process and requirement for credit approval, communication mechanism, fees, contingency plans, legal requirements and cultural diversities.

Rutja Phuphaibul

Mahidol University, Thailand

Professor Rutja Phuphaibul is Chairperson of the PhD (Nursing) Program at Mahidol University. She was previously the Director of WHO Collaborating Centre for Nursing and Midwifery Development and WHO

short term consultant. Also, she was the former Assistant Dean for Nursing (Research Affairs) at the Department of Nursing, Faculty of Medicine Ramathibodi Hospital Mahidol University. She graduated at the undergraduate level at Mahidol University and at graduate level at the University of Michigan and The University of California San Francisco. She is the founder of School Nurses' Society of Thailand and she has received awards for outstanding nurse in research from Okura Foundation and from Nursing Council of Thailand. Her research areas are child, adolescent, and family health. At present, she is the Vice Chairperson of the Ethical Clearance Committee of Mahidol University. Her research on 'Sufficiency Health Development' is in an ongoing process.

Expanding international perspectives through a student-exchange programme

1400 - 1530 Meeting Room 309

Student exchange is receiving increasing attention worldwide. In Thailand, the Department of Nursing, Faculty of Medicine Ramathibodi Hospital, Mahidol University started its first student-exchange program with Malaspina University in Canada in 1997, followed by the similar programmes with universities in Denmark, Sweden, Japan and Taiwan. This presentation reviews the success of these programmes, which have attracted growing numbers of students from European countries coming to take their elective studies at the Department of Nursing. These student exchange programmes benefit domestic students, as well as faculty members and staff. While the host and visiting institutions strengthen their relationships and collaborations, students, faculty members and staff expand their international perspectives. The most beneficial collaborations take place when exchange programmes cover both students and faculty members. The exchange program with Uppsala University provides a good example of providing opportunities for faculty development, as well as research collaboration between the two institutions.

Wantana Maneesriwongul
Mahidol University, Thailand

Dr Wantana Maneesriwongul is Assistant Dean for International Affairs in Nursing and a coordinator for the World Health Organisation Collaborating Center for Nursing and Midwifery Development at the Department of Nursing, Faculty of Medicine Ramathibodi Hospital, Mahidol University in Thailand. She received her doctoral degree in nursing from Yale University in 1998. She is chair of the master's programme in the community health nurse practitioner programme. She also currently teaches research for international PhD programme in nursing. She has conducted research on HIV prevention and care for people living with HIV/AIDS, for which she received funding from the World AIDS Foundation, Institut Pasteur, and Sigma Theta Tau International Honor Society. Her research has appeared in numerous international peer-reviewed journals.

Towards a global strategy for higher education: A Saudi view

1400 - 1530 Meeting Room 310

It is widely acknowledged that higher education is a quiet but decisive catalyst for the development of modern societies. Higher education promotes economic growth, improves quality of life and enhances international cooperation. Globalisation, underpinned by information and communication technologies, represent a 21st century call for universities to play a greater role at the global level, enhancing intercultural understanding to a clash of civilisations and reducing the gap between developed and less developed countries. This presentation outlines Saudi Arabia's emerging global strategy for higher education, which embraces: supporting 'access to higher education'; emphasising 'ethical values and intercultural competence' among graduates; facilitating and supporting 'mobility programmes' between universities for both students and academic staff; increasing the responsiveness of university programmes to changing needs at the global level; and; and establishing a global organisation of higher education institutions to work together to enhance the role of universities in global society.

Abdulkader Alfantookh

Ministry of Higher Education for Planning and Information, Saudi Arabia

Dr Abdulkader Alfantookh is the Deputy Minister of Higher Education for Planning and Information in the Kingdom of Saudi Arabia and Associate Professor of Computer Science in the College of Computer and Information Sciences, King Saud University. His research is mainly concerned with information technology governance and security and the development of higher education in Saudi Arabia and at the global level. He has authored a number of books and numerous research papers and articles both subjects. He has also participated in many international conferences. He received his PhD in 1995 from Illinois Institute of Technology, USA.

Saad Haj Bakry

King Saud University, Saudi Arabia

Saad Haj Bakry is Professor of Information Networks, College of Engineering, King Saud University, where he has been working since 1980. He has contributed to various national Saudi development plans, including: the information technology plan, the science and technology plan and the higher education plan. In addition to his academic work on the investigation and design of information and communication networks, he has written, in the last ten years, three books and a number of articles on the various issues of the knowledge society, including the role of higher education in its development and sustainability. He developed a framework for the knowledge society ecosystem upon which he and others are building their research on the subject. At present, in addition to his work at King Saud University, he is a consultant to the Saudi Ministry of Higher Education.

Building world-class universities in the Asia-Pacific: Strategies for institutional capacity

1400 - 1530 Meeting Room 310

Despite recent rankings of the world's universities that show an increasing number of the Asia-Pacific universities in the top 500, these rankings often focus on inputs, rather than process and outcomes, disadvantaging universities in the Asia-Pacific. This presentation examines the underlying factors that contribute to building worldclass universities, focusing on: the decentralization of management; autonomy and accountability; reengineering, re-structuring and re-inventing; public governance versus privatisation; strengthening of research capabilities; dynamic governance; missions and visions; quality assurance and accreditation. Building world-class university is a complex task. It requires continuing and sustainable transformation in a university, involving the mission and vision, students, faculty, curriculum, research, physical infrastructure, management and community outreach. The challenge is overwhelming, but given the right stock of talents, a cherished vision, unequivocal support, state of the art facilities, strong partnerships and imaginative management, Asian-Pacific universities can stand as a hallmark of excellence and strive to be worldclass.

Carmen Lamagna

American International University, Bangladesh

Dr Carmen Lamagna is Vice-Chancellor of the American International University-Bangladesh (AIUB), one of the top private universities in Bangladesh. Dr Lamagna has been instrumental in developing AIUB's reputation as a world-class educational institution through linkages with the international academic community, in addition to partnerships with companies like Microsoft, CISCO, Sun Microsystems, MSDN Academic Alliance, International Council of Electronic Commerce Consultants, Convergence Technologies Professional and Certified Internet Web Professional. Dr Lamagna is an Executive Committee member and treasurer-elect (2011-14) of the International Association of University Presidents and Deputy Board Member of the International Association of Universities. She is affiliated with the Association of Universities of Asia and the Pacific, serving as its first female President (2008-10). She received the National Award for Overseas Filipino from President Gloria Macapagal Arroyo for her leadership in the development of the AIUB and her role in international education fora.

On the road to world-class universities

1400 - 1530 Meeting Room 310

With the growing internationalisation of higher education, many leading universities attach increasing weight to their own globalisation, which contributes so significantly to building a world-class university and establishing a strong international reputation. As Richard C. Levin, President of Yale University, noted,

'the globalization of the university is in part an evolutionary development... But creating the global university is also a revolutionary development.' It requires and is worth every effort. This presentation explores six strategies for institutional capacity building with the aim of creating a world-class university, which include: establishing core competencies through developing advanced courses; exploiting synergies through cooperation between different academic departments; collaborating with other world-class universities; setting up a variety of scholarships to attract the most talented international students; building a network to encourage overseas alumni to contribute more; and improving evaluation systems to ensure that the first five strategies can be appropriately implemented and assessed.

Ge Wang

University of Science and Technology, China

Dr Ge Wang is the Director of International Office of the University of Science and Technology, Beijing (USTB), where her role includes being in charge of cooperation with overseas institutions, managing USTB students studying abroad and overseeing international students' enrolment and pastoral care. She joined USTB in 2004 as an associate professor and was promoted to professor in 2006. Dr Wang has served as the Director of the Department of International Collaboration and Exchange at USTB since 2005. Her research areas are inorganic synthesis chemistry; the development of new synthetic routes; computational synthesis and molecular engineering; green synthesis chemistry; and biotic synthesis chemistry. She has authored more than 40 publications covering the design, synthesis and functionality of catalytic materials. She has applied for twelve patents, of which five have been granted. She obtained her PhD from the Michigan Technological University in 2002.

Success strategies for effective programmes: connecting continents and business schools

1400 - 1530 Meeting Room 311

This presentation uses a case study approach to explore examples of bridging continents through innovative partnerships and joint initiatives between business schools. It shares models, approaches and strategies for effective communication, coordination, programme monitoring and relationship building using an international programme between the EU and Latin America as an example. Creating a world-class international student experience requires significant commitments by universities, going beyond marketing to internationalising programmes, faculties, organisational capacity and the physical assets of universities. This example examines the EU/Latin America programme, 'Business Studies in Latin America' an its implementation, including course design and approaches to validating the programme as an academic component of overseas studies

Risto Korkia

Jyvaskyla University of Applied Sciences, Finland

Dr Risto Korkia is the International Affairs Director Jyväskylä University of Applied Sciences, a post he has held since 2001. Previously, he was a Senior Lecturer in the School of Business at Jyväskylä University of Applied Sciences. In his current role, he is responsible for managing the internationalisation of the university, including developing and overseeing collaborative provision with international partner institutions.

The role of a transnational relationship in achieving academic excellence

1400 - 1530 Meeting Room 311

The International College of Economics and Finance (ICEF) is based on a unique partnership between the London School of Economics (LSE) and the Higher School of Economics (HSE). Its mission is to create an institution in Russia that provides economics education of international standard. Currently, ICEF offers a dual BSc programme (students receive degrees from the University of London and HSE), and an international-level MSc programme (students receive a degree from HSE and a validation letter from LSE). The academic input of the LSE has been invaluable in solving the academic and administrative difficulties inherent in ICEF's mission. This presentation examines the challenges ICEF has overcome in hiring and training teaching staff, recruiting and retaining top students, establishing a modern academic culture, evolving student regulations and attracting the necessary finances. It also discusses the challenges of fostering the research activities of its academics, as a prerequisite for sustainable academic development.

Sergey Yakovlev

International College of Economics and Finance, Russia

Dr Sergey Yakovlev has been Director of the International College of Economics and Finance (ICEF), part of the Higher School of Economics in Moscow, since its founding in 1997. He graduated from Moscow State University (MSU), where he continued to work for many years. From 1993 to 1996, Dr Yakovlev was the Russian coordinator of the TEMPUS project for developing economics education at MSU. He also worked for the National Training Foundation.

Jeffrey Lockshin

International College of Economics and Finance, Russia

Dr Jeffrey Lockshin started teaching at the International College of Economics and Finance (ICEF) in 2000. In 2007, he became Deputy Director for Student Affairs. He is currently studying for a Masters of Research in Educational and Social Research at the University of London's Institute of Education. His research interests focus on identifying ways of improving academic performance.

The impact of the quality of public management education on the performance of public organisations: The case of Central and Eastern Europe

1400 - 1530 Meeting Room 311

Many of the Central and Eastern European countries introduced so-called 'New Public Management' systems in the public sectors as part of their transition from centrally planned economies to market democracies. These new management techniques implied far-reaching changes to the curricula of university business schools to ensure that graduates were equipped with the necessary technical skills. This presentation reports research undertaken in the region to assess the extent to which universities have adapted their business and management curricula to meet the needs of the public sector. The presentation concludes that one of factors limiting the success of New Public management in the region is the limited quality of public management education and proposes solutions to improve the preparation of graduates for management roles.

Juraj Nemec

Matej Bel University Banska Bystrica, Slovakia

Dr Juraj Nemec is Professor of Public Management in the Faculty of Economics, Matej Bel University in Banska Bystrica, Slovakia. He is also a visiting professor at universities in the Czech Republic, Poland and the UK. As an author, co-author or editor, he has published more than 350 books and professional articles in Slovak, Czech, English and other languages. One of his current research topics is the impact of the New Public Management reforms in Central and Eastern European countries. He is a member of the Accreditation Committee of the European Association for Public Administration Accreditation and the IASIA task force for Standards of Excellence in Public Administration.

'Private university' development in Hong Kong: Implications for overseas providers

1400 - 1530 Meeting Room 312

There is significant provision of higher education in Hong Kong by overseas institutions, as local provision does not meet demand. Part-time study has predominated, although recently full-time study opportunities have increased. From 2000, the government encouraged the expansion of post-secondary education for the 17-21 age cohort from 30% to 60% participation, largely by community colleges offering Associate Degrees and two-year fulltime Higher Diplomas. 60% of these students aspire to continue their studies to complete a degree and hence demand for full-time study has grown. The government now proposes local 'private university' expansion to meet these needs. Undoubtedly, such new institutions will, once established, also offer part-time degrees to meet demand and ensure their financial sustainability. This will pose a threat to current levels of overseas degree provision. The presentation analyses the background to these developments in relation to the government's aspirations for Hong Kong to become a

regional education hub.

John Cribbin

University of Hong Kong, Hong Kong

Dr John Cribbin is a career university administrator. He took his first degree at University College London and holds a master's degree from Leicester University in Training and Human Resources. He completed his doctoral studies at Nottingham University in 2008, writing his thesis on 'Hong Kong as a regional education hub: is government policy rhetoric or reality?'. He is the School Secretary and Registrar of HKU SPACE, which is the extension arm of the University of Hong Kong.

International education and Australia's public policy and diplomacy

1400 - 1530 Meeting Room 312

During 2009, the Australian international education sector came under the media spotlight. While attention initially focused on problems affecting particular education sectors and groups of international students, it quickly became a key policy issue for the Australian Government, serving to heighten understanding of the importance of international education by governments at the state and national levels. The reforms of and support for international education now underway will strengthen Australia's position as an international education hub. This presentation analyses and comments on the new directions Australian international education is taking. It looks at the way Australian international educators are engaging with stakeholders, including Australian and overseas governments, international students, academic staff, business, research and professional bodies, local communities, alumni and the media. It emphasises the emerging Australian public policy and diplomacy around international education and the longer term outlook.

Helen Cook

International Education Association of Australia (IEAA), Australia

Helen Cook is the Vice-President of the International Education Association of Australia (IEAA). The mission of IEAA is to enhance the quality and standing of Australian international education by serving the professional needs and interests of its members and by promoting international education within Australia and internationally. IEAA provides advice on policy and advocates for its membership to government and industry.

Internationalising higher education: Responding to the challenge of enhancing global quality

1400 - 1530 Meeting Room 312

Internationalising higher education includes, among other things, creating an environment for the education of global citizens. This presentation considers internationalization of higher education as a complex process that goes beyond the exchange of staff and students, involving the internationalisation of the curriculum, networking and international research collaboration. The presentation argues that creating and enhancing the quality of global standards lies at the heart of internationalizing education for global citizen education. Creating global quality within the university is one of the key success factors in internationalising its model of education. The presentation provides a framework for the enhancement of global quality education standards stressing the need for proper strategies and action plans. It concludes that strategising the internationalisation of higher education, requires a more rigorous and comprehensive approach to the quality of education as a global phenomenon. It is all about creating global quality value for global citizen education.

Berghout Abdelaziz

International Islamic University, Malaysia

Professor Berghout Abdelaziz is Professor of Civilisation and Islamic Studies in the Faculty of Islamic Revealed Knowledge and Human Sciences at the International Islamic University, Malaysia. He is the Dean of the Office of Corporate Strategy and Quality Assurance. He has previously served in various positions, including acting Head of Department, Head of Co-curricular Activity Centre, Deputy Director Quality Assurance Unit and Deputy Dean, Office of Corporate Strategy and Quality Assurance. He serves as coordinator and chairman of various committees and is a member of various think tank groups. He serves as a consultant and advisor to various institutions abroad. He holds a Baccalaureate of Sciences and a Bachelor Degree in Finance from the National Institute of Finance, Algeria, a Master's in Islamic Revealed Knowledge and a Postgraduate Diploma in Human Sciences from the International Islamic University, Malaysia, and a PhD in Civilisation Studies from the University of Malaya.

Programme of Daily Parallel Sessions

Thursday, 18 November 2010

Building international partnerships and increasing opportunities for both Australian and international students through English language pathways

0900 - 1030 Meeting Room 307

This presentation examines how a university English language institute can develop and facilitate opportunities for profiling its university internationally, while at the same time helping develop long-term opportunities for Australian students to undertake a Study Abroad experience overseas. Using Deakin University as a case study, the presentation considers examples of the university's collaborative activities in Korea and Japan, highlighting the way that the Deakin University English Language Institute has led to the development of new university-level partnerships. It challenges universities to consider whether their own language departments can play a larger role in developing new international partnerships.

Ben Stubbs

Deakin University, Australia

Ben Stubbs is the Director of Deakin University English Language Institute and is part of the senior management team of Deakin International. He is also responsible for the marketing, recruitment and partnership development of Deakin University in Japan, Korea and Taiwan. On behalf of Deakin University, he has established a wide range of partnerships with universities and government organisations in Japan that have resulted in large numbers of students undertaking English + Study Abroad programs at Deakin. He has been involved in the TESOL field for over 20 years as a teacher and director, working in the Australian university, Australian adult migrant and Japanese education sectors. He lived in Japan for four years and developed and he has delivered TESOL teacher training programs in Japan, Vietnam, UAE and Indonesia.

Enabling international student mobility through global outreach and summer school programmes: UTM's experiences

0900 - 1030 Meeting Room 307

The last two years have witnessed several key internationalisation milestones in UTM, with the launching of UTM Internationalisation Policy and Regulation, UTM Global Outreach Program (GOP), internship and the summer school programmes. These programmes are offered at UTM to foster internationalisation and to create partnerships with overseas universities in order to offer academic and intellectual benefits. This presentation reviews these new initiatives. The student mobility programmes in UTM are categorised into three types with different expected learning outcomes, namely in terms of academic, service learning and cultural exchange. These programmes involve credit transfer and cover field work, research and co-curricular activities where international travel forms an essential part of the activity. These programmes are properly designed by specific program learning outcomes (PLO) and assessed accordingly to ensure effective implementation of the programmes.

Mohd Ismail Abd Aziz

Universiti Teknologi Malaysia, Malaysia

Dr Mohd Ismail Abd Aziz is Associate Professor and the Director in the Office of International Affairs at Universiti Teknologi Malaysia (UTM), Johor Bahru, Malaysia. He has held various administration positions in UTM for more than 10 years ranging from Head of Department for External Programmes, Faculty of Science; Deputy Director for School of Professional and Continuing Education (SPACE) and Deputy Director for Office of International Affairs. He is an applied mathematician specializing in optimal control theory and its applications. He has a PhD from City University, London, in Control Engineering; a MSc degree (Mathematics Of Control Systems) from Loughborough University and a BSc degree (Applied Mathematics & Computer Science) from University of New South Wales, Australia.

Roles and challenges of a university international office

0900 - 1030 Meeting Room 307

Many universities in the Asia-Pacific region are developing their international offices, as well as developing ambitious internationalisation strategies. There is growing demand for university education globally and diversity amongst the student body is increasingly regarded as important, not least in international league tables. However, the real challenge is for international offices and internationalisation to add value to the core missions of a university in terms of teaching and research excellence. How does an international office support the values and goals of its host university? How do international students contribute to the quality of learning and research? This presentation explores these challenges for international offices, by studying the experiences of a number of universities, including the Taipei Medical University.

Peter Chang

Taipei Medical University, Taiwan

Dr Peter Chang is a Professor at the Taipei Medical University, where he manages both academic research and international education. He has been actively involved in a range of important cohort studies in universities and has been a lead researcher in a number of international health projects over the past eight years, serving as an advisor to the governmental health departments in the World Health Organisation and the European Union. Professor Chang holds the degrees of MD, MPH and ScD, with a background in occupational and environmental medicine and doctorate training in radiation biology and cancer biology.

Cultured citizens: Classy and connected rethinking curriculums for global citizens

0900 - 1030 Meeting Room 308

Higher education institutions are challenged to keep up with ever changing trends and best preparing their graduates to succeed in an uncertain future. Despite the unpredictable outlook, globalisation and technology advancement will persist as major factors for educational development. Globalisation calls for global citizens with global mind sets and competencies. Technological advance forces individuals and businesses to constantly readapt to survive in this digital world, emphasising the importance of technology as an educational tool. In curriculum design, student exchange is one of the most effective mechanisms to promote a global mind set and exchanges could yield greater benefits if supported by technology. Senior leaders and faculty need to ensure that the curriculum is based on the needs of learners and their best prediction of what the future holds. This calls for closer connections personally, professionally and digitally. Cross cultural and cross generational exchanges must be an integral part of future curriculum development.

Porntip Kanjananiyot

Thailand-United States Educational Foundation, Thailand

Porntip Kanjananiyot is Executive Director of Thailand-US Educational Foundation. Before taking up this role in 2003, she was a Director of the International Cooperation Strategy Bureau and Higher Education Standards Bureau at the Commission on Higher Education (formerly known as Ministry of University Affairs). During her career, she has worked in several ministries, including Education, the Prime Minister's Office (Office of the National Education Commission), and University Affairs. She has served as an assessor since the inception of Thailand Quality Award in 2002 and an external assessor for higher education institutions of the Office of the National Education Standards and Quality Assessment. In addition, she is a member of committees relating to education, international cooperation, and language. She holds a bachelor's degree with honors in education from Chulalongkorn University and holds two master's degrees from Columbia University in educational development and administration.

Teaching 'global citizenship' - Making it happen

0900 - 1030 Meeting Room 308

University students today need the ability to recognise and acquire 'global citizenship'. While study abroad is widely seen as an important avenue for creating 'global citizens', it tends to be limited to providing opportunities to those students from a higher socio-economic background. This presentation introduces a course on 'global citizenship' for all students through effective teaching strategies with tested material. In-class activities are summarised and the variety of activities that encourage students to critically think about what it means to be a 'global citizen' explored. While such courses cannot replace the benefits of

study abroad, it is an alternative option for students unable to participate in a study abroad programme. Educators and curriculum specialists will be encouraged to provide an opportunity for all university students to experience the lasting benefit of a study abroad programme, as well as gaining then necessary citizen characteristics for the 21st century.

Robin Sakamoto
Kyorin University, Japan

Robin Sakamoto is Professor in the Faculty of Foreign Studies at Kyorin University, as well as being a Lecturer at the University of Tokyo. She is the editor of the Journal of Intercultural Communication for the Society for Intercultural Education, Training and Research (SIETAR) Japan. She serves annually on the staff of the Japan Education Forum, which looks at multi-organizational collaboration in educational development. Most recently, she has worked in development assistance activities internationally in Uganda and the Ukraine. Her most recent co-edited volume, *Cross-border Partnerships in Higher Education: Strategies and Issues* with Dr. David W. Chapman was published in June 2010.

Preparing our students for growth by teaching a framework for change: Cultural identity development

0900 - 1030 Meeting Room 308

To meet the challenges and changes of a global society, students need strong and positive identities. Educational programmes designed to enrich students' sense of identity and enhance their skills for the global society must include not only discussion of other cultures, but also structured experiences that encourage introspection. Examining the ways of others helps students recognise, evaluate, accept, and define their own cultural identity. This process both facilitates and is facilitated by internationalisation of the curriculum. Cultural identity development is a framework for the dynamic process of change and growth, wherein students can strengthen their own identities by examining cultural diversity in the classroom, where the theory can be taught and development facilitated. In this presentation, developmental theory will be explained and practical examples of educational strategies from a university course taught in the United States will be offered.

Gina Zanolini Morrison
Universiti Teknologi Malaysia and Wilkes University, USA

Dr. Gina Zanolini Morrison is a Visiting Scholar with the UTM Perdana School of Science, Technology and Innovation Policy at the Universiti Teknologi Malaysia International Campus in Kuala Lumpur, Malaysia. She is currently on sabbatical from Wilkes University, Pennsylvania, USA, where she is an Associate Professor of Education and teaches doctoral courses in educational leadership and diversity, as well as

undergraduate courses in multicultural education and ESL methods. With over 20 years of work in the field of multicultural education in the United States, she has developed a model of cultural identity development, which she sees as a positive and necessary component of effective education. Her recent research projects have focused on women in engineering and women in educational leadership and she has presented papers and workshops in Philadelphia, Scranton, San Antonio, Chennai, Kuala Lumpur and Penang.

Indonesia – Managing higher education for relevance and efficiency

0900 - 1030 Meeting Room 309

This presentation outlines a major project developed by the Directorate General of Higher Education known as I-MHERE, which is a competitive funding scheme for the top ten autonomous universities in Indonesia using Performance Based Contracts (PBC). The I-MHERE scheme is characterised by the following features: the PBC is a contract between the I-MHERE project committee (on behalf of the Directorate General) and the universities, setting out an agreed set of outputs; PBCs have been used effectively to convey the government's priorities to autonomous universities and to ensure that they integrate these into their strategic planning; and PBCs have proved efficient tools to encourage universities to integrate social priorities into their operational objectives. The objectives of the I-MHERE scheme are to achieve better university governance, quality and relevance, efficiency and an institutional commitment to social responsibility.

Yonny Koesmaryono

Bogor Agricultural University, Indonesia

Professor Yonny Koesmaryono is Vice Rector for Academic and Student Affairs at Bogor Agricultural University (IPB), a post he has held since 2008. He is a former Dean of the Faculty of Mathematics and Natural Sciences (2003-07) and has served three terms as a member of Academic Senate of Bogor Agricultural University (2001-03, 2003-07 and 2008-date). His research interest is in agricultural meteorology, particularly in photosynthesis and its environment. He is actively involved in various professional organisations, including the Society of Agricultural Meteorology of Indonesia (for which he was chairman from 2003-07), the Society of Agricultural Meteorology of Japan and the International Society of Biometeorology. He holds a PhD from the United Graduate School of Agricultural Sciences at Ehime University, Japan.

Lien Herlina

Bogor Agricultural University, Indonesia

Lien Herlina is a senior lecturer and senior researcher in Bogor Agricultural University (IPB), where she is

also Director for Academic Assessment and Development. Since joining the University as a junior academic staff member, she has demonstrated strong performance and professionalism in academic fields, research activities, teaching and learning activities, as well as in managerial roles. During her professional career at the university, she has served as a member of several international organisations based on competitive and renewable contracts, including the World Bank (1998-2003), the Asian Development Bank (2004-06 and 2008-09). She holds degrees in food technology and marketing and product management.

Research in Malaysia – Special features and challenges.

0900 - 1030 Meeting Room 309

This presentation discusses one of the central strands of the Malaysian National Higher Education Strategic Plan, namely the intensification of research and innovation. To this end, four universities in Malaysia, including the University of Malaya, have been accorded 'research university', which requires them to focus and intensify their research. These new government expectations, however, do not come without challenges. This presentation explores some of the main issues and challenges faced by the University of Malaya in achieving this ambitious objective, as well as those faced by researchers as they strive to raise the international quality and quantity of their research outputs.

Mohd Jamil Maah

University of Malaya, Malaysia

Dr Mohd. Jamil Maah is Professor of Chemistry and the Deputy Vice Chancellor (Academic and International) at the University of Malaya, Malaysia. Prior to his present appointment, he was Deputy Vice Chancellor (Research and Innovation). He is a Fellow of the Academy of Science, Malaysia. Apart from the various faculty appointments, he is also involved in various committees and activities including: Coordinator, JSPS-VCC; Chairman of Deputy Vice Chancellors (Research and Innovation) Committee; a member of Royal Society of Chemistry, UK; Chairman, Royal Society of Chemistry, Malaysia Section; and Associate Member of Malaysia Institute of Chemistry. He is actively engaged in research and teaching. His main research areas are inorganic and environmental chemistry. Other than publications in international journals, he participated actively in international and local conferences.

The rise of research performance in Asian higher education institutions: The case of Vietnam National University, Hanoi

0900 - 1030 Meeting Room 309

The presentation uses Vietnam National University as a case study for discussing the challenges of raising research performance in Asian universities. It opens with a discussion of the main role of higher education institutions in Asian countries, as they seek to compete in the global economy. It then critically reviews the way in which the research performance of universities is measured in practice. The 'tools' to measure the

research outcomes are examined with a focus on the appropriateness and fairness of these measurement tools, including: the bias towards English speaking countries and developed countries; the lower visibility of research performance of Asian higher education institutions; and the recent rise of research performance in Asia generally. Finally, it discusses the Vietnam Government's policies and strategies to bring its universities into the world's top 200 and the strategies adopted by Vietnam National University to enhance its global standing.

Phuong Nga Nguyen

Vietnam National University - Hanoi, Vietnam

Dr Nguyen Phuong Nga is an Associate Professor and Director of the Center for Education Quality Assurance and Research Development at Vietnam National University, Hanoi. She is also the Chief Quality Officer of the ASEAN University Network (AUN-QA). She has received numerous research grants and has been the team leader of many projects in measurement, evaluation and higher education governance. Associate Professor Nguyen Phuong Nga is one of the pioneers that brought in the concept of education accreditation to Vietnam. She was a Fulbright Visiting Scholar working on higher education policies at UMass, Amherst, Massachusetts, USA in 2002-2003 and was subsequently awarded a New Century Fulbright Scholar grant in 2005-2006 and worked at Southern New Hampshire University, New Hampshire, USA. She obtained her PhD in Education at the University of Melbourne, Australia in 1998.

Public-private partnerships: The Navitas experience

0900 - 1030 Meeting Room 310

This presentation addresses the emergence of the 'Navitas' pathway model and in so doing highlights the good practices which result when there is mutual trust between universities and a private organisation. It provides a brief overview of the changing Australian policy toward charging full fees for international students and the expansion of the private sector in the late 1980s and early 1990s. Two case studies are noted, the partnerships between MIBT and Deakin and SIBT and Macquarie. The presentation then focuses on two 'good practices' which have underpinned Navitas' success with its host universities - good governance and a focus on preparing students to succeed at their chosen university. Finally, Navitas' activities in Singapore, Indonesia and Sri Lanka are discussed in the context of extending the model throughout Asia.

John Wood

Navitas Limited, Australia

Professor John Wood is the Executive General Manager, University Programs at Navitas. He was previously Deputy Vice-Chancellor at Edith Cowan University, where he had university-wide responsibility for students, internationalisation, research, teaching and learning, marketing, development, professional

engagement and commercial activities. He has taught at a number of universities including Brunel, New England, Western Australia, Curtin University of Technology, various Oxford Colleges, the American International University of Europe and on Stanford's British programme. Professor Wood has also held senior private sector positions. He has acted as a consultant for the World Bank, to various governments and to small and large private organisations. He also served as Western Australia Chairperson of the Committee for Economic Development of Australia. Professor Wood holds a DPhil from Oxford University and has authored two books and has edited 115 volumes in the Croom Helm/Routledge Series on great economists.

Andrew Dawkins

Navitas Limited, Australia

Andrew Dawkins is the General Manager of University Programs Division NSW for Navitas Ltd in Sydney, overseeing the operation of pathway Colleges and Managed Campuses and the relationships between Navitas and its University partners in New South Wales. These include Sydney Institute of Business and Technology (SIBT), Macquarie City Campus, ACN La Trobe Sydney, Curtin University Sydney campus and the establishment of a new Navitas Pathway College at the University of Newcastle. He has extensive experience in international education, especially in public-private partnerships, principally in higher education. He has worked in the private divisions of several Australian public universities and offshore with Australian government projects in China and Indonesia.

Entry strategies in higher education

0900 - 1030 Meeting Room 310

China and India provide fascinating cases of countries where, as a result of rapid economic growth, educational capacity at the university level lags behind the needs of its society and economy. Both countries have send their most talented young people overseas for decades, often unwittingly feeding growing Western demand for highly skilled professionals, managers and researchers resulting in a major 'brain drain'. Today, however, the world has changed and emerging economies like China and India have a huge diaspora of highly skilled citizens, who are beginning to return to their country of origin. Against this changing backdrop, West and East could be entering into a new game, competitive or cooperative, scarce resources, organisations, knowledge and learning. The outcome of this new game could have enormous welfare consequence. This presentation considers the changing global balance of supply of, and demand for, international talent.

Krista Knopper

Maastricht University, The Netherlands

Krista Knopper is a member of the India Strategy Team at Maastricht University. Together with her colleague, Professor Frits van Merode, she is responsible for designing, developing and implementing the Maastricht University India Strategy with its main focus on the concept of 'brain circulation'. She is trained in the fields of education and training, education management, intercultural communication and Asian studies and has worked in both Asia and Europe. She holds degrees from Utrecht University and Edinburgh University.

Creating and fostering research networks through the Royal Golden Jubilee PhD programme

0900 - 1030 Meeting Room 310

Successful research programmes are often multidisciplinary in nature and typically require extensive collaboration among researchers. Such multidisciplinary and collaborative research can be achieved through effective operation of research networks. The Royal Golden Jubilee (RGJ) PhD programme was initiated in 1996 by the Thailand Research Fund and, since then, has graduated over 1,500 PhDs with another 3,000 doctoral students in various stages of completion. The programme has involved more than 1,000 Thai advisors and more than 2,000 international coadvisors in 40 different countries. The RGJ programme is known for high standards of achievement, because the selection of both students and supervisors is so rigorous. On average, each student has been able to publish approximately two publications in peer-review scientific journals. One of the most striking achievements has been the success in continuing research collaborations and maintaining long-term research networks involving Thai and foreign scientists.

Amaret Bhumiratana

Thailand Research Fund, Thailand

Professor Amaret Bhumiratana is Director of The Royal Golden Jubilee PhD Programme, funded by the Thailand Research Fund. Previously, he was an Executive Vice President of Mahidol University, and Dean of Faculty of Science, Mahidol University. He has received a number of awards from Thai and overseas institutions. His main interest has been in commercialisation of research findings.

Friend or foe? Collaboration between competitors in international higher education

0900 - 1030 Meeting Room 311

International competition for students, staff and resources is more intense than ever. However, a number of leading international universities are choosing to tackle the challenges of this highly competitive environment by forging innovative collaborations with some of their fiercest rivals. This presentation explores three collaborative ventures which bring together competitors on a global, national and city level: Universitas 21, the network of 22 research-intensive universities from thirteen countries; the Group of Eight, Australia's coalition of leading universities; and the Dublin Region Higher Education Alliance (DRHEA), the strategic alliance of the higher education institutions in Ireland's capital, aimed at developing and profiling Dublin as an internationally competitive learning centre. The session highlights the motivations behind forging strategic alliances of this sort, and provides critical reflections on the challenges and opportunities inherent in evaluating where the fine line between collaboration and competition should be drawn.

Erik Lithander

University College Dublin, Ireland

Erik Lithander is Director of International Affairs at UCD, where he has responsibility for the development of the university's strategies relating to institutional positioning, bilateral and multilateral relationships (including network alliances), regional development and international student matters. He leads UCD International, the umbrella unit which incorporates the administrative functions relating to international issues, including the International Office, which is involved in the recruitment of international students and the provision of specialist support services for them, and the newly-established UCD Centre for Study Abroad, a specialist unit designed to promote inward and outward student mobility and Junior Year Abroad programmes. Originally from Sweden, Erik holds a BSc from the London School of Economics and an MPhil and PhD from the University of Cambridge. His research interests lie in contemporary Latin American literature and he has a particular interest in public policy issues relating to the development of international higher education.

Jane Usherwood

Universitas 21, UK

Jane Usherwood is Secretary General of Universitas 21, the leading international higher education network, a position she has held since 2005. Universitas 21 currently has 22 members from thirteen different countries, five of which have joined over the past four years to extend membership into Korea, Japan, India, Ireland and Mexico. As Secretary General, her role is to facilitate collaboration between members, identify strategic opportunities, oversee communications with external agencies and acting as

corporate secretary. She was previously Director of Personnel Services at the University of Birmingham and has worked in personnel in both the public and private sectors. A graduate of the University of Manchester, Jane also studied at the Universities of Münster (Germany) and Newcastle (UK).

Jennie Lang

University of New South Wales, Australia

Jennie Lang is responsible for marketing and recruitment for international programmes and international operations. She has executive responsibility for The UNSW International Office, which works with the University's network of offices to provide information to prospective international students and manages relationships with international partners; UNSW International Relations, which provides services and facilities that enable an international interface for UNSW and its staff with students and the wider community, coordinating arrangements for visiting delegations from partner institutions and prospective partners to UNSW; and for UNSW International Exchange Programs and UNSW International Student Services.

Addressing the challenges in student exchange programs: Perspectives from a developing country 1100 - 1230 Meeting Room 307

In the Philippines where student exchange programmes are growing in popularity, universities have been presented with a range of challenges that require imaginative solutions. These challenges include institutional resource sharing, divergent institutional mandates and objectives, the selection of aspiring scholars, the limiting mandates of international sponsoring agencies, getting the maximum benefits from the exchange programme and the difficulties and cost of sustaining international partnerships. This presentation offers a framework for developing and managing a successful exchange programme. It suggests that organisational readiness and infrastructures, student/preceptor characteristics, mutuality and clarity of programme objectives and expectations are all key requirements for success. Knowledge development, briefing and debriefing, mutuality and reciprocity and cultural immersion also appear to be crucial. Successfully executed, student exchange programmes offer personal growth, transformative learning, global perspectives, cultural sensitivity and building relationships.

Mary Grace C. Lacanaria

Saint Louis University, Philippines

Dr Mary Grace Lacanaria is the international coordinator for the nursing program at Saint Louis University, Philippines, where she is also the Academic Dean. She finished her Master of Science in Nursing, as well as a master's and doctoral degree in education, graduating cum laude. She is a national nursing leader, nurse researcher and a curriculum consultant. She has written and presented numerous research papers at Asian-Pacific and East-Asian conferences. Her experience as a faculty exchange scholar

and as international coordinator have given her an active role in the conceptualisation, monitoring and evaluation of the faculty-student exchange programs between Saint Louis University and the international partner institutions.

Benedicto Lacanaria

Cordillera Career Development College, Philippines

Dr Benedicto Lacanaria is a Professor at the Cordillera Career Development College, Philippines. He holds degrees in Bachelor of Laws, Masters in Public Administration, Master of Arts in Social Studies and a PhD in Education, graduating magna cum laude. He has published research findings on educational research and social issues like cultural masculinity and student prostitution. He actively participates in international conferences including the recent International Conference on Higher Education Research, where he presented a research paper on evidence-based practice in education and received an award for best oral research presentation.

Breaking down the barriers to student exchange in vocational and technical education: The EU-Australia international vocational knowledge and skills exchange program
1100 - 1230 Meeting Room 307

On a global level, student mobility within the vocational and technical education sector remains relatively uncommon. There are both real and perceived major barriers, including the shorter duration of programmes and difficulties with the international recognition of qualifications and cross-border assessment of credits. However, possibly the most significant barrier to mobility is the lack of knowledge of how to develop a feasible student mobility programme within institutions. The International Vocational Knowledge and Skills Exchange Project, jointly funded by the European Union and the Australian Government, is developing student exchange opportunities for vocational and technical students. This presentation will explain how the project and the related student exchange programme is implemented at RMIT University in Australia. The session will discuss curriculum mapping and credit recognition, but will also highlight that a successful student exchange programme requires comprehensive academic and administrative support.

Carolyn Chong

Royal Melbourne Institute of Technology (RMIT) University, Australia

Carolyn Chong is responsible for student mobility, international scholarship and sponsored students and international education market research at RMIT. Much of her current role involves managing key strategic projects that aim to improve the student mobility programme at RMIT and increase the number of students that will undertake an international education experience. She is the Project Director for the

EU-Australia International Vocational Knowledge and Skills Exchange Project, a project developing student exchange opportunities in the vocational, professional and technical education sector between Europe and Australia. Carolyn completed her degrees in business and psychology and a Masters in Communications. Her career has been in international education and over the past 16 years, she has managed international student admissions, student services, compliance, market research, sponsorships, student mobility and international development projects. Carolyn is well versed in the complexities of working in the schools, vocational and technical education and higher education sectors.

Miranda Walker

Royal Melbourne Institute of Technology (RMIT) University, Australia

Miranda Walker has worked in international education for the past three years. She works closely with Carolyn Chong on the implementation of the EU/Australia International Vocational Knowledge and Skills Exchange Project, a project developing student exchange opportunities in the vocational, professional and technical education sector between Europe and Australia. Miranda started her career as an historian, completing her PhD in 2006 followed by a short stint in academia. Since 2007, she has worked in the international area at RMIT University, where she has worked as a researcher and as a project manager.

[Leveraging an international network: Strategies for success](#)

[1100 - 1230 Meeting Room 307](#)

Whether your international office has 30 partnerships or 300, membership of an international higher education exchange network provides distinct advantages. Many universities fail to tap into the full resources of the network and instead relegate it to a second- or third-tier option for outbound students, primarily because the unique exchange model differs from a traditional one-to-one exchange. At the same time, it can be a real challenge to manage a large register of bilateral agreements and all the resulting obligations. Fitting international network membership into the mix poses its own set of opportunities and challenges. This panel discussion shares from experience different ways to strike the right balance and get the maximum value out of investment in an international network for student exchange.

Derek Bradley

International Student Exchange Programs (ISEP), USA

Prior to serving as the Director of Asia Programs for ISEP, Derek Bradley taught for five years at various universities in China, including Beijing Language and Culture University, Jiangxi University of Finance and Economics and Anhui Normal University. He has also worked for the US Agency for International Development (USAID), The Boston Consulting Group and the International Council on Clean Transportation and holds an M.A. in Intercultural Studies from Wheaton College. His work in the Asia-

Pacific region has included periods in Australia, Cambodia, Japan, Hong Kong, Indonesia, New Zealand, the Philippines, South Korea, Thailand and Vietnam.

Gonzalo R. Bruce

East Stroudsburg University of Pennsylvania, USA

Dr Gonzalo R. Bruce is the International Study Program Manager at East Stroudsburg University of Pennsylvania. He has worked in international education in post-secondary education institutions for the past eleven years, both in the US and abroad. Previously, he served at the Pontificia Universidad Catolica de Valparaiso (Chile) as Director of International Academic Cooperation. He received his MA in International Public Affairs at the University of Pittsburgh (Pennsylvania). He completed his doctoral studies at The Ohio State University (Ohio) and received his PhD degree in Higher Education Administration after completing his dissertation work entitled 'Institutional Design and the Internationalization of Research US Postsecondary Education Institutions'.

Developing future talent: What skills are needed for success in the global labour market and how to help our students develop them?

1100 - 1230 Meeting Room 308

What are companies looking for in the next generation of graduates? Are certain skills recognised globally among international graduate recruiters? Which are they, and how can students develop these? How can you measure if your skills programme is providing results? This session will present three case studies, each from a different perspective on the above questions. The first will discuss how Airbus developed the set of 'key competencies' it seeks in graduates and how these are operationalised in collaboration with universities. The second will review a project by Petrus Communications for the French government to improve employability skills in university students, while signalling these competencies to future employers. The third outlines two ground breaking EUKorea education and internship programmes developed by Kyungbook National University in Korea, which allow students to obtain an international experience (in Korea or with EU partners), study for their qualification and complete an internship.

Rachel Schroeder

Airbus, France

Rachel Schroeder is Head of Employment Marketing at Airbus, where amongst other things she is responsible for the development of strategic university relationships worldwide. After nine years with Airbus in North America where she worked in Market Research, Strategic and Business Planning and Investor Relations, Rachel moved to Toulouse in 1995 to join Airbus SAS in the Commercial Directorate. She joined the Technical Marketing department in 1999 and in 2003 Rachel moved to Corporate

Communications to become Head of A380 Communications. From 2007 to 2009 Rachel combined A380 and Environmental Communications within the Strategy and Strategic Communications department, notably launching the Airbus Fly Your Ideas Challenge – a student competition about aviation and the environment which attracted 2500 participants in the first year. Rachel speaks at many industry conferences each year, as well as contributing to the Master of Marketing in New Technologies at the IAE Toulouse.

Kirsten Williamson

Petrus Communications, France

Kirsten Williamson is founder and Managing Director of Petrus Communications, an award-winning international recruitment marketing and research consultancy. Petrus's team of experts works closely with companies and universities worldwide, to attract and develop the right candidates for internships, graduate jobs and masters or MBA programmes. Kirsten leads a number of training courses on the themes of managing a careers service and developing employability skills. She was keynote speaker at the 2008 Businet annual conference, presented a showcase at the 2008 and 2009 Association of Graduate Recruiters conference and has spoken at EAIE annual conference for 10 years. Kirsten is part of a government advisory committee in France working on strategies to improve the labour market integration of arts and humanities students, and is co-chair of EMPLOI, the EAIE's professional section on employability, careers services and internships.

Shane Ellis Coates

Kyungbook National University, Korea

Shane Ellis Coates is the Coordinator for the International Writing Center at Kyungbook National University in Daegu. A language and writing instructor for 15 years, he was Coordinator for the Academic Support Centre at a university in Istanbul before moving to South Korea in 2008. Apart from his administrative duties, he designs English Language courses and teaches Business Writing at the university and has worked extensively to help KNU students develop skills sets needed for overseas work or study. In addition, Shane is the Portfolio Advisor for Korean students taking part in the KNU US Military Internship Program, as well as European students enrolled in the Study and Internship Program for European and Korean Students (SAIPEKS).

A case study of the National University of Sciences and Technology, Pakistan

1100 - 1230 Meeting Room 309

This presentation uses the National University of Sciences and Technology (NUST) in Pakistan as a case study to explore the challenges of building research excellence while maintaining an accessible higher education system. NUST strives to be an innovative, modern multi-disciplinary centre of excellence for research and development which offers a high quality, but accessible curriculum for its students. Its goals are: to develop NUST into a international centre of excellence for advanced scientific and technological education and research; to introduce state of the art technologies into academic programmes through inculcating a spirit of innovation, creativity and entrepreneurship; to emerge as a leader in higher education; to globalise the university; to establish a creative and interdisciplinary curriculum; and to support interdisciplinary research. This presentation highlights the tensions and challenges in achieving these multiple objectives in a modern university.

Zuhr Khan

National University of Sciences and Technology (NUST), Pakistan

Engr. Zuhr Khan is the Academic Director of the National University of Science and Technology, a post he has held since 2007. The Academic Director is responsible for oversight of all academic activities at NUST, including curriculum development, policy issues and coordination with the national Higher Education Commission. Engr. Zuhr Khan also shares responsibility for promoting and managing international collaboration with foreign universities.

Building a private university towards contributing to the success of Malaysian National Higher Education strategic plan

1100 - 1230 Meeting Room 309

This presentation uses UNITEN, a private university owned by the largest utility company in Malaysia, to explore the critical success factors in establishing and developing a private university. UNITEN's goal is to establish as a regional centre of educational excellence, steadily becoming a research university in order to fulfil its vision to be a world class university. UNITEN focus is on setting itself apart as an 'Energy University' with the objectives of 'ensuring economic, social and environmental sustainability in green energy technology'. This goal is closely aligned with the Malaysian National Higher Education Strategic Plan, as well as growing international concerns about the scarcity of energy resources, climate change, global warming and its impact to the environment. The presentation will discuss the importance for a private university of becoming self-sufficient in funding terms, so that it can reinvest in promoting research and teaching excellence.

Chong Pui Yee

University Tenaga Nasional (UNITEN), Malaysia

Chong Pui Yee is the Coordinator of the Strategic and Corporate Planning Centre at UNITEN, where she is responsible for Internationalisation and institutional research. She joined UNITEN in 2007 as a Lecturer in Institute of Liberal Studies. Her research interests include teaching and learning, institutional research and internationalisation of higher education. Prior to joining UNITEN, she had more than nine years of working experience in the ICT industry, including roles in corporate communications, procurement and logistics and human capital and competency development. She holds a Bachelor's Degree (Hons) in Social Sciences, majoring in Communications, and an MSc in Information Technology. She is currently working towards her PhD at Universiti Kebangsaan Malaysia (UKM), Malaysia.

New approach to building the future: The ASEAN University Network's experience

1100 - 1230 Meeting Room 309

The advent of globalisation has brought new and emerging challenges for higher education. Universities are under increasing pressure to adapt their teaching and research to the demands of a post-industrial global knowledge economy, in which the world is increasing 'flat'. A network management approach provides a promising way of allowing universities to work together, pooling knowledge and resources, to respond to these challenges, in ways that deliver higher performance and more effective services and outcomes with recognized impacts. The ASEAN University Network (AUN) has been using this network management approach for almost a decade. In addition, AUN's approach has the unique characteristics suitable for southeast Asian norms and cultures. This presentation uses the AUN as a case study to illustrate the benefits of a network management approach in delivering benefits for its members and the region, based on the distinctive nature of AUN's shared values system.

Nantana Gajaseni

ASEAN University Network, Thailand

Dr Nantana Gajaseni is an Associate Professor in the Faculty of Science at Chulalongkorn University and was appointed as the Executive Director of the ASEAN University Network (AUN) Secretariat in May 2009. With the knowledge, leadership and experiences gained from her previous posts as Deputy Executive Director of the AUN Secretariat and the Co-Director of the ASEAN-EU University Network Programme (AUNP), Dr Gajaseni has become a proficient practitioner in the field of higher education cooperation. Her research interests are in freshwater ecology and environmental economics. Through her research, she is also actively involved in environmental development, as well as in promoting intraregional and interregional academic collaborations which have been recognised for the contributions to human capacity building and overall development, especially in the ASEAN region.

Cross-border partnerships in higher education

1100 - 1230 Meeting Room 310

Universities world-wide are grappling with introducing innovation and creativity into the higher education curriculum. One of the most salient approaches is through cross-border collaborations that, due to their nature, require innovative and creative solutions to solve issues that arise through such partnerships. This presentation focuses on three forms of cross-border collaboration that are widely advocated as strategies for improving the quality, relevance and, in some cases, financing of higher education: first, cross-national harmonisation of curricula and academic regulations as a means of increasing student mobility and facilitating the cross-national assessment of instructional quality; secondly, international collaboration in the delivery of instruction, including such mechanisms as student exchange, branch campuses, and joint degree programs; and thirdly, cross-border partnerships in noninstructional activities which focus more on research, faculty development, accreditation and social issues. Each of these forms of collaboration offer benefits, but also pose challenges and risks.

Robin Sakamoto

Kyorin University, Japan

Robin Sakamoto is Professor in the Faculty of Foreign Studies at Kyorin University, as well as being a Lecturer at the University of Tokyo. She is also the editor of the Journal of Intercultural Communication for the Society for Intercultural Education, Training and Research (SIETAR) Japan. She serves annually on the staff of the Japan Education Forum, which looks at multi-organizational collaboration in educational development. Most recently, she has worked in development assistance activities internationally in Uganda and the Ukraine. Her most recent co-edited volume, *Cross-border Partnerships in Higher Education: Strategies and Issues* with Dr. David W. Chapman was published in June 2010.

Transnational collaboration: Case studies from the UK, Europe, Malaysia and Libya

1100 - 1230 Meeting Room 310

This presentation uses a series of case studies of successful transnational partnerships between the UK, Europe, Malaysia and Libya, focusing on partnerships covering education and research within the health sector. These case studies illustrate the nature of the opportunities identified and challenges faced and the presentation offers interesting insights into possible ways for other universities to learn from these examples.

Godfrey Mazhindu

Liverpool John Moores University, UK

Professor Godfrey Mazhindu is Dean of the Faculty of Health and Applied Social Sciences at Liverpool John Moores University. He has considerable experience of setting up and managing transnational partnerships in Europe, Africa and Asia. Professor Mazhindu holds a PhD from the University of Reading and his academic and professional interests lie in the area of leadership and workforce development in health and social care as an issue of global concern.

Transnational program design and development: A case study of Concordia University
1100 - 1230 Meeting Room 310

In 2009, Concordia University (CU) launched its transnational MBA program in Taiwan, which was the first CU programme in Asia. The CU-MBA programme adopted a blended learning approach that integrates face-to-face sessions and on-line e-learning interactions. So far, over 50 adult learners have joined the CU-MBA program and the CU-MBA has become one of the most successful transnational programmes in Taiwan. This presentation reviews the experience of launching this new programme, covering issues such as curriculum design, tuition strategy, and market planning. It also explores the programme design framework and the programme's practical marketing strategy.

Jack Fei Yang
St John's University, Taiwan

Dr Yang is a Professor at St John's University, Taiwan. His research expertise is in adult and higher education, distance learning, transnational education, life-long education, global education and educational marketing. During his time as an academic at SJU and HKU, Dr Yang published over 30 research papers for international conferences and journals and authored three books.

Can a postgraduate course in the UK be a good option for continuing professional development of healthcare professionals in Taiwan?
1100 - 1230 Meeting Room 311

Continuing professional development (CPD) is an important issue for healthcare professionals. Receiving postgraduate training in a higher education institution has become a primary way of fulfilling CPD in Asian countries and other parts of the world. This presentation and the background research were inspired by the personal experience of completing a master's degree programme in health science in the UK. After returning to his post as an emergency physician, the presenter shared his learning experience with his hospital colleagues. This presentation reports his experiences and those of other healthcare professionals, gathered through a series of interviews, who had either received postgraduate education in the UK or were planning to apply for similar courses. The interviewer used his British experience as background to

encourage the interviewees to express their reflections, concerns and expectations. The findings of this study inform the provision of international higher education from wider perspectives.

Meng-Hua Chou

Chang-Gung Memorial Hospital, Taiwan

Meng-Hua Chou is a chief doctor in the Emergency Department of the Chang-Gung Memorial Hospital in Taiwan. Before pursuing his higher education in England in 2008, he had been working as an emergency physician for seven years. Because of his professional interest in prehospital emergency medical service, he was appointed as the first Medical Director of Chiayi County Fire Bureau between 2007-08. Reflecting on the needs of the patients and institutions he served, he decided to explore the field of health studies abroad. While few Taiwanese doctors would consider going overseas for their CPD, his experience in Britain provides an alternative for professional development. In his research, he collected his colleagues' responses towards his experience of this alternative route to CPD, which may be of value to the future CPD providers of health-care professions.

Internationalising the student body: International student recruitment, support and exchange 1100 - 1230 Meeting Room 311

The increasing international mobility of students makes it imperative for India to consider the strategies employed by developed countries to develop significant numbers of world class universities in their countries. India is embarking on a major reform of higher education with 'The Foreign Educational Institutions (Regulation of Entry and Operations, Maintenance of Quality and Prevention of Commercialisation) Bill, which is likely to lead to significant changes in the quality of higher education in India. This presentation offers one perspective on the present reforms from the point of view of Symbiosis, a network of 36 private academic institutions spread across 17 campuses, with over 3000 international students on campus from 75 different countries. Its internationalisation arm, the Symbiosis Centre for International Education (SCIE), likely to be a major beneficiary of the liberalisation of Indian higher education.

Vidya Yervdekar

Symbiosis International University, India

Dr Vidya Yeravdekar is the Principal Director of Symbiosis and the Executive Director of the Symbiosis Centre for International Education under the aegis of the Symbiosis International University. She leads the process of internationalisation at the university and has launched numerous initiatives including the Study India Programme, Semester Abroad, the Scholar-In Residence, Summer Schools, setting up of Area Study Centres (eg, Japanese, European and American). Dr Yeravdekar has participated in many educational fairs

abroad to promote Indian higher education, as well as the rich cultural heritage of India. She was recently chosen to be a part of the delegation accompanying the Honourable Educational Minister Shri. Kapil Sibal, which visited various top universities in the US to promote and enhance collaboration between Indian and US universities. She is a member of the University Grants Commission, Government of India and the Governing Body of the Indian Council for Cultural Relations.

The globally welcomed graduate

1100 - 1230 Meeting Room 311

This presentation views, through global eyes, the main outcome of higher education, namely 'the graduate'. This is essential, since the knowledge, competencies and skills acquired by graduates are becoming increasingly important for intercultural understanding, international cooperation and integrated world progress. This presentation explores the required global qualities of university graduates, so that they become 'world class graduates', whose impact at the world level is both more beneficial and more effective. University graduates are usually expected to deliver human, social, and economic value to society. Society in this context needs to be seen, not just in local or national terms, but in global context. In this respect, the presentation, while considering the need for intellectual competence in graduates, especially from a professional viewpoint; emphasises that they also require ethical and intercultural competence, in addition to knowledge in globally needed skills.

Saad Haj Bakry

King Saud University, Saudi Arabia

Saad Haj Bakry is Professor of Information Networks, College of Engineering, King Saud University, where he has been working since 1980. He has contributed to various national Saudi development plans, including: the information technology plan, the science and technology plan and the higher education plan. In addition to his academic work on the investigation and design of information and communication networks, he has written, in the last ten years, three books and a number of articles on the various issues of the knowledge society, including the role of higher education in its development and sustainability. He developed a framework for the knowledge society ecosystem upon which he and others are building their research on the subject. At present, in addition to his work at King Saud University, he is a consultant to the Saudi Ministry of Higher Education.

Hamad Al-Seikh

King Saud University, Saudi Arabia

Hamad Al-Sheikh is the Vice President of King Saud University (KSU) for Quality and Development. He received his PhD in Economics from Stanford University in 1995 and previously held various academic positions at KSU, including Dean of King Abdullah Institute for Research and Consulting Studies. In this

capacity he supervised more than 300 consultation projects with a value of more than US\$100m during the period 2008-09. He contributed to various national Saudi development plans, including: the information technology plan, the science and technology plan, and other national plans. He has given over 150 television interviews on economic issues and participated in more than 100 Saudi newspaper economic reports. He lectures on economic issues widely, locally and internationally including presentations in: New Delhi, India; Alain, UAE' Nairobi, Kenya; Mainz, Germany; Muscat, Oman; and Rome, Italy.

Challenges in managing international student recruitment and exchange

1400 - 1530 Meeting Room 307

In line with the Government of Malaysia's move towards making Malaysia a regional hub for higher education, all public and private colleges and universities in the country have been encouraged to meet this target by securing 100,000 international students. Numerous methods are employed to increase the efficiency of recruitment which is cost effective and meets the requirements of each university. The University of Malaya has utilized several means in the past to market the University through promotion in education fairs, employed agencies for recruitment and is currently embarking on the use of Facebook, YouTube and the establishment of University Offshore Office for the recruitment of international students, staff and to assist the University in its student mobility programme. The presenter will discuss the establishment of the University of Malaya Offshore Recruitment Office for the recruitment of students, faculty and student mobility and will also touch upon some of the issues and challenges using this method for recruitment.

Yusoff Musa

University of Malaya, Malaysia

Yusoff Musa is the Director of International Student Center, University of Malaya. He has served the University since 1984 in various faculties and is currently tasked with leading the internationalisation efforts of the University, including the recruitment of international students and planning the university mobility programme. He is also the Manager of the International House, which provides 96 apartments for international students and also manages the accommodation for exchange students in the incampus hostels numbering about 1,000 places.

Student leadership development – The SMU way

1400 - 1530 Meeting Room 307

Capacity-building in student leaders is both a continuing process as well as a continuum. Capacity-building enables, empowers and engenders a breed of student leaders well-equipped to perform their leadership,

governance and service roles to their student constituencies, to the university and to the larger community. This presentation discusses the way that Singapore Management University (SMU) uses various leadership ideologies and theories, such as Stephen Covey's Seven Habits, Robert Greenleaf's Servant Leadership and Kouzes and Posner's Leadership Challenge model, to prepare student leaders. Students are given the opportunities and resources to organise, lead and serve both internal and external communities on a journey of self-discovery, self-challenge and self-actualisation. The Office of Student Life (OSL) is the lead department which nurtures the potential and life skills in our students, inspiring them to make a positive difference to communities and the environment around them.

Kong Soon Tan

Singapore Management University, Singapore

Kong Soon Tan is Manager of Student Leadership with the Office of Student Life at Singapore Management University. In his work, he oversees and manages student leadership development and key student organisations like the SMU Students' Association. A successful product of student leadership development and experiential education himself, Kong Soon was a prominent student leader in college and university. He served in government agencies running public education programmes before answering the call of duty in student leadership development with his alma mater. Kong Soon holds a Bachelor of Arts (NUS) and a Master in Mass Communications (NTU) and has previously presented at the 10th APSSA Conference 2006 in Singapore and the 12th APSSA Conference 2010 in Brisbane.

Trends and issues in the evaluation of student biographies

1400 - 1530 Meeting Room 307

There are several issues currently at the forefront of discussions among biography evaluators and international admissions professionals. They include the comparability of three-year and four-year bachelor's degrees, the prevalence of fraudulent documents and diploma mills and quality assurance in private institutions. Many countries around the world have three-year first degrees. This structure provides a challenge when students from those countries apply to postgraduate institutions in countries with four-year degrees. This presentation discusses ways of handling this situation. In addition, falsified documents are becoming more sophisticated with the available technology. Sample falsified documents, and diploma mills documents will be shown, with methods for detecting them. Finally, with an increase in students completing university-preparatory secondary programs, the demand for tertiary institutions has never been higher, leading to the rapid development of private institutions. Ways to determine the eligibility of students from these institutions will be discussed.

Margaret Wenger

Educational Biography Evaluators, Inc., USA

Margaret Wenger is a Senior Evaluator and Team Manager at Educational Biography Evaluators, Inc., specializing in South Asia, the Middle East and North Africa, Francophone Africa, and China. She has a Master of Science degree in the Cultural Foundations of Education and has lived and worked in Denmark, France, Togo, and Japan. She authored ECE Presents the Educational System of Tunisia, which was published in May 2002, in addition to contributing to the NAFSA Guide to Educational Systems Around the World (1998 and 2009). She has given workshops for the International Education Association of South Africa, the Canadian Education Centre Network, and the European Association of International Education, as well as US organisations such as the National Association of Graduate Admissions Professionals, NAFSA, Association of International Educators and the Council of Graduate Schools. She also presents regularly at Education USA advising conferences in Asia and Africa.

Alexandria University (AU): Steps toward internationalisation
1400 - 1530 Meeting Room 308

This presentation explores the steps taken by Alexandria University towards greater internationalisation, as part of the Partnership Programme for Graduate Studies and Scientific Research linking Virginia Tech and the academic institutions of the Ministry of Higher Education. The Ministry of Higher Education began internationalizing the curriculum by introducing the Credit Hour System at the undergraduate level, and requiring all postgraduate programmes to adapt the Credit Hour System. At the same time, new academic programmes were developed to enhance the learning process, focusing on new trends of science and technology. The presentation explores these developments through a case study of the Electromechanical Engineering Programme initiated at the Faculty of Engineering, which merges the former Mechanical Engineering and Electrical Engineering programmes while benchmarking on international standards for the curriculum.

Maissa Samir Hassan Bayoumi

Alexandria University, Egypt

Maissa Samir Hassan Bayoumi is General Director of IDDSC at Alexandria University, a position he has held since 2008. He has been a faculty member at AU since 1990, when he joined the Scientific Computation Center in the Faculty of Engineering. His recent achievements include representing AU at the ARAB-ACRAO 28th Conference, attending training on the implementation of e-Government in South Korea organised by the Ministry of Administrative Development and KOICA, representing AU at 5th QS-APPLE in Kuala Lumpur, Malaysia and taking part in meetings related to the implementation of a range of multinational projects. He holds a BSc and MSc in Computer Science and Automatic Control.

Campus internationalisation through creative specialised programmes

1400 - 1530 Meeting Room 308

This presentation shares the experience of Chung-Ang University in internationalising its campus through the development and introduction of creative specialized programmes. Although there are many examples of universities around the world which have successfully internationalised the student experience, those like Chung-Ann University which have only recently started down this path have to be imaginative in adapting to local conditions and cultures, rather than simply replicating models from foreign universities. The presentation opens with a discussion of the conditions Chung-Ang University faced five years ago in terms of campus internationalisation. Second, it sets out the broad strategies Chung-Ang University adopted as a relatively late participant in internationalisation. Finally, it shares the experience of utilizing creative specialised programs such as undergraduate double degree programmes and shortterm programmes to drive campus internationalisation.

Sahm Kim

Chung-Ang University, Korea

Professor Sahm Kim is Associate Dean of the Office of External Affairs Education in the Department of Mathematics and Statistics at Chung-Ang University. He has extensive experience of internationalisation, both as a professor and a student. He holds a PhD in Statistics from the University of Georgia, and a bachelors and masters degree in statistics from Seoul National University.

Assigning academic credit for student cultural exchange: A case study from a UK-Malaysian partnership

1400 - 1530 Meeting Room 308

This presentation uses a case study to explore the benefits of cultural exchange. Universiti Kebangsaan Malaysia (UKM) runs a one month field based courses entitled Sustainable Tropical Heritage. UKM students are joined by students from overseas in a cultural and knowledge exchange focused on natural resource management in some of Malaysia's most beautiful natural sites. In 2010, students from Liverpool John Moores University participated in this programme as part of a PMI2 Project funded by the UK Department for Innovation, Universities and Skills and administered by the British Council. Their activities were incorporated into a final year honours level module, which allows them to gain 24 academic credits towards their honours degree. The module includes consideration of the cultural factors that influence natural resource management policy in Malaysia and the presentation will explore how UK students have used their experiences to re-evaluate approaches to environmental protection in their home country.

Simon Dowell

Liverpool John Moores University, UK

Simon Dowell is Head of International Affairs for the Faculty of Science, where he is responsible for developing and maintaining international partnerships for the science schools at Liverpool John Moores University, particularly in Asia. He was educated at Exeter and Oxford Universities in the UK as a zoologist and spent the early part of his career doing conservation-related research and teaching, first at the Game and Wildlife Conservation Trust and then at Liverpool John Moores University. Prior to taking on his current role in 2008, he spent eight years as Deputy Director and then Director of the School of Biological and Earth Sciences at the University. He is a Fellow and Trustee of the North of England Zoological Society which runs Chester Zoo, where he coordinates a major conservation project in Sichuan as part of their conservation outreach programme for China.

Steps towards transforming King Abdulaziz University into a 'thinking university'

1400 - 1530 Meeting Room 309

In an era of globalisation, all universities face challenges in meeting international quality standards, satisfying expectations and maintaining their competitiveness. This presentation discusses the experience of King Abdulaziz University (KAU) in addressing these challenges. KAU has endeavoured to transform itself into a world-class university through its Second Five Year Strategic Plan (2010-14). This plan envisages a new future for KAU, including a wide range of strategies, programmes and initiatives designed to redefine the identity of the university. This new identity builds upon KAU's traditional strengths as a comprehensive mass university, but focuses on it becoming a research, electronic, entrepreneurial and 'thinking university'. This presentation will particularly examine the goal of building a thinking university. The primary concept behind this initiative is the crafting of a 'framework of conviction' which brings together people's minds at KAU and aligns their thinking with the university's vision for its future.

Zoheir Damanhour

King Abdulaziz University, Saudi Arabia

Dr Zoheir Damanhour is Vice-President for Development at King Abdulaziz University (KAU) in Saudi Arabia and an Associate Professor of Pharmacology in the Faculty of Medicine at KAU. He has held various posts in the university including Deputy-Director of King Fahad Medical Research Centre, Vice-Dean of the Faculty of Medicine, Chairman of the Pharmacology Dept and Dean of Graduate Studies in the University. He was a visiting professor at the University of Ottawa in Canada from 2003-04. He had over 30 publications in pharmaceutical sciences, as well as strategic planning and postgraduate studies. He obtained his BSc from the University of Lancaster in 1982 and his MSc and PhD from the University of Wales in 1983 and 1988 respectively.

Osama S Tayeb

King Abdulaziz University, Saudi Arabia

Professor Osama Tayeb is the President of King Abdulaziz University (KAU), a post he has held since 2003. He is also Professor of Pharmacology in the Faculty of Medicine at KAU. He held various academic and administrative and leading posts at KAU, notably as Vice-Dean for Postgraduate Studies and Research in the Faculty of Medicine (1983-87), Dean of the Faculty of Medicine and Allied Medical Sciences (1990-95) and Vice-President of KAU University (1995-2001). He is a member of large number of governmental and ministerial committees in Saudi Arabia, both in the government and the private sectors. He has more than 60 publications in pharmaceutical sciences and he is a member of the American Pharmacology and Experimental Therapy Society and the American Academy for Clinical Toxicology. He obtained his BPharm Degree in Pharmaceutical Sciences in 1976 and his PhD from Vanderbilt University in Nashville, Tennessee, in 1981.

Developing a 'win-win' quality assurance framework for the private higher education sector in ever-changing times

1400 - 1530 Meeting Room 309

Can the objectives of high quality education standards be reconciled with private enterprise values and aspirations in the higher education sector? What kinds of quality assurance frameworks are needed to build a sustainable, high-quality private higher education sector? This presentation reports on the design and development of an innovative and convergent framework to achieve this objective in Malaysia. It argues that the results are internationally transferrable as a prescription for the quality assurance 'shifting ground', which increasingly challenges higher education policymakers. It discusses the some of the enduring notions which obstruct the development of a 'win-win' quality assurance framework, notably outdated assumptions such as 'one size fits all' when it comes to standards. It concludes that a design solution has been achieved which effectively addresses this particular policy challenge in the Malaysian private higher education sector.

Cameron Richards

Universiti Teknologi Malaysia, Malaysia

Dr Cameron Richards is a Professor at the Perdana School of Science, Technology and Innovation Policy on the international campus of the Universiti Teknologi Malaysia. His work focuses on policy studies on the one hand and ways of assisting postgraduate students and colleagues with more effective models and practices of academic research inquiry, academic writing and general 'knowledge-building' on the other. His long-term interest in methodology studies and the construction of knowledge inform his

interdisciplinary and cross-cultural interests in the global convergence of different knowledge systems (and the future role of universities along these lines) and his current project exploring the 'new marriage of policy studies and applied science and technology research' around the convergent pillars of sustainability, innovation and social relevance. He has previously worked at Queensland University of Technology, the University of Western Australia, the Singapore National Institute of Education and the Hong Kong Institute of Education.

Universitas Islam Indonesia: A perspective on the world class university

1400 - 1530 Meeting Room 309

In Indonesia as elsewhere, the paradigm in university competition is increasingly shifting from the domestic to the international sphere, driven by globalisation, growing student and staff mobility and the increasing influence of international university league tables. This increasing international orientation of university competition has led, in turn, to the emergence of the concept of the 'world class university'. This presentation explores how, with limited resources and little government financial support, Universitas Islam Indonesia (UII) and other private universities have struggled to remain competitive in Indonesia in the face of growing competition from expanding state universities and new international players. It analyses how UII, a private university in Indonesia, has sought to develop the basic foundations to compete globally, by creating a distinctive Islamic curriculum and building international networks with other developing and Moslem countries, and redefine the concept of world class.

Abdul Hakim

Universitas Islam Indonesia, Indonesia

Dr Abdul Hakim is the Head of the Collaborative Division at Islamic University of Indonesia. His role is to provide assistance in enhancing his university's networks with international communities through a range of teaching and research collaborations. He also serves as the Head of International Office Division. Both positions are interconnected, as part of the wider vision of the university is to become a world class university. He is involved in building a distinctive curriculum within the university, which includes grounding courses in Islamic values. His research interests are in the area of risk modelling, including the risk associated with the decision to become a world class university. His other interest is in modelling risk in Islamic finance and banking. This has motivated him to propose an alternative university ranking system, in which universities conducting Islamic teaching are ranked in a more meaningful and objective way.

Envisioning new horizons in transnational business education: The IBSA experience

1400 - 1530 Meeting Room 310

The presentation addresses universities' changing objectives and strategies in the emerging landscape of international education. The pace of innovation in today's global business environment places a premium upon speed and efficiency, both in terms of production and managerial decision making. For new managers, this means not only learning on the job in real time, but coming to the job as well trained as possible. Business schools have to offer solid professional knowledge, real life international experience, cultural flexibility and personal development to provide new managers the greatest chances of success. One solution to this challenge is the formation of strategic alliances like the International Business School Alliance (IBSA) and the embracing of the concepts of 'integrated diversity' and 'international qualification'. In doing so, the university pursues the internationalisation of business education both as an objective and as a strategic task.

Reinhold Roth

Bremen University of Applied Sciences, Germany

Dr Reinhold Roth is Professor of Political Science and International Management at the Bremen University of Applied Sciences and Adjunct Professor at the University of North Carolina Wilmington. He is author, editor and coeditor of numerous publications in the field of political sociology, international relations and international management. He has served in several leading positions in international business education and multinational research projects eg, coordinator of the working group section economics of the French-German University; Fulbright liaison professor; director of the NAFTA-liaison office at Bremen UAS; Director of the International Master of Business Administration and Director of the Business Administration/International Management, Bremen UAS; European coordinator of the Transatlantic Business School Alliance; and member of the governing board, Institute of International Business and Research, Poona, India.

Zabid Hj Abdul Rashid

Universiti Tun Abdul Razak, Malaysia

Professor Md Zabid Haji Abdul Rashid is President and Vice Chancellor of University Tun Abdul Razak (UniTAR). He joined Universiti Pertanian Malaysia (UPM) in 1980 and while a UPM faculty member served as Head of the Department of Management Studies (1988-95), Deputy Dean of the Faculty of Economics and Management (1995-97), Founding Dean of the Malaysian Graduate School of Management (1997-2001) and Chief Operating Officer of the Malaysian Graduate School of Management Foundation. He left UPM in 2003 to become the Director of the Centre for Graduate Studies at the Open University Malaysia between 2003-06, until he joined UniTAR. Professor Zabid holds a BSc in Agribusiness from University

Pertanian Malaysia, an MSc from Imperial College London, a Diplome Etude Approfondie (DEA) from University of Aix-Marseille and DSc in Management from University of Aix-Marseille/ESSEC. He has written more than 140 articles.

Enhancing transnational education through international research partnership: Experiences of IPB (Bogor Agricultural University) from Indonesia-German collaboration (STORMA project)
1400 - 1530 Meeting Room 310

The Stability of Rainforest Margin Areas (STORMA) has been identified as a critical factor in the protection of the tropical forest. The STORMA project was established in 2000 and is now in its fourth phase. The project involves four universities: Bogor Agricultural University (IPB) and UNTAD (from Indonesia) and GAUG and UNKA (from Germany). At the heart of the STORMA project is an Indonesian-German collaborative research centre which analyses processes that may contribute to the stability of rainforest margins and develop integrated concepts of sustainable land use. This presentation explains the nature of the collaboration, which is a combination of transnational education, scientific capacity enhancement involving staff from both sides who work on dissertations, joint international publications, participation in international symposiums, knowledge transfer and shared research facilities funded by the project.

Lien Herlina
Bogor Agricultural University, Indonesia

Lien Herlina is a senior lecturer and senior researcher in Bogor Agricultural University (IPB), where she is also Director for Academic Assessment and Development. Since joining the University as a junior academic staff member, she has demonstrated strong performance and professionalism in academic fields, research activities, teaching and learning activities, as well as in managerial roles. During her professional career at the university, she has served as a member of several international organisations based on competitive and renewable contracts, including the World Bank (1998-2003), the Asian Development Bank (2004-06 and 2008-09). She holds degrees in food technology and marketing and product management.

A tri-partite partnership for the development of pharmacy education in southeast Asia: the Netherlands-Thailand-Vietnam collaboration
1400 - 1530 Meeting Room 310

In modernising pharmacy education in southeast Asia, one of the most common strategies has been bilateral collaboration between Asian and Western universities. However, such collaborations are often complicated when there is an extreme gap between the two countries, limiting the direct application of Western content and practice to the Asian situation. One approach to facilitating collaboration between two very different countries is to find a third partner capable of serving as a connector in knowledge

transfer. Pharmacy schools in Thailand have long standing relationships with pharmacy schools in the US and Europe. This allows Thailand to serve as the connector to assist less-developed southeast Asian countries. A collaborative project between six pharmacy schools of Vietnam, the University of Groningen and Mahidol University has been established, with the aim of strengthening the quality of pharmacy education in Vietnam. This presentation outlines this innovative project and the lessons learned.

Surakit Nathisuwan

Mahidol University, Thailand

Dr Surakit Nathisuwan is the Deputy Dean for International Relations at Mahidol University and previously served as Assistant Dean for Academic Affairs (2006-08). At national and international levels, he serves in various positions for public and private organisations including the Thai Food and Drug Administration, the Association of Hospital Pharmacists (Thailand), the Asian Conference on Clinical Pharmacy and the US-Thai Pharmacy Schools Consortium. He received a BSc in Pharmacy from Mahidol University in 1994 and a PhD in Pharmacy degree from the University of Florida, Gainesville in 1999. He later completed a residency in pharmacotherapy at the University of Texas Health Science Center at San Antonio and became an American Board Certified Pharmacotherapy Specialist in 2001. Upon completion of his training, he has been a full-time faculty member of the Faculty of Pharmacy, Mahidol University.

Busba Chindavijak

Faculty of Pharmacy, Mahidol University

Dr Busba Chindavijak is Associate Professor in the Faculty of Pharmacy at Mahidol University.

The global higher education market: Trends, policies and key developments

1400 - 1530 Meeting Room 311

The British Council in collaboration with the Economist Intelligence Unit has developed a forecasting model to predict global trends in student mobility. The British Council has also funded a number of programmes under the PMI2 initiative that has allowed two-way exchange between students and staff from the UK and southeast Asia. This presentation provides a review of the latest forecast for student mobility patterns for the next 5-10 years. It also presents two key case studies of student mobility, with insights from both a UK and a southeast Asian perspective. These will involve students', organisers' and academics' insights into the challenges and difficulties of ensuring the success of these programmes. These case studies explore the reluctance of Western students to study outside their home country/continent, ensuring student exchange programmes are not simply 'study vacations', looking at the role of internships and examining how southeast Asia can promote inward student mobility.

Guy Perring
British Council, Malaysia

Guy Perring is Regional Manager, Transnational Education, for the British Council in Malaysia. He leads a project supporting and promoting UK TNE initiatives throughout the region. Starting as a pilot project in Malaysia, this has now been expanded to Singapore, Indonesia, Thailand, Vietnam, Hong Kong, South Korea and UAE. He has presented at a number of international conferences, including the Commonwealth Meeting of Education Ministers, ASLI and previous QS-Apple conferences. He has a BA in American Studies from Manchester and an MBA from Durham.

Is the era of accessible, highly subsidised higher education coming to an end? Lessons from the New Zealand policy laboratory
1400 - 1530 Meeting Room 311

In many western countries, governments have made increasing participation rates and widening access for socially-excluded groups a policy priority for higher education. At the same time, higher education has historically been seen as a 'public good', with tuition costs offset by subsidies either directly to the universities or to students in the form of grants or low-interest loans. In many Asian countries, where families are accustomed to sending their children overseas or to expensive private universities at home, the fact that many western students have easy access to local universities where they pay partial or no tuition fees seems alien. The growing costs of massification, coupled with the current fiscal stress suffered by many governments after the financial crisis, means that this liberal western model is beginning to unravel. This presentation examines the case of New Zealand, where higher education policy is struggling to adjust to the new financial realities.

Nigel Healey
University of Canterbury, New Zealand

Professor Nigel Healey is Pro-Vice-Chancellor and Dean of the College of Business and Economics at the University of Canterbury in New Zealand. He additionally served as Pro-Vice-Chancellor (International) until the end of 2009, carrying out a cross-university review of UC's internationalisation strategy, and chairs the 2010 academic conference committee for the QS-APPLE conference. His research interests are in the area of the globalization and marketisation of higher education, particularly in the Asia-Pacific, and he is currently working on a project exploring the expansion of Chinese higher education with researchers in Wuhan and Beijing. The presentation on New Zealand is based on a regional study of the impact of the global financial crisis carried out by a team of researchers from across the Asia-Pacific, coordinated by UNESCO.

Fairs, tours, school visits – International student recruitment basics

1600 - 1730 Meeting Room 307

More and more Asian universities, as the result of new government initiatives, are entering the potentially lucrative arena of international student recruitment, following in the footsteps of western counterparts. Leaders of educational institutions are inundated with opportunities to advertise and recruit students, but with limited resources how do universities make the best decisions for spending finite recruitment budgets and allocating limited staff resources? This interactive 'hands on' session explores a number of options and the benefits that each offer and takes some lessons learned' from experienced institutions and providers.

Dawn Sutherland
Camosun College, Canada

Dawn Sutherland is the Director of International Education at Camosun College, in Victoria, BC, Canada. She has worked in post-secondary education in Canada for more than 25 years and in international education for the past 15 years. She is involved in Canada and internationally as a member of a number of advisory committees and professional associations. While responsible for all aspects of a large international department including international students on campus, study abroad initiatives, international programmes and projects and budget responsibility for the college's international marketing and recruitment activities, the current focus of her work involves developing partnerships, projects and business opportunities worldwide.

Jason Newman:
QS Quacquarelli Symonds Ltd, UK

Jason Newman is the Group Head of Top Universities at QS, in London, UK. He has worked in events and promotion for the last 20 years and in international education for the past 10 years. He currently runs a portfolio of international student recruitment products and services at QS, that include a focus on undergraduate recruitment fairs, publications and websites. He also works with the postgraduate products and services at QS. Along with his responsibilities related to managing this department and a staff team, he is also a consultant to top universities around the world introducing the QS portfolio and advising on how best to raise their institutions' profiles and strategies for direct international recruitment. In addition, Jason has budget and financial responsibility for determining where and how to market QS products and services to the international higher education sector.

From zero to hero? An internationalization strategy case study

1600 - 1730 Meeting Room 307

Aston University is a relatively specialised, research-led university, in the UK. Until recently, its international focus was primarily on student recruitment, but in the last three years the University has developed an ambitious internationalisation strategy which was shortlisted for Outstanding International Strategy in the Times Higher Education Awards 2010. This presentation outlines the development of this strategy and its practical implementation across the University, highlighting lessons that might be learned by institutions going down the same route. It explores Aston's experience of student recruitment, developing intercultural competencies, pedagogy and employability.

Stewart Comfort

Aston University, UK

Stewart Comfort is Director of Marketing and a member of the Senior Management Team at Aston University, Birmingham, UK. Stewart's responsibilities include Marketing and Communications, International and UK student recruitment and the University's Careers and Employability Service. Stewart has 20 years' experience of employability, careers, marketing and student recruitment in higher education and has represented Aston University at numerous conferences in the UK and internationally, including QS-APPLE in Seoul and Kuala Lumpur.

Parents' perception on De La Salle University- Dasmariñas services

1600 - 1730 Meeting Room 307

This presentation outlines the main findings of a study of students' parents' perception of the De La Salle University-Dasmariñas (DLSU-D) services. The study examined perceptions of academic instruction, quality of 'human ware' (includes faculty, administration, staff support, etc), quality of hardware (dormitory facilities, transportation, canteens, security services) and expectations (graduates' job placement). A primary purpose of the study was to improve the quality of services and enhance educational management based on an actual review from the parents - the 'clients' and major stakeholders of the school. The study also hoped to find why parents chose DLSU-D for their children. These findings offer other universities in the Asia-Pacific a valuable guide to the factors which determine parental choice of institution and 'customer satisfaction'.

Carmelyn Cortez-Antig

De La Salle University, Philippines

Dr Carmelyn Cortes-Antig is Professor of Business Management Department at De La Salle University-

Dasmariñas Dasmariñas. She is the third Professorial Chair holder of President Ramon Magsaysay Sr. & Brother Leddy Fidelis of De La Salle University-Dasmariñas. She holds a PhD in Business Administration, a Master's in Management (Business Management) and a Bachelor of Science in Commerce (Accounting) cum laude. She has taught at DLSU-D for 11 years, specialising in management in the Business Management Department of the College of Business Administration. Her research interest include business communication skills, teambuilding, leadership, motivation, current business trends, human resource management, stress management and personality development. She is Vice President, Federation of Lasallian Parents (2009-2012), and has held a number of the most senior posts in the Parents' Organization of La Salle Cavite, Inc. (POLCA).

Innovative strategies in preparing students for the global labour market

1600 - 1730 Meeting Room 308

Globalisation has significantly impacted higher education, not least in the ways that universities educate their students and prepare them for the global labour market. Today's graduates face a job market in which they are expected to be internationally mobile, culturally aware and to change jobs and careers much more frequently than in the past. This presentation explores the way that some universities are preparing students for these new challenges, by introducing practicums and apprenticeships, as well as offering multi-majors and interdisciplinary courses in many university programmes. The demand for greater flexibility and broader accessibility in university education continues to grow and requires ever-greater innovation in curriculum design. This presentation offers an opportunity to share and discuss the best practices in preparing students to succeed in the global labour market.

Yi-Hsin Elsa Hsu

Taipei Medical University, Taiwan

Professor Yi-Hsin Elsa Hsu is Dean of the Office of Student Affairs (OSA) at Taipei Medical University in Taiwan. One of the main objectives of the OSA is to develop comparative and competitive value-added mechanisms for educating TMU students. She served as the Chair of School of Health Care Administration for eight years, where she sought to encourage students and staff to learn from visiting foreign interns. She is a consultant for the national Department of Health and a member of the National Health Insurance Medical Expenditure Negotiation Committee (which is the supreme official organisation in allocating National Health Global Budgets). These experiences provide her with a broad view of the appropriate strategies to prepare students for the global labour market. Her research interests are in ethics in management and methodologies in management education.

Preparing students with key competencies and skills for the global labour market: A case study of virtual transnational lesson delivery through a global software development project

1600 - 1730 Meeting Room 308

The global labour market poses new challenges which require universities to prepare their students with new skills and competencies to ensure their employability in an inter-cultural environment. These include soft skills such as communication, teamwork, partnership and collaboration. This presentation shares the educational experiences learned from the delivery of a virtual transnational lesson through the implementation of a Global Software Development (GSD) project. The GSD project uses a network of cross-border education nodes, each of which acts as both provider and receiver country simultaneously. The presentation discusses the role of socialisation and communication tools in collaborating and running this virtual class across various universities from different countries with different time-zones. The lesson learned from this project in terms of preparing students for the global labour market will be highlighted.

Thanwadee Sunetnanta

Mahidol University, Thailand

Dr Thanwadee Sunetnanta is Assistant Professor in the Faculty of Information and Communication Technology at Mahidol University. Her research interest is in the area of software engineering. More specifically, she has been researching in the areas of requirement engineering, web engineering and software process improvement and software engineering education. She holds a BSc in Computer Science from Thammasat University, Thailand, and an MSc in Advanced Information and Communication Technology and a PhD in Distributed Software Engineering from Imperial College of Science, Technology and Medicine.

The ten-treasure soup: Serving up employable graduates through the synthesis of Asian and Western traditions

1600 - 1730 Meeting Room 308

Xi'an Jiaotong-Liverpool University is the first and only Sino-foreign educational collaboration of its kind. This presentation discusses XJTLU's unique and innovative educational model, which synthesises and draws upon the strengths of Chinese and UK education systems. Chinese education and culture are traditionally didactic and emphasise the authority of the teacher, the discipline of the learner and the acquisition of a defined body of knowledge. By contrast, the theory and practice of modern western education has come to emphasise the importance of exploration, of questioning and of independence of mind. XJTLU represents a paradigm shift for Chinese higher education, demanding the synthesis of classroom and outof- classroom learning and of on-campus and community based learning. There are parallels between the innovation at XJTLU and change processes within western higher education, which both aim to equip graduates with the

ability to lead successful future careers and lives.

Robert Partridge

Xi'an Jiaotong-Liverpool University, China

Dr Robert Partridge is the Head of Registry at Xi'an Jiaotong-Liverpool University in Suzhou, China. In this role, he has helped establish and develop the academic infrastructure of this unique Sino-UK partnership. Previously he was the Director of the Careers Service at the University of York (UK), where he established the internationally renowned York Award, a programme of skills and personal development for undergraduate students. Three years ago, he founded York Cares, a charity which facilitates employee volunteering in businesses such as Aviva and Corus. Robert has a PhD in reproductive biology and has taught students of all ages. In 2005, he was awarded a National Teaching Fellowship by the UK Higher Education Academy in recognition of his teaching ability and innovative work to enhance student employability.

Educating global musicians: Multiple musical cultures curriculum model for 21st century
1600 - 1730 Meeting Room 309

This presentation explores the way that the meeting of multiple cultures and traditions in music education requires careful negotiation in the design and delivery of curriculum. At Mahidol University's College of Music, Thai and international students can choose parallel programmes in traditional or Western music traditions. Attracting global musicians and music students, this music education curriculum model is a vehicle for creating a meeting place of cultural and musical identities. The presentation outlines an innovative music education curriculum model that represents traditional music as an equal partner with the western European canon. The curriculum is designed to educate and train global musicians and music students with professional skills in music for the need of society in the 21st century from pedagogical points of view. The presentation also discusses the diversity of music programmes available ranging from music performance to Thai and oriental music and from music business to jazz studies.

Somchai Trakarnrung

Mahidol University, Thailand

Somchai Trakarnrung is Associate Dean for Academic Affairs and Research at the College of Music, Mahidol University, Thailand, where he teaches graduate courses in music research methodologies and music education. He was an author of the International Handbook of Research in Arts Education (2007), edited by Liora Bresler. He has presented nationally and internationally at the University of Toronto and the Ontario Music Educators Association Conference (OMEA) in Toronto, the Annual Comparative and

International Education Society Conference (CIES) at Stanford University in California and the Fourth and Fifth International Research in Music Education Conferences (RIME). His interests encompass the areas of music in higher education, music teacher education, comparative music education and piano pedagogy.

Logistics and supply chain excellence: Delivering a world-class curriculum

1600 - 1730 Meeting Room 309

This presentation discusses the way that Thai universities have responded to developments in international logistics and supply chain management, which have increasingly become key competitive tools in a globalised economy. Using Mahidol University's Engineering School as a case study, it shows how Thai institutions have recognised the importance of this new concept and begun to build it into their teaching programmes. The presentation shows how the Logistics Research Centre developed an internationally benchmarked curriculum, built upon the foundation of a consortium of logistics researchers at universities at national and regional level. The curriculum for postgraduate level was designed particularly for the seamless boundary of the global supply chain environment. The presentation also discusses the importance of systematic thinking, with analytical skills enhanced by teaching and research methodology in the programme.

uangpun Kritchnchai

Mahidol University, Thailand

Dr Duangpun Kritchanhai is an Associate Professor and Director in the Centre of Logistics Management at Mahidol University. She is the project leader for several large-scale projects such as the Supply-chain Management Project for SMEs and the Logistics Policy for Rubber Supply Chain, funded by the Thailand Research Fund. Her research interests are in healthcare supply chain management, logistics activity improvement in industry. She is also Coordinating Chair of the Logistics Research Group for the Thailand Research Fund.

Research universities and ethnolinguistic minority groups: Preserving the Pattani Malay identity and promoting national reconciliation in Thailand's volatile south

1600 - 1730 Meeting Room 309

While Asia as a whole is thriving, many of Asia's many ethnolinguistic minority groups are falling behind. UNESCO and UNICEF have pointed out that many Asian countries will not meet their Millennium Development Goals unless the unique needs of these minority communities are addressed. This presentation outlines Mahidol University's work in pioneering mother-tongue-based multilingual education (MTB-MLE) in Thailand's Muslim, Patani Malay speaking-southern provinces. This case study illustrates how a major university can cooperate with local communities, government ministries and

international organizations to address key social issues, including the quality of education, cultural preservation and conflict resolution. It highlights the importance of community participation in alphabet development, the training of local teachers, cooperation between governmental and non-governmental sectors and the development of class materials in minority languages. It presents results from the project, now in its fourth year, as evidence for the validity of the MTB-MLE approach.

Suwilai Presrirat

Mahidol University, Thailand

Suwilai Presrirat is a Professor and the founder of the Research Center for Documentation and Revitalization of Endangered Languages and Cultures at Mahidol University, where she has been researching and writing on ethnic minority languages in Southeast Asia since 1975, specializing in Mon-Khmer languages. Her major publications include a Thesaurus and Dictionary Series of Khmu in Southeast Asia (which was the result of her extensive studies of Khmu in Thailand, Laos, Vietnam and China), ethnolinguistic mapping of Thailand, and Endangered languages. Her work includes a survey of endangered languages in Thailand, such as Northern Khmer, So (Thavueng), Nyah Kur, Chong, Kasong as well as the Iduh language in Laos and Vietnam and language revitalisation programs for Chong, Nyah Kur, Thavueng, Gong, Lavua, Mpi and Mlabri. Professor Suwilai Presrirat received the Mahidol Award for outstanding researcher (Humanities) in 2001, the National Research Council of Thailand Award as the Best Researcher in Philosophy in 2006, and the Comité International Permanent des Linguistes Award as a linguist who works significantly on endangered languages in 2008.

[From ARM to RAIL: The international coconstruction of pedagogical approaches in initial teacher education in Malaysia.](#)

[1600 - 1730 Meeting Room 310](#)

This presentation outlines an innovative a partnership model, which illustrates how higher education institutions can engage in international activity that focuses on the longitudinal co-construction of pedagogical approaches. The presentation will review a collaborative project linking the University of Hertfordshire in the UK and the Institute of Teacher Education in Malaysia. It explores the adaptation of content and pedagogy within the context of Claxton's model of epistemic apprenticeship, which looks at particular ways of developing thinking, learning and knowing. It concludes with some reflections for collaborative and coconstructed approaches to the international development of initial teacher training programmes.

Sal Jarvis

University of Hertfordshire, UK

Sal Jarvis is Associate Head of School in the School of Education at the University of Hertfordshire, before which she was a member of the senior management team in a UK primary school. Her primary research interest is in the 'student experience'. In 2009, she presented a paper at the British Education Studies Association conference on the studying experiences of non-traditional students. She is subject leader for primary mathematics at the University of Hertfordshire and has also presented work on primary mathematics learning and teaching at conferences in the UK. She has current experience of collaborative practice with higher education institutions in Malaysia and is interested in the ways in which pedagogy can be co-constructed through international collaboration.

Lynn Bhanja

University of Hertfordshire, UK

Lynn Bhanja is the Professional Lead on Inclusion at the University of Hertfordshire and a former head teacher of a school for children with severe learning difficulties. She has organised several multi-professional conferences and regular meetings at the university on autistic spectrum conditions. In November 2009, she presented a paper at the Collaborative Action Research Network conference on an externally funded research project on pupil voice for children with special needs. She is currently working on collaborative programmes with higher education institutions in Malaysia.

Gan Teck Hock

Institute of Teacher Education, Kota Bharu Campus, Malaysia

Gan Teck Hock is a Lecturer at the Institute of Teacher Education. He has presented papers at the International Conference on Indigenous Pedagogies organised by the Ministry of Education Malaysia in 2008 and the International Conference on Cooperative Learning and Constructivism organised by SEAMEO-RECSAM in 1998. In addition, he has also presented papers at many seminars at the national level in Malaysia. His areas of research interest include cooperative learning, constructivist learning, problem solving, teacher professional development and classroom pedagogical practices for indigenous children in Malaysia.

Julie Bowtell

University of Hertfordshire, UK

Julie Bowtell is the Professional Lead for Primary English at the University of Hertfordshire. She has contributed to several professional conferences on many aspects of language and literacy, including a paper on Family Literacy at the Basic Skills Agency annual conference. Julie has current experience of

collaborative practice with higher education institutions in Malaysia, and has led a number of training conferences as part of this role.

Su Howe Yong

Institute of Teacher Education, Kota Bharu Campus, Malaysia

Su Howe Yong is the programme administrator of the collaboration program between the Institute of Teacher Education and the University of Hertfordshire. He has been involved in training pre-service teachers since 1987. From 2006-09, he represented the Institute in the Malaysia National Teaching and Learning Innovative Competition and his paper was entitled 'Developing Thinking Beginning Teachers Through Reflective Active Learning (RAiL)'.

Index system analysis of university rankings in China

1600 - 1730 Meeting Room 311

There are many university ranking systems in China, which have a significant impact upon Chinese society. These include Wangda Rankings, Alumni Association Rankings, Wushulian Rankings, Shanghai Transportation University Rankings and the Renmin University Rankings. All these indicators use an index system for ranking purposes with different indices ranking different universities. This presentation considers the similarities and differences between these systems by evaluating the indices employed and identifying the core factors. Consequently, their individual role and characteristics are explored together with their particular problems and idiosyncrasies. The presentation concludes with recommendations about selecting an appropriate index system for rankings purposes.

Hongli Wang

Renmin University, China

Wang Hongli is a section chief in the Institute of Higher Education (Development and Planning Office) at Renmin University in Beijing. The Institute has ranked the top 50 universities of China each year since 2008. Ms Wang completed her undergraduate studies at Zhengzhou University and her master's degree at Renmin University, where she is presently a doctoral candidate. She has already published 10 articles and is presently studying university ranking indices.

Towards evidence-based HE policy – Some methodological refinements of rankings

1600 - 1730 Meeting Room 311

Despite their growing popularity, international university rankings need careful evaluation before they can provide a meaningful basis for setting higher education policy. However, the on-line resources like THE, ARWU and HEEACT provide novel possibilities for comparative productivity analysis to underpin evidence-based policy. This presentation reports results from a productivity analysis using fields based on the THE, HEEACT and ARWU data on the input and output of European universities. The analysis suggests that accurate data-mining can be based on THE and HEEACT data, although ARWU has more restrictions. World-wide university rankings tend to reinforce the view of a geopolitical pecking order of research universities, where United States comes first, Europe second and the rest of the world third. More detailed analysis helps identify effective higher education systems as distinct from single institutions. It shows that while European state universities cannot match the resources of the leading US universities, the national systems as a whole perform very well given the resources available.

Osmo Kivinen

University of Turku, Finland

Dr Osmo Kivinen is Professor of Sociology of Education and Director of the Research Unit for the Sociology of Education (RUSE) and the Research Laboratory of Strategic Action (RoSA) at the University of Turku. His major research areas are: educational policy and educational systems, interrelations between education and work, productivity of scientific action and digitalised learning environments. He has hundreds of publications and has been director of several research projects, which have received external funding. He has served as the Dean of the Faculty of Social Sciences and acted as an expert consultant on Finnish educational policy and educational issues for the EU, UNESCO and OECD. He is often used in evaluator and referee tasks and is an active member in academic communities and associations.

Juha Hedman

University of Turku, Finland

Juha Hedman is a researcher in the Research Unit for the Sociology of Education (RUSE) and the Research Laboratory of Strategic Action (RoSA), University of Turku. His major research areas are: education and work, productivity of scientific action, input-output analysis and simulations.

Transnational education marketing analysis in Taiwan and China

1600 - 1730 Meeting Room 311

Taiwan and China are both Chinese (Mandarin) language-speaking regions with very strong demand for higher education which exceeds local supply. Both markets, in contrast to Singapore and Hong Kong, are not fully open to transnational programme providers and both future educational policy and market potential unclear. Nonetheless, there are many transnational providers attempting to enter these markets, which poses the question: how should an institution best develop a successful transnational programme and adopt an appropriate marketing strategy for these markets? This presentation reports analysis of the higher education markets and policies in both Taiwan and China, as well as assessments of successful transnational programmes in both countries. From this work, the presentation offers some insights in the key success factors that are likely to underpin future transnational programme success in Taiwan and China.

Jack Fei Yang

St John's University, Taiwan

Dr Yang is a Professor at St John's University, Taiwan. His research expertise is in adult and higher education, distance learning, transnational education, life-long education, global education and educational marketing. During his time as an academic at SJU and HKU, Dr Yang published over 30 research papers for international conferences and journals and authored three books.

Programme of Daily Parallel Sessions

Friday, 19 November 2010

Perspectives from the Business School World

0900 - 1030 Meeting Room 308

How does a business school move from being national to global? How can a school form partnerships and alliances across the globe to share experiences, faculty, students and knowledge? Becoming recognised in a world where there are at least 11,500 university business schools is difficult, but one thing is certain – accreditation by a major accrediting body indicates that the school is a member of a set of special management education institutions. There are three major accrediting bodies that are known around the world: EFMD (with EQUIS and EPAS), AACSB and AMBA. Accreditation brings with it many benefits, including a demonstrable signal that the school is committed to continuous quality improvement. This presentation, bringing together representatives of all three of the major accrediting bodies, discusses the benefits and value of international accreditation from the perspective of each body.

Eileen Peacock
AACSB International

Dr Eileen Peacock is Vice President of AACSB International, the Association to Advance Collegiate Schools of Business and Chief Officer Asia. As Vice President, Dr Peacock leads AACSB's Asia initiatives from her base in Singapore. Her efforts guide the organization's membership and accreditation services within the region. In support of AACSB's mission to advance quality management education worldwide, she is responsible for developing effective relationships with Asian management education associations, colleges and institutions. Prior to joining AACSB International, Dr Peacock was Dean and Professor of Accountancy at the Charlton College of Business at the University of Massachusetts-Dartmouth (2004-08). Dr Peacock obtained her Bachelor of Technology from Loughborough University and her PhD from the University of Birmingham. She also has a Master of Accountancy from the University of Oklahoma and maintains her CPA and CMA certification. Dr Peacock's research has been published extensively in leading international accounting journals.

Matthew Wood
EFMD

Matthew Wood is the Director of Communications at the European Foundation for Management Development (EFMD) based in Brussels. EFMD is a leading international network of business schools, companies and consultancies (730 members across 82 countries) at the forefront of raising the standards of management education and development globally. EFMD runs the EQUIS and EPAS accreditation systems and is one of the key reference points for management education worldwide. Business school members include INSEAD, Wharton, LBS, IMD, IE, RSM, Cranfield, HEC – Montréal, CEIBS, INCAE, Korea University, University of Sydney, University of Cape Town, IIM Ahmadabad and a host of other top schools around the world. Matthew manages all of EFMD's internal & external communications and is the Executive Editor of Global Focus the EFMD business magazine. EFMD host and attend events all over the world and he regularly represents EFMD as a spokesperson and ambassador for the international network.

Nigel Healey
AMBA

Professor Nigel Healey is a member of AMBA's International Accreditation Advisory Board, one of a number of business school deans drawn from all five continents who advise AMBA on accreditation strategy and policy. AMBA accredits specified postgraduate management degrees, including the MBA, Master of Business Management and the DBA, rather than business schools as a whole. However, in reaching its judgement of quality, it assesses many of the same factors that AACSB and EFMD scrutinise – entry standards, progression rates, graduate employability, quality of faculty, research productivity,

corporate relations, etc. Professor Healey is Pro-Vice-Chancellor and Dean of the College of Business and Economics at the University of Canterbury in New Zealand. His recent research has focused on the internationalisation of higher education, with particular reference to the Asia-Pacific region, and he currently chairs the conference organising committee QS-APPLE.

Indonesian higher education and Bogor Agricultural University's plan for quality enhancement and internationalisation

0900 - 1030 Meeting Room 309

Indonesia's long-term strategic plan to become an advanced highly developed economy by 2030 calls for its higher education system to produce highly competitive and internationally recognised researchers and graduates. It is also underpinned by a clear strategic plan for natural resources technology and management. Bogor Agricultural University (IPB) is among the best five national universities in Indonesia and is the only centre of excellence for the study of agricultural and natural resources technology in Indonesia. This presentation outlines IPB's strategic plan to meet the criteria of research-based university through quality improvement and the internationalisation of its academic curriculum and research. IPB will provide the 'backbone' of the future agricultural sector in Indonesia, having already played an important role in the country's agricultural revolution.

Herry Suhardiyanto

Bogor Agricultural University, Indonesia

Professor Herry Suhardiyanto has been the Rector of Bogor Agricultural University (IPB) since 2007. He began his career as a Lecturer in the Department of Agriculture Engineering in the Faculty of Agricultural Technology at IPB in 1981. He was appointed Vice Dean of Faculty of Agricultural Technology for 1999-2003 and as Vice Rector of IPB in 2003. His research specialisation is greenhouse technology, most recently the role of plant houses and hydroponics to increase productivity in horticulture. In 2008, he was appointed as Commissioner of PT. Perkebunan Negara (PTPN) VIII and as a member of the Guiding Council of Educational Institution of Plantation (LPP) in Yogyakarta. He holds a bachelor's degree in Agricultural Mechanisation from IPB, a master's from Kochi University, Japan and a PhD in agricultural engineering from Ehime University, Japan.

Contributing towards Malaysia's development through internationalisation of higher education

0900 - 1030 Meeting Room 309

In March 2010, Prime Minister Najib Tun Razak announced the 'New Economic Model' (NEM), an economic plan designed to more than double per capita income in Malaysia by 2020, transforming the country into a high income advanced nation. The development of high quality human capital is a key foundation for the NEM. In Malaysia, higher education will play a crucial role in providing the talent and base for a knowledge-driven high-income economy. In the process, Malaysia aims to become a leading higher education hub by pushing internationalisation as one of its key operational priorities in both public and private universities. This presentation reviews the rapidly changing outlook for higher education in Malaysia, as universities gear up for planned enrolments of 200,000 international students by 2020. Internationalisation is a central priority for Malaysian higher education institutions as they strengthen their institutional capacity and contribute to the nation's ambitious agenda.

Zaini Ujang

Universiti Teknologi Malaysia, Malaysia

Dr Zaini Ujang is a professor at Universiti Teknologi Malaysia, where he is well known nationally as a professional environmental engineer, academic leader, innovator, environmentalist and environmental regulator. He is the first recipient of the prestigious Merdeka Award 2009 for Outstanding Scholastic Achievement. The New Straits Times described him as a 'Malaysian Water Icon' in 2004 and BERNAMA, the Malaysian national news agency, in an exclusive interview in 2006, introduced him as an 'environmental ideologue'. This is in recognition of his outstanding contribution to research, teaching and advocacy work related to the environment. He obtained a BEng (Chemical Engineering) from UTM and an MSc and PhD in environmental engineering from the University of Newcastle, UK. He is also an alumnus of the Harvard Business School.

Key developments in the China and Hong Kong higher education sectors

0900 - 1030 Meeting Room 309

Higher education in China has been going through an unprecedented expansion in the past decade. For the next ten years, the government's emphasis is on developing a world class system and raising the global reputation of the leading universities in the People's Republic of China (PRC). Out of the eleven PRC universities ranked in the top 200 (QS WUR 2010), five are located in Hong Kong SAR. Universities in Hong Kong are set for a radical higher education reform, which will see a shift from a three to a four-year undergraduate programme, as of the academic year 2012, putting the city's education system in line with the mainland and the wider region. This presentation will provide a comprehensive update on some of the key developments anticipated in China and Hong Kong higher education sector, at a time of rapid and

radical change.

Angelina Yuen

Hong Kong Polytechnic University, Hong Kong

Professor Angelina Yuen is Vice President (Institutional Advancement and Partnership) of The Hong Kong Polytechnic University, where she has served since 1986. In recent years, her research focus is on the indigenization of social work education and practice in the Chinese mainland. Dr Yuen is a key player in social work education in the international arena. She was elected as President of the International Association of Schools of Social Work (IASSW) in 2008. She is also actively engaged in various other international organisations including IFSW, ICSW, YWCA, World Vision and she is Board Member of the International Consortium for Social Development (ICSD). In 2006, she was appointed by the Research Grants Council of the University Grants Committee to serve as a member of the Social Sciences Panel in the Research Assessment Exercise (RAE) and the Humanities, Social Sciences and Business Studies Panel.

Identifying excellence and diversity in higher education: Rankings and beyond

0900 - 1030 Meeting Room 310

At a time of intense interest globally in university quality and performance and ways of meaningfully measuring quality, the 4th QS Rankings and Evaluation Symposium held on Tuesday brought together world-leading authorities on higher education quality to examine the role and contribution of rankings, their strengths and limitations and, most importantly, how rankings are developing and evolving over time. For those unable to attend the symposium, this bonus session includes several of the keynote speakers who will summarise their presentations and participate in an open discussion.

Ben Sowter

QS Quacquarelli Symonds Ltd, UK

Ben Sowter is Head of the QS Intelligence Unit, where he is responsible for the operational management of all major QS research projects, including the collection, compilation, verification and tabulation of all the data that lead to, amongst others, the QS Top MBA Applicant and Recruiter Research and the QS World University Rankings – with which he has been involved since its inception in 2004. He is a frequent contributor to the press and his opinions and expertise are used regularly by major global publications such as BBC News, Sunday Times and The Guardian. He has personally visited over 30 of the world's top 100 universities amongst countless others and is frequently invited to speak on the international education conference circuit.

Robert Morse

US News & World Report, USA

Robert Morse is Director of Data Research for US News & World Report. He oversees the production of America's Best Colleges, America's Best Graduate Schools and America's Best High Schools, all rankings which are published annually by US News & World Report. He takes the lead role in survey design, ranking methodology changes and higher education research, as well as monitoring data collection for academic rankings published by US News. Mr Morse developed most of the current methodologies that are used in the Best Colleges and Best Graduate Schools ranking projects and has been working full-time on both the America's Best Colleges and America's Best Graduate Schools publications since 1989. U.S. News has published the America's Best Colleges rankings annually starting in 1987. He is the author of popular US News blog on rankings called 'Morse Code: Inside the College Rankings'. He has been with US News since 1976.

Jan Sadlak

Warsaw School of Social Sciences and Humanities, Poland

Jan Sadlak is Professor and Vice-Rector for International Cooperation at the Warsaw School of Social Sciences and Humanities/SWPS. He is also Professor at the Faculty of European Studies of the Babeş-Bolyai University in Cluj-Napoca, Romania. In October 2009, he was elected as President of the IREG Observatory on Academic Ranking and Excellence. He is a member of governing boards of several organisations, among them the European Centre for Strategic Management of Universities (ESMU) based in Brussels. From 1992-99, he was Chief of Section for Higher Education Policy at UNESCO and thereafter, until 2009, Director of UNESCO-European Centre for Higher Education involved in the development and implementation of the Bologna Process. He is internationally recognized and cited expert in higher education policy, governance and management at the system and institutional level. He holds a PhD in Educational Administration and Comparative Education from the SUNY/ University of Buffalo.

Kevin Downing

City University of Hong Kong, Hong Kong

Dr Kevin Downing is Senior Coordinator (Academic Planning) and Convenor of the Institutional Analysis Group at City University of Hong Kong. Reporting directly to the Provost, his portfolio includes strategic and academic planning, institutional research, quality assurance and liaison with the Universities Grants Committee of Hong Kong. He has overall responsibility for rankings on behalf of City University of Hong Kong. During his oversight of academic planning and rankings data, City University of Hong Kong has risen annually from 198th in 2004 to 124th in the 2009 World University Rankings. Dr Downing is a Chartered Psychologist and Chartered Scientist with a current Licence to Practice and Associate Fellow of the British Psychological Society, with wide international experience including senior academic and administrative

posts in Europe and Asia. His substantial published work centres on psychology, education and metacognitive development.

John O'Leary

QS Quacquarelli Symonds Ltd, UK

John O'Leary is a journalist and education consultant, working for QS and a variety of newspapers and magazines, universities and national organizations. He edited The Times Higher Education Supplement from 2002 until 2007 and was previously Education Editor of The Times, having joined the newspaper in 1990 as a higher education correspondent. He now edits the monthly magazine, Policy Review, and writes regularly on education for The Times, Education Journal and Parliamentary Monitor. He also edits The Times Good University Guide, which has been published annually since 1993, and is co-author of the Top Universities Guide, first published in 2006, which includes the world university rankings. He is the author of 'Higher Education in England', a report published by the Higher Education Funding Council for England in 2009, and was a member of the UK government's inquiry into primary school testing in 2000. He is married with three adult children and serves on the board of British-Irish Encounter. John O'Leary began his career on the Evening Chronicle, in Newcastle upon Tyne, after a year as president of the students' union at Sheffield University, where he took an honours degree in politics. He was at the Times Higher Education Supplement throughout the 1980s, when he was appointed its deputy editor.

[The criteria for an effective quality assurance framework to evaluate Malaysian higher education institutions: A report on a project for the Malaysian Ministry of Higher Education](#)
0900 - 1030 Meeting Room 311

The private higher education sector is an important part of Malaysia's national plan to become an education hub. However, difficulties in evaluating some of the recent applications by private institutions to upgrade their status have highlighted the larger issue of choosing relevant criteria and linking these into an overall framework to support the quality assurance systems needed to ensure consistency and sustainability in terms of the 'education hub' plans. This presentation will report the results from a research project commissioned by the Malaysian Ministry of Higher Education to develop a comprehensive evaluation framework for identifying and prioritising the key indicators and standards relevant to private educational institutions in Malaysia. It discusses the new challenges facing both the Malaysian Ministry of Higher Education and the private higher education sector and considers how these might begin to be linked in terms of mutual interests and a possible partnership model of the future.

Durrisha Idrus Shah

Universiti Teknologi Malaysia, Malaysia

Dr Durrishah Idrus is a Professor and Director of the Perdana School of Science, Technology and Innovation Policy at University of Technology Malaysia. Her main area of specialisation is in the field of industrial relations and public policy. Amongst a wide range of activities and expertise, she is a think tank resource person for the Malaysian Ministry of Human Resources.

Total quality education and university education

0900 - 1030 Meeting Room 311

Total quality education is an important trend in higher education worldwide. This presentation uses Taipei Medical University (TMU) as a case study, to illustrate the challenges and benefits of making high quality education the university's top mission. To accomplish this goal, TMU set up the Total Quality Academia, which directs the execution of total quality education through teams in charge of teaching, research, student affairs, administration and social responsibility. TMU has successfully sought international quality accreditation with, amongst others, ISO9001, ISO14001, OHSAS18001, ISO27001 and WHO International Safe School. This presentation explains how TMU provides high quality education by establishing a learning environment accredited to international standards and improving the quality of courses, the teaching skills of faculty and the hardware for teaching. It also discusses the use of Group Objective Structured Clinical Examination (GOSCE) to emphasise the importance of teamwork and communication skills in higher education.

Wen-Ta Chiu

Taipei Medical University, Taiwan

Professor Wen-Ta Chiu is the President of Taipei Medical University (TMU). He was appointed Investigator of National Health Research Institutions for Taiwan in 2005 and Guest Researcher of National Institutions of Health (US), from 2009-14. Within leading international academic associations, he currently holds the positions of President of the Asia-Oceanian Neurotrauma Society (AONTS) and the International Society of Reconstructive Neurosurgery (ISRN). He is also Immediate-past President of the Academy for Multidisciplinary Neurotraumatology (AMN) and the Asia-Pacific Academic Consortium of Public Health (APACPH). Professor Chiu has also previously served as Vice-President of TMU, Superintendent of two TMU affiliated hospitals, Director of the Institute of Injury Prevention and Control and Chair of School of Public Health of TMU. Professor Chiu graduated from School of Medicine, Chung Shan Medical University, and gained his PhD in Epidemiology from the University of Pittsburgh.

Towards a network of quality assurance in higher education: The Pakistani model

0900 - 1030 Meeting Room 311

Higher education in Pakistan went through a revolutionary change with the establishment of Higher Education Commission (HEC). Since then, it has become increasingly recognised that maintaining quality in higher education must be the HEC's top priority in order to sustain the improvements made to date. To this end, the HEC has established Quality Enhancement Cells, headed by renowned educationists, tasked with developing quality assurance procedures and training evaluators. Meeting quarterly, these cells have gradually created a quality culture in Pakistani public universities and the network is steadily getting stronger and deeper. The success of this HEC initiative has encouraged some private universities to establish their own Quality Enhancement Cells, so that they can join the national network. The growing interest of stakeholders suggests that there will soon be a large national network of quality assurance in higher education, with skilled evaluators striving to maintain and enhance the quality of provision.

Muhammad Abdul Wahid Usmani

Dow University of Health Sciences, Pakistan

Dr Muhammad Abdul Wahid Usmani is the Director of Quality Assurance at Dow University of Health Sciences, Pakistan. He provides consultancy on quality in higher education to various Pakistani universities and he is a resource person for the Quality Assurance Agency of the Higher Education Commission of Pakistan. He regularly conducts workshops for quality assurance officials of different universities where quality assurance departments have been established. He has been actively involved in teacher education projects in the public and private sectors and has managed seminars on assessment, evaluation, communication skills and educational research. He has carried out academic audits of different institutions and served as a consultant for many projects of national significance. He has presented research papers at national and international conferences in Pakistan and abroad.

Transnational education and international partnerships : Focus on educational and business models for international education

0900 - 1030 Meeting Room 312

The UK and Australia are arguably the world leaders in transnational education (TNE). For example, within southeast Asia, Malaysia, Hong Kong and Singapore have around 106,000 students on UK TNE programmes, exceeding by nearly four times the number of students studying in the UK. The British Council has been supporting and promoting this growing sector within emerging TNE markets such as Thailand, Indonesia, South Korea and Vietnam. This presentation discusses three case studies from Malaysia, Hong Kong and Singapore, with both the UK and local partner jointing exploring the issues involved in establishing a sustainable partnership. These case studies will address the diversity of TNE

models and their success and sustainability, ensuring mutuality in the partnership, maintaining quality, ensuring the development of the capacity of staff in management/delivery of the programme and overcoming the challenges of bi-lateral and multicultural delivery.

Guy Perring

British Council, Malaysia

Guy Perring is Regional Manager, Transnational Education, for the British Council in Malaysia. He leads a project supporting and promoting UK TNE initiatives throughout the region. Starting as a pilot project in Malaysia, this has now been expanded to Singapore, Indonesia, Thailand, Vietnam, Hong Kong, South Korea and UAE. He has presented at a number of international conferences, including the Commonwealth Meeting of Education Ministers, ASLI and previous QS-Apple conferences. He has a BA in American Studies from Manchester and an MBA from Durham.

Nathalie Cachet-Gaujard

University of Central Lancashire (UCLAN), UK

Nathalie Cachet-Gaujard is Head of International Partnerships and Business Development at the University of Central Lancashire (UCLAN). She started her career lecturing at the University of Salford and at the University of Xiamen in Fujian Province before moving to the private sector where she held a number of global business development and management positions in the telecommunications and software industry. In 2006-07 she was based in Beijing as China Business Manager for a UK software localization company. Nathalie holds an MSc in International Business Studies and Applied Languages from the Université de Haute-Alsace in France and an MSc in Marketing and Applied Languages from the University of Salford, UK. She is a fluent speaker of Mandarin Chinese.

Richard Soh

SMA Institute of Higher Learning, Singapore

Richard Soh is the CEO/Director at SMA Institute of Higher Learning, a wholly owned subsidiary of Singapore Manufacturers' Federation (SMA). SMA is a not-for-profit industry body representing the manufacturing and manufacturing-related industries in Singapore. Richard has more than 30 years of working experience both locally and in the region, of which the past 22 years has been in senior management roles with multinational companies and large local groups. Richard spent over 20 years in the manufacturing environment in Singapore, Malaysia, Indonesia, Thailand and China and ten years in retail and service industry in Singapore, Malaysia and Hong Kong. Richard holds a MA in Marketing Management from Macquarie Graduate School of Management. He was formerly the Honorary Treasurer of the Singapore Manufacturers' Federation (2006-08) and Home Team National Servicemen Executive Committee (2005-09).

Bonus Session

QS World University Ranking: Current landscape and future horizon

1400 - 1530 Meeting Room 308

Since 2004 when the QS World University Rankings were first published, global and regional university rankings have developed apace and their impact on students and institutions has been considerable. Ben Sowter leads a special bonus session, held in plenary, to round off the 5th QS-APPLE. He will draw comparison between leading global rankings and will describe how QS Rankings and related initiatives have evolved and expanded and look ahead to the key drivers that will influence their next five years.

Ben Sowter

QS Quacquarelli Symonds Ltd, UK

Ben Sowter is Head of the QS Intelligence Unit, where he is responsible for the operational management of all major QS research projects, including the collection, compilation, verification and tabulation of all the data that lead to, amongst others, the QS Top MBA Applicant and Recruiter Research and the QS World University Rankings – with which he has been involved since its inception in 2004. He is a frequent contributor to the press and his opinions and expertise are used regularly by major global publications such as BBC News, Sunday Times and The Guardian. He has personally visited over 30 of the world's top 100 universities amongst countless others and is frequently invited to speak on the international education conference circuit.