

University Quality: The 21st Century Relevance of the Student Experience

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With the rise of global university rankings and an increasing reliance by governments on performance-linked accountability and transparency regimes, the measurement of university quality is commanding the attention of higher education leaders and policy makers. The conventional discourse on university quality has tended to focus on elements with little direct relation to teaching and learning—for example, reputation, quality of entering students, and distinction in research. But governments and other key constituencies are increasingly demanding evidence of educational effectiveness, specifically with regard to undergraduate education. In the absence of consensus on the direct measurement of student learning, relatively coarse metrics such as retention and graduation rates frequently serve as limited indirect measures of educational effectiveness. But in a number of countries around the globe, higher education researchers have begun to examine the quality question from an entirely different perspective, by investigating the student experience, specifically the extent to which students engage in empirically supported effective educational practices. The “student engagement” view of educational quality began in the United States in 2000 and has since been adapted in a number of other countries. The presentation will illustrate the value of examining the student experience to illuminate questions of quality, with a particular focus on its utility for diagnosis and improvement. Challenges and limitations of this approach will also be addressed.

Quality in Higher Education: An American Perspective

Barbara Brittingham

President, NEASC

Accreditation, the US approach to quality assurance, dates to 1885 and has changed as higher education has changed. As higher education becomes more important for economic success and more expensive for students and families, the public expects more of accreditation. Accreditation's focus, which early was mainly on inputs, is increasingly on outcomes; and accreditation reviews the success of institutions wherever and however instruction is offered, including internationally. The pressures on US accreditation include: to be more public about the reviews, to use a graded system of accreditation, and to be more prescriptive about how student success is judged.

Building a Quality Culture at MIT

Chris Taylor

Associate Secretary of Corporation, MIT

A robust system of academic program review has been imbedded in the culture of the Massachusetts Institute of Technology (MIT) for over a century. The visiting committee system at MIT is the primary means of assuring the quality of its academic programs, and over time has been proven to be very effective . A visiting committee exists for each academic department, as well as for certain other divisions at MIT, including the Libraries; the offices of the Dean for Student Life and the Dean for Undergraduate Education; Sponsored Research; and Athletics, Physical Education, and Recreation. Each visiting committee convenes on campus every two years.

French Academics

Christine Musselin

Dean for Research, Sciences Po Paris

The paper starts with a short presentation of the main characteristics of the French higher education system and how they affect the management of academic staff in this country. It then outlines the recent challenges faced by French academics that are linked to the current French situation, i.e. the financial and economic crisis but also the recent higher education policies aimed at redesigning the French higher education landscape.

In a last section it finally addresses further challenges resulting from the general internationalization of higher education and investigates their implications for the French academics in terms of consequences for the French language, in terms of hiring capacities and processes, and in terms of management of academic staff.

The Impossible Takes a Little Longer

Dudley Herschbach

Nobel Laureate for Chemistry

My father had a favorite saying, "The difficult we do immediately, the impossible takes a little longer." Science indeed achieves wonderful things that had been regarded as "impossible." This year's theme of the IECHE, "The 21st Century University," foresees such an "impossible" achievement in higher education. In our digital age, higher education *can be made accessible to the entire global population*. The benefits to humanity could be immense. Many educators attending IECHE are already embarked on this awesome project. Rather than attempting to predict how that will unfold, my talk will focus on an inspirational story. It is about an "impossible" educational triumph achieved in a previous century. The story involves Alexander Graham Bell, Helen Keller, and her teacher, Annie Sullivan. Bell regarded his life's work as the education of the deaf. An effort to make a device to help his deaf students distinguish between **p** and **b** led to his invention in 1876 of the telephone. Helen Keller, deaf and blind, was six when brought to Bell by her parents in 1886 to ask his opinion whether she could be educated. That led to Annie Sullivan; she was only 20, had no teaching experience, but had suffered temporary blindness from trachoma. After taming Helen's wild rages from frustration at her handicaps, Annie concentrated on teaching her words. Within three years Helen had an astonishing command of idiomatic English. That, and what followed in Helen's life, was justly hailed as a miracle. Bell, a close mentor, disagreed. He insisted that Helen's mastery was "not a supernatural acquirement...but a question of instruction...a *brilliant experiment* by Annie." My talk will discuss her experiment, and how it exemplifies intrinsic aspects of both frontier research and creative education.

University – industry linkages as vehicles for social innovation: the Malaysian experience

Abstract: Dzul kifli Abdulrazak

President, International Association of Universities (IAU)

Being social structure deeply rooted in the community, universities must shoulder social responsibilities. This is becoming increasingly clear today when universities are expected to take on a "third mission" aligned to what is sometimes called social or community engagement. In other words, a university and the community are collaborative partners in ensuring that the delivery of knowledge flows both ways in ensuring that learning and development are complementary to one another. The presentation will provide specific examples of university – community linkages on the health, cultural and socio-economic frontiers based on the Malaysian experience.

Internationalization of Higher Education: Convergence or Divergence Across Regions?

Eva Egron-Polak

Secretary General, International Association of Universities

Though undeniably seen as a high priority area for institutional development everywhere, internationalization remains an evolving process.

Furthermore, institutions in different world regions perceive its value differently; have different concerns with regard to risk, and experience different obstacles to increasing internationalization.

Using data and findings of the Global Surveys on internationalization of higher education regularly undertaken by the International Association of Universities (IAU) since 2003, the presentation will attempt to provide an answer to this question. It will do so by examining a number of specific aspects of internationalization at the institutional level and comparing results across world regions. The benefits of internationalization, the most common activities, the main drivers and obstacles as well as some of the risks may bring will be among the dimensions analyzed. Since it is unlikely to see internationalization diminish in its importance for policy makers and institutional leadership, the presentation will also underline aspects that require increased attention, improved understanding and vigilance in order to ensure that the impact is positive for all participants and that goals being pursued by various partners are actually met.

KASP: A strategic approach towards internationalisation of Saudi Arabia's Higher Education.

Faisal Abbalkhail

Saudi Cultural Attache-SACB London

In the 21st Century, the world will be subjected to a number of complex challenges, not the least of which is the constantly debated phenomenon of "Globalisation", with all its benefits and burdens.

Globalisation, through its inherent worldwide interconnectedness and interdependencies between actors and institutions, is having a profound impact on Higher Education institutions and policies. The United Kingdom's Department for International Development in its 2000 White Paper stated *"The internationalization of its higher education is one of the ways in which a country responds to the demands of globalization. Globalization is the cause and internationalization is the effect in response."*

Responding to the demands of globalisation characteristically implies increased collaboration and competition between countries and institutions on a global scale. There is no one set model for collaboration between the developed and the developing. However, the common denominator facing all is the quantitative and diverse growth in the demand for higher education. A demand that is largely due to the urge associated with the dynamics of knowledge-based societies and in many cases to the demographic pressure.

Meaningful and viable collaborations to achieve a true global integration of higher education systems must address some underlying complex issues. Alignment between the acquired skills and knowledge, on the one hand, to the exact needs and demands of global job markets, on the other, is fundamental to institutions' sustainability. International transferability and

recognition of qualifications & credits alongside with developing an international approach to quality assurance and accreditation are also additional formidable challenge.

The King Abdallah Scholarship Program sets a procedure with an accelerated path geared to address the above issues. Its key elements are: to produce the qualified workforce for a knowledge-based society, and to assist in capacity building of national institutions, ultimately being adequately equipped for compatible collaboration with international HE stakeholders.

Evolution of internationalization in the context of globalization

Hans de Wit

Director, Centre for Higher Education Internationalisation

Università Cattolica Sacro Cuore

Evolution of internationalization in the context of globalization, and its wider implications with regard to teaching, research, knowledge transfer and government policy.

In the current global knowledge society, higher education through its international dimensions, is more important than ever. Internationalization, the way through which higher education acts in and reacts to globalization, is evolving in a broad range of directions, both in its abroad component (all forms of mobility) as its at home component (research, curriculum and learning outcomes) and the interaction between these two components.

Internationalization as a concept and strategy at the institutional and national level, is a result of the globalization process, and has evolved in the context of that process, with competitive and co-operative aspects, rapidly over the past 3 decades. . The key implications in the 21st century for teaching, research, knowledge transfer, national and regional policies are presented and discussed, such as cross-border delivery, competition for talents, employability and citizenship, reputation and profiling, partnerships and networks, online learning. What will be the main trends and the main challenges and in which way do they impact in different parts of the world?

Japan's Experience & Present Movement in Innovative Industrial & Business Development

Hirohisa Uchida

**President & CEO, Kanagawa Science Park Inc (KSP), & Professor,
School of Engineering, Tokai University**

In this talk, the changing role of university in connection with society, and the role of science parks as bases of the creation of innovative new industry and business will be explained with actual examples. The increasing linkage and movement among science parks in the Asian countries will be introduced.

The 21st Century Academic: Best Practices from a Top Business School

Josep Franch Bullich

Dean, ESADE Business School

Higher education is undergoing a dramatic revolution: globalization, digitalization, and changes in students learning styles and needs (generation Y, millennials...) are some of the triggers of these profound changes. Business schools are at the forefront of higher education. In this presentation we will learn from some of the main challenges at one of the top ranked business school.

How are the expectations of students and participants in executive education programs changing? How to deal with different publics (undergraduates, master students, MBAs, participants in executive education programs) and transfer best practices? How is this affecting our recruitment and career development policies? How to achieve a balance between research and publication, teaching and relevance for the business community? What are the different career paths for faculty?

Partners in Knowledge: The Symbiosis Between Academics and Industry

**Joseph Aoun
President, Northeastern University**

While government investment remains a primary source of research funding, it's less reliable than in the past. The future of research is reliant on the symbiosis between academics and industry. Universities and private industry should partner to identify and develop new technologies for emerging markets, thereby maximizing the impact of research, increasing educational opportunities, and creating avenues to translate knowledge into market-ready solutions.

Reflection

Kevin Simon

Alumnus, MIT

Practicing the Act of Building Upon Experiences The goals of higher education are more lofty than they have ever been.

In the 21st century, students are not only expected to be competent in their areas of study, but are expected to be self-motivated learners, ethical leaders, interdisciplinary thinkers, and happy humans in addition to many other requirements.

Modern curriculums are challenged to add more time to these subjects without taking from their core learning objectives. This session discusses how reflection has played an important role in the speaker's education, and how well structured reflection can help prepare students for the multi-faceted demands of the 21st century.

Quality in Higher Education, KFUPM Experience

Dr. Khaled S. Al-Sultan

Rector, KFUPM

Quality is strongly associated with the key issues that impact higher education. It covers broad dimensions in the academic, research and the institution at large. For quality standards to be fulfilled, it has to be implemented as a culture within the university and gets measured intrinsically. Attributes, measures and indicators of quality have to be objective, realistic, and systematic in order to be able to improve them.

As a successful model for quality in universities, the experience and practice at King Fahd University of Petroleum and Minerals (KFUPM), Saudi Arabia, is presented.

Engaging students in innovation

Manja Klemenčič

Fellow and Lecturer in Sociology of Higher Education, Harvard University

Knowledge economies demand from the students to be creative, innovative, and original. So higher education institutions need to prepare students for knowledge work. Apart from being learners, students can also be producers of knowledge or art or invention if given a chance to research and to create. They can be entrepreneurs, managers of businesses, organizers of activities and events. They can give us feedback on quality of their student experience, offer ideas on what can be improved, and advise us in university decisions. This contribution will focus on different institutional pathways of involving students in innovation, including: in teaching and learning with the aim to strengthen students' understanding of complex concepts and applying these to problem-solving of complex real-world situations; in research through involving students in basic, applied and decision-oriented research; in institutional governance through seeking student feedback on educational provision and engaging them in quality assurance and in drafting policy solutions and implementing them. What underlines this discussion is an understanding of higher education institutions as "learning organisations" and an objective to strengthen student agency in creating innovative learning experiences and environments.

Professors and Reform: The Russian Case

Maria Yudkevich

Vice Rector

National Research University, Higher School of Economics

What mechanisms faculty use to adjust to large-scale university reforms?

In developing academic systems current processes of globalization, competition and massification create challenges both for universities and their faculty. Increasing expectations in publication productivity, fundraising and public impact may challenge the existing academic norms and routines and create great tensions for faculty. While some faculty adjust their performance according to new performance and quality standards, others may shift to more opportunistic way of work on formal performance indicators without real impact on quality.

Taking Russian universities as example we discuss what challenges university administrators face when trying to impose new academic standards and new criteria for hiring and promotion and what universities can do to alter old-style academic culture. We pay special attention to case of weak national academic market that doesn't

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The Pursuit of Global Standards for Quality

Michaela Martin

Specialist, Higher Education Programme, IIEP

Globalization of higher education has led to an increased interaction between higher education systems across national borders. Given the importance of research and skill development in the context of knowledge societies, there is more demand than ever for the comparison of quality levels in higher education systems across countries. Until today, however, there have not been any serious attempts to define international quality standards for higher education and the question arises whether they should exist at all. One encounters frequently a perception that the quality standards in place in Western industrialized countries are “international”. This presentation defends the basic idea that higher education systems can certainly learn from each other’s quality standards, but it is imperative that each system develop those quality standards that fit its own context.

The Dynamics of Emerging Higher Education Systems in Eurasia
Simon Marginson
Professor, UCL Institute of Education, University College London

Content. The paper explores the exceptional dynamism of systems in East Asia (China, South Korea, Taiwan, Singapore), the Middle East (Iran, Saudi Arabia) and Latin America, including the strategies used to sustain quantitative and qualitative improvement; and the counter examples of Russia and Japan where older dynamism has faltered. While globalization often generates tensions between dominant global templates and national identity and practices, and sometimes suppresses inherited national strengths, in the last 20 years—since the advent of the communicative form of cultural and knowledge globalization sustained by the Internet—internationalization strategies have been key to the development of higher education, especially research universities. On the whole those systems that falter in internationalization, such as Russia, are left behind. International benchmarking, and effective reciprocal engagement and collaboration within the global science system, are among the key elements in the strategies of successful systems.