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Student Exchange: the Foundation of International Development at a Business School.

The Case of a French business school, Idrac Lyon.

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Abstract.

Business schools throughout the world are confronted with many challenges ranging from more acute and more globalized competition, interrogations about the relevance of their curricula, etc and are implementing various marketing strategies and partnerships to address them. **Internationalization** (nationality of students, teaching staff...) is the major axis for such strategies.

This paper seeks to outline the particular impact of the changing competitive environment on business schools originating from non-English speaking European nations. By focusing on the particular case of a French business school, the article place student exchange at the center of a sustainable internationalization strategy.

Key words : business school, internationalization, reputation, curriculum, accreditation.

1. Internationalization, the key to success for business schools?

1.1 Internalization : a worldwide, general trend.

Business and academia agree that a solid foundation in international business is required for students to become successful managers in a global economy (Pineda & Rodley, 2009). In addition to the international dimension of curriculum, the ability to work cross-culturally is now a vital skill set as employers rely on business schools to train managers with global business skills. As outlined by Shetty and Rudell (2002, p103),

“past surveys of employers indicate that they continue to expect academic institutions to provide basic training and their graduates to have expertise in international business issues in spite of the fact that most academic institutions have always believed in on-the-job training for business students”.

Consequently, business schools play an increasingly important role in supplying graduates trained for dealing with complexity of the changing business environment. Therefore, how shall the capability to deliver such an international dimension be evaluated? According to which criteria and corresponding metrics? Gibbs & Gibbs (1994, p143) outline that curricula shall include activities and programs such as

“interdisciplinary programs that incorporate foreign language and international studies training into finance, management [...], collaborative programs, activities or research involving other institutions [...], research designed to strengthen and improve international aspects of business and professional education and promote integrated curricula”.

According to them, internationalization strategy bears three dimensions : development of global awareness, global understanding and global competence (ibid, p16). Such criteria are being made mandatory to their members by international accreditation bodies such as AACSB, AMBA or EFMD (European Foundation for Management Development).

The Global Student Mobility 2025 report prepared by IDP Education Australia predicts that the demand for international education will increase from 1.8 million international students in 2000 to 7.2 million international students in 2025. These staggering figures present enormous

challenges and opportunities, exploited by institutions using a great variety of internationalization models.

1.2 Models of internationalization.

De Meyer et al. (2004) have identified four primary models of business school internationalization : the import model, the export model, the partnership model and the network model. The authors use three criteria to evaluate the degree of globalization of business schools : the proportion of (1) international faculty, of (2) international students and of (3) international board of directors. As shown by the authors, these criteria establish very eloquently the world hierarchy of business schools.

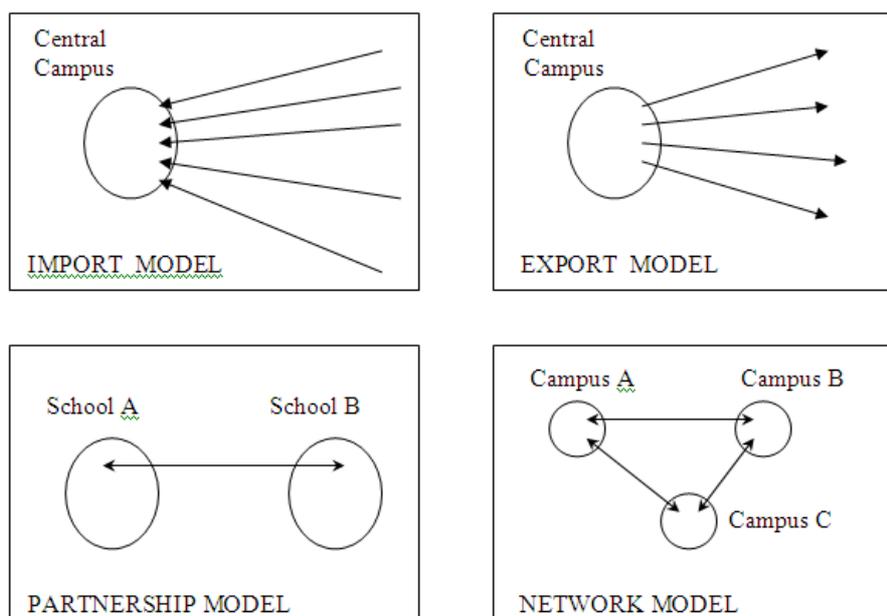


Figure 1 : Four primary model of business school internationalization.
(de Meyer *et al.*, 2004).

The *import model* describes in particular situations where business schools are mainly recruiting foreign students for programs delivered on one central campus. The less common *export model* describes strategies where business schools send their students on the campus of a partner institution overseas, for them to attend a specialized program such as an MBA...

The *network model* is arguably the most advanced form of integration amongst partner institutions at a global level, pertaining to the various dimensions of internationalization: student and faculty exchange, joint research, double degrees...

The *partnership model* therefore appears as an intermediary stage on the way towards the implementation of a network model : generally based on student exchange, the strategy consists for partner institutions to gradually extend the scope of their collaborations.

The *partnership model* is particularly relevant for second-tier institutions, recruiting on a mostly regional market in their country of origin ; it is less relevant for first-tier institutions, with a national or international market, and more likely to prefer either *import model* or *network model*.

As stated by De Meyer et al. (*ibid.*, p114), many schools choose an hybrid, a combination of internationalization strategies rather than opt exclusively for one of the four models defined above. For example, they would on one hand establish an offshore campus, and at the same time develop student and faculty exchanges in order to intensify the networking amongst partner institutions, in the form of a dual degree. Another example of such an hybrid partnership is *Erasmus Mundus*, aiming at intensifying partnerships between institutions : sponsored by the European Commission, it consists in a master-level degree jointly developed

by two EU-institutions and one non-EU institution. The students equally share their study time amongst the participating institutions and obtaining upon graduation a master degree from each of the partner institutions.

In this article, we will develop the particular case of a French business school, Idrac Lyon, and its relatively recent internationalization strategy. We will establish the specificities of Idrac Lyon's environment, particularly the geographical reach of its market and the regulatory constraints, both at the national and European levels. These premises are essential in order to understand the importance of the international dimension in the school's strategy and the nature of the internationalization strategy that Idrac Lyon is implementing.

In non-English speaking countries, the necessity for an international dimension is all the more important, and in the case of France, students themselves increasingly choose a business school according to internationalization metrics such as the number of mandatory foreign languages, the number of destinations and the number of dual degrees¹ (Dauvergne, 2008).

1.3 Non-English speaking countries : the example of France.

1.3.1 The French Business higher education market : intensified competition.

The French higher education system is made of two co-existing types of institutions : state universities and private schools. The two types of institutions also differ according to their admission system : whilst universities merely require that candidates hold a "Baccalauréat" (equivalent to the German Abitur or the British A-Level), most private schools have established a competitive, examination-based admission system. It is opened either to Baccalauréat graduates, or to candidates who have completed an intensive two-year prep course ("*classes préparatoires aux grandes écoles*") after high school. The so-called *Grandes Ecoles* (elite schools) almost exclusively recruit candidates from the prep course system, and provide them with a three-year education course, granting them a master-level degree. Students finishing the two-year prep course will enlist for the entrance exam of the *Grande Ecole* of their choice at the national level. Quite a few private schools, on the other hand, recruit candidates *immediately* after the Baccalauréat and therefore address a different market from the *Grandes Ecoles* : student selection is nationwide in the case of the latter, whilst *post-baccalauréat* private schools address mostly a *regional* market.

1.3.2 Internationalization as a key factor for reputation building : IDRAC Lyon business school.

The *Idrac Lyon* business school² is an example of *post-baccalauréat* private school. It was established in the thriving southern city of Lyon in 1983 in order to offer an education to young high school graduates interested in obtaining a good quality and applied qualification in the field of marketing and sales. Students being increasingly referred to as customers (Driscoll & Wicks, 1998 ; Redding, 2005), Idrac Lyon focuses its strategy on supplementing a highly focused curriculum with an intense **interaction with the corporate world**³ and an increasingly **international dimension**. Idrac Lyon being part of a network of 7 campuses throughout the country⁴, it aims at offering the same level of quality throughout its network.

¹ Double degree : the student completing a joint program (one semester or more) between two institutions receives the degree from both institutions. Dual degree : two partner institutions create a common degree, designing a common program, syllabi. Students originating from each institution and following the program will be receiving the dual degree, issued by both institutions.

² <http://www.ecoles-idrac.com/#>

³ long periods of internships (up to 20 months), visiting lecturer positions filled by professionals, coached placement ... resulting in very high rates of employment within 3 months after graduation...

⁴ Paris, Nice, Nantes, Toulouse, Montpellier, Grenoble, in addition to Lyon.

2. Reputation building strategy focused on students.

A business school's reputation building process was reassessed by Vidaver-Cohen (2007), taking into account the point of view of various stakeholder groups: students, parents, faculty, accreditation agencies, etc. This approach is based on the notion that an institution's strategy consists of developing the reputation attributes that are being favored by the most significant stakeholder groups' – student, accreditation agencies, international partners.

As shown in figure 2, Idrac Lyon's various dimensions of internationalization aim at perfecting its reputation towards the main stakeholder groups. Since the implementation of its internationalization strategy in 1990, IDRAC Lyon has placed the student at the center of its efforts.

Reputational dimensions	Internationalization Attributes of IDRAC Lyon
Effective job placement system (<i>percentage of graduates finding a job within 3 months after graduation</i>) : ability to work in foreign language ; ability to work in multicultural environment.	<ul style="list-style-type: none"> - 1st year ending with 2 months I.W.E. (international work experience) - 3rd year taught exclusively in English. - 3rd year :1 or 2 semesters at partner institution overseas.
Quality of education	<ul style="list-style-type: none"> - faculty's capacity to teach in foreign language (English, Spanish, Chinese...) - faculty with international experience (teaching, research, professional) - 10 foreign languages available - large choice of partner institutions overseas (69 institutions in 30 countries) - 15 double degree with partner institutions. - 2 dual degree (including 1 dual MBA). - research : international publications and conferences, visiting professorships.
Campus climate	<ul style="list-style-type: none"> - lectures and conferences by visiting professors from partner institutions. - large number of nationalities amongst students (European, Asian, American).
Innovation	<ul style="list-style-type: none"> - delivery methods : videoconferencing facilities for intensified exchanges with partner institutions (lectures), for coaching of students completing semester overseas. - Intensive use of e-learning tools to access international teaching material.

Figure 2 : The dimensions of internationalization at Idrac Lyon.

2.1 Internationalization as seen by various stakeholder groups.

In developing the various dimensions of its internationalization strategy, IDRAC Lyon, like any other institution in the market, is addressing the expectations of various stakeholder groups: accreditation agencies, international partner business schools and of course students from its mainly regional French market⁵. The latter being also a paying customer, Idrac Lyon's strategy is to continue improving the quality of education offered, namely by enhancing the international dimension of the services offered.

⁵ 89% of 2008-09 student intakes reside within the *Rhone-Alpes* region, i.e. within a 200 km radius around the Lyon campus.

Stakeholder Group	Reputation drivers
Students and parents (regional market)	<ul style="list-style-type: none"> - proportion of classes taught in English - number of destinations worldwide, availability of destinations such as UK, USA... - alumni feedback on partner institutions (curricular and extra-curricular, quality of support provided) ; - double and dual degrees ; -multicultural campus : number of nationalities, no overly numerous nationality (except French), “team building“ activities...
Accreditation agencies	<ul style="list-style-type: none"> - number of accredited partners (AACSB, AMBA, EQUIS) ; - intensity of student exchanges & number of dual degree (undergraduate and postgraduate level) ; - qualifications of faculty members ; - ongoing research (PhD candidates, publications...) - faculty exchanges (visiting professors...)
International partners	<ul style="list-style-type: none"> - modular structure of curriculum for optimal mobility of students across institutions - classes taught : quality, complementary modules, similarity. - students’ curricular and extra-curricular experiences.

Figure 3 : Reputation drivers within internationalization strategy, according to nature of stakeholder group.

Figure 3 illustrates the critical components in building the school’s reputation as an institution capable of offering a truly international education.

Foreign students do not appear here as a stakeholder group *per se* : although IDRAC Lyon would dedicate important resources to guarantee the success of their curricular experience in France, it doesn’t do so to satisfy a paying customer but rather as a way to ascertain that its efforts will be *reciprocated* by the partner institution towards the visiting French students. Unlike other business schools who actively recruit foreign paying customers, Idrac Lyon does not hold the internationalization of the student body primarily as a *diversification strategy* and therefore a source of revenue.

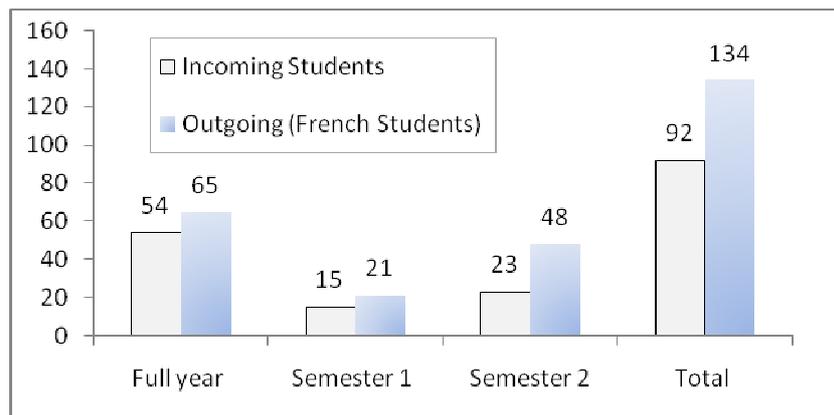


Figure 4 : Number of incoming and outgoing students – Bachelor 3, 2008-2009 (Source : International Dept).

The institution focuses on balancing the number of incoming (students from overseas institutions attending Idrac’s program in France) and outgoing students (Idrac students spending one or two semesters with a partner overseas).

2.2 Students at the center: a multicultural campus...

Student exchange is the cornerstone of Idrac Lyon's strategy of developing the dimensions of internationalization. The third year of the bachelor degree, fully taught in English, represents a promotion of 192 students (2008-09) with 15 nationalities. Cross-cultural exchanges are encouraged during classes (group work, company internships...) so that students with similar education backgrounds can learn to interact with classmates of different cultural backgrounds. Idrac Lyon's experience shows that such cross-cultural exchanges can be beneficial only if some balance can be maintained amongst nationalities: if one nationality were to become too dominant, a community would develop within it and virtually prevent any kind of intercultural exchange. The following figure shows that an even balance between French and foreign students is almost achieved (ratio of 100/92) and also that no foreign nationality is overwhelmingly represented⁶.

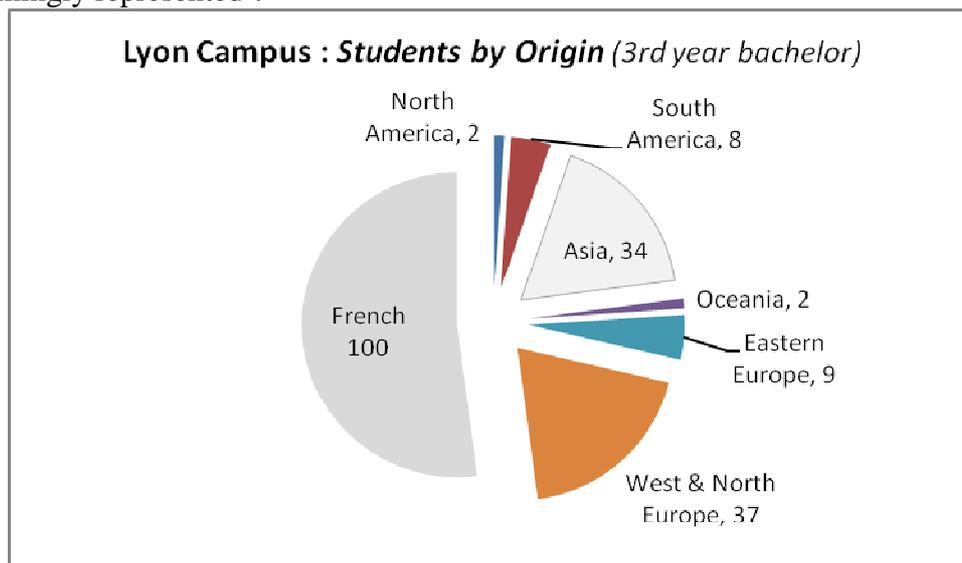


Figure 5 : Idrac Lyon – an international campus – Bachelor 3, 2008-2009
(Source : International Dept).

For incoming and outgoing students, and the composition of nationalities on campus is indeed the cornerstone of our reciprocity strategy.

3. Reciprocity for sustainable internationalization.

One fundamental principle of Idrac Lyon's international strategy is *reciprocity*, according to which the number of foreign students accommodated by Idrac Lyon should equal the number of French students sent to the partner. In so doing, Idrac Lyon is capable of offering a wide range of overseas destinations without the student having to pay additional tuition fee for adding significant international dimension to his or her experience, within overseas institutions offering similar levels of accreditation, teaching areas and programs taught in English language in the fields of business studies, human resources and marketing.

Each agreement with a foreign institution is based on this reciprocity principle, which will determine the nature and the depth of the exchange, as well as the number and duration of stay of exchange students.

⁶ Asia : 18 Chinese students, 14 Indians, 2 South Koreans.

3.1 Mechanism of student exchange according to the reciprocity principle.

3.1.1 Selection.

As a fundamental principle, each institution leaves it to the issuing partner to select the exchange students, according to criteria predetermined with the partner institution, such as English language proficiency, academic attainment, interest for an international environment.

3.1.2 Registration and choice of courses.

The receiving institution duly registers the incoming student in its program, and organizes with him/her an exact mapping of the courses, which will result, within the Erasmus scheme, in the signing of a *learning agreement*⁷ between the student and the receiving institution. This guarantees that the student is able to accrue the corresponding credits at his/her home institution.

At the end of the semester, the receiving institution establishes the student’s transcript of records.

3.1.3 Additional services provided to incoming students.

Idrac Lyon has over the years defined an array of ancillary services that it considers essential to the quality the incoming students’ experience. In addition to the strictly academic dimensions of the exchange, arrangements upon arrival, tutoring and socialization opportunities are offered. Such services are essential to the incoming student’s satisfaction, and therefore a cornerstone of the richness and long term sustainability of international partnerships.

Arrangements upon arrival.	Incoming students are picked up from Lyon airport, and accommodation is being arranged at very competitive prices in the vicinity of the campus.
Paperwork on arrival (visa, bank account, grant application...)	One member of the staff at the International Department is dedicated to helping incoming students with paperwork and completing various applications in France.
Induction and “survival French” seminar.	Newly arrived students are offered a whole week of intensive French language classes which, supplemented by another week of induction seminar ⁸ , help facilitate their socialization on and off the campus.
Tutoring and coaching during the stay.	During the semester, incoming students are under the constant supervision of their home institution (teleconferencing, email-based reporting...). Volunteer French students “buddy” their foreign colleagues within the “I Club” ⁹ , whilst the International Department arranges extracurricular activities such as company and cultural visits in the city and region, functions (“Erasmus party”...), as well as the possibility of doing internships within French companies.

Figure 6 : Additional services provided to incoming students.

⁷

⁸ The induction seminar is scheduled before the semester begins, in order to encourage interaction amongst the various nationalities.

⁹ “I Club”, or International Club, is animated by French former exchange students in order to provide incoming foreign students with logistical support upon arrival (airport pick up, accommodation, banking and various administrative arrangements, etc).

Such services are essential for the satisfaction of incoming students and therefore to the receiving institution's reputation amongst the student community at the partner institution overseas, and the partner institution itself. These services to incoming students, however costly to offer, are therefore essential to the long term sustainability of the partnership.

Idrac Lyon regularly surveys exchange students about their experience at Idrac Lyon by submitting a questionnaire (see annex 1). As figure 7 reveals, they positively evaluate their experience, be it the quality of classes offered, or the level of services offered upon arrival or on campus.

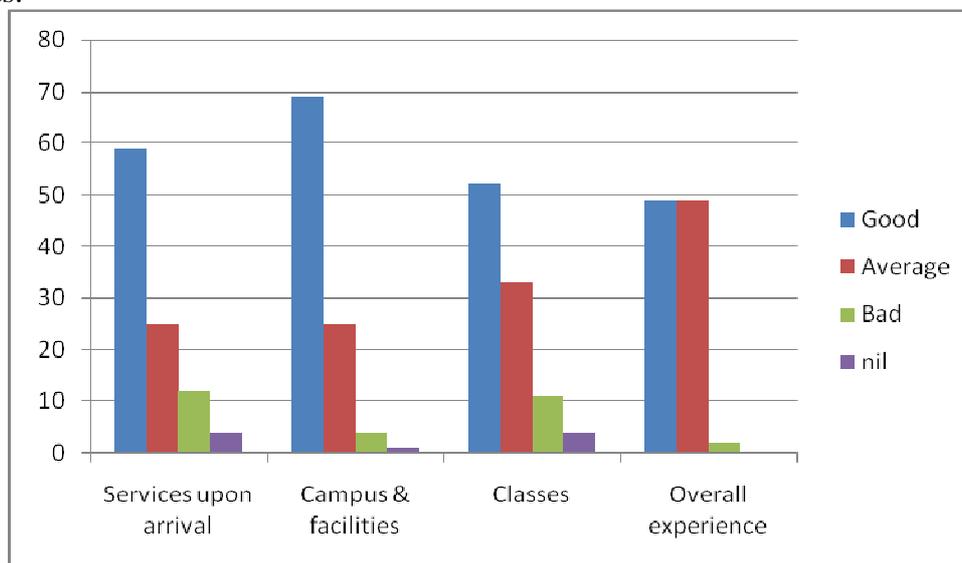


Figure 7 : Survey of incoming students' experience at Idrac Lyon (92 foreign students at IDRAC Lyon campus, February 2009) (Source : International Dept).

A positive feedback from incoming students towards their peers and our partner institutions is indeed the keystone to a continuously increasing flow of student exchange and to an ever richer array of international collaborations.

3.2 Reciprocity leading to a multidimensional internationalization.

The internationalization strategy of Idrac Lyon consists of simultaneously developing partnerships *extensively* and *intensively*.

3.2.1 Extensive development.

The school's continuous efforts in signing partnerships with new institutions, as illustrated in figure below, is chiefly aimed at offering more choices of destinations to French students.

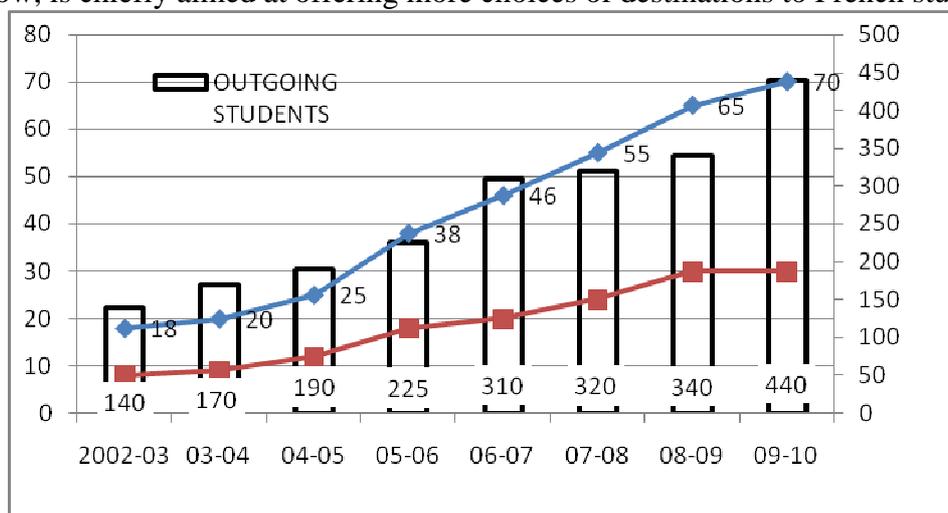


Figure 8 : Extensive development of Idrac's international network. (Source : International Dept).

3.2.2 Intensive development.

Intensive development of existing partnerships consists in capitalizing on successful partnerships – i.e. institutions where incoming students had a fruitful and satisfying exchange experience– and initiate faculty collaboration and exchanges, dual and double degrees and the like, according to the following order :

- Level #1 : student exchange
- Level #2 : faculty exchange
- Level #3 : double degree
- Level #4 : dual degree
- Level #5 : joint research projects.

The intensive development of existing partnerships aims to guarantee a sustainable internationalization strategy, in order to improve the institution’s reputation towards prospective students, partner institutions and accreditation agencies.

	Outgoing student Capacity	Partners	Accreditations (30,7% of total)			DOUBLE DEGREES	DUAL DEGREES	FACULTY EXCHANGES /year
			Erasmus	AACSB (member+ accredited)	EFMD			
1990/91	38	2	0	1+0	1	0	0	0
1995/96	54	4	1	1+0	2	2	0	0
2000/01	120	12	6	1+1	5	10	0	0
2005/06	273	33	18	3+1	7	12	1	1
2008/09	469	65	14	3+1	2	15	2	5

Figure 9 : Intensification of Idrac Lyon’s internationalization.
(Source : International Dept).

3.2.3 Strengths and weaknesses of reciprocity-based internationalization.

De Meyer et al (op. cit, p113) have stated that each of the four internationalization models have distinctive advantages and disadvantages for education and research :

- The *import model*’s biggest challenge of using an import model is to keep students and faculty engaged in the world and escape local culture. How can the school provide international experience on its campus if the students do not actually study and work in other countries? Conversely, placing all the international faculty and students in one location increases opportunities for direct interaction and preserve the critical mass that is so critical for research.
- The export model faces the major challenge of managing the scarce resources such as faculty time as the school sends them around the world. Long term sustainability is at stake. On the other hand, this models encourages strong faculty integration across the organization and allows the school to be more responsive to local students’ requirements.
- The *partnership model* carries risks inherent to any alliance. The management complexity is important and conflicts can occur as the confrontation of differences in quality or philosophies of the partners. This model can however offer the cheapest and fastest way to advance across various regions.
- The *network model* entails high upfront investment to building campuses throughout the world. Its decentralized structure for faculty and students also entails high management complexity. In the other hand, it enables the diffusion of knowledge and stronger presence and credibility with local stakeholders.

Idrac Lyon's *reciprocity model* holds forces and weaknesses directly resulting from its very strong reliance on strong personnel relationships : any personal movement at a partner institution is liable to challenge the quality and durability of reciprocity agreements, therefore posing very acute management problems. On the other hand, these very same interpersonal relationships produce a very strong level of commitment and solidarity amongst reciprocity partners. Two examples eloquently illustrate simultaneously the strengths and weaknesses of reciprocity-based internationalization strategies:

Case #1 : Brazil partner unable to accommodate Idrac Lyon's outgoing bachelor students : One month before scheduled departure of Idrac Lyon's students, one of our two partner institutions in Brazil informed our international department that, due to insufficient number of students registered, it had decided to cancel the all-English-language semester that Idrac Lyon's students were planning to join. Another 5 years+ partner institution in the same destination country accepted to welcome Idrac Lyon's students, despite the excessive tardiness of the request and their imminent arrival.

Case #2 : R.I.B.A.¹⁰ is a consortium of 6 European business schools established in order to intensify inter-institution partnerships with a view to foster cross-cultural education and student exchanges. R.I.B.A. is Europe's second biggest curriculum development project, with partners having agreed to a unique bachelor level program administered within each institution during the fall semester and worth 30 ECTS credits¹¹. Each partner institution is entitled to send 5 outgoing students to each of the other partners, for a total of 25 outgoing students per year. Idrac Lyon, a business school with similar ranking and reputation as R.I.B.A.'s founding members, was approached several years ago to be the French institution in R.I.B.A. This partnership is clearly a direct result of very strong personal relationships between Idrac Lyon's International Department and the founding members of R.I.B.A.

4. Examples of internationalization resulting from reciprocity principle.

During more than two decades of internationalization experience, Idrac Lyon was able to reap the benefits of reciprocity principle in achieving gradually intensified partnerships. The two following examples are two its the most successful partnerships...

4.1 Partnership between *Idrac Lyon* and *München Fachhochschule* (Germany)

In 2001, the partnership was initiated by an agreement between Idrac Lyon and München Fachhochschule for the exchange of 2 students per year at the BA Honors level. In the following years, the flow of exchange students was maintained, progressively permitting deeper partnership. Faculty exchange¹² was initiated in 2004 and was repeated every year since (1 week per year). In 2001, Idrac Lyon's German partner took the initiative for the establishment of a double degree for the exchange students. Outgoing French student would obtain the degree from the German partner in addition to the Idrac Lyon degree.

This experience shows that, in a relatively short period of time, a reciprocity-based partnership succeeded in bringing significant benefits to the students (1 semester of international experience, foreign professor teaching on French campus, marketable double international degree), with no additional tuition cost. Other examples can demonstrate the possibility for even deeper partnerships resulting from the same internationalization strategy.

¹⁰ R.I.B.A. : Raising International Business Awareness. <http://www.riba.eu.com/>.

¹¹ In the E.U. higher education system, 60 ECTS credits are required to validate a whole year.

¹² See Annex 2 for syllabus of course taught at Idrac Lyon by visiting professor.

4.2 Partnership between Idrac Lyon and Newcastle Business School (Northumbria University, Newcastle, UK).

Idrac Lyon initiated its student exchange with Newcastle Business School (5000 students), part of Northumbria University (ca. 20,000 students), in 1991. The exchange initially consisted in providing bachelor students on both sides with the opportunity to spend one semester with the partner university ('International Business Diploma'); at the time, exchange students received only a certificate for the completion of the exchange semester. In 1995, both partners extended the scope of the exchange agreement by granting the possibility for students to spend a complete year with the partner; in 2000, both partners signed an Erasmus¹³ agreement, according to which exchange students were eligible for an Erasmus study grant; in 2005, the partners agreed for the exchange program to be at the B.A. Honors level, as a replacement to the international business diploma.

For all these reasons, Newcastle Business School is now the 10th preferred destination of Idrac Lyon's exchange students.

In 2009, Newcastle Business School, a soon-to-be AACSB-accredited institution, approaches Idrac Lyon in order to introduce a *dual* MBA program¹⁴; students would spend 1 semester in each of both institutions and would share common modules (dissertation, study missions, induction seminar). This specific program, fully taught in English, would deliver two MBA degrees to the students. The agreement is in the process of being signed and the first intake is scheduled for October 2009.

This partnership is an eloquent example of how powerful the reciprocity internationalization strategy proves to be, benefiting the students (choice of destination, Erasmus grants, dual degrees) and the institution itself in terms of international recognition (faculty exchanges, development of advanced degrees, international accreditations).

CONCLUSION

Internationalization of business schools is a global trend. However, strategies can vary sharply. Idrac Lyon, a *post-baccalauréat* business school with a mostly regional market, is implementing since the early 1990s an internationalization model aimed at offering a more attractive service to prospective students (large choice of overseas destinations) and corporations (graduates with an international profile).

Comparable to the *partnership* model of internationalization (Meyer *et al.*, 2004, p108), this model emphasizes reciprocal student exchange with partner institutions worldwide as the cornerstone of a sustainable and increasingly rich internationalization.

¹³ the ERASMUS program, or European Region Action Scheme for the Mobility of University Students, is a European student exchange program established in 1987. It forms a major part of the European Union's Lifelong Learning Program 2007–2013, and is the operational framework for the European Commission's initiatives in higher education. ERASMUS has a number of specific objectives: 1. to improve the quality and to increase the volume of student and teaching staff mobility throughout Europe, so as to achieve at least 3 million student and teacher exchanges by 2012; 2. to improve the quality and increase the amount of multilateral cooperation between higher education institutions in Europe; 3. to improve and increase cooperation between higher education institutions and enterprises; 4. to spread innovation and new pedagogic practice and supports between universities in Europe.

¹⁴ See Annex 3 for the dual MBA's program structures.

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ANNEX #1 :

Questionnaire submitted to foreign students on Idrac Lyon’s campus (February 2009).

INCOMING STUDENT QUESTIONNAIRE

Please take some time to fill out this questionnaire. Thank you !

Name (optional) :..... Country of origin :..... Institution :



③ Logistic			
- Arrival information			
- Accommodation			
- Visa arrangements			
- Survival French Seminar			
- Induction			
③ Campus and shared services :			
- Library + data basis			
- Computer + Internet tools			
- Teaching facilities (classrooms,...)			
- Cafeteria			
- Location of campus			
③ IDRAC support :			
- Pedagogic assistance			
- International office			
③ Courses :			
- Teachers			
- Quality of Courses			
- Quality of instructor’s english			
- Marking or Grading			
- Exams			
- Timetable			
③ Overall experience :			
- Contact with other students			
- Extra curricular activities			
- Image of France and the French			

Would you recommend Idrac to other students from your home Institution ? Why ?

ANNEX #2 :

Syllabus of course taught at Idrac Lyon by visiting professor.
Partnership between Idrac Lyon and München Fachhochschule (Germany)

COURSE TITLE	EUROPEAN INTEGRATION
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<i>CODE</i>	<i>693EUI</i>
<i>YEAR</i>	<i>MME3</i>
<i>ECTS CREDITS</i>	<i>2</i>
<i>LANGUAGE</i>	<i>English</i>
<i>AVERAGE NUMBER OF STUDENTS</i>	<i>30</i>
<i>SEMESTER</i>	<i>1 & 2</i>
<i>CONTACT HOURS</i>	<i>15 HOURS</i>
<i>STUDY TIME</i>	<i>45 HOURS</i>

COURSE OBJECTIVES :

- To introduce participants to the main elements necessary to fully understand the nature and the process of European integration & harmonisation and
- To assess the community's influence upon business activities
- To develop the importance of EU laws and practices in international trade with the USA and Asia

COURSE DESCRIPTION :

- The construction of the EU (structure, history, institutions)
- Analysis of political, economic and commercial components of Europe and their consequences for companies
- Is there a European consumer ?
- Regional segmentation
- The Euro : a strategic change in European firm environment
- Changes in the product-mix pricing
- Federation or confederation? Relationships within the Triad
- The problem of expansion in 2005
- Company law within the EU
- The single market and its functioning (the car sector, the air transport sector)
- Lobbying and the European firm
- Monetary union and its internal and external significance
- Economic relations outside the EU
- EU versus US and the role of the EU Trade Commissioner
- The European Constitution and the consequences of the "No" vote
- Anti-trust policies
- European case study : Galler Belgium Chocolates

BIBLIOGRAPHY :

BLANPAIN. R. (1999). **"European Labour Law"**
KLUWER (1998). **"Comparative Labour Law and Industrial Relations in Industrialised Market Economies"**. *Kluwer Law International*

CLARKE. W.M. (2000). "The use of foreign languages by Irish exporters". *European Journal of Marketing, Vol. 34, No.1/2, pp.80-90.*

WHITLEY. R. (1992). "The Comparative Study of Business Systems in Europe : Issues and Choices". *European Business Systems*

Website www.eurunion.org

BIBLIOGRAPHY: www.cyberlibris.com

FUNCK, BERNARD PIZZATI, LODOVICO (2003). "European Integration, Regional Policy, and Growth : Lessons and Prospects". *World Bank Publications*

FUNCK Bernard, PIZZATI Lodovico (2003). "European Integration & Foreign Direct Investment in the EU : The Case of the Korean Consumer Electronics Industry". *World Bank Publications*

PEDAGOGICAL METHODOLOGY :
(lecture, tutorials etc...)

ASSESSMENT :

Tests :	%
Participation :	%
Written course work :	50%
Viva :	%
Final exam :	50 %

ANNEX #3 :

Dual MBA's programme structures. Partnership between *Idrac Lyon* and *Newcastle Business School* (Northumbria University, Newcastle, UK).

NORTHUMBRIA UNIVERSITY / IDRAC LYON
PROGRAMME SPECIFICATION DELIVERY SUPPLEMENT

Programme Structures

Newcastle Business School MBA - Full-Time Programme Structure

Semester 1	HR0896 Developing Self 10 Credits	SM0497 Developing Global Strategy 10 Credits	MN0411 Financial Management 10 Credits	MK0494 Marketing Management – A Relationship Approach 10 Credits	MO0486 Operations Management and Organisational Improvement 10 Credits	HR0469 Human Resource Management and Development 10 Credits	NX0420 Programme Induction Zero Credit	EF0113 Skills Seminars Zero Credit
Semester 2	HR0864 Analysing Organisations 10 Credits	SM0493 Implementing Strategic Change 10 credits	BM0421 Business Research Analysis 10 Credits	NX0447 Contemporary Issues in Management Practice 10 Credits	OPTION	OPTION		
Semester 3	NBS Masters Dissertation (BM0456, FN0450, HR0888, MK0493, MN0476, MO0485, SM0491, TM0445) 60 Credits							

All participants will apply for the MBA programme, with the potential for the named awards listed in this section. Participants will have a free choice of options from the overall list presented above as well as a free choice of management subject relating to their dissertation, leading to the MBA award. However, for a named MBA award, i.e. MBA (Finance), MBA (Operations Management), MBA (HRM), MBA (Marketing), MBA (Tourism) or MBA (Hospitality), they are required to take the relevant (paired) options listed above together with a relevant dissertation related to that chosen subject.

OPTIONS:

Finance	MN0458 Investment and Performance Analysis (20 Credits) MN0478 Ethics and Socially Responsible Investment (20 Credits) MN0477 Financial Risk Management (20 Credits)	Marketing	MK0496 Advertising and Marketing Communications Management (20 credits) MK0448 Marketing Research Applications (10 credits)
Operations Management	MO0487 Strategic Procurement and Logistics (20 credits) MO0488 Managing Sustainable Supply Chains (10 credits) MK0492 The Marketing/Logistics Interface (10 credits)	Tourism	TM0449 Tourism Development and Regeneration (10 Credits) TM0450 Responsible Tourism (10 Credits)
HRM	HR0897 International and Human Resource Management (10 Credits) HR0464 Total Reward (10 Credits) HR0841 Management Development (10 Credits)	Hospitality	TM0447 Events and Attractions Management (10 credits) TM0441 International Destination Management (20 credits)

NORTHUMBRIA UNIVERSITY / IDRAC LYON
PROGRAMME SPECIFICATION DELIVERY SUPPLEMENT

IDRAC Lyon Full-Time MBA Programme Structure

Semester 1	Programme Induction Leadership and personal Development 2 ECTS / 4 UK Credits	Corporate Finance 4 ECTS / 8 UK Credits	Stakeholder's Management 4 ECTS / 8 UK Credits	Business Plan and Value Chain Management 4 ECTS / 8 UK Credits	Innovation Process 2 ECTS / 4 UK Credits	Geopolitics and Globalization 4 ECTS / 8 UK credits	Audit – Human Resource Management / Operations Management 10 ECTS / 20 UK Credits
Semester 2	Audit and Risk Management 5 ECTS / 10 UK Credits	Business Research Analysis 5 ECTS / 10 UK Credits	OPTION 1 or OPTION 2 20 ECTS / 40 UK Credits				
Semester 3	NBS Masters Dissertation (BM0456, FN0450, HR0888, MK0493, MN0476, MO0485, SM0491, TM0445) 60 Credits						

OPTIONS:

Option 1 International Business	<ul style="list-style-type: none"> ◆ Developing the Company on International markets ◆ Financing the International Development ◆ Covering International Risks ◆ Preparing for a Career in an International Environment
Option 2 International purchasing and supply chain Management	<ul style="list-style-type: none"> ◆ The Industrial Purchasing Environment ◆ Acquisition and New Technologies ◆ International Purchasing Strategies ◆ Supply-Chain Management ◆ Organisation and Management of Purchasing

The two MBA programmes combine to provide the students with a choice of two possible journeys through the Dual European MBA programme, which are presented below:

Dual European MBA – Option One – S1 Newcastle Business School, S2 to completion at IDRAC Lyon

Semester 1 (Newcastle)	HR0896 Developing Self 10 Credits	SM0497 Developing Global Strategy 10 Credits	MN0411 Financial Management 10 Credits	MK0494 Marketing Management – A Relationship Approach 10 Credits	MO0486 Operations Management and Organisational Improvement 10 Credits	HR0469 Human Resource Management and Development 10 Credits
Semester 2 (Lyon)	Audit and Risk Management 5 ECTS / 10 UK Credits	Business Research Analysis 5 ECTS / 10 UK Credits	OPTION 1 or OPTION 2 20 ECTS /40 UK Credits			
Semester 3 (Lyon)	Newcastle Business School Masters Dissertation (BM0456, FN0450, HR0888, MK0493, MN0476, MO0485, SM0491, TM0445) 60 Credits					

OPTIONS:

Option 1 International Business	<ul style="list-style-type: none"> ◆ Developing the Company on International Markets ◆ Financing the International Development ◆ Covering International Risks ◆ Preparing for a Career in an International Environment
Option 2 International Purchasing and Supply Chain Management	<ul style="list-style-type: none"> ◆ The Industrial Purchasing Environment ◆ Acquisition and New Technologies ◆ International Purchasing Strategies ◆ Supply Chain Management ◆ Organisation and Management of Purchasing

Dual European MBA – Option Two – S1 IDRAC Lyon, S2 to completion Newcastle Business School

Semester 1 (Lyon)	Programme Induction Leadership and personal Development 2 ECTS / 4 UK Credits	Corporate Finance 4 ECTS / 8 UK Credits	Stakeholder's Management 4 ECTS / 8 UK Credits	Business Plan and Value Chain Management 4 ECTS / 8 UK Credits	Innovation Process 2 ECTS / 4 UK Credits	Geopolitics and Globalization 4 ECTS / 8 UK Credits	Audit – Human Resource Management / Operations Management 10 ECTS / 20 UK Credits
Semester 2 (Newcastle)	HR0864 Analysing Organisations 10 Credits	SM0493 Implementing Strategic Change 10 credits	BM0421 Business Research Analysis 10 Credits	NX0447 Contemporary Issues in Management Practice 10 Credits	OPTION		OPTION
Semester 3 (Newcastle)	Newcastle Business School Masters Dissertation (BM0456, FN0450, HR0888, MK0493, MN0476, MO0485, SM0491, TM0445) 60 Credits						

All participants will apply for the MBA programme, with the potential for the named awards listed in this section. Participants will have a free choice of options from the overall list presented above as well as a free choice of management subject relating to their dissertation leading to the MBA award. However, for a named MBA award, i.e. MBA (Finance), MBA (Operations Management), MBA (HRM), MBA (Marketing), MBA (Tourism) or MBA (Hospitality), they are required to take the relevant (paired) options listed above together with a relevant dissertation related to that chosen subject.

OPTIONS:

Finance	MN0458 Investment and Performance Analysis (20 Credits) MN0478 Ethics and Socially Responsible Investment (20 Credits) MN0477 Financial Risk Management (20 Credits)	Marketing	MK0496 Advertising and Marketing Communications Management (20 credits) MK0448 Marketing Research Applications (10 credits)
Operations Management	MO0487 Strategic Procurement and Logistics (20 credits) MO0488 Managing Sustainable Supply Chains (10 credits) MK0492 The Marketing/Logistics Interface (10 credits)	Tourism	TM0449 Tourism Development and Regeneration (10 Credits) TM0450 Responsible Tourism (10 Credits)
HRM	HR0897 International and Human Resource Management (10 Credits) HR0464 Total Reward (10 Credits) HR0841 Management Development (10 Credits)	Hospitality	TM0447 Events and Attractions Management (10 credits) TM0441 International Destination Management (20 credits)

Cell Phone Technology and Second Language Acquisition: An Action Research Experiment.

Nicolas Gromik, Qatar University and Neil Anderson, James Cook University, Australia.

Abstract: This action research study explored the possibility of engaging Japanese university learners of English as a Foreign Language (EFL) to use their cell phones to communicate in the target language. One hundred and two students participated in a pre and post-test survey to collect their opinions about producing cell phone-based audio-visual resources. In addition, evidence collected from 50 participants' cell phone videos reports on their verbal performances. The outcome of this experiment provides an example for integrating cell phones as part of the language curriculum and it reveals that students gained some benefits from using this technology.

Introduction

Owners of Cell phone Technology (CpT) can now take pictures, write notes, record their voices or short videos, compose as well as listen to music, watch audio visual material, use a bilingual dictionary, send text messages to their peers, engage with social networking software and make regular calls. Such technology is beginning to receive some attention from researchers but the educational benefits have not yet been fully explored.

This paper reports on an action research structured study conducted over 14 weeks at a Japanese university. The objective was to observe whether or not it would be feasible to integrate CpT in the curriculum to enhance language learning. The task required students to produce a 30-second cell phone-based video recording once a week over the course of a term. A 30-second time limit governed the length of students' video productions. This was a communicative task set within a syllabus that intended to engage students to rely on their prior knowledge of the target language to improve their verbal performance.

The data collection process included all students' cell phone-based video productions, a pre and post written test, a mid-term essay and an end of term in-class video recorded short communicative performance. By the end of this study, it was possible to conclude that CpT is a suitable learning device, but that further research needs to be conducted in order to provide additional evidence for understanding the benefits such a learning tool brings to the language acquisition process.

This paper presents a review of the literature to consider strategies for incorporating CpT in the English as a Foreign Language (EFL) classroom and then suggests a new avenue for integrating CpT in the language classroom. After describing the purpose of the research, the classroom environment, the course and task as well as the research methodology, the paper discusses the results collected in terms of quantitative and qualitative evidence. The paper concludes by defining some of the limitations with the findings and it provides some suggestions for further research.

Literature Review

The use of Personal Digital Assistants (PDAs) has received extensive attention from researchers interested in mobile learning (Corlett, Sharples, Bull & Chan, 2005; Facer, Joiner, Stanton, Reid, Hull & Kirk, 2004; Klopfer, Yoon, & Rivas 2004; Kukulska-Hulme & Traxler, 2005; Lai & Wu, 2006). However, very few articles have considered the possibility of using cell phones as a learning tool (Kiernan & Aizawa, 2004; Thornton & Houser, 2005; Wang & Higgins, 2006). In Japan, students are more likely to own a cell phone than a PDA; at the end of September 2008, there were 109 million subscribers to cell phones (Ministry of Internal

Affairs and Communications, 2008). Therefore, this study focuses on CpT as a potential tool for stimulating students to practice their communicative skills.

Defining the capabilities that CpT can offer the EFL teacher is a primordial step of any research. Wang and Higgins (2006) reviewed CpT to outline the limitations that such a device holds when contrasted against the needs of the language learning environment. Although they stated that CpT did provide positive opportunities for language education, they argued that such devices were not yet ready for mainstream pedagogical consideration. They justify their decision by explaining that since learning requires an effort, most students would be unlikely to want to study with a phone; they would prefer to use it for entertainment. They argued that "People lack the motivation needed to use mobile learning consistently." (p. 4). They also contended that learning and teaching require interaction for learning to occur. In Wang and Higgins' opinion, examination via cell phones was cumbersome to implement and the surrounding environment was also a source of distraction for learners. Other limitations included slow internet browsing and the connection was unreliable, reducing the possibilities for independent offline learning. They noted that the screens were too small for optimum reading purposes and the memory capacity was insufficient for viewing learning materials. Finally, they pointed out that CpT cannot replace learning; it simply provides a new tool for learning. Unfortunately, apart from referring to Thornton and Houser's (2005) research, Wang and Higgins offered few alternatives and/or reviews of teaching attempts with CpT. However, Thornton and Houser (2005) as well as Kiernan and Aizawa (2004) provided evidence that CpT could be a useful tool for enhancing learning development of Japanese EFL university students.

Thornton and Houser (2005) first conducted a survey to assess 333 female students' use of CpT, revealing that 100% of their students owned a cell phone. The survey also divulged that 83% of the students used their phones for chatting with friends and rarely used them for educational purposes. Then they conducted two experiments to assess vocabulary retention. The first experiment involved cell phone text messaging and the second required participants to rate the quality of viewing idioms on videos or "vidioms" on cell phone screens (p. 217).

The first project divided 44 students into two groups; a cell phone and a PC group. These students received three short text messages at intervals throughout the day. The difference between the pre and post tests revealed that students from the cell phone users retained the vocabulary items better than those in the PC group. Students' feedback also indicated that 71% preferred receiving cell phone messages and 91% saw benefits from the learning approach.

In the second project, Thornton and Houser (2005) provided 31 students with the opportunity to use either a cell phone or a PDA to view a collection of 15-second vidiom clips during a ten minute learning session. Viewing vidioms on cell phones or PDAs seemed an appropriate learning approach to students. Feedback from these participants indicated that due to screen size, PDAs were better devices than cell phones for viewing videos. Both devices were reported to have poor audio quality.

While Thornton and Houser's (2005) research was primarily experimental, Kiernan and Aizawa's (2004) research was more rigorous in demonstrating the benefits of using CpT to encourage students to focus on form and negotiate meaning during particular teacher designed tasks. The purpose of their research was to understand whether or not cell phones are valuable tools for language learning in a task-based learning environment. Conducted over a three week session, their project involved four forty-five minute classes of approximately thirty Japanese first-year engineering students. The authors first divided their classes into high and low level learners and then they divided them into three groups: "PC email, cell phone email and speaking" (p. 73).

Prior to undertaking the tasks, students completed a survey in Japanese which aimed to elicit information about students' cell phone use habits as well as a pre-test "to test learners' knowledge of target pragmatic phrases" (p. 75). Thereafter students completed three tasks; two picture narrative tasks that encouraged students to share information to fill in a worksheet and one invitation task. Kiernan and Aizawa (2004) hypothesized that students would use the target pragmatic phrases in their conversation, therefore, "the same [pre-]test was re-administered with the order of the items changed as a post-test" to assess any vocabulary gain from the tasks (p. 75). However, their findings reveal "that none of the students used" any of the target pragmatic phrases during the activities (p. 75). Kiernan and Aizawa (2004) conclude that it might have been rather "naïve" to anticipate pragmatic phrase retention through accidental exposure during the pre-test and expect it to transfer over to a particular communicative task (p. 80).

Nevertheless, Kiernan and Aizawa (2004) outline affordances and constraints with cell phone versus PC-based email exchange. Whereas both devices seemed conducive to facilitating outside of class time communicative exchanges, the use of cell phones appeared to be popular with learners. In addition, students with cell phones developed a more economical form of verbal expression during their email exchange. The constraints included the limitation of language output possible, due partly to the inability of the cell phone to deal with text larger than one hundred words, as well as the slow typing speed of the users.

As Wang and Higgins (2006) claimed, the technology is not yet up to standard for educational needs. Still, findings from Thornton and Houser (2005) and Kiernan and Aizawa (2004) clearly indicate that it may be possible that the researcher's vision and the structure of the project are not flexible enough to blend in with CpT. For example, Kiernan and Aizawa (2004) originally wanted to compare PC and mobile phone email users with speaking cell phone users, but they explain,

Speaking on the mobile phone was abandoned early on due to complaints [from students] about the potential phone bills... Instead this option was replaced by audio recorded pair work speaking (p. 74)

To overcome this situation, Thornton and Houser (2005) provided learners with cell phones, an option which may not have been available to Kiernan and Aizawa (2004).

Other observations from these three studies are the short time frame of their experiments, ranging from one day to three weeks. Also, all research experiments were teacher designed with a specific focus either on listening comprehension or writing responses to teacher-selected items. Such research interests exclude any influence the student could have in producing authentic autonomous content.

A New Avenue: Cell Phone Video Production

It is now possible for online video storing site (such as youtube.com) subscribers to upload videos produced on their cell phones. Such opportunities offer educators greater opportunities to integrate CpT into their curriculum. This section explains the reason for selecting CpT as opposed to already existing educational resources such as digital video cameras or tape recorders.

The ever increasing affordability of quality video cameras has allowed teachers to consider integrating these tools in their classroom. A few articles include video as a learning development resource. For example, the pedagogical purpose underlying Levy and Kennedy's (2004) research was to introduce audio-conferencing as part of developing students' acquisition

of Italian. These authors video recorded some of the computer-student interactions to use as discussion materials to assist students in reflecting on their use of the target language. Their research reveals that by using recorded audio and visual evidence, students were able to notice how they made errors. One student, for example, was able to realize that "she was prone to having difficulties with double consonants in Italian" (p. 58). Levy and Kennedy (2004) concluded that students were able to use the target language for self-identified purposes and that the opportunity to reflect on the audio-visual recording of student productions assisted them in becoming more aware of their abilities.

In addition, Barton and Haydn (2006) found that audio-visual material recorded during teacher training sessions provided examples that stimulated discussion with participants. These authors also shared the video recording with colleagues in order to demonstrate "which forms of intervention in the area of Information Communication Technology (ICT) had an impact on trainees' practice" (p. 267). Therefore, it is possible to utilize video recording devices strategically to guide the learner to pay more attention to their own performance as well as to facilitate discussion around in situ audio-visual material.

Thus, by combining previous digital video camera-based research with CpT, this paper hypothesizes that it may be promising for EFL students to use their cell phone video recording feature to record themselves delivering speeches on issues of interest to them. Through this strategy, not only are learners determining focus on form and relying on prior knowledge of the language to structure their speech, but they are also producing authentic content through which they are able to express their opinion at a particular point in their life experience (Skehan, 2003). In addition, as demonstrated in Levy and Kennedy (2004) and Barton and Haydn (2006), video recordings allow the producer to view and reflect on their own performance. This paper argues that the option of creating cell phone based video recordings regularly over a long period of time may influence the producer to consider new strategies to improve upon their overall performance. Finally, creating videos can be a form of entertainment and with a mix of purposeful tasks and activities, video can encourage students to look at their surrounding environment more carefully and create audio-visual resources to express their opinion on a given topic in the target language. By producing video material in spoken English, students become producers of their own learning content.

Study

Purpose

The purpose of this study was to reveal whether or not cell phone-based video production is a suitable communicative learning tool for learners of EFL at a Japanese university.

Participants

Due to their prior seven years of English language education, second year undergraduate students were selected because they possessed enough English language ability to participate in this research study. Although the course was compulsory, students selected courses based on their educational preferences. Hence while 138 respondents completed the course entry survey, only 102 students (72 males, 30 females) from the Education, Engineering, Arts & Law and Medical faculties remained to complete the study. The other 36 students decided not to finish the course. Some of these students explained that the objective of the course did not meet their academic needs.

Course

The course was based on the assumption that "for good learning to occur, the language syllabus must take into account the eventual uses the learner will make of the target language" (Brinton, Snow & Wesche, 2003, p. 3). With this specific assumption at its core, the objective of the course was to shift away from grammar-based, reading and writing activities and to

provide students with the opportunity to speak and to express their opinions in English with minimal assistance from the teacher.

During the term of the course, students completed two electronic presentations with speeches as well as an end of term test. In addition to these general requirements, students were requested to produce a cell phone video each week. This paper focuses on the latter of the three tasks.

Task

The cell phone video task required students to produce one 30 second audio-visual recording of themselves speaking in the target language on a topic covered in class each week. This research hypothesized that delimiting a time constraint could improve students' oral performance. Therefore the 30 second time limit was based on two observations. First, some cell phones cannot email video recordings longer than 30 seconds. Second, the latest speaking and writing test offered by the Test of English for International Communication (TOEIC) has six speaking tasks each with defined time limits, ranging from 15 to 60 seconds. These speaking tasks are conducted by a computer and all recordings are sent by internet to a group of examiners (Trew, 2006). Based on these observations, it was decided that a 30 second cell phone video recording was an appropriate assessment, authentic not only as a test preparation activity, but also as a response strategy.

At the start of the term each student received a criterion sheet that described the purpose of the task, the assessment rubric as well as the themes students had to address. A twelve week outline focused on topics related to the course. The themes were general, revolved around topics covered in class, and were familiar to students. These topics included a self-introduction, comments on the essay "The History of English", an opinion of a good presentation delivery, a reflection on writing skills, comments on the synopsis of the novel *The Life of Pi*, two reflections on presentations delivered in class by peers, a reflection on the CNN short televised interview "Bethany the surfer girl", a reflection on the concept of beauty, and three consecutive reflections on presentations delivered in class by peers. Students had a few days to produce and send their final video to a Yahoo! email account managed by the teacher. This class specific email account maintained the privacy of the students. Students viewed and accessed all videos produced by their peers.

Apart from the cell phone criterion sheet, the task was unstructured. The teacher did not attend to any specific grammatical or linguistic features and he did not support or guide students with the production of their cell phone videos. Instead, the course aimed to expose students to authentic and practical communicative skills. It was anticipated that providing students with full control over the design of their content and video production was a suitable approach. Each cell phone video topic encouraged students to reflect upon their learning in class. Through this approach it was anticipated that students would not only retain more about the content covered in class but that they would also become more focused on the activity since it required them to reflect on what they were learning through the curriculum. The whole activity process, it was envisioned, would encourage students to spend more time practicing to improve their oral productions. This would engage students to increase their cognisance of the target language, either by accessing their prior knowledge of the target language or by learning new necessary lexical items (Gass & Selinker, 2001).

Procedure

Action Research

Action research is a "practical" research method that allows the researcher to shift from the unknown to the known or from hypothesis to results (Kemmis & McTaggart, 2005, p. 561). It was selected because this is an ongoing study and much of the data collection process and data

analysis remained to be tested. In addition due to the limited research in direct video production with cell phone technology, action research enables the research to examine and reflect upon all or individual parts of the research. This seemed to be a more flexible and progressive approach as a research method.

Kemmis and McTaggart (2005) explained that action research is neither quantitative nor qualitative in structure, because the aim is primarily for both the researcher and participants to develop a common understanding from which change can emerge. It is during this process of discovery that the researcher develops various data collection methods. These can include questionnaires, audio recordings, research diaries and interviews and are best implemented within a triangulation framework (Burns, 2000; Lankshear & Knobel, 2004; Richards, 2003).

Data Collection Process

As Table 1 reveals, seven data collection stages were scheduled over a 14 week term. Adhering to an action research framework, Stage 1 asked students about their demographics, cell phone habits, and access to computer technology. Some of the questions were based on the Thornton and Houser (2005) research survey. The pre-test also allowed students to experiment with producing their first cell phone video. Evidence from the first submissions provided an opportunity for the researcher to observe any technical challenges, such as non-compatible video formats, and to consider alternatives. Once technical constraints were overcome, Stage 2 collected students' cell phone video productions from the second to the final week. These videos were most suitable for data collection since students had become more confident with the task and process. The videos were stored as evidence of students' cell phone video-based speaking exhibits. Stage 3 gathered the weekly cell phone video homework to generate an overall view of students' performances.

Stage	Activity	Purpose	Teacher Task
1	Pre-test	Collect evidence regarding: - demographic background - computer skills - cell phone habits	1) Prepare & provide test 2) Collect & tally tests 3) Compile data
2	First cell phone video	Collect first oral linguistic performance	Transcribe and code speeches
3	Task: Weekly cell phone video	Collect video evidence	1) Track students' participation 2) Store videos and transcribe speeches
4	Mid-term essay	Collect evidence about students' perception of the study	Tally all responses
5	Final cell phone video	Collect last performance	Transcribe and code speeches
6	Post-test	Collect written evidence of students' opinions of the course	Tally all responses
7	Impromptu Speech	Collect evidence of students' ability to speak spontaneously	Transcribe and code speeches

Table 1 - Data Collection Stages

Halfway through the term, students were given a free-writing activity (Stage 4) concerning their opinion on the progress of their cell phone video productions. This free-writing activity was also included in the post-test written assessment in order to observe if students' opinions about the cell phone video task changed at the end of the term.

Stage 5 gathered all the end of term cell phone videos submitted by students. Stage 6 administered a written post test which queried students about their opinion of making weekly videos.

The aim of Stage 7 was to collect evidence of students' ability to speak spontaneously. Students able to complete the post-test early were encouraged to volunteer to be video recorded in-class. Willing participants delivered a 30 second spontaneous speech in-class concerning their opinion of the course.

By the end of the term, the pool of evidence consisted of two sets of 50 cell phone video productions, two sets of 102 free-writing activities and one in-class video performance from volunteer students. All exhibits were stored on the teacher's computer, their content transcribed and coded.

Data Analysis

Data from 102 participants were collected over the course of one academic term. Students' cell phone video performances and in-class video recordings were examined in terms of words uttered per second. This data was analyzed to observe any major changes over the course of the term.

Both quantitative and qualitative data analyses were applied to generate conclusive evidence from the pre and post-test surveys. The students' free-writing activities were categorized in terms of similarities and differences in opinion expressed.

Results

Student access to technology and experience of technical constraints are discussed first. The second set of evidence reports on students' verbal performances and approaches to video production. The next set of evidence compares and contrasts cell phone videos and in-class performances collected over the term. The final set of evidence tabulates and compares the evidence generated from the written mid-term essay and post-test. All the information is then collated to provide a single overview of the outcome of the study.

Student access to technology

One hundred and thirty-eight students completed the course entry survey. Four students indicated that they preferred not to have their responses included in any research documentation. In relation to technological devices ownership, 80 students reported owning laptops compared with 48 students who had access to a desktop only. Six students did not own a desktop or a laptop; therefore, they were encouraged to use the computer laboratories available on campus. All students owned a cell phone with an embedded video recording device (n=134).

This evidence indicated that university students either own or have access to electronic devices such as computers and cell phones. This led to the conclusion that the task was within the technological reach of the students and that further investigation in the educational use of cell phones was possible.

Video formats

Upon collecting, storing and viewing the first cell phone video productions, technical challenges began to emerge. Ninety percent of the cell phone video formats were received as .3gp, a format designed by Apple, and equivalent to MPEG4 for cell phones. The other video formats were .amc, .afs, and .mov. The .afs format is a Sharp format which is not recognised by either Quicktime or Windows Media Player. Attempts were made to download the Sharp converter software, but it did not appear to function as anticipated, and this type of video had to

be discarded. Also the .amc format seemed to have technical limitations which prevented it from playing the audio file attached to the video; thus the video played without any sound. Solutions for this technical occurrence to date have not been discovered. The .mov file format was compatible with Quicktime and Windows Media Player.

In relation to cell phone video design, these varied in quality from plain to very creative. Figure 1 shows an example of a creative video. In this instance, the student used images and text to improve the quality of her video design.

Other students filmed their videos outside in natural settings such as in a park or the middle of town. Nonetheless, very few students chose to be creative or illustrative with their videos. Unfortunately, due to privacy issues in Japan, the less creative videos cannot be displayed since they show the image of the student.



Figure 1 – Creative video example

Cell phone video analysis

As Table 1 displays, the cell phone video evidence was collected in three stages. Stage 2 cell phone videos are identified as the first set of evidence and were collected in week two of the course. Videos collected during Stage 5 are classified as end of term performances. Stage 7 videos refer to volunteer students' impromptu speeches. Each stage is discussed below separately before drawing a conclusion about students' overall performances.

At the end of week two, 102 videos were submitted. However, for the purpose of this research, only data from students who had submitted all cell phone videos during the term of the course could be considered. Thus at the end of the term only 50 participants had submitted all their videos. The remaining 52 students had failed to consistently send in videos, had been sick or submitted incompatible cell phone video formats. In addition, one student indicated on the post-test to not wanting to be included in the research. In total, five students did not consent to participating in the study and their data are not included in this research.

All videos submitted were transcribed. The information they revealed was tabulated in terms of time length, number of lines, and words uttered. The average of each variable was then calculated.

Stage 2 – First cell phone video performance

From the 50 participants who submitted their videos, the average speaking time was 20.7 seconds. Most students produced speeches that contained an average of 4 lines. Finally, the average word count per dialogue was 36.2 words.

Stage 5 - Final cell phone video performance

Videos submitted in week 12 were catalogued and transcribed. From this set of evidence, the data revealed that the average speaking time was 21.3 seconds. Most students on average produced speeches that contain 4.2 lines of utterances. Finally, the average word count per dialogue was 36.3 words.

Stage 7 – Post-test in-class impromptu speech

As the evidence suggests, there were no major differences in length or duration between student videos produced in stages 2 and 5. Therefore in order to ascertain whether or not cell phone-based learning benefits learners and can be considered a viable EFL teaching strategy, a final video recording of students was conducted.

Once students had completed their end of term exam, 16 students were randomly invited to deliver an impromptu speech in front of the video camera. Volunteers were asked to explain their opinion of the course. No time limit was enforced; it was up to the student to decide when to stop speaking. On average, the students uttered 43.4 words in 27.1 seconds.

Comparing the results revealed an increased percentage difference in time, lines and words spoken, between stages 2 and 5 and Stage 7. The evidence on Table 2 would lead to the conclusion that the activity improves speech production. Not only were students able to speak for a longer period of time, but they were also able to increase the number of words they uttered.

Time			
	Average	Difference	Percentage
Stage 2	20.7		
Stage 5	21.32	0.62	3.00%
Stage 7	27.13	6.43	31.06%
Lines			
	Average	Difference	Percentage
Stage 2	4.04		
Stage 5	4.22	0.18	4.46%
Stage 7	5.06	1.02	25.25%
Words			
	Average	Difference	Percentage
Stage 2	36.28		
Stage 5	36.32	0.04	0.11%
Stage 7	43.44	7.16	19.74%

Table 2 – Speech output

However once the data is analyzed at a deeper level, that is words spoken per seconds the results reveal a different picture. As Table 3 reveals, there is no major difference in words uttered per second between Stage 2 and Stage 5. In Stage 7, students uttered 43.4 words in 27.1 seconds, or 1.6 words per second. The percentage difference between Stage 2 and 7 indicates a 9.4% decrease in words uttered per second

Stages	Time	Lines	Words	Words / seconds	Percentage difference
Stage 2	20.7	4.04	36.28	1.75	
Stage 5	21.3	4.22	36.32	1.70	
Stage 7	27.1	5.06	43.44	1.60	- 9.4%

Table 3 – Words per second

Stage 7 was an impromptu speech and since students could not write their speech, this may have affected their abilities to keep track of their speech.

Dealing with such evidence purely at the numerical level does not seem to reveal any conclusive evidence. Nor does it provide an indication of the type of speech performance students were capable of producing. Therefore further research in the area of fluency, especially in terms of speaking strategies, is necessary.

Mid-term data collection results

A mid-term essay was administered to collect information about how students perceived the study. As Table 4 indicates below, out of 102 consenting students, 2 did not provide any clear and comprehensible information and 21 students did not think that making the videos was beneficial to them. Their responses included details that indicated students would write a script instead of speak spontaneously (n=12), teacher feedback was not immediate (n=3), the task required too much work (n=4), the deadline was too close to the lesson (n=1), and the cost of emailing videos affected students' finances to the point where the activity would be cumbersome rather than of any benefit (n=2).

Nonetheless, 69 respondents perceived good educational benefits from this activity. Their responses were divided into two categories; general and specific. For the more general type of response, 35 of these students concurred that creating cell phone-based videos provided them with a regular opportunity to practice speaking, thinking and improving their linguistic performance in the target language. The remaining 43 students offered a variety of positive responses regarding their production of cell phone videos.

Categories	Tally	Positive Comments	Negative Comments
First time to hear/see myself	14	14	0
Chance to communicate with the teacher (he corrects our errors)	6	6	0
Good practice to improve speaking skills	35	35	0
Few chances to speak English; the project helps practice	8	8	0
It is good for my future (English is an international language)	3	3	0
Good to learn about technological benefits	1	1	0
It was embarrassing at first but I gained more confidence	2	2	0
Cannot correct errors immediately	3	0	3
I write a script	12	0	0
Need to make a lot of effort to prepare and remember speech	6	0	6
Deadline is too close to our lesson (one day after lesson)	4	0	4
Cell phone time is too short to express my opinion	4	0	4
It costs money to send a video by email	2	0	2
Incomprehensible response	2	0	2
Total	102	69	21

Table 4 – Mid-term essay response

The evidence outlined in Table 4 indicated that 12 respondents reported that students wrote a script. While some of the students saw this as a negative strategy, others reported that the activity allowed them to reflect upon the structure of their speech. Therefore this item was not reported as either positive or negative feedback.

Post-test responses

The post-test was a 20 item test which focused on cell phone video production and contained two free-writing activities. For the purpose of this paper, only the feedback gathered through the free-writing activities was utilized as it provided the most information concerning the benefit of using CpT in the EFL classroom.

Item 18b was a short essay on the following open question: “This term you have created 12 cell phone videos. Reflecting on this experience, what do you think about the cell phone videos?”

As Table 5 reveals, 37 students first perceived the cell phone video study as challenging, but with persistence, it became manageable and enjoyable. Forty-two students provided positive feedback indicating various positive outcomes. Out of 102 respondents, 79 participants believed that creating cell phone videos was beneficial for developing communicative skills. The remaining 15 respondents indicated that the homework schedule and the technology were impediments to their ability to benefit from this task. Eight students did not provide clear answers that could be categorized.

Item 18b	Tally
Negative feedback	
30 seconds is not enough time	6
Only one day to create video is not enough time	4
Difficult to speak my opinion	3
Not useful	1
No video feature option on my phone	1
Subtotal	15
Positive feedback with some negative experience	
First I didn't like it but then made it with friends and it was fun	2
Difficult, I was anxious about the project but I became accustomed to it	7
First boring but then it became interesting because I could express my opinion	4
Difficult but good practice to speak in short time meaningfully	12
Expensive to send every week but good practice	2

Didn't like to film myself but practice was good	4
Embarrassing to speak in front of camera but it was good practice	1
I didn't like some parts of the homework	5
Subtotal	37
Positive feedback	
Good because it provides opportunity to speak in English	10
Regular weekly activity is good	8
Good because the teacher checks my speech	7
Helps to practice pronunciation many times	4
Fun to create movies	3
Ability to convey ideas in short time	2
Practice speaking fluently and select easy words	2
Improves my speaking skills	2
Opportunity to listen to my progress	2
Challenging to speak without a script	1
I can speak more aggressively	1
Subtotal	42
No answer	5
Answer is not relevant to item 18b	3
Subtotal	8
TOTAL	102

Table 5 – Item 18b: What is your opinion of the cell phone video study?

Responses from Item 18b indicated that the majority of students enjoyed making cell phone videos to enhance their English speaking abilities.

Item 19 was another open-ended short essay which asked students to explain their preferred process to create a cell phone video.

Responses to Item 19 indicated that students continued to write their scripts and memorize them before attempting to video record themselves (see Table 6). Twenty-one students indicated that video recording their best performance took several efforts.

Item 19	Tally
Think about topic, write in Japanese, translate to English, practice many times and send video	21
Write idea, practice and send video	19
Write down, remember and deliver the speech	17
Reflect on class content and speak without notes	12
Write, check grammar, practice and send video	8
Brainstorm idea, record video without notes and send video	7
Decide on content, use dictionary, practice, record video send	4
Write my opinion and make movie	2
Write logical composition, choose easy words and speak	2
Record myself speaking	2
Look for good scenery, practice, record many times, send best video	1
Think of idea, write, draw pictures, practice, film and send best video	1
Can't remember	1
No answer	5
TOTAL	102

Table 6 – Item 19: Explain your cell phone video production process

Responses from Item 19 indicated that students developed various strategies to create their cell phone videos. While the majority of students wrote their ideas before speaking, some did attempt to speak more spontaneously. Regardless of the route they selected, practice was an important element which empowered the students to improve their speaking ability. The responses indicated that students viewed their videos before sending in their best performances. The technology empowered students to gain control over their speaking performance.

Discussion

The literature review indicated that CpT was not yet suitable for language education or general forms of learning (Wang & Higgins, 2006). Yet some researchers were willing to experiment with the technology and offer some suggestions for further projects, such as Thornton and Houser's (2005) experiment with vidioms and text message-based activities to share knowledge (Kiernan & Aizawa, 2004). This paper commented that for the most part, research by Wang and Higgins (2006) and Thornton and Houser (2005) was conducted over a short time period, ranging from one day to three weeks. An objective of this research study was to maximize the potential implications by extending the research plan to the length of a full academic term. This research proposed that if a study could combine the benefits of video with task-based learning and independent learning, then a method of learning and teaching utilizing CpT could be developed. Therefore the aim of this research was to integrate CpT into the EFL communicative course.

The first set of students' cell phone video productions did confirm, to some extent, Wang and Higgins' (2006) argument that CpT needs to improve in order to become a reliable teaching and learning tool. Also, similar to Kiernan and Aizawa's (2004) findings, some participants did complain about the cost of sending cell phone videos as email attachments; however, evidence also indicated that students were willing to endure the cost, focusing instead on the potential learning benefits of the study.

From a sample size of 102 participants, some students had not completed or submitted all the videos and thus only 50 participants' performances were selected for analysis. As the research progressed and evidence was gathered, it became apparent that the difference in communicative performance between stages 2 and 5 had not shown any major improvement. Therefore students were invited to volunteer to participate in a post-test impromptu task to be video recorded in-class. Comparative analysis between stages 2 and 5 and Stage 7 revealed that accurately calculating students' word output was inconclusive and needs further investigation.

The feedback generated from the mid and end of term essay writing activities indicated that students applied two strategies. They either mentally rehearsed their speech or they wrote it down and memorized it. Very few participants were inclined to speak spontaneously. Students felt more comfortable writing their script first. This preference could be due to two factors. First, since this was an assessable activity, students might have interpreted the task as a performance task and therefore they might have decided to place more emphasis on their ability to demonstrate that they could speak English rather than on their ability to speak naturally. The second reason could have been due to the fact that Japanese students tend to excel in their writing and listening abilities. The over emphasis on these skills and abilities could be partly due to the university entrance exam which is structured primarily on writing, reading and listening comprehension tests.

Nonetheless, the extra effort spent preparing their scripts helped increase their exposure to writing strategies through the use of dictionaries and language reference texts. This diligence also increased their development in the sense that they were paying more attention to details, and they reflected upon the structure of the text they wrote. Since creating a cell phone video was an out of class activity, it allowed students the opportunity to prepare and plan their communicative output. The recording option of the device and the out of class requirement permitted students to review, evaluate and improve upon any aspect of their communicative performance. The immediacy of the feedback that cell phone videos offered the students empowered them to improve upon their performances until they were satisfied and ready to send their best performance for evaluation.

A few students mentioned that since teacher corrections were not immediate, there was little benefit in this activity. However, student feedback also indicated that the cell phone video technology is a simple instantaneous audio-visual feedback device, allowing them to reflect upon their videos prior to submitting their work.

In conclusion, based on the evidence collected, CpT did provide some learning benefits to students. CpT was also a suitable learning device for an EFL environment, providing students with an accessible and flexible learning process. Although some students did not send in all of their videos, they were all able to enjoy the activity and improve their speaking ability.

Limitations

This research was concerned with evaluating whether or not CpT could be considered as a teaching tool in the EFL classroom. While the evidence gathered would seem to indicate that students did indeed benefit from the regular task of creating cell phone video recordings, some aspects of the findings were limited.

After tabulating stages two, five and seven cell phone video transcripts, the aim was to contrast the evidence and to determine any linguistic improvement. At first, the improvement was perceived in terms of length of speaking time, number of utterances per video and word count. However, it became apparent that based solely on the length of speaking time, number of utterances and word count that students did not make any major improvements. The research did not take into consideration students' competence. Luoma (2004) asserts that while testing speaking ability can be problematic, assessing fluency is primordial since it indicates the speakers "speech-pause relationships, ... markers such as hesitations, repetitions and self-corrections" (p. 89). Further research in this area is necessary.

In addition, the fact that some students did not submit all of their videos seems to be of concern since it affects the overall structure of the research. This leads to two research ambiguities. First, there is the need to understand why students did not complete all of their videos. At this stage, the researcher assumes that based on the attendance records some students were sick or busy, but it could also have been that the task was too hard or too time consuming, as some of the feedback from the mid-term and post-test essays revealed. Second, the reason why volunteer students seemed to have spoken more spontaneously for the maximum length required could have been due to other external factors. For example, they might have had other English classes which increased their exposure to lexical items and grammatical structures. These were not considered at the time of designing the data collection process, and should be considered when developing further research.

Conclusion

While some educational institutions are formulating strategies for providing flexible long distance education (Weber, Yow & Soong, 2005), it would seem that with further technological development, CpT could become a viable option for content review optimization. Integrating CpT as part of the EFL teaching method deserves further investigation, since as this research suggested, students have benefited from regularly expressing their opinions in the target language outside of class time using CpT.

The aim of the task asked students to produce weekly 30 second cell phone video recordings speaking in the target language on a topic covered in class. The first and final videos submitted by 50 participants did not provide any drastically perceptible improvements in their verbal output but it did provide them with consistent practice in expressing their opinion in the target language and the ability to view and improve upon their performances. By the end of this experiment students perceived some benefits in creating cell phone videos and a few had made some progress in their ability to speak spontaneously. Nonetheless, the degree of improvement

needs to be investigated further.

As this researcher revealed, cell phones are suitable tools to empower students to maximize their skills and experiences in generating audio-visual resources. It is now up to language educators to recognize the merits of this learning method and to further advance this field of research.

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‘Publish or perish’ in the new 21st Century University? Towards a more sustainable model of both academic knowledge building and organizational change in higher education

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Abstract: We live in an age where universities as well other educational institutions around the world are increasingly being required to adhere to ambitious international bench-marks of ‘quality assurance’. This is typically exemplified by individual academic requirements and institutional goals linked to numbers of weighted publications and funded research projects. However, unrealistic and inappropriately supported goals of ‘change and improvement’ can lead to a significant confusion of purposes, stress overload, and damaging problems of staff morale and even personal health and well-being. Rather than opting out of this challenge we might look at the most effective, proactive, and generally ‘win-win’ strategies for supporting academic staff to recognize and pursue meaningful opportunities for professional development, research inquiry, and academic publication. This paper will report on some of the key insights derived from an associated action research inquiry - using a ‘design research’ methodology for sustainable innovation - to conceive and develop a more effective strategy in academic departments, faculties and even universities generally where academic staff are struggling with new challenges and expectations in this direction. That study investigated the following convergent proposal: only by recognizing, supporting and engaging with academic staff’s personal interests and professional development needs as part of an overall ‘dialogical’ strategy of capacity-building ‘cultural change’ can higher education leadership produce sustainable and substantial improvement in the quality and quantity of academic outputs and innovations.

Introduction: The general challenge of transforming the future university

Governments as well as universities around the world are increasingly recognizing and putting importance on international university ranking exercises such as the THE-QS review and Jiao Tong review (e.g. Mok, 2007). Despite some contention about what constitutes a reliable indicator of quality – especially in relation to actual student learning and the national or other ‘social’ roles of universities more widely – such ranking exercises at least represent an undeniable commitment for ‘change and improvement’. However, the question of how to get academic departments, faculties and universities more generally to suddenly and significantly increase both the quantity and quality of academic outputs in sustainable ways which galvanize ‘bottom-up’ support and engagement to match top-down initiatives or imperatives is perhaps not so well understood or often explicitly strategized.

There are some useful suggestions in the higher education literature on how best to strategize to achieve significantly improved rates of academic research and publications. Perhaps the most insightful of these reflect a ‘dialogical’ methodology of not just discretely changing but linking together and transforming various inter-related aspects of learning, research, and knowledge-building in higher education across an integral range of levels and aspects. For instance, Light & Cox (2002) argue that in the university of the future: (a) increasingly, academics will be expected to be ‘reflective professionals’ who engage with their peers as well as their students, and with the new expectations of the 21st Century society and knowledge-based economy as well as with established curricula and canons of knowledge; and (b) there will be increasingly a better integration of ‘research’ and ‘practice’ by the new academic professional. Likewise, Laurillard’s (2006) framework for integrating new learning technologies in higher education similarly invokes a dialogical notion that the traditional separation between the ‘fixed’ content of teaching and a ‘new’ focus on innovative research needs to be overcome in terms of a better recognition of the common “origination and negotiation of knowledge... [that is] by treating teaching as an extension of their research interests, academics will increase their own motivation as well as their students” (p.219).

The overcoming of the traditional academic division between research and the teaching-learning interaction is just one although central way in which a more active and arguably democratic or at least collaborative knowledge-building paradigm is being encouraged in some universities. Thus the concept of *academic communities of practice* represents: (a) an important element of constructive change in universities generally; and (b) the specific basis of a collegial as well as performative culture of reflective practice and innovation. In other words, the key challenge for sustainable change and improvement lies in: (a) approaching both academic knowledge and professional development as a convergent and ongoing or long term rather than an ‘overnight’ or ad hoc process; and (b) moving away from a present paradigm and status quo which may sometimes inadvertently reinforce elitism, passivity, and esotericism. Thus should also involve associated ‘bottom-up’ and not just ‘top-down’ requirements for greater academic vision, leadership, and support for *all* members of any academic community as they negotiate the challenges of a convergent transition away from a traditional ‘reproduction’ model towards a convergent organizational and knowledge-building paradigm of ‘change and improvement’ in higher education.

Part 1: The specific challenge of encouraging academics to more productively engage a renewed ‘publish or perish’ push

The problem of how to most productively and sustainably engage academic staff in the pursuit of renewed academic output goals such as increased publications and funded research projects is one which arguably involves an interplay of both *macro* or *micro* aspects which reflect larger top-down vs. bottom-up tensions. As indicated above, this paper focuses on the challenge of achieving a more balanced framework and strategy - one which recognizes that the issue of adequately supporting and encouraging academic staff is the key to the long-term sustainability of ‘emergent’ and not just ‘imposed’ change. In a related paper (Richards, 2009c) we have explored some related missing links at the *micro* level to do with: (a) the complexity of factors and ‘inner obstacles’ which many academics have to contend with to avoid thinking and writing ‘paralysis’ (factors which can inadvertently reinforce or make worse if addressed by simply imposing top-down quotas or edicts); and (b) how some simple knowledge-building techniques and a focused approach to design academic problems and questions can help to resolve the particular missing links of ‘focus and structure’ on one hand, and relevance on the other. In this paper we will rather concentrate on how to also resolve the *macro* missing links in order to generally achieve sustainable *academic capacity-building* – that is, a solid foundation for also more productive *academic knowledge-building* generally.

The challenge of designing and articulating a more sustainable professional development strategy to support academic staff in achieving renewed academic output goals is thus one which is ultimately also linked to the related challenge of achieving more effective, convergent, and relevant methodologies of research for productive and authentic knowledge-building. Although the formulation of research questions in such terms as *authentic problem-solving* is basic to the experimental methods of the natural sciences, this is perhaps not yet the case in the general area of human centered research – which includes any kind of cultural or organizational change. *Figure 1* below outlines a model of how – in the manner of Prigogine’s concept of ‘dissipative structures’ - the most effective academic knowledge-building reflects a similarly dynamic and integrated (rather than retrospective and oppositional) view of the connection between *causality* and *classification* in any kind of self-organizing system. This includes cultural and organizational as well as ‘physical’ systems, and even the very process of human interpretation. Thus *figure 1* epitomizes an emergent, open, and inquiry-based design strategy to integrally develop ‘focus and structure’ to engage with as well as reflect upon a particular and authentic problem or challenge.

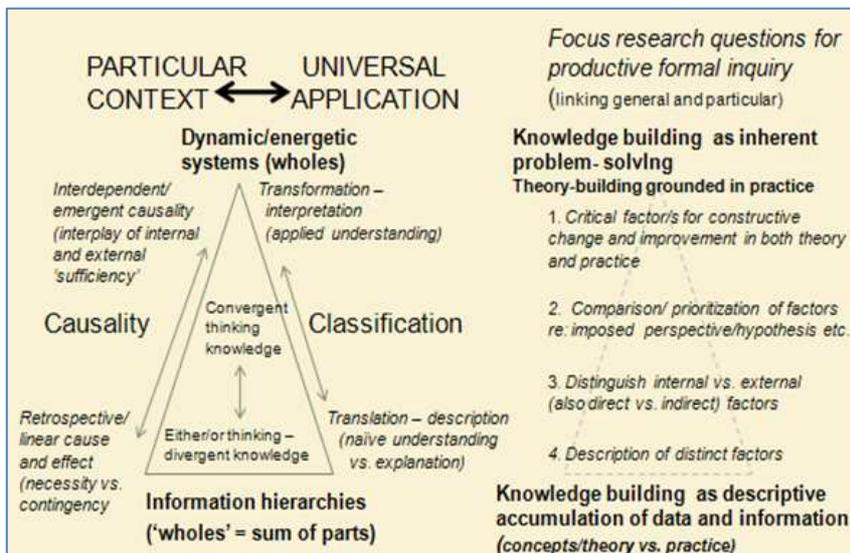


Figure 1. A framework for recognizing the convergence between systemic (e.g. organizational) and formal academic knowledge-building Adapted from Richards 2009b

In contrast to the often vague and theoretically imposing tendencies of what is called ‘collaborative action research’, an emerging ‘design case study’ research paradigm more effectively addresses both key macro and micro missing links in human centered research. Such a paradigm is typified by the associated concept of *design experiments* to achieve emergent yet also concrete solutions to authentic human challenges, issues, and problems (e.g. Design-Based Research Collective, 2003). In short, such an approach to galvanizing human activity in terms of authentic problem-solving contexts of knowledge-building is one which lends itself to addressing the challenge of increasing academic outputs in higher education contexts. This is in similar fashion to how the most effective learning is ever achieved in formal as well as non-formal contexts – also at the macro as well as the micro level. Thus the models and discussion in this paper relate to a particular design case study which attempted to explore in practice in a particular academic department and faculty the following inquiry questions of *table 1* which converge both a professional development and research perspective. *Table 1. Focused inquiry questions framing the development of a design solution to the macro challenge of increasing academic outputs within a particular department, faculty or even a whole university*

Main Focus question: *What is generally the most effective and sustainable strategy for increasing the quality and quantity of departmental/faculty/institutional academic outputs [What would such a strategy ‘look like’ in practice?]*

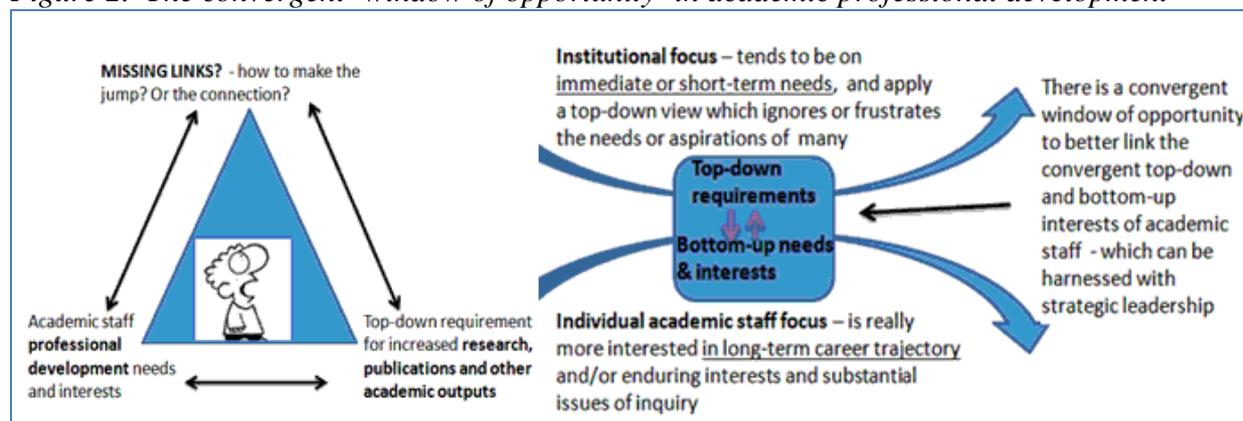
Supporting questions:

- In what particular ways might colleagues be assisted in recognizing and undertaking professional development opportunities in their current work and other academic activities with a view to undertaking either (a) professional reflective practice and experimentation for ‘change and improvement’ and (b) formal research and scholarship for publication?
- What are the typical expectations or required benchmarks of quality assurance operating in a particular department/faculty/institution and how might these be even more effectively linked to career aspirations, work interests and perceptions, and current practices of colleagues?
- To what extent might greater support and encouragement of academic colleagues’ professional development interests and needs significantly assist with increasing departmental/faculty/institutional research, publications and related academic outputs?

For reasons to do with both economy and purpose, this paper will focus on summarizing and framing the general insights derived from this design case study inquiry rather than discuss here the particular details of that particular context. Suffice to say that the developing inquiry was initially based in one particular department under significant pressure to increase publications and other academic outputs. The project was then enlarged within and beyond the larger faculty context. In other words it was a virtual experiment seeking a design solution to an authentic and practical problem which went beyond the conceptualization stage to investigate further the concrete challenges and opportunities of a practical or applied context.

As will be discussed further below, the initial planning or design of the inquiry recognized the need to both: (a) engage academic staff directly in terms of link their professional developments needs or aspirations and plans to conduct research or undertake scholarly work; and (b) to do so in relation to both the top-down support of senior staff or leadership team and the more bottom-up and collaborative context of a particular academic community of practice. From an earlier project (Richards, 2002) we had identified how there is often an inherent conflict of general perceptions between academic staff and management about the role and purpose of academic professional development. In other words, academic staff tend to more readily view their *professional development needs* largely in terms of *long-term career aspirations*. Miscommunication or lack of support for such needs and aspirations often derives from the inverse tendency of academic management to be much more concerned with *immediate* priorities and *direct* outcomes. Thus our dialogical framing of the macro-micro tension in universities adapted the insight of the earlier project that such discussions and planning might be more conduively conducted if better linked to a *window of opportunity* which invariably arises when and where the different short-term and long-term trajectories temporarily or provisionally converge.

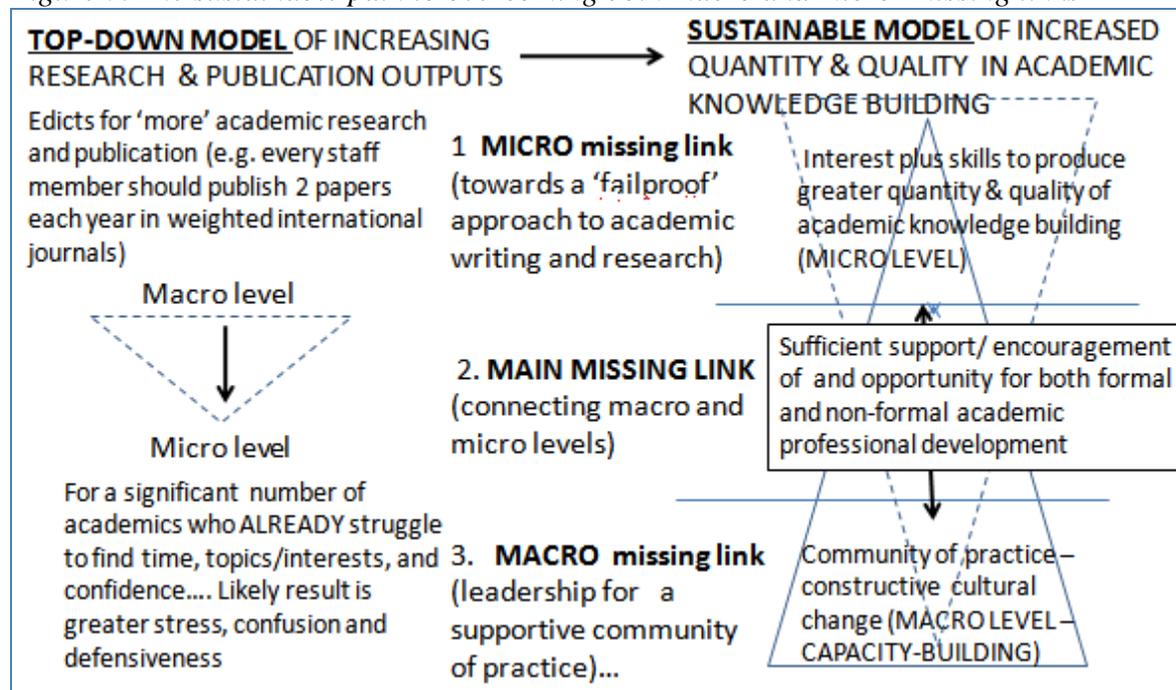
Figure 2. The convergent ‘window of opportunity’ in academic professional development



In earlier incarnations the term ‘publish or perish’ tended to reinforce hierarchical and elitist or ‘ivory tower’ notions of academia. However, today the term is much more ‘egalitarian’. Increasingly higher education senior management tend to insist that *all* academics should publish and regularly – often promoting the expectation that every academic should publish two quality journal papers a year in ‘weighted’ international journals. One of the associated expectations which appears to be increasingly common is that ‘small’, ‘non-international’, and ‘non-weighted’ journals or even conference proceedings do not count and should not be supported or encouraged in any way. Hence many such journals and conferences are finding it hard to survive in many countries in the current international academic climate. Conversely, many universities are also promoting the kind of ‘one day workshop’ model of academic research and writing for publication. This arguably often does more damage than good because of rising expectations which may focus on formats and shortcuts rather than sustainable strategies for linking publications with emergent knowledge-building practices and techniques. However, a more long-term and sustainable perspective might assist in recognizing that the

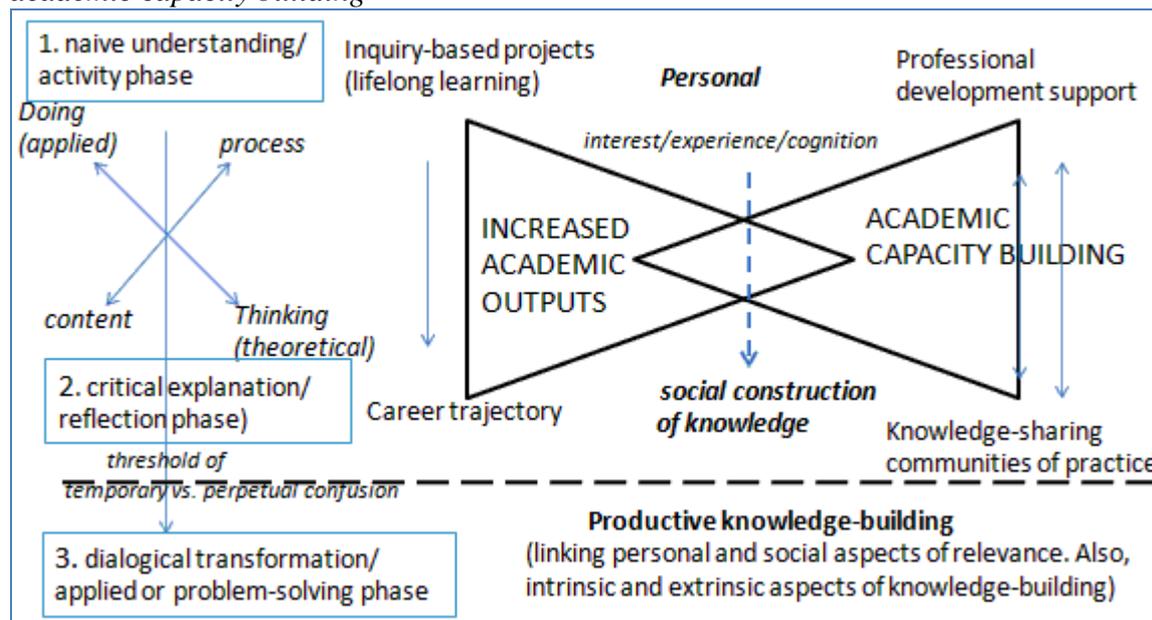
opportunity to publish in ‘small’ journals and attend ‘small’ conferences will continue to remain an important stepping stones for not only postgraduates but the many other academic staff at most universities who struggle to get ‘published’. This is putting aside many other related issues about the state of academic publishing generally (e.g. Boyd & Herkovic, 1999), its inconsistency across different disciplines, and the efforts of some visionary academics to better converge academic publishing with online intellectual communities (e.g. Whitworth & Friedman, 2009).

Figure 3. The sustainable path to overcoming both macro and micro ‘missing links’



Thus *figure 3* attempts to diagrammatically outline the challenge of achieving a more sustainable model of increased quantity and quality in academic knowledge-building in every sense of the term. The emergent nature and purposes of such a model is this distinguished from how a merely ‘top-down’ model may inadvertently: (a) reinforce ad hoc and unsustainable practices; and also (b) reinforce rather than help resolve the very inherent frustrations and conditions of ‘passivity’ such approaches often identify and attempt to address. Not only does the model recognize that there are equivalent missing links at the macro and micro levels – specifically, the issue of sustainable academic knowledge-building design methods on one hand, and that of providing or finding supportive academic communities of practice on the other. It also depicts how the ‘main missing link’ is one of not trying to address either the macro or micro level missing links in a vacuum or independent of the other. In other words, these challenges are ultimately linked and might be convergently addressed.

Figure 4. The interdependent relation between increased ‘academic outputs’ and sustainable academic capacity building



In this way – as *figure 4* likewise represents – the challenge of achieving greater academic outputs at both the individual and collective or organizational levels might be linked more productively to the notion of both aspiring to and attempting to develop or provide more refined ‘academic capacity building’. Such a connection might be better appreciated in terms of how any *social* construction of knowledge is ever grounded in the interests, experiences and goals of *individual* academics. Thus the development of *knowledge-sharing communities of practice* has ever implied aspects of professional development support in some form or another (at the very least, ‘older and wiser’ academics mentoring those younger and ‘newer’). What is often not appreciated is thus: (a) how the notion of *academic career trajectory* has always implied a notion of the pursuit of knowledge as a form of intrinsically motivated ‘life-long learning’; and (b) that this still might be the case in terms of what we are arguing remains the link between an inquiry-based approach to knowledge-building design and the achievement of quality as well quantity academic outputs in ‘anyone’s language’ (in other words, not just a matter of ‘publishing for the sake of being published’ using all the associated shortcuts and tricks possible). The emergent process of productive academic knowledge-building is thus represented on the left side of the figure as a dialogical process of progressing from *naïve understanding* to *critical explanation* and beyond to a stage and phase of *applied understanding and problem-solving capacity*. It’s a model of knowledge building which aims to better link not only the human capacities for ‘thinking’ and ‘doing’ but also notions of learning and knowledge acquisition as alternately a content and process.

Figure 5. 'Emergent' professionalization and capacity-building in academic contexts



Various commitments to and aspirations for 'quality assurance' in higher education do not have to be merely applied in a top-down way and linked to arbitrary notions of 'performance benchmarks'. Such an approach suggests a kind of retrospective or ad hoc notion of both academic capacity-building at the macro level and knowledge-building at the micro level. Figure 5 represents rather a dialogical and emergent notion of 'change and improvement' in higher education academic outputs. This alternative perspective reflects the kind of emergent professionalization recommended by such people as Light & Fox (2001) and Laurillard (2006) – a perspective also typified in some calls for the reinvention of the 21st Century university (e.g. M'Gongle & Starke, 2006; Cf. also Richards, 2009a). In this way the genuine commitment to quality change and improvement that clearly exists in many universities around the world can hopefully avoid becoming negatively entrenched in the sometimes counter-productive purposes of 'bureaucratisation' on one hand, and the cynical notion of a merely renewed 'publish or perish' syndrome on the other.

Part 2: An 'integrated suite' approach to academic capacity-building and professional development

In the associated action research project, we explored the question of how would we go about developing an *optimal approach* to supporting academic staff to both increase their academic outputs and also with the *cultural change* dilemmas of adjusting to a new or different organizational as well as academic paradigm. Initially we did not quite understand or appreciate the extent of the crucial link between macro and micro levels of the problem – between corresponding 'missing links'. However, we soon developed greater awareness of such a link.

Initially as a part of a new work profile we were asked to provide academic research and writing assistance in particular to members of a whole department whose leader or head was keen to encourage greater academic outputs. Although there was expressed interest in available professional development opportunities, for various reasons literally no one turned up to actually take up the offer. This led to a re-negotiation of the mentoring role and the linking of assistance to an agreed-upon regular colloquia series – based on the idea that the members of a particular department should reasonably aim to explore at least one idea each year for a possible academic paper (and as a PhD topic for those about to undertake a postgraduate research thesis). Because many in the department found the concept of a formal colloquia an intimidating requirement, we developed a more informal model of academic presentation and ideas-sharing – but one which would link to mentoring assistance to clarify and develop as a possible research design at least one idea of academic interest. After some initial refinement, this became a relatively successful model firstly with academic staff and then even more so

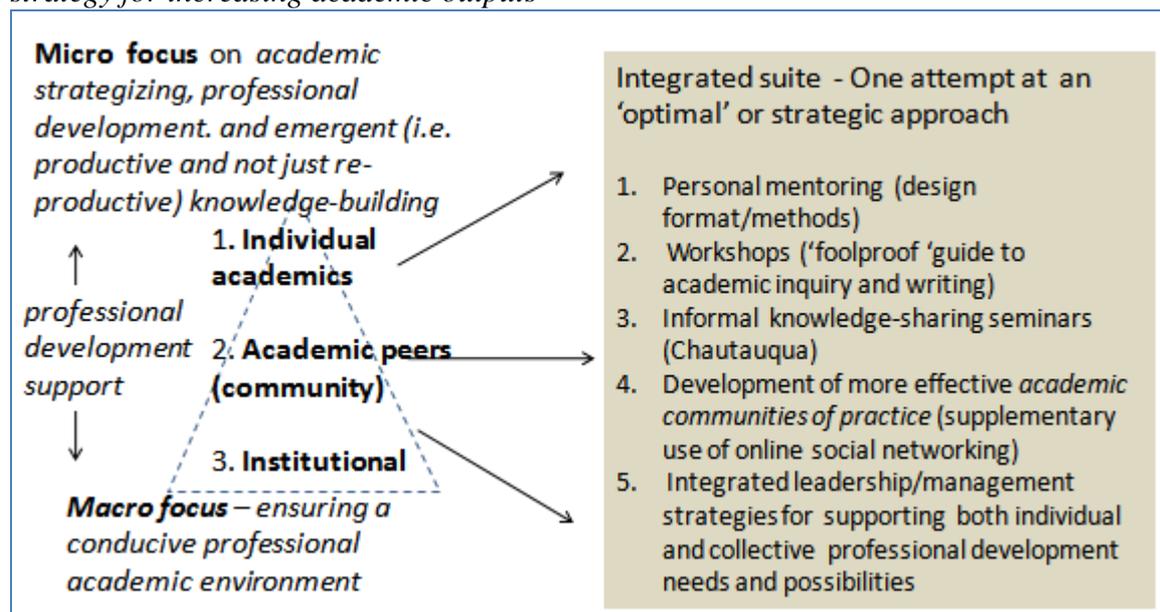
with postgraduate research students. It also provided a foundation for a range of professional development and related support activities – the provision of direct mentoring assistance, a vehicle for planning and hosting supporting workshops, and generally serving to create a supportive and constructive ‘academic space’ for both the emergence of a particular academic community and the provision of assistance with individual inquiry design.

Table 2. The ‘Chautauqua’ model of regular, less formal and interactive ideas-sharing colloquia

Chautauqua* - a regular series of not-too-formal sessions dedicated to designing and developing effective ideas for academic inquiry or research and writing. In contrast to more ‘formal’ models of academic colloquia, the emphasis here will be on encouraging an initial and exploratory process of research and writing\ with the view to both useful and/or interesting relevance and the sharing of ideas amongst peers. Each presenter should design and develop some inquiry into one idea of possible professional interest to academic peers with a view to further refinement of some particular research and/or publication focus. The format of these sessions is thus aimed at providing a supportive format for getting feedback as well as assisting with a useful sharing of ideas and further discussion. * Chautauqua – An American Indian word which became synonymous with both a 19th Century adult education movement in the U.S. and a related notion of informal lectures or ideas-sharing.

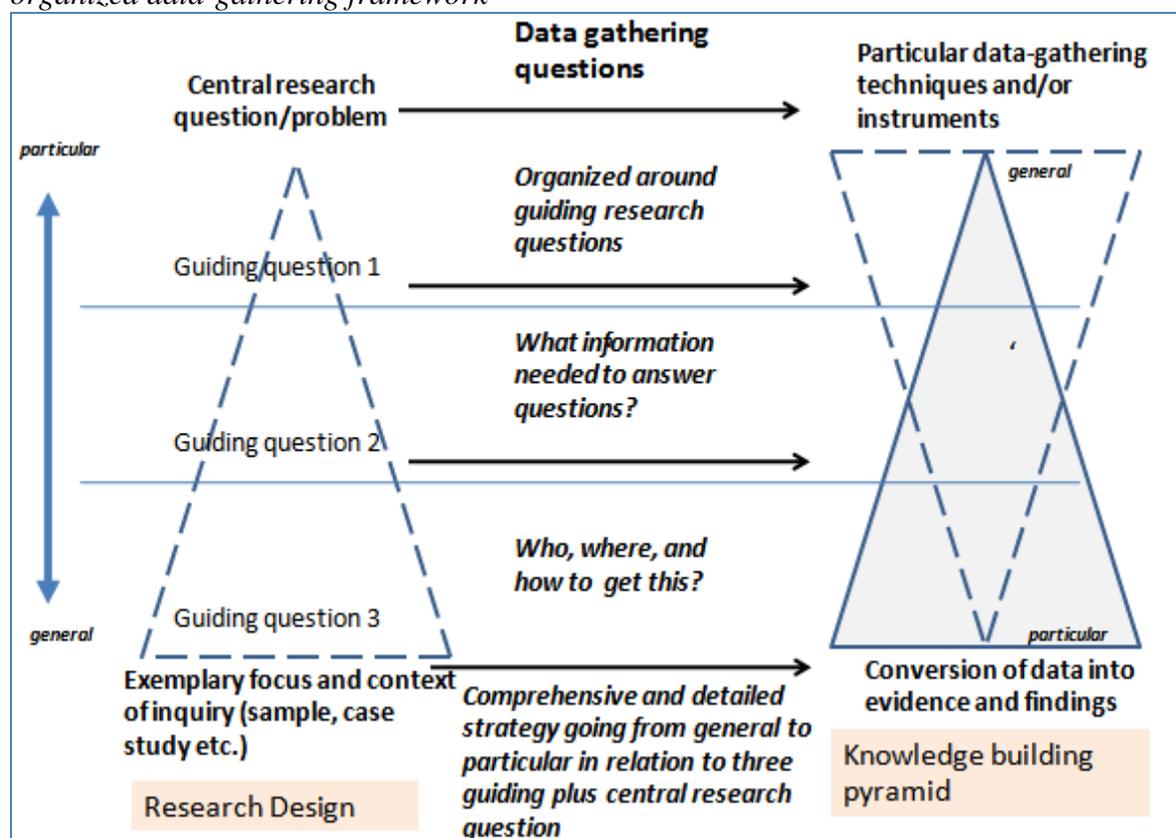
In other words, this exercise helped to clarify the extent of how a crucial basis for sustainably addressing the micro missing link in academic knowledge-building is also the challenge of engaging with the related macro challenge of *creating a space* where appropriate support might be appreciated and utilized. In contrast to the *top-down edict approach* which often elicits resentment and resistance, as depicted in *figure 6* below such an approach served to: (a) encourage active participation by both presenters and audience in the challenge of identifying viable and interesting topics and problems for potential further inquiry; (b) promote awareness of how, at both the individual and group level, formal publication is a *stage* more productively and sustainably achieved if built on and around a process of relevant and interested inquiry; and (c) achieve recognition that – in contrast to the fruitless search for the ‘big topic’ by many - opportunities for research inquiry and publication abound in various aspects of academic interest including professional activities such as teaching and administration or management.

Figure 6. The ‘integral suite’ approach – towards an optimal professional development strategy for increasing academic outputs



Further refinements of the *integrated suite approach* were developed over a two year period at both the micro and macro levels. At the micro level we developed templates and workshops which dovetailed with one-on-one mentoring sessions and also provided some effective ways of promoting focus, structure and relevance or at least interest in the Chautauqua ideas-sharing sessions. One of these templates is outlined in *figure 7* – the integrated purposes of linking a research design to a more meaningfully organized and triangulated process of data acquisition and analysis. All this revolved around the notion that a central research question should provide a relevant ‘focus and structure’ for inquiry in terms of the linking a recognized general academic area with a particular issue, problem and/or example. From rhetoric we adapted the notion that *three guiding questions* can serve to outline and enhance the structure of an effective academic inquiry focus (the first grounding the study, the second developing the particular issue or problem at hand, and the third framing the academic criterion of transferable relevance). This structure can also be effectively used to structure the overall process of data acquisition and analysis on one hand (in terms of a comprehensive set of data-gathering questions and key concepts) and also even the writing up of a paper or thesis.

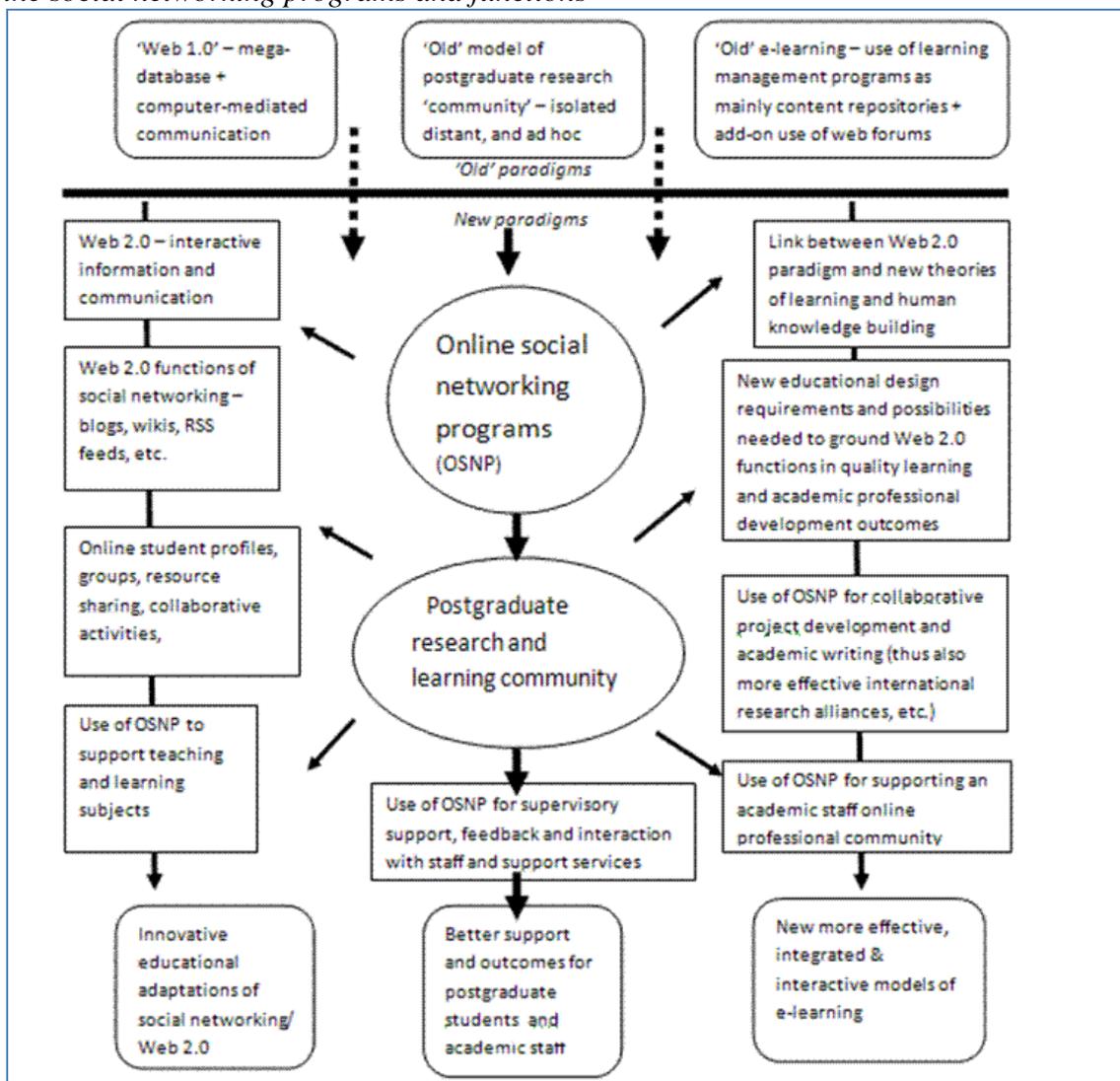
Figure 7. The convergent and emergent knowledge building functions of an explicitly organized data-gathering framework



Working with a large cohort of academic postgraduate research students within the particular faculty design case study, we also looked at some other additional remedies for promoting an academic community of practice which might complement the regular face-to-face colloquia, workshops, and mentoring sessions. The idea of setting up an online social networking group naturally lent itself to this challenge. Although the current use of social networking tools and programs by universities around the world tends to be limited to often ‘add-on’ uses of e-learning management tools (e.g. blogs) or for alumni and other profiling purposes, we recognized that an integrated suite of such functions in an open source program such as ELGG could become an exemplary foundation for academic capacity-building in universities around the world. However, an effective and appropriate design strategy is again the missing link

needed to achieve the human and social potential of digital technologies. A more immediate but related challenge is to achieve a critical mass of sufficient and regular usage. This particular extension of our overall project is still in the initial stages but quite promising in its potential applications not just for postgraduate research communities but all academic staff in their range of everyday roles of knowledge-building. *Figure 8* below outlines the overall design of this project extension with its particular possibilities for supporting institutional capacity-building.

Figure 8. An initial project design for exploring the academic capacity-building possibilities of online social networking programs and functions



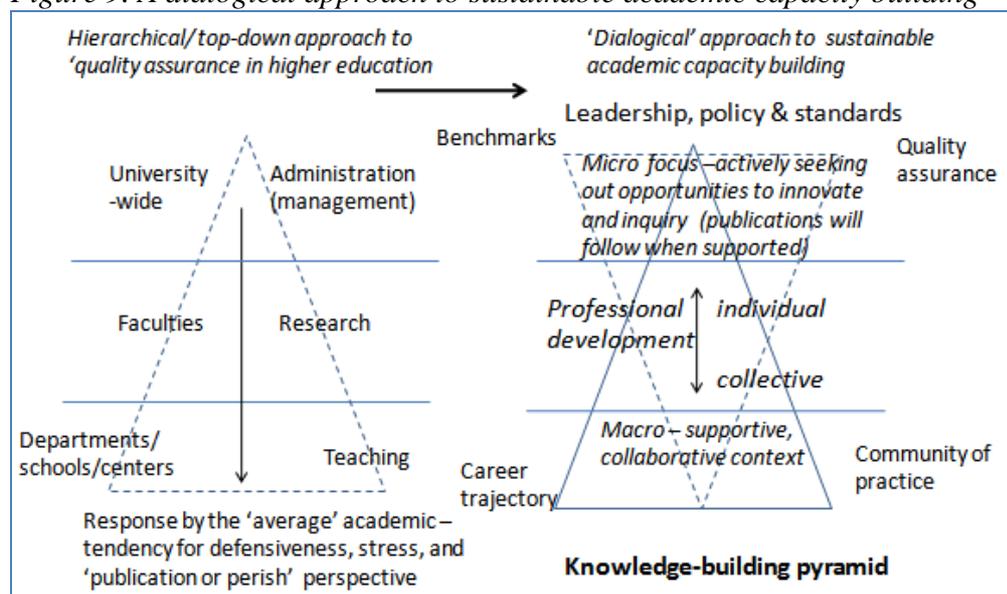
Adapted from Richards 2009b

Conclusion: Towards a more sustainable model of both academic knowledge building and organizational change in the 21st Century university

Many academic staff around the world are currently feeling somewhat beleaguered by a renewed ‘publish or perish’ syndrome in the 21st Century university linked to the growing importance of international ranking lists for universities. This paper has attempted to explore how top-down edicts, ‘quality assurance’ policy-making, and related benchmarks for increasing the quantity and quality of academic outputs can be made more sustainable if supporting links are made with both the academic interests and emergent process of knowledge building in various senses of the term. It has done so in relation to the insights of an design case study research project which sought to address the related questions of: (a) what the most

effective or optimal strategy of academic capacity building at the macro level might look like; and (b) what might be the corresponding ‘micro’ requirements? An emergent response to these focus questions has reflected one attempt to construct an ‘integrated suite’ to address corresponding macro and micro missing links at work.

Figure 9. A dialogical approach to sustainable academic capacity building



The framework of a more sustainable approach to academic capacity building is indicated in figure 9. Such a framework represents a dialogical model of better linking top-down efforts at quality assurance on one hand, and more bottom-up aspects which alternate between local or specific communities of practice and also the interests and aspirations of individual academics. Just as academics are increasingly encouraged to be emergent professionals and reflective practitioners along a spectrum linking professional development and formal research outputs, so too there is an increasing convergence between academic knowledge building and institutional capacity building. Likewise, academic communities of practice provide an important context for better supporting the inquiry-based research and also professional development interests of individual academics. A proactive approach to developing such convergences lies in firstly recognising and then building upon the ‘window of opportunity’ which potentially bridges more immediate or direct institutional interests on one hand, and the longer term interests of academic career trajectories on the other. In this way the paper has discussed the various ways in which the inherently constructive human capacity for knowledge building might inform a transition from passive tendencies and counter-productive to more active and innovative notions of increasing both the quality and quantity of academic outputs.

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Embedding the 'world of work' within the University curriculum: The LJMU WoW

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Abstract: The effective development of a three-way collaboration between education, industry and the professions is essential to the development of an educational model that results in graduates that are equipped with employability skills to thrive in today's global workplace. The paper reflects on the pace and scale of globalisation, and comments upon the requirements for delivering work-related learning to develop in graduates skills sets that allow them to cope with today's employment markets. Focussing particularly on the construction and property professions the change towards the development of transferable graduate skills based on employer engagement is identified and explored using the Liverpool John Moores University WoW project as a basis of commentary. There is a growing appetite to link industry and education with both sides identifying that the nature of skills that are required in graduates is changing. At the same time the once distinct division between education and employment has become increasingly blurred. Today's close interface between education and industry is 'fuzzy' rather than 'crisp' and there is an obvious need for a working partnership in the development of education that results in genuinely enhanced employability for graduates. The LJMU WoW project attempts to deliver on these aspirations and the paper reviews the key concepts and experiences of the project as it seeks to embed work-related learning throughout a university that caters for in excess of 25 000 students.

Key Words: Work-related learning, Graduate Skills, Employer liaison, WoW

Background and Context

The construction and property professions face a rapidly changing global context, which in turn is driving change in the skills and competencies expected of practitioners. Increasingly, the ability to react and respond to the changing demands of the industry is becoming as important as the mastery of the core skill-sets taught in our traditional technical and professional education curricula. In recognition of this, in recent years there has been a growing appetite to link industry and education as illustrated in a range of government reports such as the Leitch Review (Leitch 2005) and the Lambert Review (Lambert 2003). Both sides have acknowledged that the nature of skills that are required in graduates is changing. This has been clearly articulated by a wide range of employers in the UK and internationally. The growing agenda to ensure the employability of graduates through the development of appropriate skills sets is linked, strongly, to the development of relationships between academia and industry as key stakeholders in the delivery of education. At the same time the once distinct division between education and employment has become increasingly blurred. Today's close interface between education and industry is 'fuzzy' rather than 'crisp' and the production of a plethora of reports and reviews in the UK points to a pressing and obvious need for a working partnership in the development of education that results in genuinely enhanced employability for graduates. This paper seeks to explore some of the mechanisms by which we can successfully achieve a mutually beneficial partnership between education, industry and the professions. It shows how a three-way collaboration can equip graduates with the skills necessary to thrive in today's global workplace. In the final analysis, the paper recognises the pace and scale of globalisation, sensing that the collaborative effort embodied in a workable partnership must be sufficiently robust to have long-term relevance for the world's rapidly, and perhaps constantly, shifting employment markets.

It is within this economic environment that Liverpool John Moores University (LJMU) provides education to around 28 000 students across a vast range of disciplines. A recent recipient of the British Quality Foundation UK Excellence Award, the University has sought to provide high quality, relevant education to a student population that includes a high number of entrants from less traditional academic backgrounds. A key element in the University’s mission is a strong drive to differentiate the organisation from its peers and to provide a genuinely unique educational experience that prepares graduates for, literally, the world of work. In response to a growing agenda for widening participation the majority of Universities in the UK are seeking to promote their courses more aggressively to sectors of society were traditionally under-represented. The abolition of student grants and the introduction of tuition fees and differential fees through the Higher Education Act of 2004 has resulted in potential students becoming more focused on the direct effectiveness of higher education to their career prospects and future earning potential. Students from lower income groups are likely to be particularly influenced in their choice of course by perceptions of improved employability which now affects student decision making strongly. (Dawson & Jackson 2006) This highlights the relevance and timeliness of the LJMU WoW project.

In a world where volatile economic cycles have surprised even the most alert economists, the development of LJMU’s World of Work (WoW) initiative has suddenly assumed centre-stage relevance. It is appropriate therefore to study this ground-breaking project as it seeks to embed employability skills throughout the University’s multi-disciplinary portfolio and to deliver education in true working partnership with industry and the professions. While there are many facets of study from amongst the challenges and issues thrown up by such a project, this paper focuses specifically on the development and management of relationships with the external world as part of the WoW agenda. Figure 1 illustrates the traditional view of the relationship between Universities, students and employers in the process of graduate development and recruitment. However, the role of employers in supporting an educational model that effectively utilises and ‘mainstreams’ work-related learning represents a paradigm shift in this traditional view. Figure 2 illustrates the model as it must exist if employers are to be genuine stakeholders and contributors to the delivery of education that results in enhanced employability through a WRL model. It is this model that is being developed and tested at LJMU through the WoW project.

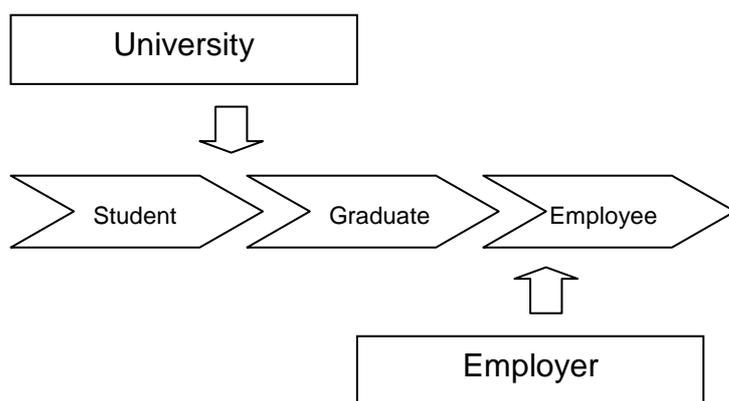


Figure 1: Stakeholder groups in the graduate recruitment process
 After FreshMinds, AGFT, The Careers Group (cited in Dawson & Jackson 2006)

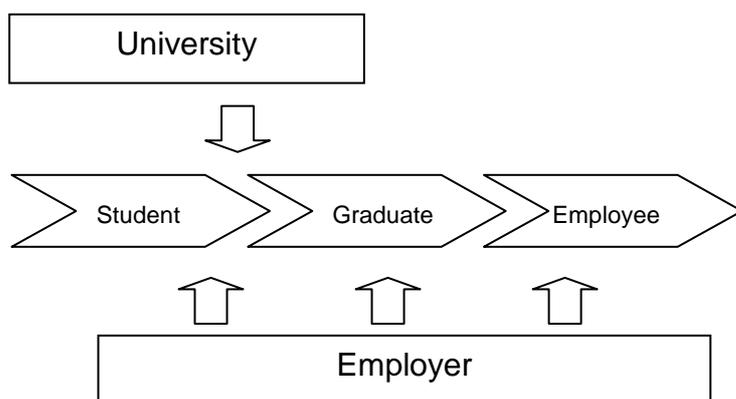


Figure 2: Stakeholders in the Graduate Education Process

Embedding the Right Skills

The nature of ‘graduateness’ has been the subject of much discussion and disagreement over the years. Much has been written about the nature of graduate skills insofar as they can be transferred to meet an external employer’s expectations; and the extent to which they can and should be developed within University education. Today it is generally accepted that whatever subject-specific skills evolve from a given programme of study, there is a definable set of transferrable skills that should be demonstrated by a ‘graduate’ entering the workplace. The Higher Education Funding Council for England (HEFCE) funded the *Enhancing Student Employability Co-ordination Team* (ESECT) to help the HE sector to engage with employability issues by exploring current practice, creating a knowledge base, disseminating information and developing student employability toolkits. The ESECT publications (Various 2003) set out a range of graduate skills that have been adopted for the LJMU project. To more clearly define these outcomes, the LJMU WoW project has drawn on the experience of a range of key industry players/ Together they form part of LJMU’s strategic consultation group. In liaison with this group and drawing on wider contributions from industry and academia, the following eight(8) key ‘transferable’ skills that would be expected from all graduates have been identified.

- Analysing & solving problems
- Teamwork & interpersonal skills
- Verbal communication
- Written communication
- Personal planning & organising
- Initiative
- Numerical reasoning
- Information literacy & ICT

However, it is essential to recognise the need to embed these skills through real appreciation of their application in the workplace. The real difficulty in transferring graduate skills to the workplace is cited in one of the papers produced by ESECT paper, which posits that: “*the transferability of key skills is often too easily assumed*”. (York 2004). Given this, and the intention to utilise work-related learning as an effective tools for skills development it was essential to be very clear from the outset what WRL was to mean in the context of the WoW project. It was felt that the most suitable definition derives from Moreland (2005), citing a model developed by Knight & Yorke (2004)

WoW Skills

In addition to the defined graduate skills, LJMU has listed a range of higher level “personal” attributes that it feels will better equip graduates for the World of Work; the LJMU “World of Work” skills. These supplemental skills, all of which arose from suggestions by employers drawing from their experience of graduates entering the work arena, have been earmarked for further study, through a range of LJMU-led initiatives, will be more rigorously tested and verified by employers. The WoW Skills have been identified as:

Self Awareness –

Understanding and knowing oneself, e.g. strengths and weaknesses, personal values, relating to others etc

Organisational Awareness –

Understanding how organisations are structured and how they function and how to operate successfully in them, business ethics and customer and client needs etc

Making things happen –

Understanding and demonstrating competences in a range of interrelated management skills

Relationships with Employers

One of the key factors in the hoped-for success, of LJMU’s WoW initiative is an effective and consistent engagement with employers. To this end the University has developed a mechanism for instigating, developing and maintaining employer relationships. Sustaining and managing the ongoing contact will be achieved via the use of a bespoke customer relationship management (CRM) system. The development and implementation of the CRM system is intended to encourage and support the “brokering” employer contacts with academics to ensure that Work Related Learning (WRL) is fully embedded in all areas of the University curriculum. The WoW project requires the visible and effective utilisation of work related learning to ensure the concurrent development and delivery of both ‘graduate skills’ and ‘WoW’ skills. A key element of this is the effective development and maintenance of these employer-links with their academic colleagues to provide, inter-alia, project support, student placement, assistance with simulation etc. The effective mobilisation of employer resources necessitates the development of some form of communication ‘portal’ with employers to manage the many interactions that will inevitably take place once the WoW concept is fully embedded. Enhancing employer interaction to support Work-Related Learning has involved the development of a Brokerage ‘hub’ within the LJMU Graduate Development Centre, the use of WoW Brokerage software to store employer interactions and financial support for Faculties to implement Brokerage at local level. It is important to note that the purpose of the “CRM & Brokerage solution” is not limited to the management and brokerage of placements. While placement this tended to be highlighted during the early stages of the initiative, based on the common misconception that the process of embedding WRL is primarily targeted at placements, the aim of the ‘solution’ was always to facilitate the broadest range teaching, practicing and assessing graduate and WoW skills. Accordingly, the CRM & Brokerage system will store a range of information to support WRL through a variety of mechanisms including inter alia:

- Placements, (of short and long duration)
- Work-shadowing/visit opportunities
- Case studies & scenarios based on current issues
- Guest speaker & Master class details
- Video clips (“day in the life of....”etc.)
- Discussion boards/interviews

The key aspect of all of the above is that they are not simulated opportunities but are based on genuine inputs and academic engagement with employers in the workplace.

The development of Employer Links to Support the Project

It has been established that the education sector recognises that interaction with employers to participate in the process of education is essential. It is equally striking that this reflected equally by employers in almost identical proportion. Employer links are, thus, demonstrated as an essential pre-requisite of education to produce employable graduates. (Institute of Directors 2007). Accordingly the process of developing this element of the WoW project has been as follows:

- A project team was identified that represents a cross section of academic areas and stakeholders within the University.
- The project team sought to identify existing instances of interaction between JMU and the 'outside world', taking in to account all of the various potential mechanisms for interaction.
- The existing mechanisms for these interactions were considered with view to establishing criteria by which they can be defined and evaluated.
- A qualitative and quantitative 'audit' of existing mechanisms was undertaken and the relative efficacy of the various mechanisms has been considered.

Based upon the audit that was carried out it was clear that many thousands of interactions with employers were taking place annually. These were largely being managed at a School/Faculty level and it was evident that there was a visible polarisation between 'vocational' and non-vocational areas of delivery with vocational areas having much more highly developed links with employers. It was also clear that the pre-existing, central brokerage/management systems (such as the careers service), whilst being very well developed, were poorly utilised. and that, generally these tended to be supported by non-vocational areas. The more vocational areas of study tended to manage localised systems of interaction, which were generally well developed and highly effective. Thus it appeared that the vast majority of interactions with the outside world resulted from local rather than central systems and that there was the potential for some tension between the existing central and local systems as the CRM and Brokerage solution developed. It was recognised that this must be managed in such a way as to avoid the development of conflict points in the relationships between local and central systems. However, it was also quite clear that a body of expertise and good practice existed, which needed to be disseminated for the benefit of the University as a whole.

Approaches to Work-related Learning

The review of systems and processes that existed across the University liberated a significant body of useful information relating not only to the mechanisms for interactions but also to the general academic approach to the concept of 'work'. As such there is a direct impact upon the way in which work related learning is seen and adopted in different areas of the organisation.

Essentially, two scenarios existed:

- Areas of non-vocational study or loosely defined areas of study, which require the development of work-related learning in the context of generic 'work experience' or work related learning.

- Areas of career focussed or vocational study, that require specific, vocational work experience or work related learning that is often tightly defined or controlled by professional bodies.

Clearly these differing scenarios generate quite different requirements in terms of brokerage and CRM. It was necessary to consider how the project moved forward to initiate and develop effective and efficient operational systems whilst maintaining the existing good practice. It is evident that there was a great deal of established good practice within LJMU. It was also recognised as fundamental to the effective development of a Brokerage & CRM solution, to which all areas/departments/schools could subscribe, that these areas of excellence are embraced, maintained and enhanced. In order to progress to a workable solution it was important to first identify and define the scope of existing stakeholders. In addition it was necessary to identify the types and levels of interaction with the outside world and the ways in which these could be harnessed in support of the WoW concept.

Stakeholders

The relationship between the University and the outside world is complex in that there are many modes of interaction and many different stakeholders in the process, each with their own priorities and objectives. Many, indeed the majority, of interactions with the external world occur through mechanisms and for purposes that are unconnected with work-based learning or work experience. Research, enterprise and professional activity of other forms represent the most common purposes for developing links externally. Notwithstanding this, and recognising the need to support and protect these non-work-based learning links, it is important to identify the key stakeholders in the context of brokerage and CRM to support WoW.

The stakeholders that have been identified in the context of supporting WoW are as follows:

- *Faculty/Schools & units with established systems*
Several Schools and Faculties had existing, well-established and successful systems for managing placements, work-based learning and interaction with the external world. These systems must be supported without being over-ridden or compromised. Several Schools and Faculties operated dedicated work-placement or work-based Learning (WBL) units with their own administrative support.
- *Faculty/Schools & units without established systems*
Some Schools and Faculties were without formalised systems for managing interaction with the external world. For these there needed to be a supportive framework and an operational system that provides a flexible brokerage solution that is able to support a wide variety of possible interactions.
- *Service departments with defined scope.*
Within the University there were examples of Service Teams and other entities that already have a remit that includes aspects of brokerage . Clearly there are aspects of the activities of these groups that are strongly linked to the application of brokerage and CRM as part of WoW.
- *Internal providers of WBL opportunities*
Work experience opportunities and other support elements for WoW may be provided by internal service teams and departments. The integration of these teams and departments into the systems for brokerage will be important to the success of the project.

- *External providers of WBL opportunities*
There is an assumption that the external providers of placements and other WBL opportunities will be continuous supporters of the concept of WoW. However, it must be recognised that the relationships with these providers will need to be managed positively. As well as simply maintaining contact for the purposes of brokerage and WBL support there is a need to establish strategic and operational relationships with the external providers.
- *The students*
In the final proposition the role and propensity of the students themselves to participate in the process must be taken into account. As such students must perceive the programme to be appropriate, accessible and beneficial.
- *Academic Staff*
Similarly the embracing of the WoW concept by the academic staff is crucial to the overall success of the project. Academic staff must accept and subscribe to the final brokerage/CRM solution if this element of the project is to succeed. For this to happen, it is essential that the solution is seen to add value and to support the day to day work of the academics rather than being a resource that adds workload, complexity or unnecessary bureaucracy to their activities.

Potential Interactions

As noted earlier within this paper, the nature of interactions with the world of work is not limited simply to placement opportunities. Indeed it is likely that the majority of interactions to support WoW will be through mechanisms other than placements. The brokerage and CRM solution must be sufficiently flexible to support a broad range of potential interaction processes. The ability to support and record this range of interactions will affect the underlying ‘architecture’ of the final solution.

Levels of Interaction

The relationship between the University and the outside world is complex and, to some degree, fragmented in the sense that there is an extremely high level of uncoordinated activity at sub-school level. Individuals are actively and continuously pursuing contacts externally for a wide variety of reasons and purposes. These contacts routinely result in some form of interaction with the external world, although in the vast majority of instances the mechanism is informal and the process is not ‘logged’ or recorded in any formal manner. As the impact of WoW results in a significant increase in the required number of these interactions the recording of contacts and the mechanisms by which they are made and recorded becomes essential. The issue of scalability of relationship management must be addressed successfully to ensure the development and delivery of an effective brokerage/CRM solution. The end product must allow the development, management and ‘audit’ of interactions at a variety of levels throughout the organisation. These include:

- *Institution/strategic level*
Strategic relationships have been built between LJMU as an institution and key organisations externally. These relationships are built at a very senior level within the University and may result in framework type arrangements with national and international organisations that support a range the University’s strategic aims and objectives.
- *Institution/operational level*

The University will also build and develop relationships at an institutional level with key organisations locally, nationally and internationally that are intended, specifically, to support the WoW concept.

- *Faculty and School level*
 Faculties and Schools have, to varying degrees, developed relationships with external organisations to support placements, projects, research and enterprise. The structures and relationships are in some cases very well established. In some areas, however, there is little in the way of formal structures or processes for support of engagement with the external world.
- *Programme and Module*
 The nature of relationships at the level of the individual member of staff or at a programme and sub-programme level is bespoke to the specific circumstances. At this level there is a subject specific dialogue and it is here that the real application of the WRL takes place.

The foregoing establishes, for want of a better term, a hierarchy of relationships from the highly strategic, institutional level to the application of teaching, practicing and assessing within modules. (Figure 3) As the context and level of the relationship with external organisations changes through the hierarchy so the nature of the potential for supporting WBL changes from the generic to the specific. This must be recognised within the final brokerage and CRM model.

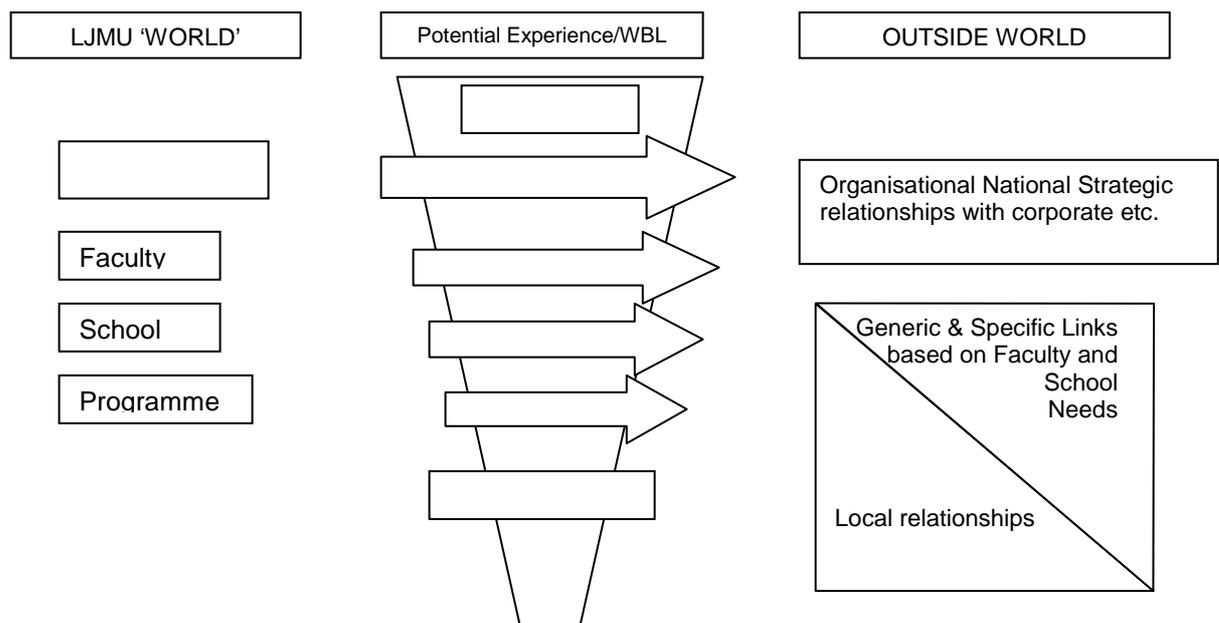


Figure 3: Interactions with the World of Work

The resultant proposition for a workable model must provide a facility for dealing with interactions with increasingly tightly defined parameters as the position within this hierarchy changes. This solution must allow a flexible approach that supports a ‘sliding-scale’ of intervention whereby local relationships support the tightly defined vocational areas. The less tightly defined vocational areas having a more hands on approach from the brokerage and CRM solution. In summary, this would be a model in which the input/control shifts increasingly from central to local as the context becomes more specific.

Moving Towards a fully implemented Brokerage and CRM Solution

Any solution to the brokerage and CRM requirements of WoW must take into account the skills, capacity and functions of the existing stakeholders. It is important that we do not duplicate or weaken the functions of the existing providers. However, there is clear potential for the CRM and brokerage functions to support, and be supported by the existing providers of external relationships, brokerage and WBL support. The next stage of the project will be to define a workable solution to the model that takes all of the stakeholder views and requirements into consideration. The primary aim, however, must be to develop the best, most effective model for LJMU and thence to share the successes achieved at LJMU with a broader congregation. In this era, where the global economy is a reality (the more so in the post sub-prime world of shared economic distress), where global business is an everyday phenomenon and where the global work place will be an employment target for an increasing number of future graduates, we should not overlook or underestimate the “global context” recognized in this paper’s opening paragraph. While it is beyond the scope of this paper, and indeed it would be premature, to apply the preliminary findings of LJMU’s WoW project to a broad global work arena, the project activities described herein, the challenges and successes of the WoW programme, the energy of its collaborating stakeholders and, above all, the outputs for both students and employers, must eventually be judged against the cross-border economy in which we live, work and dedicate. If projects such as WoW are not thus broadly tested and applied, traditional graduate skills in all disciplines will prove a poor match for the demands of tomorrow’s employers. In other words, the impact of our globalisation should not elude projects like WoW as they struggle for traction in changing employment markets. However, given an awareness of change and a willingness to accept flexible methods of enlisting employer support and equipping graduates with work related skills, today’s global economic momentum can be harnessed even as it threatens to engulf us.

WoW, while undergoing rigorous testing in today’s academic and work environments, is a project whose relevance must belong in the future. Its very roots lie in a perceived necessity to build a changing employment model; and even before the seed had germinated, it was obvious that “employment” opportunities were no longer location specific. Mindful of the pace of change, LJMU was quick to seek employer representation not only from UK but from across Europe, Asia and the Americas. A broader geographic base no longer means premature expansion beyond the horizon of LJMU’s immediate reach, or taking on a non-sustainable challenge. With today’s communications technologies, collaboration extends to exciting new, yet already closely inter-connected, business worlds. For example, the prosperous trading belts extending across the sub-continent from the financial centers of UAE and India over the Malaysia/Singapore Peninsula to Vietnam, Korea and China already compete with the traditional financial centers of New York, London and Tokyo. Similarly, there is talk of the newly emerging BRIC markets (Brazil, Russia, India and China) rapidly overtaking the developed western nations in the scale of their GNP, their consumer spending, their construction volume, their air traffic volumes, and the movement of goods through their ports.

The test of the WoW veracity will not merely lie in its robustness within the trade areas of the UK or the EEC, its success will eventually lie in its relevance to graduates and employers who no longer ignore nor fear expansion into cross-border trading. This is not merely a distant future phase of a project that can be dealt with as an after thought or by applying a bolt-on retrofitting in terms of software or a “web-patch” fix. This is an existing global employment market where employers and graduates alike already seek the soft inter personal skills espoused by WoW. We inhabit a global economy where distant geography is no longer a barrier and where risks and rewards are high. There would be little merit in a CRM brokerage model that is unable or unwilling to confront this world or to adequately equip its participants for a world of work that is already upon us.

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Universiti Sains Malaysia and the Engagement with Sustainability and Civil Society within Globalization

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Synopsis

According to some commentators, the dynamics and forces of globalization have led to a radical rethink in respect to the role of the university in contemporary society. This rethink has taken several guises. For some it involves the radical privatization of universities. For others it involves the democratization of universities. Universities exist therefore in a globalized world that is increasingly interconnected and where space and time are increasingly narrowed and accelerated. Within these broad phenomena's neo-liberal globalization entails the increasing need to produce profit and the expansion of the logic of neo-liberal hegemony in education in the guise of reframing education as a service industry. The contradictions that characterize Malaysia's engagement with globalization at a national level manifest in debates over globalization and Higher Education. The most pertinent issue in regards to this relates to the problem of sustainability. In the context of neo-liberal globalization sustainability contradicts the fundamental essence of consumption. The idea of human beings as first and foremost consumers of things is a normative ideal at odds with the concept of a sustainable future. At a very basic philosophical level the concept and normative project of neo-liberal capitalism and globalization is tied to a concept of individual possessiveness and consumption that radically challenges cultures that do not share such possessively individualistic precepts. Marketization in Malaysian universities must be tempered by also connecting universities to civil society in such a way that tempers both extremes of the state and market and allows a more sustainable relationship between the social frameworks within which it operates.

The Context of Globalization

According to some commentators, the dynamics and forces of globalization have led to a radical rethink in respect to the role of the university in contemporary society. This rethink has taken several guises. For some it involves the radical privatization of universities. For others it involves resistance to privatization and a reestablishment of the universities connection to ideas of public service, public good and service. Universities exist therefore in a globalized world that is increasingly interconnected, yet at the same time this interconnection has not dissipated disagreement over the mission and role of universities. Rather globalization has drawn even more attention to the role of the university and the idea of the public good.

Contemporary neo-liberal globalization entails the increasing need to produce profit and the expansion of the logic of neo-liberal hegemony in education in the guise of reframing education as a service industry. Conventional views on modernization and globalization hold that there is a rapid process of convergence toward homogenous organization 'best practice' and 'optimal efficiency' within current globalization (Lazear 1999; Pagano 2007). According to this view those countries and institutions within countries that do not adapt and transform to fit this homogenous world view are doomed to irrelevance and failure. The literature on the problem of convergence in higher education is extensive and the debate with respect to analysing it is also extensive (Marginson 2004; Marginson 2007; Marginson and Wende 2007). The idea of competitive institutional isomorphism on a global scale where convergence on a

single model of higher education is produced through competition is compounded by theories which articulate the mimetic influences of convergence (Dolowitz and Marsh 1996; Dolowitz and Marsh 2000).

The argument of those who desire to pursue a homogenous and market driven future for higher education is that neo-liberal convergence is the path to prosperity and efficiency. The gradual erosion of differences between national and regional varieties of capitalism and their respective ideological institutions (such as universities) and the concomitant growing hegemony of neo-liberal capitalism is for neo-liberal advocates a positive aspect of globalization (Levidow 2002). Convergence and homogenization of higher educational organizations and cultures is also seen by some as a net positive and point out the growing external and internal pressures on national capitalism to adapt and adopt neo-liberal norms (Streeck 1996) (Wilks 1996) (Dore 1998). Higher education in Malaysia faces these forces in the forms of isomorphism privatization and globalization (Mei 2002).

These isomorphic pressures are contextualized in higher education within an increasingly instrumental approach to educational outcomes and to social outcomes in general. In other words combined with convergent pressure to conform to corporatized and marketized ideas of what a university should do (within a rapidly accelerating and narrowing concept of time and space and increasing interconnection) is a reduction of complex cultural and social values and practices to objects of instrumental reason. Neo-liberal forms of globalization that privilege individualism and a consumption ethic rearticulate the mission of education to fit the narrow norms and interests of the neo-liberal order. Within such an order, educational reform is characterized by privatization, competition and a spread of business values through education. A corollary of this is an increasing instrumentalization of educational outcomes and objectives. This often expresses it self in a reduction of the aims of education to managerial and performance objectives utterly alien to the deeper ethical and normative issues that for many students and teachers ought to characterize the educational project. Henry Giroux captures the way neo-liberal globalization frames education in the contemporary era:

‘Market forces have altered radically the language we use in both representing and evaluating human behavior and action. One consequence is that civic discourse has given way to the language of commercialism, privatization, and deregulation. In addition, individual and social agency are defined largely through market-driven notions of individualism, competition, and consumption. As such, the individual choices we make as consumers become increasingly difficult to differentiate from the "collective choices we make as citizens."’

Giroux continues:

‘Similarly, as corporate culture extends even deeper into the basic institutions of civil and political society, there is a simultaneous diminishing of non-commodified public spheres-- those institutions engaged in dialogue, education, and learning--that address the relationship of the self to public life, social responsibility to the broader demands of citizenship, and provide a robust vehicle for public participation and democratic citizenship.’ (Giroux 2002)

In such conditions, the role of education as having more import than simply the creation of consumers, and the idea that educational institutions have a social responsibility that is more encompassing than simply serving the market is excluded from vision (Hirschman 1982; Tweedie, Riley et al. 1990; Bridges and McLaughlin 1994; Levin 2001; Stiglitz 2003). Convergence, acceleration of change, consumption orientation and instrumentalism characterize contemporary forms of globalization. Globalization in this neo-liberal framing of the term is deeply infused with the instrumental logic of neo-liberal ideology. The UNESCO Forum on Higher Education, Research and Knowledge captures the issue squarely:

‘The hegemony of neo-liberal ideology, grounded in the logic of the market, with privatization of the sphere of knowledge production as its advanced expression, has injected a perspective whereby current issues tend to be discussed largely in terms of managerial values and practices. In this setting, issues reduce to the economic aspect alone. They focus on the ‘end application’, on manpower training for employability and on wealth creation, spurred on by criteria of efficiency and by a market-driven rationale. Discussion couched in broader terms of scientific ends and purpose, of long-term development that can be sustained and of society’s broader progress, figures little.’ (UNESCO Forum on Higher Education 2003)

Such radical instrumentalization and privatization of social space and culture radically acts to reduce resistant cultural practices to the margins of the global order. Yet while neoliberal globalization seeks to exercise hegemonic influence at the global level, it is in fact tempered by local resistance and localised forms of rearticulation of globalization (Mittelman 2000). In other words processes of glocalization occur. These processes these practices are critical to grasp if we are to understand globalization not simply as neo-liberal hegemony but also as resistant glocalization. Ritzer for example argues, ‘although all nations are likely to be affected by the spread of capitalism and rationalization, they are likely to integrate both with local realities to produce distinctly glocal phenomena’ (Ritzer 2004; Manicas 2007).

Resistance to neo-liberal globalization can come from nation states that feel threatened or excluded by the processes of globalization. Resistance by advocates of a strong and central state see this as an antidote to the unaccountable power that the market exercises through neo-liberal globalization (Khor 2000). Non-government organizations and the broad associations of civil society are also often seen as resisting neo-liberal globalization (Seligman 1992; Gellner 1994; Hirst 1997; Pye 2001; Saravanamuttu 2001; Weiss 2006). Resistance however is often seen as quixotic or worse irrational. Edward Said captures the issue squarely:

‘The main goal of this dominant discourse is to fashion the merciless logic of corporate profit-making and political power into a normal state of affairs, “that is the way things are,” in the process rendering rational resistance to these notions into something altogether and practically unrealistic, irrational, and utopian.’ (Said 2002)

Neo liberal globalization is therefore ‘implosive rather than expansive: it connects powerful centers to subordinate peripheries, its mode of integration is fragmentary rather than total, it builds commonalities upon asymmetries’ (Coronil 2000). This distinctiveness of contemporary neo-liberal globalization and its millennial certainty and all encompassing nature expressed both as economic dominance but more powerfully as cultural dominance provides the

background for the contemporary problems of Malaysian development and educational growth. Malaysian Higher Education institutions now have to deal with a globalized world in which economies are interrelated, knowledge has become the driver of economic growth, ICT is now a defining form of social interaction, and the interaction between market, civil society the state and education is rapidly transforming.

Constant social change and environmental change is now central to social and national survival and the community's demands upon Higher Education are more articulate informed and engaged (Seddoh 2003). These global forces may provide opportunity for learning and cooperation, if understood and engaged with critically. In other words the processes of globalization and the realization that market rationality untempered by civic restraint and temperance is leading to significant social and cultural tensions and crises is spurring a new way forward for engaging the role of Higher Education.

Globalization and the sustainability of Malaysian Higher Education

The contradictions that characterize Malaysia's engagement with globalization at a national level manifest in debates over globalization and Higher Education. The most pertinent issue in regards to this relates to the problem of sustainability. In the context of neo-liberal globalization sustainability contradicts the fundamental essence of consumption. The idea of human beings as first and foremost consumers of things is a normative ideal at odds with the concept of a sustainable future. At a very basic philosophical level the concept and normative project of neo-liberal capitalism and globalization is tied to a concept of individual possessiveness and consumption that radically challenges cultures that do not share such possessively individualistic precepts.

The concept of sustainability challenges neo-liberal globalization in several critical ways. It challenges the market orientation and neo-liberal reductivism of human capacities and desires to simple economic calculations. It reasserts a common human interest above individual desire and consumption and reminds us of the importance and significance of what we do as harm or benefit to others. One of the most frequently cited definitions of sustainability comes from the United Nations. In its report of the World Commission on Environment and Development it provides a definition of sustainability as, "development that meets the needs of the present without compromising the ability of future generations to meet their own needs"(Development 1987).

The idea that a university should concern it self with sustainability is deemed quaint. How then in such an ideological framework can universities act to sustain national values? How can universities act on their role as servants of the public good? How can universities engage with students and the broader society to educate and instil habits of sustainability, environmental responsibility and social ethics? How can universities engage values for the public good within globalization but in opposition to neo-liberal privatization?

Clearly within the framework of education an uncritical acceptance of the neo-liberal project precludes an engagement with a fuller idea of the educational mission of the university. If the role of a university is conceived of as having an interest in the public good then it follows that a reduction of the role of the university to mere market logic and the embodiment of possessive

individualistic values (Macpherson 1962; Macpherson 1987) is contrary to a university mission so conceived. Following on from this since ecological sustainability, as well as the sustainability of Malaysian culture and values are arguably central to a Malaysian universities mission then the exclusion of these values from Malaysian universities in an attempt to meet the needs of neo-liberal globalization is effectively a negation of the universities basic public role. Sustainability as an ethical project 'derives its normative content in a search for common ground among constituent traditions of civilizations' (Cox 1992). The common ground that animates sustainability as the search for justice and protection of our common heritage can be found among quite diverse civilizations. The desire to forge hope in the world, through temperance of consumerism and respect for diversity as key elements of justice are values, which exist in multiple civilizations. Sustainability in this sense represents an 'overlapping consensus' value system which draws upon a diversity of beliefs (Rawls 1996).

Legitimacy and Capacity

The issue of social exclusion first coined by, René Lenoir (Sen 2000) is a useful concept in explicating the way individuals, communities and entire cultures are either recognised or unrecognised by the explicit cultural assumptions of neo-liberalism. Amartya Sen develops the critique of exclusion to establish a theory of capability deprivation. Sen's insight and philosophical acuity provides a critical referent that connects the role of education to a critique of ideologies of exclusion and deprivation and provides a critical basis for an engagement with the social role education can play in helping sustain and support cultural dignity and individual growth (Sen 2000). Sustainability reminds us of the insight provided by theorists such as Sen in their commitment to capacity building and the way this is articulated within a commitment to the social good (Sen 1999). Sen's arguments mesh well with the desire of Malaysian policy makers to engage with and articulate a sustainable and socially equitable economic and cultural development. The important role that marginalized and excluded peoples and communities can play in reminding global elites of their 'better angels' should not be dismissed.

This project is fundamentally an educational effort and in the context of the contemporary world order, the educational role that peripheral societies, peoples and movements can have on the 'center' is of critical importance. The issue of 'voice' and inclusion is central to ensuring that universities engage with the needs and issues that affect the majority of humanity (such as environmental, social and cultural sustainability). Any inability of the university to perform its function as a provider and engager with the public good, acts to delegitimize the university within society. How then do we maintain the legitimacy and competitiveness and leadership of Malaysian public Higher Educational institutions in an increasingly challenged, globalized and fluid terrain? How do we build capacity and maintain legitimacy? Assailed from without by neo-liberal managerial and isomorphic pressures and from within by state sponsored decisions to open up the educational market place to private competition, state institutions face what Jurgen Habermas refers to as a legitimation crisis (Habermas 1989) (Habermas 1973).

The Need for Reform from Globalization to Civil Society

If marketization in Malaysian universities poses a threat to collective values and the idea of universities serving the public good then how can the overlapping consensual principle of sustainability be articulated in a situation where the legitimacy of public purpose and the institutions identified with it (through their identity with the state) is increasingly problematic?

Connecting to civil society provides one possible answer to this conundrum. Connecting universities to civil society in such a way that tempers both extremes of the state and market and allows a more sustainable relationship between the social frameworks within which universities operate. In other words civil society provides an alternative path to reengage the problem of legitimacy of public institutions in conditions of network society and globalization.

The project of sustainability and education for sustainable development (ESD) in the APEX strategy of Universiti Sains Malaysia (USM) for example, connects down to civil society through USM's commitment to research in the local community. In the Malaysian context, the growing salience of civil society, associations, clubs and social movements is acting as a propellant for democratic reform and social legitimacy (Saravanamuttu 2001; Weiss and Hassan 2002; Weiss and Hassan 2002). In an ideological terrain where both the state and the market are viewed with suspicion by different constituencies, the legitimacy that derives from connectivity to the growing civil society in the Malaysian polity and the way this can reflexively inspire renewed confidence in the moral leadership of Malaysian universities needs theorization(Weiss 2006).

Part of this theorization lies in understanding the important social capital dimension to universities. Universities are places that rely on intricate relationships of social capital. Social capital refers to and describes the ways that people create and inculcate social networks, interactions and social relationships. These social relationships can be for the common good and inclusive of diversity or conversely exclusivist and in opposition to democratic norms and the common good(Norton and Centre for Independent Studies (Australia) 1997; Dekker and Uslaner 2001; Lemmel 2001; Veenstra 2003; Bouma, Soest et al. 2006). The quality of the social capital and relationships between the university and the broader society helps cement the trust and position of a university in the community. Different forms of social capital can be used to hinder and stymie individual development or empower it (Portes and Sensenbrenner 1993; Woolcock 1998; Portes 2000).

The Malaysian example of USM as an educational institution is a salient one since it involves intricate and dynamic associations (forms of social capital) with both the local and global community of which it is a part. Deepening USM's connection and engagement with civil society and connecting USM more intrinsically to the public good (not as state provision and direction nor as market driven individualism) provides both a way to frame autonomy as neither beholden to the state or the market (as currently theorized) and by inference not beholden to those constituencies that are seen to dominate these arenas. USM's civil society engagement is a 'blue ocean' moment, but it is a lot more as well. It rearticulates the moral legitimacy and relevance of USM in the current globalized world.

The aim of USM in engaging civil society and refreshing and renewing the necessary social capital to effectively do this is based upon a clear understanding of the changing role and nature of how universities function in an increasingly globalised and 'mobilized' society. The increasing 'mobility' of society and the declining power of nation states entails a rethink about how universities are legitimized in an environment where 'legitimacy' is being challenged by increasingly mobile identities and movements. Civil society as a mediator between the state

and the market in this sense becomes more critically relevant for universities in their search for social legitimacy and relevance.

Social structures and how universities interact with society influence and reinforce certain types of social interactions and effect how universities are perceived. The values and culture of particular structures/practices trickles down to the practices of participants. Engagement with civil society is needed in the complex mix of state, market and university to provide balance, grounding and legitimacy to the debate over university reform (Leydesdorff and Etzkowitz 2002; Cooper 2006; Kadiman 2006). The engagement of USM in civil society legitimizes it within its own society and forges links globally to broader constituencies. Engagement with civil society (as argued above) also challenges the one sided emphasis on the market found in some recent reform. Sharifah Hapsah Syed Hasan Shahabudin points out in a critique of the marginalisation of values through marketization that:

‘Consequently in a purely market driven economy, the system of education which emphasizes ethics and values will inadvertently be sidelined and there may be marginalization of the intangibles such as beliefs, spirituality, happiness, tolerance, mutual respect, sharing, caring, loving, *et cetera*. Possible consequences are a lack of social sensitivity and communal engagement, with a lackadaisical attitude to social responsibility and community problems.’

‘This is unfortunate because universities must continue to push the frontiers of understanding by producing knowledge for its enlightenment and empowering effects rather than just for its utilitarian role in the culture of enterprise. Whilst knowledge is an essential defining element of scientific and material progress, it is also critical for the preservation of values such as responsibility, right and wrong, good and evil, traditions, customs and culture which collectively give us our identity or *national self knowledge* (Shahabudin 2007)’.

Civil Society and Network Fluidity

According to Urry, ‘all places are tied into at least thin networks of connections that stretch beyond each such place and mean that nowhere can be an ‘island’ (Sheller and Urry 2006). Urry’s work on ‘mobile’ sociology, ‘paradigm attempts to account for not only the quickening of liquidity within some realms but also the concomitant patterns of concentration that create zones of connectivity, centrality, and empowerment in some cases, and of disconnection, social exclusion, and inaudibility in other cases’ (Sheller and Urry 2006). USM’s strategic shift and engagement with civil society and the overlapping consensual idea of sustainability is in part based upon a recognition of the need to engage how globalization is shifting and challenging our ‘sedentary’ ideas of what an institution does and where it draws its legitimacy while at the same time not falling into the trap of uncritically celebrating certain post-modern idealizations of ‘fluidity’ and ‘liquidity’ which fail to account for asymmetric power inequality.

In this sense the USM strategy with respect to civil society and sustainability is tied to a very real understanding of the shifting nature of ‘liquid modernity’ (Sheller and Urry 2006) while at the same time recognising the continuance of, ‘attachments and reterritorialisations’ (Sheller and Urry 2006) which also characterise our contemporary problematic. The USM engagement with civil society is hence an engagement with reconceptualising universities within

contemporary globalization, as both in need of reengaging issues of legitimacy and place but at the same time recognising the constraints and inequalities that also characterise the higher educational environment. The legitimacy or otherwise of forms of social interaction depends in large measure on the value given differing forms of social practice and the legitimacy accorded to those institutions and associations with which we engage and enact. This issue connects back to the structure and nature of institutional practices within a university and the way universities connect to society and from where they draw their legitimacy.

Trust

One of the critical benefits of developing social capital and engaging with civil society with the aim of advocating sustainability for a university is the generation of trust. What kinds of trust and trust conducive, activities are positive to the public good? Why do people trust or mistrust universities? In this example the bonds of trust between members of the university and between the university and the broader society is of particular importance. What types of social capital generate outcomes that serve the public good? How does a university establish trust between itself and society in a situation of increased mobility and challenges to the normative legitimacy of the state? How does a university avoid being tainted by neo-liberal values that in many people generate cynicism? Interestingly educational literature can provide us with some insight into these issues (Kaur 2001; Mustapha 2001; Neo 2002; Kim 2003; Wong 2003; Yap 2004; Ismail 2005; Yen, Bakar et al. 2005; Brown 2007; Campbell 2007).

While networks and trust generate social solidarity and inclusion and knit communities together, they can also have negative consequences. There is a significant gap in the contemporary literature between sophisticated conceptualizations of social capital and trust and empirical application and understanding of how trust works in associations and how this translates to broader virtues in society (Coleman 1988; Teachman, Paasch et al. 1997; Dekker and Uslaner 2001; Lemmel 2001; Veenstra 2003). Trust is the main constitutive and regulative component of social capital. The habits of trust formed in positive associations, the habits of the heart are central to an effective and vibrant institution. Trust then is the glue that holds society/institutions together. Trust in other words is the key social cement that ensures the non-arrival of the Hobbsian world, nasty brutish and short. The non-existence of trust in other words would lead to an untenable social world and untenable institutions. Adam Seligman's argument regarding trust is salient on this point.

The problem of trust in modern societies becomes more important becomes more rather than less important for stability and progress (Seligman 1992; Seligman 2000). Trust is the 'cement' of community as John Elster argues. The problems of the 'mobile society' do not diminish the need for universities to engage the issue of trust, rather they accentuate it. Thus how a university rearticulates its legitimacy through reconnecting with civil society is a critical component of how it legitimizes itself in current globalization. The extent to which a university (USM) can engender legitimacy and belief for the sincerity of its sustainability approach will rely on the extent of trust it has from the community. In short USM's 'blue ocean' engagement with civil society is as much trust building as capacity building (USM 2008).

Recognition of the way USM repositions itself with regards to creatively reconstituting social capital and civic engagement is of critical import. Irrespective of the theoretical complexity, Kymlicka's observations regarding the importance of trust remain pertinent. Trust along with tolerance and solidarity are the key moral values necessary for a functioning society. As Kymlicka, argues, trust *is a critical component of a functioning democracy* (Kymlicka and Norman 1994; Beiner 1995). For USM trust between staff and students and between the university and the broader society is critical to the success of USM as an educational leadership institution. In this sense the way social capital is developed and the way USM is legitimized within Malaysian society is critical. Hence engaging civil society and articulating sustainability are reflexive moments for a strategy aimed at reestablishing trust and leadership for USM and Malaysian public institutions in general.

Deepening Malaysian universities connection and engagement with civil society and connecting them more intrinsically to the public good (not as state provision and direction nor as market driven individualism) provides a way to frame autonomy (and legitimacy) as neither beholden to the state or the market. Forms of social capital underpin the ability of Malaysian universities to successfully reform pedagogically and structurally and these factors are reflexive to each other. A failure to include civil society in the discussion of university functioning will lead to unintended consequences both in the legitimacy of the university in Malaysian society and in the legitimacy of forms of pedagogy necessary for the knowledge society.

The USM model takes seriously the important role universities play in social development and civic engagement. USM's pursuit of the common good and betterment of Malaysian society is a central plank in its educational approach. This approach is not simply expressed in homilies to improvement. Rather it is the expression of USM's essential philosophy. The clustering of Social Science and Humanities under the rubric 'social transformation' provides us with an insight into the USM approach. The recognition that global problems are interrelated and that change needs to be aimed at changing 'the system of our society' is a clear insight into the fundamentally political and social mission of a university. The recognition that all 'sectors of the society consult and actively participate in decisions relating to sustainable development' and that the USM mission in part is 'extending its reach to the local community' (2008) is a good example of the civic role USM aims to play.

Caught between external (global) and internal (state driven) pressures to corporatize and marketize as well as the shift towards a global network society, where interconnected and interactive and shifting relationships are increasingly challenging statist and static forms of social organization, USM's APEX strategy is an excellent example of trying to regain the momentum and initiative in reinvigorating the idea of a universities moral mission with global responsibility and local engagement. USM's approach to establishing ethical legitimacy and public purpose in the current environment occurs by reflexively modernizing its institutional aims and reasserting its moral vision (USM 2008).

In a sense the role of USM is to rearticulate legitimacy for the Malaysian public sector in conditions where legitimacy can no longer be assumed simply from its location or generation from state ownership and power. Such rearticulation entails a reflexive engagement with

globalization and an engagement with civil society and a renewed commitment to the public good through sustainability. There is global and local support for a more ethically informed and sustainable vision for Malaysian education (overlapping consensus). Developing the forms of social capital (trust and cooperation) and human capital (skills of dialogue and creativity) necessary in complex societies that need both innovation and cooperation is the job of universities (Coleman 1988). Yet the nature of universities and how they represent themselves and engage with the broader social world has an impact on the legitimation of certain values and social practices (Habermas 1989; Somers 1995; Ku 2000; Honig 2002). In short, the way USM interacts with and draws legitimacy from civil society adds to its legitimacy in the eyes of Malaysians and others in significant ways.

Locally support for sustainability as a regulative and constitutive principle of Higher Education has most recently been pronounced in the granting of APEX status to USM. Globally the work that is necessary for Malaysian educational reform meshes with the approaches of the United Nations in establishing and propagating education for all. The preamble of the Dakar declaration, which provides a good segue into the kinds of values that ought to inform education, is a corrective to neo-liberal overemphasis on the market and consumption.

‘Education is a fundamental human right of all people – of value in and of itself, for improving the quality of life, and as an essential part of social and human development. The provision of basic education, whether it be formally or non-formally delivered, is a core responsibility of the state with active and genuine collaboration of parents, communities, and civil society. All people, especially those most disadvantaged and excluded, must be guaranteed access to a basic education of decent quality’ (UNESCO 2000).

The USM Response

USM’s strategic orientation is part of a broader shift. Malaysian political and social change is in many respects finding its deepest expression in civil society and community oriented action (Weiss and Hassan 2002; Weiss and Hassan 2002). USM is also engaging ‘the emergence of a kind of transnational civil society undergirded by nongovernmental organizations’ (Brown, Khagram et al. 2000) as well as broader state based but more autonomous institutions such as universities (Florini 2000). This strategy is part of an effort to make real the promise of localised responsibility. However, its meaning is deeper than that. By linking to local communities and NGO’s USM increases its legitimacy with civil society and makes its research and scholarship relevant to Malaysian society in ways more lived and practically useful. The USM strategy has important implications for pedagogy. The pedagogical approach at USM ties together an engagement with civil society and change and at the same time recognises that educational growth requires direction and moral value. Creativity must be tempered by civic responsibility (Neethling 2002; Peters 2009). Innovation is produced through a commitment to respectful social interaction and the articulation of human values, not despite them. This combination of civic and social responsibility, cultural respect and cognitive growth is the key stone of USM’s educational approach.

Given that USM aims to engage local and global civil society in the project of sustainability what then are some of the critical areas of differentiation that can characterise the USM

approach to globalised competition, and sustainability? USM's approach to sustainability and ensuring competitive advantage lies in its reformulation of the role of a university in civil society as well as recognising USM's important contribution that can be made to diverse public spheres within global modernity. If USM is truly to engage with and develop a competitive higher education strategy for sustainability in keeping with the revised approach to the market outlined in the Blue Ocean strategy (Ismail 2008; Razak 2009) then a part of the realignment relies on redefining where its market lies. In other words opening up new markets for research and learning requires USM to reformulate who their 'customers' are (thus civil society and sustainability are as much market strategies as moral commitments). In other words, while USM's strategy is part moral strategy aimed at engaging the public good it is also market strategy aimed at reworking USM's market direction towards the Blue Ocean of untapped community needs.

The essential strategy is captured by its commitment to 'non-customers'. How do universities such as USM reach out to 'powerful commonalities in what buyers value' and reach the non-customers? (Kim and Mauborgne 2005) The USM strategy is deceptively simple. We must look forward to where the key demands and untapped opportunities lie for universities in the new millennium. One significant market (as opposed to moral or democratic) opening for USM therefore lies in encouraging and expanding its involvement in local and global civil society. Such engagement offers significant research opportunities (Walzer 1995; Pye 2001; Saravanamuttu 2001; Weiss 2006). Grasping the correlation between the moral agenda and how USM is reworking its competitive position is critical to understanding the USM strategy. Engaging with civil society and reworking our understandings of who, a university engages with and how, it does this is central not simply to the ethical program of USM but also to its efforts at reengaging new markets and opportunities.

The engagement with people led, local solutions to global problems and an ethical commitment to ameliorating the disadvantage of the bottom billions involves quintessentially a renewed involvement with civil society. Such involvement and commitment to engaging research in solving real and prescient problems that characterise social and environmental degradation and injustice entails USM engaging with local agendas in the service of addressing global issues. The importance of public awareness and support for sustainability necessitates engaging with and helping to solve the problems that are experienced by the public in a direct and verifiable way.

The USM model takes seriously the important role universities play in social development and civic engagement. This role for USM is expressed in several forms. USM's pursuit of the common good and betterment of Malaysian society is a central plank in its educational approach. This approach is not simply expressed in homilies to improvement. Rather it is the expression of USM's essential philosophy. The clustering of Social Science and Humanities under the rubric 'social transformation' for example, provides us with an insight into the USM approach. The recognition that global problems are interrelated and that change needs to be aimed at changing 'the system of our society' is a clear insight into the fundamentally political and social mission of a university. The recognition that all 'sectors of the society consult and actively participate in decisions relating to sustainable development' and that the USM mission

in part is 'extending its reach to the local community'(2008) is a good example of the civic role USM aims to play. This role finds solid and deep expression in the RCE program of USM:

'RCE is a network of existing formal, non-formal and informal education organisations aiming to deliver education for sustainable development (ESD) to a regional/local community. All RCEs have a common framework aspiring to achieve the goals of the UN Decade of Education for Sustainable Development (DESD, 2005-2014), by translating the global agenda such as the Millennium Development Goals, Climate Change and Education for All into the context of the local/regional/global community in which they operate.'(2008)

The specific engagement of USM with the broader society (civil society) not only links USM with the broader community, the RCE platform links USM to community activists NGO's and others in a strong bond with broader civil society. This link to NGO's connects USM through civil society to a broader public sphere that is international and global as well as local. This connection is significant. USM's efforts in this direction are impressive, and find expression in citizenship projects and environmental projects in the broader Penang community. This strategy should be seen as part of an effort to make real the promise of localised responsibility. However, its meaning is deeper than that. By linking to local communities and NGO's USM increases its legitimacy with civil society and makes its research and scholarship relevant to Malaysian society in ways more lived and practical than abstract arguments to compete. The following quote captures the essence of the project:

'in order to navigate USM toward sustainability-led education, the university will adopt a stance that conducts science for humanity which in essence fuses science and technology with the arts and humanity. The focus will now be on research outcomes that will enhance sustainability that includes reducing inequity and increasing availability, affordability, accessibility and quality of our innovations to those who need them most – the people in the bottom billion. In addressing local problems, USM will in essence also provide solutions to global problems.'(2008)

Such a strategy rebuilds USM's intervention with globalization from the bottom up. In other words rather than accepting the tenets of globalization top down USM's involvement in local civil society acts as an example of how a global institutions such as a university can still engage contemporary problems as a good local and global citizen. The example of USM in this regard acts to maintain and extend legitimacy of the university in the local context and at the same time provide examples that have relevance globally. In this sense, USM's engagement with civil society and the public good maintains a proper balance in a world largely dominated by neo liberal discourse. For example, the nurturing of citizen scholars clearly articulates the connection between knowledge, civic duty and the broader aims of the common good. Interestingly the aim to also produce intellectual entrepreneurs(2008) seeks to fuse both the need for competitiveness and innovation as well as civic responsibility and justice.

Conclusion

Neo-liberal globalization constructs our identities as consumers (Gold, Rhodes et al. 2001). A corollary of critically opening up the possibilities of globalization while distancing ourselves from the negative consequences of consumer culture is also a critical issue for universities. The philosophy of sustainability provides us with a critical touchstone in reformulating and engaging with how we can pursue the public good as well as advance national interests within a framework of universal globalization. The opportunities of universities working with civil society and diverse engaged global associations and non-governmental organizations is another opportunity that globalization offers us. Yet again, this opportunity can only be fully developed within a fuller and more sustainable ethical basis than consumption ethics and individualism. This ethical basis can be found in engaging the issue of sustainability.

The disentangling of the possibilities of universities and what they can successfully achieve in the current global world is also dependent upon breaking free from the Washington consensus and the power of the American cultural imaginary over the cultural and intellectual consciousness of student's teachers and administrators. Ultimately, a university engagement with globalization based upon sustainability as its core principle and understanding empowerment of students and the society of which it is a part as derived from a philosophy of inclusion, and capacity building. For both individuals and diverse communities this is the way that a university can globalize on the basis of shared humanity and cultural dignity.

An educational project that engages the capabilities of students, teachers and the community of which it is a part within a framework of sustainability is the path forward to a new ocean of possibility not limited by the narrow promises of consumerism or the shallow goals of pure individualism. A sustainable university is in this sense one that is in keeping with the full development of human freedom tempered by the recognition that true freedom cannot properly exist without social justice environmental protection and mutual respect and recognition (Fraser 1992). Just as Malaysia has forged its own distinct economic response to the problems of globalization, Malaysian educational institutions also need to forge their 'Malaysian' response to global change the problems of education in the new world. Dzulkifli Abdul Razak captures the essence of this aim in the following:

'A university, however, is not an industry as such where students are products and education a commodity to be bought and sold. A university worthy of its name should be engaged in protecting and defending as well as promoting humanity to higher ideals (Razak 2006) .'

Seen from a vantage point of cultural and ethical understanding USM's commitment to sustainability and values of helping each other and not simply advancing personal interests is both a solid reassertion of Malaysian values and also a solid assertion of common values which extend beyond Malaysia. Sustainable education is based on ensuring that the capacities of students and the broader society are reengaged and empowered through connecting education to the needs and aspirations of civil society and moving away from neo-liberal ideas of education as a practice of consumption towards, sustainable values of advancing human dignity.

Current Malaysian higher educational reform is seeking to enable Malaysian higher educational institutions to compete and engage globalization, the knowledge economy and knowledge society in ways that maintain national competitiveness as well as cultural integrity and dignity(2001; ISIS 2002; Hopkins 2005; Malaysia 2006; Bank 2007; Education 2007). Such an approach to higher education articulated by USM in its commitment to a Malaysian and sustainable path is the critical distinction between this ‘Malaysian’ way and the dominant neo-liberal agenda. This approach (as I argue above) finds philosophical support in the arguments of philosophers such as Amartya Sen who recognize the culturally specific way that social goods must be articulated and the centrality of capacity building and recognition as a critical component of development in a sustainable and socially just fashion(Sen 1977; Sen 1999; Sen 2000). The APEX strategy of USM and its commitment to sustainability and engagement with civil society is a working example of this kind of reform.

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Track 1 – Promoting International Student Exchange

Track Chair – Kenji Watanuki

Session 1.1

Brian J. Phillips

Mahidol University, Thailand

Title:

Institutional internationalisation and short-term study-abroad programmes

Description:

This presentation explores the benefits and challenges of hosting a short-term study-abroad programme for international students. To examine this issues, the session uses the programme organised by Mahidol University International College (MUIC) for its overseas partner institutions as a case study. MUIC has been organising and hosting this type of programmes for several years, providing numerous benefits beyond the participants of the programmes themselves and their home institutions. For the host institution, the activities can be an important additional instrument to enhance its internationalisation. It also contributes to promoting the host's international image through close collaboration with its partners abroad. If the planning or execution of such study-abroad programmes is poorly managed, however, there is a significant risk of damage to the institution's international reputation. Careful coordination with the partner universities is required from the initial stage in the process of developing customized programmes based on their needs.

Biography:

Mr. Brian Phillips is Assistant Dean of International Affairs in the International Relations Office at Mahidol University International College (MUIC) in Thailand, where he has worked since 1998, leading the establishment of international links throughout the world at both the college and university level and expanding the number of exchange and visiting students. Six years ago, he commenced the development of a short-term study-abroad programme for US, Mexican and Japanese universities. These special projects require a high level of planning and the attention to detail required. They are organised by a dedicated Special Projects Office at MUIC, which is managed by Mr Phillips.

Takayoshi Fujiwara

Mahidol University, Thailand

Biography:

Mr Takayoshi Fujiwara is a Lecturer at Mahidol University International College (MUIC), teaching Japanese language. In addition to his teaching, he has been assisting Mr Phillips in planning and organizing the short-term study-abroad programmes organised for the Japanese partner universities. His research interests are the area of international education and student development.

David Buisson

Queensland University of Technology

Title:

STRATÉGÉ – enhancement of student mobility between the EU and Australia

Description:

Today's engineering graduates face a working environment that assumes global mobility in the labour market. This challenge means, amongst universities worldwide, a demand to increase the globalisation of educational programmes, context, and increase and support the mobility of students through mechanisms such as student exchange and double masters degrees. Engineering student mobility from Australia is low with only a few engineering faculties encouraging international exchange. This comparative study, using universities in Australia and Europe, with feedback from students who have been on exchange or proposing to go on exchange, employers and faculty addresses the motivators and barriers to student mobility and exchange from the perspectives of the university, faculty, students and employers. Recommendations will be presented on how student mobility and exchange can be improved, and mechanisms such as double Masters Degrees, dual accreditation and Erasmus Mundus 2009-13 can be utilised to improve student mobility.

Biography

Professor David Buisson is Assistant Dean (External Relations) of the Faculty of Built Environment and Engineering at Queensland University of Technology (QUT) and was previously Pro-Vice-Chancellor (Commerce) and Dean of the School of Business at Otago University. He is an Emeritus Professor of the University of Otago. He has been a Sloan Fellow at MIT, a Harkness Fellow (USA) and a Leverhulme Fellow (London). Professor Buisson leads the project STRATÉGÉ – Enhancement of Student Mobility between the EU and Australia. He is responsible for the internationalisation strategy of the Faculty of Built Environment and Engineering including strategic linkages, student mobility, and the management of the Royal Dutch Shell Project Management Academy. Professor Buisson has had significant conference presentation experience having presented at NAFSA, EAIE and to Engineering Conferences in Australia. The results of this work, to date, were recently presented to the EU Commission in Brussels.

Gagneur Sébastien

CPE Lyon

Title:

International mobility tools

Description:

Europe is embarked on an ambitious journey to create a European Higher Education Area, within which students can move freely between different levels of study and different countries. Achieving this goal raises important questions about how to compare, in a transparent and understandable way, what students studying the same subject in different countries have learned. This issue of transparency and comparability is now at the heart of many European debates and projects. One of the most promising ways to approach these issues is to develop purpose-built tools for analysis and comparison. CHEMEPASS (Chemical Engineering Mobility Tools) is a project which developed such innovative tools in the area of Chemical Engineering Higher Education. The project was carried out by a consortium of 13 higher education institutions of nine European countries and one in South Africa and is financed by the European Commission.

Biography:

Dr Sébastien Gagneur is a lecturer in organic chemistry and quantum mechanics at CPE Lyon. He was awarded his PhD at Purdue University in chemistry in 2000. After four years as a researcher for BASF and consultant in R&D for ALTRAN, he joined CPE Lyon. CPE Lyon has 150 MSc students annually in Chemistry and Chemical Engineering, and as many in Electronics, Information Technologies and Computer Sciences. For the last three years Dr Gagneur has been the coordinator of the CHEMEPASS Project, a project financed by the European Commission under the Erasmus Mundus I Action 4 programme. He is part of the management committee of the European Network EC2E2N, representing 120 European institutions from 39 countries. This network will carry out further the activities initiated by the CHEMEPASS Project and work on other projects related to higher education in Chemistry and Chemical Engineering.

Peter J Hamersma

TU Delft, The Netherlands

Biography

Dr. Peter J Hamersma is Director of Education and Associate Professor in Chemical Engineering at the TU Delft (Chemistry and Chemical Engineering). He is also the National Representative of the EFCE (WP-Education) and one of the Bologna Experts. Since 1990, he has been active in many European Education Programmes and represents TU Delft in the CHEMEPASS project.

Suresh Ramsuroop

Durban University of Technology, South Africa

Biography

Suresh Ramsuroop is currently leading the national effort in redevelopment of the curriculum of chemical engineering qualifications offered by universities of technology in South Africa. Mr Ramsuroop has served on the National Standards Generating Group that has produced the new competency-based qualifications for the universities of technology

Jer-Ming Hu

National Taiwan University

Title:

University mobility in Asia and potential networking with the EU

Description:

The EU has established a successful network within Europe for promoting student mobility. Although similar efforts have been proposed in Asia, using the network set up by University Mobility for Asia and the Pacific (UMAP), there are still many challenges and problems. The connection between EU and UMAP network is a potential bridge for broadening the scope on both sides, as well as improving the quality of the mobility programmes. This session will give an overview of the current university networks in Asia. First, it introduces UMAP, outlining what have been achieved and the perspectives for the near future. It then compares UMAP and the EU's Erasmus Mundus programme (including ECTS, UCTS and other curriculum issues). It concludes with case studies of the contribution to the internationalisation in Malaysia and in Taiwan of different programmes and activities to promote student mobility.

Biography

Dr Jer-Ming Hu is Associate Professor at the Institute of Ecology and Evolutionary Biology and Deputy Dean of the International Affairs, National Taiwan University (NTU). He also serves as the Director of International Academic Exchanges, College of Life Science at NTU. He has spoken in 2008 EAIE conference at Belgium and various symposia in Taiwan and the US over the last five years.

Other Presenters:

Taiji Hotta

Hiroshima University, Japan

Dr. Taiji Hotta is a Professor of International Student Center and Graduate School for International Development and Cooperation at Hiroshima University.

Norpisah Isa

Universiti Sains Malaysia, Malaysia

Dr. Norpisah Isa is the Deputy Registrar of Academic and International Affairs at Universiti Sains Malaysia.

Arja Hannukainen

Helsinki Metropolia University of Applied Sciences, Finland

Arja Hannukainen is the Head of International Relations at Helsinki Metropolia University of Applied Sciences.

Kay Ganley

Charlton Brown, Australia

Title:

Outward mobility in vocational education and training – St Paul's Orphanage: a case study

Description:

Charlton Brown is one of the first Australian vocational education and training (VET) providers to offer domestic students an opportunity to have an international experience. Health and Community Services are one of the world's fastest growing industry sectors. In 2009, Charlton Brown offers an international practicum to all their domestic students in partnership with St Paul's Orphanage, Danang, in Vietnam. This exciting pilot project is designed to provide Charlton Brown students with an international engagement, which enhances their cross cultural understanding and equips them with the necessary skills to be industry-ready with international experience and exposure. This session outlines the model used, assessing the extent to which the project has achieved its planned outcomes and discussing the challenges and benefits of this form of internationalisation.

Biography:

As the chief executive officer of Charlton Brown, Kay Ganley is at the head of one of Australia's leading training providers and job placement agencies for the nanny, child care, aged care and disability care industries. Since 2005, Charlton Brown has expanded offshore, establishing formal agreements in a number of countries to provide a range of Australian-accredited child care, aged care and disability courses to the South East Asian market. Ms Ganley sits on a number of industry committees and boards and has been recognised for her commitment and leadership with the presentation of a number of awards including the Queensland Business Review (QBR), Women in Business Award, 2008, 2007 CEO Challenge winner and Queensland Business Review Rising Star Award 2007. Ms Ganley was also a finalist in the Telstra Women's Business Awards in 2008.

Rachel Colaso

Charlton Brown, Australia

Biography

Ms Colaso is a consultant in international education. She has over 14 years experience in the international education industry and, prior to her current role, she worked for the University of Queensland in several senior positions, including International Relations Manager for the Faculty of Business, Economics and Law. She has extensive knowledge on international education and broad experience in the assessment of international qualifications, the development of international opportunities, developing and maintaining transnational education projects and marketing Australian education overseas. As a consultant, Ms Colaso has developed a number of best practice manuals for the international Queensland VET industry including Due Diligence of international partners and Education Agent Management.

Rachel's clients include Queensland government, private and public providers within the VET Sector as well as a number of Universities.

Salina Abdul Samad

Universiti Kebangsaan, Malaysia

Title:

Promoting international student mobility in Malaysia: strategies of a national university

Description:

More than 2.5m university students are now estimated to be studying outside their own countries, a 70% increase over the past decade. This number looks set to continue rising. A new report confirms that students from China dominate those studying abroad, far exceeding India, South Korea, Germany and Japan — the next highest ranked nations with students in other countries. In Malaysia, out-bound student mobility has been a long standing practice driven by the national policy of using education to build the national knowledge base and develop human capital. Today, however, higher education student mobility in Malaysia has become a fluid two-way movement. In 2006, Malaysia accounted for 2% of the world's in-bound student mobility market. This figure increased by 30% in 2008. This presentation discusses the policies and strategies that are being used to promote international student mobility in Malaysia, including examples from Universiti Kebangsaan Malaysia.

Biography

Professor Salina Abdul Samad is the Director of the Office of International Relations, Universiti Kebangsaan Malaysia (The National University of Malaysia). She is also a Professor at the Department of Electrical, Electronics and Systems Engineering, Faculty of Engineering and Built Environment, Universiti Kebangsaan Malaysia. She obtained a BS in Electrical Engineering with Highest Honours from the University of Tennessee, USA, in 1986 and a PhD in Electrical Engineering from the University of Nottingham, England, in 1995. The Office of International Relations oversees student mobility programmes and coordinates internationalisation activities of Universiti Kebangsaan Malaysia. As its Director, Professor Salina Abdul Samad has contributed to the formalisation of Universiti Kebangsaan Malaysia Action Plan for Internationalisation.

Double degrees and student mobility programmes: A Case Study

Andanastuti Muchtar

Universiti Kebangsaan, Malaysia

Title:

Experiences of the alumni of the UKM-UDE double-degree programme between Malaysia and Germany

Description:

The double degree programme between the Universiti Kebangsaan Malaysia (UKM) and the University of Duisburg-Essen (UDE) has been running for six years, encompassing the disciplines of computer science and communication engineering, civil and structural engineering and mechanical engineering. The programme was designed to facilitate intercontinental academic exchange for engineering students. In the beginning, the programme faced many challenges, partly because the educational systems in these countries vary greatly. Today, 50 students have taken part in the programme. This presentation provides an overview of the experience gained by the alumni from the programme, spanning the five years of its implementation. In addition, the impact of the programme on the students' personality and employability upon graduation and the challenges related to the completion of their studies are also discussed.

Biography

Dr Andanastuti Muchtar received her BEng (Hons) in Mechanical Engineering from the University of Leeds, UK in 1992 and her PhD from the National University of Singapore in 1998. She is Associate Professor at the Department of Mechanical and Materials Engineering, UKM. She was head of the UKM team in an EU-Asia Link funded project entitled "Development of an EU-ASEAN Credit Transfer System (EACTS) leading to the Implementation of Student Mobility and Joint-Award Degree Programmes in Engineering Education". This project involved University of Duisburg-Essen (UDE) in Germany, University of Parma in Italy, Universiti Kebangsaan Malaysia (UKM), and Universitas Indonesia. It developed and established a Credit Transfer System to promote joint venture initiatives between EU and ASEAN countries on engineering programmes so as to facilitate the implementation of student mobility. One of the features in the EACTS project was the Double-Degree Programme, which currently runs exclusively between UKM and UDE.

Axel Hunger

Universiti Kebangsaan, Malaysia

Title:

Mercator Office – bridges for international students between south-east Asia and Germany

Description:

In 2003, Mercator Offices were established by University of Duisburg-Essen (UDE), Germany, to set up an institutionalized liaison with their Asian partner universities, Universiti Kebangsaan Malaysia (UKM) and Universitas Indonesia. Several projects have been carried out by the three partner universities, which have created the International Studies in Engineering (ISE) programme, with six Bachelor and eight Masters degree courses. These are offered at UDE and some have been extended as double degree programmes. This presentation discusses the benefits of an institutionalized liaison office, using Mercator Offices as a case study. For the mobile students of the double degree programmes, it provides a valuable bridge, preparing and guiding students moving both directions. For ISE, Mercator Offices are best way to recruit students for ISE. They are located in Southeast Asia and run by local staff allowing easy participation in educational fairs and counselling interested students in their home countries.

Biography

Professor Axel Hunger is Professor at the University Duisburg-Essen (UDE). He graduated in Electrical Engineering from RWTH Aachen in 1978 with a diploma and gained his PhD in 1982. He has been Professor of Computer Science at UDE since 1988. From 1999 to 2001, Professor Hunger was Pro-Rector for teaching, studies and study reform, since when he has been the representative for International Study Affairs of the Faculty of Engineering. In 1997, Professor Hunger established one of the first international degree courses with funding from the German Academic Exchange Service (DAAD) and the Federal Government. In 2001, he worked with partners in Asia on joint degrees, including Universiti Kebangsaan Malaysia (UKM) and Universitas Indonesia. Since 2002, he has also been Director of “Mercator Office and Multimedia Lab” at UKM and Universitas Indonesia. These institutions support joint activities in student and staff mobility as well as in research.

Saran Kaur Gill

Universiti Kebangsaan, Malaysia

Title:

The UKM-global student mobility partnerships programme: highlights and challenges

Description:

In an increasingly globalised world, student mobility is an important initiative that contributes to the international experience of the undergraduates in national universities. It provides them with the global experience that enhances their academic knowledge in different contexts and develops students as individuals better prepared to face multicultural challenges, a challenge that all nations will have to deal with in the

21st century. This presentation will cover a recent initiative undertaken at Universiti Kebangsaan Malaysia (UKM) to provide students with these diverse experiences. The UKM-Global Student Mobility Partnerships Programme (Inbound) incorporates two four-week courses – “The Sustainability of Tropical Heritage” and “Indigenous Communities of Malaysia.” This presentation will discuss the journey of the development of this programme, the challenges of reaching out to industry and academic partners, the highlights of the programme, and the challenges of implementation.

Biography

Professor Saran Kaur Gill is Deputy Vice-Chancellor (Industry and Community Partnerships) of Universiti Kebangsaan Malaysia (UKM). In this role, Professor Gill is responsible for developing partnerships between the university, industry and community, covering education, research and service. This is managed through UKM’s Industry-Liaison Office, the Chancellor’s Foundation and the University-Community Partnerships Office. As Head of Academic Training, Professor Gill collaborated with UNESCO in Bangkok in 1999 to develop and organise workshops on “Asian Women Leaders in Higher Education”. For her services, Professor Gill Saran received the university’s Excellence Award for Enhancing the Image of UKM at the National and International Levels in 1999. She was appointed to the UNESCO Scientific Committee for the Asia-Pacific Region for Higher Education, Research and Knowledge in 2004. She received a Fulbright Award to research on “Language Policy: Managing Ethnic, National and International Identifies” at the University of Pennsylvania in 2006

Track 2 – Graduate Employability in the Global Labour Market

Track Chair Bill Damachis

Session 2.1

M. Suleyman Demokan

The Hong Kong Polytechnic University

Title:

Developing the preferred graduates: the Hong Kong PolyU experience

Description:

This presentation uses Hong Kong PolyU's experience of providing professionally-oriented education and strengthening the holistic development of students as a case study. It outlines the findings of a recent independent survey at PolyU which suggests that there are four key strands in enhancing graduate employability in the global labour market: 1) being recognised by employers for offering the highest practical value among local graduates; 2) attaining the highest ratings for the practicality of its courses in relation to career development; 3) making significant contributions to commerce and industry; and 4) developing close, mutually beneficial links with industry and business. The session will examine the effectiveness of the four strands, namely, work integrated education; outcome-based education; preferred graduate programme and internationalisation initiatives at PolyU.

Biography:

Professor M. Suleyman Demokan is Vice President at Hong Kong Polytechnic University, where he is responsible for academic development. He joined PolyU in 1988 and was promoted to Professor in 1992. He was previously Head of the Electrical Engineering Department (1988-95), Dean of the Engineering Faculty (1995–2000), Associate Vice President (1997–2000) and the Vice President overseeing University research and academic appointments and promotion (2000–03). Prior to joining PolyU, Professor Demokan directed contract research, first as Head of Department (Optoelectronic Components) and, then as Chief Scientist (Optical Communications), at the Hirst Research Centre of the General Electric Company (UK). He has also served as a Visiting Senior Research Fellow at Imperial College (University of London) and the Middle East Technical University, Gaziantep Campus (Turkey), in various capacities, including the Head of the Electrical and Electronic Engineering Department and the Dean of the Faculty of Engineering.

Stewart Comfort

Aston University, UK

Title:

Employability skills for the global workplace

Description:

Preparing graduates for a global employment market is increasingly the concern of all universities. In the current economic downturn the need to develop reflective learners who will make a difference in the global workplace is even more imperative. There is now much harmonisation in the recruitment methods of large companies and organisations. World leaders such as PWC or IBM recruit across the world. This presentation explores the key employability competencies and experience companies are looking for and, via a case study based on Aston University, looks at what universities are doing to make their students more employable. It also includes the ways in which modules are taught to help students learn key soft skills. It looks at the development of a whole university Employability Strategy, establishing strong links with employers, integration of work placements into degree programmes, the role of specialist careers advisers and development of career management skills.

Biography:

Stewart Comfort is Director of Marketing and a member of the Senior Management Team at Aston University. Mr Comfort's responsibilities include the University's Careers and Employability Service, Marketing and Communications and recruitment of both international and UK students. Aston's Careers Service has been recognised as one of the top ten in the UK, and the University has one of the highest proportions of students taking integrated work placements as part of their degree programme. His team leads a major project - "Graduate Advantage" – a collaborative venture of 12 universities providing short-term professional placements for students and graduates. Aston has an excellent graduate employment record and emphasises development of employability skills on all programmes, with over 20% of Aston's students coming from outside the EU. Mr Comfort has 20 years' experience of employability, careers, marketing and student recruitment in higher education and has represented Aston University at numerous conferences around the world.

Robert Partridge

Xi'an Jiaotong-Liverpool University, China

Title:

Jiuye, chuang ye and qiye: are we talking the same language?

Description:

In 2008, the universities of Nanjing (China) and York (UK) established a joint centre for enterprise and employability. The centre is designed to enable collaborative research, staff and student development, with the aim of equipping students with the skills and knowledge to be successful in a competitive global environment. This presentation uses the experiences gained in the initial research at Nanjing University to explore the potential for collaboration between UK and Chinese universities with regard to enhancing student employability.

Biography:

Dr Robert Partridge is the Head of the Registry at Xi'an Jiaotong-Liverpool University in China, where he has been responsible for establishing the office. He was previously the Director of the University of York Careers Service, where he led the development of the internationally acclaimed "York Award", a personal development programme for undergraduate students. While at the University of York, he was instrumental in establishing a centre for enterprise and employability with Nanjing University, China. He also led a public, private, voluntary partnership, which received national recognition for its efforts to improve the employment prospects of young care leavers. Dr Partridge has been awarded a National Teaching Fellowship by the UK HE Academy for his contributions to teaching and learning. He has a PhD in Biology and has designed and delivered curricula for students aged from 6 to 60.

Stefanie Pillai

University of Malaya

Title:

University-industry partnerships and the student industrial training programme

Description:

In a competitive job market, universities are under increasing pressure to ensure that their graduates are employable. One of the challenges is ensuring that graduates have the relevant knowledge, skills and attitudes required by industry, and one of the best ways to bridge the gap between the classroom and the workplace is to engage with industry. This presentation will focus on the University of Malaya's (UM) experience of forging partnerships with industry for the industrial training programme. The aim of this programme is to provide students with relevant on-the-job training and to expose them to the current needs and expectations of industry. The presentation will outline the forms of partnership that UM has developed with industry in relation to the industrial training programme and discuss the contribution of such partnerships to reducing the mismatch between the knowledge and skills that graduates possess and the needs of industry.

Biography

Dr Stefanie Pillai is currently the Director of the Centre for Industrial Training and Relations at the University of Malaya, where her main focus is to facilitate the student industrial training programme and to maintain university-industry links. She also conducts research to obtain feedback on industry's perception of UM's students with the aim of using such feedback to improve student training programmes at the university. Dr Pillai is also an Associate Professor at the Faculty of Languages and Linguistics, where she teaches both undergraduate and postgraduate courses. She has presented papers at numerous international conferences, including as plenary speaker at The Malaysian International Conference on Academic Strategies in English Language Teaching - Texturing ELT for New World Realities in 2008.

Mike Riley

Liverpool John Moores University

Title

Enabling engagement between educators and employers

Description

The construction and property professions face a rapidly changing global context, which is driving change in the skills and competencies that are expected of practitioners. The ability to respond to the changing demands of the industry is as important as the base technical knowledge of the industry itself. There is growing recognition of the need to link industry and education. The growing agenda to ensure the employability of graduates through the development of appropriate skills is strongly linked to the development of relationships between academia and industry as key stakeholders in education. The once-distinct division between education and employment has become much more blurred and many commentators point to increasing partnership in the development of education. This presentation seeks to explore some of the mechanisms by which we achieve a genuine partnership between education and employers to equip graduates with the skills to thrive in the global environment.

Biography:

Mike Riley is Director of the School of Built Environment at Liverpool John Moores University (LJMU) and is a visiting International Research fellow at the University of Malaya. In addition, he has extensive property and building surveying experience as a Chartered Surveyor, has a postgraduate qualification in Building Services Engineering and is a Chartered Environmentalist. He has a wide range of experience in education and has been involved with the international development of surveying education for more than 15 years. In addition to presenting in excess of 60 conference papers, he has also published three books. The engagement between employers and education is a strong part of his experience and he has recently been instrumental in developing and embedding mechanisms for LJMU to engage with employers nationally.

Steve Williams

Liverpool John Moores University, UK

Biography

Steve Williams is former President of the Royal Institution of Chartered Surveyors and holds numerous academic positions, including a Fellowship of Liverpool John Moores University. He has chaired and presented at numerous international conferences and, through his own company, provides education and training to professionals in the field of property and real estate in the United States and internationally.

Session 2.3

Multinational Employers Speak: What Makes a Graduate Employable?

Presenters:

Group of leading multinational employers operating in Malaysia including Petronas, Accenture and PriceWaterhouseCoopers

Description:

This is an interactive session with a panel of senior personnel from a number of leading multinational employers operating in Malaysia, exploring the type of person they are looking for in their graduate employment programmes. The format of the session will include a short synopsis of each multinational employer's graduate recruitment programme, including the skills and attributes these leading corporations are looking for and/or wish to develop in their new graduate employees. This will be followed by a structured question and answer session led by the panel chair, involving the audience in a number of important themes relevant to graduate recruitments. The structured themes to be addressed by the panel include the core challenges businesses face in an increasingly interconnected global world and future growth opportunities within the Asia Pacific Region within each corporation's sector.

Jo Ives

Liverpool John Moores University, UK

Title:

Developing students with the WoW factor

Description:

With rising numbers of young people studying in higher education and an increasingly competitive job market for graduates, it is clear that in today's world successful graduates need both challenging educational development and high level skills related to the world of work. With this in mind, Liverpool John Moores University (LJMU) has recently taken the innovative step of re-designing its entire undergraduate curriculum, (over 350 programmes) to bring students and staff closer to the real world. LJMU has created a new award for students to demonstrate higher level World of Work or "WoW" skills and have them independently verified by employers. This presentation will consider the development to date of the WoW model and the new skills award. In addition it will discuss the implications for, and the challenges of, engaging and developing partnerships with key stakeholders (learners, staff and employers) in taking the initiative forward on a mass scale.

Biography

Jo Ives is the Deputy Director of the Graduate Development Centre at Liverpool John Moores University (LJMU). After teaching for a number of years in both schools and further education in the UK, together with establishing and running a small business, she moved to Merseyside Training and Enterprise Council (TEC) as the Further and Higher Education Officer. In 1997 she joined LJMU as Principal Lecturer and Manager of the Food Industries Forum and joined the newly established Graduate Development Centre as Manager in July 2007, working specifically with the development of the World of Work and WoW skills process and accreditation. In July 2008 she became the Deputy Director of the Centre. Over the last two years Ms Ives has written a number of papers related to the work of the centre and WoW and presented at conferences in both the UK and overseas.

Kirsten Williamson

Petrus Communications, France

Title:

Global skills for a global economy

Description:

What are companies are 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 will international employers evaluate candidates to identify whether or not they have the required skills already or are capable of learning them? Do students have the skills required to be successful in the international labour market and how can they demonstrate this? Developing graduate employability to enable students to enter the labour market can bring many benefits not just to students but also to institutions, in terms of relationships with industry, improved rankings, and graduates who are more likely to succeed in the global labour market creating a powerful alumni network. This presentation explores the nature of these skills and suggests various strategies by which institutions can help students to develop them.

Biography

Kirsten Williamson is founder and Managing Director of Petrus Communications, an award-winning international recruitment marketing and research consultancy. Petrus' 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. Ms Williamson 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, addressed the EU council of regions in 2007, and has spoken at EAIE annual conferences over the last eight years.

Abdul Farouk Ahmed

ICC Consultants, Malaysia

Title:

Improving employability

Description:

The current metric of employability that has come to be widely used is the measure of how soon graduates are employed (for example, the percentage of graduates employed within the first six months). However, as Hawkins (1999) points out, “to be employed is to be at risk, to be employable is to be secure.” This suggests that in a dynamic and increasingly competitive economic environment, business organisations are becoming progressively more focused on what they require of knowledge workers – being technically skilled for the first job alone is not sufficient, a graduate must be employable (or effective) throughout his or her whole career. This presentation will discuss the process being used by corporations in matching person capability to job designs, structured to meet the varying business realities. Employability is a life long pursuit and students can be prepared to be an effective life long learner.

Biography:

Dr. Abdul Farouk Ahmed is the Managing Director of ICC Consultants, a research based consulting firm. He was engaged by the Ministry of Education of Malaysia, to conduct a comprehensive review of the Higher Education Act and the University and University Colleges Act to facilitate corporatisation of public universities in 1996. Dr. Farouk has also been the lead consultant for several complex assignments involving corporatisation and organization effectiveness. He was the advisor for such organisations as Bank Negara, Sime Darby, Rothmans International, HICOM, PROTON, Resorts World, PETRONAS, KTM, MAS and Tenaga Nasional Berhad. Dr Farouk holds a MSc in Education and a PhD in Human Development. He was awarded a doctorate in Business Administration by the Oxford Association of Management and he is a certified Corporate Strategist of the Cambridge Association of Management. Dr. Farouk’s major research interest is in Motivation for Superior Performance.

Rohana Jani

University of Malaya

Title:

Employability Profiles of Graduates: The Malaysian Scenario.

Description:

Employability has been a central issue in the Malaysian higher education agenda for many years. The Malaysian graduate tracer study, a comprehensive nationwide database, provides empirical evidence of employment aspects of the graduates for the years 2006-2008. Data was gathered through an online survey developed by Ministry of Higher Education. The project analyzed data from more than 100,000 respondents representing various disciplines and Higher Learning Institutions (HLIs). This presentation will review the findings from this survey, examining the general employability profile of university undergraduates by gender, field of study, income, employment sector and type of employment. The findings from this empirical analysis provide meaningful insights to educators, stakeholders and policy makers with respect to the issues pertaining to development of human capital.

Biography

Dr Rohana Jani is Associate Professor at the Department of Applied Statistics, Faculty of Economics and Administration, at the University of Malaya. Her research interests include the application of statistical methods to analyse various problems in social science, education, labour, population and health. Dr Jani is currently involved in the graduate online survey with the Ministry of Higher Education (MOHE) and providing statistical findings on issues related to graduate's employability to the MOHE. She holds a Bachelor of Mathematics (Ohio University), Master of Statistics (West Virginia University) and PhD in Statistics from the Macquarie University.

Yong Zulina Zubairi

Ministry of Higher Education, Malaysia

Biography

Dr Yong Z Zubairi is Head of the Centre of Community Network at the University of Malaya and an academic staff member of the Centre of Foundation Studies in Science at the University of Malaya. Her research interests include medical statistics and directional statistics and more recently, she has been working on the application of statistics in the social science and education. She has a Bachelor of Mathematics (Kansas University), Master of Mathematics (Wichita State University) and a PhD (Statistics) from Bradford University.

Md Yusof Abu Bakar

Biography

Dr Md Yusof Abu Bakar is Head of the Tracer Study Unit at Ministry of Higher Education in Malaysia. He has been centrally involved in the development of

information systems for the online Tracer Study System. He started his academic career as a Lecturer in the Department of Physics at Universiti Teknologi Malaysia (UTM) and was appointed as Professor of Physics in 1995. While in UTM, he held various positions, notably Dean of the Faculty of Science, Dean of the School of Continuing and Professional Education, and Deputy Vice-Chancellor of Students Affairs. He was seconded to Universiti Pendidikan Sultan Idris, in 2002 as the first Deputy Vice-Chancellor of Students Affairs, before being appointed as a Special Advisor to the Minister of Higher Education. He holds a BSc in Physics (USM) and an MSc in Geophysics and a PhD in Engineering Science (University of Western Ontario).

Hapidah Mohamad

Ranhill Berhad, Kuala Lumpur

Title:

Employability profiles of graduates: The Malaysian scenario from an employer perspective

Description:

This session discusses the experience of recruitment managers from Ranhill's ten subsidiaries ranging from infrastructure, utilities, energy, power, water, oil and gas, environment and overseas ventures based on the survey and interview rating data. This survey reports which skills employers value most highly among graduates and measures satisfaction ratings on how far graduates demonstrate these capabilities. The four main generic employability profiles (skills and capabilities) of graduates explored in this session are academic (academic performance, college and job experiences), personal management (positive attitudes, responsibility, adaptability), connectivity (communication, IT, team work, commercial awareness); and exploration skills (imaginative, innovative, creative). Gap analysis (ie, Importance Rank *minus* Satisfaction Rank) out of 10 shows that the satisfaction gaps range from -1.5 to 5 with the largest gap being connectivity skills. The findings suggest that universities need to equip graduates with enhanced intellectual capabilities and applied practical skills to make them more 'work ready'.

Biography:

Dr Hapidah Mohamad is the Head of Human Resources Development and Six Sigma Department in Group Human Resources and Administration Division at Ranhill Berhad, a position she has held since 2006. Among her key responsibilities are coordinating Human Resources Development programme, Knowledge Management, Balanced Scorecard, Performance Management System and Six Sigma initiatives. Before joining the corporate world she had 25 years of professional experience working in public schools, teacher training institutions, university, Ministry of Education Malaysia and Ministry of Higher Education Malaysia. In performing her duties in these various institutions, she experienced the planning, implementation, monitoring and evaluation of teaching programmes and human resource development programmes, executing management/administration roles and functions that require high level of planning and attention to details.

Petrina Faustine

Widyatama University-Bandung/Indonesia

Title:

Developing high quality international distance learning: an Indonesia case study

Description:

Of the Indonesian population of 227m, only 10% (22.7 million) have achieved a higher education (HE) qualification. Ironically, however, 1.2m or about 5% of this qualified group remains unemployed after graduation. This suggests a discrepancy in the ability of new graduates to meet the needs of the workplace. The impact of this phenomenon is that low income families become more indebted and the graduates add to the countries, already high, unemployment statistic. Using the Indonesian example, this presentation outlines a project — Asia Pacific Higher Education Quality International Distance Learning (APHE-QIDL) — that has been designed to allow universities to pool their competences and expertise to form a “global competence” consortium, and develop a technology-based education system to provide more efficient, effective and relatively affordable education:

Biography:

Dr Petrina Faustine is Deputy Rector for International Office and International Programme Coordinator at Widyatama University, Bandung, in Indonesia where she also lectures and researches. Her research interests are in higher education, creativity, innovation, entrepreneurship, family business management and international business. She founded and chairs the Indonesian Family Business Network, International Entrepreneur & Family Business Association. She has lectured since 1994 in Maranatha Christian University and on the ITB MBA Programme. Dr Faustine graduated from the Economic Development Studies programme in Indonesian Open University in 1992 and completed an MBA Degree at ITB in 1993. She also holds an MSc in International Marketing from Strathclyde University and a PhD from the Institut Teknologi Bandung.

Mad Nasir Shamsudin

Universiti Putra, Malaysia

Title:

Enhancing graduate employability through quality assurance: issues, trends and the way forward

Description:

In the emerging global economy, advanced human capital has become a crucial factor in economic development and a central component of a nation's competitive advantage. Consequently, many countries are shifting from elite to mass systems of higher education. The combined impacts of globalisation and massification have raised concern about the academic quality in higher education, and consequently motivated a search for new methods of assuring and improving academic standards, and hence the employability of graduates. This presentation explores the issues of graduate employability and academic quality in the global labour market. This is followed by the discussion on the key drivers, trends and challenges of adopting academic quality assurance frameworks. The final part proposes methods and mechanisms of quality assurance that are relevant to the academic institutions in order to enhance the employability of graduates.

Biography:

Professor Mad Nasir Shamsudin is Professor of Agricultural and Resource Economics, and Dean of the Faculty of Environmental Studies at Universiti Putra Malaysia. Professor Nasir teaches in international agricultural trade, development economics, environmental economics, and managerial economics. His research areas of interest include international agricultural trade policy, commodity market analysis, and agro-environmental economics. He has authored and co-authored more than 140 publications including books, book chapters, journal articles, and conference proceedings, and presented more than 100 papers in both local and international seminars. He is a member of Pacific Food System Outlook Forecasting Panel. He has also been an external examiner for PhD theses at Curtin University of Technology, Massey University, University of Rajshahi and local Malaysian universities.

Track 3 – Internationalising the Curriculum

Track Chair Neil Anderson

Session 3.1

Graham K. Rogers

Mahidol University, Thailand

Title:

English Communication for Engineers in a non-native environment

Description:

Thailand does not have a strong English language background, although there has been considerable growth in recent years. The normal approach is grammar-based which fails to stimulate and meaningfully engage students. This presentation discusses the experience of Mahidol University's Engineering Faculty in developing an alternative approach. The Engineering Faculty uses a practical, project-based approach that treats English as a method of communication and not as a series of exercises. Projects run alongside practical classroom input and include a poster, a concentrated presentation of 20 slides, 20 seconds for each slide and a movie. These are designed to emphasis the importance of collection and control of information. The idea of data control is used in the latter half of the course when students prepare two papers. The content depends on the student group and if it is possible to use input from one of their technical courses.

Biography:

Graham Rogers is a Lecturer in the Faculty of Engineering at Mahidol University, where he has been teaching Engineering students since 1990. He has also taught at Srinakharinvirot University, Taksin University, Rangsit University, Silapakorn University and Suranaree University, where he advised on use of multimedia in English instruction. Before moving to Thailand in 1997, he was a policeman in the UK for over 10 years, leaving the force to attend Loughborough University, where in his final year he produced an undergraduate thesis on John Skelton. He also holds a masters degree from Illinois State University. As well as teaching at Mahidol University, he has been contributing to the Bangkok Post, Database (IT supplement) since 1990 and also wrote on computers for The Nation. He currently writes a weekly column on Macintosh Computers for the Bangkok Post.

Khairi Izwan Abdullah

Universiti Teknologi, Malaysia

Title:

A collaborative approach to nurturing self-directed learners: the UTM English Language Support Programme

Description:

It is common to hear of complaints that while university graduates possess the necessary technical skills and knowledge to perform well at the workplace, they fail to do so because of poor communication skills in English. Who exactly is responsible for developing the English language competence of students? While subject specialists say that it is the responsibility of the English language instructors, the latter argue that they do not get sufficient support from the former. This presentation discusses the planning and implementation of a comprehensive English Language Support Programme in UTM. It explores the type of support activities provided, the attempt at integration of the activities, the deliberate effort taken to encourage collaboration among the various parties in the university to ensure success of the programme and the challenges faced.

Biography

Khairi Izwan Abdullah is an Associate Professor at Universiti Teknologi Malaysia (UTM) and the Director of the English Language Unit responsible for running the English Language Support Programme (ELSP) in the university. Initiated in 2005, the UTM ELSP was set up with two main objectives – firstly, to develop an integrated language learning support system in the university and secondly, to develop among students a culture of responsibility for self-development. Khairi Izwan's was previously Head of the Department of Modern Languages and Deputy Dean for Academic Affairs in the Faculty of Management and Human Resource Development, which has provided him with a university-wide network that has helped establish a language learning support system that requires close collaboration with the other stakeholders in the university. He holds an MA in Linguistics in ELT from the University of Lancaster.

Nicolas Gromik

Qatar University, Qatar

Title:

Cell Phone Technology and Second Language Acquisition in Japan

Description:

This presentation explores the possibility of engaging university sophomore Japanese learners of English as a Foreign Language by allowing them to use their cell phones to communicate their opinions in the target language. It is based on the results of a pilot study of 84 students, who participated in this project over a period of 14 weeks. The outcome from this study suggests that cell phone technology can be integrated into the language curriculum and reveals that students gain benefits from using such technology. A new larger study has commenced in 2009.

Biography:

Mr. Nicolas Gromik currently works as an English language lecturer at Qatar University. Previously he was a senior assistant lecturer at Tohoku University. Mr Gromik has delivered many papers on the benefits of involving language learners in the production of audio-visual resources, as well as teacher training workshops about integrating video editing software as learning tools. He reported on the implications of using Movie Maker in the Japanese language classroom as part of the Microsoft Windows Higher Education White Paper Series. Recently he published his findings on the learning benefits of student cell phone video productions to generate authentic material suitable for delivery online, in the Handbook of Research on Web 2.0 and Second Language Learning (Thomas, 2009). Mr Gromik is a PhD candidate at James Cook University, where he is investigating the potential of what mobile-phone-based learning can offer students.

Neil Anderson

James Cook University, Australia

Professor Neil Anderson holds the Pearl Logan Chair in Rural Education at James Cook University and works at the Cairns Institute, a social science research institute within JCU. His research focuses on information communication technology as a means to improve educational outcomes and equity (particularly involving rural education and gender issues). He is Chair of SiMERR Australia, a research consortium involving universities in all Australian states and territories. He is also leader of the 'Wired' research community for the multi-university research consortium 'Eidos'. In 2005 he received the Vice-Chancellor's Award for Research Supervision Excellence. He serves on the editorial boards of A* journals such as Australian Education Researcher, Australian Educational Computing and the Journal of Science and Technology Policy in China (based in Institute of Science and Management Policy, Chinese Academy of Science, Beijing). His recent book 'Equity and Information Communication Technologies in Education' was published by Peter Lang, New York in 2009. See: <http://neilrobertanderson.com>

Anne Bartlett-Bragg

Headshift Australasia

Title

Here, there and everywhere: Facebook and Twitter - social networking for universities

Description

Social networking sites, such as Facebook and Twitter, are seen as the place to be for universities trying to attract and engage with students. But in this dynamic, fast moving environment, how can universities create a strategy that supports community building and participation, while meeting the university's own needs? This session explores the phenomenon of social networking and discusses strategies for maximising the benefits to universities of engaging with this new marketing channel.

Biography

Anne Bartlett-Bragg is Managing Director of Headshift Australasia, where she specialises in the creation of innovative communication networks and learning environments with social media. Her design for the first national mentoring programme (MentorNet) for young women entrepreneurs in 2007, developed entirely in social media, was a finalist in the Forrester Groundswell awards in 2008. She is also a sessional academic at UTS in the Faculty of Arts and Social Sciences where she research, develops and lectures in e-Learning subjects. Ms Bartlett-Bragg is currently in the final stages of completing her PhD, which has explored the adult learner's experiences of developing learning networks through self-publishing technologies such as weblogs.

Datin Ai-Hwa Quek

HELP University College

Title:

Internationalising the curriculum in higher education In Malaysia

Description

Internationalising the curriculum is a priority in many Asian Pacific countries, including Malaysia. In Malaysia, attracting international students to participate in institutions of higher education is an integral part of establishing Malaysia as a regional hub of excellence in education. This presentation outlines the results of a study which examined the elements of adaptive competence of 66 undergraduates in relation to their successful participation in transnational education. Factor analysis suggests that there are eight factors that are important for successful learning in transnational education — self-efficacy, social responsibility, entrepreneurship, flexibility, academic interests, sociability, self-preservation and pleasant attributes. The presentation discusses the implications of these finding for the task of internationalising the curriculum in the Asian-Pacific context.

Biography:

Professor Datin Ai-Hwa Quek is Professor of Career Development and a licensed counsellor at the Faculty of Behavioural Sciences, HELP University College in Kuala Lumpur. Her background in social psychology and career counselling includes teaching and research interests covering human resource training, work culture and career development. She has published in several national and international refereed journals and her books include *The Social Psychology of Careers* (2003) and *Careers and Career Sustainability: By Choice or Default?* (2008). She has co-authored more than 20 books. She is a recipient of several national and international awards including Silver Medals (2005; 2009) and a Bronze Medal (2007) for co-research; excellence awards from the Chancellery, University of Malaya (1993; 1995; 1999; 2000; 2005; 2006; 2009); listed in *Marquis Who's Who in the World Biographies* (2002-2009) and a member of the United Kingdom *Literati Club (Emerald Journals)*. She is a consultant to various government and non-government bodies.

Sue Robson

University of Newcastle, UK

Title:

The challenge of classroom diversity: adapting teaching practice for internationalisation

Description

Internationalisation is one of the key strategic objectives of many universities around the world. The imperative for revenue generation has focused agendas largely on student recruitment, with ambitious targets for growth, particularly in international postgraduate student numbers. This presentation considers the implications for key teaching practice arising from internationalisation with the challenges of classroom diversity and the shift from monocultural to multicultural groups. It discusses the contribution of social and cultural learning theory to curriculum design and the development of successful learning experiences and intercultural competences. It explores issues around intercultural group work, styles of participation and the development of inclusive practices. Internationalisation is explored as an ongoing process of curriculum development incorporating activities, interactions and ethos. An inclusive strategy that appreciates all learning perspectives and yet creates challenging learning spaces is vital to transformational internationalisation

Biography

Dr Sue Robson is Head of the School of Education, Communication and Language Sciences at Newcastle University. Her current research interests focus on the internationalisation of higher education. Dr Robson's work has explored academic perceptions of the impact of internationalisation on professional lives, the student experience, the curriculum, and on learning and teaching. She convenes a regional internationalisation university network and is a member of Newcastle University's Internationalisation Executive Group. Her research also studies teaching and assessing for successful learning in higher education. Dr Robson is a member of the Research Centre for Learning and Teaching at Newcastle University and has developed and evaluated professional development programmes for teachers in China and the UK. She currently delivers an innovative teaching and learning development programme for university colleagues. She was a member of the research team that reviewed frameworks for effective thinking for the Learning and Skills Research Council.

Neville Wylie

Title:

Virtual exchanges for the development of global competencies

Description:

The development of global competencies (such as cultural sensitivity, understanding of attitudes, values and behaviours in different parts of the world) is accepted as a priority target for undergraduate education in universities representing themselves as international in nature. A consortium of institutions in the Universitas 21 network has, over the last five years, developed a set of undergraduate modules that engage with critical global issues and millennium development goals. These are delivered via the internet, and enable students to explore cultural differences and approaches through a collaborative learning experience. While the administrative difficulties in running the programme are great, student feedback has been excellent. As traditional student exchanges are increasingly constrained by financial and resource limitations, virtual exchanges through networked (rather than bilateral) partnerships offer a potential way forward. The presentation examines the lessons learnt from this U21 initiative and explores some of the areas where future development may occur.

Biography

Associate Professor Neville Wylie is the University of Nottingham's representative on the Academic Steering Committee of the U21 Global Issues Programme. He has taught at the universities of Cambridge, Glasgow, Dublin and the Graduate Institute for International Affairs in Geneva and currently offers graduate and undergraduate courses in diplomacy and international relations. His research interests lie in the study of prisoners of war, neutrality and the diplomacy of small states. He is editor of the journal *Contemporary European History*, and is author/editor of four books, the latest of which, *Barbed Wire Diplomacy*, is due out with Oxford University Press in early 2010. He has been faculty Vice-Dean for Graduate Affairs and sits on the East Midland's Military Education Committee. He is currently responsible for overseeing the development of a 'school of international studies' at the University of Nottingham Malaysia campus.

John A Spinks

Biography:

Professor John A Spinks is Director of Undergraduate Admissions and International Student Exchange and Senior Advisor to the Vice-Chancellor at The University of Hong Kong. He was previously Pro-Vice-Chancellor, with responsibility for teaching and learning. He has served as Chair of the Internationalization Subcommittee of the Heads of Universities Committee of Hong Kong, overseeing the development of international student recruitment for the Hong Kong universities. Professor Spinks has a leading role in quality assurance and has led U21Global, the online graduate learning arm of the Universitas21 consortium of research-led universities, through a number of successful accreditations. He was awarded an Honorary Fellowship by the Open University of Hong Kong in 2007. Professor Spink's research interests are in the fields of human cognition, educational assessment and prediction, and creativity

and he regularly speaks at international conferences and seminars, particularly on the quality assurance of online education.

Panel Discussion: General Trends in Internationalising the Curriculum

Description:

Globalisation creates a raft of new challenges for university leaders and educators. Dramatic increases in the international mobility of students has changed the nature of the learning experience with today's classrooms a complex mix of students with diverse linguistic, cultural and ethnic backgrounds. Global business also makes new demands on universities, calling for graduates with inter-cultural competencies who can manage multinational teams and operate with confidence across the world. This panel discussion explores the ways that universities are responding to these challenges, by developing new curricula and new pedagogies and exploiting the opportunities presented by a world increasingly connected through the new information and communication technologies.

Robin Buckham

Deakin University, Australia

Robin Buckham is Deputy Vice-Chancellor (International and Development) at Deakin University, with responsibility for Deakin International, including the Deakin University English Language Institute (DUELI). Her portfolio includes the Marketing Division, the Division of Student Administration, Deakin International, the Planning Unit and Deakin's Art Collection and Galleries. Before her appointment to Deakin in 2009, she undertook a variety of roles at the University of Wollongong including Director of Human Resources and was General Manager of UniAdvice, a subsidiary of the University that delivers educational, project management and international development solutions. She was also Chief Operating Officer, Managing Director and Marketing Manager of ITC Education Limited. Ms Buckham holds a Master of Commerce (Marketing) from the University of Wollongong and a Bachelor of Arts and Diploma of Education from the University of Sydney.

Kevin Downing

City University of Hong Kong

Dr Kevin Downing is Senior Co-ordinator of Academic Planning at City University of Hong Kong. He has taught in the UK, Hong Kong, China, Singapore, Malaysia, Romania, Latvia and France and is a Chartered Psychologist and Chartered Scientist and Associate Fellow of the British Psychological Society. He has a substantial publication record in the fields of psychology and education. He is editor of *International Health*, and a member of the editorial boards of *Educational Studies*, and *The British Journal of Community Justice*. Dr Downing was awarded the City University of Hong Kong Teaching Excellence Award in 2005 for his contribution to the development of "blended learning" with the innovative use of technology. He successfully developed teaching materials and learning environments that promote active student engagement. He is also the recipient of the prestigious International Award for Innovative Use of Technology in Teaching and Learning conferred in the USA in 2004.

Insoo Cho

Yonsei University, Korea

Dr Insoo Cho is Director of Administration and Strategic Planning at the Graduate School of International Studies, Yonsei University, Korea. Dr Choo is a founding member and past president of the Korean Association of International Educators and has delivered numerous presentations at local and international conferences in the field of international education. He holds a PhD in International Education from the SIT Graduate Institute, USA.

Sue Robson

Newcastle University, UK

Dr Sue Robson is Head of the School of Education, Communication and Language Sciences at Newcastle University. Her current research interests focus on the internationalisation of higher education. Dr Robson's work has explored academic perceptions of the impact of internationalisation on professional lives, the student experience, the curriculum, and on learning and teaching. She convenes a regional internationalisation university network and is a member of Newcastle University's Internationalisation Executive Group. Her research also studies teaching and assessing for successful learning in higher education. Dr Robson is a member of the Research Centre for Learning and Teaching at Newcastle University and has developed and evaluated professional development programmes for teachers in China and the UK. She currently delivers an innovative teaching and learning development programme for university colleagues. She was a member of the research team that reviewed frameworks for effective thinking for the Learning and Skills Research Council.

Roberto Rabel

Victoria University of Wellington, New Zealand

Title

Inspiring Students to Think Globally

Description:

Universities around the world face the common challenge of developing programmes which will better prepare their graduates for today's globally networked economies, societies and politics. This presentation discusses an innovative response to this challenge, the Victoria International Leadership Programme (VILP). The VILP is open to all students at Victoria University of Wellington (VUW) and is structured around themes of global leadership, global connectedness, sustainability and cross-cultural communication. Drawing on this case study, the presentation will analyse the challenges of establishing such programmes, suggest ways of overcoming them and assess the costs and benefits. It goes on to outline the usefulness of these initiatives for marketing and recruitment purposes, highlight the importance of ensuring programmes are globally relevant while reflecting institutional distinctiveness and illustrate the synergies between "internationalisation at home" and student mobility. The presentation is designed to encourage debate about how best to inspire our students to think and act globally.

Biography:

Professor Roberto Rabel is Pro Vice-Chancellor (International) at Victoria University of Wellington (VUW), managing the University's internationalisation strategies and activities. He holds a BA Honours in History and International Politics from VUW and a PhD in American diplomatic history from Duke University. From 1986 to 2000, Professor Rabel taught in the History Department at the University of Otago before moving into management roles there. He is the author or editor of over 35 books and articles, several of which relate to New Zealand interaction with the Asia-Pacific region, including an official history, *New Zealand and the Vietnam War: Politics and Diplomacy* (2005). He is Vice-President of the New Zealand Institute of International Affairs, New Zealand Co-Chair of the Council for Security Cooperation in the Asia-Pacific, a Trustee of the Greater Mekong Sub-Region Tertiary Education Consortium, and Chair of the Advisory Board for the Victoria Institute for Links with Latin America.

Godfrey Mazhindu

Liverpool John Moores University, UK

Title:

Internationalisation of the curriculum at undergraduate and postgraduate levels

Description:

This presentation discusses the rationale, challenges and outcomes of collaborative partnerships between an international College of Health and a UK University. It examines the way in which a model of UK education designed to address the workforce needs for particular health care settings can be adapted to an international context to contribute to necessary change processes. It also reviews and discusses the challenges and outcomes of the collaborative partnership working between education providers and health service partners. The presentation will discuss the rapidly changing nature of health policy and health care within the international context and the contribution of health education and workforce development to meeting the needs of the changing health care agenda. It is designed to stimulate debate on the extent to which a UK model of curriculum development and delivery can be adapted to mutually enhance learning, including implications for cultural exchange.

Biography:

Professor Godfrey Mazhindu is Professor of Healthcare Education and Dean of the Faculty of Health and Applied Social Services at Liverpool John Moores University. He was previously Director of the Centre for Healthcare Education at the University of Northampton, and Head of Department for Nursing Education at the University of Brighton. He is currently an Appointed Member of Liverpool Women's Hospital NHS Foundation Trust Governors Council, and Board Member of Merseyside and Cheshire Research Alliance in North West England. Professor Mazhindu holds a PhD from the University of Reading and his current academic and professional interests lie in seeking innovative approaches to workforce development in health and social care, and addressing the key area of leadership development in health and social care as an issue of global concern.

Ann Dean

Liverpool John Moores University, UK

Biography

Ann Deane is Head of Programmes for Malaysia and South East Asia at the Faculty of Health and Applied Social Sciences, Liverpool John Moores University. Since 1997 she has been actively involved in collaboration with education providers in Malaysia, Saudi Arabia and India. Ann's area of research interest is barriers to safe quality patient care in Peri-operative practice. Ann is currently leading a number of collaborative education projects in Malaysia, including pre- and post-registration nursing and other healthcare programmes.

George Stonehouse

Edinburgh Napier Business School, Scotland

Title

Internationalising a business school – practical lessons to be learned

Description:

The literature on the internationalisation of higher education is growing exponentially and the various models which seek to define and explain the concept have multiplied similarly. This presentation weaves the various strands of theory to reflect on the practice of internationalising a business school, through the lens of a case study. The business school in question is highly international in terms of student mix, curriculum, research, staffing, international partnerships, market presence, scope of activities and so on. Yet there are aspects of these activities which differ substantially from the conventional models of internationalisation. The presentation will explore the practical issues of internationalisation and how the theory can inform institutions on the internationalisation journey.

Biography:

Professor George Stonehouse is Dean of Edinburgh Napier Business School, Scotland and was previously Associate Dean for Postgraduate and International Programmes at Newcastle Business School. He has 20 years of experience in international higher education and has worked on international and corporate partnerships throughout Europe, Asia and America. He is Professor of International Strategic Management in Edinburgh Napier Business School, an Honorary Professor of the State University of Management, Moscow, Russia, and Visiting Professor at the University of International Business and Economics Beijing, University of Wuhan, and University of Zhengzhou, Peoples Republic of China. He has recently been involved in developing a corporate education centre in Hong Kong, the Edinburgh Institute of Leadership and Management Practice at Hong Kong University, SPACE.

Track 4 – Marketing, Recruiting and Supporting International Students

Track Chair Tung Shen & Robin Buckham

Session 4.1

John Duncan

Melbourne Institute of Business and Technology

Title:

International marketing – a private sector perspective

Description:

This presentation will discuss the development of strong, quality assured partnerships involving one or more private providers in the international marketplace. It will begin with an overview of the role of the private education provider within the Australian educational context, going onto explore the emergence of private/public relationships which focus on pathways between private pathway providers and universities. It then uses a case study of the partnership between the Melbourne Institute of Business and Technology and Deakin University to discuss the way that this has successfully developed over many years and to assess the benefits and challenges of such partnership arrangements.

Biography:

Dr John Duncan is the College Director and Principal of the Melbourne Institute of Business and Technology (MIBT) at Deakin University in Melbourne, Australia. As part of the Navitas Group, MIBT has three campuses. Two are located on Deakin's campuses in Melbourne and Geelong and a third is in Jakarta. Dr Duncan has worked in the higher education sector for 28 years and in international educational for the most of this period. Prior to this current role at MIBT, he worked at Monash University. He currently chairs the International Sub-committee of Australian Council for Private Education and Training (ACPET) Victoria and is a member of the Victorian Executive of ACPET. He holds a PhD in Education from Monash University and the title of his thesis was "The corporatisation of higher education in Australia".

Brad J Ward

Blue Fuego, USA

Title

Integrating the social web into your marketing strategy

Description:

Higher education marketing is rapidly changing, largely in part to a shift in the way its target audience of current and potential students communicates. This session will look at the past and future in higher education marketing and admissions recruitment. Tools such as Facebook, Twitter and YouTube will be discussed, as well as the topic of social web strategy. The session will explore different ways to effectively integrate these tools into a university's communications.

Biography:

Brad J. Ward is the CEO at BlueFuego, Inc (<http://www.bluefuego.com>), a higher education consulting firm based in the USA. He has spoken around the globe at nearly 50 higher education conferences about the social web and ways of integrating it into a marketing strategy. His work has been featured in several magazines and websites such as Campus Technology, University Business, The Chronicle of Higher Ed, Inside Higher Ed, Wired, CNET, New York Times and more. Mr Ward holds an MBA from Butler University. He blogs at <http://squaredpeg.com> and can be found on Twitter at <http://twitter.com/bradjward>.

Associate Professor Datuk Dr Jayles Yeoh

Limkokwing University of Creative Technology, Malaysia

Title

To come

Description

To come

Biography

Datuk Dr Jayles Yeoh is Executive Assistant to the President and Vice President of International Development at Limkokwing University of Creative Technology Worldwide. He joined the Limkokwing University in 2002 with the mission of expanding the University's international markets and spearheading the University's global expansion throughout Asia, Europe, Africa and the American continent. He led the establishment of Limkokwing's first flagship campus, outside Malaysia, in Gaborone, Botswana, before setting up a strategically located campus in London. He currently manages the international development of seven other key campuses in Beijing, Jakarta and Bali in Indonesia, Cambodia, Lesotho, Swaziland and Botswana in Africa and Kuching in Malaysia and is exploring new campuses in Kenya, Dubai, Brunei, Mauritius, Nigeria, Macedonia, Mongolia, Korea, Vietnam, Ghana, Guinea and Russia. The University plans to grow its network to 30 campuses worldwide by 2013.

Margit A. Schatzman

Educational Credential Evaluators Inc, US

Title:

International Admissions 101 – overview session

Description:

This session is a 90 minute interactive workshop for a maximum of 20 participants. It focuses on challenging issues related to international admissions and credential evaluation. Topics include dealing with falsified documents, credit transfer, grade conversion, resource materials and trends in international admissions. The admission of Malaysian students will be used as an illustration of the main topics. Attendees will obtain useful ideas and resources to bring back and use in their international admissions offices.

Biography:

Margit Schatzman is President of Educational Credential Evaluators (ECE), which is based in Milwaukee, USA. ECE is a not-for-profit organisation that provides academic institutions and other organizations with services in foreign credential evaluation and research and training in international education. Ms. Schatzman's areas of special interest include architecture education, British-based educational systems, education in the Caribbean, falsified and altered documents, changes in Europe as a result of the Bologna Declaration, and credential evaluation principles and methods. She is a frequent speaker at conferences on international education. Her passion is sharing information about international education and evaluating credentials. Ms. Schatzman holds a BA with majors in German and Geography, an MSc in Cultural Foundations of Education, and an MBA, all from the University of Wisconsin – Milwaukee.

Jer-Ming Hu

National Taiwan University

Title:

Global Lounge at National Taiwan University: creating an experimental space to integrate international and local students

Description:

While the universities in Asia boost international student admission, helping international students overcome cultural difference and language barrier and adapt themselves to local academic environment has become an important issue. The universities in Asia usually provide mentor systems, cultural activities and language teaching to relieve international students' learning and living pressure. However, integrating international students and local students still remains a difficult issue. Global Lounges have been set up by many well-known universities in the world. The one at Yonsei University in South Korea is an exceptional example. With the opening a global lounge, National Taiwan University creates an experimental space to integrate international students and local students. It is run and operated by international and local student clubs jointly. In this session we will share the Global Lounge experience and elaborate on the benefits it brought.

Biography:

Dr Jer-Ming Hu is Associate Professor at the Institute of Ecology and Evolutionary Biology and Deputy Dean of the International Affairs, National Taiwan University (NTU). He also serves as the Director of International Academic Exchanges, College of Life Science at NTU. He has spoken in 2008 EAIE conference at Belgium and various symposia in Taiwan and the US over the last five years.

Seong Moon (Kevin) Son

Yonsei University, Korea

Biography

Seong Moon (Kevin) Son is the Manager of International Office at Yonsei University, in Korea, where he is responsible for immigration, visas, housing and cultural programmes for all international faculty members and students. His office developed "First step to Korea", one of the programmes designed to support foreigners who come to Korea for the first time and help them adjust to Korean society and culture. Every year around 3,000 international students participate in these programmes.

John Spinks

Hong Kong University

Title:

Global Lounge at the University of Hong Kong

Description:

For many universities, the international recruitment of students is at the heart of their internationalisation strategy, with revenue generation being a key motivation. At the University of Hong Kong (HKU), however, the academic value of diversity on campus and reputational considerations in terms of branding and image are the main objectives. HKU began international recruitment in 1997 and has a government cap on non-local recruitment of 20% of the total student body, so that HKU only admits one in 25 of its non-local undergraduate applicants. HKU set up a Global Lounge four years ago as a symbol of its role as an internationally oriented institution. The Global Lounge is designed to develop students' global competencies, being run as an international activity centre for all students, as well as providing support for international students. It offers cultural sharing corners, international events, national festival celebrations, international film, exchange fairs, exhibitions and concerts.

Biography:

Professor John A Spinks is Director of Undergraduate Admissions and International Student Exchange and Senior Advisor to the Vice-Chancellor at The University of Hong Kong. He was previously Pro-Vice-Chancellor, with responsibility for teaching and learning. He has served as Chair of the Internationalization Subcommittee of the Heads of Universities Committee of Hong Kong, overseeing the development of international student recruitment for the Hong Kong universities. Professor Spinks has a leading role in quality assurance and has led U21Global, the online graduate learning arm of the Universitas21 consortium of research-led universities, through a number of successful accreditations. He was awarded an Honorary Fellowship by the Open University of Hong Kong in 2007. Professor Spink's research interests are in the fields of human cognition, educational assessment and prediction, and creativity and he regularly speaks at international conferences and seminars, particularly on the quality assurance of online education.

Joanna Wong

Hong Kong University

Joanna Wong is in the Academic Liaison Section at the University of Hong Kong, focusing mainly on event planning. She is also responsible for The University of Hong Kong's international media liaison. She obtained her first degree from the University of Toronto as a marketing specialist. After working in the private sector, she joined the University of Hong Kong, in their international office, in 2009. With her marketing background, her roles in the University of Hong Kong mainly focus on planning, scheduling and executing different cultural exchange activities and programmes in the Global Lounge of HKU. She works as a recruitment officer for the University, and is responsible for a number of promotional activities. She represents HKU in the Heads of Universities Committee (HUCOM) Internationalization Standing Committee meetings, and works there to, amongst other

areas, launch marketing materials with the seven local education institutions to promote studying in Hong Kong.

Session 4.4

Ian McDonald

Mahidol University, Thailand

Title:

Adjustment issues for international students in university programmes in Asia

Description:

International students often experience difficulties during their adjustment to a new culture. These challenges can lead to both psychological problems and health problems. Competitive universities realise the importance of offering programmes and support services to help international students deal with these problems. This presentation opens with a brief overview of the current research on international students' psychological adaptation, with a focus on common psychological problems and the best practice support which has been shown to be most effective for these students. It then discusses the findings from a study of a group of international students enrolled at Mahidol University International College, as well drawing on a series of in-depth interviews with well-adjusted and poorly-adjusted students. Emphasis will be placed on practical application of these ideas.

Biography

Ian McDonald is Course Coordinator of Advanced Oral Communication and teaches psychology courses, including personality psychology, developmental psychology and cross-cultural psychology at Mahidol University International College, Thailand. Mr McDonald has taught English, public speaking and psychology courses at university level for over 10 years in Korea, Thailand, and Saudi Arabia. His current areas of interest include international student adaptation, individualism and collectivism, personality traits across cultures, positive mental health and cultural factors in psychotherapy.

Douglas Rhein

Mahidol University, Thailand

Biography:

Douglas Rhein is a psychology lecturer at Mahidol University where he teaches in the subject area of abnormal psychology. He has taught at various universities in Asia (Korea, Japan, China and Thailand) for over 10 years. He has been involved in the production of instructional English videos in both Thailand and China and his current English teaching interests include patterns of spoken rhetoric, debate and methods of persuasion. He is currently researching gender representation in Thai television advertising and adjustment demands among international students.

Phitaya Charupoonphol

Mahidol University, Thailand

Title:

Supporting and nurturing international students

Description:

The Faculty of Public Health at Mahidol University adopted a philosophy of education for the enhancement of health and the quality of life of all mankind when it was established in 1948. Since then, its academic programmes, especially the International Master of Public Health, have closely observed this philosophy. Students are carefully selected, prepared and trained to ensure their optimum learning experiences. This presentation explores the way in which this philosophy is applied in practice to ensure the support and nurture of international students in the Faculty of Public Health. It discusses the role of continuing communications between international alumni and faculty members and the global network of Mahidol alumni associations in supporting and maintaining links with international students.

Biography

Associate Professor Phitaya Charupoonphol is Dean of the Faculty of Public Health at Mahidol University in Thailand, a post he has held since 2006. He is currently President of both the Thai Public Health Education Institutes Network (THAIPHEIN) and the Association of Public Health Institutes. He also serves as Regional Director of the Asia Pacific Consortium for Public Health (APACPH) and the Secretary General of the Association of General Practitioners of family medicine of Thailand. Dr Phitaya has a PhD in Human Resource Management and has published over 50 research articles on public health issues and social medicine.

Yusoff Mohammad

International Islamic University, Kuala Lumpur

Title:

Supporting international students in Asian universities

Description

For the last decade, Malaysia has been promoted as the educational hub for this region, particularly of ASEAN countries. Presently, more than 100,000 international students are studying in Malaysia, both in public and private universities, in various disciplines. They come from all over the world, such as ASEAN countries, Africa, Arab countries, Balkan states, Indian sub-continent, Australia and others. Upon their arrival to Malaysia, most of them are facing cultural shock. This session explores the ways in which the International Islamic University has developed special programmes to assist in the orientation and support of international students. This includes links with local and international financial institutions to provide financial assistance to students, so that the University can meet its mission of educating the Umma.

Biography

Associate Professor HJ Yusoff Mohammad is a faculty member in the Department of Usuluddin and Comparative Religion, Kuliyyah of Islamic Revealed Knowledge at the International Islamic University in Kuala Lumpur. He has served in a number of positions at the University, including Director, International Students Division (2005-08), Deputy Dean, International Institute of Islamic Thought (2004-05), Head of Department of Usuluddin and Comparative Religion, KIRKHS (2004) and Coordinator, Diploma of Islamic Revealed Knowledge, IIUM (2001-02). He holds a PhD and Master of Theology from the University of Nottingham and a Bachelor of Islamic Studies/Usuluddin from Universiti Kebangsaan Malaysia.

Sarah Todd

University of Otago, New Zealand

Title:

The role of branding in higher education

Description:

A “brand” is much more than a logo, symbol or typeface. While these may be tangible reminders of the brand, a ‘true brand’ is the perception of the organisation by its stakeholders, both internal and external. Managing perceptions of higher education institutions (HEIs) is further complicated by the diversity inherent in such organisations, and the tensions that can arise between the different parts of the institution, in addition to the global audiences with which many HEIs are now seeking to communicate. This presentation will explore the different elements of a brand, showing how these concepts fit within the world of higher education, and the benefits HEIs can achieve through better understanding and strategically managing how their brand is perceived.

Biography:

Professor Sarah Todd is Professor of Marketing and Pro-Vice-Chancellor (International) at the University of Otago in New Zealand, where she is responsible for the overall direction of International Office and for overseeing the implementation of the University's international development strategies and linkages with institutions world-wide. She was previously Academic Dean of the University's School of Business. Her research interests are in consumer behaviour, particularly in the study of values and lifestyles, children as consumers and ethical and sustainable consumption. Professor Todd is co-leader of the New Zealand Consumer Lifestyles project and she participates in several international research collaborations

Tim Riches

FutureBrand, Singapore

Title

The challenge of building sustainable, future-focused brands

Description

Universities face a range of challenges when devising and implementing branding strategies including: the diversity of products and audiences; the complexity of stakeholder relationships; the difficulty of enforcing brand management discipline; the complexity of branded structures within universities; the relationship between the institution and its location; and reconciling the past and the future in terms of tradition, reputation and innovation. The impact of these challenges is that despite the fact that universities are supposed to offer thought leadership to their communities, in terms of branding they are often relatively unsophisticated. Alongside these difficulties, the sector continues to become increasingly competitive – globally as well as within home markets - in terms of talent attraction and funding. This session draws together insights into success factors from a range of university sector branding projects and explores the key themes that should be addressed when taking on the branding challenge.

Biography

Mr Riches is CEO of FutureBrand Singapore, having had 10 years' experience with FutureBrand, first as Strategy Director, then Managing Director of FutureBrand's Australian business. In his current role, he is responsible for driving growth within the Asia Pacific region. Mr Riches holds degrees in law and philosophy, with postgraduate qualifications in marketing, and holds the position of Adjunct Professor in the Faculty of Design at Swinburne University in Melbourne. During his career in the branding sector, Tim has undertaken major strategic projects for clients in most industry sectors, with both local market and international focus, he has worked with a number of universities including RMIT, LaTrobe, Swinburne, Deakin, Australian National University and the University of Wollongong. Mr Riches is a frequent commentator in media on matters relating to brand, and the main Asia-Pacific presenter of FutureBrand's global Country Brand Index study.

Title:

Fairs, tours, school visits – recruiting with organizations, agents or on your own – what works and why

Description:

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 their western counterparts. Leaders of educational institutions are inundated with opportunities to advertise and recruit students, but with limited resources, how should they decide where to spend recruitment budgets and allocate limited staff resources? This interactive session explores a number of options and the benefits that each offer and shares some “lessons learned” from experienced institutions and providers.

Dawn Sutherland

Camosun College, Canada

Biography:

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

Biography:

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 ten years. He currently runs a portfolio of international student recruitment products and service at QS which 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 institution's profile or on strategies for direct international recruitment. Additionally, Jason has budget and financial responsibility for determining to where and how to market QS products and services to the international higher education sector.

One other speaker to be advised Dawn to advise

Track 5 – Special Focus on Higher Education in the Asia-Pacific

Track Chair Chanuantong Tanasugarn

Session 5.1

Lew Tek Yew

Curtin University of Technology, Malaysia

Title:

Effective human resource management in private higher education institutions: lessons from Malaysia

Description:

This presentation draws on a study of relationship of human resource management (HRM) practices to organisational effectiveness in private higher educational institutions in Malaysia. HRM practices in key areas like pay, conditions of employment, etc have a profound impact on the commitment of academics to the institution, which manifest themselves in metrics like employee satisfaction and staff turnover. This presentation explores the complex links between HRM practices and outcomes for students and staff using data drawn from the private higher education sector in Malaysia.

Biography:

Lew Tek Yew is a Lecturer in Management at the Curtin University of Technology Sarawak, Malaysia, where he has been involved in research for the past six years. He has presented refereed conference papers in Malaysia, China, South Korea, Japan, Australia and New Zealand, focusing on issues relating to human resource management practice and policy in the higher education sector.

Jamil Maah

University of Malaya

Title:

Implementation of Malaysian Research University Programme – the experience of University of Malaya

Description:

One of the strategic thrusts of the Malaysian National Higher Education Strategic Plan is intensification of research and innovation. This is implemented through various means, including the introduction of the Malaysian Research University Programme. Four universities in Malaysia (including University of Malaya) were given the status of Research University in 2007 as part of this programme. This presentation highlights issues related to the planning, implementation and performance of University of Malaya in terms of research and development under this programme. The impact of this scheme towards academic programmes as well as the internationalisation of the university will also be discussed.

Biography: - requested further information.

Professor Mohd Jamil Maah is Deputy Vice Chancellor (Research and Innovation) at the University of Malaya, where he is also Professor in the Department of Chemistry. He has previously served as Deputy Dean of the Faculty of Science, Head of the Department of Chemistry, Director of the Asia-Europe Institute and Deputy Director of Institute of Research Management and Consultancy. Professor Mohd Jamil is actively involved in promoting science to society as Chairman of Malaysia Chemistry Olympiad Committee, Technical Committee Chairman for National Chemistry Quiz and member of the National Science Quiz Committee. He holds a DPhil from the University of Sussex, where he worked on the coordination chemistry of ligands containing phosphorus-carbon multiple bonds.

Muhamad Rasat Muhamad

University of Malaya

Biography

Professor Muhamad Rasat Muhamad is Professor of Physics and Chairman of the Advanced Fundamental Research Cluster at the University of Malaya. Prior to his present appointment, he was the Deputy Vice-Chancellor (Research and Innovation) at the University of Malaya from 2006 to 2008. He is actively engaged in research and teaching and his main interest is now is in the area of low-dimensional materials, metal and organic interfaces and semiconductor device physics.

Gunanthlinga Sivalingam

Monash University, Malaysia

Title:

The privatisation of higher education in Malaysia

Description:

This presentation explores the factors influencing the privatisation of higher education in Malaysia from 1970 to the present. In the 1970s, higher education was monopolized by the public sector and there was considerable public resistance to the establishment of private universities. The emphasis then was on primary schooling rather than higher education. The impetus for the privatisation of higher education came after the 1985-86 economic crisis, which placed fiscal constraints on the public provision of higher education. The 1996 Private Higher Educational Institutions Act, 1996 and the 1997 East Asian economic crisis further opened the country to elite foreign universities to increase the supply of quality graduates. This facilitated Malaysia's deeper integration with the world economy as a regional centre of academic excellence. The effect of the reforms in institutions of higher learning is improved corporate governance, new programmes and more autonomy in finance.

Biography:

Professor Gunanthlinga Sivalingam is Professor and Chair of Business at Monash University, Sunway Campus. Prior to his present appointment, he was Professor of Business and Professor of Economics in the University of Malaya. His research interest includes higher education policy, governance in Malaysia's telecommunications industry and competition policy and law in ASEAN. He has presented widely at conferences, including most recently the Oxford Round Table Conference in 2006, the Singapore Economic Review Conference in 2007 and the Asia-Pacific Association for International Education (APAIE) in Singapore in 2007.

Title:

Emerging trends and issues in vocational and technical higher education

Description:

There is much discussion in national and international forums about the links between successful global competitiveness, national and regional economic strength and sustainability and a country's skilled labour force. The role of higher education in the development of a skilled labour force is well established and in many countries it is the recognition of this link between sustainable economic development and a well trained, qualified, adaptable and relevant labour force that is driving educational reforms in technical education. In this panel session, a group of leading experts will examine some of the major challenges and best practice models in technical education from several different regional perspectives.

Biography:

Tom Roemer

Camosun College, Canada

Dr Tom Roemer is Dean of the School of Trades and Technology at Camosun College in Victoria, Canada, a post he has held since 2007. Before joining Camosun College, he was Associate and Acting Dean for Science, Technology and Health at Okanagan University College, where he designed a unique programme in Network and Telecommunications Engineering Technology. Dr Roemer grew up in Munich, Bavaria. After his military service as a logistics specialist (international) at AFB Beja, Portugal, he attended the University of Munich and the University of Alberta to obtain a Master's degree in astrophysics. He holds a doctoral degree in education from Simon Fraser University, with a dissertation on "Identity and Recognition of the Applied Science Technologist in British Columbia".

Dawn Sutherland

Camosun College, Canada

Dawn Sutherland is Director of International Education at Camosun College, in Victoria, 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 several government advisory committees and professional associations. Her areas of interest include the development and future directions of college systems in developed and developing countries, models for planning and management in public sector educational institutions, and the role of colleges in local and regional economic development. Currently her international work involves developing partnerships and business opportunities for Camosun College worldwide and providing technical assistance in development projects specifically in the area of educational planning and management development in technical and vocational education.

Dr Quang Mihn

To come from Dawn

Kay Ganley

Charlton Brown, Australia

As the chief executive officer of Charlton Brown, Kay Ganley is at the head of one of Australia's leading training providers and job placement agencies for the nanny, child care, aged care and disability care industries. Since 2005, Charlton Brown has expanded offshore, establishing formal agreements in a number of countries to provide a range of Australian-accredited child care, aged care and disability courses to the South East Asian market. Ms Ganley sits on a number of industry committees and boards and has been recognised for her commitment and leadership with the presentation of a number of awards including the Queensland Business Review (QBR), Women in Business Award, 2008, 2007 CEO Challenge winner and Queensland Business Review Rising Star Award 2007. Ms Ganley was also a finalist in the Telstra Women's Business Awards in 2008.

Title:

Three perspectives on establishing foreign university campuses in Malaysia:

Description:

Malaysia was one of the first Asian countries to open its doors to foreign universities and invite them to establish so-called “branch campuses” to expand access to higher education for local students. Over the last 13 years, a number of Australian and UK universities have taken up the invitation. Initially, these were often joint ventures, with western universities using shared facilities on the campuses of existing, usually private, Malaysian colleges. Monash University and the University of Nottingham are, however, notable as examples as internationally renowned research-intensive universities which have established stand-alone campuses in Malaysia. More recently, the landscape has undergone another shift, with the arrival of one of the world’s most successful, private, for-profit universities, Laureate Inc. This session explores the motivations, challenges, costs and benefits of these three high-profile foreign universities which have established campuses in Malaysia.

Ian Pashby

Nottingham University, Malaysia

Biography

Professor Ian Pashby was appointed as Vice-President and Chief Executive Officer for the University of Nottingham Malaysia Campus in September 2008. He succeeded Professor Brian Atkin, who has returned to the University in the United Kingdom after a five year term of office in Semenyih. Professor Pashby, a Professor of Manufacturing Processes, was previously the Deputy Vice President and Director of Studies in Mechanical Engineering at the Malaysia campus. He is also the Head of the Advanced Manufacturing Technology Research Group and has a background in materials science, with a particular focus on the use of lasers in manufacturing rapid manufacturing and the processing of aerospace materials. He previously worked at Rolls Royce and the University of Warwick and joined the University of Nottingham in 2000.

Robin Pollard

Monash University, Malaysia

Biography

Professor Robin Pollard is Pro Vice-Chancellor and President Malaysia for the University of Monash campus located at Bandar Sunway, Selangor. Prior to his current role, Professor Pollard was Deputy Vice-Chancellor (Development and International) at the University of New England and served as the Foundation Professor and Head, School of Business and Information Technology at the Monash campus from 1998 to 2000. Professor Pollard's background is in condensed matter physics, but he has also held academic positions in information technology, marketing and chemistry in universities in Australia, Malaysia, New Zealand, Canada, United States of America and Great Britain. His present interests include issues in

transnational education, the relationships between abilities, attitudes and motivation of staff, and the privatisation of higher education.

Graham Doxey

Laureate, Malaysia

Biography:

Graham Doxey is CEO of Laureate Malaysia. He is based in Kuala Lumpur where he manages Laureate's first acquisition in Malaysia, the INTI Education Group. He is a co-founder and former President of Neumont University in the United States. Mr Doxey was Managing Director with Lehman Brothers as Head of Sales and Research for Asia and served on the Lehman Brothers Asia Executive Committee, with responsibility for all fixed income and equity sales and research functions across the Asia region. Additionally, he has served as a Vice President with Merrill Lynch based in the Tokyo, Japan and New York offices. In addition to his eight years of experience in education and 15 years in international finance, Mr Doxey also worked as a regulator for three years in Washington DC employed by the Federal Home Loan Bank Board as a receiver for failed Savings and Loans during the 1980s.

Banchong Mahaisawariya

Mahidol University, Thailand

Title:

Institutional internationalisation and short-term study-abroad programmes

Description:

In the many years of continuing international assistance to Nepal, one of the most significant contributions has been the Thai Government's "Bilateral Programme in Higher Education Scholarships", giving successful Nepalese candidates the opportunity to attend graduate programmes at Mahidol University in Thailand. The idea of the South-to-South Partnership Model was explored through a series of meetings between Graduate School staff at Mahidol University and Nepalese graduate students. The Nepalese graduate students expressed their desire for a more regular and frequent exchange of knowledge, ideas and skills among graduates of Mahidol University, in order to promote their common academic, professional and other mutual interests. This presentation discusses the outcome of this initiative, which is a project to jointly work through a South-to-South partnership to internationalise the pre-clinical curriculum at Kathmandu University Medical School and Siriraj Medical School of Mahidol University.

Biography

Professor Banchong Mahaisavariya is the Dean of Faculty of Graduate Studies and Professor of Orthopaedics at Faculty of Medicine at Siriraj Hospital, Mahidol University. Professor Banchong served as 2nd Vice-President of the Royal College of Orthopaedics Surgeon of Thailand. He is also a Founding Member of Asian Association for Dynamic Osteosynthesis and served as the Vice-President for two periods. He has published in approximately 50 international journals cited in Index Medicus and 28 publications in the Journal of ASEAN Orthopaedics Association. He has won a number of awards, most recently the national award for Best Practice in Medical Technology in Thailand.

Paulus P. Rahardjo

Parahyangan Catholic University, Indonesia

Title:

Education on disaster preparedness and disaster relief – a necessity for all Asian Universities

Description

Recent natural disasters such as earthquakes and tornadoes in South East Asia highlight the vulnerability of the region to such events and the relatively low level of preparedness for such events. This contrasts with the much more sophisticated disaster preparation and management in developed countries. Future Asian leaders need to be trained in understanding and preparing for such disasters and managing the disaster relief operations that follow. This session explores the way in which these topics can be included in the university curriculum and the benefit of such courses to the developing nations in Asia.

Biography

Professor Paulus Rahardjo is Professor in Geotechnical Engineering at Parahyangan Catholic University and currently Vice Rector for Academic Affairs. He holds a PhD from Virginia Tech (USA). Professor Rahardjo has published about 150 papers and research reports, mainly in the geotechnical engineering and geotechnical hazards. In recent years, he has developed a course on Geological Hazards for Engineering Students.

Zita Mohamed Fahmi

Malaysian Qualifications Agency

Title

Abstract still to come

Description

Still to come

Biography

Professor Zita HJ Mohd Fahmi is Professor of Law at the University of Technology MARA (UiTM), having served as Dean of the Faculty of Public Administration and Law. She is presently a board member of Asia Pacific Quality Network (APQN), a member of the Advisory Board for the National Higher Education Research Institute, Secretary of ASEAN Quality Assurance Network (AQAN) and a member of other various committees at Ministerial level. Professor Fahmi joined the National Accreditation Board (Lembaga Akreditasi Negara, LAN) when it was established in 1997. She has continued to work for the organization and was Secretary and General Manager. When LAN was succeeded by the Malaysian Qualifications Agency (MQA), she was appointed by the Ministry of Higher Education as Deputy Chief Executive Officer responsible for Quality Assurance. She is presently the Secretary to the MQA Council.

Track 6 – Quality Enhancement and International Benchmarking in Higher Education

Track Chair Samsinar MD Sidin

Session 6.1

Firdaus Alamsjah

Binus Business School, Indonesia

Proposed Title:

Using Six Sigma to improve business process in higher education

Description:

During the four-year process of completing undergraduate degrees, many students experience obstacles that distract them from their study and can significantly impact on the quality of their learning process. The current process used at BINUS Business School to monitor attendance is demanding on resources, both manpower and materials. This presentation will discuss the use of Six-Sigma methodologies, a measurement-based strategy that focuses on the business process improvement, which has been successfully applied in manufacturing. It will illustrate the potential cost savings suggested by a pilot study within BINUS Business School and explore how Six Sigma may be used in higher education more generally to improve business processes.

Biography

Dr Firdaus Alamsjah is Executive Dean of BINUS Business School (BBS) and Managing Partner of BINUS Consulting. He received his PhD and MS, both in Industrial Engineering, from the University of Houston, USA. His BS in mechanical engineering was from Institut Teknologi Bandung, Indonesia. Prior to joining BBS in 2001, Dr Alamsjah was with the Agency for Assessment and Application of Technology (BPPT) and seconded to Exxon Natuna Ltd. He has more than 15 years teaching experience in the area of Technology and Operations Management. He has also attended several management courses at GE Management Development Institute (Crottonville, USA) on Leadership and the Wharton School's Executive Education on Implementing Strategy. His research interests are in business process management, strategy execution, and supply chain management.

Boosaba Sanguanprasit

Mahidol University

Title:

International programme quality enhancement

Description:

The Master of Public Health International Programme at the Faculty of Public Health, Mahidol University, was established in 1976 to provide health professionals from developing countries with the academic and administrative skills needed to improve the health of people in their respective countries. A week of synthesis offers the opportunity for Thai and international students to work together in community diagnosis, which serves as a foundation for international students in carrying out their field research projects. Verbal and written evaluations allow students to voice their opinions about the programme, which is used to revise the contents and management of the programme accordingly. This presentation uses the Master of Public Health International Programme as a case study to explore the way in which continuous feedback from international students has resulted in a degree with high quality graduates and strong international recognition.

Biography:

Dr Boosaba Sanguanprasit manages the Master of Public Health International Programme at the Faculty of Public Health, Mahidol University. His teaching background is in field research projects and health promotion strategy subjects in the Master of Public Health, International Programme. He has presented at many international conferences such as Asia Pacific Academic Consortium for Public Health (APACPH), International Union for Health Promotion and Education (IUHPE), and participated in many international consultation meetings including the WHO-SEARO and WHO Bangkok Office, Southeast Asia Public Health Education Institute Network (SEAPHEIN) and APACPH Executive Board meetings. Dr Sanguanprasit holds a PhD in Biostatistics and Epidemiology from the University of Hawaii and a master's degree from Tulane University.

Shu Yinggang

Renmin University, China

Title:

University rankings of China and the world: methodologies, problems and trends

Description:

Chinese academics are often confused by the variation in an individual university's absolute and relative position across different university rankings and the fact that some top Chinese universities are absent from world universities rankings. This presentation provides both an international and local Chinese perspective, reviewing the methodologies, problems and trends of university rankings using the QS.com Asian University Rankings as an example. It also introduces the latest developments from China, including the National Discipline Ranking released by the Chinese Ministry of Education and the Top 50 Universities in China released by Institute of Higher Education at Renmin University. These developments are intended to contribute to the development of appropriate methodologies for ranking universities and assist the enhancement of quality in higher education in China and the rest of the world.

Biography

Shu Yinggang is a Research Associate in the Education Research Office at Renmin University of China and holds a Master of Law, also from the Renmin University of China. Shu Yinggang's research interests are in higher education administration and university evaluation and rankings. Current research projects include the Chinese Universities' Rankings, the Key Project of Education Administration Science Foundation of Renmin University of China and Research on Humanities and Social Sciences "Known Outside China", National Key Project of Humanities and Social Sciences, Ministry of Education of China.

Chinda Tejevanija Chang

Sripatum International College

Title:

Roadmap for developing an international college: a case study of Sripatum International College (SIC)

Description:

Sripatum International College (SIC) delivers international academic programmes to both Thai and foreign students. This presentation describes Sripatum International College's journey through insufficient facilities and services, inadequate faculty and staff and increasing competition from both public and private universities as it seeks to fulfil its goal of becoming Thailand's leading international business college. It discusses the way that the SIC used SWOT analysis and other strategic planning techniques to develop a five year roadmap and strategic plan to move SIC to the next competitive level. SIC's vision is to prepare students to become global citizens instilled with the DNA of the new generation HI-SPEED — Honest, Intelligent, Social-responsible, Professional, Energetic, Ethical and Dynamic. Its Goal is to reach the number of student enrolment to 1,000 by 2012. The presentation covers a wide range of challenges on the road ahead, including corporatisation, globalisation, internationalisation, regionalisation, socialisation and the integration-innovation-interdisciplinary nexus.

Biography:

Chinda Tejevanija Chang is Director of Sripatum International College and Acting Director of International Relations Office at Sripatum University. She is also a resource person for Thai Qualification Framework for Tourism and Hospitality Academic Programme, Commission on Higher Education and a regular guest speaker and moderator for both public and private higher education Institutions and international conferences. Ms Chang has a successful background in hotel management and as a corporate executive with multi-national corporations. She holds a master's degree in International Relations from the University of Kansas and a bachelor's degree in Foreign Affairs and Diplomacy from Chulalongkorn University in Thailand.

Anacleta P. Valdez

Lyceum of the Philippines University, The Philippines

Title:

A curriculum model for allied medical programmes: lessons from international benchmarking

Description:

The curriculum is the central component of any educational process and must be periodically reviewed and upgraded. This presentation outlines the experience of the Lyceum of the Philippines University in using international benchmarking to review and strengthen its allied medical curriculum. Selected schools in the US, Australia, Singapore, Japan and Thailand were visited, with data being gathered through the in-depth review of documents, personal interviews with programme coordinators and classroom and hospital observations. International practice confirmed that the “ladder concept” was being widely used, with preparatory certificate programmes in the first two years leading to more advanced bachelor degree. While there were major differences in the general education courses, clinical practicums allowed shorter study periods and competency-based certifying examinations were often employed. These international benchmarking results guided the revisions to the existing curriculum and became the basis of for reforming the curriculum structure and content, improving teaching and learning strategies and approaches and employing competency-based assessment process.

Biography

Dr Anacleta Valdez is Dean of the College of Allied Medical Professions of Lyceum of the Philippines University and an Associate Professor. She is currently Chairman of the Technical Committee for Medical Technology Education of the Technical Panel for Health Professions, Philippine Commission on Higher Education. She is active in her medical practice as the Chairman of the Department of Pathology, Mary Mediatrix Medical Center. Dr Valdez finished her basic education at Adamson University and graduated valedictorian. She took her BS in Medical Technology at University of Santo Tomas and graduated *cum laude*. She completed her medical degree at the same University and completed postgraduate training in Clinical Pathology and she is now a Fellow of the Philippine Society of Pathologists. She completed her Masters in Hospital Administration at Ateneo de Manila University and her PhD in Education at De La Salle University.

Jose Jurel M. Nuevo

Our Lady of Fatima University, The Philippines

Biography

Dr Jose Jurel M. Nuevo is Dean of the College of Medical Laboratory Science, Our Lady of Fatima University, Valenzuela City, Philippines, where he is Associate Professor at the Institute of Graduate School. He is also Assistant Director of the University’s Research and Development Center and Chairman of the Community Extension Programme of the University’s Social Orientation and Community Involvement. Dr Nuevo holds a PhD in Educational Management from the Bulacan

State University, Philippines. He has been commissioned to author and co-author various books, has been assigned to chair various national professional gatherings and is a regular guest speaker and presenter at various local and international conventions. Dr. Nuevo's main focus in his administration as Dean of the College of Medical Laboratory Science is the inclusion of research and social awareness programmes in the curriculum of the medical technology education.

Murali Sambasivan

Universiti Putra, Malaysia

Title:

The challenges of transforming a business school through an international accreditation

Description:

This presentation explores the key challenges of international accreditation and the ways this process reshapes a business school. The three most popular accreditations sought by the business schools worldwide are AACSB, EQUIS, and AMBA. The presentation examines the difficulties and key success factors of transforming a business school through these accreditation processes. Business schools have different motives for seeking accreditation — enhanced international recognition and reputation, improved brand image, increased student enrolment, greater ability to attract outstanding faculty members, increased funding and many more. Using the experiences of GSM and FEP as case studies and drawing on observations and interviews with faculty members., the role of AACSB in transforming these two business schools is analysed. It appears that the main transformations are in the areas of structure, attitude of the faculty members, quality of research output, quality of business programmes, and quality of graduating students.

Biography:

Bio to come- under control!

Hassan Basri

Universiti Kebangsaan Malaysia

Title:

The Washington Accord: international benchmarking for engineering education in Malaysia

Description:

There are over 300 engineering programmes being offered by higher education institutions in Malaysia, a significant increase over the last decade reflecting the national strategy to become an international education hub. The key challenge is quality assurance: stakeholders must be assured that Malaysia's engineering graduates are fit for the local and global job market. This can only be achieved if there is a sound accreditation system which ensures that accredited programmes meet minimum quality standards for resources, processes and outcomes. This presentation examines the role of the Washington Accord, an international agreement which recognises engineering degree programmes accredited by the responsible bodies in signatory countries. After gaining provisional signatory status in 2003, Malaysia was the first "developing" country to be admitted as a full member in 2009. The presentation will also discuss the experiences of engineering faculties and the Engineering Accreditation Council of Malaysia in meeting these international requirements.

Biography:

Professor Hassan Basri is Professor of Environmental Engineering at the Faculty of Engineering at Universiti Kebangsaan Malaysia (UKM) and Deputy Vice-Chancellor (Academic and International Affairs). He previously served as Director, Centre for Corporate Planning and Communications (2008), Director of the Centre for Research and Innovation Management (2007-08), Dean of the Faculty of Engineering (2000-07) and Head of the Department of Civil Engineering (1996–2000). Professor Hassan holds a BE (Hons) from Tasmania University and an MSc and PhD from Leeds University, where he specialised in tropical public health engineering. Professor Hassan is the immediate Past Chair of the Engineering Accreditation Council (EAC) Malaysia (2005-07) and is currently a serving Council Member. He previously served as Chair of the Malaysian Council of Engineering Deans (2003-07). Professional Engineer and served as a Board Member in the Malaysian Board of Engineers (2005-2007).

Cameron Richards

Universiti Teknologi, Malaysia

Title:

'Publish or perish' in the new 21st century university

Description:

Educational institutions around the world are increasingly under pressure to meet ambitious international benchmarks and quality outcomes. There is a risk that unrealistic and inappropriately supported goals of "change and improvement" can lead to a confusion of purpose, stress overload, and damaging problems of staff morale and even personal health and well-being. Rather than opting-out, universities need to seek the most effective, proactive, and generally 'win-win' solutions to this challenge. This presentation discusses the findings from an action research study using an innovative "design research" methodology to develop an effective strategy to assist academic staff struggling with new challenges and expectations. The study explores the hypothesis that only by recognising, supporting and engaging with academic staff's personal interests and professional development needs as part of an overall strategy of cultural change can university leaders and managers achieve sustainable improvements in the quality and quantity of academic outputs and innovations.

Biography:

Professor Cameron Richards is based in the postgraduate research area of the Faculty of Management and Humanities at the Universiti Teknologi Malaysia. He is presently responsible for setting up and developing a cross-faculty research alliance centre at UTM. In addition to his interdisciplinary interests in language, education, and academic research and writing, he has also researched and published widely in the area of educational technology and e-learning. He has worked previously at Queensland University of Technology and the University of Western Australia and extensively across Asia including past positions at the Singapore National Institute of Education (NTU) and the Hong Kong Institute of Education. He has presented at a number of international conferences.

Jafar Mehrad

Shiraz University, Iran

Title:

Measuring the quality of journals: an Islamic perspective

Description:

Until recently, ISI (now Thomson's Scientific) was the only recognised organisation evaluating research performance on the basis of citation studies. SCOPUS (linked to ELSEVIER) has moved into this arena and is now considered as a credible rival to ISI. Google Scholar also offers another scientometric tool which evaluates institutes, scientific publications, scientists and countries. For Islamic countries, however, these metrics tools have only limited value, since they do not adequately capture the significance and impact of research outputs published in their national and native languages. This presentation discusses the developments in Islamic countries which have begun to create their own national scientometric tools. The Islamic World Science Citation Center (ISC) is one such a citation system, created in Iran with cooperation of Islamic, Educational, Scientific and Cultural Organization (ISESCO). The ISC now provides a richer evaluation of institutes, countries, researchers and publications of Islamic countries published in their national and native languages.

Biography:

Professor Ja'afar Mehrad is Professor of Library and Information Science at Shiraz University in Iran. He is also President of Regional Information Center for Science and Technology (RICeST), a member of the board of trustees for the universities and research centres in the south of Iran and President of the Islamic World Science Citation Centre (ISC), a position he has held since 2008. He is a founding member of the College of Literature and Humanities at Shiraz University, as well as the Shiraz Central Library and Document Centre, the Regional Information Center for Science and Technology, the Islamic World Science Citation Center and the Department of Science and Technology Assessment. Professor Mehrad holds a BA in Geography from Tabriz University, an MSc in Library and Information Science from Tehran University and a PhD in Library and Information Science from Case Western Reserve University, Ohio.

Firooz Bakhtiari-Nejad

Amirkabir University of Technology, Iran

Biography:

Professor Firooz Bakhtiari Nejad is Professor of Mechanical Engineering at Amirkabir University of Technology, Tehran, in Iran. He has been Director of Research Affairs at the Iranian Ministry of Science, Research and Technology since 2007 and Secretary General of the Centres of Excellence Console of the Ministry of Science Research and Technology since 2006. He researches and is well published in the fields of advanced vibration of continuous systems, adaptive control systems, modern control systems, digital control systems, advanced engineering mathematics, optimal control theory, advanced industrial control systems and theoretical and experimental modal analysis.

Professor Bakhtiari Nejad received his BS, MS, and PhD in Mechanical Engineering from Kansas State University,

Azraai bin Kassim

Universiti Teknologi Malaysia

Title:

International research collaboration: issues and challenges

Description:

International research collaboration is a rapidly growing component of core research activity for universities in all countries. It is driven by a consonance between top-down and bottom-up objectives. Collaboration is encouraged at a policy level because it provides access to a wider range of facilities and resources and enables researchers to participate in networks of cutting-edge and innovative activity. The dynamics of research present opportunities, but also carry threats for countries less well positioned to participate. This presentation highlights issues and challenges in international research collaboration — i.e. institutional factors, funding, collaboration processes, research environment, research initiatives, and intellectual property share holding. It will provide a perspective on what it takes to build successful international research collaboration.

Biography:

Professor Mohd Azraai bin Kassim is Professor in Civil Engineering at Universiti Teknologi Malaysia (UTM) and currently the Deputy Vice-Chancellor (Academic and Internationalisation). He is a Registered Professional Engineer, a member of International Water Association (UK), Environmental Management and Research Association (Malaysia), Environment Professionals Register (Malaysia) and a member of Institution Engineers, Malaysia. Prior to assuming his current post, he was the Director of International Affairs (2008-09), Dean of School of Professional and Continuing Education (2004-08), Deputy Vice-Chancellor for Development (2000-03) and Dean, Faculty of Civil Engineering (1997-2000). He has considerable research experience in wastewater treatment, having produced more than 100 papers in journals and conference proceedings and he has successfully supervised more than 25 postgraduate research students.

Zita Mohd Fahmi

Malaysian Qualifications Agency

Title:

The Malaysian Qualifications Framework as a basis for Malaysian Higher Education Quality Systems

Description:

Malaysia's aspiration to be a preferred higher education destination and to develop high quality human capital is further reinforced the National Higher Education Strategic Plan (2007-2020) launched in 2007. This plan charges the new Malaysian Qualifications Agency (MQA) with assuring the quality of higher education through the restructured Malaysian Qualifications Framework (MQF). The enabling legislation, the Malaysian Qualifications Agency Act 2007, is intended to improve public understanding of, and confidence in, higher education qualifications. This session explores the new approach to quality assurance in Malaysia, discussing the new focus on learner-centred approaches to curriculum design, learning outcomes, credit systems, parity, mobility and recognition and support for lifelong learning. It also discusses the underlying quality principles of "fitness for specified purposes", designed to guide the institutionalisation of strong internal quality systems. The new quality assurance systems and the MQF will be the key drivers of the transformation of higher education in Malaysia.

Biography:

Professor Zita HJ Mohd Fahmi is Professor of Law at the University of Technology MARA (UiTM), having served as Dean of the Faculty of Public Administration and Law. She is presently a board member of Asia Pacific Quality Network (APQN), a member of the Advisory Board for the National Higher Education Research Institute, Secretary of ASEAN Quality Assurance Network (AQAN) and a member of other various committees at Ministerial level. Professor Fahmi joined the National Accreditation Board (Lembaga Akreditasi Negara, LAN) when it was established in 1997. She has continued to work for the organization and was Secretary and General Manager. When LAN was succeeded by the Malaysian Qualifications Agency (MQA), she was appointed by the Ministry of Higher Education as Deputy Chief Executive Officer responsible for Quality Assurance. She is presently the Secretary to the MQA Council.

Zaharin Yusoff

Multimedia University, Malaysia

Title:

Quality assurance and accreditation: a Malaysian private higher education perspective

Description

Universities subject themselves to quality assurance (QA) and accreditation exercises so that a credible independent body may verify that their programmes meet certain benchmark standards, making them attractive to would-be students. QA comes in various forms, the minimum of which is accreditation, where programmes offered by the university are subjected to audit by bodies such as MQA, EAC (now including the Washington Accord) and other professional bodies. In parallel, there are university ordinal ranking systems, the most popular of which are the Times Higher Education (THE) and Shanghai Jiao Tong University (SJTU). There is also the certification of procedural standards that some universities subject themselves to, such as ISO. This presentation questions whether the race for recognition and ranking is a “healthy” activity, especially if it becomes a form of “religion”. The presentation addresses a series of fundamental questions about the equity and value to students of QA and accreditation.

Biography:

Professor Zaharin Yusoff is President of Multimedia University and Professor of Computational Linguistics. He is a Fellow of the Academy of Sciences Malaysia. He began his career in 1980 at Universiti Sains Malaysia, where he served for 25 years, including being Coordinator of the Computer-Aided Translation Unit (1989-98), the founding Dean of the School of Computer Sciences (1991-2003) and later Dean of Research (ICT Platform) (2003-05). He then went on secondment to MIMOS, where he served as Senior Director of the Productisation Unit (2005-06) and the Artificial Intelligence Centre from (2006-07). He became Dean of the College of Graduate Studies at UNITEN in 2007, before taking his current position at Multimedia University.

Zainai Mohamed

Universiti Malaysia Kelantan

Title:

Experiences from a public and fledgling higher education institution in quality assurance and accreditation.

Description:

This session explores the role of quality assurance and accreditation. These mechanisms have long been in place within the public higher education institutions (IPTA) in Malaysia. The introduction of the Malaysian Qualifications Framework (MQF) at the start of the millennium was designed to enhance the existing higher education quality assurance system. In a specialised IPTA, it is easier to manage quality assurance and accreditation as it falls under the purview of a specific professional body that is a governing authority. However, the fundamental requirements of MQF must still be strictly observed. These include the educational goal, the study load, the learning and delivery scheme, assessment scheme, and general and specific learning outcomes. The critical set of enablers constitute leadership, people, technology, partnership and processes. This session shares experiences and best practices in both quality assurance and accreditation management in a newly established specialised public university.

Biography:

Professor Zainai Mohamed is Vice-Chancellor of Universiti Malaysia Kelantan (UMK), becoming its first Vice-Chancellor in 2006. Professor Zainai is actively involved with the Ministry of Higher Education in the planning and improvement of quality of higher education in Malaysia, having been involved in a number of policy-formulation studies and planning. His most recent contributions to national policy include “Formulation of MQF Credit System” and “Future Direction of Engineering Education” (2005) and “Transformation of Higher Education” (2006). Professor Zainai is a registered professional engineer (Civil) with the Board of Engineers Malaysia (BEM) and has been involved in many civil/structural engineering design and consultancy projects. He holds a BSc and MSc in Engineering from the University of Strathclyde and PhD in Civil/Structural Engineering from the University of Cambridge. He has published more than 45 technical papers and 80 papers related to academic management and curriculum development.

Track 7 – Global Market Trends in International Education

Track Chair Wayah Wirotu

Session 7.1

Nigel Healey

University of Canterbury, NZ

Title:

After the “global financial crisis”: the future of international higher education

Description:

The market for international higher education has been growing rapidly, with an estimated 2.5m students studying outside their home country. This growth has been driven by excess demand for higher education in developing countries spilling over into the universities of the developed world. The picture was starting to change by the middle of the decade, as Asian nations invested heavily in their domestic higher education sectors and the spread of English-medium instruction and the harmonisation of degree structures led by the Bologna process began to make the international higher education market more contestable. The current “global financial crisis” has disproportionately impacted the two largest exporters of higher education, the US and the UK, both of which are struggling with recession and ballooning fiscal deficits. This presentation explores the ways in which the GFC may accelerate recent trends and lead to a reshaping of the international higher education landscape.

Biography:

Professor Nigel Healey is Pro-Vice-Chancellor of the College of Business and Economics at the University of Canterbury, where he also holds the post of Pro-Vice-Chancellor (International). His research interests are in economic transition, regional economic integration and globalisation and the impact of these trends on higher education. He has served as an economic policy advisor to the prime minister of Belarus and the deputy minister of economy of the Russian Federation and managed a number of multinational research and educational development projects. He is currently Chair of the Academic Conference Committee for QS-APPLE.

John O'Leary

THE

Title:

Global trends in higher education: an update

Description:

In recent years, the rapid growth in the overall demand for international higher education has hidden a number of more subtle structural changes in the global market. Heavy investment by some Asian countries, notably China, in domestic higher education capacity has slowed the growth in the number of Chinese students seeking university places offshore. Several other Asian countries have moved aggressively to promote themselves as destination countries for internationally mobile students. The restructuring of higher education in Europe as a result of the Bologna process, with many universities introducing English-medium postgraduate programmes, has unleashed hungry new competitors into the market. With the election of President Obama, the US is reasserting its position as the international market leader. This presentation explores the current trends and developments, drawing on the latest data on international student mobility to provide a valuable market intelligence update.

Biography:

John O'Leary is the editor of Policy Review magazine and a freelance writer on education. He was the editor of The Times Higher Education Supplement between 2002 and 2007, introducing global rankings of universities. He wrote *Higher Education in England*, a report published in 2009 by the Higher Education Funding Council for England and he advises a number of universities and higher education groups on communications and policy issues. Mr O'Leary is the author of *The Times Good University Guide*, which has been published annually since 1993, and co-author of the *Top Universities Guide*, which first appeared in 2006. He also writes regularly on higher education for The Times, Education Journal and Parliamentary Monitor. He was the Education Editor of The Times between 1993 and 2002, having joined the paper as Higher Education Correspondent. During that time, he launched the UK's first university league tables.

Zhan Hongyi

Renmin University, China

Title:

International student exchange and international research partnerships: a case study of Renmin University, China

Description:

Higher education in China is changing rapidly, with heavy government investment in the leading universities and a number of ambitious projects (e.g. 211, 985, 111) designed to enhance academic standards. The internationalisation of Chinese universities is one of the key instruments policy makers are using to drive quality enhancement in both teaching and research. This presentation uses the experience of Renmin University, one of China's top universities, to explore the way in which the Chinese higher education sector is using internationalisation to raise the prestige of its leading institutions. The presentation will discuss the growth in international students studying at Renmin, illustrating the increasing influence of Chinese universities on the world stage. The presentation will also provide case studies of some of the novel research partnerships being developed, in the Hanqing Advanced Institute of Economics and Finance and the Institute of Higher Education.

Biography:

Dr Zhan Hongyi is an Instructor at the Education Research Office of the Institute of Higher Education at Renmin University of China, one of the leading universities in China which has been in the forefront of the internationalisation in China. His research interests are in the broad area of the economics of education, particularly the financing of higher education. Dr Zhan is currently working on a project entitled "The Global Financial Crisis and its effect on Chinese education", one of the National Key Project of Humanities and Social Sciences funded by the Ministry of Education of China. He holds a PhD in Economics from the School of Economics at Renmin University of China, which was awarded in 2006.

Luc Beal

IDRAC International School of Management, France

Title:

Sustainable internationalisation development strategies.

Description:

Internationalisation is one of the dominant global trends for higher education institutions and, in particular, business schools. However, it is clear that there are a number of different models of internationalisation being pursued by different universities — export education, franchising, teaching or research alliances and partnerships, etc. Each model has different impacts on an institution's reputation and on its key stakeholders (students, alumni, accreditation agencies). This presentation will consider the sustainability of different internationalisation strategies from the perspective of a French business schools, with a long track record of international collaboration.

Biography:

Dr Luc Beal is an academic at IDRAC International School of Management, France. He has more than 13 years professional experience overseas (Japan, Malaysia, South Korea, etc) as a consultant and academic. He has given a number of research presentations and speeches at international conferences.

Benedicte Favre

IDRAC International School of Management, France

Biography:

Ms Benedicte Favre is Director of the International Department for IDRAC International School of Management in France. Ms Favre has attended a number of international conferences (Erasmus Higher Education Exchange Programme for the European Union, etc) and is responsible for managing international partnerships with 66 partners from 31 countries.

Javad Farhoudi

University of Tehran

Title:

The strategic development of higher education and research in Iran: a case study of the University of Tehran

Description:

The influence of science, knowledge and research has played a major role in developing civilization throughout history. In the 21st century, the role of universities is more important than ever in contributing to a country's cultural, social and economic development. Iran has adopted an ambitious plan to establish "Higher Education, Research and Innovation" institutes, designed to develop world class programmes of training and learning, which are recognised at regional and international level as contributing to knowledge-based development. The University of Tehran, known as the "the symbol of Iranian higher education", leads the way in this project. This session explores the way in which the University of Tehran is, established in 1851, is implementing its strategies for postgraduate and research development, which are aimed at enhancing the scientific impacts and profile of the university.

Biography

To Come

James Campbell

Deakin University, Australia

Title:

University reform and civil society

Description:

The dynamics and forces of globalisation challenge the role of the university in contemporary society. Some see the future entailing the radical privatisation of universities, other the democratization of universities. What is undeniable is that universities exist in a globalised world that is increasingly interconnected and where space and time are increasingly narrowed and accelerated. These forces are increasingly reframing higher education as a service, export-oriented industry. In many countries, including Malaysia, this is leading to a contradiction with wider social objectives relating to sustainability. The idea of human beings as first and foremost consumers of things — including education consumed in other countries — is a normative ideal at odds with the concept of a sustainable future. This presentation discusses these contradictions and suggests that marketisation in Malaysian universities should be tempered by connecting universities to civil society in order to allow sustainability issues to be weighed in the balance.

Biography:

Dr James Campbell is Lecturer in Education at Deakin University in Australia. He is working on collaborative research with University Sains Malaysia on their APEX programme. James has a PhD in Education studying the history of ideas and a second PhD in Politics studying school choice and political philosophy. His broad interests are in educational theory, social theory and political theory. He is particularly interested in the intersections of politics, social change and education. Dr Campbell's work focuses on the problems and critiques of neo-liberalism, democratic social change and educational justice. His current interests are in Malaysian social reform educational change and globalisation.

Bernardine Renaldo Wong

University of Malaya

Title:

Student inflows and outflows: issues and implications for Malaysian higher education

Description:

As the demand for higher education in Malaysia increases, the number of Malaysian students seeking undergraduate and postgraduate education overseas has been on the increase. At the same time, Malaysian universities are actively promoting themselves as destinations for international students and continue to attract large numbers of students from overseas. The country is both an ‘importer’ and ‘exporter’ of higher education. This presentation focuses on this seeming paradox, and provides a close analysis of data on the patterns of student inflows and outflows. It examines the “push” and “pull” factors that help explain the patterns and asks how these emerging patterns are changing the face of Malaysian universities as providers of higher education. It goes on to examine how the higher education sector in Malaysia is becoming differentiated in the light of these trends.

Biography:

Professor Bernardine Renaldo Wong is the Deputy Director (International Relations) in the International and Corporate Relations (ICR) Office of the University of Malaya. In this post, Professor Wong oversees international networking and collaboration with partner universities around the world. Professor Wong has taught at the Institute of Mathematical Sciences in the Faculty of Science at the University of Malaya since 1993 and has been involved with senior administrative positions since 2007. A graduate of the University of Malaya, Professor Wong holds a BSc (Hons), MSc and PhD, all in Physics, where he specialised in theoretical nuclear reactions.

Track 8 - Transnational Education and International Partnerships

Track Chair Anthony Teo

Session 8.1

Mel Vecsey

Northumbria University, UK

Proposed Title:

International partnership: a case study of Northumbria University and Seoul National University of Technology

Description:

In 1999, Northumbria University validated a BSc (Hons) Manufacturing Systems and Design Engineering degree for delivery at the Seoul National University of Technology. At the time, this was unique in many respects, most significantly because it was the first engineering programme to be delivered in English in Korea and required special approval from the Korean Education Authority. It was also Northumbria University's first collaboration in Korea and the University's first "validated" engineering programme. This presentation explores the difficulties of establishing and running this collaboration with reference to English language requirements and provision, meeting the UK's quality assurance requirements, and translating degree classifications. The presentation also highlights areas of good practice, such as staff secondment, student visits and programme development. Finally, the presentation outlines the success of the programme in terms of student performance, their subsequent postgraduate study and careers and the overall student experience.

Biography

Dr Mel Vecsey is the Academic Adviser in the Academic Registry at Northumbria University, where he has responsibility for supporting the University's academic schools in establishing and maintaining international collaborative programmes and assuring quality standards in all international activities. Dr Vecsey has managed new collaborations in countries such as Russia, Hong Kong, Vietnam, Sri Lanka, Thailand and Taiwan. Dr Vecsey studied Physics and Mathematics and completed a PhD in thin-film microelectronics at Newcastle University. He joined Northumbria University as a lecturer specialising in electronic circuit design and has held the positions of Head of International Recruitment for the School of Engineering and Technology and then Head of International Affairs for the School of Computing, Engineering and Information Sciences. In these roles, Dr Vecsey was responsible for setting up and managing collaborative engineering programmes in Malaysia, Singapore, Korea and China.

Mary Grace C. Lacanaria

Saint Louis University, The Philippines

Title:

Sustaining educational partnerships between a developing country and a developed country

Description:

This presentation discusses a faculty-student exchange programme in nursing education forged between a developing country (Saint Louis University, Philippines) and a developed country (Ersta Skondal University College, Sweden) aimed at strengthening long-term co-operation between the two universities to stimulate further global internationalisation of higher education. This presentation examines the ways in which the collaboration enhanced the competitive edge of each partner school towards quality education, increased cultural awareness and sensitivity, and opened avenues for joint developmental programmes. Success is attributed to institutional commitment, mutual developmental objectives, reciprocity, financial viability and the lessons learned from other exchange programmes. The presentation shares lessons from learned the experience, particularly with regard to the sustainability of international cooperation, which need to embrace the tripartite role of higher education institutions — instruction, research and social involvement. It also discusses major challenges to the partnership and how these were managed...

Biography:

Dr Mary Grace C Lacanaria is a national nursing leader serving as officer of the association of nursing deans and a consultant in nursing curriculum, research and nursing management. She is a member of the Regional Quality Assurance Team of the Commission on Higher Education (CHED) in-charge of monitoring and evaluating nursing schools. She completed research on nurse turnover, nursing education and research, cultural health beliefs and practices, and learned helplessness of Filipino families. She presented this research in national and international fora and published in national research journals. Her current research focuses on health human resource mapping and community-based elderly care. She is the project leader of the Mobile Nursing Clinic initiating community organised development programmes. She serves as international coordinator in nursing, presently working with the partner institution in Sweden on a joint research proposal focused on the elderly.

Title:

Opportunities and challenges associated with transnational educational partnerships in China: an experiential account.

Description:

This presentation uses University of Wollongong and one of its most successful collaborative partners, Zhengzhou University in Henan Province, People's Republic of China, as a transnational education benchmarking example of how to create and maintain global networks and develop transferable skills for both staff and students in a most complex and competitive education environment. The motivation behind the two institutions developing such a collaboration will be examined, followed by an exploration of the factors underlining the success of the programmes with particular reference to the engagement model used that strives for deep and long-term collaboration. The challenges and key issues associated with working in such a setting will be scrutinised, with a number of recommendations proposed.

Biography:

Zhongyong Wang

Zhengzhou University, China

Professor Zhongyong Wang is the Dean of the College of Information Engineering at Zhengzhou University, a post he has held since 2003. The College is one of the leading research-intensive Information and Communication Technology (ICT) Colleges in China, with deep levels of engagement with the ICT industry sector. Under his leadership, the College of Information Engineering has established a highly successful and sizable collaborative educational programme with the University of Wollongong, Australia. Professor Zhongyong has been an academic since 1987, having obtained his PhD in 1989 in the area of Automation. He has published over 50 refereed journal and conference papers and has been the recipient of major research and development (R&D) funding from both the industry and nationally competitive sources.

Lin Qi

Zhengzhou University, China

Professor Lin Qi has been Deputy Dean of the College of Information Engineering, Zhengzhou University since 2003. The College is one of the leading research-intensive Information and Communication Technology (ICT) Colleges in China, with deep levels of engagement with industry. Professor Lin is the Director of the collaborative educational programme with the University of Wollongong. During his tenure as Director, the programme has been very successful and grown to become one of largest international collaborative education programmes in China. The Zhengzhou-Wollongong partnership is acknowledged by the Chinese Ministry of Education as a good practice example of international collaboration.

Lin started his academic career in 1989 and obtained his PhD in 2000 in telecommunications engineering. He has published over 50 referred journal and conference papers and has been the recipient of major R&D funding from both industry and nationally competitive sources.

Jiangtao Xi

University of Wollongong, Australia

Dr Jiangtao Xi is the Academic Director of Off-shore Programs (China) in the Faculty of Informatics, University of Wollongong (UOW). Since he took up his position in 2004, the Faculty of Informatics has established a number of highly successful and sizeable off-shore educational programmes in China. An example is the UOW off-shore programme in Zhengzhou University, which has been running for five years and has produced substantial benefits for both students enrolled in the programme and the academic staff from both institutions who teach into the programme. Dr Jiangtao is an active academic and researcher in Photonics. He obtained his PhD in 1996 in Electrical Engineering and he has published over 100 refereed journal and conference papers. He has also held senior roles in a number of multinational corporations based in various countries, including China, Canada, USA and Australia.

Bill Damachis

University of Wollongong, Australia

Dr Bill Damachis is Director of Transnational Education at the University of Wollongong (UOW). Since taking up this position in 1998, he has been responsible for the successful development, teaching, and management of transnational, twinning and corporate education programmes with academic institutions, government and business in numerous countries in Asia including Singapore, China, Hong Kong, India, Thailand, Malaysia, Indonesia, and Taiwan. Dr Damachis' research interests include international education and economic and financial reform in India and China. He has published on a wide range of topics in these areas. His professional career includes being employed as a Chartered Accountant, with a number of leading international accounting firms. He then undertook a PhD at Curtin University of Technology in Perth in the mid-1990s in the area of central banking and its role on economic and financial liberalisation.

Anna Kent

Victoria University, Australia

Proposed Title:

Getting the balance right for sustainable transnational collaborations

Description:

This panel discussion explores four key drivers pushing institutions to establish transnational relationships — market leverage, community development, internationalisation and revenue/profit. The balance between the key drivers is crucial to ensure that the collaboration can be ongoing, and financially and academically sustainable. It is important for institutions to be clear when developing collaborations about the objectives of the programme and ensure that they are shared between the two collaboration partners. The session uses Victoria University's (VU) collaboration with Sunway University College (SUC), which has been in place for nearly two decades, as a case study. Through the panel discussion involving both VU and SUC staff, participants will learn if both sides of the collaboration believe that the balance is right and, if not, what could be done to improve both this relationship and other transnational partnerships.

Biography:

Anna Kent is the Manager (Transnational Projects) at Victoria University International. In this role she works with staff and students from VU's partner institutions, speaking to groups about their options for study, onshore and offshore. In her previous role with IDP Education Australia, she worked with students, government departments and educational institutions. Ms Kent also has experience presenting to groups in an academic environment during her degree study. This includes presenting to Honours and Masters students in seminars.

Carol Verga

Victoria University, Australia

Biography

Carol Verga is Regional Recruitment Manager for the South East Asia portfolio at Victoria University, a position she has held since 2007. She previously worked at Monash University in the International Division from 2004-06. Both roles required Ms Verga to deliver a variety of public presentations to offshore agents and partners at information sessions and orientation sessions to an audience of 10-200 students and university peers. Prior to entering the university sector, Ms Verga worked for an international travel company for five years. The role involved a range of public speaking opportunities at the national and international level, presenting to an audience between 10-300 people.

Nicholas Lum

Sunway University College, Malaysia

Biography:

Nicholas Lum is Head of Victoria University MBA Programme at Sunway University College. He has more than 13 years of industry and academic experiences. He is a Fellow of the Financial Services Institute of Australasia (FINSIA) and also a Fellow of the Global Association of Risk Professionals (GARP). Mr Lum was appointed by GARP as the Regional Director of GARP Malaysia chapter in 2005. Mr Lum graduated with a BCom (Hons) and MCom (Hons), specialising in Economics and Econometrics, from the University of Melbourne. His consulting and academic interests are in quantitative risk analysis and financial management. He maintains close links with the regional finance industry and has frequently been invited and sponsored by organisers to chair and speak at various international conferences specializing in corporate financial risk management in Hong Kong, Singapore, Vietnam and Malaysia

Kirsten Williamson

Petrus Communications, France

Proposed Title:

Involving industry in higher education

Description:

Developing effective relationships between education and business and industry can bring many benefits to institutions. However, outside the traditional careers or placement office, such joint initiatives can be *ad hoc* and often depend on an individual's contacts rather than being managed as part of institutional strategy. In this panel discussion, three case studies will be presented to showcase successful initiatives which have allowed the development of longer term projects between industry and higher education institutions, in particular in the area of corporate social responsibility and environmental protection — issues of particular interest to today's students. The areas of interaction cover: international work placements.

Biography:

Kirsten Williamson is founder and Managing Director of Petrus Communications, an award-winning international recruitment marketing and research consultancy. Petrus' 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. Ms Williamson 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, addressed the EU council of regions in 2007, and has spoken at EAIE annual conferences over the last eight years.

Sean Lee

Airbus, Asia

Biography

Sean Lee is Corporate Communications Director for Airbus for Asia, the fastest growing market for the air transport industry. His career with Airbus began in 1990 when he first joined the company's press office in Toulouse. Since that time his experience has extended to encompass all areas of communication activity, with a focus on the Asian market. He has been based in Singapore for 13 years. In 2008, Mr Lee was actively involved in the promotion of the company's global "Fly Your Ideas" student competition in Asia. The response from the Asia-Pacific region to the initiative was exceptional, with 38 of the 225 teams making it to the second round from the region. These included the eventual winners and runners-up. Mr Lee will share his reflections on the competition and the response in Asia, as well as his views on the value of the initiative in promoting Airbus within the student community.

Lorne Hwang

Biography

Kyungbook National University, South Korea

Lorne Hwang is the Assistant Vice President for International Affairs at Kyungbook National University (KNU) in South Korea. Originally from the UK, Lorne Hwang has been working in South Korea for the last 12 years. With a special interest in developing innovative strategies for student mobility and intercultural employability, she has been responsible for initiating several international internship projects between Korea and the US, EU and US military in Korea. She received her law degree from the University of Edinburgh.

Opa Vajragupta

Mahidol University, Thailand

Title:

Enhancing internationalisation through collaborative research in PhD programmes: a case study from the Faculty of Pharmacy, Mahidol University

Description

This presentation highlights a key component in the enhanced internationalisation strategy at Faculty of Pharmacy, Mahidol University. Since the initiation of Royal Golden Jubilee PhD scholarships from Thailand Research Fund and the Commission of Higher Education (CHE) in 1998, 90% of the PhD students were allowed to spend 8–18 months at partner laboratories abroad. Participation in international networks of leading universities and the scope to conduct research on international issues help in raising Mahidol's international profile as well as maintaining its scientific and technological competitiveness. All the standard indicators to measure scientific research productivity — the number of publications, citations and the h-index — show impressive growth when comparing performance over the period 2001-2008 and those before the year 2000, suggesting that collaborative PhD research has had beneficial results.

Biography

Dr Opa Vajragupta is Head of the Department of Pharmaceutical Chemistry in the Faculty of Pharmacy and Director of Graduate Studies in Pharmaceutical Chemistry and Phytochemistry at Mahidol University. She holds a PhD in Medicinal Chemistry from Massachusetts College of Pharmacy after completing her BSc in Pharmacy at Mahidol University. She started her teaching career at Faculty of Pharmacy, Mahidol University and was appointed to serve as Assistant Dean in Academic Affairs (1983-87), Associate Dean for Research and Planning (2001-03) and Associate Dean for Finance and Policy (2003-04). Professionally, she was a member of the Board of Directors, Pharmaceutical Association of Thailand under Royal Patronage for two terms (1997-98 and 1982-83), a member of Thai Pharmacopoeia Committee (1987-92) and a member of Narcotic Committee, Thai-FDA (2001-07) and is currently a member in Subcommittee on review and approval for registration of modern medicines (new drugs), Ministry of Public Health.

Guy Perring

British Council

Title:

Making international research partnerships work

Description:

The British Council has been at the forefront of supporting international research partnerships between the UK and South-East Asia through the Prime Minister's Second Initiative (PMI2). More than 80 such partnerships have been funded over the last two years and lessons learnt on the success factors in managing international

research partnerships. Following on from a regional workshop on Sustainable Research Networks, this panel discussion will examine the development of such networks and how to ensure sustainability is built into all the activities of a partnership. The British Council will introduce the topic through its Internationalisation of Research Index which is under development in collaboration with the Economist Intelligence Unit. This will be followed by two case studies from South-East Asia which will give real life examples of making transnational research partnerships work.

Biography:

Guy Perring is Project Manager, Transnational Education for the British Council in Malaysia. This is a regional project examining ways that the British Council can support and promote UK transnational initiatives throughout the region. Starting as a pilot project in Malaysia, this has now been expanded to Singapore, Indonesia, Thailand, Vietnam and Hong Kong. Mr Perring has presented at a number of international and regional conferences both in Europe and SE Asia. Most recently, at the Commonwealth Conference of Educational Ministers in KL, he explored the role of transnational education in developing capacity in the region. He holds a BA (Hons) in American Studies from Manchester University and an MBA from Durham University.

Chan Kok Gan

University of Malaya

Biography:

Dr Chan Kok Gan is Senior Lecturer in the Institute of Biological Sciences at the University of Malaya. In 2007, he was awarded the *JSPS Young Scientist* by the Japan Society for the Promotion of Science. The award was to create a research network in the Asia-Pacific rim organised by *Nature Publishing Group*. In 2009, he was recognised by the International Union of Biochemistry and Molecular Biology as *Young Scientist* at its International Congress in Shanghai. Dr Chan has served as AHTEG member on Risk Assessment (Convention for Biological Diversity). Currently, Dr Chan is collaborating with scientists from UK, Singapore, France and USA. He has been awarded UK and French Government funding for his research at the University of Nottingham (2008-2010) and CNRS Paris (2008-2009). Dr Chan holds a double master's degrees in microbiology and law and received a Commonwealth Scholarship for his PhD on bacterial cell-to-cell communication at the University of Nottingham.

Rosmawati Mohamed

University of Malaya

Title:

Joint PhD programme – a novel enterprise in Malaysian higher education

Description:

The University of Malaya and the University of Sydney agreed to broaden and deepen their scientific and pedagogical relations and cooperation in the interest of contributing to the development of research and higher education by creating a joint PhD programme between a Malaysian University (Home Institution) and an overseas University (Host Institution). This presentation outlines the nature of this collaborative programme and discusses the advantages and challenges of the joint PhD programme, focusing particularly on the programme's attractiveness to postgraduate students with young families.

Biography:

Professor Rosmawati Mohamed is Deputy Dean of Research at the Faculty of Medicine and Director of the Clinical Investigation Centre at the University of Malaya. She sits in the council of the College of Physicians and the Academy of Medicine, Malaysia is a Fellow of the Academy of Medicine Malaysia. In recognition of her leadership skills, she was tasked with chairing the 42nd Malaysia-Singapore Congress of Medicine in 2008 and the International Exposition of Research and Inventions of Institutions of Higher Learning in 2009. Professor Rosmawati is a leading hepatologist and a Past President of the Malaysian Society of Gastroenterology and Hepatology. She is a committee member of the Chronic Hepatitis B Guideline Working Party of the Asian-Pacific Association for the Study of the Liver, the Asia Pacific Working Party on Prevention of Hepatocellular Carcinoma and the APASL Live Data Share and Consensus Development on Acute on Chronic Liver Failure.

Hamzah Abdul-Rahman

University of Malaya

Title:

The role of professional associations in academic programmes: a case study of the Faculty of Built Environment, University of Malaya

Description:

This presentation shares the experience of the Faculty of Built Environment at the University of Malaya in developing and improving academic programmes through partnership with professional bodies. It reports the roles played, by both the professional associations and the university in developing students' professionalism and enhancing academic performance. The review of various involvements with different professional bodies reveals that professional associations have played a key role in enhancing the quality, professionalism and employability of students. The presentation reports the Faculty of Built Environment's experience and outcomes from academic partnerships with professional bodies. Literature in this field indicates and encourages linkages and communication and participation of professional bodies in academic programmes. This confirms the need for continuous partnership between universities and professional associations.

Biography

Professor Hamzah Abdul-Rahman is Dean of the Faculty of the Built Environment at the University of Malaya. He has served as the Deputy Vice-Chancellor (Development and Estate Management) in charge of development policies and projects from 1996 to 2003. He holds a PhD degree for the University of Manchester Institute of Science and Technology (UMIST), an MSc from the University of Florida and BSc (Hons) from Central Missouri State University. His research interests are in quality and project management in construction.

Zulkiflee Abdul-Samad

University of Malaya

Biography:

Dr Zulkiflee Abdul Samad is Lecturer and Head of the Project Management Group in the Faculty of Built Environment at the University of Malaya. He holds a PhD from the University of Cambridge, an MSc in Project Management from the University Science of Malaysia and B(Hons) Quantity Surveying from MARA University of Technology, Malaysia. He is a Chartered Surveyor (UK), a Chartered Builder (UK), a Registered Quantity Surveyor with the Board of Quantity Surveyors Malaysia and a member of the Institution of Surveyors Malaysia. His current research interests include project management and design economics for the built environment.

Surakit Nathisuwa

Mahidol University, Thailand

Title:

Advancement of pharmacy education through international partnership: experiences from 15 years of the US-Thai Pharmacy Consortium

Description:

This presentation provides an overview of the US-Thai Pharmacy Consortium, established in 1990 to promote the development of pharmacy education in Thailand through the support of top US pharmacy schools. Since then, more than 150 young staff from all Thai faculties of pharmacy have been given the opportunity to enrol in professional programmes, graduate programmes and postdoctoral training. Staff and student exchange programmes have been promoted and approximately 240 Thais and 180 US staff have participated in these activities. 15 years later, this international partnership in pharmacy education and practice has changed dramatically. The Thai curriculum has been updated to ensure the development of knowledge and skills needed for patient care. Classical internship have been changed to a hands-on experience in patient care supervised by skilled pharmacists. A recent extension of this collaboration is designed to allow the partnership to continue to expand and evolve.

Biography

Dr Surakit Nathisuwan is Assistant Dean for International Relations and a full-time faculty member of the Faculty of Pharmacy at Mahidol University. He holds a BS in Pharmacy from the Faculty of Pharmacy at Mahidol University and a PhD in Pharmacy from the University of Florida. He completed a Specialized Residency in Pharmacotherapy at the University of Texas Health Science Center at San Antonio and became an American Board Certified Pharmacotherapy Specialist in 2001, joining the faculty of Mahidol University immediately afterwards. He served as Assistant Dean for Academic Affairs during 2006-08. On national and international levels, he serves in various positions for public and private organizations including the Thai Food and Drug Administration, the Association of Hospital Pharmacists (Thailand), the Asia-Pacific Forum on Anticoagulation Therapy, the Asian Conference on Clinical Pharmacy and the US-Thai Pharmacy Schools Consortium.

Bonus Track – QS-APPLE Rankings

Track Chair Ben Sowter

Bonus Session

Ben Sowter

QS-APPLE

Title:

The QS-Times Higher Education World University Rankings – Five Years On

Description:

Since 2004 when the Times Higher Education - 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 describe how QS Rankings have evolved and expanded and look ahead to the key drivers that will influence their next five years.

Biography:

Ben Sowter is Head of the QS Intelligence Unit, the division of QS that operates the Times Higher Education – QS World University Rankings. He has been deeply involved in this project since its inception in 2004 and has spoken on the subject in over 15 countries over the past three years. Ben is based in the UK, has an academic background in computer science. He has lived and worked in India and spent two years after graduation running the UK chapter of the international student charity, AIESEC. He has also personally visited over 50 of the 500+ institutions featured in the Times Higher – QS evaluation.

Richard Yan-Ki Ho

City University of Hong Kong

Title:

What's the use of university rankings?

Description:

Given the increasingly global nature of higher education, there has been considerable debate about the nature and validity of rankings for higher education institutions (HEIs). Most of the research based evidence, presented in favour of one or other viewpoint or ranking system, has concentrated on the validity of the ranking processes or criteria and, with a few exceptions, has largely ignored the question of whether ranking in general is of some benefit in the global HE sector. This presentation begins to address this issue and argues that, whilst ranking systems might not always be objective or fair, they are nonetheless here to stay and (used sensibly) are an excellent way to drive positive changes within institutions that will eventually benefit both students and faculty. Using the World University Rankings published by Times Higher Education and QS Quacquarelli Symonds, and developments in evidencing excellence in learning and teaching at City University of Hong Kong as illustrative examples, it demonstrates the positive institutional changes that can be achieved through both the debate and the institutional analyses which are stimulated by ranking publication.

Biography:

Professor Richard Yan-Ki Ho is Professor of Finance in the Department of Economics and Finance at City University of Hong Kong. He is also currently Provost, following his previous appointment as Special Advisor to the President of City University of Hong Kong. He was also Acting President of City University of Hong Kong from May 2007 to May 2008. He has been Dean of Undergraduate Education, Vice-President for Undergraduate Education and Dean of the Faculty of Business. Outside the university, he has been Vice-President of the Asia Pacific Finance Association, Vice-Chairman of the Hong Kong Policy Research Institute, and a member of the Insider Dealing Tribunal of the Government of Hong Kong, as well as other key bodies in Hong Kong.

Kevin Downing

City University of Hong Kong

Biography

Dr Kevin Downing is Senior Co-ordinator of Academic Planning at City University of Hong Kong. He has taught in the UK, Hong Kong, China, Singapore, Malaysia, Romania, Latvia and France and is a Chartered Psychologist and Chartered Scientist and Associate Fellow of the British Psychological Society. He has a substantial publication record in the fields of psychology and education. He is editor of *International Health*, and a member of the editorial boards of *Educational Studies*, and *The British Journal of Community Justice*. Dr Downing was awarded the City University of Hong Kong Teaching Excellence Award in 2005 for his contribution to the development of “blended learning” with the innovative use of technology. He successfully developed teaching materials and learning environments that promote

active student engagement. He is also the recipient of the prestigious International Award for Innovative Use of Technology in Teaching and Learning conferred in the USA in 2004.

Bonus Track – UK Border Agency

Track Chair Jason Newman

Session 9.1

Bonus Track – UKBA

Hazel Duddy

UK Border Agency

Title

Managing the UK Government’s Migration Agenda: Implementation of Fast and Fair Student Visa Decisions

Description:

This session will present an overview of the UK’s visa policy and the latest developments in the visa operation and service, with a particular focus on the impacts on the education sector. There will also be a briefing on the future of the visa operation and an update on Tier 4 of the Points Based System following its introduction in April 2009.

Biography:

Hazel Duddy is currently on loan to the UK Border Agency from the Foreign and Commonwealth Office (FCO). Ms Duddy is based in London and is responsible for Stakeholder Engagement within the Customers and Communications Programme, International Group (usually known as “UKvisas”). Within the FCO, she has carried out a variety of different jobs, from working with the Royal Households on Royal and State visits (where she received an honour), high profile events management for UK government departments (mainly at Lancaster House and No.10 Downing Street) to promoting health awareness issues to staff.