Conference Programme & Abstracts

Wednesday, 16 November 2011	
16:00	Arrival of participants Hotel pick up to Conference venue (*Safari Park Hotel*)
16:30	**Registration opens at *Safari Park Hotel***
18:00	**Welcome reception** *(Safari Park Hotel)* **Introduction to Kenyatta University** **Olive Mugenda**, *Vice-Chancellor, Kenyatta University , Kenya* **Introduction to Higher Education in Kenya** **Crispus Kiamba**, *Permanent Secretary, Ministry of Higher Education, Science and Technology, Kenya* **Introduction to IAU** **Eva Egron-Polak,** *Secretary-General, International Association of Universities (IAU)*
Thursday, 17 November 2011	
08:00	Hotel pick up to Conference venue (*Safari Park Hotel*)
08:30	Registration at *Safari Park Hotel*
09:30	Brief cultural entertainment *(KU students and staff)*
10:00	**Inaugural Ceremony** **Welcome and Opening** **Olive Mugenda**, *Vice-Chancellor, Kenyatta University, Kenya* **Juan Ramón de la Fuente**, *President, International Association of Universities (IAU)* **Hon. Kalonzo Musyoka,** *Vice-President, Republic of Kenya: Official Opening of the Conference*
10:45	*Health Break*
11:15	**Opening Keynote Addresses** **Equitable access to and success in quality Higher Education: a global imperative** It is hard to dispute the idea that all societies will flourish with a well-educated citizenry. Thus, giving the same chance to be successful in life to all should be the main objective pursued by education systems. In the case of marginalized populations, no matter the reasons for their exclusion or under-representation in the higher education system, specific efforts are required at all levels. This is the global issue where all experiences can be instructive. **Chair: Juan Ramón de la Fuente**, *President, International Association of Universities (IAU)* **Speakers:** • **Jim Applegate,** *Vice President for Program Development, Lumina Foundation for Education, USA* While no simple answers exist to the complex challenge of improving the quality of life the world's people and the health of its nations, increasing access to, and success in, high quality higher

education is a powerful part of the solution to this challenge. Increasingly, divisions between "have" and "have not" people and nations will be driven by differences in the capacity of people to learn what they need to know to participate in a 21st century economy. More and more that level of learning requires postsecondary education. The economist Richard Florida has predicted that we will see a "spikey" world where areas that grow and attract higher concentrations of educated people will see spikes in economic activity and wealth while under-educated areas will decline. Maintaining political stability in the face of growing inequity may be the one of our greatest challenges. Greater equity in educational achievement can ameliorate this problem. Dr. Applegate will present the case for the Lumina Foundation's effort to dramatically increase higher education success in the United States informed by learning from the international community and draw implications for global efforts to raise equity in higher education access and success.

- **Joseph Massaquoi,** *Director, UNESCO Office in Nairobi, Kenya*

- **Kabiru Kinyanjui,** *International Development Consultant and Chairman, Kenya National Examinations Council, Kenya*

13:00	***Lunch*** **Presentation on Kenyatta University's Famine Relief Fund** **Dinah Tumuti,** *Director, Outreach Programmes, Kenyatta University, Kenya*[*]
14:30	**Plenary Session I - Government policies, strategies and programmes** Though many countries have reached a point, in their educational development, where participation rates have reached satisfactory levels quantitatively, the fact remains that more effort must be made to widen access, participation and retention in higher education, ensuring that all enrolled students can enjoy success. What priority is assigned to these concerns? How do governments attempt to reach these objectives? What policy levers have been successful, what could be improved? What are the thorniest obstacles encountered and how can they be overcome? **Chair:** **Piyushi Kotecha**, *Chief Executive Officer*, *Southern African Regional Universities Association (SARUA)* **Speakers:** - **Yang Wei,** *President*, *Zhejiang University, China* **PROMOTING EQUAL ACCESS TO HIGHER EDUCATION IN CHINA: POLICY RESPONSES** This presentation consists of three parts. First, it will look into the inequalities in access to higher education in China. Since the adoption of the massification policy in higher education in China in the late 1990s, access to higher education has been widened dramatically. While this policy has benefited a large number of Chinese students, it has also drawn attention to inequity in higher education admission. These inequities are noticeable particularly between urban and rural areas, between regions and between different social groups. The government's response towards these inequalities will be the focus for the first part. The second aim of this presentation is to examine the quality of education and the strategies to improve it. This will be discussed in line with the quest for world class universities, and also their social responsibilities to help universities in the West of China. Following this, the last part will use Zhejiang University as a case to demonstrate how individual universities improve education quality in practice. By doing so, it will outline a few good practices that may be beneficial to other countries. - **Mary Tupan-Wenno,** *President, European Access Network (EAN)* **AN INCLUSIVE POLICY TO ACHIEVE MORE EQUITY IN HIGHER EDUCATION IS NOT ONLY A MATTER OF *WHAT* YOU DO. IT'S ABOUT *WHY* AND *HOW* POLICY IS DEVELOPED AND IMPLEMENTED.**

---

[*] Conference participants can make a voluntary financial contribution to the KU Famine Relief Fund, managed by the institution and providing assistance to Kenyan and refugee famine victims.

Every day a lot of human beings cross borders in order to find a better life. This image of crossing borders represents the international, cultural and social mobility of many students. National and international mobility changes the student population in higher education. Despite where students come from, they all bring their social and cultural capital to pursue their path in higher education and to live their dream or the dream of their parents. The diversity of students at universities is expanding because of migration, social mobility and internationalisation. What all students have in common is their dream to be successful in life. The difference is that some students have to overcome more barriers than others to enter and succeed in higher education. This presents higher education with opportunities and risks.

The idea that all citizens in society must have the opportunity to realize their full potential by gaining further education is a statement often heard in policy. This however does not guarantee a commitment to a diversity policy and strategy. Diversity policy is often approached from a social justice point of view and is seen as ideological. However there are obvious economic and educational considerations as well as to develop and implement diversity policy to support strategic goals.

ECHO developed a number of initiatives in collaboration with universities, the Government and corporations in the Netherlands by focussing on a culture of excellence instead of maintaining a focus on deficiencies. The aim is to increase participation, attainment and a successful transition to the labour market or to graduate education. The strategy is an on-going process of developing policy and practice driven by a philosophy that fosters inclusion and creates a learning environment where students feel aspired and feel they belong.

- **Fernando Ferreira Costa,** *Rector, Universidade Estadual de Campinas (UNICAMP), Brasil*

Discussion

16:00	***Health break***
16:30	**Plenary Session II - Institutional policies and strategies** Institutions of Higher Education (HEIs) are central actors in the pursuit of equitable access and success. To what extent and why do universities share these goals with governments? How do HEIs interact with governments in the design of policies and strategies in this area? How high on the list of competing priorities are the twin issues of equitable access and success? Why and how do HEIs identify target groups? Are all stakeholders fully engaged in the strategies to widen participation and ensure success? What mechanisms and services have worked well? **Chair: Clifford Nii Boi Tagoe**, *immediate-past Vice-Chancellor, University of Ghana, Ghana* **Speakers:** • **Venansius Baryamureeba,** *Vice-Chancellor, Makerere University, Uganda* Higher education in most of Sub-Saharan Africa was established to produce an appropriate national human resource base that would replace colonial staff in various sectors and propel economic growth. The liberalization of the economy of the 1980s ushered in a paradigm shift from a tertiary system of the elitist few to an education for masses. Although opportunities to access higher education were increased based on means and merit, the resultant decrease in public funding contributed to conditions of austerity that led to disadvantaged groups' exclusion from higher education. The International Association of Universities' Policy on equitable access, success and quality in higher education identifies under-represented groups in higher education on the basis of 'socio-economic status, race, gender, ethnicity, religion, age, disability or location and criminality'. Social inclusion in higher education is about equitable access, social justice and empowerment through increased investment in human capital and skills development. Higher education is a right not a privilege and makes business sense. Therefore, it is imperative that institutional policies and strategies necessary to promote equity and success are established, while ensuring that quality

standards are maintained.

This paper focuses on Sub-Saharan Africa and contextualizes the policy and strategy formulation requirement that would enable having in place appropriate interventions for securing equitable access, social justice and empowerment of marginalized groups in higher education. Such policies would include alternative modes of admission, equity scholarships, loan schemes, distance learning, improved infrastructure, remedial courses, counseling and health services and participatory engagements with all stakeholders. The use of IT as a tool and an enabler in higher education will be explored. It concludes with proposals on higher education competitiveness and collaborations that would position them to effectively respond to national, regional and global opportunities and challenges.

- **Sue Willis**, *Pro Vice-Chancellor, Monash University, Australia*

POLICIES AND STRATEGIES FOR WIDENING ACCESS AND ASSURING SUCCESS IN AN AUSTRALIAN UNIVERSITY

Monash is Australia's largest university with eight campuses and over 63 thousand students. The proportion of our students who come from socioeconomically disadvantaged backgrounds has decreased over recent years with 12.4% of undergraduates drawn from the lowest SES quartile. To reverse this trend, the University Council has set a target of 16% by 2020. Our Strategic Directions document also states that 'the very best [students] should be admitted to Monash irrespective of their means and circumstances'.

These are two expressions of a longstanding commitment to equity and social inclusion, but they can at times appear in conflict with each other. Monash is a 'high demand/high entry level' university with half of its undergraduates drawn from the upper 10% of school achievers. As in many places, school achievement in Australia is socially distributed, with students from more privileged socioeconomic backgrounds generally achieving better school results than those from less advantaged backgrounds. These better school results, however, are not always reflected in later university achievement and conversely the academic potential and readiness of some students to succeed at university is not reflected in their school results. Our aim is to enroll additional students from disadvantaged backgrounds who are as likely to succeed as those currently enrolled, albeit their circumstances may in some cases have masked the extent of their academic capability and in some cases warrant alternative pathways and transitional support.

The paper will be in two parts. Firstly, it will describe the work we do within the university and beyond to achieve our participation targets, and ensure successful outcomes. Secondly, it will describe how we monitor student outcomes both to inform selection processes and pathways and to assure stakeholders in the university community, including students, of the continued quality of our graduates and the respect accorded to a Monash degree.

- **Frits Pannekoek**, *President, Athabasca University, Canada*

Discussion

19:30	**Conference Dinner** (*Safari Park Hotel*)
Friday, 18 November 2011	
08:00	Hotel pick up to Conference venue (*Safari Park Hotel*)
08:30	Registration at *Safari Park Hotel*

09:00	**Plenary Session III** - **Creating an African Higher Education and Research Space (AHERS)**
	It is widely accepted that higher education plays a key role in the economic, scientific, social and human development. Africa, in particular Sub-Saharan Africa, desperately needs a strong higher education sector that can assist in its rapid development. The real challenge for Africa is to be able to develop a higher education sector that reconciles these seemingly contradictory missions – to be locally relevant and globally attractive and competitive. There is strong belief that a strong continental 'space' of higher education and research may be instrumental in making this happen. **Chair: Frederick Gravenir**, *Director, University Advancement, Vice-Chancellor's Office, Kenyatta University, Kenya* **Speaker:** • **Alice Lamptey**, *Coordinator, ADEA-Working Group on Higher Education, Ghana* **ANALYTICAL STUDY TO EXPLORE THE CONCEPT OF AN AFRICAN HIGHER EDUCATION AND RESEARCH SPACE** Strengthening and sustaining the African higher education and research space is a primary goal of the African Union's strategy for harmonization of higher education, as envisaged in its 2006 Plan of Action for the Second Decade of Education for Africa, which aims at strengthening the capacity of higher education institutions through innovative forms of collaboration, improving the quality of higher education and promoting academic mobility across the continent. In preparation for the 2009 UNESCO World Conference on Higher Education (WCHE) a Task Force constituted by UNESCO and ADEA identified several strategic orientations for African higher education. One of these was the creation of an African Higher Education and Research Area. Subsequently, the July 2009 Communiqué of the World Conference, in its section on Higher Education in Africa, also placed emphasis on the need to develop an African Higher Education and Research Area through institutional, national, regional and continental collaboration. Subsequently, ADEA's Working Group on Higher Education (WGHE) decided to explore the concept through an analytical study in order to propose concrete actions for stakeholders. The higher education and research space in Africa, at present, suffers from several challenges including disparate systems inherited from Africa's colonial past, namely Anglophone, Francophone and Lusophone, with some Arab countries in North Africa having their own specific systems. This handicaps the mobility of staff and students among the countries. Several key steps need to be taken for creating an African Higher Education and Research Space (AHERS) some which are identified in the presentation and include: Implementing the Arusha Convention; Harmonization of Degree Structures; Promoting Quality Assurance; Promoting Research and Postgraduate Training through Regional Centres of Excellence; Using Information and Communication Technologies Effectively; Promoting Open and Distance Education and Life-long Learning. *Discussion*

Concurrent Sessions - Series I	
09:30	**A) Outreach and admission to secure equity** This concurrent session will focus on issues pertaining more specifically to the ways institutions seek out and admit marginalised and/or under-represented groups. What outreach services or initiatives have they put in place? Who is responsible for such activities, how are they monitored? How have HEIs sought to improve equity all along their admission process? What are the rationales of such approaches? **Chair: Pornchai Mongkhonvanit**, *President, Siam University, Thailand* **Speakers:** • **Thandwa Mthembu,** *Vice-Chancellor, Central University of Technology, South Africa*

ACCESS AND SUCCESS FOR EQUITY IN HIGHER EDUCATION AND FOR SOCIETAL DEVELOPMENT: THE SOUTH AFRICAN CASE

Access and success involve input, process and output data, and phenomena that such data suggest. This paper does not deal with process data and phenomena, but only the inputs and outputs. However, it ventures into the likely impacts of the level and quality of outputs in societal development. The paper, therefore, surveys some empirical data available on the South African Higher Education Management Information System (HEMIS) and other similar sources. Some of the data relate to pass rates at high school level. Such data are important in understanding what the progression hurdles may be for high school graduates as they seek university enrolment – inputs into universities. In addition to subject combinations, most South African universities use various point score systems to determine who gets admitted and to which programme. And, based on pass rates at high school, the paper examines how the different thresholds of the point score system may facilitate or hinder access to universities.

As stated above, the paper does not attempt to delve into process data and phenomena that enhance success, like foundation or remedial programmes. It is always difficult to determine empirical data that firmly establish cause and effect regarding such programmes. Thus, the paper deliberately skirts around process data and phenomena. It then goes straight to present some output phenomena like pass and graduation rates. Several revelations emerge from this work, including the difficulty of having a sustainable and adequate supply of well qualifying high school graduates. This creates a domino effect across the system right up to university graduation rates and graduate competences and capacity. In turn, the integrity of the whole system may be compromised on various fronts including its ability to produce a critical mass of graduates, at the medium and the highest levels, who could engage in research and innovation and thereby contribute to socio-economic development. When this happens, a country gets into a vicious orbit of under-development, poverty and general social strife

- **Karoline Iber**, *Managing director, Vienna University Children's Office, Austria*

CHILDREN'S UNIVERSITIES: AN INSTRUMENT OF GAINING EQUITY IN HIGHER EDUCATION?

Soon after the first Children's Universities have been launched at the beginning of the 3rd millennium the term Children's Universities became a synonym for science related lectures, workshops or demonstrations for children and young people in Europe. Usually they are held by academic staff and specifically geared towards the needs and prospects of children typically aged from 7 to 14 years.

A Children's University means to encourage children to be curious and to think critically, to communicate the idea of university and research, and to make encounters between children and universities possible. But Children's University also means, to help the university to be more responsive and open. Children's Universities aim to provide access for all children without boundaries, involving and providing benefit for children from disadvantaged groups.

One example is the Vienna Children's University, drawn on 10 years of experience with 7000 participating children and 500 participating researchers every year. Based on this example the opportunities, but also the boundaries of activities of that kind are shown.

Vienna Children's University is embedded in the European Children's Universities Network and part of the European project SiS Catalyst – Children as Change Agents, a large scale project seeking to identify how children can be change agents in the science and Society relationship. Governed by the discussion on European level the possible strategic and political implications will be reflected and a vision for the future – a children's voice - will be injected into the debate.

	• **Muhammad Ayub Siddiqui**, *Bahria University, Pakistan*
	This paper presents the results of a study which measured educational inequality among the Pakistani youths for the period of 1998-2010 in comparison with the other South Asian Economies. It reviews empirical evidence of inequality in Pakistan, compares public expenditures on education as well as several other indicators before setting out a number of recommendations for improving the situation. *Discussion*

09:30	**B) Alternative modes of access to Higher Education**
	Most HEIs, including traditional 'bricks and mortar' institutions, place great store on the potential offered by Distance learning, Open Educational Resources (OERs), E-learning and more generally speaking ICTs to reach a larger number of students and those students who may be more 'unreachable' than others. This concerns, among others, adult learners, students with disability, students in rural areas, working students and students who may have a poorer lever or quality of prior preparation. Technology assisted education can also respond to the lack of infrastructural capacity which is faced by some countries where demand is increasing rapidly. The importance, role and potential benefits of alternative modes of provision of higher education and their impact on access to higher education will be discussed.
	
	Chair: **Isabelle Turmaine**, *Director, Information Centre and Communication Services, International Association of Universities (IAU)*
	
	Speakers:
	  • **Imma Tubella,** *Rector, Universitat Oberta de Catalunya, Spain*
	
	ODL AND OER FACILITATE ACCESS, BUT WHAT ABOUT SUCCESS?
	If education is indeed a universal right it should be accessible to everyone. Open Distance Learning and Open Educational Resources might provide a solution, but what are challenges that they face in fulfilling this goal?
	
	With ICT's ODL has evolved from a simple methodology to a sophisticated tool to educate the masses. The convergence of ODL, ICT's and OER will transform education in general and higher education in particular, providing more flexibility, more openness, and more accessibility. But, again, which challenges and which opportunities do ODL and OER present not only for access but also, and as important, for success? How should ODL and OER be used to ensure success?
	
	In my brief presentation I will propose a rethinking of the concepts of openness, accessibility and success in higher education; I will also analyze the challenges this new kind of educational approach raises, such as the effects of OER produced in the North and consumed in the South, IP issues, and quality assurance and assessment solutions.
	
	  • **Jonathan Mba**, *Coordinator - Mobilizing Regional Capacity Initiative, Association of African Universities (AAU)*
	
	OPEN AND DISTANCE LEARNING: A KEY REQUIREMENT FOR AFRICA'S QUEST FOR SOCIOECONOMIC DEVELOPMENT
	Open and Distance Learning (ODL) is a critical approach to formal education provision. It has progressively evolved from a peripheral concern to an inevitable developmental agenda that policy makers, education providers and employers have to contend with. Rapid developments in ICTs, rising mobility of people, programmes and institutions across borders, and the incessant quest for higher education are among the key push factors for propelling the ODL agenda to high priority. As African governments become more aware of the potential of ODL, it is essential for their educational planning that the opportunities offered by new technologies be realistically examined within the framework of national development plans in general and educational policies in particular. Greater attention should be given by development partners to ODL to meet the educational needs of the

	adult population, with a view to providing new and alternative learning opportunities for those who were initially deprived of them, or who, for one reason or another, did not make use of them. In their efforts to make wider use of distance education to expand access to advanced learning and improve its efficiency, African governments should consider the establishment and development of open university schemes and other higher education programmes making use of distance education. *Co-authored with Olugbemiro Jegede, Secretary-General, AAU* • **Catherine Ngugi**, *Project Director, OER Africa, Kenya* **ALTERNATIVE MODES OF ACCESS TO HIGHER EDUCATION** Catherine Ngugi is the Project Director of Open Educational Resources (OER) Africa, an initiative of *Saide*, the South African Institute for Distance Education. In this presentation, Catherine Ngugi will begin by introducing OER Africa and defining the concept of OER. She will present a background to higher education on the African continent and speak to some of the challenges of education both in Africa and elsewhere. She will then explore how OER might be used to address some of these challenges and link the use of OER to the use of online platforms for teaching and learning. In this way, she will seek to demonstrate how increased investments by institutions of higher education, in teaching and learning, could lead to improved educational outcomes. She will argue that such a positive outcome can only be possible if a new approach to teaching and learning is embedded in institutional policy. Her presentation will be supported by case studies from OER Africa and from UNESCO. Finally, she will suggest that the future of higher education rests on the willingness of higher education institutions to embrace new skills in order to equip themselves to perform their mandate in this increasingly digital era. *Discussion*
09:30	**C) Financing equity in access and success** Financial barriers are cited most often as key obstacles standing in the way of access to Higher Education. In responding to IAU's Call for Papers, several higher education scholars submitted articles on this theme. Three papers selected by the Selection Committee will be presented during this concurrent session, discussing ways of addressing the funding issue when seeking to offer equitable access and services that promote student success. **Chair:** **Stephen Freedman**, *Provost, Fordham University, USA* **Speakers:** • **Loise Gichuhi**, *Lecturer, University of Nairobi, Kenya* The impact of the global financial crises on prospects for achieving equal access in education continues to be a heavy burden for developing countries and its citizens. In the face of increased poverty and vulnerability and with inter-sectored competition for national financing, there is need to rethink alternative methods of bridging the government financial gap especially in the higher education sub- sector. Household financing of education is faced by several challenges especially if the mechanisms include fees from savings, borrowing from commercial banks and relying on friends and relatives for contribution. Education expenditures are major components in consumption of households with children in school. As the government funding reduces in higher education, it affects access especially for the poor. Kenya has experienced enormous growth in education since independence in 1963. The growth is due to several factors that range from historical to economic ones. Yet, this growth has not been matched by adequate funding. The government expenditure in the education sector has been growing but towards recurrent expenditure. In order to successfully meet the social demand for education the government has partnered with several stakeholders. Parents are major stakeholders, but, with several challenges and wishful lists of financial alternatives. This paper looks at alternative higher education financing mechanisms available from a rural poor household context.

- **Handsen Tibugari**, *Lecturer, Women's University in Africa, Zimbabwe*

GOVERNMENT SUPPORT FOR UNIVERSITY EDUCATION: WHICH WAY FOR WOMEN'S UNIVERSITY IN AFRICA?

By targeting to enroll 85% female and 15% male students every year, the Women's University in Africa (WUA) was established with the aim of addressing gender disparity and fostering equity in university education, not only in Zimbabwe, but also in Africa and beyond. In Africa, gender disparities and inequalities in education were mainly caused by poverty and traditional cultural ideologies that confined a woman's role to looking after the family. In addition to pre-independence government policies that denied equal opportunities and access to education, decades of armed struggles forced people to stay in refugee and detention camps, or to actively participate in the wars as armed fighters and informers at the expense of going to school to get educated. Little revenue diversification causes state universities to heavily rely on government for a large part of their incomes, while private universities, which do not receive educational grants from government rely heavily on students' fees. A large proportion of the mature women and men who enrol at Women's University in Africa are economically disadvantaged. To make university education affordable, WUA, which is a not-for-profit university, is the most affordable private university in Zimbabwe. Undergraduate students pay US$700 per semester, which is comparable to US$400 to US$700 charged by state universities. Students' fees, which are the major source of income for WUA, constitute about 95% of the university's revenue per annum. Excessive reliance on students' fee income poses risks to the university's financial sustainability. This paper examines some of the challenges associated with reliance on traditional sources of revenue and suggests solutions that WUA and the Zimbabwean government can employ to support university education.

- **Nicholas Beyts**, *Visiting Fellow at Cass Business School, City University London, United-Kingdom*

NEW ROOMS FOR OLD? OR CREATING FINANCE TO BUILD THE UNIVERSITY EXPERIENCE.

Can a university use a Public Private Partnership (PPP) to acquire the use of residential accommodation which offers it the prospect of a sustainable advantage as a provider of equitable access and success in higher education?

Governments in different parts of the world have used Public Private Partnerships (PPP) based on the four principles of the Private Finance Initiative (PFI) in order to provide public service infrastructure, including student accommodation. The paper describes the four principles of PFI and the controversy surrounding the use of PPP in property transactions. The paper further describes how a university can use PPP to acquire residential accommodation to form part of its strategy to be a provider of equitable access and success in higher education.

Universities have a captive revenue stream arising from rent that their students pay for accommodation to private landlords, commercial landlords and to the university itself. A university may be unable to capitalise the revenue stream on its own because it would be inconsistent with its risks/reward policy or it is prohibited from doing so by a higher authority. But, the university may be permitted to form a partnership with a private sector company which will Design, Build, Finance and Operate (DBFO) the accommodation for the university for over a long period of time, for example, twenty-five years. At the end of the period, the assets of the partnership are divided between the university and its partner on a pre-agreed arrangement or the partnership is renewed.

The paper describes how a reputable university, whether it is rich or poor, may use PPP to acquire the use of purpose-built residential accommodation for students or staff without it either incurring debt on its balance sheet or recruiting significantly more staff. The paper then explores some options open to a university to use the accommodation to increase access by national and foreign students, notably students with scarce financial resources, for the purpose of teaching or research.

The paper proposes the area for further research because the area may provide profitable business as well as widen access to higher education and improve the student experience of a university for the benefit of its stakeholders.

	Discussion
11:00	*Health Break*

Concurrent Sessions - Series II

11:30	**A) Academic and social support services** The weight of responsibility to ensure that students participate and progress successfully towards graduation rests almost exclusively with the HEIs. For that reason, measures and services in place to accompany the learners once they are admitted are of critical importance. How are academic and social support services developed in an institution? Who is responsible for their implementation? How is their effectiveness tested and monitored? What are the major challenges and how do they differ according to different target groups of learners? What impact can be observed on retention? Are there mechanisms to share the experiences? **Chair: Hilligje van't Land**, *Director, Membership and Programme Development, International Association of Universities (IAU)* **Speakers:** • **Michael Wainaina,** *Associate Dean, Graduate school, Kenyatta University, Kenya* **HEMORRHAGING BRAINS: IMPLICATIONS OF MASSIFICATION AND CHANGING LEARNER MOTIVATIONS TO RETENTION OF INTELLECTUAL TALENT IN HEIS.** Over the last decade, demand for higher education has been rising and Universities have responded by increasing access by, among other things, diversifying continuing education to accommodate mature students leading to the phenomenon referred to as massification. Massification has several implications on retention. Retention can be defined in several ways but in this paper, I will be defining it in two ways. First there is retention defined as successful completion rates for students admitted to the University. The second one and one that I will be particularly interested in for the purposes of this presentation is retention defined as identification and development of intellectual talent to meet the future intellectual needs of the University and of society at large in a highly competitive and globalized knowledge economy. That students continue seeking University admission is proof that Universities are, for the time being, meeting the intellectual needs of those seeking higher education. However, it is not clear how the Universities are addressing the challenges of massification in specific regard to meeting their own needs for intellectual capital. The Universities' mandate of producing and disseminating knowledge demands that they continually attract and retain the best brains across generations. Dr Wainana will argue that with massification, the process of identification and retention of those brains cannot be *ad hoc*. Without structured academic and social support services, increased access and changing learner motivations is making Universities hemorrhage brains – loose the best brains and intellectual talent needed for the Universities to meet its central mandate of knowledge creation. Without concomitant academic and social support services to retain these brains in the University, he will argue that in the long term Universities will suffer from intellectual anemia – a dearth of the intellectual capital required to meet the future complex needs of the knowledge economy. • **Linda Dzama Forde**, *Senior Lecturer and Counselor, University of Cape Coast, Ghana* **ACADEMIC AND SOCIAL SUPPORT SERVICES FOR IMPROVED RETENTION in HE** World-wide, a key performance indicator in university quality assurance processes is the retention of students in HE especially those from minority backgrounds. In many African countries, culture and tradition foster differential treatments of boys and girls which hamper girls' opportunities to express themselves, participate in class and complete their programmes of study at all levels of education. Other major impediments to girls' access to and retention in schools are pregnancy and sexual harassment. Additionally, circumstances of poverty,

disability and age contribute to the subjugation of the desire of many to overcome the barriers to completing their education.

The presentation draws qualitative and quantitative data from the ESRC/DFID funded Research Project on Widening Participation in Higher Education in Ghana and Tanzania to show that withdrawal from HE is the result of a process that involves a complex combination of inter-related factors rather than a single event. Actions necessary to improve retention of minority groups in HE are multifaceted and may vary for each country. Dr Forde suggests strongly that a variety of academic and social support services should be effectively engaged to positively impact on students' decisions to successfully complete their studies. It is important to pay attention to the heterogeneity of minority groups in HE and show sensitivity and responsiveness to their diverse learning needs. Training programmes for staff to develop evidence-informed pedagogic approaches that take cognizance of the lived experiences of at-risk groups is vital. Lastly, stricter codes of ethical and professional conduct, academic parenting, tutorial and counseling sessions as well as financial assistance are also recommended

- **Christina Lloyd**, *Director, Teaching and Learner Support, The Open University, United Kingdom*

HOW TO AVOID THE 'REVOLVING DOOR'

The principles of *access* and *success* underpin the content of this international conference. Strategies for increasing overall participation and particularly widening and deepening the participation of underrepresented groups will be aired and debated. But how do institutions avoid the revolving door – bringing students into the institution and promptly losing them?

Access students at the Open University, UK, where an open entry policy operates, tend to lack confidence and/or relevant resources (financial and social) to support them in their studies and retain them on course. This presentation will explore how learner advisory services can effectively contribute to the development of learners and ultimately support their retention and progression. The presentation will describe how the needs of learners at different stages of their learning journey were identified and how the outcomes of this work led to the creation of a *Learner Support Framework.* The Framework of key activities which support student success embeds service standards, quality assurance and enhancement elements.

The principles of the OU, UK approach can be applied generally by institutions to gain a better understanding of students' learning journeys, and to develop student support strategies thus avoiding the 'revolving door'.

Discussion

11:30	**B) Institutional goal setting, monitoring and evaluation of equity in access and success** Considering that teaching and curricular innovation are of great importance in all efforts to enhance retention and progression of students, it is important to learn more about the ways institutions address this challenge by either recognizing efforts undertaken and/or by offering incentives to encourage faculty members and others to focus on these issues. How are curricular innovation and support services assessed (if they are)? How is or should their impact on retention/success rates of students from under-represented groups be measured? The papers presented in this session were selected following an international call for papers. **Chair:** **Antonio Marques**, *Vice-Rector, University of Porto, Portugal* **Speakers:** - **Asha Gupta**, *Director, Directorate of Hindi Medium Implementation, University of Delhi, India* **FROM ACCESS AND EQUITY TO SUCCESS AND QUALITY: THE ROLE OF NAAC IN INDIA** With the liberalization of economy in 1991, we find a surge in the demand for higher education and vocational skills in multi-lingual, multi-cultural and multi-religious Indian society. Whereas during the first four decades of India's independence, education played a pivotal role in nation-building, the

economic growth and technological development during the last 20 years has led to an escalation in the consumption of higher education and professional skills. With massification of higher education in knowledge-based, technology-driven and highly integrated modern economies, we find a shift in paradigm in terms of more focus on output, performance and relevance than on inputs, equity or access.

Though India has a longstanding tradition of equity through reservation, judicial interventions and legal framework, it has yet to go a long way to translate 'access into success' and 'equity into quality'. Only in 1994, the UGC established the National Assessment and Accreditation Council (NAAC) to stimulate academic environment and quality of teaching and research in India. The very concept of quality covered the issues of equity, access and social justice as far as the NAAC was concerned. It was committed to 'quality with equity' in all higher education institutions in India, including in the for-profit private sector.

So far equity and quality have been viewed as equal but separate strands in terms of policy targets and implementation mechanisms worldwide. Only recently attempts are being made vigorously to bring equity and quality on a common platform. For instance, while assessing and accrediting the quality of an institution, the NAAC has also started focusing on several equity related issues, such as, access to students from socially and economically less developed categories; recruitment of faculty from disadvantaged sections of society; support provided to weaker sections of students in terms of remedial coaching and financial assistance; access and support to differently-abled students and gender sensitivity.

My paper focuses on how the NAAC reflects equity (including main mechanisms for quality assessment) and highlights the impact of the NAAC on promoting equity in terms of institutional policies and practices. The NAAC has indeed played a pioneer role in evolving gender-sensitive and disabled-friendly quality indicators in India as it believes in making and sustaining quality as a continuous, holistic and participatory process. An attempt is also made to highlight the limitations faced by the NAAC in ensuring both equity and quality. The methodology adopted is analytical, conceptual and empirical.

- **Marcelo Knobel**, *Professor, University of Campinas (UNICAMP), Brazil*

ProFIS, A NEW PARADIGM FOR HIGHER EDUCATION IN BRAZIL
Public universities and other institutions represent nowadays a relatively small group in the Brazilian higher education context, in terms of undergraduate enrollment. Approximately 77% of the enrollments in higher education programs in Brazil are linked to private institutions (and 2/3 of that in for-profit institutions), many of them of questionable quality. The limited growth of public institutions may be explained by two factors: their high cost, due to their role in graduate education and research costs, which includes the relatively high salaries paid to faculty members, and an extremely competitive admission system, called "vestibular". To give an idea of this competitiveness, in 2011, the "vestibular" held at the University of Campinas (Unicamp), one of the most important public research universities of Brazil, had approximately 57 thousand candidates for a little more than 3.3 thousand admission offers, which means that only 6% of the applicants were admitted. Public institutions are financed through federal or state government funds and charges of any kind are forbidden by the Constitution. This high selectivity has a positive effect: the public system student body has high academic performance; on the other side, they tend to come from the upper strata of the social ladder, with very few coming from poorer families or from minority groups, like afrodescendent Brazilians.

The ProFIS (a Portuguese acronym for Interdisciplinary Higher Education Program) is a 2-year undergraduate program established in 2011 at Unicamp. The program was created for the purpose of increasing the access of low-income and minority students to the university in an innovative general education program. After concluding this general education program the student is automatically admitted to a 4 or 5-year conventional undergraduate program at Unicamp.

We will briefly describe the ProFIS, its curriculum and admission process, and discuss the impact of the new program on the profile of the university undergraduate population. We present several statistical data that reveals that the equity promotion aims were fully achieved by the program, with

	a significant increase on minority, race, low-income and first-generation students if compared with the usual university admission process. *Discussion*
11:30	**C) Key actors for equity in access and success: role of faculty, staff, students and the private sector** Working on improving equitable access and success in HE implies a shared commitment as well as a shared understanding of the issues among the various stakeholders. Institutional policy without well-prepared and positively disposed faculty members or administrators will not be fruitful. How can institutions ensure that faculty members, staff and students are on the same page concerning widening participation and working to improve retention? What role can and should the private sector play? What training may be required to provide various actors with the needed tools to work with diverse student groups? **Chair:** **Norbert Kis**, *Former Vice-Rector, Corvinus University of Budapest, Hungary* **Speakers:** • **Bob Whishitemi**, *Deputy Vice Chancellor for Research and Extension, Moi University, Kenya* **THE ROLE OF THE UNIVERSITY/ FACULTY AND STAFF IN PROVIDING ACADEMIC AND SOCIAL SUPPORT TO STUDENTS HAVING DIFFICULTIES** In this session the role of the university and its faculty or staff in providing academic and social support to students will be discussed. The discussion will mainly be based on the African context especially highlighting the difficulties that students face in their institutions. The impacts of these factors on the learners will also be discussed. Insights will be drawn from some innovative responses universities are making to respond to these needs by disadvantaged students and the impacts they are having on the learners and the learning environment. More precisely, some insights from Moi university, Kenya will be used for illustration. • **Emmanuel Kyagaba,** *Dean of Student, Mbarara University of Science and Technology Uganda & Regional Coordinator for Africa, International Association of Student Affairs and Services (IASAS)* Attaining higher education in today's world is regarded as a pre-requisite to success in ones' life. Social justice and economic prosperity drive the urgent need for equitable access to higher education for students especially those from low socio-economic backgrounds. The under-representation of students from a low socio-economic background in higher education has been the subject of much attention and it is clear that under-representation arises from factors other than ability. Other under-represented groups in higher education include, but are not limited to people with disability, people from rural or isolated areas, indigenous people, and women in some socio-cultural constructs. Following the implementation of universal primary (UPE) and secondary education (USE) in many countries now, an increase in the demand for higher education is inevitable. This paper will discuss key stakeholder engagement in the higher education at policy and implementation level, namely; the roles of national bodies governing higher education, institutional governing bodies/councils, senates and other academic boards, faculty, management and other staff, students and sponsors, and the private sector. • **Gregory Roberts,** *Executive Director, ACPA - College Student Educators International, USA* The success of students in the collegiate/university environment is enhanced by a coordinated approach to student learning. This coordinated approach includes teaching faculty, academic

	administration and student affairs/services professionals on each campus working with the specific populations admitted to that University. In the USA and through the work of student affairs/service organizations throughout the world (ACPA, IASAS, for example), there is a very structured and deliberate approach to student success. The panelist will share structures that have proven successful in the USA, with specific emphasis on the "key actors". The success is based on the findings and strategies one might find on specific local campuses, using institutional research data. Also, ACPA was a part of a Kellogg grant to assist several South African higher education institutions with a retention study several years ago. This study centered on using existing South African institutional data from admissions and registration to paint a portrait of students who leave prematurely vs. those who stay and point to things that could be remedied through services and programs. The themes from this research will be shared as a point of reference for possible creation of localized research and action steps. Critical to the equity in access and success is to consider the student learning environment and the implications for the creation of strategies for retention. There is no substitute for data from the existing environment to inform the university community and to connect these strategies for retention directly to the academic mission of the institution. "Key Actors" are critical partners in achieving the overall mission of the institution. *Discussion*
13:00	*Lunch break* **IAU welcomes New Members!**
14:30	**Round table discussion** **Competitiveness (individual, institutional, national and international) and impact on equitable access and success in quality higher education** Too often higher education discourse opposes the concepts of 'equitable access' and 'quality' as if the two cannot co-exist in the policy priorities of one and the same higher education institution. The central role that universities are expected to play in the pursuit of national economic competitiveness along with global league tables and rankings serve to drive the agenda towards greater selectivity in the name of excellence. Furthermore, as reputation (of institutions and thus of credentials) also dictate the marketability of one's diplomas, individual competitiveness in the labour market is set on parallel tracks. How do these very strong drivers, accompanied by funding policies that seek to hoist institutions to the top of the league tables impact on institutional access and retention policies? How can quality be maintained even when the doors are opened to accept learners from traditionally under-represented groups? What drivers or levers can be used to tip the balance towards an agenda where equity and inclusion are valued? **Chair:** Abdul Razak Dzulkifli**, *Vice-Chancellor, Albukhary International University and former Vice-Chancellor, University Sains Malaysia, Malaysia* **Panelists:** • **Is-haq Oloyede,** *Vice-Chancellor, University of Ilorin, Nigeria* • **Molly Corbett Broad**, *President, American Council on Education (ACE), USA* • **Jose Ferreira Gomes,** *Professor and Head of Department of Chemistry, Faculty of Sciences, University of Porto, Portugal* • **Olufemi Lawson,** *Secretary-General, All-Africa Students Union (AASU), Ghana** *Discussion*
16:00	*Health Break*
16:30	**Closing Plenary - Current and future strategies** What did we hear, what did we learn and where do we go from here? A few closing remarks by the IAU Secretary-General will outline, most particularly, the direction of future IAU activities in the area of promoting equitable access and success.

	Chair: **Manuel J. Fernós**, *President, Inter American University of Puerto Rico, United States of America & host of the 14th IAU General Conference (2012)* **Eva Egron-Polak,** *Secretary- General, International Association of Universities (IAU)* **Official Closing of the Conference** **Hon. Prof. Margaret Kamar**,*Minister, Minister for Higher Education, Science and Technology, Kenya* * **Vote of thanks: Olive Mugenda,** *Vice Chancellor, Kenyatta University, Kenya*
Evening	**Cultural Evening (KU & Alumni, guest countries, Kayamba Africa)** *At Kenyatta University Campus*