

INTERNATIONAL CENTRE FOR HIGHER EDUCATION MANAGEMENT

The Future of Higher Education: Competition, Collaboration and the Global Good

Higher Education Innovation for Global Wellbeing

19th and 20th JUNE 2023

SCHOOL OF MANAGEMENT BUILDING (10East)

Abstracts



09:00 – 09:30	Conference Registration and Refreshments
09:30 – 10:00	WELCOME IAN WHITE , Professor, President and Vice Chancellor, University of Bath
10:00 – 10:45	KEYNOTE 1 – 0.17



ARNOUD DE MEYER, Professor, Previous President, Singapore Management University
Building excellence in higher education: Singapore’s experience

Over the last 30 years Singapore has created a system of higher education with six government supported universities that is recognised to be a successful system. While in 1990 there was only one relatively small regional university, Singapore now has two comprehensive research universities, two specialised research universities and two applied universities, which are internationally recognised to be of high standards.

How has Singapore built this successful system of higher education? In this keynote, Professor Arnoud De Meyer sketches the history of the last thirty years before analysing major drivers for success, including the alignment of the higher education system with the needs and preferences of the country and its citizens; significant investment in research; the successful implementation of the concept of autonomous universities as a governance principle which allowed flexibility in implementation; and rapid and adaptive learning from overseas partners. The keynote also assesses the changing relationship between academic faculty and university leadership and how to foster greater academic engagement. The keynote concludes by looking to the future and suggesting changes which may have relevance beyond Singapore, e.g. the evolution towards technology-based education, the growing role of universities in continuing education and the need to improve the flow of research results into innovative commercial applications.

Arnoud De Meyer is a global academic leader with more than 35 years of experience in international academic institutions in Europe and Asia. Until December 2018, he served as President of Singapore Management University (SMU). Before joining SMU, Arnoud De Meyer was from 2006 until 2010 Director (Dean) of the Judge Business School at the University of Cambridge (United Kingdom). From 1983 until 2006, he was a faculty member at INSEAD and assumed between 1990 and 2006 several management positions, among others as founding dean of INSEAD’s Asia campus in Singapore. Arnoud De Meyer served as an independent director of several companies and non-profit organisations in Belgium, France, Singapore and Australia. He currently chairs the Temasek sponsored “Stewardship Asia Centre” (Singapore). He is an internationally recognised researcher in the areas of R&D and Innovation Management, Manufacturing Strategy and International Management. He published more than 100 academic articles and 12 books, most recently “Ecosystem Edge: Sustaining Competitiveness in the Face of Disruption” and “Building Excellence in Higher Education: Singapore’s Experience”.

11:00 – 13:00	<p data-bbox="378 107 665 138">PARALLEL SESSIONS</p> <p data-bbox="207 201 1409 233" style="text-align: center;">19th June, 11:00 – 13:00 - Session 1 – Room 0.08 - Internationalisation and Globalisation</p> <p data-bbox="102 260 969 291">CAROLINE BAYLON, Dr, University of Bristol, Director International</p> <p data-bbox="102 306 977 338">International Pathway Partnerships – Unintended consequences</p> <p data-bbox="102 352 1523 1045">At a time where competition for International Students attraction is intensifying in the UK, many Universities are now partnering with International Pathway Providers to help them meet their financial objectives. This session presents the results of a cross sectional study of Russell Group Institutions engaged with International Pathway Providers and seeks to identify the role played by middle managers in influencing the development and implementation of such partnerships, and the unintended consequences resulting from the development of the partnerships. This session will aim to outline: (1) what types of unintended consequences of partnerships with International Pathway Providers exist within the Russell Group, (2) what causes them, (3) who they affect, (4) and whether they contribute to reshaping the originally pursued strategy and goals. These factors taken together will build an overview of current developments in International Pathway Partnerships at Russel Group Universities and improve institutions’ ability to identify, anticipate, benefit from, mitigate and possibly avoid negative unintended consequences within this specific context. In the Higher Education sector, the implementation of such partnerships is often considered to be art rather than a science and research is therefore needed to support the ongoing identification of unintended consequences of International Pathway Partnerships in HEIs, and the situations in which they are most likely to occur. Disseminating best practices in optimal operational strategy design and implementation will also be an important component of this session. This will contribute to enabling Higher Education institutions , and in particular research-intensive universities, to be better prepared and mindful of the possible consequences of developing and implementing International Pathway Partnerships</p> <p data-bbox="102 1060 922 1092">VICKY LEWIS, Dr, Vicky Lewis Consulting, Founder and Director</p> <p data-bbox="102 1106 1445 1138">The changing face of UK HEI international strategies: Where are we now and what’s coming next?</p> <p data-bbox="102 1161 1523 1350">This paper investigates the changing face of UK HEI international strategies. It draws on research conducted in the UK and published in April 2021 in my report UK Universities’ Global Engagement Strategies: Time for a rethink?. This research involved a review of 134 UK HEI strategic plans and 26 internationalisation strategies, interviews with 12 senior sector stakeholders and insights from recent webinars, virtual conferences and publications.</p> <p data-bbox="102 1413 1477 1602">The paper explores the global dimension within UK university strategic plans and highlights changes in emphasis over time. In the rhetoric, there has been a notable shift from narrow, more commercially driven attitudes towards international engagement towards a broader, more outward-facing perspective linked to making a positive global contribution. However, the metrics used to measure international success have changed little and still revolve mainly around building institutional profile.</p> <p data-bbox="102 1665 1523 1927">Two years of a global pandemic have given us a valuable opportunity to consider what global engagement should look like for UK universities in the coming years. Context has changed in a number of ways. What are the key themes that are likely to feature within the next generation of strategies? How can institutions achieve better alignment between the noble words in their strategy documents and the reality of their day-to-day practice? What are the key questions that leaders should be asking themselves (and their key stakeholders) when seeking to develop a new global engagement strategy that is distinctive and reflects their institution’s mission and values?</p>
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RICCARDO DE VITA, Professor, University of Greenwich, Head of School - Business, Operations and Strategy

The globalisation of higher education: An analysis of the international branch campuses phenomenon

The opening of International Branch Campuses (IBC) abroad is one of the most recent traits of an internationalised higher education (HE) sector. The growth of IBCs worldwide stimulated a vibrant debate involving academics, politicians and HE managers, often with conflicting views. While some argue IBCs are a way to improve access to education and can be promoters of social justice, others see them as a form of exploitation and cultural imperialism. From an empirical point of view, IBCs connect different regions in complex global relational networks; the distribution of IBCs, however, is geographical uneven and influenced by historical and contextual factors. For all these reasons, recent reviews called for further studies capable to link micro and macro levels of analysis and to identify exciting research gaps in this domain.

An original dataset consisting of almost 300 IBCs is analysed using Social Network Analysis (SNA). The evolution of the global networks linking different countries is visualised and commented through a specific set of network indicators. Structural properties of the network (e.g. its tendency to evolve towards core-periphery configurations) are discussed together with actor level (e.g. centrality) metrics. An exploratory approach is employed at this stage of the research and interpretation is rooted in fundamental theories from sociology and international business. The paper provides contribution to knowledge in the field of IBCs studies and the broader domain of internalisation of HE. Furthermore, results from the study have the potential to inform managerial and political decision making.

NIGEL HEALEY, Prof, Limerick, IE, Vice President Global and Community Engagement

Reinventing international higher education for a socially just, sustainable world

Post-pandemic, there is a growing recognition that higher education needs to take a more proactive role in addressing the Sustainable Development Goals. This has profound implications for international higher education. For universities in countries like Australia, New Zealand and the UK, internationalisation – widely seen as synonymous with export education – has been a commercial and exploitative activity, but the resulting revenues have underpinned a successful business model. Recruiting children of wealthy elites in developing countries and charging them high tuition fees allows universities to invest in research and facilities and to drive themselves up in global rankings. But recruiting international students from the Global South comes at a heavy environmental cost in terms of the carbon footprint and perpetuates structural inequality. This presentation explores possible solutions to moving beyond the current business model and adopting an internationalisation strategy that prioritises social justice and environmental sustainability.

19th June, 11:00 – 13:00 Session 2 – Room 0.09 - Accountability and Quality Assurance

MARINE CONDETTE, MA, AACSB, Senior Accreditation Manager

Governance in a complex higher education sector: The case of quality assurance in ecclesiastical higher education

Ecclesiastical higher education institutions belong to the Holy See and are subject to quality assurance by a dedicated agency, AVEPRO. This agency exists since 2007 as part of the Holy See's commitment to the Bologna process, but it is only since 2018 that it has an international, mandatory mandate. The scope and nature of this quality assurance system is unique: it is based on the European Standards and Guidelines (ESG) but extends across the European border, it has a sectoral scope and impacts institutions of all sizes and religious orders, among which some have little experience with quality assurance. The Pope declared that AVEPRO's review is compulsory, yet there is no consequence if the review is 'negative' (i.e. a 'lex imperfecta'), and another organization, the Congregation for Catholic Education, is in charge of accrediting the programs offered by these institutions. In light of the specific nature and scope of the higher education system of the Holy See, how does AVEPRO intend to ensure institutional buy-in and compliance with its quality assurance policy? Through discourse analysis, and the exploration of metadiscourse patterns in particular, I aim to reveal

the persuasive language used in AVEPRO's quality assurance policy, and make the argument that, in the absence of coercive authority on ecclesiastical institutions, the Agency is using persuasion in the texts as a governance tool to execute its mandate.

CHARLES LARKIN, Dr, IPR, Bath/TU Dublin, Director of Research/Chairman of the Governing Body

Designing for accountability: Transforming the governing bodies of Ireland's Tertiary Sector

In November 2022 the Irish government enacted the Higher Education Authority Act 2022, systematically revising the governance structures of all Irish higher education institutions (HEIs). The object was to ensure better accountability and oversight of HEIs and the appropriate use of public funds and alignment to government policy while maintaining institutional autonomy and academic freedom. In this paper I look at the impact of this legislation on the governance of the Technological Universities and the challenges of transitioning from older passive models to a more active approach where chief executives are directly evaluated by their governing bodies.

ANDREW MADODA MAKOLA, University of Mpumalanga, Director: Academic Planning & Quality Assurance

Integration of planning and resource allocation with quality management: A case of South African higher education institutions

Higher Education Institutions (HEIs) are gradually developing quality management systems as mechanisms through which they intend to build capacity to produce graduates with capabilities and competencies that respond to societal transformation imperatives. The successful implementation of the quality management system is largely dependent on the integration of mechanisms for quality assurance and enhancement with planning and resource allocation at all relevant operational levels of the institution.

As quality management is an approach aimed at surfacing, illuminating and preventing quality problems, its information is to feed into all the institutional planning processes for continuous improvement purposes. It is, however, not possible for an institution to strive for and achieve continuous improvement if activities towards the implementation of the plans are not adequately resourced. Planning and resource allocation activities are intended to support the institution's achievement of its mission and goals. Therefore, resource allocation constitutes an integral part of planning and quality management.

Flowing from the institution's vision, mission, goals and priorities are institutional strategic plans that form bases for all other institutional plans at tactical and operational levels. Viewed from the quality management and systems thinking approaches, the implementation of these plans should be continually monitored and evaluated. This is done in an endeavour to detect deficiencies and identify gaps so as to support necessary changes and initiatives for quality enhancement and the attainment of institutional goals. Therefore, it is imperative to establish whether does planning in HEIs ensure adequate resource allocation for the development, implementation, review and improvement of quality and quality management mechanisms in all institutional activities.

YOGESH BHALERAO, Dr, University of East Anglia, Norwich, Senior Accreditation Manager

Transition from affiliated to autonomous status of the engineering colleges in India: Challenges and opportunities

Higher education system in India is quite complex with a major role of affiliating colleges. This affiliating colleges are working in a command and control type of environment and hence not having any type of autonomy in their day-to-day functioning. Globalization and isomorphism brought new challenges, threats

and opportunities in front of Indian HEIs. The inability for the affiliated HEIs to respond to these challenges made many HEIs in India quite traditional and most of the curriculum they teach is outdated or theoretical. Granting autonomy to the deserving HEIs in India was debated for more than 50 years and the trend of granting autonomy to the quality institutes in India is increasing in the last 5 years. This has brought new opportunities to the stakeholders of autonomous institutions to think out of the box, opportunities for global exposure and collaborations. Autonomous institutes are taking the complete benefit of their autonomy and doing some splendid work in increasing their academic standards. Some autonomous institutions are using their autonomy just for mimicking other successful institutions without really understanding or using their own potential. In such a scenario, it is observed that isomorphic pressures are becoming limiting factors for these HEIs for using their autonomy to the fullest. Positive and negative effects are observed on the higher education in India because of the interaction between globalization, isomorphism and autonomy and further research will help to understand its detail implications on various stakeholders. A long-term commitment and consistent efforts by all stakeholders including government, private and public institutions will be required to enable Indian education to achieve its well-deserved highest reputation by creating impact of academic excellence and exceptional contributions of research and innovation in the coming decades.

19th June, 11:00 – 13:00 Session 3 – Room 0.11 - Organisation, Leadership, and Management

LINDA EVANS, Professor, University of Manchester, Professor of Education; Associate Dean for Academic and Research Staff Development

Questioning assumptions about leadership: A new mindset for talking and thinking about HE leadership

The terms 'leadership', 'academic leadership' and 'research leadership' are often bandied around, but without much attention paid to what they mean. Too often 'leadership' is 'personified' (Evans, 2018); that is, it is equated or conflated with the person of the manager or head. As Alvesson and Blom (202:7) complain, leadership 'may mean what top managers do, what all managers do, what managers and leaders do, what those that are not managers but leaders do, what all do (influencing) and what (some) groups do. It may be about influencing, instructing, inspiring, meanings, attitudes, behaviours, results etc. It may be leader-driven, follower-driven, combined, group-based, a style, a relationship, an act, a framework, an espoused belief, a set of beliefs enacted, a fantasy, an identity support mechanism or a language game. It may be about having followers, or not having followers, as all are involved in the social leadership process.' Through the lens of what has been called 'the new wave of critical leadership studies' (Kelly, 2014: 907), which concerns itself with epistemology, concepts and conceptual frameworks, and methods and methodologies, this provocative paper will present a radical perspective on the concept of leadership, even questioning if leadership exists or if it is, as some critical scholars argue 'a social fiction' – a myth that we have reified (Evans, 2022). The paper will examine the implications of such leadership-scepticism for higher education management and institutional organisation – and their future.

FARSHID SHAMS, Dr, York University, Canada, Associate Professor

Coping with academic capitalism in Canadian public universities: Reconstructing contradictory institutional logics through identity work

Academic capitalism refers to an ideological reform in the higher education sector which has brought about a culture of audit and surveillance that gives precedence to corporate values and thus undermines traditional principles of academic work that revolve around self-regulation and professional autonomy. After a few decades, there are still two sets of contradictory claims encroaching upon the identities of academics: to be the managers of their profession or to be professionals managed by their organisations. In a long-standing hybrid setting as such where introducing change to the macro-level institutional logics does not seem to be a viable option, in order to minimise the tension between the competing managerial and professional logics, academics get engaged in 'identity work' to reproduce them in their local practice domains. To better

understand the dynamics of resolution between these co-existing yet contradictory logics, I studied the everyday practices of academics in ten Canadian universities. My investigation of the routine work of fifty-one full-time academics revealed that they interpret the institutional contradictions between these logics as threats to their identities and mitigate them by undertaking a set of discursive strategies so as to continually author legitimate selves. By discussing these mitigation strategies, I illustrate how academics cope with the hybridity in their everyday practices.

MICHELANGELA VERARDI, University of Pavia and Accademia del Lusso, HR Legal Manager (Pavia) / Adjunct Professor

University identity: Statutes and architectures

This research investigates the role of statutes and architectures in shaping universities' organisational identity (OI). Isomorphic processes challenge the autonomy of institutions and academic communities. Distinctive identity traits become crucial to strengthen the ranks of a quantitatively growing and qualitatively evolving community. Current OI literature reflects a growing interest in organisational dynamics and is extensive and well-established; the literature on university identity is relatively new in higher education research. This work focuses on a sample of two Italian private universities, an urban Catholic university and a rural gastronomic sciences university. The research's method combines interviews with governance, faculty members, managers, students, and stakeholders and visual prompts (buildings' pictures and places' maps).

As informed by Baudrillard's work on simulation and simulacra, the organisational identity dynamics theories literature and higher education studies literature were combined, highlighting the statutes and architecture's role interplayed between organizational identity, image and culture in a university's identity representation. The findings revealed that the university's identity is embodied in the core values; its culture makes itself known through statements of identity reported in the statutes, showing the academic community's cultural matrix, foundation imprinting and guiding principles. The identity representation provided by buildings, symbolic artefacts, and localisation leaves impressions on community members and stakeholders. Lastly, statutes and architectures function as signs if not taken so far from the institution's core values as to lose a connection with reality. Recommendations for universities' identity management and some topics for further research will be offered.

JORGE SAINZ Prof, Universidad Rey Juan Carlos, Head of the department, Applied Economics/ Visiting Fellow IPR/ Former Secretary of Universities, Ministry of Education, Spain

University's opinions in social networks

Sentiment analysis on different social topics has been recurrently used to infer the preferences of individuals towards specific topics through the vectorization of words by encoding meanings and associations. Algorithms measure both the relevance of each of the phrases and their sentiment (positive or negative) and through these results and the use of machine learning, extracting societal insights. Our goal is more general and is to see how society responds to higher education. To do so, we will analyze the sentiment of tweets containing the word "university". To do so, and through the company's developer license we extract through Python scripts from the API a representative base composed of 8,945 tweets randomly collected from October 11, 2022 to November 15 of the same year with the search criteria indicated above: Tweets in Spanish containing the word "universidad", following the methodology described in (Martín-Llaguno et al., 2022).

19th June, 11:00 – 13:00 Session 4 – Room 0.23 - Students and Education

SHEILA LEBLANC, Dr, University of Calgary, Associate Vice-President (Continuing Education)

Exploring the role of university continuing education in the 4th industrial revolution

The 4th Industrial Revolution is upon us, marking the beginning of monumental changes in the world of work (World Economic Forum, 2018). Accelerated by the pandemic, the changes surround us already: the rise of online platforms revolutionizing industries (e.g. Amazon, Zoom, Netflix, Instagram), 24/7 chatbot customer

service representatives, driverless cars, technology enhanced clothing and the list goes on. Experts are projecting between 15%-50% of existing jobs will be obsolete or materially changed by 2030 (Thornton, Russek, & O'Neil, 2019) (Deloitte, 2016). This transformation in the world of work and the accompanying need for lifelong learning and serial careers presents both risk and opportunity (International Labour Organization, 2019). Grounded in the Canadian context, this presentation will reflect upon the pressures these changes place on the higher education system and elaborate on the opportunity to unleash Continuing Education models of education development, academic governance and administration to enable knowledge mobilization to practice through targeted short cycle programming...dare we say micro-credentials. The fundamentals of the Continuing Education model at the University of Calgary and a case study example regarding cross-skilling displaced, oil and gas Engineers and Geoscientists will be shared.

DAVID O'CONNOR, BIMM University, Group Strategy Director

What factors underpin student value, and how do these inform the marketisation of UK higher education? A quantitative study.

The belief in higher education (HE) marketisation, whereby student consumers choose a service from the HE marketplace, not only appears to have become a significant reference point for governmental policy, but it also appears to have changed the environment in which higher education institutions (HEIs) now operate. Behind this is the much-mooted paradigm of 'value for money' that runs through policy documentation from 2015 and provides a cornerstone of the recently created regulator, the Office for Students (OfS).

Moreover, much of the academic literature on the marketisation of higher education (Banwait, 2021) focuses on economic efficiency and providing equity for the now-student consumer and beleaguered taxpayers during the UK's cost of living crisis. Indeed, with the average UK student debt running at £45,000 (Statistica, 2022), from the regulator's perspective, the fees invested by students need to demonstrate a required economic return through well-paid employment at least to demonstrate value and hopefully pay back their original investment in tuition fees.

The quantitative analysis focuses on students studying at a specialised Creative Arts University. It seeks to unpack what factors, from their perspective, underpin value using a seminal typology of consumer value provided by Morris Holbrook (2005). This provides a coherent framework to understand the nature of value and test the elements that may be traded off between consumption value and student choice. Specifically, it utilises structural equation modelling (SEM) to examine a series of dependence relationships on value simultaneously.

This empirical approach will enable us to establish that for creative students, economic factors much discussed by marketisation scholars and current policymakers may not be the only driver for student consumer value. Indeed, as Jessie J may say about a creative student's perception of value:

'It's not about the money, money, money
We do not need your money, money, money.
We just wanna make the world dance
Forget about the price tag''
Jessie J – Pricetag January 2011

The implications of this quantitative study will provide insights for professional practice in higher education marketing, current policymakers, and the UK creative industries.

OYEGOKE TESLIM BUKOYE, Dr, Associate Professor, School of Management, Bath

Engaging students using innovative teaching approach: An extended study using nudges

Prior studies have shown that student engagement is difficult to manage due to the disparate students' expectations, post COVID-19 changes to work/teaching patterns and the multi-dimensional nature of teaching and learning (T&L) (Martin, 2007; Bukoye & Shegunshi, 2016; Khlaif et al., 2021). Thus, the need to explore innovative way to enhance students' engagement using nudges, is the focal point of this study. Nudges are a variety of psychological concepts of thinking and decision making that influence the way decisions are framed (Thaler & Sunstein, 2008). Examples are: public policy (e.g., Institute for Government, 2023), tackling climate change (e.g., Myers & Souza, 2020), and within different projects (Bukoye et al., 2022). In context, a nudge is the subtle way to encourage (or nudge) students to engage in an educational setting (Bukoye, 2022). Framed in an action-based research, the author used a multi-method and longitudinal approach on 153 students in 2021/22 and 123 in 2022/23 as well as rich secondary datasets. The study offers two distinct contributions. First, this study provides an analysis of how nudge theory from behavioural economics can contribute to T&L. It responds to an increasing body of literature calling for effective ways of student engagement (e.g., Brandon-Jones et al., 2012; Bukoye & Shegunshi, 2016; Zheng, Yu & Liu, 2023). Thus, this study empirically examined innovative nudges in the delivery of a unit/module, key outcomes and possible challenges. Second, this is an extensive study that considered multiple methods (e.g., Martinsuo & Huemann, 2021) with a view to present practical solutions to student engagement issues. Overall, this study is at the core of this conference that aims to strengthen the innovative capacity of higher education.

RICHARD BUDD, Dr, Lancaster University, Lecturer in Higher Education

Pain For All: Isomorphic tensions in UK social science doctoral provision

Scholars assert that, worldwide, doctoral provision is increasingly characterised by accelerated scales of production, competitive funding, centralised administration, and interdisciplinary, cohort-based training. The situation in the UK appears to mirror this picture but scholars have long noted that national settings mediate the forms that broader trends take, and we therefore examined the case of the UK's social sciences that have seen both marked growth and a range of policy changes. Invoking institutional isomorphism, a conceptual framework which asserts how convergence can be driven by different factors, we interviewed senior staff at a range of UK HEIs to examine the activities and underlying rationales behind their social science doctoral provision. We were able to establish that, while there is a degree of isomorphism around the UK's social science doctorate, this is an uneven, complex situation because different kinds of HEIs are subject to a varying combination of simultaneous and often conflicting forces. Our analysis highlights not only how the relationship between national policies and higher education culture can be fraught, but also how organisations' individual positioning and history has implications for how they are able to operate in policy contexts.

13:00 – 14:00

Lunch – Level 0 – SoM Pavilion

14.00 – 14.45

KEYNOTE 2 Room 0.17



RAJANI NAIDOO, Professor, UNESCO Chair, Vice President, Co-Director ICHEM)

AI as a super-power: Implications for the future of higher education

This talk moves beyond the literature of the impact of AI on learning and assessment to focus on the future of the university as an institution in an age where AI is gaining dominance. While AI can bring significant benefits to society, there are also dangers. AI has the potential to exhibit imperialist characteristics of expansion, control, economic dominance, and cultural influence. In order to understand the future of universities in

the context of AI dominance, the talk presents the distinctions between human and artificial intelligence, the evolution of AI through complex power relations and the impact of AI on escalating changes in labour markets. The talk will conclude by outlining key transformations for universities to retain a distinctive and beneficial position in society.

Rajani Naidoo is vice President (Community and Inclusion), UNESCO Professor and Co-Director of the International Centre for HE Management. She has held a range of faculty and management positions in the UK and South Africa, including in an institution that aimed to contribute to the transformation of higher education in post-apartheid South Africa and is Visiting Professor, Chair for Critical Studies in HE Transformation at Nelson Mandela University in South Africa. She sits on advisory and steering committees for organisations including the British Council and the European Foundation for Management Development. Her research is interdisciplinary and multi-level, focussing on the influence of global, national, and organisational forces on research, teaching, and the wider role of the university in society. She has been involved in multi-national research projects on the changing academic profession, international higher education partnerships, and the contribution of higher education to social justice; and has presented keynotes at major conferences in numerous countries. She sits on several journal editorial boards and is co-editor of a book series on global higher education for Palgrave Macmillan. She was a recipient of the John Willis Award for accomplishment in research combined with dedication to students and a significant contribution to teaching.

15:00 – 16:00

PARALLEL SESSIONS

19th June, 15:00 – 16:00 - Session 5 - Room 0.08: Academic Life and Career

RICHARD BOLDEN, Prof, **RICHARD WATERMEYER**, Prof, **FAHDIA KHALID**, Dr **CATHRYN KNIGHT**

UWE Bristol, University of Bristol, UWE Bristol, University of Bristol

Over Worked and Under Valued? Unpicking accounts of poor management and leadership in higher education

Whilst complaints about rising managerialism have echoed around the higher education (HE) sector for decades, some suggest that the COVID-19 pandemic has accelerated such trends and deepened cracks within the system. Whilst it's relatively easy for such discussions to become polarised – where 'managers' are pitched against 'staff' – the reality is far more complex. This paper draws on insights from a survey of 780 academic and professional services staff who have left, or are considering, leaving the HE sector in the UK. Thematic coding of qualitative responses show the most significant reasons for their (considered) departure to be workload precarity, entrenched management, poor pay and pensions, along with other concerns around HE Governance and culture. They also note, however, a range of positive factors associated with working in HE – including interaction with students and colleagues, academic freedom, and the core purpose of service to community. In analysing and interpreting the findings we explore a range of tensions and ambiguities, including autonomy vs. control, competition vs. collaboration, management vs. self-management, economic vs. other forms of value, and collegiality vs. professionalism. These tensions reveal contradictions and fault lines within popular accounts of the erosion of academic and professional identities and the demonisation of HE leaders. We argue for a more nuanced critique that takes a dialectical approach to acknowledge the interdependencies between different aspects of university life. It is this disentangling of the effects of relational difference that we argue is necessary for navigating the current existential crisis and uncertain future of HE.

CARINA BRAUN, Prof **EDITH WILSON**, Dr, Ostbayerische Technische Hochschule (OTH) Regensburg

Learning from German “Pracademics” - Professors’ career paths at German Universities of Applied Sciences

Universities of Applied Sciences (“Hochschulen für angewandte Wissenschaften”, HAW) with their focus on applied education play an important role in the German higher education system evidenced by constantly growing student numbers (DIPF & Leibniz-Institut für Bildungsforschung und Bildungsinformation, 2022). However, the recruitment of professors has not been able to keep up with this development. This is on the one hand due to the trifactor of qualifications required of candidates which differs from traditional universities (i.e., teaching experience, at least five years of work experience – three of which outside of academia – as well as scientific expertise). On the other hand, HAW are in competition with other academic institutions and industry. With reference to this profile German professors at HAW could be referred to as “pracademics” (e.g., Posner, 2009). They purposefully decide to “switch systems” and combine the best of both worlds by using their professional experience and becoming a professor with a focus on practical application. To better understand the underlying motives for pursuing a professorship at a HAW and therefore following a pracademic career path, seventeen semi-structured interviews were held with German HAW-professors. The qualitative data were coded in MAXQDA for common themes regarding the motives for becoming a professor and findings are discussed in the context of relevant career theories (e.g., Lent et al., 1994) and the international literature on practitioner-academics, i.e. „pracademics” (e.g., Posner, 2009). This research is funded by the German Federal Ministry of Education and Research and the State Bavaria as part of the ZAP.OTHR project (<https://www.oth-regensburg.de/zapothr>).

19th June, 15:00 – 16:00 Session 6 – Room 0.09: Higher Education Policy

SEAN MACKNEY BA, PGDip, Petroc

Power and discourse in the policy making process

How is policy really made? Is it worth contributing to policy consultations? Why are policy documents written the way they are? Do policy actors use their writing to manipulate you? If you are trying to introduce radical policy change, really radical, paradigm-shifting change, how do you increase your chances of it being adopted for implementation? Who is exercising power in policy-making and how can we tell? This session examines the discourse and argument relating to English HE policy between 2015 and 2016 and argues that the Government's 2015 proposals marked the beginning of a new era of Higher Education Capitalism. It looks at a new way of ‘reading’ policy texts; showing how certain forms of policy writing can increase the levels of influence. The research introduces new discourse categories, adapting Fairclough's Three-Dimensional Model to integrate the role and agency of policy actors. It defines the precepts of a new theoretical approach to policy analysis - entitled the Fairclough-Bourdieu Framework – and shows how it can be used to extend a leading theory of the policy cycle – Kingdon’s Multiple Streams Approach – to better understand how policy is actually formulated. Finally, the session will open a discussion about future avenues for policy and sociological research. It will explore how study of policy texts and discourse might be transformed through social network analysis and the use of AI and computational linguistics to reveal new insights about power and decision making in the process of policy formulation.

ALLISON KENNEALLY, Dr, South East Technological University

Collaborating to embed inclusive gender equality across the Irish HE sector

Irish HEIs have been working together, and with partners in the charitable sector, to embed an inclusive model of gender equality into their universities. Focusing on gender identity and expression, a number of partners have led a sectoral project to develop and roll out training, a policy framework and a network to ensure inclusion across our system for all, regardless of their gender identity or how they choose to express that

identity. This presentation will focus on that project and how it has enhanced LGBTQ+ inclusion across the system.

19th June, 15:00 – 16:00 Session 7 – Room 0.11: Organisation, Leadership, and Management

ENALEEN DRAAI, Associate Professor, Nelson Mandela University, Port Elizabeth, South Africa

Gender equity in academia and higher education leadership. An exploration of equity programs in South Africa

Gender parity within higher education leadership and senior academic ranks remain contemporary as defined by a resurgence of identity politics in society. The continued relevance is the recentring of the academic project for knowledge development that encapsulates and promotes participatory decision-making defined by gender inclusivity. Universities must continually reflect on their praxis and relationship with the society that defines them. The praxis situates gender parity within the student cohorts and all levels of the employment cohort (Waghid 2021:4). Equity programs embody the appropriate equity language and encapsulate the principles of social justice. Implementation of these programs realised marginal success and changed the equity profile of senior academic and higher education leadership profiles. However, these programs have also been accompanied by inherent challenges (Van den Brink and Stobbe 2013:2; Tzanakou 2019). Equity programmes, while vital tools for change, often emanate due to political pressure for social equity and have not been without critique. The impact of equity programmes to transform the academic, managerial and professional cohorts has yielded incremental change. Many studies have indicated that women take longer to complete doctoral degrees and meet the promotion criteria compounded by a multiplicity of factors, including institutional culture and the prevailing masculinity of power. As acceleration and diversification tools, these programmes have recorded marginal success and an awareness of the factors that compound the career progression of marginalised communities within the higher education sector. The primary focus of this paper is an exploration of gender parity within the academic and managerial ranks within higher education by focusing on the international context and drawing attention to the status quo at South African universities. The paper explores the aims and objectives of gender-equity programs by addressing the question: Why is the discourse of gender equity in academic and higher education ranks relevant for the future of the university? The discussion draws on the principles of social justice espoused by John Rawls and Participatory parity espoused by Nancy Fraser. The methodological approach is a critical analysis of contemporary discourse with the aid of secondary data. An overview of progress towards gender parity and challenges is highlighted, which compounds the realisation of the objectives of gender equity programs.

ANDRA LE ROUX-KEMP, Dr, University of Lincoln, Associate Professor in Law

A Critical Analysis of the Role of Legal Higher Education and Training in the Institutionalisation of the English Legal Profession: Quo Vadis for English Law Schools?

This paper offers a comprehensive historiography and critical analysis of the development and current state of the relationship between the English legal profession and the higher education institutions invested in the education and training of its members. The discussion and analysis reveal the development of an originally unintended relationship that came about half by chance and half out of necessity, and that ultimately gave rise to a peculiar mix of practical legal training and university legal education. It is argued that this vexed relationship exists to this day, and has since developed into an organisational alliance, in which the legal profession - despite the permeance of legal higher education - has in many respects retained the distinguishing feature of this historical precursor; that is control over the 'production by producers' and the 'production of producers'. It is shown in this paper that despite the increasing fluidity of legal knowledge and expertise and the existential anxiety this creates for both the legal profession and legal higher education, guild forms like the legal profession are persistent and supported by various stakeholders (such as higher education institutions) with an interest in the maintenance of the hegemony of the profession's status and expertise.

Keywords: Legal Education, Legal Profession, Common Law, England and Wales, Market Control Theory

19th June, 15:00 – 16:00 Session 8 – Room 0.23: The DBA in Action

FIONA HUNTER, Dr, **VICKY LEWIS**, Dr, **MATHIAS FALKENSTEIN**, Dr, Università Cattolica del Sacro Cuore/Independent Consultant, Vicky Lewis Consulting, Luiss Business School/Xolas

From research to practice and back – a continuous consultancy loop

Undertaking the DBA enabled us (Fiona Hunter, Vicky Lewis, Mathias Falkenstein) to broaden and deepen our understanding of higher education away from our professional focus and enriched us with stronger critical and analytic skills to reflect more on practice and possible pathways for change. This experience has led us all to choose the route of consultancy as a new career, but one that is underpinned by research.

We have all developed new professional identities that would not have been possible without the formal learning experience of the DBA. It provided us with a different way of thinking and acting, enabling us to occupy a new space.

In that space we have discovered that research and consultancy can inform one another in a symbiotic relationship and help us build a research-informed consultancy niche that sits well with our higher education clients. The use of academic research has raised our profiles and added credibility to our consultancy work.

At the same time the work we undertake often sparks an academic interest in new aspects of higher education enabling us to broaden both our research expertise and consultancy range. This approach has enabled us to grow as consultants and continue to gain valuable insights as research informs our practice and practice leads us to new research and new contributions to the field.

We all operate in different contexts around the world with different types of institutions but will identify some common themes that we will present through our personal stories from research to practice and back.

JOANNE CURRY, Dr, Simon Fraser University, Vice-President, External Relations

Putting DBA thesis findings into action in university-local government relationships

Like many other University of Bath DBA students, I took the opportunity of the program to study an aspect of my own university and practice. My DBA thesis was a comparative case study of Simon Fraser University's relationships with two of its three local governments where we have established campuses. My research included a literature review, extensive archival research, and 26 interviews with university and city representatives at various organizational levels as well as leaders of third-party organizations.

16:00 – 16:30

Refreshments Break - Level 0 – SoM Pavilion

16:30 – 18:00

PANEL - South African Higher Education - Room 0.17

Transforming Universities Practices for the Public Good: Insights from South Africa

The panel is founded on the view that the 'public good' university is slowly receding from our horizon of possibilities. Against this backdrop, there is a need to generate new questions around the complexity of university change associated with students, staff, and institutional cultures; the relationship between

universities and society; and knowledge, curriculum, and learning and teaching. Taking South Africa as a specific case, we show how South African universities have transformed their institutional practices in pursuit of the public good. The first paper considers the possibilities of installing an alternative and localised public

ASLAM FATAAR, R&D Professor in Transformation at Stellenbosch University, based in the Department of Education Policy Studies

Placing the university's knowledge at the centre of an alternative public good imaginary of African universities

The paper discusses the constitutive dimensions of South African universities' alternative public good imaginary. Their public good mission is central to such an account. Contrary to the dominant neoliberal imaginary of the university, an alternative imaginary is founded on a localised articulation of the UN's Sustainable Development Goals in service of the university's trans-local community publics. South African universities' public good mission would be secured when it systematically applies its knowledge infrastructure to the community's development challenges. The paper offers a cross-boundary knowledge application to processes that involve the university in community-led restitution citizenship engagement as a basis for responding to local development challenges and literacies for eco-sustainable living. As an exemplifying case, the paper discusses the reframing possibilities of the former white South African universities' ties to their local public good mission in the final section. The argument is presented that a glimpse of the potential of the alternative imaginary of South African universities would emerge from such a radical reimagination exercise.

THERESE FISH, Vice-Dean, Medicine and Health Sciences, Stellenbosch University

From Collaboration towards co-creation in Higher Education: The Case of a Provincial Health Authority and Health Sciences Faculties in South Africa

The higher education and health sectors have a history of interorganisational relationships, frequently described as academic health science centres (AHSC). Such entities comprise 'a school within a university, and one or more owned or affiliated teaching hospitals and health systems which trains health professionals; and pursues research in health'. Networks are structures which bring together diverse actors who have a common interest to address complex problems but the individual capabilities of anyone of them on their own is unable to address the problem at hand. Network scholarship draws from diverse disciplinary approaches and while this heterogeneity is a strength, the complexity of networks need to be simplified, in order to compare and generalise findings. Berthod et al (2019) contend that there remains a need to better understand how networks evolve and develop over time as well as the influence of the role played by managers within the networks in the processes of such development. This research explored the evolution of an interorganisational network (ION) between and among a public health authority and public universities as a purpose-orientated network that is pursuing a common purpose whilst remaining independent and autonomous. A conceptual framework for the evolution of an ION was developed. The complexity inherent to ION emphasised the importance of the interaction between structures and processes and the operating context of a purpose-orientated network. The non-linear nature of the evolution of the network in the various stages of its life-cycle strengthened the argument of networks as processes in flux. Change management and interorganisational learning, the impact of historical context, and the critical role of negotiations as an ongoing function within the network, were incorporated. The case-study highlighted the process as actors in the network shifted from co-existence towards collaboration and co-creation.

NAJWA NORODIEN-FATAAR, Senior Lecturer, Head of Department, Fundani-Centre for Higher Education and Development, Cape Peninsula University of Technology

Expanding pathways from Technical Vocational Education and Training (TVET) colleges into University of Technologies (UoTs)

This paper focuses on the vexed question of student access to higher education, especially on alternative access policies and pathways. The context for the paper is South African higher education's faltering attempts over the last three decades to facilitate increased access for black, mainly first-generation students. The National Plan for Post-School Education and Training (2019-2030) was introduced to diversify education and training provision and expand post-school sector access. The paper examines the learning pathways created to facilitate access by Technical Vocational Education and Training (TVET) college students into University of Technologies (UoTs). The pathways are intended to provide high-level industry-demand skills to students who do not have an articulated pathway into the university upon completing their TVET studies. The paper discusses the higher certificate as an articulation pathway to widen access and participation in South African higher education, focusing on the design and implementation of higher certificates between TVETs and UoTs. The paper analyses policy documents, official reports, curriculum, staff and student development programmes designed in collaboration with TVETs. The paper asks questions about the nature of educational development in the context of expanded access. It examines the curriculum, staff and student development programmes offered in collaboration with TVETs. It analyses how the 'transitional pedagogical space' is designed to ensure student success (Kift and Nelson, 2010). The paper argues that strengthening the educational development structures in higher certificate programs is crucial to the success of alternate pathways to higher education.

LESLIE VAN ROOI, Senior Director for Social Impact and Transformation, Stellenbosch University

Can Stellenbosch University's residences advance social cohesion? A critical look at the history, role and place of Stellenbosch University Residences.

Stellenbosch University (SU) prides itself in being a residential university that places a high premium on student interaction, engagement, and inter-curricular learning experiences. Throughout its history of over 100 years SU has honed, developed, and formalised activities and programmes for students as part of what now has become formalised graduate attributes embedded in a co/inter-curricular offering. In this regard SU's student residences have been and indeed remain critical platforms in fostering a shared learning experience.

Over SU's history its residences have come under scrutiny for what is regarded as unwelcoming, exclusive and degrading practices that remind of an era where human dignity was undervalued and/or ignored. Unfortunately, recent events (2022) have again highlighted this. Given SU's interwoven history directly connected with that of apartheid South Africa, the institution has attempted, through e.g., policies and training programmes, to recreate residence spaces that understands, celebrates, and live out the values of a transforming university and that of the National Constitution. This remains an ongoing project that has as outcome social cohesion in its broadest form.

This paper will explore the extent to which SU has broken free from its apartheid past. In particular, the role that SU's residences play in fostering or neglecting social cohesion will be discussed and critically evaluated. As part of the focus of this paper, the purpose, possibilities, and platforms provided by residences as (possible) spaces for social change will be discussed. Throughout this paper the role of Higher Education in shaping the democratic vision and values of South Africa will come to the fore. The University as key role-player in the *democracy project* is thus evaluated from the perspective of student engagement in and through SU's residences.

19:00	<p>Conference Dinner and Networking - Level 0 – SoM Pavilion Pre-Dinner Speech: RICHARD MAWDITT, Professor, Founder of ICHEM and the DBA Live Music: Dan Davies, Director of Studies for the DBA, and his band</p>
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09:00 – 09:15	WELCOME - Room 0.17 STEPHEN BRAMMER , Professor, Dean, School of Management, Bath
09:15 – 10:00	KEYNOTE 3 - Room 0.17



SIMON MARGINSON, Professor, Director, Centre for Global Higher Education, University of Oxford

Global science: Is it a tool of national contestation, neo-colonial hegemony writ large, the hope of the world, or all of the above?

In the last three decades a networked global system has emerged in the natural-science based disciplines, sustained by collegial epistemic relations in universities. In the global system four tendencies are apparent: (1) rapid growth of papers, (2) diversification of scientific capacity to many more countries, a tendency that has always been inherent in the networking logic of global science, (3) expansion of networked international and national collaboration as measured by co-authorship, (4) growing multi-polarity of capacity, outputs and quality, with the rise of China and several middle-sized national systems outside the Euro-American bloc. The paper critiques the interpretation of global science dominant in scientometrics, in which positivist data analyses are applied to performative national comparisons, as if worldwide developments are simply orchestrated by national governments, and the global dimension itself simply is not understood. It argues for an explanation that accounts for relations of power and recognises both positive and negative potentials in present global science.

First, on the positive side, global science opens new possibilities precisely because it constitutes the growth of activity beyond nation-states. Nationally ordered and funded science has expanded alongside the global science system; but nation-states do not exhaustively control knowledge flows. Global science has benefited from a bottom up collaborative faculty regime, and in that respect is open and democratic. This is a development of great importance, opening new possibilities for cooperative action in the face of our common problems such as climate change, and possibly foreshadowing the future emergence of a genuine world society. Both the growing scientific collaboration in Europe, and the large incidence of partnerships between scientists in US and China, indicate the possibilities. Those exciting global potentials, however, are increasingly challenged by the US/China 'decoupling', Brexit, technological nationalism and security politics.

Second, on the negative side, this is power partly beyond the nation-state but not beyond hierarchy, inequality and hegemonic dominance. The common global pool of papers in science, which is defined by the two main bibliometric collections (Web of Science and Scopus), excludes the majority of human knowledge. The global selection favours English language work and privileges the leading Anglo-American university personnel. University rankings, which are largely grounded in the same bibliometric data, reinforce the dominance of the existing attenuated global knowledge in circular fashion. Non-English language work is not translated into the common pool, it is simply ignored. Indigenous knowledge is all ignored. It is a case of neocolonial global hegemony exercised not by the dominant nation-states but by civil society actors and semi-independent universities, though it also plays into the hierarchy of states. Despite the biases and exclusions global science is becoming more diverse in the actors it includes, though not yet in the knowledges it includes.

Simon Marginson is a Professor of Higher Education at the University of Oxford. He previously worked at Monash and Melbourne universities in Australia and at UCL Institute of Education in London. He is Director of

the ESRC/RE Centre for Global Higher Education (CGHE), and Joint Editor-in-Chief of *Higher Education*. CGHE is a research partnership of six UK and five international universities, funded to conduct research projects on global, national and local aspects of higher education in 2015-2023. Simon focuses on global, international and comparative aspects of higher education, global science, higher education in East Asia, and higher education and social inequality. He was the Clark Kerr Lecturer on Higher Education at the University of California in 2014. He is a Fellow of the Academy of Social Sciences in the UK, Fellow of the Society for Research into Higher Education, and a member of Academia Europaea. He is widely published with a Google Scholar h-index of 80. Recent books are *Changing Higher Education in India*, edited with Saumen Chattopadhyay and N.V. Varghese (Bloomsbury, 2021); *Changing Higher Education in East Asia*, edited with Xin Xu (Bloomsbury, 2022); *Assessing the contributions of higher education*, edited with Brendan Cantwell, Daria Platonova and Anna Smolentseva (Edward Elgar, 2023).

10:00 – 10:30	Refreshments Break - Level 0 – SoM Pavilion
10:30 – 12:00	PARALLEL SESSIONS

20th June, 10.30 – 12.00 - Session 9 - Room 0.08: Internationalisation and Globalisation

ANDREW MCDOUALL, Hochschule Furtwangen University, Director HFU International
Managing the implementation of bilingual degree programs at a German University of Applied Sciences

Since the mid-1990s, English-taught programs (ETP) have proliferated in European HE. Research has identified a number of reasons for the on-going implementation of ETP across Europe, including governmental policies, increasing demand from domestic and international students, as well as the pressure on HEI to cooperate in teaching and research with partners around the world. Further investigations have also identified a number of issues which impact ETP, highlighting, for example, pedagogical concerns that arise through the use of English at institutions in countries in which English is not an official language. There is, however, a gap in the research when considering the implementation of ETP at the institutional level. My research seeks to answer three questions from an administrators perspective on the implementation of programs partially taught in English (bilingual degree programs):

- 1) What factors led to the decision that bilingual degree programs be implemented?
- 2) What issues arose during the implementation of bilingual degree programs?
- 3) What is required to implement bilingual degree programs in a sustainable manner?

Data from a questionnaire and semi-structured interviews provide insights into an institution's drive to maintain it's competitive edge in an increasingly difficult higher education market and offers guidance for administrators considering similar steps to internationalise their institution.

JAN KRIMPHOVE, Centro Universitário Christus, Brazil – Head of International Affairs
Virtual internationalization contributions to strengthen HE internationalization in the Global South

Today's global academic landscape is highly uneven which impacts how higher education institutions (HEIs) in different world regions approach internationalization (Uzhegova and Baik, 2022; Maringe et al., 2013). Stallivieri (2019) posits that HEIs in "disadvantaged contexts" of the Global South face unnumerous obstacles to internationalization, such as lack of resources and quality issues in teaching and research. In my presentation I intend to explore, based on existing literature, how Virtual Internationalization might support HEIs in the Global South to overcome internationalization challenges. It is linked to my DBA thesis topic about the internationalization of private HEIs in Brazil. My analysis will draw on Bruhn's Virtual Internationalization (VI) model that offers a holistic perspective on how digital information and communication technologies may

support HEIs internationalization efforts. The author argues that VI "can serve as a tool in order to achieve a comprehensive and inclusive internationalization practice" (Bruhn 2021, p.17). The Covid-19 pandemic has contributed to the rise of virtual exchange (COIL) programs and other forms of virtual collaboration among HEIs of the Global South. Recent studies suggest that VI may indeed support HEIs in disadvantaged contexts to expand access to international education for their students and to level out imbalances in collaborations with the Global North (Cunha et al., 2022; Winpenny et al., 2022; Woicolesco et al., 2022; Finardi and Guimaraes, 2020). In my presentation I will explore this hypothesis further, looking for evidence from Brazil and other countries of the Global South.

ILYAS KENADID, MPhil, Université Paris-Est Créteil, Head of Strategy and Major Projects

Homophily in research: The purpose behind networks of research-intensive universities. A mapping of academic collaboration between Leru universities.

Based on DBA assignment 1: Over the last thirty years, governments worldwide have pushed their universities to become more competitive at a global level. This has deeply transformed the higher education and research ecosystems of countries by increasing the gap between research-intensive institutions and those that are not. This leads to a multi-tiered system where research-intensive universities are competing at a global level while others struggle to stay in the game. This paper draws on international literature to assess what is the purpose behind research-intensive universities networks and if they contribute to the development of scientific collaboration amongst their members. I first conducted a literature review on the cartels of higher education through the prism of the world-systems theory and vertical stratification resulting in the rise of research-intensive universities. I then study the drivers behind academic collaboration to appraise what motivates researchers to work with peers outside of their institution. Finally, I consider the network structure of social capital applied to the field of higher education and research to determine the reasons behind research-intensive universities gathering into networks and what are they tempting to achieve by doing so. Based on data drawn on SciVal, I show that research-intensive universities within networks don't mobilise their social capital but rather engage in collaboration on a local or national level with universities outside of their cartels.

20th June, 10:30 –12:00 Session 10 – Room 0.09: Students and Education

CAROLINE CHIPPERFIELD, Dr, University Centre, Petroc, Director for Higher Education

What has led to the phenomena of residence life in English universities?

In the broadest sense, Residence Life describes a wide range of extra-curricular activities and support organised for students living in residential accommodation. As an observer to the phenomenon of 'Residence' Life', the growth in importance and establishment in English universities appears meteoric. This seemingly North American 'import' has penetrated the vocabulary and structures of increasing numbers of English Higher Education Institutions year on year.

Working in the student accommodation sector it is clear there are changes in the perception and expectation associated with the student residential environment. Over the last five years the sector has recognised that the residential experience goes beyond bricks and mortar and is increasingly focused on student welfare, socialisation and community integration.

But is this change to Residence Life simply a shift in the use of vocabulary; a marketing exercise to provide a coherent brand for a group of already established activities; a change in the support and staffing structures, or does it signal a deeper transformation taking place in English institutions? If so, what are the factors that have led to the phenomena of Residence Life in these universities?

This presentation reflects on the research findings from a national survey and interviews with English universities and looks to better understand the impacts and drivers behind the phenomena of Residence Life.

SIYANDA NTLABATHI, University of Fort Hare, Manager Teaching and Learning

Discovering disciplinary discourses within the curriculum that propel colonisation: A case study at the University of Fort Hare

Curriculum transformation has been in the plan of the South African Higher Education system since the previous decade. Bond (2006) characterizes curricular transformation as "changing in a general sense what we teach and how we teach". On the other hand, decolonisation of the curriculum can be understood as a social justice agenda. An agenda to recognise cultural agency, cultural identity through belief systems, language, ways of doing and being. It's about a curriculum that seeks recognition of people's agency within their habitats, their social and cultural values, their diverse abilities and economic agendas. In this paper I propose to look at disciplinary norms, philosophies, discourses in the sciences, social sciences and humanities to understand what are the proponents of colonisation. Proponents that make knowledge within disciplines drive a colonisation agenda. To seek to transform a decolonised curriculum one must understand the scripts embedded within disciplinary norms, philosophies, discourses within the curriculum that propel the agenda of colonisation in-order to decolonise. What is embedded within the disciplinary ways of knowing and doing that still promotes colonised agenda. This study takes a desktop format sourcing data from literature, curriculum documents and materials within disciplines. These will be analysed using a discourse analysis frameworks based on the 4Rs central to an emergent Indigenous paradigm." These 4Rs are: "relational accountability, respectful representation, reciprocal appropriation, and rights and regulation. The study will focus on identifying these disciplinary norms, philosophies, discourses in order to advise and advance the curriculum transformation agenda.

BERNIE QUINN, Caledonia Education Ltd, Director/Consultant in higher education

Education 4.0 – The beginning of the end of transnational education partnerships as we know them?

Transnational education partnership (TNEP) delivery is the facilitation of awards to learners in a 'host' institution that is remote of the 'home' awarding university. Drivers of TNEP growth recently include commodification of learning and neo-liberal attitudes to education, helping the business of education to expand globally. Characteristics of TNE can relate to a geographical sense of place; 'north-south', 'west-east' and either competitive or collaborative but constrained by feelings of 'here' and 'there', 'us' and 'them'.

The emergence of the Education 4.0 revolution focuses on artificial intelligence (AI), robotics and smart technology that will provide the workforce of the future with the necessary skills relevant to industry and contemporary life. The world economic forum (WEF) describes a reimagining of inclusive education providing students with 3 core skills of 'collaboration, problem solving and adaptability'. Recently we have seen global educators become expert overnight in online and distance learning and assessment activities due to the covid-19 pandemic. But I propose a future with an increasing reliance on smart technology and robotics will be a catalyst for change in TNE partnerships. Those 'home' universities of the future will see more opportunities to connect directly with international students and allow them to study in their homeland whilst removing the requirement of 'intermediary' (partnership) 'host' educators.

This is a work in progress exploring the future of transnational education partnerships.

20th June, 10:30 –12:00 Session 11 – Room 0.11: Organisation, Leadership, and Management

VOLKER RUNDSHAGEN, Prof Dr, Hochschule Stralsund, Professor for Management and Tourism Studies

The business school: chasing myths on pathological pathways? A dozen years of critical reflection on management education

Vis-à-vis financial crises, corporate scandals, and grand challenges like climate change and soaring inequality the contributions of business schools to the global good have come under scrutiny. Since 2009 (the year of my

embarking on the DBA journey), I have pursued critical inquiry into the role of business schools in society and their educational provision. In this presentation – rather arranged to be a conversation – I would like to share my reflections and concerns about the route that the business school as prominent institution in the HE scenery has taken. I argue that it has subscribed to treacherous ideology and toxic myths in various guises, with consequences ranging from disenchanting stakeholders to pathological aberrations. I draw on an array of literature, also on manifold workshops and paper sessions, many of which featured my own research at international conferences of the Academy of Management, the Humanistic Management Network, MOBTS, EGOS, EURAM, UNPRME, and other academic bodies. I have listened to keynotes and panel discussions and enjoyed the privilege of inspiring conversations with highly acclaimed critical minds including Henry Mintzberg, Nancy Adler, Otto Scharmer, Todd Bridgman, Claus Dierksmeier, Ed Freeman, Paul Adler, Martin Parker, Sandra Waddock and Michael Pirson. Compiling an essence of this enriching intellectual journey, I would like to share thought-provoking ideas, new narratives, and encouraging approaches I have encountered and that aspire at a transformation of business school purpose and principles; trusting such endeavour will contribute to fruitful debates and further research ideas within the ICHM community.

TIM GORE, Dr, University of London Institute in Paris, CEO

University strategy and the real world – it's complex!

As I inherited the leadership of a small campus of a UK University on the European mainland the issues and how to deal with them appeared fairly straightforward. The institute needed to diversify its programme portfolio, strengthen the academic community and build visibility and reputation. The dynamic capability approach fitted this approach well as it stressed the need to address the fundamental internal and external issues that hitherto had hindered progress towards these goals. Our new strategy was launched in 2016 a few weeks before the EU referendum fundamentally altered the UK's relationship with Europe as well as instantly pushing up costs through exchange rate changes. The Bataclan terror attacks the previous November had also shaken confidence in Paris as a safe city. Meanwhile, our major partner had a changeover of senior leadership and the partnership went into a long period of review freezing further development. And then there was the pandemic! The strategy has focussed our efforts throughout but in no way guaranteed success. Our progress has been buffeted by the external world: happenstance; power relationships, external events and uncertainty have been a constant source of heightened risk. My takeaway from my 8 years in this role is that a strategic approach is necessary and helpful but in itself cannot ensure success.

TADHG LEANE, Dr, Munster Technological University, Senior Lecturer

Exploring followership in higher education

There is an extensive body of research relating to leadership and many different theories or perspectives exist to try to understand the nature and practice of leadership. The literature is characterised by a leader-centred approach or viewpoint in which the nature and outcomes of leadership are attributed, almost exclusively, to the leaders. Latterly, studies have begun to focus on the role of followers and how their beliefs, characteristics and behaviours contribute to the process of leadership and leadership outcomes. It is argued that, to fully examine the process of leadership and its outcomes, it is necessary to 'reverse the lens' and view leadership from follower-centric and followership-centric perspectives which recognise the significant role of followers in the leadership process.

It has been argued that HEIs represent a unique, complex and possibly hostile organisational context in which to practice leadership. It is proposed that different approaches to leadership should be employed in this context or even that leadership should be eschewed entirely in favour of other approaches.

Follower-centric approaches define leadership as a co-created process in which followers have an equal role and impact to that of leaders in contributing to leadership outcomes. From this perspective, the problems identified with leadership in higher education are as much caused by ineffective followership as by ineffective

leadership and therefore the solutions may lie, at least in part, with how followership is viewed and practiced in higher education institutions.

This research study sought to look at the process of leadership in higher education via follower-centric and followership-centric viewpoints.

20th June, 10:30 –12:00 Session 12 – Room 0.23: Organisation, Leadership, and Management

TAVIA LALIBERTE, MBA, Saskatchewan Indian Institute of Technologies (Canada), Vice-President Academic

The Unique Perspectives of Stakeholders on the Governance of Indigenous Higher Education Institutions

The topic for research is indigenous higher education governance. This research will focus on the study of higher education governance using a lens of critical race theory (CRT). This research may inform other Indigenous higher education institutions across Canada and around the world, as well as informing other ethnic minority institutions in Canada and international. This research will lean to studies in higher education governance, indigenous education governance and indigenous governance. An overview of the approach to this study is as follows: First the institutional, national, and global context of the research will be provided along with a literature review. The research will identify key themes and outline any gaps or debate in indigenous governance. The research will primarily use two sources: (1) institute governance documents including governance act, bylaws, and policies and (2) semi-structured interviews with 12-15 individuals directly involved in the governance of indigenous higher education institutions. The interviews will include current or past governors, presidents, and executive assistants to the board of governors. Two indigenous higher educational institutions have been identified for the research. Both institutions lie within Canada's prairie provinces and represent two distinct indigenous groups identified under Canada's constitution – First Nations and Metis.

NOSISANA MKONTO, Dr, Cape Peninsula University of Technology, Head of Department / FYE Coordinator

Understanding the First-Year Practitioners' role in student transition at Universities of Technology

Transformation of higher education in South African universities allows access and success of students previously denied access to universities. For the last decade or so universities have selected staff members to support such students and lead their first-year retention programmes. In this study they are called First Year Experience (FYE) practitioners. FYE practitioners at universities play a role in meeting the university's goals. It is essential to understand the role they play in the institution. There are gaps in the literature about First-Year Experience (FYE) practitioners; and there is little research on their roles and responsibilities. In South Africa, FYE has not been conceptualized fully and is still reliant on international research. This study aims to understand the role of FYE practitioners in first-year student retention at Universities of Technology. The study seeks to understand how the FYE practitioners understand their roles, and how the University defines their function. This study utilized the student support, student development and systems theories to interrogate the roles and responsibilities of FYE practitioners. Five staff members who play an active role in FYE activities were interviewed at three Universities of Technology about their roles and responsibilities in FYE. The preliminary findings of this study revealed that although the FYE practitioners play a crucial role in improving student transition and retention, these positions are not adequately defined, and are taken by people who volunteer and do not appear on the universities' structures.

ZHUO SUN; MIGUEL ANTONIO LIM, Dr, University of Manchester,

PhD researcher; Senior lecturer

Proposition of the active/reactive framework: A new approach to understand higher education reputation management and competition

The marketisation and internationalisation of higher education (HE) in several national contexts has led to the development of thinking about HE access as 'buying a service'. This has led to increased prioritisation among

universities regarding how to promote their reputation among their targeted audiences. However, recent literature regarding reputation management (RM) in Chinese HE is mainly conducted from an international perspective; this means the analysis is usually focused on international students in Chinese universities, and thus the other aspects such as the rationale and strategies of RM in Chinese HE remains relatively underdeveloped. In this article, we conduct a systematic literature review using the PRISMA convention to illustrate the meaning(s) of RM in Chinese HE and particularly how it is understood and developed. The review comprises branding and RM in HE. Moreover, we contribute to the theory of marketing for HE by proposing a new framework arising from the review: RM as an active-reactive continuum in which we provide a new perspective to characterise and better understand RM, particularly in the Chinese context. Active RM refers to how universities promote themselves; reactive RM refers to how universities cope with crises or other forms of negative events. This contribution helps the field understand Chinese universities' RM practices and strategies nationally and internationally.

12:15 – 13:30 - TWO PARALLEL PANELS

Leadership Careers in Higher Education: Experiences of DBA Alumni

Room 0.08

MICHAEL HANNON, Dr, Galway-Mayo Institute of Technology (GMIT), Deputy President and Registrar
NIGEL HEALEY, Prof, Limerick, IE, Vice President Global and Community Engagement
ROXANNE STOCKWELL, Dr, Chair of Independent HE, Former Principal, Pearson College London

(Chair: Dan Davies, Dr, Director of Studies, DBA, Bath)

Room 0.09

JOANNE CURRY, Dr, Simon Fraser University, Vice-President, External Relations
EMMA HUNT, Dr, Falmouth University, Vice-Chancellor & Chief Executive
SHEILA LEBLANC, Dr, University of Calgary, Associate Vice-President, (Continuing Education)

(Chair: Jürgen Enders, Professor, Co-Director, ICHEM)

13:30 – 14:30

Lunch - Level 0 – SoM Pavilion

14:30 – 15:15

KEYNOTE 4 - Room 0.17



JOSE RESTREPO, Professor, Rector EAI University, Previous Minister of Finance, Colombia
Rethinking higher education to transform the future

This keynote analyses how universities can respond to the major challenges that higher education institutions are facing today. Drawing on his experience as a government minister, university leader, policy maker and researcher, Dr Restrepo argues that universities can and must emerge as real agents of change by responding to four challenges: breaking out of the ivory tower by influencing and impacting social and economic processes, assuring excellence, developing democratic leadership, and responding to global challenges including poverty and inequality, climate change, polarization, post-truth, and populism. All of this must be done in a challenging environment marked by tight fiscal constraint with the need for collaboration between universities, governments, business, and civil society.

José Manuel Restrepo Abondano, President of the Universidad EIA.

He holds an economics degree from the Universidad del Rosario, a postgraduate in Private Finance from the same university, a Master's degree in Economics from the London School of Economics, and a Ph.D. in Higher Education Management from the University of Bath in the United Kingdom.

He was President and Vice-President of the Universidad el Rosario, Rector of Colegio de Estudios Superiores de Administración –CESA– and Rector of Fundación Universitaria Empresarial de la Cámara de Comercio de Bogotá –Uniempresarial-. He has also been a university professor and researcher and the author of numerous books and papers. He recently served as Minister of Finance and Public Credit, and previously, he was Minister of Industry and Commerce.

15:30 – 17:00

PARALLEL SESSIONS

20th June, 15:30 – 17:00 - Session 13 - Room 0.08: Internationalisation and Globalisation

NAOMI GRAHAM, Edinburgh Napier University, Vice Principal International.

The impact of Brexit on the internationalisation of Scottish higher education: Scottish universities' responses

The Brexit referendum, which saw a narrow majority in the UK (52%) voting in favour of withdrawing from the EU, was not supported in Scotland, where a significant majority of the population (62%) voted in favour of remaining. The leave vote sent shockwaves through the UK higher education sector and was particularly hard felt in Scotland, where many universities have large populations of EU domiciled students and receive significant amounts of European funding. Brexit has impacted Scottish universities through three significant changes in government policy. Firstly, by the Scottish Government's decision that European students will be charged overseas tuition fees from 1st August 2021. Secondly, through the ending of freedom of movement on 31st December 2020 and changes made by the UK Government to revise the immigration system. And thirdly, by the UK Government's decision to withdraw from the Erasmus+ Scheme and replace the UK's membership with a new global mobility project, the 'Turing Scheme'. This qualitative multiple case study will examine how three changes in government policy created by Brexit have impacted on the internationalisation activities of four Scottish universities, in particular in relation to student and staff recruitment, and the loss of access to European mobility schemes. It will also examine whether organisational type has an influence on the responses of the four universities, and what staff believe to be the longer-term consequences of the three policy changes on the internationalisation activities of their institutions.

SILKE BLOHM, 4Sciences Group Ltd, Director

Striving for research excellence, addressing global challenges or capacity strengthening – external and internal drivers of research collaborations.

In the last few decades, research has become increasingly international and collaborative (Gui, 2019). This includes an increasing number of partnerships of universities in high-income countries (HIC) with emerging research institutions from low- and middle-income countries (LMIC). Challenges to these partnerships are well understood, ranging from uneven resource distribution and power balances to agenda-setting (Jooste, 2016; Bradley, 2016). However, despite intensive efforts made in the last 30+ years by funders, universities and research support structures through research capacity strengthening (RCS) activities, establishing best practice and working towards equitable partnerships, significant challenges remain (Sarpong et al, 2020, Howell et al., 2020). Emphasis in current approaches is often placed on well-known differences between Northern and Southern partners and the lack of equity in such partnerships. The fact that each of these partners constitutes a diverse group of actors, namely researchers, administrators, and senior leadership, who are serving potentially conflicting institutional, national, and global agendas, is often neglected. The presentation will introduce a research project that applies a new lens to these challenges by researching how such collaborations are influenced by potentially conflicting agendas of different actors within organisations. It is placed in the context of a shift towards output driven and goal-oriented research serving national or global societal agendas; performance- and project-based, competitive funding for such research; the globalisation of

research with new actors entering collaborations, and a blurring of research and development aid funding leading to overlapping agendas of research partnerships striving for research excellence versus those striving for global development.

JEAN BUTCHER-LASHLEY, Dr, The Barbados Community College, Head, Quality Assurance and Enhancement Unit

Higher education and a recolonization agenda

The attempt by multinational corporations to run the world as a global, competitive market with higher education as one of its products can be seen as part of a recolonization agenda by dominant, hegemonic, neoliberal, capitalist interests. These interests are identified as “patterns of dominance” (Goodson, 2013, p.5) which include the context within which the story of higher education in Barbados emerges as highlighted in my book, *Principals of Higher Education Institutions in Barbados. A Life History Approach*. I asked four principals of the four public-funded higher education institutions in Barbados to tell their stories to see the connections between their personal biographies and how they led their higher education institutions but I also used a life history approach as a decolonization methodology where I examined their lives against the wider context in which they were lived also using a lens that exposed the legacy of colonialism. This approach allowed me to identify the tentacles of coloniality still present within a post-colonial Barbadian society and more significantly, within the context of a recolonization of education at the Barbadian higher education level and globally. The results revealed the need for principals or those who lead the higher education sector to be aware, through reflection on their life stories, of how these stories, if not contextualized, could affect how they lead. More specifically, it could determine if they become unwittingly complicit in a recolonization of the higher education sector where higher education as a “global public good (Stiglitz, 1999), is threatened.

20th June, 15:30 –17:00 Session 14 – Room 0.09: Students and Education

MANYANE MAKUA, Mangosuthu University of Technology, Acting Deputy Vice-Chancellor: T&L

The future of higher education: Where to from here?

The COVID-19 pandemic forcefully changed the world’s perception of higher education. The pandemic disrupted traditional thinking about learning and teaching and broadly about the purpose of higher education. In a short space of time, institutions had to adapt to new ways of teaching, as well as the adoption of different platforms for the facilitation of teaching and learning.

A major trend that will outlive the pandemic, is the integration of technology in the facilitation of learning and teaching. This trend has raised more questions than answers and has necessitated the need for research in this area. The bigger question is about the capacity of the technology and adaptability of academic staff to leverage such in the facilitation of meaningful learning and teaching.

Given the many challenges that confronted higher education institutions, the future of higher education is unclear. The pandemic has also highlighted the stark reality of embedded inequalities in access to resources for disadvantaged students and more specifically for historically disadvantaged institutions. Declining state subsidies for higher education institutions meant that institutions could only respond to challenges within the limits of their budget capacities.

This paper explores higher education’s responsiveness to current and future challenges and how these will likely shape the future of higher education in the world. The future of higher education post COVID-19 will largely depend on the ability of institutions to adapt to new challenges and embrace innovative approaches to teaching and learning.

VICTORIA A BAUER, MA, Leibniz University Hannover, Doctoral Researcher

Rational choice vs. social-cultural reproduction: Understanding social differences in study intentions in Germany

In Germany, despite increasing participation in higher education and the abolition of tuition fees in all federal states at least from 2013, the share of students from educationally advantaged backgrounds has remained at a consistently high level since 2006. Socio-structural patterns of participation, and with them social inequalities, remain constant. Explaining social inequalities in participation in higher education is a highly relevant and internationally popular research topic. Most commonly, Raymond Boudon's (1974) rational choice approach is used to explain these differences, supplemented by peripheral aspects of Pierre Bourdieu's (1984, 1977) theory of social and cultural reproduction. Apart from the continuing difficulty of translating Bourdieu's theoretical concepts into empirical evidence, there is no clear rationale for the preference for rational choice. Therefore, this study applies both research traditions to explain social differences in study intentions using data from the 2015 German Panel Study of School Leavers. Linear regression analyses (N = 25,195) confirm that both concepts generate parental education differences in study intentions and can explain part of their variance, with rational choice items having a higher explanatory contribution. Book-reading frequency appears to be a suitable indicator of embedded cultural capital; however, further operationalisation seems essential to adequately measure cultural and social capital. The findings suggest that rational choice constructs are products of complex socio-cultural processes that remain a black box in the study of educational inequalities. Future studies should work towards disentangling the primary and secondary effects of social origin by incorporating further aspects of socio-cultural process characteristics into models of rational educational choice.

BING LU, Dr, Institute of Advanced Study, University of Warwick, Early Career Fellow

The unquestioned supervision approach: learning from transnational pedagogies

Doctoral education is becoming increasingly transnational, with mobility and internationalization playing a major role. Supervision, which involves collaboration between doctoral supervisors and students, is heavily influenced by supervisors' own experiences as doctoral students. This paper examines transnational pedagogy in doctoral supervision, which is the process of integrating knowledge gained from different national contexts into supervision practices. The study draws upon an empirical project investigating the supervision approach of Chinese academics with doctorates obtained overseas in Chinese research universities. The project used narrative interviews and supervision meeting recordings to analyse supervisors' views on their own supervision. Participants reflectively and critically navigated a series of binary concepts, such as China/Western and local/global. This paper identifies that transnational mobility presents a challenge to supervisory pedagogical relations. Returnee academics struggle to match their own experiences of being supervised as international students with supervising domestic students due to the incompatibility caused by normative supervision approaches regulated by domestic institutions and their own transnational mobility. This paper advocates for embedding transnational pedagogies in supervisor professional development programs to facilitate reflective practitioners and make supervision more rewarding for both supervisory parties. The critical examination of supervisors' pedagogical accounts on supervision revealed how they discursively engage with the global-Chinese binary. Rethinking the intersection of learning and mobility in doctoral education with a theoretical orientation of transnationalism can help develop more effective supervision practices that are responsive to diverse national contexts.

20th June, 15:30 –17:00 Session 15 – Room 0.11: Organisation, Leadership, and Management

MARIO GAY, Università della Svizzera Italiana, Lugano, Switzerland

Analyzing digital transformation in higher education: A systematic literature review from the perspective of organisational change

Digital transformation - understood as the process of radical change in the individual, organisational and social spheres underpinned by the application of digital technologies - is a prominent topic in the media as well as in the scholarly literature. Digital transformation is often portrayed as inevitable, and failure to transform is described as an existential threat to organisations. The academic literature on the digital transformation of higher education institutions has also developed exponentially in recent years and generally takes for granted the necessity of the transformation of the university. This presentation aims to illustrate a systematic review of the current academic literature about the digital transformation of higher education institutions. The study is based on a well-established model for conceptualising digital transformation from the perspective of organisational change developed by Hanelt et al. (2020) and aims to investigate which features of the model are particularly significant for the tertiary education sector, which are less relevant, and in which respects the model needs to be extended to be suitable for the analysis of the phenomenon in the higher education context. As the literature relevant for the systematic review is in the order of hundreds of documents, the study combines text mining techniques - such as the use of a controlled vocabulary for the coding of the corpus - with manual textual analysis of the most significant documents.

MELANIE SWANSON, Cape Peninsula University of Technology, Head of Department HIV Unit & Acting HOD Campus Health

An investigation into health-related new product development successes at a University of Technology within South Africa

This study investigated the role of critical success factors that contributed to the commercialisation of new product development (NPD) at a university of technology within South Africa (SA). For this study, the focus was on health - related innovations.

Research problem: The problem the researcher identified was that although the institution under study sought venture capitalists to invest into existing or new spin-off companies, after more than six years, it appears as though not many have shown interest in most of these inventions. To investigate the problem, the researcher explored the key factors that contributed towards the successful commercialisation of new products at a university of technology within South Africa (SA).

Purpose of the study: To explore and describe an investigation into commercialisation of health-related new products developed at a university of technology.

Main research question: What were the critical success factors that played a role in the commercialisation of health-related innovations at a university of technology within SA?

Sub questions:

What models and guidelines were consulted throughout the new product development process?

How did customer feedback contribute to the development of the end-product?

What marketing strategy was followed and how did it contribute to the successes?

Research methodology: A qualitative research approach was adopted to capture exploratory and descriptive data to obtain insight in the research problem. The study setting was a university of technology. Sampling was purposive and structured and semi-structured interviews were used to describe and explore views, opinions, and experiences of participants. Data was analysed and recommendations derived from the research findings.

FILIP BOICU, Dr, University of Nottingham, Curriculum Design Senior Administrator

Digitalization, centralization, and the substance of higher education – a UK perspective

As research from different academic disciplines is beginning to establish, digitalization and datafication are responsible for manifold processes of change at high velocity that affect the university both from within and without (Williamson 2018, Komljenovic 2019; Zuboff 2019). Higher education systems can be envisaged as simultaneously located at different levels: global, continental/regional, national, local-regional, city/local, institutional (that of the university), and at the level of the individuals and communities which form it. A higher education system, therefore, can be examined in terms of the social contexts it exists within and in terms of how it constitutes itself internally in response to such contexts. Based on this framework, the first part of this paper attempts to discuss the impact of digitalization on the global, national, and city/local social contexts of UK universities and to highlight some of the challenges this poses for universities. The second part seeks to provide a rough account of how UK universities have responded to such external challenges and of how this is impacting on their internal constitution, including on the substance of higher education (Clark 1983). The final argument of this paper is that the real disruptions introduced by digitalization are, while chaotic and experimental, primarily constitutive of new regimes of centralization and the result of cold calculations framed by the logic of competition. This approach adds a new dimension to the excessive forms of competition already highlighted by Naidoo in her 2018 article "The Competition Fetish in Higher Education".

20th June, 15:30 –17:00 Session 16 – Room 0.23: Organisation, Leadership, and Management

HESHAM METWALLI, Sharjah Government, Director of amAccelerator and Special Programs

Towards innovative international business models for the future of higher education

This paper discusses the role business models play in the internationalisation of higher education. Business models in higher education play a significant role in shaping almost every aspect in the sector. From strategy to finance and all the way to the day-to-day operations, business models affect the way the institute is managed. The major debate usually takes a financial nature: for profit and non for profit or public vs private. When universities decide to expand internationally business models become very central in such a move.

SUDE PEKŞEN, MA, TU Dortmund University, Research Assistant and Doctoral Student

The influence of digital student recruitment in German universities on study choice in computer science

In response to increasing competition, universities worldwide, including German institutions with comparatively slower digitalisation, have adopted innovative digital marketing methods to attract diverse student target groups through digital student recruitment strategies. This study examines the role of digital student recruitment strategies in promoting diversity in German universities, focusing on recruitment strategies for computer science programmes. Computer sciences were selected due to the persistent underrepresentation of women in this discipline and the potential of digital marketing to address the gender gap. Thus, we ask: How do digital student recruitment strategies promote diversity in universities? What are the key digital marketing channels universities use to advertise computer science programmes? How do these digital marketing channels impact students' study choices among different groups of students? In this study, we draw on Social Position and Rational Choice theories using a literature review and a representative survey of 2,601 students. Preliminary findings suggest that universities primarily use websites and social media to promote their programmes, with students mainly relying on these channels for study programme selection. While German states employing digital marketing appear to have a higher number of female computer science students, the gender gap persists, as female students overall report encountering fewer digital information sources than their male counterparts. This study contributes to the discourse on the potential of universities to attract students through digital marketing within the context of increasing competition. Further, it highlights the importance of effective and inclusive digital student recruitment strategies to address the gender gap in computer sciences.

FRANS LEUTLE, University of Mpumalanga, Senior Director: Operations

A critical exploration of talent management and its implementation within the higher education sector in South Africa: A case study of academics in a public university

Gender parity within higher education leadership and senior academic ranks remain contemporary as defined by a resurgence of identity politics in society. The continued relevance is the recentring of the academic project for knowledge development that encapsulates and promotes participatory decision-making defined by gender inclusivity. Universities must continually reflect on their praxis and relationship with the society that defines them. The praxis situates gender parity within the student cohorts and all levels of the employment cohort (Waghid 2021:4). Equity programs embody the appropriate equity language and encapsulate the principles of social justice. Implementation of these programs realised marginal success and changed the equity profile of senior academic and higher education leadership profiles. However, these programs have also been accompanied by inherent challenges (Van den Brink and Stobbe 2013:2; Tzanakou 2019). Equity programmes, while vital tools for change, often emanate due to political pressure for social equity and have not been without critique. The impact of equity programmes to transform the academic, managerial and professional cohorts has yielded incremental change. Many studies have indicated that women take longer to complete doctoral degrees and meet the promotion criteria compounded by a multiplicity of factors, including institutional culture and the prevailing masculinity of power. As acceleration and diversification tools, these programmes have recorded marginal success and an awareness of the factors that compound the career progression of marginalised communities within the higher education sector. The primary focus of this paper is an exploration of gender parity within the academic and managerial ranks within higher education by focusing on the international context and drawing attention to the status quo at South African universities. The paper explores the aims and objectives of gender-equity programs by addressing the question: Why is the discourse of gender equity in academic and higher education ranks relevant for the future of the university? The discussion draws on the principles of social justice espoused by John Rawls and Participatory parity espoused by Nancy Fraser. The methodological approach is a critical analysis of contemporary discourse with the aid of secondary data. An overview of progress towards gender parity and challenges is highlighted, which compounds the realisation of the objectives of gender equity programs.

17:00

REFLECTIONS AND CLOSING - Room 0.17

JÜRGEN ENDERS, Professor, Co-Director, ICHEM

From 17:30

Informal Gathering on Campus