



A strategy for promoting new partnerships for university good governance

PDSF/KNIT assignment requirements

- To determine in collaboration with KNIT/UGI broad modalities for entering new partnerships between KNIT/UGI and other institutions, and prepare an action plan.

Overall aims

- To support the enhancement and reform of Thai higher education and to disseminate sound principles for good governance and management;
- To facilitate partnership links between KNIT/UGI and national and trans-European bodies involved in various aspects of good governance;
- To make available opportunities in Europe for study tour, management training, or familiarisation visits, for senior managers, senior academics, and senior administrators in Thai higher education;
- To contribute to capacity building and reform of Thai universities and to the professional development of individuals in areas such as governance, management and decision-making; strategic planning; faculty management; research and enterprise development; learning and teaching enhancement; and engagement with business, society and community.

Potential benefits and outcomes

A range of opportunities are available through the following partnerships, including:

- Commissioned projects
- Study tours
- International conferences
- Networking opportunities
- Training and professional development programmes
- Bespoke projects and tailor-made activities
- Accessing European best practice
- External evaluation by international experts
- Solutions to problems
- Doctoral study opportunities
- High quality study and training materials

Who can benefit?

Government bodies and Ministry

- Partnerships 1, 4, 5, 7 and 8

Rectors Conferences/Vice Chancellors Forums

- Partnerships 1, 3, 4, 5, 7, 8, and 9

Senior University Leaders

- Partnerships 1, 2, 3, 4, 6, 7 and 8

Faculty and Middle Management Leaders

- Partnerships 2, 3, 4, and 6

Faculty (staff)

- Partnerships 2, 3 and 6



Partnership 1: EUA Solutions

This arm of the European University Association was established in 2014 to offer universities and national authorities for higher education development the opportunity to commission tailor-made services on a wide range of topics in strategic areas. This includes consultancy and expert advice on specific issues and HE reform topics such as internal quality assurance, responsible research and innovation, and effective university governance. The methodology used by 'EUA Solutions' is based around background material presented by a national body or university which analyses the current situation in the topic area, a visit by a team of European experts appointed by the EUA, and a written feedback report with recommendations for development and improvement.

Partnership 2: Erasmus + and International Credit Staff Mobility

Under these schemes opportunities are available from 2016 for staff mobility, to include staff mobility for teaching and staff mobility for training. The duration must be for either 16 or 24 months and the application must be made through a European programme country partner university. There are also opportunities for doctoral study.

Partnership 3: Quality Assurance Agency for Higher Education (QAA)

The QAA offers an intensive five-day course for quality assurance managers from non-UK institutions. Participants are able to benefit from expert input as well as sharing experience with other international delegates. As an example, in October 2014, the International Quality Assurance Programme attracted delegates from the following countries: Ethiopia, Saudi Arabia, Oman, Malaysia, Kuwait, Brunei, Zambia, France, Pakistan, Greece, Sri Lanka, Fiji and UAE. This event has a global reputation and delegates include individuals with management experience in higher education, and who are working in a management or leadership role (academic or non-academic) with a responsibility for quality improvement, and who wish to develop their knowledge of quality improvement practice within the higher education sector.

As part of the programme, participants benefit from high quality presentations by leaders and experts in UK higher education quality improvement; comprehensive study materials; visits to institutions, awarding bodies or other organizations for delegates to learn more about higher education quality practice; a pre-arrival briefing pack; and networking opportunities and exchange of good practice.

Participants are able to enhance their own and their university's capability in the strategic management of quality through individual action planning and the completion of development tasks.

Partnership 4: Leadership Foundation for Higher Education

The Leadership Foundation has a growing global reputation for promoting and supporting good leadership and effective governance in higher education. Its services and programmes can be tailored to the particular needs of national bodies, universities, or individuals. It also has an extensive range of conferences and events which can be delivered anywhere. The LFHE has or is currently engaged in delivering or exploring opportunities in China, Pakistan, India, Australia, South Africa, Bangladesh, Qatar, United Arab Emirates, Saudi Arabia, Ireland, Malaysia, Iraq, America and Europe.



The LFHE's services include partnerships; consultancy; resources on leadership and governance; and support for change, organisational development, strategic development, and internationalisation. The LFHE can also provide bespoke projects to support modernisation and reform

Examples of the Leadership Foundation's work on an international level in specific national contexts include the India/UK Leadership Development Network Programme, and the Sino/UK Leadership Development Programme. In the former case, working partnerships were formed between higher education leaders in the UK and India. The programme facilitated the exchange of senior staff between partner institutions to develop close and lasting ties in teaching and research. These partnerships were designed to develop and disseminate good practice in higher education management and leadership, in Indian and UK HEIs. Following the workshops, participants spent time with their partner university to gain further practical understanding and insight into each university's management structures and processes. In the latter case, the programme partnered a senior leader from a UK university (usually at pro-vice-chancellor level) with an individual at a similar level in a Chinese institution. Each UK and Chinese participant visited their partner's campus for a study period of between a week and ten days. All participants attended joint workshops in the UK and in China to share their experiences. Participants chose a topic relating to university management or leadership to study from a Chinese and UK perspective as part of their visit and produced a report to be shared with the sector. Topics included the development of internationalisation strategies, making links with business, the management of research, and quality assurance in other cultures. The programme provided a unique management development opportunity.

Partnership 5: European University Association (EUA) Institutional Evaluation Programme (IEP)

The EUA Institutional Evaluation Programme (IEP) evaluates higher education institutions in the context of their specific goals and objectives with the aim of quality improvement. The Programme emphasises an inclusive self-evaluation process and institutional self-knowledge for improved internal governance and management as well as for external accountability purposes. The evaluation methodology is based on a peer-review approach. IEP evaluations examine institutional structures and decision-making processes and the effectiveness of strategic management. The evaluations focus on the relevance of internal quality processes and the degree to which their outcomes are used in decision-making and strategic management as well as identifying any gaps in these internal mechanisms. Each institutional evaluation is undertaken by a team of European experts, chaired by the Rector of a European university. A comprehensive report with recommendations for improvement is made available to the university.

In addition to an individual university making an application for an institutional evaluation, the IEP also has extensive experience of undertaking sector-level evaluations and also project-based evaluations of selected universities. An example of the latter is the Europe-Africa Connect project, an Erasmus Mundus Project, completed between October 2010 and September 2012 with evaluations of five African universities under a partnership between the EUA and the Association of African Universities (OAU). The project, 'Building Capacity Through Partnership', was carried out for developmental purposes. The added value in terms of capacity building, and the strengths and weaknesses of the exercise, were debated in a post-evaluation workshop where not only the evaluated institutions participated, but also other institutions from Europe and Africa and regional/national QA agencies.



Partnership 6: Higher Education Academy (HEA)

The HEA works across global higher education for the purpose of enhancing learning and teaching and improving strategy. The Academy is able to form partnerships with governments and ministries for system development; with senior university leaders to develop leadership and coaching skills; and with managers with responsibility for learning and teaching for skills development purposes. The HEA also works with faculty staff for professional development purposes.

The HEA's international services for senior university leaders include a 'Leading Learning and Teaching in Higher Education' programme of 5-10 days duration that is designed for non-UK universities who seek to enhance leadership capacity. This programme can also focus on developing corporate strategy. It can be delivered outside the UK. The HEA's services in the enhancement of learning and teaching can be tailored to the needs of senior leaders, faculty staff, and learning and teaching managers. Topics can include curriculum development, teaching skills, professional standards, employability, technology enhanced learning, and innovative pedagogy. Amongst the HEA's resources and services are an extensive range of conferences and events.

Partnership 7: National Co-ordinating Centre for Public Engagement (UK)

The resources available through the UK National Co-ordinating Centre for Public Engagement (NCCPE) include a self-assessment tool (EDGE) that enables a university to assess how well it is supporting public engagement. For example: what are we doing well? where can we improve? and how can we make a difference? The EDGE tool encourages a focus on the people, the processes, and the leadership (e.g. public engagement champions in each faculty) necessary for improving public engagement. The resources of NCCPE can help a university to run a change process and to assess impact. They also make available CPD (Continuing Professional Development) and training opportunities and can offer consultancy on stimulating a culture change. Resources also include an International Framework for Collaboration.

Partnership 8: Research Councils UK (RCUK)

Research Councils UK (RCUK) is a body which exists to maintain the UK's global research position. It offers a diverse range of funding opportunities, primarily for UK universities. However, it also fosters international collaborations, and can provide access to the best facilities and infrastructure around the world. RCUK also supports the training and career development of researchers and work with them to inspire young people and engage the wider public with research.

There are eight research councils; these are:

- Arts & Humanities Research Council (AHRC)
- Biotechnology & Biological Sciences Research Council (BBSRC)
- Engineering & Physical Sciences Research Council (EPSRC)
- Economic & Social Research Council (ESRC)
- Medical Research Council (MRC)
- Natural Environment Research Council (NERC)
- Science and Technology Facilities Council (STFC)

RCUK works in a variety of ways to facilitate international collaboration, and each of the individual Research Councils support international collaboration through their grant funding. It is mainly UK researchers who can apply for funding which is relevant to their research



project (e.g. support for travel and subsistence to allow UK researchers to travel overseas to undertake relevant work at a partner's institution or laboratory, fieldwork, and to support networking activities specific to the grant). However, grants can also include international researchers.

Various partnership opportunities are available to international researchers. For example, visiting researchers. Here, funding can be requested for researchers from overseas who are of acknowledged standing, to visit and work in the UK Principal Investigator's institution. Grants can also include international collaboration from project partners or consultants. In the case of project partners, international collaborators bring their own funding to the grant, including funding in kind.

Partnership 9: Commissioning experts for developmental input on a specific topic or theme

Here, opportunities are available for KNIT/UGI and/or individual universities or groups of universities to commission the services of individual experts or small teams of experts. This model would be based on a commissioning brief specifying a particular theme or topic and would involve the provision of expert advice, training, and relevant materials. An application process could be put in place whereby applications could be made through the PDSF office, with final applicants being proposed through, for example, the Rectors Conference.

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September 2015

(Note

This paper will be used for discussion and feedback in the final session of the October 'Good University Governance' conference and workshop).