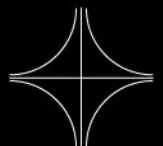

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International Association of University Presidents

ACADEME, an externally refereed higher educational quarterly, embraces theory, research, analysis, history, philosophy, policy and practices. The journal seeks to foster exchanges among practitioners, policy makers and scholars and to provide a symposium for comment on leadership and management in higher education.

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ACADEME

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IAUP – Leading Leaders and Higher Education Worldwide

The International Association of University Presidents (IAUP) is an association of university chief executives from higher education institutions around the world. The primary purpose is to strengthen the international mission and quality of education of these institutions in an increasingly interdependent world, and to promote global awareness and competence as well as peace and international understanding through education.

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Editorial

Change Management in Universities

The present issue of THE ACADEME consists of seven scholarly papers, three from Europe, two from Asia and one from the United States of America.

The paper of President and CEO Heinz Boyer of IMC University of Applied Sciences, Austria, eloquently discussed the advantageous synergizing competitiveness and academic excellence experienced in Universities of Applied Sciences. They result from effective public-private partnership structures and management practices. The model could be followed, emulated and perhaps be adjusted to suit specific local conditions and systems of management especially by universities in developing countries.

Prof. Henrik Toft Jensen, the former Rector of Roskilde University has two papers. One deals with concerns on changes in the leadership and governing structure of universities in Europe specially the change from Senate Governance to that of a Board of Directors at Universities. The second was a critique on some intentional and unintentional consequences of Institutional Evaluations as presently practiced in most European universities. He advocates careful selection of areas and parameters of evaluation systems and the development of clear objectives and methodologies for such activities in order to reduce or even eliminate unintentional consequences.

Another major present concern in University Management in a globalize environment is Change Management in an increasingly culturally varied international university settings. This issue scholarly discussed Dr. Pornchai Mongkhonvanit, the President of Siam University and the Head and Consultant Editor of ACADEME with the collaboration of Dr. Silvio Emery. Some workable strategies were presented on how to develop and produce graduates with multicultural competencies without loss or sacrificing of one's own national culture and values.

The other article from Asia is one submitted by a team from University of Malaya, on Creative Perceptions of Malaysian students as compared to Australian counterparts. Although both groups of students from Malaysia and Australia have good creative perceptive abilities, the basis for such abilities may be different in the two groups. The value of such knowledge was also discussed.



The last paper was from the United States of America on how a group of student teachers developed an integrated curriculum and lessons for kindergarten to grade three students in mathematics, science, social studies, English language, arts and fine arts. It is a successful experiment which could be replicated in other schools and fields.

It is hoped that the variety of topics and source of papers is of great interest to the readers of *The Academe*. The Editorial Board look forward to your suggestions and comments and also for more articles for possible publication in future issues of *THE ACADEME*.

If there is something that could characterize our century, it is the rapid rate of change. Development in science and technology especially in knowledge and information management is staggering. The half-life of information and knowledge is rapidly shortening all the time. The rate of obsolescence is staggering. University professors must be abreast with these changes in their own fields. Administrators are faced with ever increasing cost of management and providing quality education and with financial crisis must know how to judiciously utilize existing resources and collaborations for shared resources and expertise. The half-life of knowledge and information is continuously being reduced. This is one of the most important reasons for the need for life-long education – for life long pursuit of knowledge- for the need for continuous improvement or become a dinosaur.

The fast growth in information and knowledge would thus require changes also in the mode of teaching, mode of solving problems, mode of research, mode of sharing of information and new developments. Thus, the need for the third tier in education – i.e. lifelong education.- an education without boundaries in terms of scope of subject matter, age of participants, in the mode and place of delivery

Education is therefore not only for the elite- but must be for all. With democratization of education, education has become a necessity for all rather than a privilege for a few. With democratization of education, even the tertiary education, there is a greater demand for availability of educational opportunities. The government may not be able to support the increasing number of “scholars” and so there is increase in the role of private education providers. The latter just like also the government institutions would vary in their quality and the best could only be available to a few with the necessary financial resources .and the rest to mediocre institutions or being totally deprived of access.



There is also increasing shift to technology based studies and professions. The industries would like an assurance from institutes and colleges that the graduates whom they would employ would already be knowledgeable of the recent technologies and would also be equipped with the professional skills of the trade, of general thinking and problem solving skills, of the tools of mathematics and information technology and the appropriate values and attitudes as well. Thus, the demand for better education to be provided by technological institutes and universities would require change and adjustments to these more stringent demands.

In the present economic crisis, there is also a need for better financial management of educational institution resources. There may be reduction in the number of students who could enroll with the high tuition fee costs. It will also be expensive for universities to provide the necessary equipment for teaching and research as well as high cost to pay well qualified professors and laboratory staff. All of these would lead to change in governance of schools, change in management styles. Knowledge of concepts and actual practices of lean management in financially troubled organization and society is therefore a MUST.

Thus, universities are faced with many issues and challenges that would require change in modes of teaching, systems of management of resources, linkage with partner institutions and in prioritization of subjects to offer and kinds of students to accept. The administrators must therefore be equipped to **MANAGE CHANGE**.

ACADEME 2009

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Changes in the leadership and governing structure of universities in Europe. From Senate governing to governing from a Board of directors at universities.

Henrik Toft Jensen
Roskilde University

***Abstract:** In Europe there have been major changes in the governing structure at universities in the last 10 years. From governing structures where the senate and the elected rector have the responsibility to govern and develop the university, to a structure where an appointed governing board composed of people from outside the university and an appointed rector or president have this responsibilities. Staff and students have lost most of their importance in the governing structure. In some countries the business-model of a board of directors a model from a Ltd. in industry have been used. There are a long row of possible reasons for this changes, and the change itself causes changes in many relationships at universities.*

It is often told that universities should have autonomy and responsibility. It was argued that governments have more trust in universities with a board of directors and therefore could accept more autonomy at universities with this governing model.

New public management should be used in the governmental steering of universities. It was urged this should create more autonomy. In many cases it was the other way round. New public management was used, but beside this there was created a lot of new steering systems and regulations.

In many countries it looks like steering discussions are more important for governments than quality development.

Finally it is argued that quality development, culture and creativity are the most important factors at universities. Taking care of quality is the responsibility of universities, and universities themselves have to act in quality issues. In Europe the EUA Institutional Evaluation Program is offering help to quality development and changes, if universities themselves want to be evaluated in their quality development.



The European development

It is quite interesting that European governments in the last 10 years have been looking at the governing structure at universities as their main field for action while the European Commission of the European Union to a much greater extent is looking at the financial conditions of universities, the autonomy of universities and at the quality assurance systems and structures at universities.

Through the Bologna process the European Ministers of Education have put a lot of effort in co-ordinating the processes of creating a common educational structure and quality assurance structure in Europe.

While the European Commission has the intention that universities really should play a central role in the European knowledge economy and a role in creating a better European competitive capacity versus USA and Japan, many European governments have put effort in securing the control of the state concerning the activities at the universities. This has resulted in a strong focus at formal structures and regulations with an increased administration to secure equal treatment and justice at the universities. At the same time the governments have guarded the taxpayer's money.

In Denmark, the University law from 2003 together has changed totally the governing structure of universities and has together with departmental orders created a situation with a strong detailed formal regulation of all activities at universities.

Governments in Europe have a strong focus on the governing structures and the so called traditional models: with senates, elected rectors and the big influence from the university community. Many university people including university rectors are ready to accept and abandon the self decision power of the university community and create a board of directors to take over the power from the traditional university community. They believed that the government would give up the close and disturbing control and the micro steering and management of universities and let a board of directors appointed by the government take over the responsibility of running the university and therefore the responsibility of using the taxpayer's money. In reality the universities has learned that the micro steering has increased rather than decreased since the changes in the governance of universities.



At the same time, some university rectors wanted to get rid of the intervention from university professors or students in the decision making at the universities the board of directors regarded as much simpler to cope with the daily life of a rector. It could be the case, but there are many examples showing that it is not always so.

The question of legitimacy of and trust in universities has also been important in the argumentation concerning the creation of boards of directors at universities. A board should automatically increase the trust in universities and secure that the government is willing to send more money from the taxpayers to the universities, but in many cases this is not the fact partly due to the economic situation in some countries.

The result has been that several countries in north and central Europe have created new governing bodies. New boards of directors, with a majority of the directors appointed being recruited from outside the university. The senates are closed down and instead new advising boards have been created with academics and students, whose only power consist of giving pieces advice to the rector and to the boards of directors through the rector.

At the same time the right to appoint the rector has been removed from the university community and allocated to the board.

In several countries, the government create new steering systems in accordance with the ideas of new public management, at the same time the government keeps the existing steering forms go on and supplement them with new ones.

It seems from this background, it is to conclude: There is not an easy way to get more power to the university, except maybe one: to create more attention to quality assurance and real development at the universities themselves.

The wishful expectation that universities should gain autonomy from governmental control and gain better possibilities to develop and create new initiatives to the benefit of Europe, the nation, students and the university community is still a wish rather than a reality.



Changes for the cause of change

Governments as well as university leadership do in many occasions believe in changes to create new quality new dynamic and new possibilities. The question is then what should be changed? and what is possible to change at universities?

These questions have to be related to the mission of universities in the knowledge society, and to the development of each single university.

Changes in governing structures are often regarded as a trick, solving all problems in the university sector, but it is not always the case. Changes can in-between is inspiring just because changes create “new oxygen in the water” and can create new ideas.

But if we shall create real changes orientated to the future, it is important to make an analysis of the needed changes. This could be done by asking the following questions:

1: Why do we want to change?

The answer could be:

(To get better possibilities to make decisions, and quick decisions.)

2: What do we want to achieve through the change?

The answer could be:

(To take the power from conservative deans)

3: What do we want to change?

The answer could be:

(decision making structures)

4: What do we want to keep unchanged when we change?

The answer could be:

(To maintain the engagement and enthusiasm of the staff and students, as well as a high level of the research and education).

An analysis of this kind would be a good point of departure for changes at universities and an analysis should be conducted before changes are promoted. This could be done to make sure that changes are not just for the sake of changes.



The Governing Body.

If it is necessary to create a board of directors, the university can benefit from it but then there are some important points to take care of. It is in my opinion important to create a board of directors able to handle their obligations in no mere 3-6 meetings a year and maybe an annual seminar.

The board should be able to take the responsibility of the main economic and building decisions, and should be able to decide the main direction of the university, and then leave all other management and all academic questions to the rector and to the academic community.

Communication between the board and the university community as well as the individual academics should only be a communication via the rector otherwise the responsibility structure will be complicated and diffuse.

It is important for the governance of the university that the rector is in this communication and not left aside.

The board members should be recruited from people active in their job and not retired. The university can risk that retired board members have too much time, and therefore enter into the micro management of the university.

It is important that the board members are important people and not necessarily friends of the university. They will become friends of the university if it is managed well.

In Denmark we have got these boards five years ago. At some universities it seems like the board has got a university, and not the other way round - that the university has got a board.

We can in between use the same formulation concerning some newly appointed rectors.

The Danish government has its own way of using the boards - the minister has meetings with the heads of the board either individually or with all heads of the university boards together. The civil servants in the ministry have meetings with the rectors and the rector's conference, and naturally each rector has meetings with their own board members, and the rector's conference has meetings with the chairs of the boards.



I have taken the freedom to name this meeting structure the Bermuda triangle:
First of all: There are three or four corners:

The minister

The civil servants

The rectors

The boards

Secondly:

Nobody knows where the initiatives come from and

Nobody knows where and how everything disappears.

The rector should be the representative of the university in negotiations with the government and partners outside the university. The rector should also take care of the stakeholders of the university.

This is not always the case in Denmark. Here the situation has ended up with strong boards of directors with whom the minister discuss the development of the university sector. The rector is in between reduced to a civil servant. This is not good for either rector or for universities

The role of the boards of directors should be to guarantee dynamics at the university and more autonomy in relation to the ministry, but instead the government uses the board of directors to marginalise the rector and the university community.

But it is not just the governments who are misusing the new structure of the boards of governors. Rectors are often doing the same in their effort to please the board.

One of the evaluation teams of the European University Organisation was some years ago evaluating a university in United Kingdom. In this evaluation the team attended a Board meeting and a meeting in the Academic Council. The Board meeting was boring and the board members were more or less unprepared. At the Academic Council they found a high level of enthusiasm and dynamism in the academic council and it should be an easy action to use this dynamism at the university. The team were sure that the university could benefit from this dynamics and enthusiasm in the development of the university.

In the recommendations the team proposed that the leadership of the university should use the ideas from the academic board of the university. The



university could benefit from the ideas from the academic and the university community.

To use the enthusiasm and ideas from the university community is important to secure a high quality at the university. If the rector forgets this in order to please the external board, the university will lose good development possibilities and the daily enthusiasm of the researchers.

New public management and market versus public service regulations.

Governments in Europe are eager to secure that taxpayers money are used in the best possible way, and would like to have control to make sure that the taxpayers money are used in accordance with the political decisions.

Due to the money question, governments have the duty to secure equal and fair access to higher education.

At the same time governments and their civil servants would like to show that they are using new public management.

This creates a situation, where governments and civil servants introduce quite a lot of new mechanisms in the steering of universities. At the same time as higher education as a public service still are regulated in the traditional way. When this is the case, there will be a growing control and regulations of universities.

In my opinion and in agreement with the point of view of the European Commission, the national authorities have to reduce the control of universities as being public service entities and accept that universities first of all should act as development orientated knowledge institutions also acting in an educational market. The universities should have institutional autonomy and act with responsibility.

Autonomy is in this connection the freedom to decide how universities create their results.

Responsibility is the duty of universities to produce good results as well in education as in research and in other services to the society, to the benefit of



the region, the nation and the international community. This should be done to the society as a whole and not just to the benefit of the industry.

The good results should be created with a high level of ethics, and it is important not to harm individual rights.

Many of the new governmental initiatives are oriented in this direction. In Denmark as in several other countries, universities have agreed in a development contract with the government concerning their results measured both as goals in quantitative and qualitative figures and terms.

But new public management can be misused in changing the development goals in a contract to a list to very detailed results.

Evaluations and accreditations are the other mechanisms used by governments and universities to make sure that governments have an instrument for securing quality or controlling the quality of education and research.

This change in the steering of universities is a precondition for a European knowledge policy. The problem is that this new management often are ad-on to the detailed traditional regulations mentioned above

Changes in the law or at universities?

It has been pointed out that governments have to reduce their traditional steering of universities.

On the other hand universities themselves can do a lot instead of just waiting for a governmental initiative.

The European University Association offers several membership services orientated in the direction of creating possibilities for change. Among these is "the Institutional Evaluation Programme, a tool for change of universities".

The university can use this tool or decide not to use it. The evaluation is in fact a meta evaluation of the system of quality control, quality assurance and quality culture.

In the past 10 years more than 200 universities in Europe and some outside Europe have had an institutional audit or evaluation. The programme offers



an evaluation of the management structure, the quality assurance system and the capacity to change.

In the year just passed nearly all Catalonian universities have been evaluated in this institutional evaluation programme by peers (rectors or former rectors). The Institutional evaluation programme is also doing evaluations of the national university system on the basis of the evaluations of all the universities in a specific country. This has been done in Ireland, Bosnia, Serbia, Portugal, Slovakia and in Catalonia.

In evaluating universities four simple but fundamental questions are asked:

1. What is the university doing, and trying to do? (Mission)
2. How is the university doing it, or trying to do it? (Activities)
3. How does the university know it works? (Quality culture)
4. What is the capacity to change in order to improve? (Strategic and development capacity)

The institutional evaluation programme provides tools for change to the university. The decision to use, or not to use, the tools is totally the decision of the university. Much more could be said about the programme of EUA. But here is a tool for total change in the hands of each university.

Conclusion: Changes and enthusiasm.

Changes could create better universities. Many changes could also create worse universities.

In the last ten years many European governments have created new governing structures at Universities, created new ways of steering universities and on top of that made many regulations of many activities at universities. There have been created changes in many fields at the universities from governments, this consume a lot of time of universities, but even in this situation it is important for universities themselves to create changes in order to develop their strongholds and get rid of their weaknesses.



It is very important that changes stimulate the creativeness, engagement and enthusiasm of the staff, first of all the academic staff and the students, instead of introducing more regulations.

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Synergizing competitiveness and academic excellence: Universities of Applied Sciences in Austria with Public Private Partnership structures

Heinz Boyer
President/CEO
IMC University of Applied Sciences Austria

Over the course of the centuries, the foundation of universities as centres of higher education has undergone manifold changes in Europe. A milestone was called secularisation in the aftermath of the French Revolution, when institutions of higher education formerly governed by the Catholic Church and its orders were transferred to state ruled institutions. This was the first step to liberalise not only their offerings but also to open up new avenues in education for hitherto excluded individuals in certain levels of society. In the following decades a structure emerged which can be summarized by Niklas Luhmann's (1995) word "subsystems", although still bound to the classical corpora of subjects and admittedly without considering the deeper needs of society and the labour market. This structure changed around 1900 when psychoanalysis, sociology and international economics attracted more and more students; it is not a coincidence that during this time before World War I, women were granted access to several institutions of higher education.

For years universities in Germany, Austria and other occupied territories in Europe were slaves of "Weltanschauung" and not guided by Wilhelm von Humboldt's "demands which must be made of a nation, of an age, and of the human race"(1903, p. 284). Western European countries were required to revitalize their institutions of higher education. The delays or even reluctant attempts to (re-) form universities to autonomous, liberal, socially (and market) oriented as well as ideology free institutions led to the famous student protests in Western Europe and the United States of America. In the course of all these changes budget issues were also under review. Slowly but steadily cameralistics and fiscal accounting in the tertiary sector of education; passed on and perfected over the centuries into the 21st century as an instrument of ministerial power to guarantee centralized "care" was abolished.(Eschenbach, Figl,& Kraft, 2005).



The shaping of a contemporary university in Austria considering both the necessity of a competitive and labour market oriented education and the independence of research and teaching which is guaranteed by the federal constitution, took many years. Neither the classical university, driven by Humboldt's ideal and neglecting cost effectiveness, is able to survive in today's competition in higher education environment. Nor does it appear that the concept of privately owned universities that sometimes charging astronomic sums for mediocrity in academia is the panacea for the crisis that public universities have suffered from for many years.

Various interactions between these two types of institutions in higher education have shaped the model of a university which integrates and modifies their diametric concepts into one: the University of Applied Sciences financed in the form of a public private partnership. There are advantages and disadvantages of common financial models in higher education depending on the organisation and the management of institutions of higher education but public or private funding are the prevailing ones (McGuigan, Kretlow & Moyer, 2008, pp. 516 - 517). As an analogy to the Universities of Applied Sciences as a synthesis of market demands and academic excellence, the public private partnership model seems to successfully synergize the aims of guaranteeing competitiveness and ensuring quality.

Public Universities

Public universities in Austria are financed by federal funds; nevertheless federal budget law is not totally applicable for universities with full legal capacity. Within the framework of agreements between the related parties, i.e. state and university, a global budget is prescribed for which criteria of requirements, demands, performance and social goals are to be considered (Eschenbach, Figl & Kraft, 2005, pp. 21 – 22). With these reforms Austria follows European trends which often are described by the term “management instead of administration” (p.23) or “new public management” using the principles of professional and responsible management within the framework of broader scope of action, decentralisation, enforcement of terms of competition, to name only a few (p. 25).

From a student's point of view, advantages are evident: a more or less waive of tuition fees access to the study programmes and almost no entrance restrictions (the so called numerus clausus restrictions). Furthermore, there is no elitism at public universities as there are hardly any differences caused by the



social background of future students. At public universities an enormously diversified offering of courses can be found, i.e. even programmes which do not financially break even, can be offered as the cost overruns are covered by the state. At public universities, a large set of offerings and various academic niche products equip the ivory tower, nonetheless neglecting the concrete needs of industry. Especially for graduates in the humanities this facet of educational work has the potential for counterproductive consequences, in as much as the introduction of scholars into the labour market leads to questionable career paths, often characterized by periods of social offside and respective stagnation, finally leading to occupations in which the missing knowledge and skills is reflected in a low salary.

The advantages for the universities from a budget point of view are also evident. A clear legal background as well as infrastructure is provided by the government. Business risks and cost pressures are widely avoided through financing by the public funds. Furthermore, marketing activities and the establishment of a competitive image to attract target groups is not of the utmost importance as the number of students is not the decisive factor for the allocation of resources from the state. Nevertheless, the allocation of these funds has been hidden for a long time and it often seemed to be a result of the negotiation skills of the respective universities and the goal oriented lobbying which decided above the capacity of these funds. Over the last several years, public universities began using alternative financial frameworks, guidelines and evidence of achievement as the basis for a contemporary model for public universities.

The disadvantages have not vanished regarding the cost factor. In some cases, these universities still do not apply efficient cost accounting methods and they hardly know the exact costs of a course of study and therefore do not assume responsibility for the incurred costs. Not only do these universities not operate economically, the budgets are assigned and due to obligations in the budget period, spend the allocated budget before the end of the fiscal year, necessarily ignoring output benchmarks and their need for guidance. If they do not act as mentioned above, the risk of obtaining a smaller budget amount in the following budget periods is obvious. Thus, universities are often forced to make non sustainable investments, on the one hand in order to spend the allocated budget within the current fiscal year and on the other hand in order to have a better basis for future budget negotiations. The lack of adequate control mechanisms by the fund-provider (the state) for universities to spend the provided funds in the most efficient way, is a serious obstacle to reach a



state of transparency. It seems that for these public universities there could be a wider range of actions in order to entitle their governing bodies and management committees to act effectively and efficiently.

Ongoing discussions in many forums not only in Austria, but also in Germany with regard to the effectiveness and the reasonableness of tuition fees, show that studying free of charge might only be an issue in populist discussions; from the business management standpoint they are pointless. To see education as a (non tangible) product among others indicates an understanding of its value. Products free of charge cannot create quality estimations on the customers' side. Furthermore, a non transparent cost planning, cost expenditure and cost control process might lead to another disadvantage from a student's point of view. Not knowing the details of the above leads to discussions of trivial issues and as a consequence to disdain.

Private Universities

In contrast to the above, private financing of institutions of higher education means that education itself has to be financed completely either by the students or their parents or through scholarships and funds or even by revenues through research and development. One obvious advantage is the total independence of private universities. Financially, they are not constrained by directives from the government and can therefore make economic decisions just as the other enterprises. Precise calculations in order to cover all expenses through the revenues and continuing improvements in efficiency are only two of the managerial principles that private educational institutions tend to follow.

From the student's point of view, the following advantages seem to be vital:

- In comparison to students from public universities, their counterparts attending private higher education programmes value the services and the performance of the universities.
- They are, more than others, seen as customers and the sustainable success of the company/university depends on the satisfaction and the professional success of the students.
- They can expect the best value for their money and this increases the pressure on the universities to offer the best quality educational and professional in terms of the competence of the team of lecturers.



On the one hand, private financing is an advantage as far as the motivation and the performance of the students is concerned. On the other hand, the following significant disadvantages of private universities loom on the horizon. Only a few families can afford private education for their children whereas for others – especially in East Asia - this financial burden often requires a commitment that would begin many years before the student enters tertiary education. The worst case scenarios are indebted households whose financial obligations cannot be compensated by the future graduates' salary. Another side effect of this rather heterogeneous approach might also be an elitism which certainly was and is a main factor in private education, but which currently seems not to fit into the current changes societies are undergoing worldwide, especially in transitional national economies.

As far as the image of the university is concerned, there are a lot of dangers which should be considered at an early stage. Private universities need to acquire a sufficient number of students to operate economically and in a profit-oriented way. If there is a lack of qualified applicants, this may lead to a selection of students for entry driven by non academic reasons, in other words, to recruit unqualified or immature students who do not meet the admission criteria at public universities. In contrast, if the image of the private university is already outstanding, and if there are enough applicants, this may lead to an elitist type of education.

Another, and delicate, aspect to be dealt with carefully is the dependence of the university and the team of lecturers on the students. Each and every student drop-out means fewer financial resources for the private university. The remuneration of the lecturers depends on the success of the university is rooted in the number of enrolled students.

Public Private Partnerships

An in depth analysis of the strengths and weaknesses of the above models seem to recommend a development of an educational model as a joint effort of the public and the private sector. The synthesis of the respective assets in a public private partnership seems to lead to both an organisational structure and a set of academic offerings which in a competitive way does not neglect the education mandate of universities.

The public sector has to take care of the public needs in education and is an essential factor to achieve these goals. Therefore, the state shall take care of



the legal and institutional framework for this purpose. Thus, there are two main governmental responsibilities: the implementation of a well-defined and transparent system for the allocation of government subsidies and the guarantee of an overall assurance of quality.

In contrast, the private sector, by character and experience over the decades, has the capacity to act more efficiently than the public sector. It has the competence to manage such educational institutions in terms of cost leadership, quality and customer orientation. The arrangement between the public and private sectors with clear agreements on shared objectives for the delivery of public services by the private sector, a shared responsibility for the provision of services with a significant level of risk being taken by the private sector could be reached. Notwithstanding the respective effects on majority decisions which might be determined by the individual character of the above arrangements, the overwhelming majority of Austrian Universities of Applied Sciences is organized within the framework of a public private partnership with long term commitments, delivering among other things the following goals and benefits.

- Speedy, efficient and cost-effective delivery of educational programmes and projects,
- Value for money for the taxpayer,
- Inter alia, through optimal risk transfer and risk management and
- The creation of added value through synergies between public authorities and private sector companies, in particular, through the integration and cross-transfer of public and private sector skills, knowledge and expertise.

Universities of Applied Sciences in Austria

The sector of Universities of Applied Sciences in Austria was established in 1994. In 1993 the regulatory framework for degree programmes at Universities of Applied Sciences was created. In comparison to other universities, with their many hundreds of years of tradition this segment of higher education was in its infancy, and so the founders decided to regulate these universities with a flexible framework in order to guarantee a maximum range for actions. As a consequence, higher education was diversified and transparency was increased. Furthermore, by this the non-EU member state, Austria started the synchronization of its educational system within the EU framework which led, among other fulfilled requirements, to a full EU membership in 1995.



Demands from the industry, above all due to the lack of a qualified workforce in the labour market, had convinced the Austrian Ministry of Science in the early 1990s to establish a legal framework for the new sector of Universities of Applied Sciences. Private institutions should be given the capability to provide degree programmes within a clear framework in the form of performance agreements (for education as well as for research and development). Financing models were to be issued by the state which allocates funds according to the number of students. Accreditation and re-accreditation of degree programmes and institutions of higher education remain within the power of the state. Above all, these degree programmes are required to have the following characteristics:

- demand-oriented,
- time-efficient,
- cost-transparent for all involved parties (students, universities, government) and
- accessible for everyone within the framework of constrictions of students' numbers through admission tests.

It took several years to meet the above demands and to establish Universities of Applied Sciences in Austria with the following goals:

- Ensuring a practice-oriented education on a university level;
- Imparting the ability to solve problems in the respective profession according to the state of the art and practical requirements; and
- Promoting the permeability of the educational system and of the professional flexibility of the graduates. (University of Applied Sciences Studies Act (Fast) #3)

In Austria, there are currently 24 course-approved bodies, 12 of these are fully accredited Universities of Applied Sciences, offering many degree programmes, research and further education offerings to the market. It is remarkable that even without detailed jurisdictional regulations with regard to its organisational structure; Universities of Applied Sciences established a high level quality for its educational offerings and research efforts. The leading principle is "Structure follows Strategy" which means that all organisational tasks are to be seen within the wider context of strategic goals. Furthermore, all actions of Universities of Applied Sciences in Austria lie between indispensable academic autonomy and the legal framework of education under civil law. The challenge to synchronize the above legal framework for companies with limited liability ran as a thread through the development of Universities of Applied Sciences (cited in Rankl, Wala et al., 2008) culmi-



nating in the fact that these Universities of Applied Sciences are the benchmark for tertiary education in Austria.

When the legal framework for Universities of Applied Sciences came into force, a control mechanism that was innovative for the Austrian higher education system was created. In order to give institutions of higher education institutional autonomy vis-à-vis the government, the relationship between government and higher education institutions was also reshaped. The educational framework, on which the law for Universities of Applied Sciences is based, is characterised by the following features.

- The monopoly of the state as provider of higher education was abolished and the institutions were given greater autonomy to govern themselves.
- A redistribution of the rights of disposal due to the private form of organisation of the course-providing bodies and, consequently, more independence, responsibility and flexibility for the education providers was reached.
- The decentralisation of the decision-making processes was accomplished. The tasks of the state were limited to external quality assurance (by the Council for Universities of Applied Sciences) and financing.
- Degree programmes at Universities of Applied Sciences are funded differently from other higher education institutions.
- Greater emphasis is placed on economic aspects by offering incentives to the universities on the level where objective decisions are made in order to manage the scarce resources more efficiently.
- Based on the respective University's of Applied Sciences development and financial budget, the government undertakes to fund an agreed number of student places. This is the financing concept for the management of student places.

The key figure for financing Universities of Applied Sciences degree programmes is the cost per student place. Part of a background report drawn up for the OECD was used to compute these costs. It was computed that the annual costs for one student place amounts to about EUR 7,600 in a technical programme and to about EUR 6,400 in a business programme. To create incentives for a mixed financing systems, the government funds only about 90 per cent of the annual standard costs for a student place (i.e. about EUR 6,900 for technical and about EUR 5,800 for business degree programmes). De facto, the increase in the value of these funds according to the inflation



has not come into force as yet. This percentage covers labour costs and overhead. For investment in buildings the universities must find other financial sources. Pursuant to a resolution of the Austrian National Council in 2000, the course-providing bodies are entitled to collect tuition fees in the amount of EUR 363.36 per student per semester.

Nevertheless, as Universities of Applied Sciences are mainly financed by the state, and therefore with tax payers' money, the state needs a control mechanism to make sure that the funds are leveraged in an efficient and reasonable way. Therefore, an integrated system of external quality assurance was implemented for Universities of Applied Sciences. The Council for Universities of Applied Sciences is the authority responsible for external quality assurance. Quality assurance for education offered by the Universities of Applied Sciences is of utmost importance in this tertiary education sector. The high priority of quality assurance is a result of the modern regulatory framework conditions. In order to decentralise decision-making processes and deregulate the laws pertaining to the organisation of higher-education institutions and the courses they offer, education providers with a high degree of autonomy for self-organisation were created, since they are organised under private law but are primarily publicly financed.

The Austrian sector of Universities of Applied Sciences has a wholly integrated external quality assurance programme. This means that initial accreditation, evaluation and re-accreditation are all connected. In other words, a new degree programme needs to be accredited by the Council, with the accreditation granted in each case for a maximum of five years. After this approval period a re-accreditation is required, which follows an evaluation and a formal follow-up procedure.

Initial accreditation and re-accreditation always refer to degree programmes. The general aim of evaluation is to determine to what extent Universities of Applied Sciences successfully meet their responsibility for fulfilling the educational mandate as well as for ensuring the quality of the courses offered, therefore making it possible for the students to reach their educational goals. The evaluation procedures are based on the "Fitness for Purpose" quality concept. The quality of an evaluated unit (institution as a whole or single degree programmes) is measured by the degree to which the predefined aims, requirements and expectations have been fulfilled. The evaluation of Austrian Universities of Applied Sciences is in accordance with international standards and consists of the following elements:

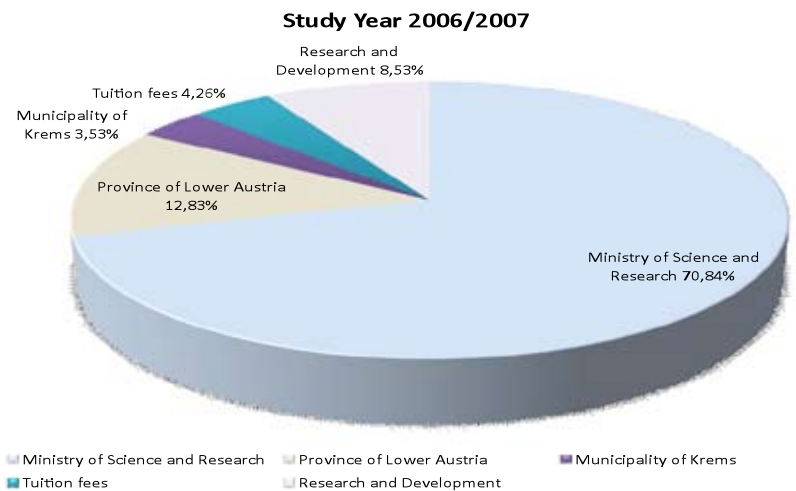


- Internal evaluation by the institution to be evaluated (self-evaluation);
- External evaluation by a review team;
- Comment by the course-providing body on the review team’s evaluation report;
- Acceptance and appraisal of the evaluation reports by the Council for Universities of Applied Sciences;
- Follow-up procedure; and Publication of the evaluation results.

IMC University of Applied Sciences as a role model for PPP in academia

The legal type of IMC University of Applied Sciences as an institution of higher education is a private, limited company. The shares of the private limited company are owned on the one hand by the city of Krems, Lower Austria, and on the other hand by a private party. With 30 % of the shares, the city of Krems has a vote in the board of directors of the institution, by this guaranteeing that decisions are made cooperatively in mutual interest.

The following chart shows that IMC University of Applied Sciences is mainly financed by the Ministry of Science and Research and as well as by the province of Lower Austria, the municipality of Krems as well as by tuition fees. The financing is student-related and complies with the accredited and assigned study places respectively. Furthermore IMC finances itself by its own business activities in the field of research, projects and services.





IMC University of Applied Sciences has a functional structure which divides the Academic and Business/Administration parts and sets great value on defined strategic and revisable operational objectives. It is managed as a limited liability company which engenders an entrepreneurial spirit and a strong customer orientation. Devolving these principles to the organisation, one major goal is to avoid inflexibility and bureaucracy which has been solved by setting up flat hierarchies and a process orientation for each division. The keyword for this entrepreneurial organisation structure is Lean Management. The implementation of Lean Thinking and Lean Management integrates long term business improvement strategies into day to day improvement targets, ensuring that enterprises remain customer focused, flexible and ready for challenges. This philosophy involves operating the enterprise with the lowest costs, making efficient use of resources, technology, equipment and the skills and knowledge of employees, suppliers and customers, thus avoiding insufficiency and idling cycles and reaching a high level of efficiency.

A lean organisation also encourages the empowerment of employees and departments with the decentralization of responsibilities and to a great extent autonomy in decisions. At IMC University of Applied Sciences each department and degree programme manages its yearly budget completely independent from the management board and monthly reports assure the transparency of expenses and revenue. Following this guideline, each department can act on its own initiative, decide about measures and activities and manages the internal processes.

The threesome of education, research and strategic management as superordinate unities are to be implemented in the work of each department and are to be supervised by quality management. The guideline for this management system is the so called ISO framework, guaranteeing international standards. Apart from these ISO evaluations, further in-depth evaluations with different focuses have been carried out by the Council for the University of Applied Sciences; twice since 2003, namely the Institutional Evaluation in 2003 and the evaluation for the degree programme Health Management in 2005. In education, it is IMC's stated goal to deliver educational services for the students, enabling them to face future career opportunities by above all internationalisation, e-learning and further education. In research, it is the intensification of international scientific reputation and active publication of research results where as management puts its focus on human resource development, service orientation and process optimization.



The confidence in each single employee results in measurable high motivation and identification with the company. When comparing the lean organisation with a traditional organisational structure with steep hierarchies, confidence and motivation of employees are the most outstanding distinctions; employees in traditional organizations do not feel as much responsible as they do in lean organisations and do not have a very high identification with the company. The experiences of the IMC University of Applied Sciences have shown that a flat, decentralized hierarchy assures high motivation of the employees and enables it to respond to every challenge in a quick and a flexible way.

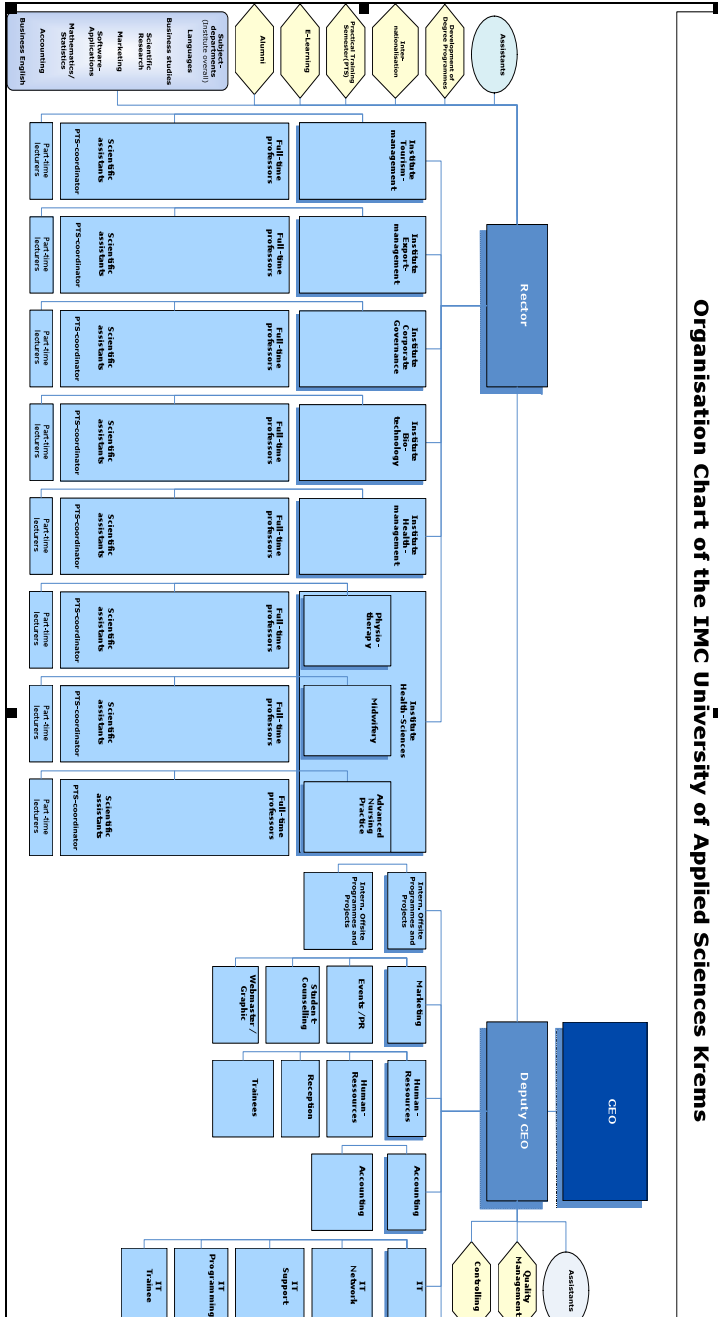
The academic counterpart to executive management is the so called Academic Board which was established in 1999. The Academic Board of the IMC University of Applied Sciences Krems consists of the Rector, the two Vice-Rectors, the programme directors of all degree programmes, representatives of the academic staff and representatives of the students as well as the heads of academic departments. The tasks of the Academic Board are as follows:

- Organisation of teaching and examinations at the IMC University of Applied Sciences Krems;
- Development of degree programmes and continuing education programmes; Permission for examinations;
- Quality management in teaching;
- Legal issues regulating the studies;
- Mobility of students and academics; and
- Applied research and development.

The Academic Board elects its head and makes principal decisions regarding the organisation and the conducting of teaching and examinations. Its head represents the board and gives instructions to the members of the academic staff, as far as necessary to conduct the study process and its framework in accordance with the curricula.

The constant flow of communication between the executive management and the academic board has to be guaranteed at all Universities of Applied Sciences. At IMC University of Applied Sciences Krems this communication is assured by an integrated communication concept which schedules meetings on a highly frequent basis, dealing with all matters related to management and academic frameworks as well as goals on these matters. Governing bodies as the decision making forums at IMC University of Applied Sciences bundle both the academic and the management aspects of running this enterprise and therefore also consider and integrate the implementation of alterations

and improvements into the existing concept.





The above elaborated commitment to transparency, efficient organisational structures and labour market oriented education offerings which are evaluated internally and externally, only have one goal: to create an awareness of customer needs and satisfaction as a priority of a public private partnership enterprise and to focus on the dynamic interactions between IMC University of Applied Sciences Krems and customers – above all the threesome; students, parents, industry (future employers) – as well as competitors in the marketplace and its internal stakeholders. It is “the business seen from the point of view of its final result, that is, from the customer’s point of view” (Drucker, 1994, p. 39). Main elements that indicate a customer oriented attitude are to continually assess the customers’ perception, to resolve key concern in favour of the customer, to add value for the customer and to redesign (business) processes, if necessary, to name only a few. To guarantee customer orientation on all levels, it is of utmost importance to incorporate this principle into the image of the university. As a part of the guiding principles, the IMC University clearly commits to create a “homely atmosphere” for the students. This meta-goal is reached with measures like: Intensive coaching and support; Sports and social events; Incorporating students into Marketing events; Evaluation of the lecturers; and Modern and convenient infrastructure.

Globalisation, fierce competition as well as constantly changing market conditions are challenges to be faced by all companies worldwide. Not only the labour market but also the higher education sector experiences this steadily increasing pressure of competition. Considering possible strategies for institutions of higher education to remain competitive, it is evident that competitive advantages can only be reached through differentiation strategies. In this context, differentiation means to distinguish oneself from the others in a way that persuades customers to decide in favour of one’s product. Occurrences of differentiation strategies may be quality orientation, customer orientation, innovation driven growth or sustainable development of a unique selling proposition. The need for a differentiated strategy is reflected in education offerings which intend to supply the need for academic staff in new occupational areas. This can be applied to national as well as to international markets. In the field of the health-care system, for example, which in Europe has always been publicly financed and administered and thus has been inveterately indebted and inefficient, the tendency to privatisation led to a rising need for qualified staff. Demographic changes with regard to the age pyramid indicating an aging population intensified this increasing demand for health care services and as a consequence of this, IMC University of Applied Sciences Krems reacted to this demand by offering tailor-made



degree programmes hand in hand with the industry.

As a response to globalisation, this strategy is also implemented abroad by exporting know-how to non-European countries where new industries emerge but where companies are facing a lack of qualified personnel, for example, the tourism industry in China is now becoming more and more important as the growing numbers of incoming tourists demonstrate. European institutions of higher education which transfer and adapt their national experiences and offer appropriate degree programmes with European academic degrees to these countries will participate in a mutual benefit. The partner country will benefit from a sustainable capacity building whereas the European university can, besides the development of internationalisation, raise its turnover and profit. This seems to be commonplace at European institutions of higher education. As some of the graduates from this international degree programme will decide to come to Europe in order to pursue their academic career, educational export can also contribute to react adequately to demographic gaps in Europe.

Another benefit educational export is the rising experience of a university about international markets. This experience is a perfect basis to combine academic and economic interests and to offer project management services at home and abroad and thus, being not only a supplier for, but at the same time an active part in the industry. IMC University of Applied Sciences Krems has realized differentiation by exporting its degree programs to China, Vietnam, Azerbaijan and Ukraine. Thus, internalization through the establishment of international networks creating mutual benefit is the main success factor and the USP of IMC University of Applied Sciences in Austria.

One of the main aspects that distinguish Universities of Applied Sciences from traditional universities is the offerings of degree programmes and their accreditation. Traditional universities traditionally offer a wide range of degree programmes, among which some could be compared with niche products in the industry - although the industry in contrast guarantees that a niche product find its customers – and even if one considers how interesting these niche products may be for the individual student, what will happen once the students will leave the ivory tower?

Therefore, Universities of Applied Sciences are forced and entitled by law to examine the demand for graduates of a future degree programme by detailed occupational field research and analysis which should indicate sustainable



employment. This is done in order to make sure that graduates can be placed in the industry without delay and according to their academic education. On average, 96% of IMC's graduates find a job placement, geared to their academic education within one year after their graduation. It is of the utmost importance to integrate expert development teams, involving both external academic and industry representatives. This extensive and intensive need and acceptance analysis as well as detailed criteria analysis with regard to its innovative character, its openness to new target groups (e.g. part time offers for working persons) both nationally and internationally have to be carried out bearing scrutiny before an application for accreditation at the Council for Universities of Applied Sciences.

This joint effort between state and institutions of higher education, the latter being governed by an incessant flow of communication and future-oriented ideas between academia and management, paves the way for the generations to come to contribute successfully and meaningfully to society, also giving them the possibility to reach prosperity – and by this possibly happiness.

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Intentional and Unintentional Consequences of Evaluation

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Abstract

This chapter analyses unintended consequences of evaluations, which must be avoided as much as possible. We argue that the Institutional Evaluation Programme was created as a programme sensitive in relations to the university traditions and the national conditions of universities in a country, therefore reducing the negative aspects of unintended consequences.

Key words: Unintended Consequences, Institutional Evaluation programme, university

Consequences of Evaluations

Organized evaluations and the measurement of performance parameters have come to the forefront of everyday life at the universities. Teaching is evaluated by the students in their classes or groups. The conduct, content and cost of study programmes are evaluated by means of institutionally organized system or nationally organized evaluations. Research and research groups are evaluated and assessed by various performance parameters. The whole university is evaluated by means of institutional evaluations where management and structure are considered as “products”.

There is self-evaluation, reports are written, publication activity is measured, and frequency of citations is registered. Evaluation and registration consume much working time and receive a great deal of attention at the universities.

It is undoubtedly the case that evaluation and registration have had a vital role to play in the every day life at the universities being more aware of quality and the fact that demands are being made of the universities' level of quality by students and society in general. Quality has probably been improved in some universities and perhaps, especially, where it was most needed, because of increased awareness.



The question I shall try to explore here is the intentional and especially unintentional consequences that evaluations have for the study programmes at the universities, their research and their other obligations to society.

I have already mentioned the great amount of time that evaluation takes: this is one of the unintentional consequences. This is time that is taken from research and teaching. Although some of this time is without doubt well spent, it is important to be very conscious of the time spent on evaluation.

It is necessary to formulate procedures, parameters and indicators when conducting evaluations. It is a satisfying to have something to count and it is necessary to be able to measure when things have to be ranked. It is a precondition to be able to count and rank so that quality can be measured, and this is only possible if it can be described in advance. Much quality – or more correctly, productivity – can be measured and described in terms of fixed parameters: for instance, the number of graduates and publications are objective items that can be measured. Grades comprise another unit that can be utilized as an expression of academic quality. In this case, our own universities have converted a complex of different quality measurers of total performance to a single unit – the grade. The construction of standards over a great number of years has meant that there is a great deal of confidence that the grades are a reasonable expression of the relative quality of performance.

A number of qualities could be itemized which can be described, measured and looked for which are presupposed that the level of the individual factors or parameters correlate with the quality.

It may very well be the case that all evaluations are measures of indicators and thus measure productivity rather than quality in the more abstract meaning of the word.

Evaluation of Quality in Other Spheres

When we look into the world of architecture, good architecture can be described by means of a number of elements of style and their application. A building is beautiful with columns and arches and the repetition of these elements that create the great spaces in cathedrals, churches, temples and other large edifices. Repetition creates peace and predictability and is a quality for many people. There is seldom uncertainty in assessments or evaluations of this kind. We all have a picture of the interior of a cathedral.



The uncertainty is to be found somewhere else – in the supplementary qualities that may be present in buildings. Irregularities in the regularity, the creative flights of fancy such as a pair of devil heads behind a column, a small stone bird on a capital, cement books in the middle of a wall, unobtrusive shifts of nuance, light at midday and much else besides which cannot be easily captured in a description but are nevertheless crucial for lifting the quality above the expected. Pictures and photos are useful in showing this.

If two separate builders were commissioned to construct a building for a certain sum of money, it would, of course, be possible to assess which of them had been most successful. Informed panels of judges could inspect the results without any guidelines as such and make an assessment, which balanced the use of conventional elements of style against the unexpected and imaginative. If the work were properly done, it should be possible to end up with a comprehensive assessment of the buildings. But it is by no means certain that the panel would be in agreement.

To prevent disagreement, one could imagine that the factors that were decisive for assessing the quality of the building were precisely established in advance.

If this were the case, the builders would naturally tailor their financial investments to ensure that their buildings were judged as being of superior quality. In other words, a detailed quality assessment system would influence the design of the building.

Predictable, measurable elements would take precedence over creativeness and unpredictable flights of fancy such as devil heads, nuances and birds, which are difficult to include in a quality description system. However, including all these elements in the description of a quality assessment system would mean that the presence of these elements in a building would be an expression of quantity rather than quality.

The Universities' Quality Parameters

When activities at universities are to be judged and measured, it is important to keep in mind that the parameters selected as indicators of quality quickly become important for activities at the university. This is particularly true when the evaluations have consequences with regard to allocations of grants.



When grant allocations are linked to certain types of activities, irrespective of the latter's productivity or quality, these activities are promoted, and often at the cost of activities that do not qualify for grants.

The tasks of the universities may be summarised under three main headings:

- Education,
- Research,
- Community Service.

If activity – productivity – in one or all of these fields is measured, evaluated, and made the basis of grant allocations, it is not surprising that the activity within this field is promoted at the cost of activities in other areas.

In many European countries the universities' educational activity was the first to be systematically evaluated. When programmes of study are evaluated, there are good reasons why percentages of students who pass their examination, numbers of graduates, and graduates' jobs should be important parameters. Syllabi, learning outcomes, forms of study, the scope and the nature of teaching are other matters of importance when evaluating study programmes.

It is, however, important to emphasise that a number of different elements contribute to the quality of a study programme. This should be emphasised in an evaluation system instead of a few selected parameters that may distort the concept of a good education.

A good organisation of an educational evaluation should include as many factors as possible. A great deal of emphasis is laid on the process so that the areas that are evaluated themselves become aware of what characterises their study programmes have and are at liberty to self assess their qualities and shortcomings.

Educational evaluations and accreditations have, in some cases, had consequences for grant allocations; they have, however, had an impact on the organisation of study programmes in the individual academic environments.

One consequence of the educational evaluations has been that the educational task has received more focus in certain academic environments and is now regarded more seriously at several universities than before, where research



and fact-finding were regarded as more interesting in several places.

Grants are, to a growing extent, allocated on the basis of productivity in the field of education, which is, in fact, from the university income point of view comparable to a situation where the students pay a fee.

The major tasks of universities are often financed separately. Their educational function is financed by a system that is very closely tied to numbers of students, applications, admissions and “production”, e.g. numbers of successfully completed examinations.

Research is financed by means of tradition and judgement. As long as this state of affairs lasts, it may be claimed that “tradition and judgement” also means taking care of the third function of universities which is community service: the obligation to disseminate knowledge of the methods and results of research as laid down in the legislative basis, bye-laws and Finance Act of the universities.

Community service is a natural activity for researchers who willingly communicate to the general public the results of the universities’ research activities and views based on the knowledge of which the university is a repository. The universities’ researchers often find it natural to devote time to this to the extent that it is not clearly demonstrated that such activities are a waste of time and they do not play a part in financing the universities.

In several European countries this situation is changing, which has the implication that the financing of the universities’ basic research will in future be based on productivity and evaluations. This system can also reward activities in the area of community services, otherwise this area will wither away as a result of new systems of financing, where the total financing of the universities will depend on activities supplemented by only the quality measurement of education, research and selling of patents.

Indicators and Consequences

We now reach an important but unrealistic fact: if the financing of the universities is solely based on activities and evaluation, it will then be necessary to describe all the desired activities and qualities that should exist at the universities. Otherwise it means that the parameters employed



in evaluations gradually become the only parameters of importance in the universities' endeavour to influence the allocation of grants.

This would put us in a situation corresponding to the definition of intelligence. Intelligence is often defined as what can be measured by an intelligence test. With this method a university will become what is measured in evaluations.

Selecting single performance indicators such as published articles in international, peer-reviewed journals is, of course, wise. However, if this were the only criterion, in such a system as mentioned above, this would tend to make it the only activity to be promoted by financial incentives while other activities, which are also of great importance to the function of the university in society, would receive a lower priority.

Although good research is the foundation of the universities' work, it is also essential that its results be communicated to students, society and other groups of users. The fact that the US National Science Foundation has a programme to promote this kind of activity at universities where a great deal of research is conducted serves to prove that this area has been neglected at the universities in North America. In Norway, there have been heavy efforts to create research parameters fitted for the different areas at universities. This has been successful.

Evaluations of the activities of the universities have come to stay. If they are carried out too frequently and not organised economically, they can be very time-consuming. If university financing is closely linked to evaluations and the measurement of activities, it is vital that all of the tasks of the universities are included. If this is not the case, the total activity patterns of the universities will be reduced to barren repetitions of traditional structural elements as in my analogy with buildings – cathedrals and other impressive buildings.

An important prerequisite for a correct balance to be attained between intentional and unintentional consequences of evaluation is that it is possible to evaluate in relation to formulated objectives for the areas in question. What objectives exist in the area? Only when this has been clarified can evaluation, measuring, take place in relation to formulated objectives.

Another important prerequisite for achieving a correct balance between intentional and unintentional consequences of evaluation is that the objectives of the evaluations themselves must be clearly established before



evaluation takes place. This implies that evaluation must be carried out in relation to specific national or institutional values.

However, evaluations often have two aims or prerequisites that are confused or applied simultaneously: quality development and quality control, the latter being frequently related to the question: Is there value for money at the university? Therefore, we need to be aware that while self-evaluation processes usually contribute to quality development, the results of national evaluations with fixed parameters often stress the element of control.

Conclusion

The two aims of evaluation often play havoc with each other. When the element of control enters the picture – be this national control or internal institutional control – there is an obvious danger that the aim of quality development will recede into the background. A consequence of this may be tactical input to the evaluations to secure the financial basis, while self-critical and creative self-examination disappears as this type of quality development cannot always be measured in terms of money.

If the tactical input to evaluation is to be avoided, it is a precondition that the evaluations be regarded as creating awareness and that there is confidence that the results will not be misused. Concepts such as openness and responsibility are important if the intentional – in the positive sense – results are to take precedence over the unintentional results. Evaluations should be used to promote quality and not misused for reallocations. Reallocations should take place on the basis of productivity measurements. In short, the following can be emphasised:

- Selecting areas and parameters in evaluation systems promote the activities in question while others receive lower priority
- Clear objectives for the activities to be evaluated and for the evaluation itself reduce the unintentional consequences
- Clarity with regard to the aim of the evaluations. It should be made clear whether it is primarily a matter of quality development or control. This would make evaluation processes more transparent.

The Institutional Evaluation Programme (IEP) of EUA was created to provide universities with a tool to establish and develop quality development



irrespective of measurements such as league tables. The IEP was developed to create tools for improvements for all universities. In the next chapters the special characteristics of the IEP will be analysed and discussed in great detail to show its unique character as a “supportive peer review” provided by an association of universities to its members.



Intercultural Leadership and Change Management

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Abstract

Managing cultural diversity in the era of globalization of business has become a critical competency for today's businesses. The role of universities in producing the human capital required by internationalizing businesses requires them to become more culturally diverse, including both the student body and their faculty. Managing this increasing cultural diversity and producing graduates with multicultural competencies is therefore a major academic issue and of increasing economic impact. The capacity of Asian universities to achieve this involves fundamental changes which are opposed by the existing national cultures.

Key words: Cultural diversity, business, universities, globalization.

Introduction

On center stage, in this globalizing twenty-first century, is the challenge of attracting, retaining and effectively using people in all kinds of organizations ranging from high tech firms to universities. This challenge is compounded by the increasing diversity of people with the skills to do the world work, as our students enter the high mobility international job market, and the market for international education in Asia continues to expand.

The trend of increasing diversity reflects, in part, the diversity of Asia as more countries accelerate their development and enter the new global system. Diversity viewed in this context on the individual level may be defined as the variation of social and cultural identities among people within an organization or a particular market. Diversity creates challenges and opportunities which do not exist within the homogenous workgroups of the past. The challenge of managing diversity lies in creating conditions that minimize the potential to be a performance barrier while maximizing the potential to enhance the performance of an organization.



Research has shown that the performance of diverse groups with multicultural training in problem solving exercises exceeds that of homogenous groups and diverse groups without training by a factor of six. Similar results have been noted in innovation and creativity performance. With regards to education, studies have shown that the most innovative schools are also those most tolerant of diversity.

However, the most important aspect of multicultural leadership is the promotion of intercultural understanding, and tolerance thereby helping to prevent conflict and promoting a more peaceful society.

Culture

What about culture? Culture can be viewed on various levels from the national to organizational and finally in terms of individual identity. Hofstede (2003) considers culture to be patterns of thinking, feeling and acting which is learned throughout their lifetimes and has developed a useful framework for understanding cultural diversity and its effect on an organization. Culture as he conceptualizes is a collection of mental programs, which are initiated in the family environment and further developed in the educational system, peer group, work place and community. As an aggregate, culture is the collective mental programming which distinguishes members of one group from another.

Culture is important as a determinant of human behavior. Diversity within an organization can therefore create obstacles to high performance by reducing the effectiveness of communication and increasing conflict among workers. The options for leaders range from excluding cultural diversity from their organizations to strategies embracing multiculturalism. In reality, diversity is not a choice but a fact of life. So how can organizations increase their cultural diversity without experiencing severe adverse effects?

When properly managed, cultural diversity becomes an asset rather than a liability. The foremost leadership principle for this is the implementation of fairness and respect for all people. Strategies that achieve this core are commonly the key part of an organization's mission. Well managed diversity adds value to an organization in the form of: improved problem solving; increased creativity and innovation; increased organizational flexibility; improved quality of personnel through better recruitment and retention; and improved market strategies through a better understanding of diverse markets.



Change Management

To meet this challenge it is also necessary to understand: the nature of change such as; setting out with a plan but living with an unpredictable reality; phases of change; a natural cycle of change that impacts performance, attitudes and commitment; the emotional roller-coaster of change; self-awareness and working with others during the different phases of change; and to develop a range of practical techniques appropriate to each phase of the change cycle.

Human Behavior

The components of human behavior may be characterized at the following levels: personality – inherited and learned, unique to the individual; culture – specific to a group or category, which is learned; and human nature – universal and inherited.

Culture, as ingrained in individuals, operates on several levels such as: national; regional/ ethnic/ religious/ and or linguistic; gender; generation; social class; and organizational. Organizational change which impacts on one or more levels of culture may be hindered or facilitated by the existing cultural diversity.

Culture Metrics

Hofstede (2003) has developed quantitative metrics of national culture via statistical factor analysis along the following dimensions: The Power Distance Index (PDI) relation to authority, and social inequality. This index is concerned with the unequal distribution of power in a society. As defined by Hofstede (2003), it is the extent by which the less powerful members of society expect and accept that power is distributed unequally.

The Uncertainty Avoidance Index (UAI) are ways of dealing with ambiguity. This measures a society's tolerance for uncertainty and ambiguity. It indicates to what extent members of a culture feel either uncomfortable or comfortable in unstructured situations. Unstructured situations are those that are novel, unknown, surprising, and different from the usual. Uncertainty avoiding cultures try to minimize the possibility of such situations by strict laws and rules, safety and security measures. On the philosophical and religious levels it is expressed by a belief in absolute Truth; 'there can only be one Truth and we have it'.



Individualism vs. Collectivism (IDV) is the relation between the individual and the group. This measure is concerned with the expression of individuality vs. conformity. On the individualist side are societies in which it is expected that everyone look after him/herself and his/her immediate family. On the collectivist side, are societies in which people from birth onwards are integrated into strong, cohesive in-groups, often extended families (with uncles, aunts and grandparents) which continue protecting them in exchange for unquestioning loyalty.

Pedagogically to improve the expression of individuality, students will learn, through hands-on learning, by play and role playing, by actually resolving differences and celebrating their intercultural similarities with respectful, healthy techniques.

Leadership and new attitudes about the ability to work together will be developed through intensive experiential activities, such as community service learning, and peer monitoring. Students participating in such multicultural activities are a part of peace initiative that will develop skills to manage conflict resolution, improve negotiations, moderate cultural differences with a peaceful result. The skill set will result in the improved ability to resolve conflict and appreciate diverse cultures.

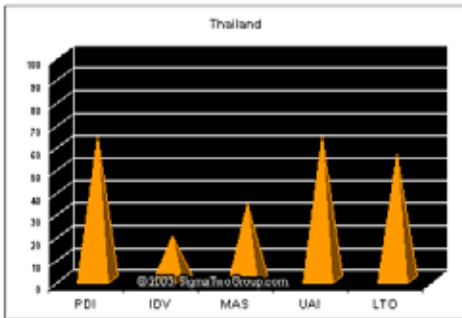
Masculinity vs. Femininity (MAS) is the social implication of gender. Masculinity (MAS) versus its opposite, femininity refers to the distribution of roles between the genders. These measurements revealed that (a) women's values differ less among societies than men's values; (b) men's values from one country to another differ from very assertive and competitive and are maximally different from women's values on the one side, to modest and caring and were found to be more similar to women's values on the other. The assertive pole has been called 'masculine' and the modest, caring pole 'feminine'.

Hofstede (2003) and his followers have characterized the national cultures of more than 70 countries world wide, beginning with his ground breaking work on IBM employees between 1967 and 1973. A fifth dimension was added after conducting an additional international study with a survey instrument developed with Chinese employees. This additional Dimension was based on Confucian dynamism, and is called Long-Term Orientation (LTO).

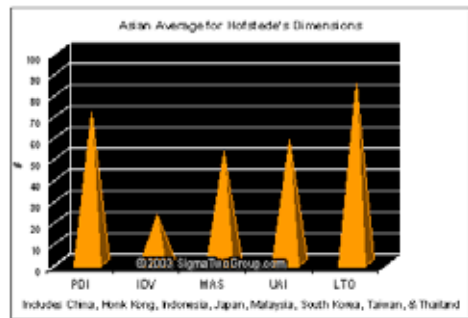
Long term orientation (LTO) deals with virtue –Confucian values (Asian cultures only). The values associated with Long Term Orientation are thrift and

perseverance and those associated with Short Term Orientation are respect for tradition, fulfilling social obligations, and protecting one's 'face'. Both sets of the positively and the negatively rated values of this dimension are found in the teachings of Confucius.

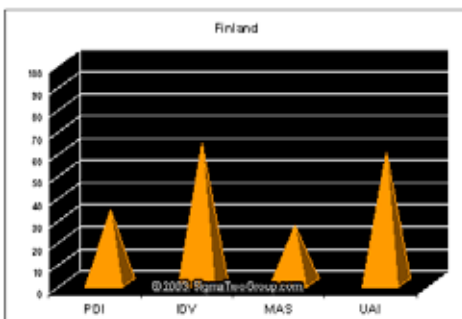
For example Thailand is characterized in terms of Hofstede's dimensions as follows:



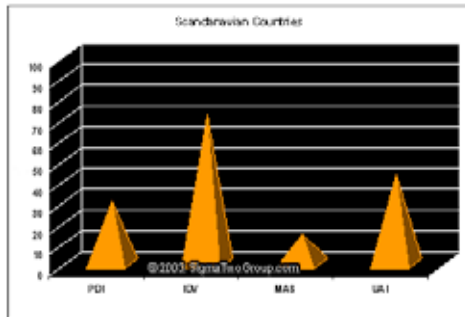
And may be compared to the Asian average



And finally with Finland and the Scandinavian Countries:



And finally with Finland and the Scandinavian Countries:



The implication of one of these dimensions, power distance, for educational reform in Thailand in the case of the desired transition (National Policy of Ministry of Education) from teacher centered learning to student centered learning is of practical interest.

For example, in the case of teacher vs. student centered learning, this creates a cultural dilemma. Can a school create new values which are not present in the national culture?

In a High power distance culture like Thailand, the teacher student inequality fits with the well established need for dependence on the part of the student. Teachers are highly respected, especially older teachers. The whole educational process is teacher centered and the teachers/professors outline and control the intellectual paths to be followed. At universities, what is transferred to students is not "Truth" (impersonal) but the personal wisdom of the teacher. The quality of the education is therefore seen as totally dependent on the excellence of the teacher.

In contrast, in Small power distance cultures, students are treated as equals by the teachers. Young teachers are more equal and hence more popular than older teachers. The educational process here is student centered, with a premium on student initiative. Students find their own intellectual paths, ask questions and even argue with teachers. What is transmitted are "truth" and "facts" and the quality of learning are dependent on the excellence of the students.

In making this transition at Siam University, the students and faculty are becoming more multicultural. We are hiring more foreign faculty, developing more international programs, and upgrading the English skills of both

the Thai faculty and Thai students. As part of developing student centered learning, our pedagogy is adopting a more problem based approach. The transition is slow and follows a more flat learning curve than expected, however as a result our University is becoming a more multicultural organization and is attracting more international students and becoming more diverse. Currently, we have approximately 15,000 students, of which approximately 1,000 are enrolled in our international programs both undergraduate and graduate. We currently have students from 20 different countries, including North America, Europe and Asia. Adjustments to accommodate our increasing diversity are being made not only in our faculty and teaching methods, but also affecting our administration, our HR policies and even in our financial system. These kinds of changes are happening in other Thai universities and in the entire educational system, both public and private.

Managing Multicultural Diversity

A framework for making an organization more multicultural has, as its core, the commitment of leadership and must be set in the context of the host country. Often, on an organizational level, the results have been disappointing and the disappointment stems from the following causes, misdiagnosis of the problem, wrong solutions, and finally a failure to understand the shape of the learning curve for the transition.

Leaders often act as if the learning curve is steep, with the goal of achieving a high level of multicultural competence in a few months. It actually requires years of conscientious effort to achieve this and the process itself is iterative.

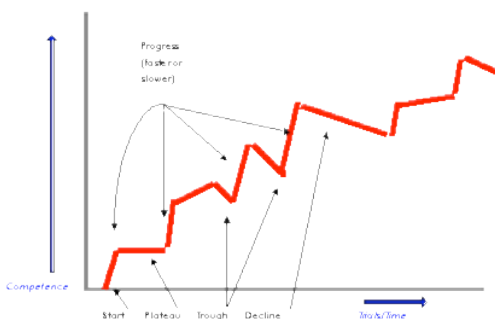
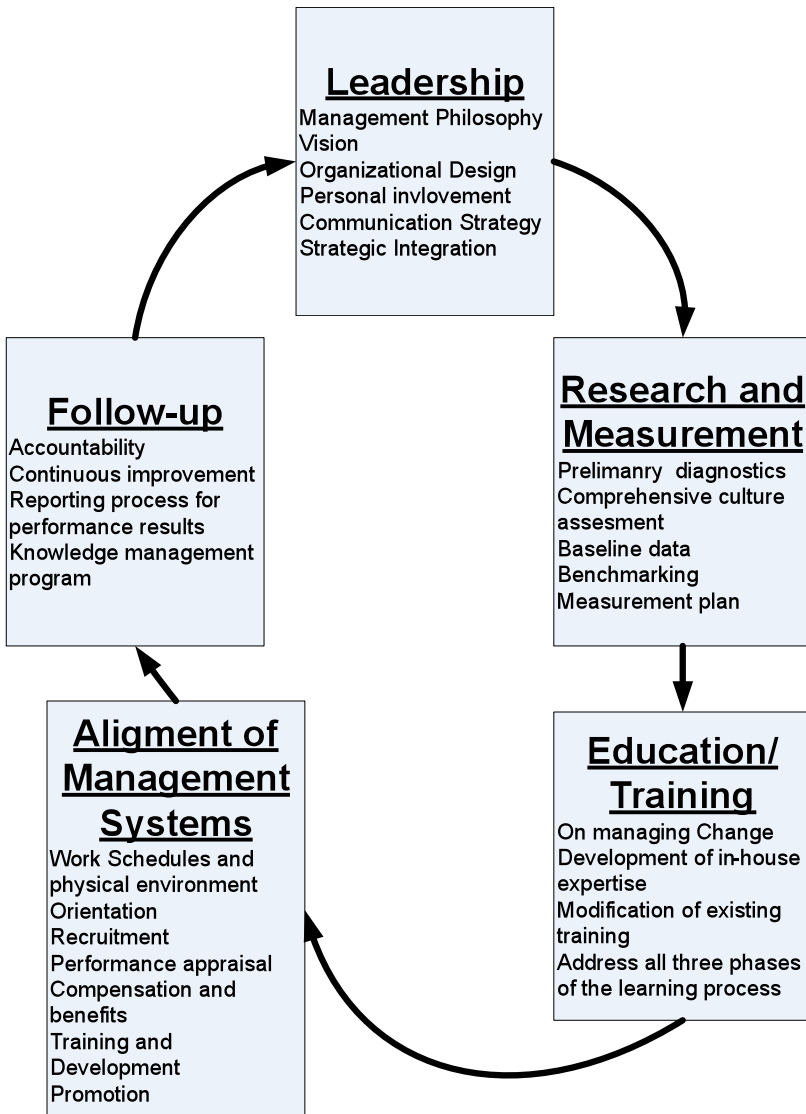


Figure 1 – A Real Learning Curve

A Learning “Curve” is far from a straight progression



One suggested framework for creating a multicultural organization is that of Cox (2001) and is a leadership driven model. Leadership involves changes in the management philosophy, vision, organizational design, personal involvement, communications strategy, and strategic integration. Other elements of the framework include Research and Measurement, Education and Training, Alignment of the Management Systems and Follow-up. The change model for this organizational transformation is as follows:





The model is a process of transformational change and applies to the problem of managing cultural diversity in organizations. Of the change model components, the most critical is leadership, which is taken here to mean the establishment of the direction and goals of the change process, providing a sense of urgency and importance for the vision, facilitating the motivation of others, and creating the conditions for achieving the vision.

This model can be applied to improving the following areas: management; teaching and learning; curricula; student culture; teacher culture; research; experiential learning; and student activities.

With regard to teaching and learning, the goal is to give the students a knowledge base, which they can draw upon to help understand the impact of culture upon leadership and intercultural reactions. They should also develop a life long appreciation and respect for cultural differences. Finally, intercultural leadership skills should value intercultural differences.

Conclusion

Leadership is the first requirement of change. As Buddha said, "Change is inevitable." Four points are significant. First, multiculturalism should be embedded in the university goals and strategy. The expectation is to significantly improve the university's ability to hire, retain and use people from all social and cultural backgrounds. This will improve the performance and quality of education by tapping the full potential of the entire work force.

Second, the commitment by the top administrators to do what is necessary to increase the university's capacity to manage diversity. The required changes in behavior start with the top administrators.

Third, integrating strategically the existing goals of the university with the management of diversity is to reach the mission of intercultural leadership and change.

Fourthly, making the necessary organizational structure changes that will support the high intensity of effort required for effective change.

To meet this challenge, it is necessary to understand: the nature of change; setting out with a plan but living with an unpredictable reality; phases of change; a natural cycle of change that impacts performance, attitudes and



commitment; the emotional roller-coaster of change; self-awareness and working with others during the different phases of change; and to develop a range of practical techniques appropriate to each phase of the change cycle.

Who are the champions of diversity? Eventually, in addition to the top administrators this must include deans, and directors, coordinators at all levels of the university, and HR staff members, so as to trickle down to all staff members.

Leadership at the top is a necessary but not sufficient condition for effective management of diversity. Success requires many leaders at all levels of the university.

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Integrated Curriculum in a Standards-based World: Teaching the Next Generation of Teachers to Integrate the Curriculum

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Abstract

Teacher candidates in their 4th year of preparation are placed in community settings where they develop integrated units for the children in the classroom. The candidates identify a topic worthy of study and engage the Kindergarten to grade three students in the completion of the unit, while integrating content standards from math, science, social studies, English/language arts, and fine arts.

Introduction

Much of life is about solving problems. From a very early age we learn that we must use all of our skills and knowledge to solve the problems that we encounter. Whether it is the 2-year-old using her emerging vocabulary and social skills to get her caregiver to give her another cookie, or the second-grader using his reading skills, knowledge and understanding of the natural world, proportional reasoning skills, and fine motor skills to build a bird feeder so that he can watch the hummingbird in his back yard, children naturally integrate their knowledge and skills when solving problems. Despite this natural inclination to simultaneously use all of our facilities in our everyday lives, our classrooms continue to address learning in a subject-specific manner where children quickly learn to “put away your math book” and “get out your science book”, with limited expansion and integration of content. This practice has been reinforced by the standards and accountability movement of the past decade. Subject-specific academic content standards and the tests that measure their acquisition have resulted in the push for discipline specific teaching over integration of content areas.



In our efforts to guide our Early Childhood teacher education candidates into taking a holistic approach to teaching, we have developed an assignment that requires them to design and teach a thematic, integrated unit at the primary school level. In this article, we will first briefly examine the historical context and benefits of using an integrated curriculum. Second, we will provide an example of integrated curriculum design by sharing how our pre-service teachers develop for their field placement classrooms an integrated curriculum that addresses meaningful ideas and skills as well as academic content standards. Finally, we will share our experiences and hopes as they relate to our teacher candidate's use of an integrated curriculum.

Curriculum Integration in Perspective

The integration of curriculum across content is not a new idea. Beginning in the late 1800's, the industrial revolution and swell of immigrants entering the United States called into question the traditional curriculum. Educators began to search for ways of addressing the needs of a wide range of learners for different purposes and of making learning relevant and appealing to children. Later, in the early decades of the 1900's, during the beginning of the progressive education movement, educators such as John Dewey, William Kilpatrick, and L. Thomas Hopkins, advocated an approach to curriculum design that moved away from the traditional, separate-subject approach and, instead, organized learning around concrete experiences, problems, and projects that were relevant to children and society (Beane, 1997). Throughout the second half of the Twentieth Century, the advocacy for the subject-centered or, conversely, the integrated approach to curriculum varied with the social and technological needs of the nation.

Glatthorn (2000) and others report that students learn better when teaching is holistic, not fragmented. Teaching subjects in isolation "robs the brain of what it does best—integrate and make connections that apply to solving problems" (Integrated Curriculum, n.d.). A subject-centered curriculum may also make it difficult to address the various needs of today's diverse learners. The traditional textbook-centered model of instruction, often the focal point of the subject-centered curriculum, has not been effective for children with reading deficits (McCoy, 2005) or for those who are cognitively beyond the textbook content. As classrooms become more diverse, and teachers are faced with the task of individualizing instruction to meet the needs of each student, the one-size-fits-all textbook and its subject-driven curriculum makes this task a great challenge. The use of thematic, integrated lessons, with varying degrees



of teacher support offered to students with varying abilities, is one approach to meeting this challenge (Tate & DeBroux, 2001).

Planning and Teaching Integrated Units

Given the advantages of integrated instruction, our Early Childhood Education program embraces the development and use of integrated units in several of our pre-service classes. The pre-service teachers develop the ability to integrate state standards across disciplines through the use of integrated units in a standards-based environment. The teacher candidates are given step-by-step instruction, often in consultation with an educator in their field placement, as they develop, plan, teach, and often modify, their integrated units. Thus, by the time they are in their fourth year of study, they have had practice with the standards and methods of integrating them into their teaching.

There are many strategies for planning an integrated unit. While some would argue that we should begin planning with the standards, looking for connections among them, our teacher candidates are taught to begin with a meaningful idea or question that excites both the teacher and the learners that will provide both parties the opportunity to discover new information or gain new insights. Without this initial excitement, the chances of developing a successful integrated unit are greatly reduced. The pre-service teachers find that making connections to real life tasks when planning their lessons is very important. They are instructed to develop lessons that integrate meaningful and purposeful exploratory activities that relate to the children's lives. These units are then tied to state-level academic content standards.

As the pre-service teachers plan their unit to teach in a primary classroom, they must work with the classroom teacher to ensure that their topic will "fit" into the content to be studied during the time frame they are in the class. Our original attempts to develop integrated units focused around science content resulted in several of our cooperating teachers insisting there was no time in the school day for science as they were concentrating on mathematics and language arts. We explained the reasons for a science-based theme: first, science instruction builds on children's natural curiosity by fostering a sense of wonder and giving them the skills and tools to investigate their world. Second, science instruction provides an engaging context through which it can help students become literate, numerate, and develop social skills. Finally, research has shown that science instruction is not given adequate



time in many early childhood programs and classrooms (Appleton, 2007). One primary reason for this lack of attention on science is the teachers' lack of confidence in their own science knowledge and skills. By focusing on science, we hope that our pre-service teachers gain confidence in their abilities as science teachers. Unfortunately, we had too many cooperating teachers who were not willing to "give up" reading and mathematics time to teach a science unit – just one more reason to help teachers learn to integrate all content areas into integrated units.

We then changed focus, and one method that has seemed to be successful was to plan a unit around a book, which allows our teacher candidates to integrate science, social studies, mathematics, language arts, and fine arts into the classroom, as the cooperating teachers see this as "language arts" instruction when it is in the planning stage. Only after the unit is complete do they seem to realize science and social studies can be taught within the context of their school day, without "lost" time from the core language arts and mathematics.

An Example Unit

In this article, we use the book *Market Day* by Lois Ehlert (2002) as an example for planning an integrated unit designed for the second grade classroom. *Market Day* was chosen because of the universality of the topic (everyone shops), the cultural aspect of the book (the illustrations reflect the shopping experience of someone living in Mexico, Central America, or portions of South America), the rich, rhythmic language of the text ("Rooster crows, its early morn. Get out of bed, the chickens need corn."), and the collage-type illustrations typical of a Lois Ehlert creation.

STEP ONE: As described above, teacher candidates begin with a book that excites both the teacher and the learners and will provide both parties the opportunity to discover new information or gain new insights. Teacher candidates quickly learn that if they are struggling to integrate content standards from all subject areas into activities focused around the book, then the book is most likely not a good fit for our purpose. When this happens, they are encouraged to choose a new book.

STEP TWO: The next step in the process is to "Brainstorm the Possibilities" for using the book to develop concepts from the various subject areas. Teacher candidates are urged to use some type of graphic organizer during this phase of planning. A table, grid, anticipatory web, or concept map can be used to



show the connections among the activities and the academic concepts targeted (see Figure 1).

STEP THREE: Although the process of mapping possibilities and aligning standards could occur simultaneously, teacher candidates are urged to map the possibilities first (Step 2) and align their ideas to standards second (Step 3). Once Step Two is completed, the teacher candidates turn to the state academic content standards and determine appropriate objectives (specific skill statements) for their grade level. They often find that many objectives would be applicable to their units, but that limiting the number of skill statements enables the lessons to be more focused and explicit. In our example, only one indicator was chosen from each of five subject areas. These indicators are shown in Table 1 below.

Table 1: Academic Content Standard Indicators selected for Market Day integrated unit.

Subject Area	Standard	Academic Content Standard Objectives ¹
Language Arts	Writing Process	Use language for writing that is different from oral language, mimicking writing styles of books.
Social Studies	Geography	Construct a map that includes a map title and key that explains all symbols that are used.
Science	Life Sciences	Identify the many distinct environments that support different kinds of organisms.
Mathematics Visual Arts	Data Analysis Connections, Relationships, & Applications	Use observations to collect data. Use visual art materials to express an idea from a story.

¹All indicators are taken from Ohio Department of Education, Academic Content Standards for K-12 Reading/Language Arts (2001), Social Studies (2002), Science (2002), Mathematics (2001), and Fine Arts (2003). Columbus, OH: Author.



STEP FOUR: We call the next step “Crafting the Possibilities”. During this stage the teacher candidates begin to mold their original ideas into realistic and practical activities. For example, the children could write their own version of Market Day, representing their culture and mimicking the writing style of the author (language arts indicator). As they write their story, they can address the visual arts indicator, by using “folk art” to create the illustrations for their new story.

When constructing the map to meet the social studies standard, children can select the key locations that are cited in the text: home, fields, trees, river, bridge, town square, and market; decide on key symbols and construct a map based on the information from the text. Science can be naturally integrated with the social studies standard. The key symbols on the map are also distinct environments lending themselves to a discussion of how the various locations support the plants and animals mentioned in the text.

Keen observation is the key to gathering data for the mathematics portion of the integrated unit. The author/illustrator uses various types of folk art to represent the people. Using a graph, the children keep track of how many different people are shown throughout the story (see Figure 2). This will require children to continually compare and contrast the folk art people shown in the illustrations on each page: Are the people depicted new, or have they been shown in previous pages?

STEP FIVE: The final step involves the actual writing of the integrated unit. In our assignment we require that the entire thematic unit cover 300 instructional minutes over the course of one week. Teacher candidates and his/her cooperating teacher determine how these minutes will be distributed throughout the course of the unit. They are given a format for developing each of the segments of the lesson plan that provides the structure necessary to develop thoroughly planned lessons. Assessment is a key part of the integrated thematic unit. For each indicator listed, teacher candidates develop an objective, a pre-assessment and a post- or summative assessment, citing the evidence that will be collected to demonstrate student mastery of the concepts taught. As the units are decomposed into individual segments to be taught, pre-service teachers plan grouping strategies, accommodations and modifications needed for individual students, gather resources and materials needed, integrate appropriate technology, and allocate time. As the lessons are taught, reflection is key to determining if changes are needed for the next planned lesson in the unit. Finally, after the summative assessment of the



unit, teacher candidates write an analysis of children's learning based upon the state standards/indicators addressed.

What We've Learned

The process of developing integrated curriculum is challenging for our teacher candidates. In most cases, they have not learned through an integrated curriculum, but have learned primarily through a separate-subject curriculum. In addition, few have seen an integrated curriculum modeled in the classrooms in which they have observed. However, as they gain skill and competence in developing and teaching in an integrated manner, most are amazed at the receptivity of the children and the cooperating teachers to their integrated units. Our pre-service teachers find that the children are highly engaged in the integrated lessons they teach, thus, decreasing behavioral issues in the classroom. In addition, they find that the children overwhelmingly meet the objectives they have set forth, thus mastering the state standard's indicators in each of the content areas included. They also have found that through integrated units they can readily accommodate the needs of diverse learners and excite those who have struggled with the traditional, subject-based curriculum.

Our pre-service teachers are equally surprised at the enthusiasm their cooperating teachers have shown for their integrated units. In many cases, teachers began the process skeptical that our pre-service teachers would be able to adequately cover the content that they are required to teach. While mentor teachers were willing to accommodate the requirements for pre-service teachers determined by the university faculty, some believed that the integration was an unrealistic approach to teaching the content demanded by the state standards. However, when the teachers see the excitement and engagement of their students and the learning that takes place in and across the content areas, they are more willing to consider the use of integrated curriculum.

What's Next

Common teacher preparation and initiation practices often lead us to believe that pre-service teachers gain far more than their mentors from the relationships formed during field placements and student teaching. However, Putnam and Borko (2000) suggest that new understandings of teaching and learning are formed for both pre-service teachers and mentors during the



students' teaching experience. These new understandings are influenced both by the ideas, tools, and practices of the practicing teachers as well as by the contributions of new ideas and ways of thinking of the pre-service teachers. In this article, we have focused on the experiences of our Early Childhood pre-service teacher candidates and their work within primary classrooms to use integrated units that meet content standards and integrate subjects across content areas. What we have found is that both pre-service teachers and practicing teachers in the primary grades have formed new ideas about teaching practices through the integrated units developed and taught by the pre-service teachers.

Further research is needed to determine the long term effects of this pre-service instruction. Do the teacher candidates continue to develop and utilize integrated units to teach content and address state standards? Do the cooperating teachers who saw the enthusiasm, interest, and learning of their students, develop integrated units to use on their own? If integrated units are not used, why not? What are the barriers to using an integrated curriculum model in primary classrooms? Research will continue on this topic, with future results shared as learned.



Figure 1: Anticipatory Web for Integrated Unit

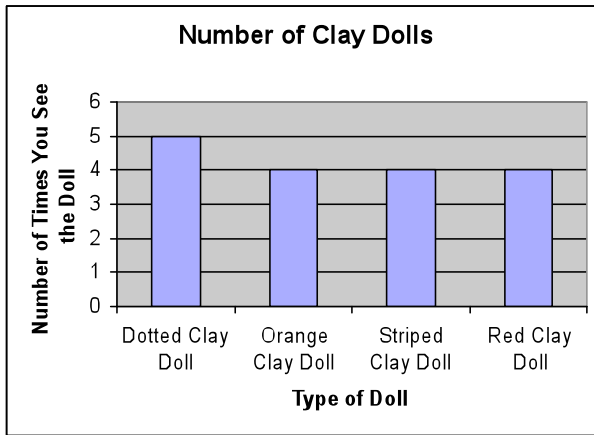


Figure 2: Number of different dolls shown in the story.

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Creative Perceptions of Malaysian and Australian Students

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Abstract

Creative perceptions as measured by Khatena-Torrance Creative Perception Inventory of both Malaysian and Australian students were studied. Cultural differences in creative perceptions were found. The Malaysian students perceive themselves as more creative based on their past creative performances while the Australian students think themselves creative based on their personality characteristics. Malaysians obtained higher levels than the Americans on the factors scores of Environmental Sensitivity, Self-Strength, Intellectuality, Individuality, Acceptance of Authority, Self-confidence and Awareness of Others, while no cultural differences were observed on the other factors. More similar investigations are recommended.

Key words: Creative perceptions, cultural differences, Malaysian, Australian

Creative people have been found to differ from their non-creative counterparts in certain personality characteristics. Studies have shown that creative individuals found to possess “a certain constellation of personal logical traits which lead them to think and behave more creatively than the average person” (Davies & Subkoviak, 1975). In a survey of over 50 empirical studies on creativity, 84 personal characteristics which differentiated the creative from the non-creative were identified (Torrance, 1962). Among them were self-confidence, individualism and sense of humor which are related to some of the characteristics investigated in this investigation.

Another personality characteristic which differentiates the creative from the non-creative is creative perception: It is the perception of oneself as being creative and capable of creative productions. It is this creative personality characteristic that is becoming increasingly useful in identifying the creatively gifted (Khatena & Torrance, 1976).



Many factors have been found to influence the level of creative perception. Among them are gender (Halpin, Payne & Ellett, 1974; Cacha, 1976; Kershner, & Ledger, 1985; Palaniappan, 1994, Hill, 2001, Cox, 2003), socio-economic status (Solomon, 1968; Palaniappan, 1994), intelligence (Palaniappan, 1994) and culture (Palaniappan, 1996). Palaniappan (1996) conducted a cross-cultural study on creative perceptions by comparing Malaysian students with American, Indian and Hungarian students. He found that the Malaysians scored higher than American, Indian and Hungarian students on “Something About Myself” and most of its factor scores while the Americans scored higher than the Malaysians on “What Kind Of Person Are You?” and on the factor scores of Acceptance of Authority, and Inquisitiveness. On the factor, Self-confidence, the Malaysians scored significantly higher than the students in the American sample.

Methodology

This study used the causal comparative research design to investigate further the influence of cultural differences on creative perception as measured by the Khatena-Torrance Creative Perception Inventory (KTCPI) (Khatena & Torrance, 1976). The creative perception of 107 Malaysian Form Four students (US Grade 10) was compared with those of 77 Australian students of similar age. The Malaysian sample consisted of 52 boys and 55 girls while the Australian group comprised of 23 boys and 54 girls. The Khatena-Torrance Creative Perception Inventory which contained items in both English and Bahasa Malaysia for the Malaysian sample and only English for the Australian sample was used. The respondents took about 20 - 30 minutes to complete the inventory.

The Khatena-Torrance Creative Perception Inventory comprises of two subscales namely, “What Kind Of Person Are You? (WKOPAY)” and “Something About Myself (SAM)”. The former contains 50 items in a forced-choice format and is based on the rationale that an individual has a psychological self whose structures have incorporated both creative and non-creative ways of behaving. The latter is a creative achievement measure based on the rationale that creative behavior is reflected in the individual’s personal characteristics. The former gives an over-all score and scores on five factors namely, Acceptance of Authority, Self-confidence, Inquisitiveness, Awareness of Others and Disciplined Imagination while the latter also gives an over-all score and scores on six factors namely, Environmental Sensitivity, Initiative, Intellectuality, Self-strength, Individuality and Artistry.



Khatena and Torrance (1976) define the factors as follows:

1. Acceptance of Authority relates to being obedient, courteous, conforming, and accepting of judgments of authorities.
2. Self-confidence relates to being socially well-adjusted, self-confident, energetic, curious, thorough and remembering well.
3. Inquisitiveness relates to always asking questions, being self-assertive, feeling strong emotions, being talkative and obedient.
4. Awareness of Others relates to being courteous, socially well-adjusted, popular or well-liked, considerate of others, and preferring to work in a group.
5. Disciplined Imagination relates to being energetic, persistent, thorough, industrious, imaginative, adventurous, never bored, attempting difficult tasks and preferring complex tasks.

The factor scores of “Something About Myself” are defined as follows:

- 1) Environmental Sensitivity relates to being open to ideas of others, relating ideas to what can be seen, touched, or heard; interest in beautiful and humorous aspects of experiences, and sensitivity to meaningful relations.
- 2) Initiative relates to directing, producing and /or playing leads in dramatic and musical productions; producing new formulas or new products; and bringing about changes in procedures or organizations.
- 3) Self-strength relates to self-confidence in matching talents against others, resourcefulness, versatility, willingness to take risks, desire to excel and organizational ability.
- 4) Intellectuality relates to intellectual curiosity, enjoyment of challenging tasks, imagination, a preference for adventure over routine, a liking for reconstruction of things and ideas to form something different, and a dislike for doing things in a prescribed routine.
- 5) Individuality relates to a preference for working by oneself rather than in a group, seeing oneself as a self-starter and somewhat eccentric, critical of others’ work, thinking for oneself, and working for long periods without getting tired.
- 6) Artistry relates to the production of objects, models, paintings, carvings, musical composition, receiving awards or prizes or having exhibits, production stories, plays, poems and other literary pieces.



Results and Discussion

The data collected in this study were the scores of creative perceptions and some background variables relating to the sample subjects under study. Table 1 shows the results of t-tests undertaken to compare the WKOPAY scores obtained by Malaysian and Australian students. The level of significance for this investigation was set at $p < .05$.

Table 1 The t-tests comparisons of SAM scores of Malaysian and Australian samples.

Measure	Malaysian (N = 107)		Australian (N = 77)		t	p < .05
	M	SD	M	SD		
Total Score	31.9	5.0	25.3	6.6	7.8	SIG
Environmental Sensitivity	5.0	.9	4.2	1.5	4.5	SIG
Initiative	1.7	1.4	1.4	1.2	1.5	NS
Self-strength	6.8	1.4	5.2	2.4	5.7	SIG
Intellectuality	7.7	1.7	4.8	2.1	10.0	SIG
Individuality	3.9	1.1	3.1	1.2	4.7	SIG
Artistry	2.4	.9	2.6	1.3	-1.2	NS

* SIG = Significant NS = Not Significant

Table 1 shows that there is a statistically significant difference in the total mean scores obtained by Malaysian and Australian students on “Something about Myself.” The means indicate that the Malaysian students have significantly higher level of creative perception compared to their Australian counterparts, $t(182) = 7.8, p < .05$. It appears that Malaysian students have a greater tendency to perceive themselves as more creative based on their past creative achievements than the Australian students.

On Environmental Sensitivity, the Malaysian students obtained a significantly higher mean score compared to the Australian students, $t(182) = 4.5, p < .05$. This indicates that Malaysian students appear to be more open to ideas of others and show more interest in humorous aspects of experiences which are vital for creative thinking than the Australian students.

Malaysian and Australian students do not appear to differ on Initiative. This indicates that both samples are similar in their levels of motivation to bring about changes in their organizations or institutions.

On Self-strength, the Malaysian students obtained a significantly higher mean score compared to the Australian students. $t(182) = 5.7, p < .05$. It appears that Malaysian students are more resourceful, versatile, willing to take risks and have a higher desire to excel than the Australian students.

On Intellectuality and Individuality, too, there is a statistically significant difference between the means obtained by Malaysian and Australian students in favor of the former. The Malaysian students appear to be intellectually curious, enjoy challenging tasks, prefer to work alone and are self-starters. The Australian students appear to have lower levels of these qualities.

The two samples do not differ on Artistry. This indicates that Malaysian and Australian students are equally capable of producing creative objects, painting and composing musical compositions.

Table 2 shows the results obtained for t-tests comparisons between Malaysian and Australian students. Again, the level of significance was set $p < .05$.

Table 2 The t-tests comparisons of WKOPAY scores of Malaysian and Australian samples.

Measure	Malaysian (N = 107)		Australian (N = 77)		<i>t</i>	<i>p</i> < .05
	M	SD	M	SD		
Total Score	22.9	5.0	45.5	1.7	38.1	SIG
Acceptance of Authority	3.5	1.6	2.5	1.7	4.1	SIG
Self-Confidence	6.9	2.4	6.2	2.2	2.0	SIG
Inquisitiveness	2.9	1.7	3.2	1.6	1.2	NS
Awareness of Others	7.4	1.4	6.3	1.6	5.0	SIG
Disciplined Imagination	4.1	2.0	4.6	2.4	1.5	NS



The results show a statistically significant difference in the total mean WKOPAY scores obtained by the Malaysian and Australian students, $t(182) = 38.1, p < .05$.

The Australian students appear to perceive themselves more creative based on their personality characteristics compared to their Malaysian counterparts. They perceive themselves creative not based on their past creative performance but by their creative personality characteristics. This could have been reinforced by the feedback they get from the people around them both at home and school.

On the factor score of Acceptance of Authority, the Malaysian students obtained a significantly higher mean compared to the Australian students, $t(182) = 4.1, p < .05$. Acceptance of Authority is a non-creative orientation since it indicates the readiness with which one accepts orders and directions without questioning the relevance or the need for them. Hence, it indicates that Malaysian students appear to accept orders from their superiors more readily than their Australian counterparts. This could be due to the nature of the upbringing and the culture in which the Malaysians live, which stresses respect for their elders or superiors and any questioning of authority or their decisions is considered as a mark of disrespect. In the Australian culture questioning of authority may be regarded as a sign of intellectual curiosity which must be fostered.

On Self-confidence, the Malaysian students secured a significantly higher mean compared to the Australian students, $t(182) = 2.0, p < .05$. The former appears to perceive themselves as being more self-confident, thorough, remembering well, socially well-adjusted and energetic compared to the latter.

The Malaysian and Australian students do not differ significantly on the factors of Inquisitiveness and Disciplined Imagination. This indicates that both samples are equally self-assertive, feel strong emotions, persistent, industrious, and imaginative.

On Awareness of Others, the Malaysian students obtained a significantly higher mean compared to the Australian students. This indicates that the former are courteous, considerate of others, and prefer to work in groups compared to the latter.



Conclusion

There appears to be significant cultural differences in the creative perceptions of Malaysian and Australian students. The former perceive themselves more creative based on their past creative performance while the latter perceive themselves creative based on their creative personality characteristics. There also appears to be cultural differences in the factors scores of SAM and WKOPAY. The Malaysian students appear to be more open to ideas of others, resourceful, versatile, intellectually curious, willing to take risks and have a higher desire to excel, show more interest in the humorous aspects of experiences, and enjoy challenging tasks more than the Australian students. They also appear to be more self-confident, thorough, socially well-adjusted, energetic, courteous, considerate of others, and prefer to work in groups compared to the Australian students. However, Malaysian and Australian students do not differ in their ability to initiate changes to procedures or organizations, self-assertiveness, and a preference of difficult tasks. Further investigations into the nature of creative perceptions of these two samples need to be undertaken to provide more information on the cultural influences of creative perceptions.

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