

# **Quality and Accountability: An International Perspective**

**Jamil Salmi  
CHEA Conference  
Washington DC  
25 January 2010**

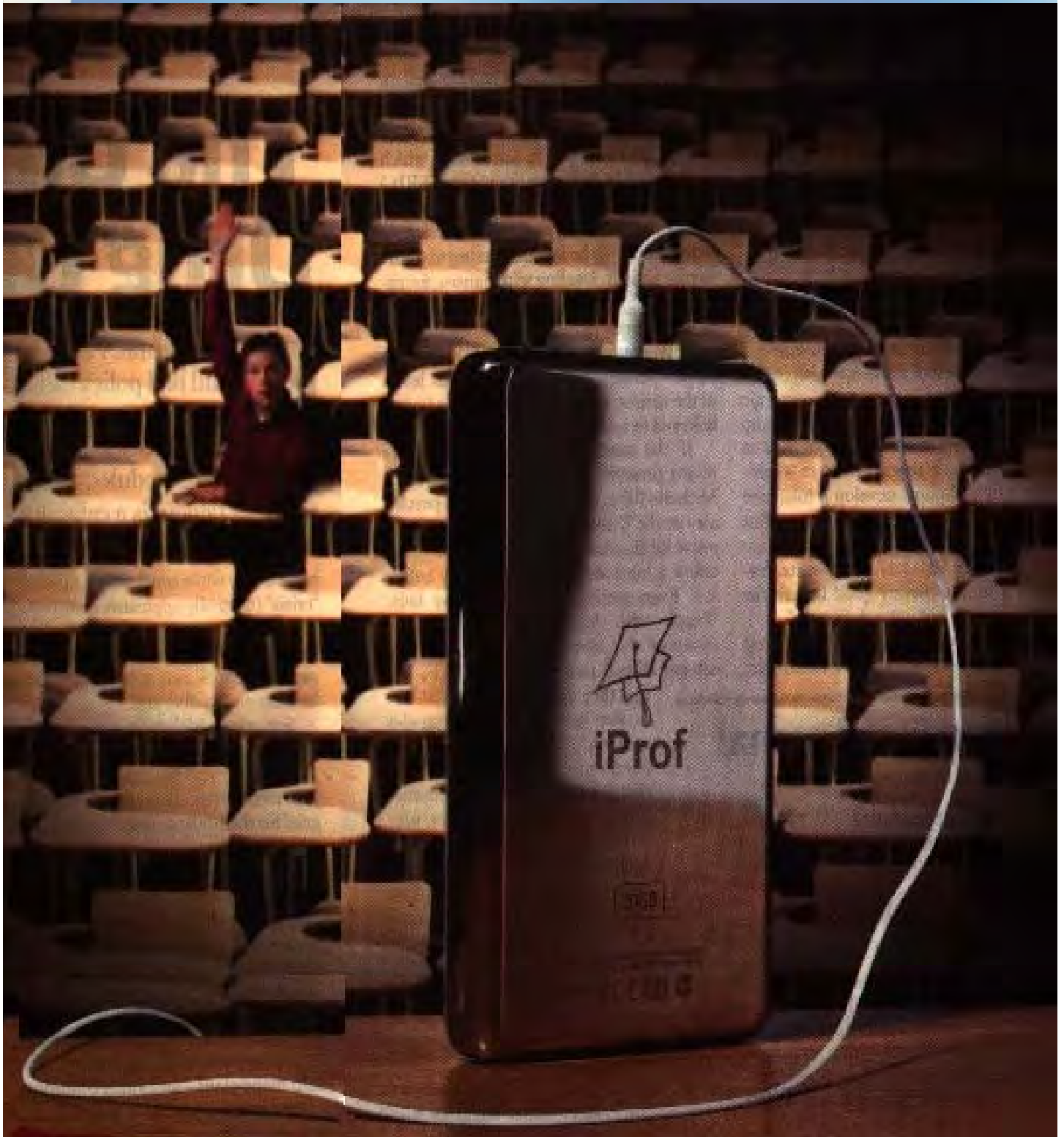
**CHEA<sup>®</sup>**  
Council for Higher Education Accreditation

**EDUCATION**  
THE WORLD BANK

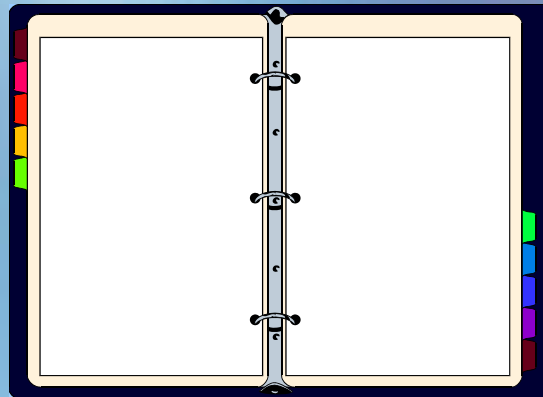
# the future of tertiary education?



a world of science fiction?



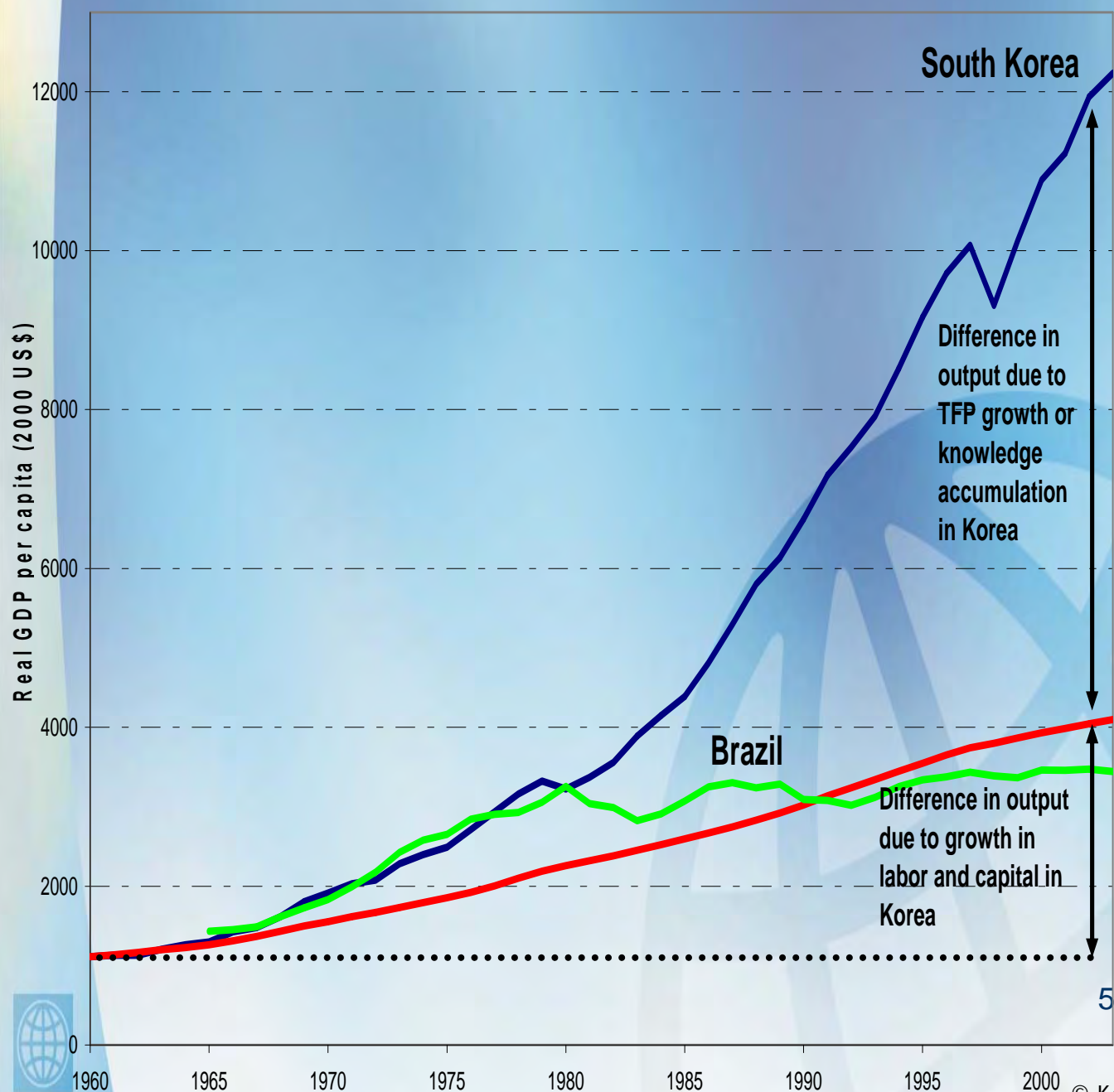
# outline of the presentation...



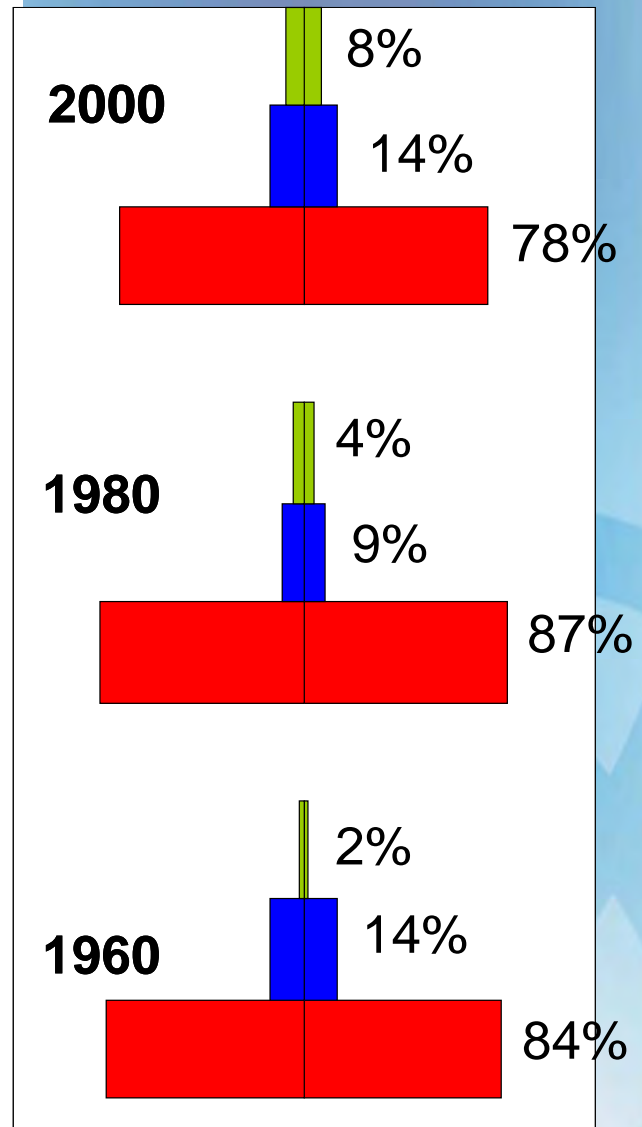
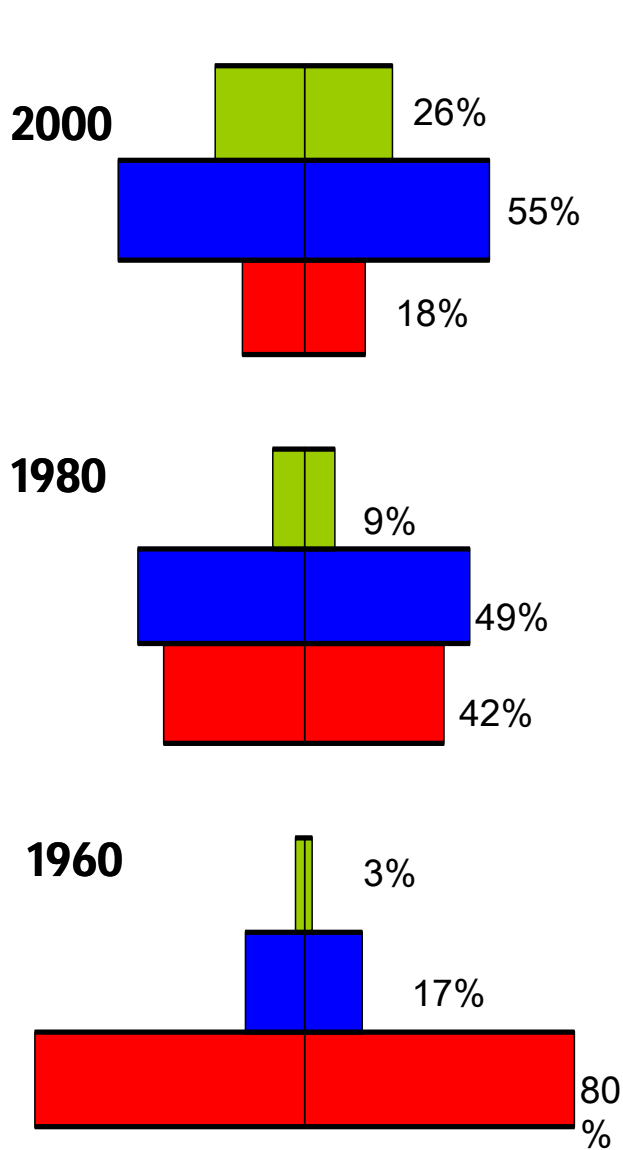
- importance of knowledge
- changing education needs & practices
- growing accountability agenda



# explaining the difference between poverty and wealth



# South Korea and Brazil



# creative work in the economy

IN THE UNITED STATES

Creative Work

- Research
- Development
- Design
- Marketing and Sales
- Global Supply Chain Management

Routine Work

DONE BY PEOPLE

Routine Work

DONE BY MACHINES

IN LESS DEVELOPED COUNTRIES





# Oulu



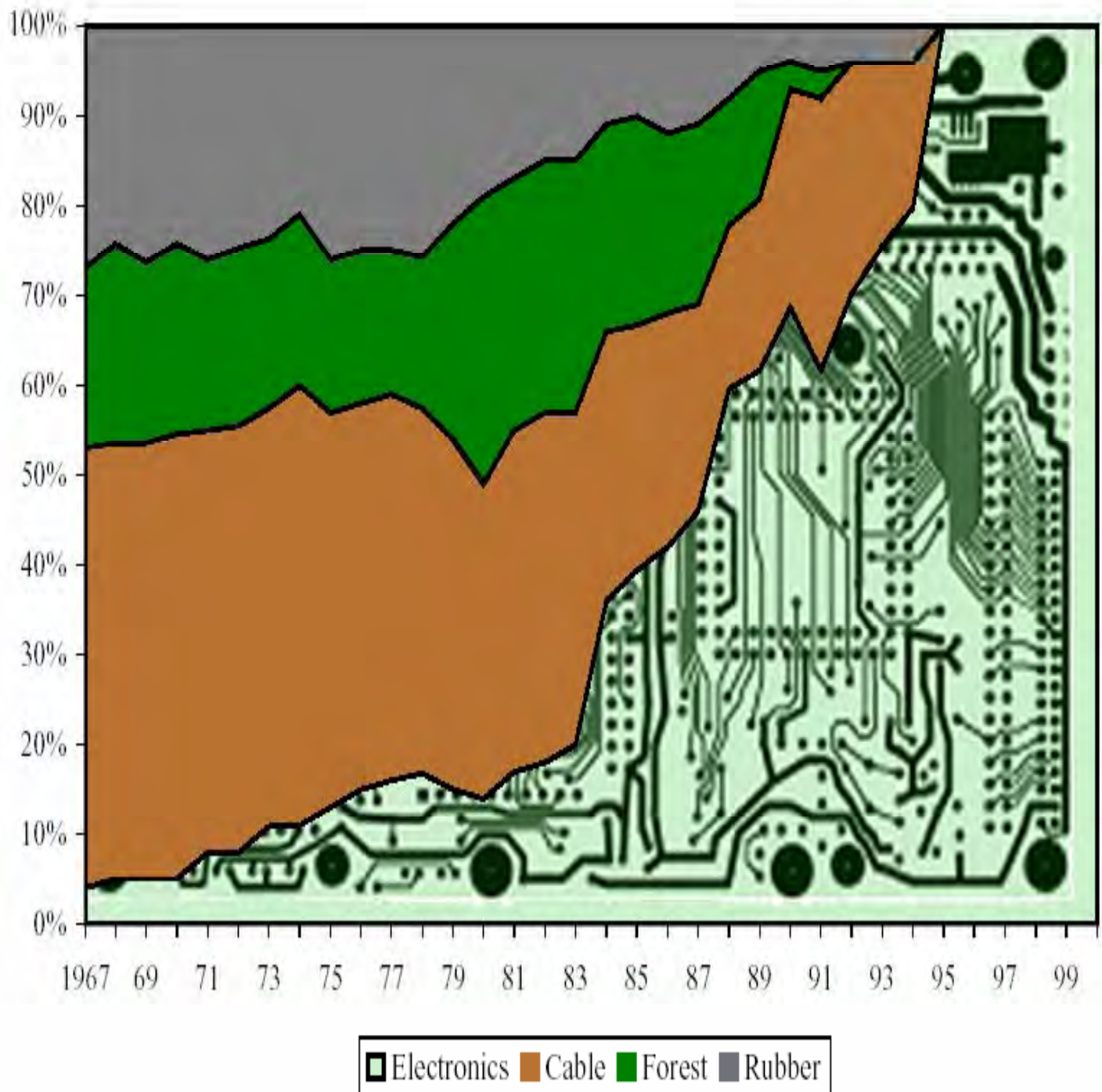
OULUN KAUPUNKI  
*City of Oulu*

OULUN YLIOPISTO  
*University of Oulu*





# evolution of Nokia sales











# knowledge for safety

- sismology
- vulcanology
- climatology (floods, tsunamis, droughts, etc.)



# Tsunami

## 26 December 2004



# Haiti

## 12 January 2010





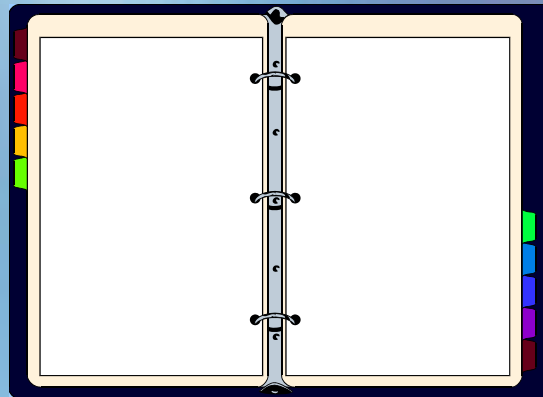
acceleration of speed  
of creation of new  
knowledge



how can we update our knowledge?



# outline of the presentation...



- importance of knowledge
- **changing education needs and practices**

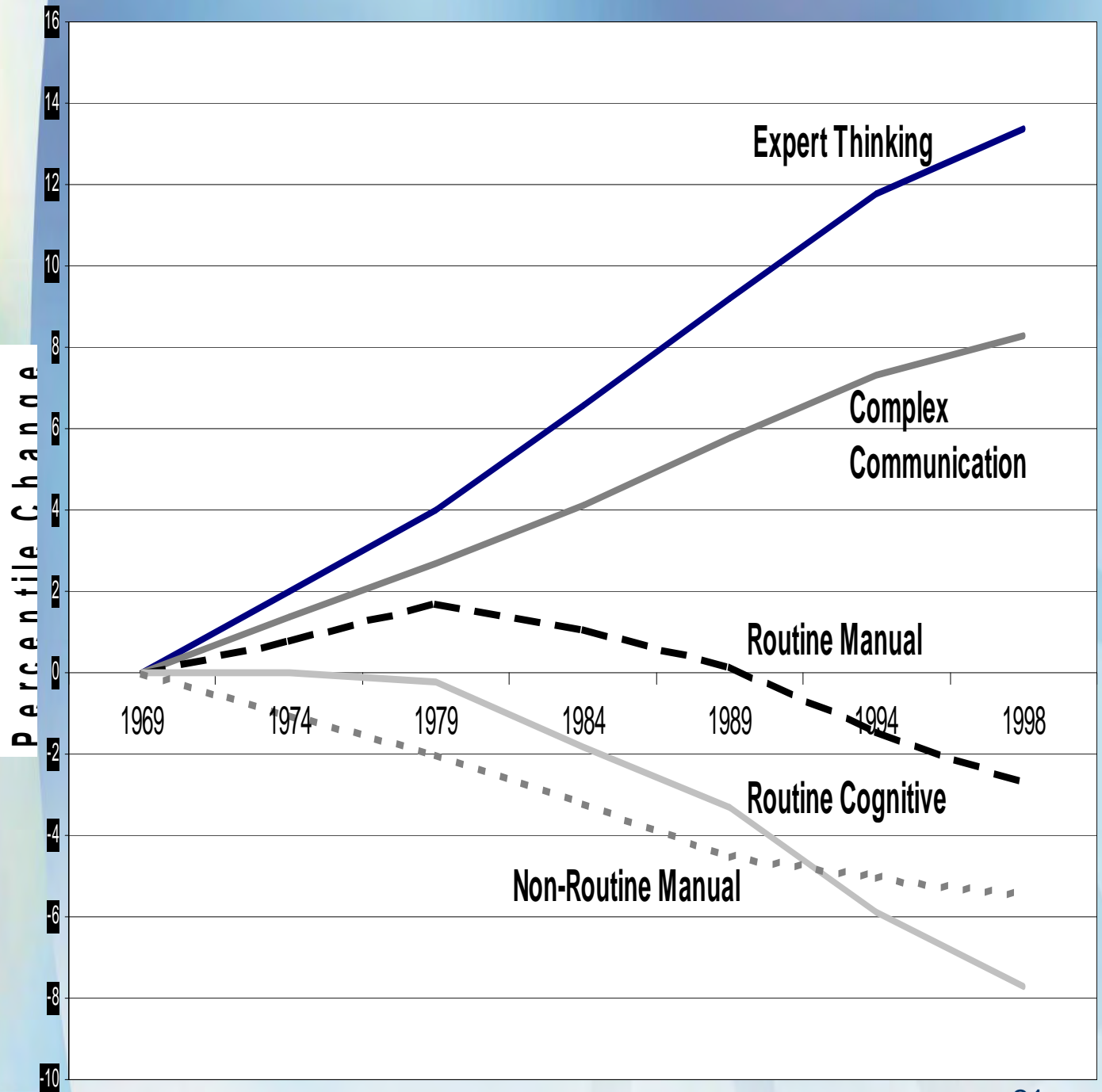


# changing education needs and practices

- new skills
  - professional skills
  - soft skills



# changes in job task-skill demands in the USA (1960 – 1998)





Robot Doctors Replacing Real Doctors

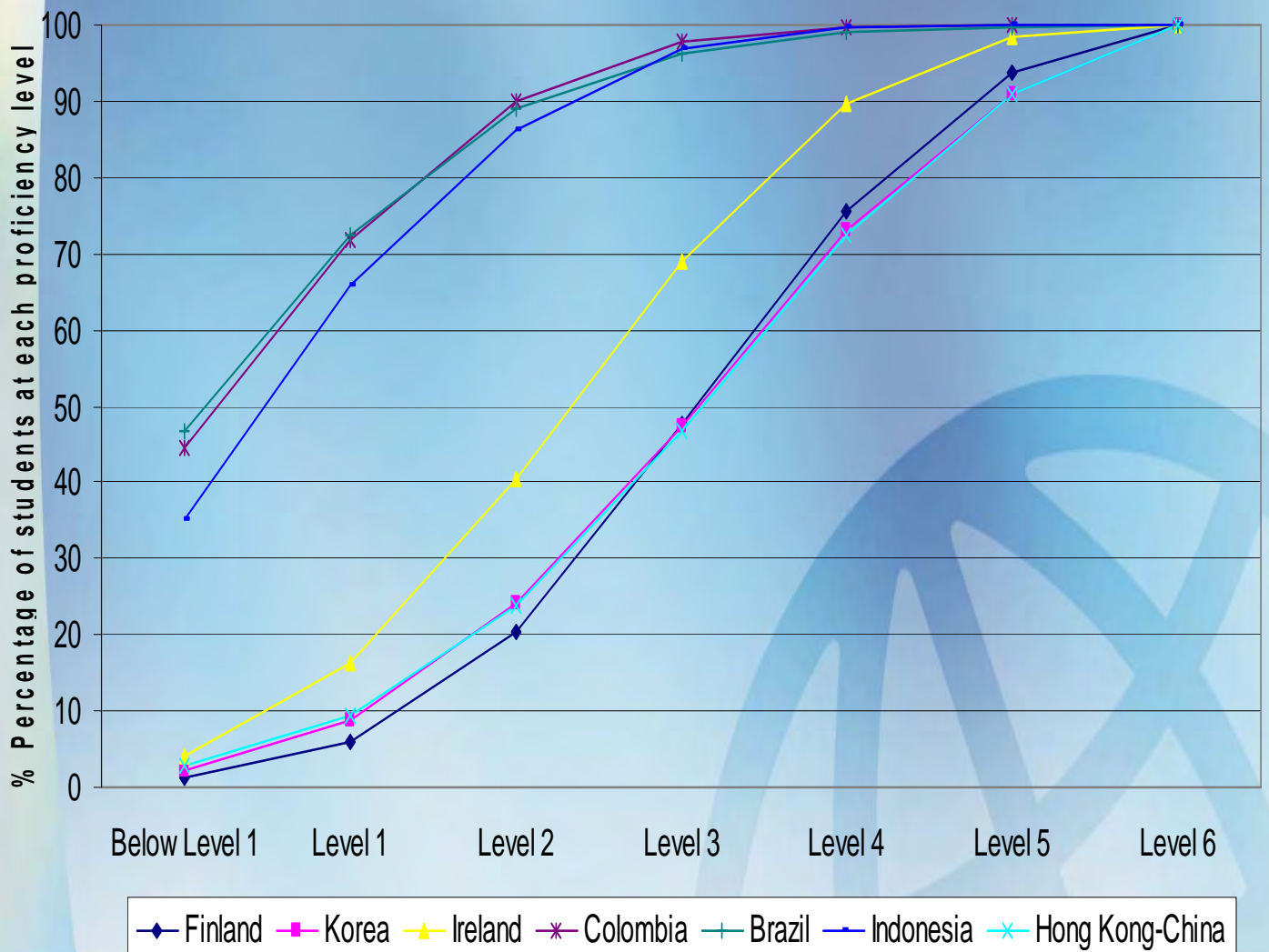


Judith May consults with Piacitelli in person and Kavoussi via video. Technology assists in maintaining personalized doctor-patient relations.



# 2006 PISA results

Percentage of students at each proficiency level on the mathematics scale







S. Harris

“Although humans make sounds with their mouths and occasionally look at each other, there is no solid evidence that they actually communicate among themselves.”



# design



prada phone



# luxury Razr with lizard skin



# Giorgio Armani-Samsung mobile





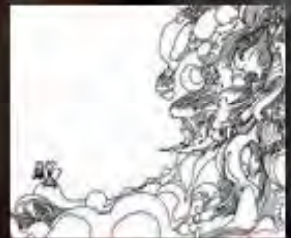












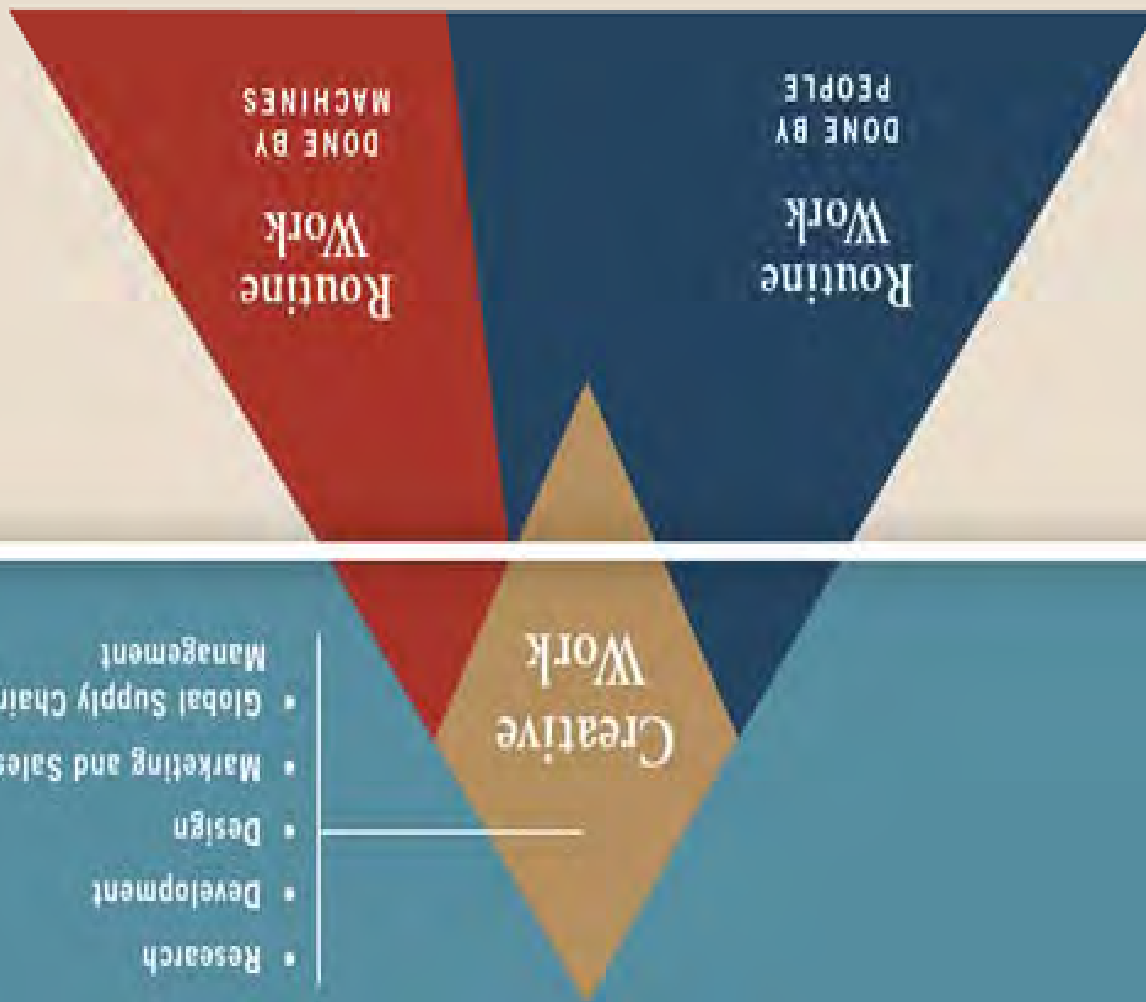
# creativity

- invent

**“I didn’t know  
you could do that!”**



# creative work in the economy



IN LESS DEVELOPED COUNTRIES

any country



# changing education needs and practices

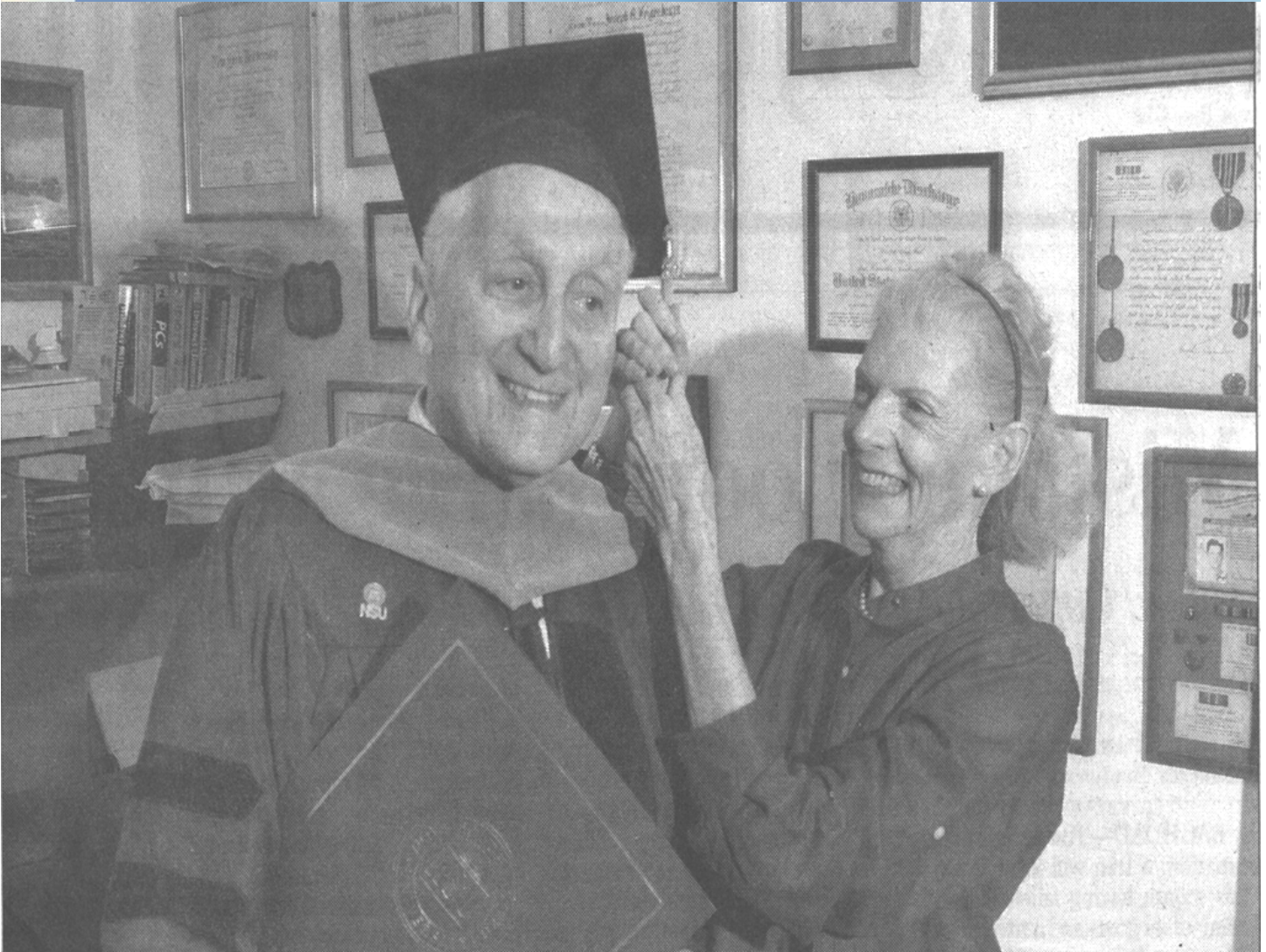
- **new skills**
- **lifelong learning**



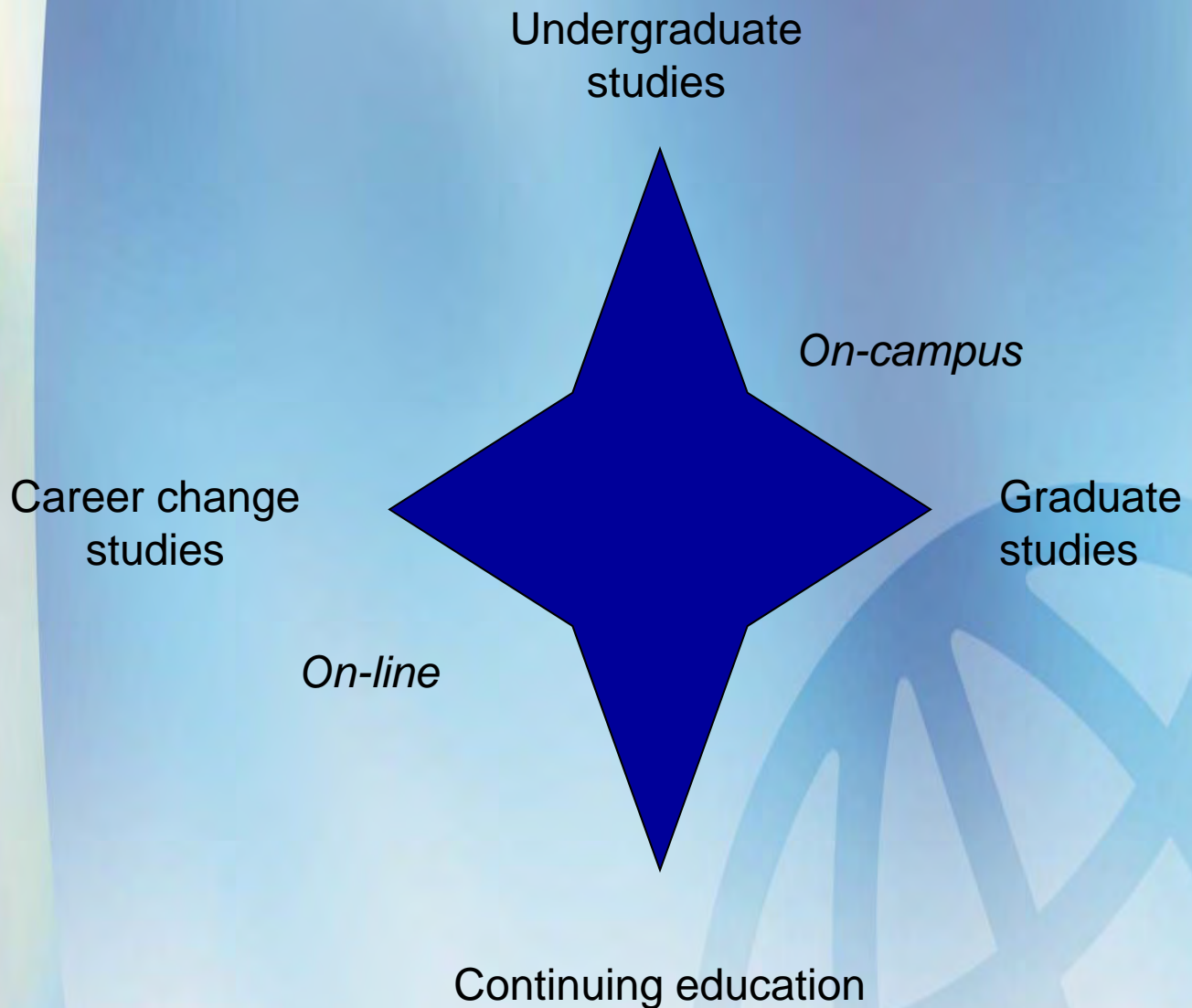
**from innocence**



... to wisdom



# university of the future?

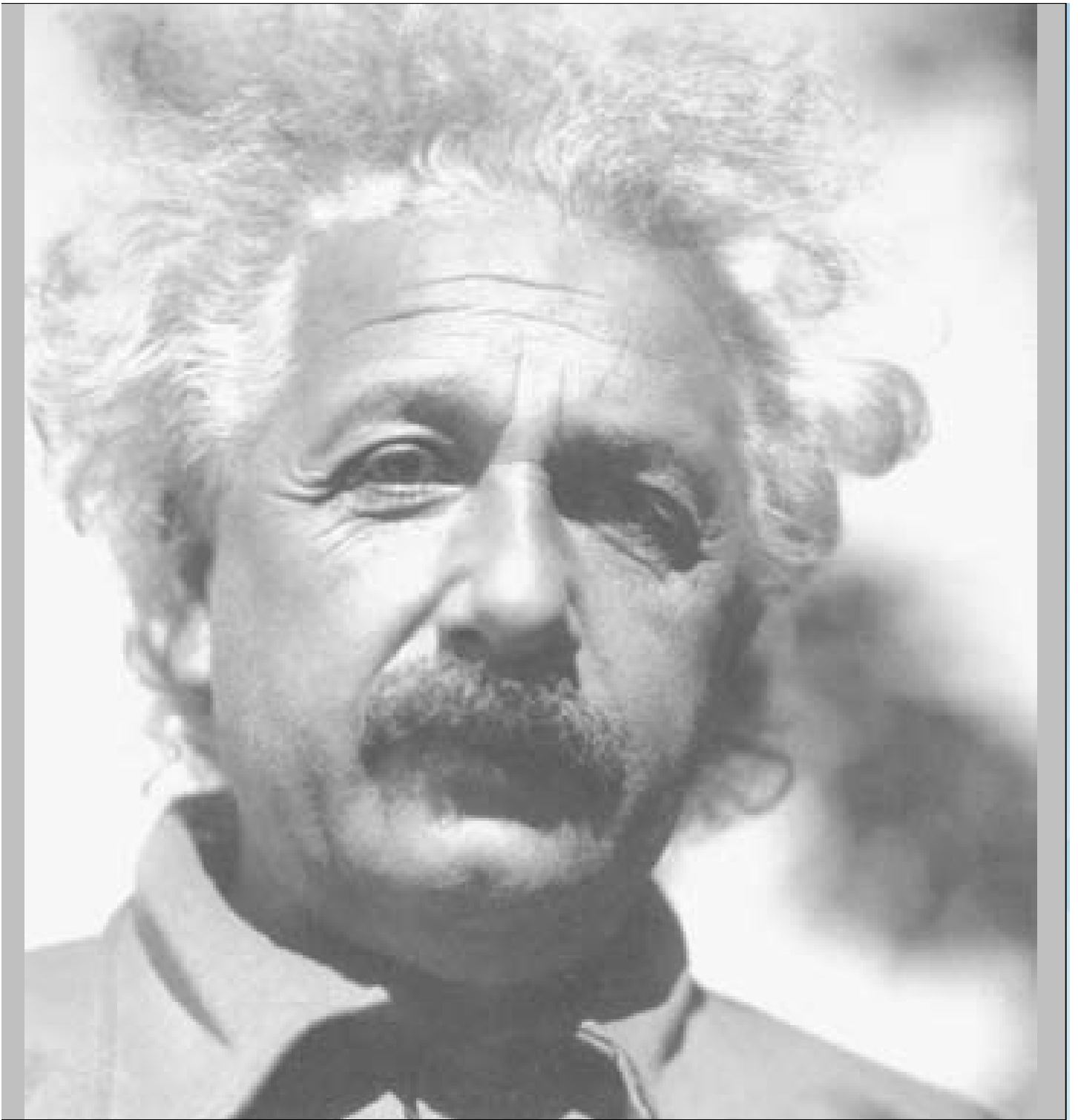




# changing education needs and practices

- **new skills**
- **lifelong learning**
- **learning to learn and  
unlearn continuously**







# new pedagogical approaches

- focus on learning tailored to needs of individuals rather than teaching
- new and varied modalities for learning: interactive & collaborative learning



# when you want...

The image shows an open book with two pages of text. The text on the pages is small and difficult to read, but it appears to be a list of names or titles. The book cover is dark with a large, white, serif title that reads "WELCOME TO CLASS. SIT ANYWHERE." Below the title, there is a smaller line of text: "University of Maryland University College" and "Continuing and Professional Education, College Park, MD".

**Left Page:**

- 1. [Name]
- 2. [Name]
- 3. [Name]
- 4. [Name]
- 5. [Name]
- 6. [Name]
- 7. [Name]
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- 18. [Name]
- 19. [Name]
- 20. [Name]

**Right Page:**

- 21. [Name]
- 22. [Name]
- 23. [Name]
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- 34. [Name]
- 35. [Name]
- 36. [Name]
- 37. [Name]
- 38. [Name]
- 39. [Name]
- 40. [Name]

**Book Cover:**

**WELCOME TO CLASS.  
SIT ANYWHERE.**

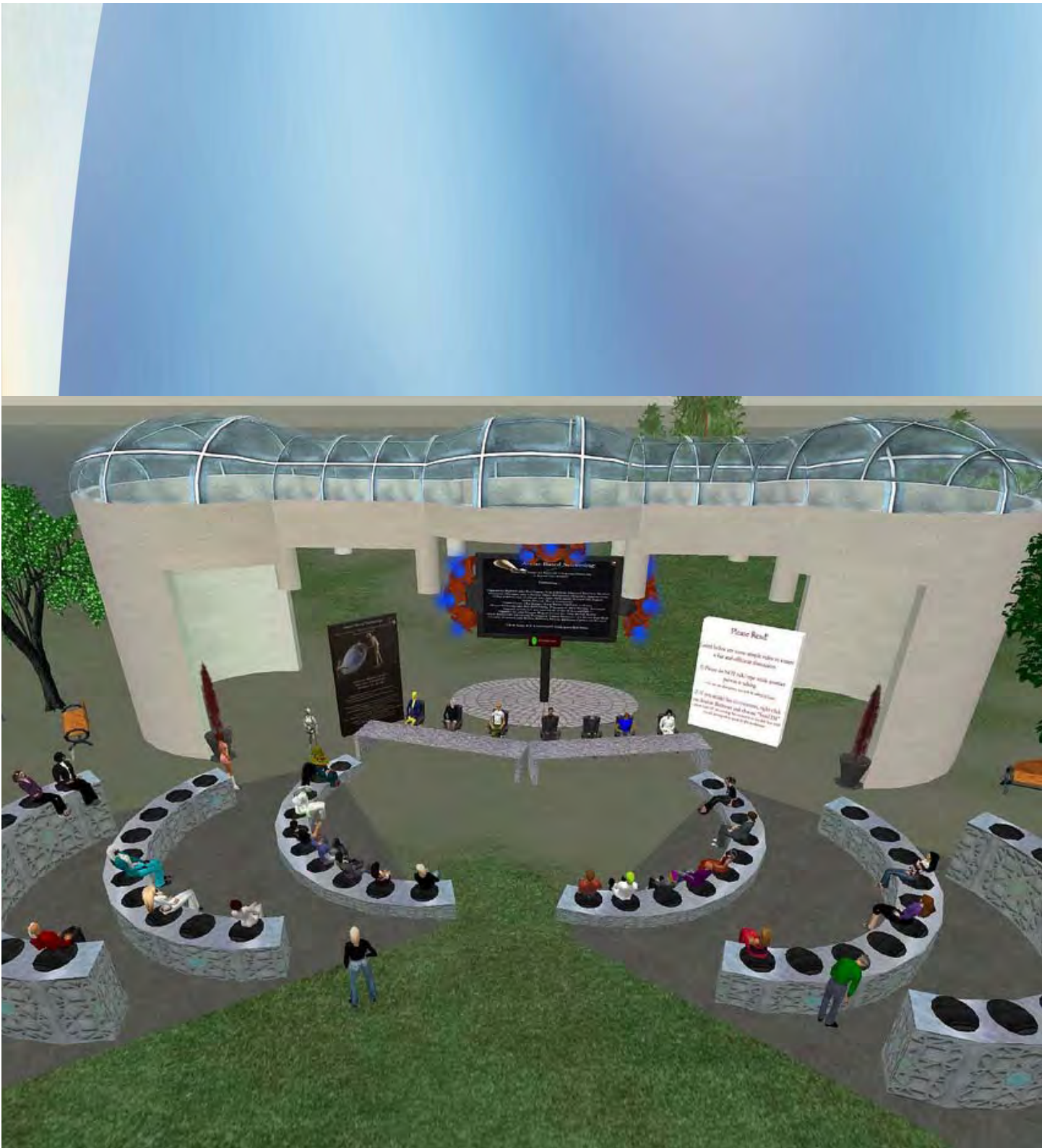
University of Maryland University College  
Continuing and Professional Education, College Park, MD



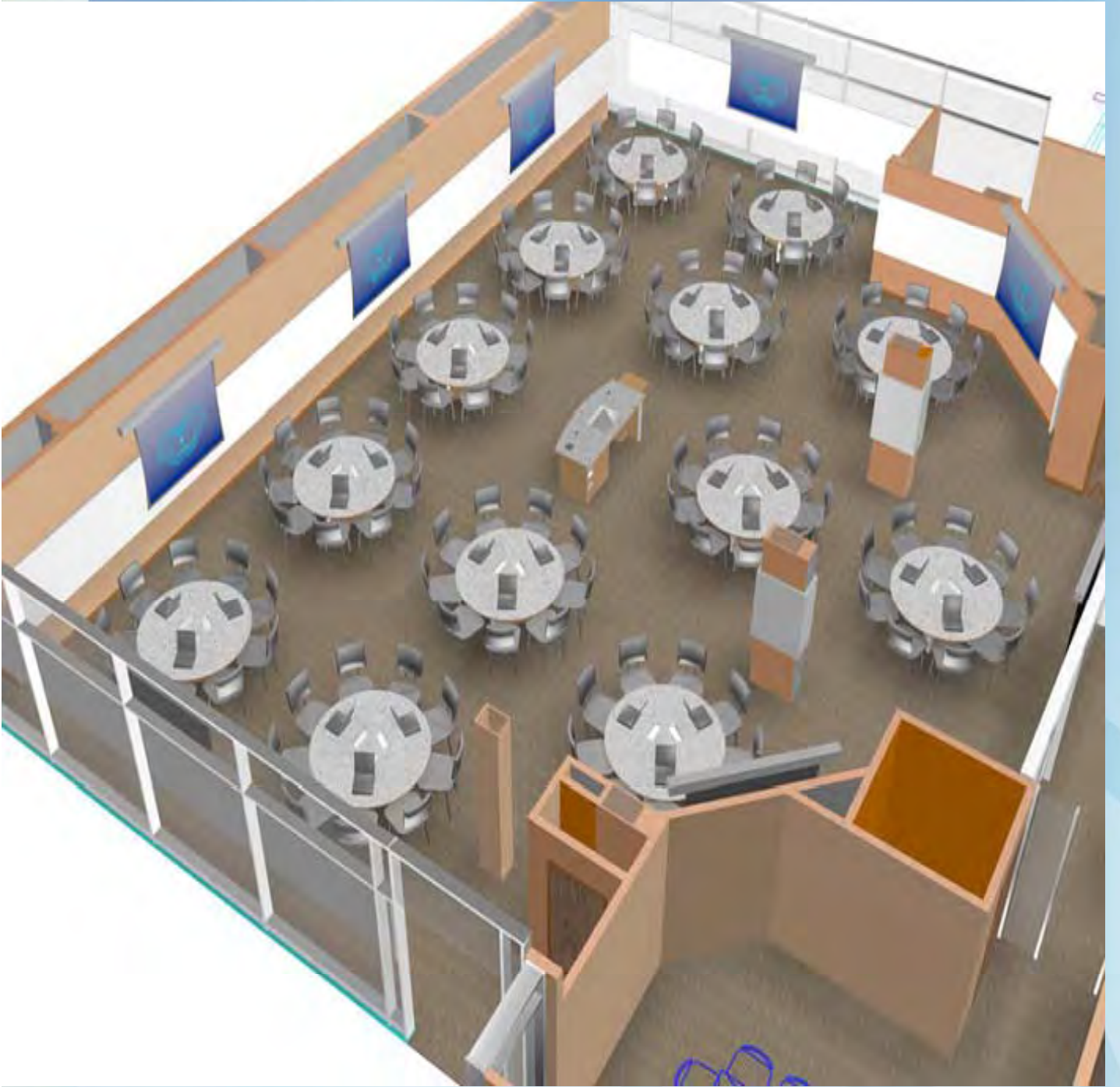
# where you want...















# Mixed Reception

## Gather clues - Interview suspects - Analyze evidence Solve a mysterious death

This activity is set in a research group that is developing an antivenom for spider bites. In the opening scene, Nelson Pogline, a talented graduate student, dies unexpectedly at a university reception. As a detective, you must use chemistry concepts to determine if this was murder and if so, solve the case. You can interview suspects using Quicktime movies, investigate the crime scene for clues with Quicktime Virtual Reality images, and analyze the evidence from the crime lab.



This activity requires basic knowledge of formula weight, stoichiometry and the scientific method to solve the mystery.

Additional concepts that are discussed include: molecular recognition, limiting reagents, and mass spectrometry.

**Note to instructors:** The Windows-based software is suitable for high school and college introductory chemistry students. Mixed Reception can be used as a homework assignment for individual students, or as an in-class group activity. Solving the case takes between 40 and 50 minutes.

### Activity and Materials:

#### Activity:

[Mixed Reception Activity](#) [260 MB Zip file]

[Installation instructions](#)

#### Classroom Materials:

[User Walkthrough](#) [.pdf]

[Activity Worksheet](#) [.doc]

[Periodic Table](#) [.pdf]

[Final Report](#) [.doc]

#### Classroom CD's:

(CD includes activity and classroom materials)

Fill out a form to [request free CD's](#)

[Email us](#) for teacher solutions and hints

[Download .iso file](#) to make your own CD's



Please [email us](#) for additional information, or just to tell us what you think.





*“In the early twenty-first century,  
people will be able to study what  
they want, when they want,  
where they want, and in the  
language they prefer,  
electronically.”*

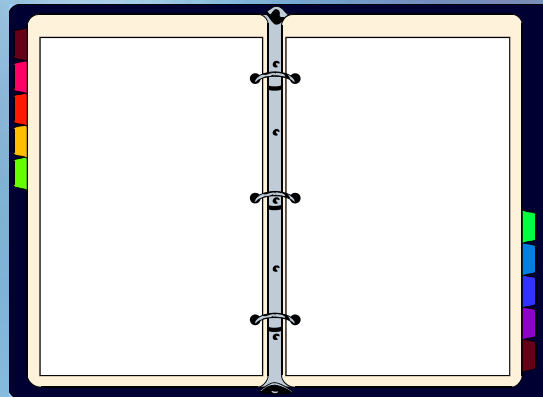
Peter Knight, July 1994



***“For sale: charming and peaceful residence away from neighbors, with a wonderful view of the sea, a grand period staircase, and lots and lots of light...”***



# outline of the presentation...



- importance of knowledge
- changing education needs & practices
- **growing accountability agenda**





# GHOSTBUSTERS



# the growing accountability agenda

- integrity and honesty

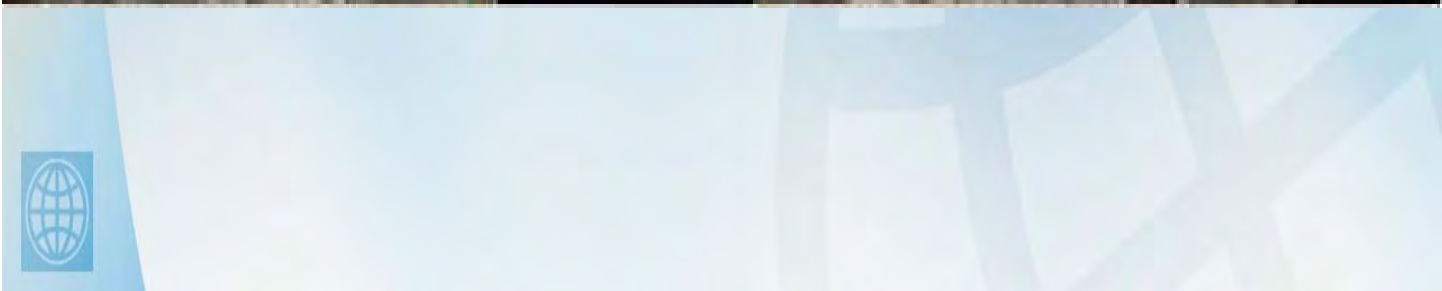


# unethical and fraudulent practices

- financial management
- academic management
- information management







# the growing accountability agenda

- integrity and honesty
- effective use of resources  
and quality of results
- adherence to national  
policy goals



# accountability mechanisms

- legal requirements
  - licensing, accreditation, evaluation, academic audits
- financial incentives
  - linking resources and performance (funding formula, performance contract, demand-side mechanisms)



# accountability mechanisms (II)

- surveys of student engagement
  - US, Canada, Germany, China, Taiwan
- measurement of learning outcomes
  - institutional level (CLA, etc.)
  - national efforts (Brazil, Colombia, Jordan)
  - international approach (AHELO)





# accountability mechanisms (III)

- labor market observatories
- Boards with external representation
- proliferation of rankings
  - press
  - independent bodies
  - government





GOBIERNO DE CHILE  
MINISTERIO DE EDUCACION

laboral 2009



descargas

▣ Documento oficial (PDF)

▣ Estudios

▣ Base de Datos (XLS)

▣ Nota Metodológica (PDF)

▣ Video Demo!

varios

▣ Preguntas Frecuentes

▣ Glosario de Términos

▣ Condiciones de Infor

▣ Links de Interés



## Futuro Laboral

El sitio [www.futurolaboral.cl](http://www.futurolaboral.cl) es un servicio de información pública desarrollado por el Sistema Nacional de información de la Educación Superior (SIES) de la División de Educación Superior del MINEDUC destinado a los estudiantes de enseñanza media y superior, sus familias, profesores, orientadores, académicos, medios de comunicación, empleadores y empleadores.

Futuro Laboral actualmente informa sobre 85 carreras profesionales y 50 técnicas, que concentran más del 80%



# ranking systems in 2009

Region	National and International Ranking System
Eastern Europe and Central Asia	Kazakhstan (A, B), Lithuania (C), Poland (C), Slovakia (B), Romania (B/C), Russia (B), Ukraine (B/C)
East Asia and Pacific	Australia (B), China (B, C, IB), Hong Kong (C), Japan (B, C), Korea (A), Malaysia (A), New Zealand (A), Taiwan (B, IB), Thailand (A)
Latin America and the Caribbean	Argentina (D), Brazil (A), Chile (C,D), Mexico (B), Peru (B)
Middle East and North Africa	Tunisia (A)
North America	Canada (B, C, B/C), United States (C, IC)
South Asia	India (C/D), Pakistan (A)
Sub-Saharan Africa	Nigeria (A)
 Western Europe	Germany (B/C, C), Italy (C), Netherlands (A), Portugal (C), Spain (B, C, IC), Sweden (C), Switzerland (B/C), United Kingdom (A, B, IC)

# monitoring and reporting

- increase in number of monitoring agencies
  - Parliament
  - funding body
  - accreditation agency
  - statistics unit
- benchmarking



April 2008 Update

MINNESOTA  
OFFICE OF  
HIGHER  
EDUCATION

# Minnesota Measures

2008 Report on Higher Education Performance



## clear goals

**Building  
Minnesota's  
world-leading  
status  
in the knowledge  
economy requires  
setting goals for  
HE and  
measuring  
results.**

**Governor Tim Pawlenty**

**GOAL ONE** | Improve success of all students, particularly students from groups traditionally underrepresented in higher education.

**GOAL TWO** | Create a responsive system that produces graduates at all levels who meet the demands of the economy.

**GOAL THREE** | Increase student learning and improve skill levels of students so they can compete effectively in the global marketplace.

**GOAL FOUR** | Contribute to the development of a state economy that is competitive in the global market through research, workforce training and other appropriate means.

**GOAL FIVE** | Provide access, affordability and choice to all students.



# benchmarking

## Research Expenditures as a Proportion of Gross Domestic Product by State and Country

	2000	2001	2002	2003	2004
<b>Top 3 States</b>					
New Mexico					8.0%
Maryland					6.3%
Massachusetts					5.2%
Minnesota	2.3%	2.6%	2.6%	2.8%	2.7%
Rank	17	16	14	15	14
National average	2.7%	2.7%	2.5%	2.6%	2.4%
Peer States <sup>5</sup>	2.7%	2.7%	2.5%	2.5%	2.5%
OECD Countries Average	2.2%	2.3%	2.2%	2.3%	2.3%
<b>Top 3 Countries</b>					
Finland					3.5%
Japan					3.1%
Korea					2.9%

Source: The National Science Foundation (national data), Organisation for Economic Cooperation and Development (International data).

Note: In order to scale the measure across states, the Indicator was divided by gross domestic product by state which is provided by the Bureau of Economic Analysis.

# excessive requirements?

- reporting to death
- unfair rankings
- measurement of learning outcomes

Spellings Commission,  
AHELO





# fear of transparency

- complaints: Pakistan
- boycott: US
- legal action: New Zealand
- national audits: Colombia



# benefits of information

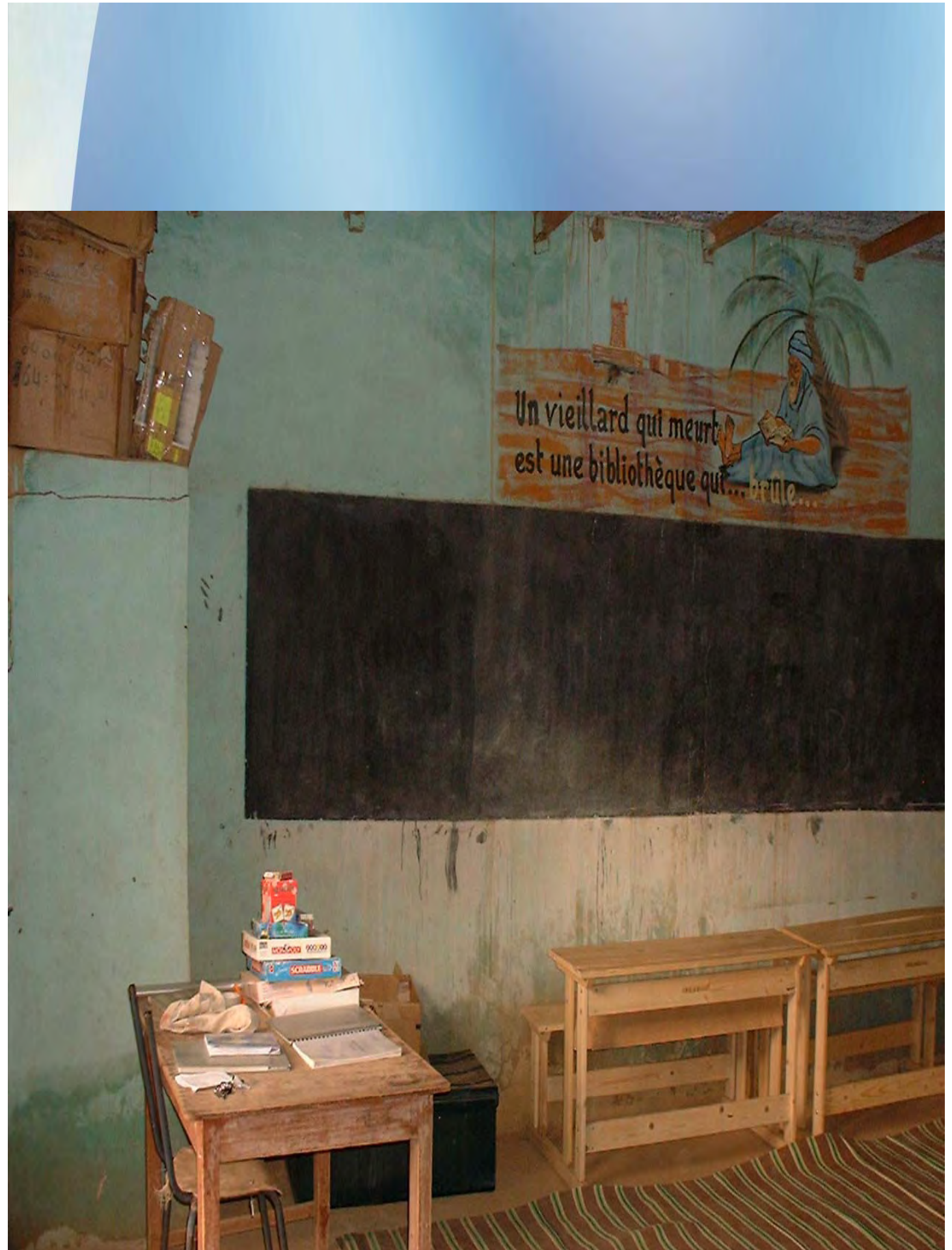
- choice of institution (domestic) or for studies abroad
- culture of transparency
- setting stretch goals



conclusion

the end



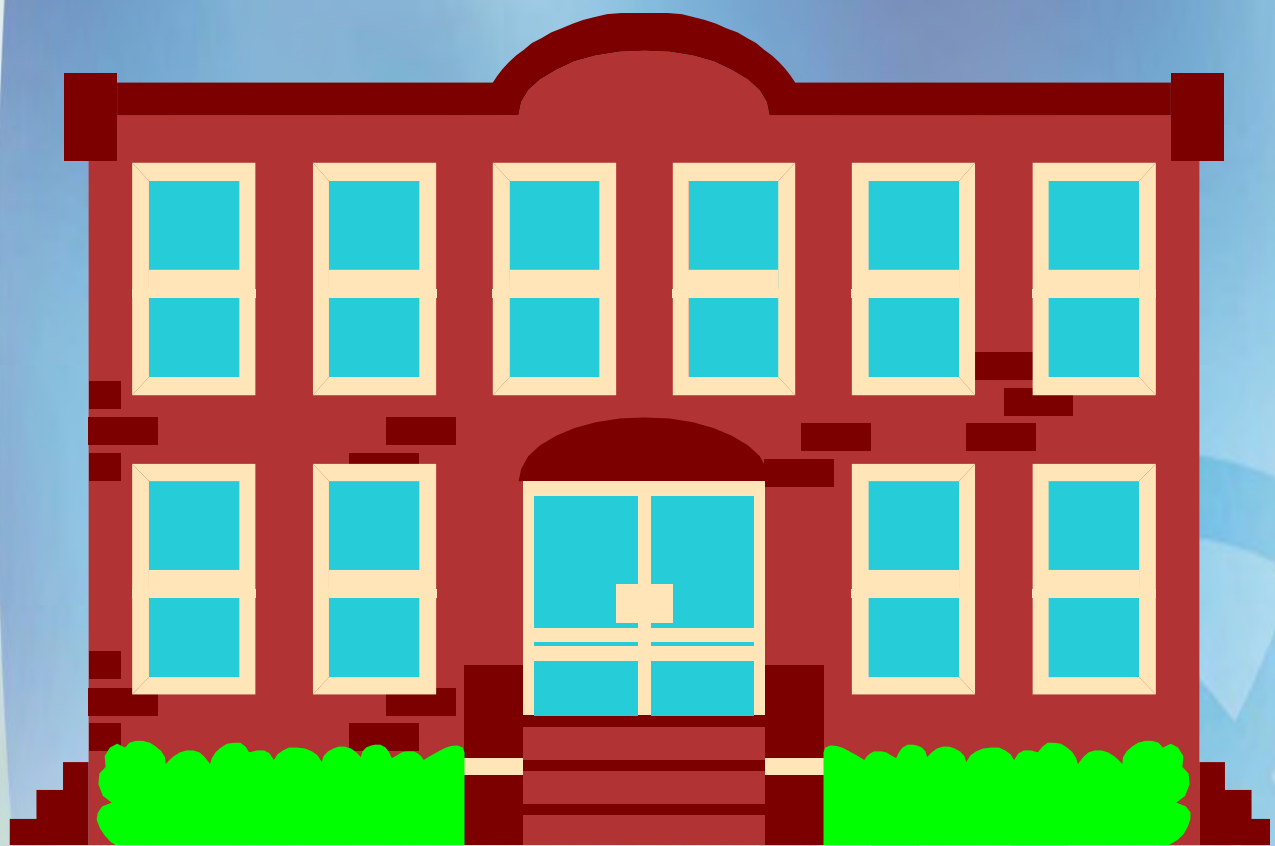


Un vieillard qui meurt  
est une bibliothèque qui...

# a brave new world?

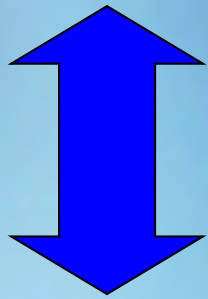
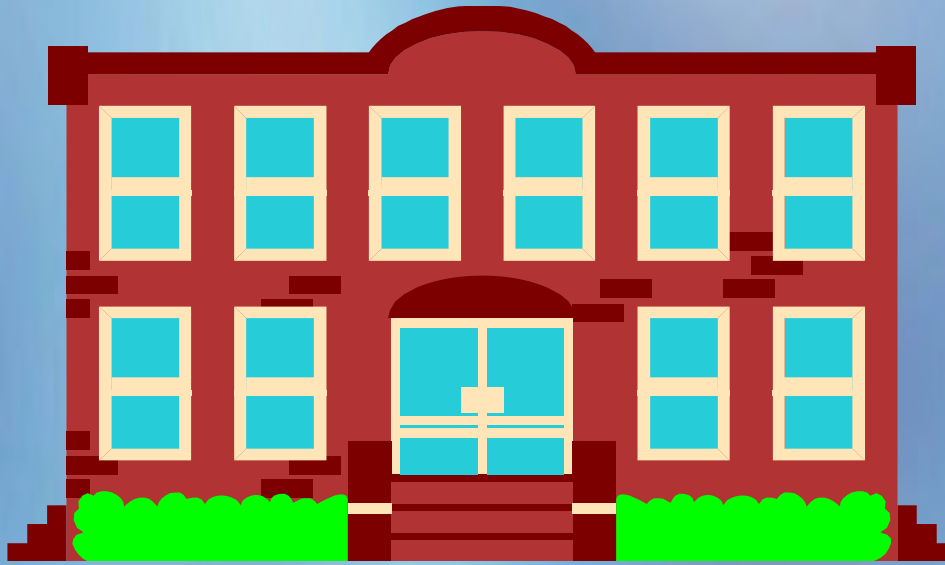


# the brick university



# the click university







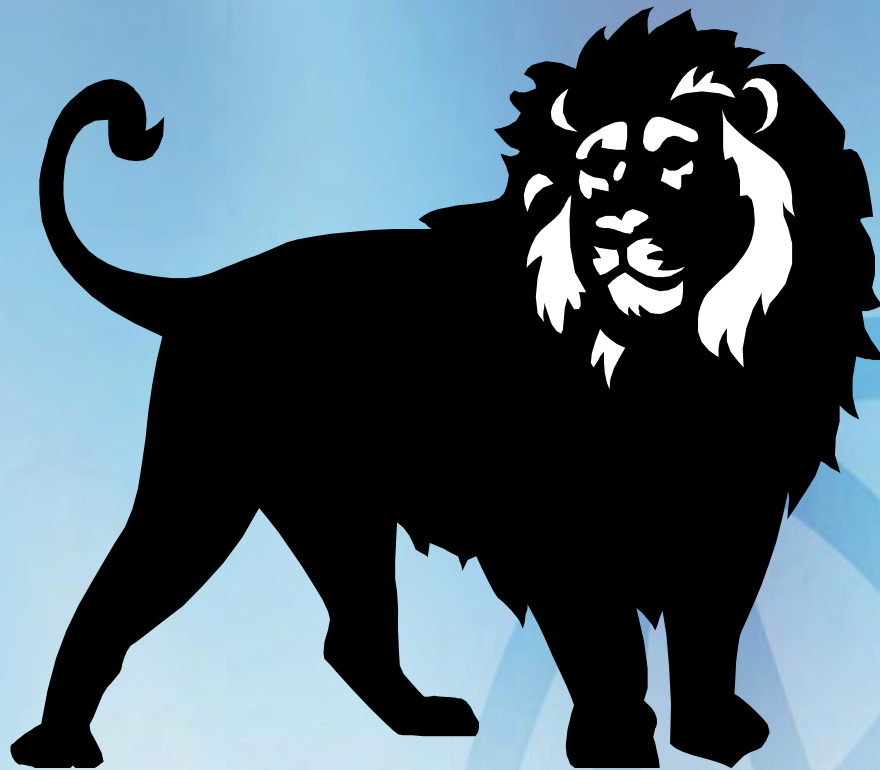
# competing in the learning society...



# competing in the learning society...

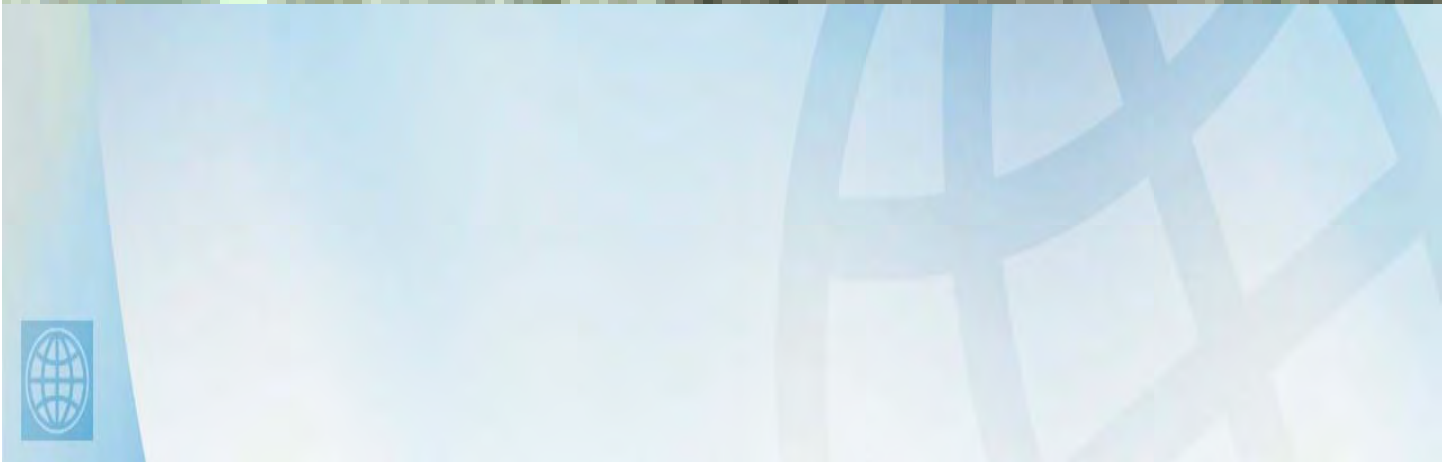


# competing in the learning society...



# competing in the learning society...





# the digital gap



# the digital gap



# the digital gap





# accountability is healthy

- ❖ fraud and corruption
- ❖ complacency and mediocre performance







# accountability is healthy

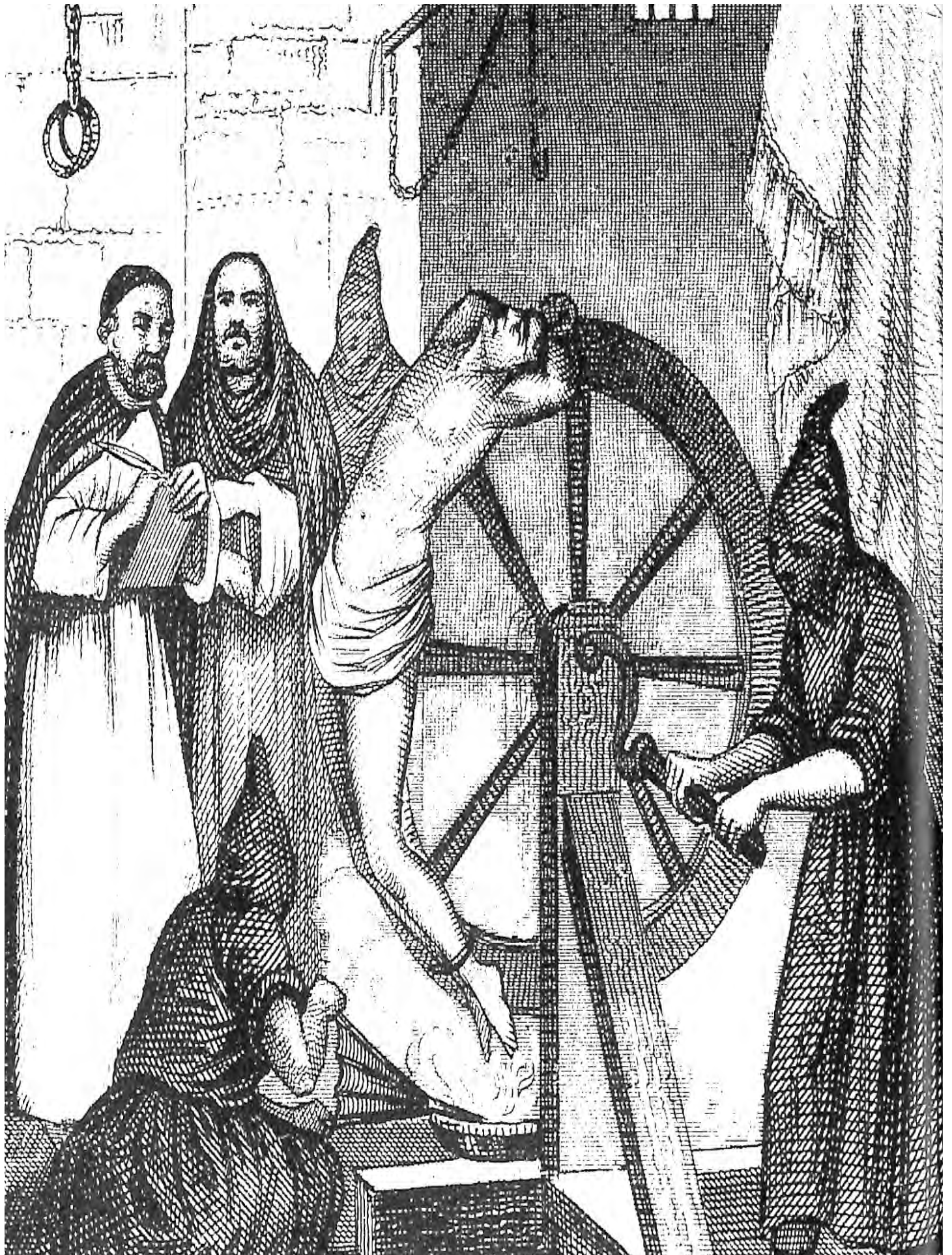
- ❖ fraud and corruption
- ❖ complacency and mediocre performance
- ❖ accountability for change



# principles for an appropriate accountability system

❖ constructive mode





# principles for an appropriate accountability system

- ❖ constructive mode
- ❖ multi-dimensionality



**OLD BOOKS & CROWDED CLASSES  
KEEPING YOUR GRADES DOWN?**

**STUDY  
THE  
TEST!**



**ACCOUNTABILITY  
IS WHAT MATTERS**





# principles for an appropriate accountability system

- ❖ constructive mode
- ❖ multi-dimensionality
- ❖ mutually-agreed or voluntary



# mutually agreed



# voluntary initiatives

- Ireland
- US (College Portrait)
- CHE partners



# principles for an appropriate accountability system

- ❖ constructive mode
- ❖ multi-dimensionality
- ❖ mutually-agreed or voluntary
- ❖ no accountability without autonomy



