

HERANA 2 Meeting Notes

(Lanzerac Hotel, Stellenbosch, 24 to 26 October 2011)

Proposed HERANA 2 Deliverables

1. Enhance information capacity building for evidence-based policy-making and management
2. Develop a better understanding of the national higher education commissions and their possible role in policy coordination
3. Study the incentive/reward supplementation of the income of academics
4. Elaborate the university development projects 'knowledge-connectivity' model
5. Maintain and strengthen advocacy, and
6. Continue the Higher Education Masters in Africa programme and include a Doctoral programme.

Observations from October 2011 Meeting

1. The group was much more engaged and previously it took more than a year to collect data, this time 4 out of the 8 universities submitted data updates even before arriving.
2. The annual reports some institutions brought are data mines, and some already reflect data from the Herana 1 project. Some like Makerere compiled a Fact Book for government and parliament which contains most of the Academic Core Indicators, but in a rather random manner. Assisting institutions to develop more "standardised" Annual Reports could be a great step forward in data collection and presentation.
3. Some individuals came to me and said "we need data training", this is something we will have to discuss and develop a methodology. UCT has offered some assistance.
4. A prior step to training would be the data definition manuals, and the manuals would require agreement on a basic institutional profile – which is a bit more extensive than the Academic Core. There was a very positive discussion on the Academic Core and the basic indicators were accepted.
5. There was a much more positive discussion about research output and Ian thinks we can go way beyond ISI if we can get some 'comparability' in the Annual Reports. This aspect has to be explored in collaboration with CREST.
6. There was general agreement about linking data to strategic leadership, but we will have to develop an approach - Stumpf and Berkeley could be very helpful.
7. We must set up a group to look at the "instruments" embedded in the Higher Education and Development book, the most obvious being the "connectivity/engagement" projects. A subproject comprising Stumpf, Heather and Florence may be a very good start.
8. The flagship discussion raised a very interesting discussion, and we clearly need to develop the concept as a possible way of 'distinguishing' African universities and as an alternative to "world class". While world class is associated with excellence, status and global innovation, flagship, according to Douglass, signifies distinction, status, contextual excellence and responsiveness. A

forum organised around such a concept could also be the glue for leadership involvement and strategic management and planning (see last page).

9. Representatives from three Commissions spoke to me about developing “monitoring indicators” for their HE systems. This is a huge opportunity to get some “data comparability” into sub-Saharan Africa.
10. All the Commission representatives, including Mozambique through an interpreter, made very good presentations. This is going to be a ‘gold mine’ of new information in Higher Education Studies. What emerged from the presentations was an unbelievable range of activities, fuelled by funder confusion, resulting in “we have a capacity problem”, which of course is exacerbated by too many functions!!
11. None of the Commission representatives spoke about strengthening the pact and the academic core, but all are interested in hosting a CHET discussion on the Country Case studies. They are also very interested in participating in and supporting the proposed project on their organisations.

Follow-up Tasks

1. The cross-national indicator report will be amended as agreed and distributed after February 2012 (see Bunting notes from Lanzerac)
2. Data requests from institutions are outlined in Buntings notes from Lanzerac
3. Develop a methodology for data training for those institutions who feel they need it
4. Draft data manuals will be prepared during first half of 2012
5. Develop, with CREST, a proposed more comprehensive knowledge production output indicator
6. Convene a group to explore developing the “instruments” in the Higher Education and Development book
7. Start thinking about what indicators would be the ‘minimum’ for monitoring a national system
8. Develop a plan to present HERANA 1 in the 5 countries/institutions where it has not yet been presented
9. Discuss the elaboration of the flagship notion with Berkeley and Oslo (see HERANA Network)
10. Start thinking more systemically about linking data to strategy
11. Finalise research group (research trainees) for Commissions , continue collection of key documents and develop draft case study outline and interview schedule, including identifying who to be interviewed, and develop a draft site visit plan and check dates with Commission representatives.

HERANA Network

1. It took less than 2 weeks for the institutions to commit to the meeting (instead of 6 months for HERANA 1) and the only person who did not make it, from more than 30 participants, was due to a visa mix up. The group now seems very settled and while there were a number of new people, there is also a core from HERANA 1.
2. CREST attended part of the meeting, but more importantly CREST, in partnership with the Association of Commonwealth Universities, is launching a large DFID project on knowledge utilisation, which will include all our HERANA institutions. This will provide a unique opportunity to expand our knowledge production indicators, and to link the traditionally disconnected areas of institutional research with 'science/knowledge studies'.
3. HEDDA in Norway is embarking on a 15 European flagship university "horizontalisation" project that aims to contribute to an improved understanding of the change dynamics in higher education in response to horizontal (business, local government, public groupings) pressures and connections, with respect to higher education governance and learning processes in higher education institutions, as well as the way these two are connected. These "flagships" are actually a mixture of 'smaller' universities in northern Europe, Australia and Canada. Information from this project could provide really interesting institutional learnings for the HERANA 2 participants. The HEDDA group has now expanded and includes about 10 academics with a wide international range of experience and skills.
4. CSHE Berkeley also participated in the meeting, contributing to the flagship notion and institutional environment (democratic citizenship). It seems that Berkeley is well placed to contribute to developing the notion, and possible operationalisation, of the flagship, the linking between HE and development (the San Francisco education/knowledge hub) work in progress and a dimension that quite few of the participants expressed an interest in, namely institutional environment. Berkeley seems particularly expert at collecting, analyzing and disseminating information on student experiences. The Berkeley group that attended has a wide range of skills, from higher education studies theory to institutional management to institutional environment.
5. At a tangent is the Information and human development project with Castells (USC), Himanen (Helsinki) and Caldron (Argentina/UN) which could provide a conceptual context for development, and the role of higher education.

Possible Forum for Flagship Universities in Africa

→ Aim

To strengthen the academic core and connectedness to development of a group of African Flagship universities

→ Method

Promote evidence-based management through the provision of data as basis for discussion, and share strategies/experiences.

→ Data

- Performance indicators (using HERANA data as a starting point), research output performance, institutional climate (learning, culture, citizenship),
- Evidence from Nordic Flagship University study,
- Ongoing HERANA study on connectedness of development projects and knowledge hubs.

→ Consortium of Facilitating Agencies

- CHET – performance indicators, connectedness
- CSHE (Berkeley) – institutional climate, knowledge hubs
- CREST (Stellenbosch) – research output and postgraduate studies data
- HEDDA (Oslo) – Nordic flagship information, knowledge hubs

→ Forum of institutions

Botswana, Dar es Salaam, Eduardo Mondlane, Ghana, Makerere, Mauritius, Nairobi, UCT. Annual meeting with three institutional representatives: Deputy-VC, Director of Planning, Head of Data

→ Full forum

Meeting twice in 3 years with senior institutional leadership, facilitating agencies, representative from National Commissions and masters/doctoral students in HES

→ Organisation

CHET could coordinate/facilitate the meetings and other Network members could facilitate the forum. The Group of funders who support different agencies/institutes responsible for specific components/aspects of data could also 'link'.