

HUMANE

Heads of University Management & Administration Network in Europe

SEMINAR

Universiteit Utrecht

Friday 12 to Saturday 13 October 2001

“Student Access”

Abstracts

LSE for You

Christine Challis, London School of Economics and Political Science (LSE)

Students of today arrive fully conversant in the on-line world, and with this comes a heightened expectation for immediacy and self-sufficiency. The choice, booking and purchase of airline flights is now independent of travel agents, so why not the selection, registration and purchase of tuition? Insurance and banking can be transacted via post, call centres, e-mail and the internet without the need for face to face contact, so why not student enquiries and the maintenance of registration (account) details?

LSE for You is an institutional portal for students and staff to access and maintain personalised data from the LSE's corporate systems. All users of the LSE's network have access via their standard username and password and efforts are being made to expand this user community to include student applicants and alumni.

LSE for You opens up the data which the institution holds about an individual for their own scrutiny and amendment, thus providing transparency and improved accuracy. It provides 24/7 access from

anywhere in the world without having to queue, and it removes large amounts of institutional data entry, thus reducing costs. *LSE for You* also provides the potential for more centralisation, data sharing and integration, economies of scale and process automation.

Ellen Jansen and Ineke Vugteveen, Rijksuniversiteit Groningen

In September 2000 the Faculty of Economics started a new full-time, four-year programme in International Economics and Business, delivered in English. This IE&B programme targets both Dutch and international students and all courses and materials are in English. The basic curriculum varies little from the regular four-year degree programme in Dutch, but the instructional format differs. The IE&B programme has been set up according to the ideas of Small Group Teaching (SGT). SGT offers ample opportunities to practice social skills, introduce larger problems and integrate different disciplines. The set-up comprises two small-group meetings per week in which the material of the teaching cycle is integrated through a series of assignments.

Both programmes, IE&B and the regular programme, have been evaluated every term (trimester). The results of these evaluations and comparisons will be presented at the HUMANE seminar.

Systematic Monitor Studies

Joop Kessels, Universiteit Utrecht

Utrecht University has in recent years set up a system for the systematic monitoring of facts and feelings among important groups of people related to the university. The monitoring deals, among other things, with secondary school pupils, students (first and third years), alumni (one and three years after graduation, on labour market position, plus focus groups), and staff. These groups are interviewed, and the results are combined with databases held within the university. In this way profiles of groups of relations of Utrecht University can be detected and developed, while policies based on empirical data can be developed in things like educational marketing, alumni or human resources.

The presentation will focus on the aims, execution, and results of these monitoring studies, and on the process of introduction within the university. Examples will be given of the use of results in the strategic programme of the university (enrolment marketing, human resources) with a focus on a specific approach in enhancing the quality of educational facilities.

The presentation will be given by Joop Kessels, director of corporate communications. Joop Kessels was involved in the introduction of the monitoring system.

Experience from the Norwegian University of Science and Technology

John Walstad, Norwegian University of Science and Technology

The presentation will deal with the following key points:

Internet

- Our active use of the Internet in the recruitment of students/student information
- Use of the Internet to register for courses and examinations

Intranet

- Use of the Intranet for student information and contact
- Planned use of the Intranet for notification of examination results

Student service centre

- Wide use of ICT for virtual information about studies, counselling and advice
- One-stop centres on our main campuses

Teaching

- Use of ICT in teaching, both for degree courses and in continuing and further education
- Cooperation with partner universities in joint degree courses or in continuing and further education where ICT is a central tool

Internationalisation

- Web-based application procedures for students planning exchanges/mobility/placements in programmes such as Socrates and Leonardo da Vinci. Directly linked to databases and administrative processing. Procedures for incoming and outgoing students.

Students and New Technologies

Yves Chaimbault and Laurence Deloffre, Université des sciences et techniques, Lille

The university's experience will be described in a presentation divided into four parts:

- 1 A description of the university
The problems of student access:
 - Large increases in the early nineties, with reverse effects at the end of the decade (disaffection with scientific studies, demographic trends, and pedagogical orientation)
- 2 Information about studies in Lille 1:
 - Operations towards second degree "sciences en fête" or "physique itinérante"
 - The university's presentation on the web
- 3 Enrolment or Registration:
 - A sudden rise in the number of foreign students
 - The Web solution: on-line (Web) registration, credit cards payments
 - Continuous education (lifelong learning): access for non-standard students
- 4 Student services:
 - Internet access within the university
 - Creation of Resource centres
 - The "emplois-jeunes" recruitment plan
 - The definition of other services to students

Globalised Access: E-learning Online

David Allen, University of Birmingham

This presentation will look at some of the academic and technical issues which arise from 'e-learning'. While the particular focus will be on one global consortium and its involvement with a commercial company in a joint venture, other initiatives (such as the e-University in the UK and UNext) will be examined.

Issues to be covered will include:

- content creation and ownership
- quality control
- 7/24 student support
- the longer-term benefits (or disbenefits) to an institution participating in e-learning.

University Students in Flanders: a Case Study

Bart Heynen, Universitair Centrum Antwerpen (RUCA-UA)

From 1989 education policy in Belgium became the responsibility of each of the three 'communities' of the country. This case study deals with the situation in Flanders.

The so-called 'Flemish community' has about 6 million (Dutch-speaking) inhabitants. Maximal student access to higher education is a traditional priority and is considered to be part of 'democracy'. Registration fees are low (less than 500 euros per year) and students whose parents have low income pay even less.

In the case study the following topics will be presented:

- Participation of students in the boards of the faculties and the university
- Student organisations
- Particular student support by the university
- Non-regular students, for example students who have a full-time job outside the university
- Student access barriers
- Student failure-rates

That is, uninterrupted.

Information and Communications Technology