



**HUMANE SEMINAR**  
**Universidade de Lisboa**  
**Friday 19<sup>th</sup> to Saturday 20<sup>th</sup> November 2010**

***Information technology tools in the university: promise or pitfall?***

**Abstracts**

How do modern information technology tools influence the way universities function?

What is the impact of the integration of data at different levels (study/research programme / faculty level / university level / country / EU) or the integration of data from different data sources (student administration, personnel administration, output data, financial administration, etc) on the way we govern the university?

How does modern communication technology influence the way we communicate with our constituencies and stakeholders? Google, iPhone, Facebook, LinkedIn, Twitter and other social communication media technologies change the way we communicate. Are we prepared for the way our environment wants to communicate with us? How far do they also change the networks we are used to, how deeply do they change the groups or people that we see as our constituency, or how and where we recruit students and staff?

The question is whether we are merely adjusting ourselves to new circumstances or are we experiencing a revolution that also changes the face of our universities. We are part of the quickly changing pattern of the global knowledge system.

At the seminar we try to get an expert insight into the question how the future development of information technology influences organizations like universities, then we will take a look into the question how the administration of the university changes and as a result: what influence this has on governance issues. Lastly we will touch the issue how university's communication with our internal and external environment is changing and what we believe is opportunity and threat.

We would like colleagues and experts from within the universities to take part in this seminar. The seminar is aimed at two outcomes: 1) getting a better insight in present and future IT developments in relation to the management of the university and 2) defining issues in this respect that are of importance for later seminars.

*Universities see themselves faced by challenging social, educational and operational tasks. The list of strategic themes is widely known: a pioneering role in innovation and in the development of the Europe as a centre of knowledge, serving an ever greater variety of target groups, offering more individual customised solutions as to form, place and time of teaching, etc. And all this on a limited budget. These challenges and objectives mean, among other things, high standards for the information household of HE institutions. In the past years the insatiable hunger for customised information has meant a strong increase in the complexity of the information households of HE institutions. It is becoming clear that a qualitative leap will need to be made so as to create and support a cohesive context in which the complexity can be controlled.*

(Source: [surffoundation.nl](http://surffoundation.nl))

*The Internet has become a household commodity in our 24/7 economy. Staff and students in higher education demand access to information at any time of the day for retrieval and processing. They require information that is just in time, just in place and just for me. For them it is self-evident that they need to enter all kinds of data only once. This imposes great demands on the organisation of an institution's information provisioning. How is an institution to organise this, and which instruments can it use in doing so?*

(Source: [Surffoundation.nl](http://Surffoundation.nl))

## **Perspectives and expectations of the university in the rebuilding of their premises in research, teaching and administration**

*Hans Jürgen Simm, Kanzler, Universität Bielefeld (DE)*

In my presentation I will explain that there is a great difference between the expectations of scientists and students and the reality in universities concerning the services in research, teaching and the administration. What is the reason for this gap? The organisation and the processes in the university are often determined from philosophies from yesterday and of course from regulations by the government, that are very far away from the necessities of the daily work and the expectations of scientists and students. How can we organize our processes by establishing integrated IT-structures to come to modern services, that can be the base for a successful development of research and teaching.

## **Overcoming barriers to IT enabled efficiency improvements in Higher Education Institutions**

*Mike Roberts, IT Director, University of Warwick (UK)*

Despite corridor conversations and apocryphal stories to the contrary, the IT industry has a fantastic track record in enabling significant improvements in personal and organisational productivity.

Focus always seems to settle on poorly executed projects, over-spends, missed timelines or diluted benefits – but in reality, rising above individual projects, few would argue that advances in personal communications, online transactions, virtualisation, social networking and community based services, have not had a profound effect on day-to-day working for billions of people. IT can, and has, made a significant contribution to efficiency and effectiveness for many organisations and individuals.

However – we continue to see, all around us, many examples where inefficiency, bureaucracy, uncoordinated or disconnected working hampers our everyday working. It is everywhere – from the coordination of charitable donations, through medical research and all the way to the (mis)management of multi-million pound procurement contracts for governments. This presentation concentrates on more prosaic examples and I argue that the Higher Education Sector provides a particularly fine example of where IT enabled efficiency improvements have yet to realise some of their most basic potential.

I will attempt to present an argument that there are in-built behavioural barriers to the adoption of IT solutions to drive efficiency improvements for HEIs. I will illustrate my argument with examples and anecdotes, (not formally researched findings), and then present some tentative proposals on how they might be overcome. Finally I will offer two questions to encourage debate and invite further and alternative views.

## **Creating common information systems for Higher Education: the role of national agencies**

*Florence Egloff, Directrice du Département Services and Eric Furlon, Governance Sector, Agence de Mutualisation des Universités et Etablissements (AMUE)*

This presentation will introduce AMUE, the agency of mutualization for French universities and high education institutions. Since 1992, this agency contributes to the elaboration of Information System for management offering to its members access to various software, responding to uniqueness of each one.

The Agency produces and distributes IT solutions for management such as SIFAC (financial management), Apogée (students and academic management), SIHAM (HR management), and also develops many other services to contribute in modernization process by organizing meeting for heads of institutions, exchange of ideas and looking for common solutions.

Rich of its experience, AMUE attempt to avoid traps of IT systems and encourage use of software for what they are only tools on the modernization process. It is the opportunity to debate about the stakes and the boundaries of the French model.

### **Living in the Digital World**

*Pedro Veiga, Pro-Rector, University of Lisbon (PT)*

The information age has been driven by the convergence of three main technologies: computing, communications and media. As Universities have always been, for centuries, the realm of the most sophisticated users of knowledge and information there is a significant impact in the way how universities carry out their activities.

In the information age almost every type of information can be represented in digital format this has a major impact in the way how knowledge is acquired, transmitted and manipulated. There are news ways of delivering knowledge - eLearning, of doing science - eScience and managing administrative data - eGovernment.

Students need access to learning material in a multitude of formats and media, and new platforms have to be created to manage educational content for in-house and external use. Staff with new skills is necessary to help professors to created new types of educational content.

Administrative data and processes have to be delivered following new paradigms: available everywhere, 24 a day and in a trusted and secure way.

In science every scientific area, from engineering, astronomy to social sciences, rely on increasingly volumes of scientific data: the so-called data tsunami. And science is now done globally and this poses new challenges to the infrastructures that have to be built and deployed in campuses with the need of significant investments and running costs.

And the need to access to technical information and make available the university knowledge to the society brings new need as, for example, open access repositories.

In the presentation we shall present a more detailed view of the main areas of activity and the challenges posed by this evolving university environment.

### **The use of social media in managing marketing and communication: a case study from the University of Helsinki**

*Susanna Rautio, University of Helsinki (FI)*

In the use of social media, the University of Helsinki is one of the forerunners, especially in Scandinavia. Social media is an efficient way to communicate, market, deliver news and create communities. Be internationally visible, an active partner and an interesting commentator.

This case study shows examples of how UH uses various social media channels. Brand new social media guidelines for Finnish universities are also presented.

## **Does Social Media help communication services to our clients?**

*Yves Chaimbault, Secrétaire-général, Université Paul Valéry - Montpellier 3 (FR)*

A revolution in social practices: joining hundreds or thousands of guys in as short a time as possible, mobilising them, making them to act in such different topics as arts, strikes, giant aperitifs and so on, creating events and mostly buzz, there's only an answer : social network. Marshall McLuhan has definitively overcome the old-fashioned Gutenberg. But what is really a social network ? And how can we use it or ride such a wild horse ?

I shall begin by describing social networks : old concept vs new practice ; apparent unity vs. complex reality ; promising tool vs. deceiving use ? Then I shall demonstrate how this tool can be used in the example of libraries : information about events, new relation between students and librarian, new services . At last, I shall extend this question to the general communication policy of our universities between mistrust, protection and promotion.