



O2-A6 – GUIDELINES FOR LEADERSHIP SCHOOLS

Leadership development for leaders of digital
transformation in higher education in Europe

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Guidelines for Leadership Schools

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1. Executive Summary

This report was written in June-July 2017 after the implementation of two leadership schools: the first in Barcelona in November 2016 and the second in Nancy (France) in May 2017. It also takes account of the D-TRANSFORM MOOC, an open online course for digital leaders, whose 1st edition is being delivered on the POK platform of Politecnico di Milano in May-August 2017. In order to fit project deadlines this report had to be completed before that MOOC concluded, but a data snapshot of the first two months' activity was taken into account (see Appendix 5 of the Annex).

This one-page Executive Summary is also available in French and Spanish.

Guidelines for Leadership Schools

1. The audience should be primarily Rectors and Vice-Rectors, plus Deans and Directors of relevant academic departments or operational units.
2. Duration should be two or three days.
3. The syllabus should cover the nine topics of: Universities disrupted; Models for opening up education; OER and MOOCs as innovation drivers; Academic libraries and learning spaces; Assessment and credits; Learning analytics; Overcoming academic resistance to ICT-enhanced teaching; Student digital literacy; and management tools for change management.
4. Speakers should be senior, predominantly (but not all) from Europe, and from institutions where the good practice they describe (including from beyond Europe) is refreshing, up to date and relevant to the majority of delegates and their institutional/national positions.

Statements of Best Practice

1. Leaders should consider the use of benchmarking tools to measure progress in digital transformation and compare their progress with that of others.
2. Some key benchmarkable criteria are:
 - Institutions should develop and keep updated a **strategy for digital education** as part of their overall pedagogic strategy (on learning, teaching and assessment).
 - Institutions should ensure that the **digital skills** levels required by staff in the digital learning environment are ensured by a mix of staff development and staff recruitment.
 - Institutions should take steps to measure the **costs of their teaching and learning activities** and ensure value for money for students, government and other stakeholders, in the light of the complex mix of government funding, student fees and other forms of financial support (e.g. from employers).
 - Institutions should track and where feasible forecast **demand from students** for programmes at their institutions and comparator institutions, with especial care taken to monitor students from minority communities, part-time learners and those with non-traditional qualifications (including from informal learning).
 - Institutions should develop (if they are large institutions) or buy into a **staff development programme for digital senior leaders** – plus require and monitor attendance at this.

What leaders have to know something about

There are five key D-TRANSFORM Intellectual Outputs relevant to leaders:

1. O1-A1 *Public Digital Policies in Higher Education – A comparative survey between Spain, France, Italy and the United Kingdom*
2. O1-A2 *Business models for opening up education – Sustainability of MOOCs, OER and related online education approaches in higher education in Europe*
3. O1-A3 *Open Educational Resource, a lever for digital transition of higher education?*
4. O1-A4 *Guidelines for governance of HE institutions*
5. O3 MOOC that explores the new positioning of universities in the digital age along with some selected innovation fronts that entered the higher education discourse.

2. Introduction, scope and definitions

This short report (10 pages) has five Chapters – followed by one page of References. There is also a separate Annex of additional material, comprising five Appendices.

Chapter 1 (the previous one) is the Executive Summary.

Chapter 2 is this one.

Chapter 3 describes the Guidelines that we have developed, based on two face-to-face programmes and one MOOC, on how to run Leadership Schools.

Chapter 4 summarises the principles by which leaders should measure the digital transformation of their organisations.

Chapter 5 summarises what leaders or their immediate staff need to know about the socio-technical environment in which their institutions reside.

There is a one-page section of References.

2.1 What are “Guidelines”?

In order to produce a short but useful report we have had to distil down the complexity of the D-TRANSFORM knowledge base.

We take the *basic* meaning of “guidelines” as: statements of best practice that senior management of institutions should aspire to, in order to best manage their institutions’ transition to a digital learning institution – or in some advanced institutions, their transition to higher levels of digitalisation. See Chapter 4.

It is generally assumed, and fundamental to D-TRANSFORM, that such statements of best practice can to some extent be “taught”. Thus the *developmental* meaning of “guidelines” is taken to be: overall syllabus and pedagogic approach of training programmes for senior management, as informed by two instantiations of a Leadership School. This is the focus of this Intellectual Output – see Chapter 3.

It has also become clear that the intellectual outputs developed in Output 1 – on the external environment, policies and business models – are also guidelines of a sort. Thus the *contextual* meaning of “guidelines” is taken to be: overviews of changes in the external environment – social changes, business changes, university evolution and in ministries’ approaches (to policies, funding and fees) – that university leaders need to be aware of, in order to make good decisions in the digital learning environment. See Chapter 5 for a brief introduction.

2.2 The evidence base

These Guidelines have been elaborated based on the team’s reflections on the two events and the MOOC. Specific use was made of the **Leadership School Evaluation Report** for LSS1, published¹ in February 2017 and of a draft version of **Leadership School Evaluation Report for LSS2**, available on 26 June 2017.

In the Annex, see Appendix 1 for the Programme of Leadership School 1, Appendix 2 for the Programme of Leadership School 2 and Appendix 3 for the Programme of the MOOC; Appendix 4 contains summaries of the project outputs of most relevance to leaders.

Despite the first edition of the D-TRANSFORM MOOC being still under way, there is a data snapshot of the first two months of the D-TRANSFORM MOOC delivery. (See Appendix 5 of the Annex.)

¹ <https://pae-test.univ-lorraine.fr/api/content/c:UL-Test:rk3NAA-YI/download/rev:UL-Test:Skx3VCCWKL>

3. Guidelines for running Leadership Schools

“overall syllabus and pedagogic approach of training programmes for senior management, as informed by two instantiations of a Leadership School”

The most important Guidelines can be split into five categories:

1. Audience
2. Duration
3. Syllabus
4. Speakers
5. Style of event.

3.1 Audience

Discussions prior to the planning of the first Leadership School led to a realistic broadening of the proposed audience away from the original narrow focus on Rectors and Vice-Rectors to include Deans of Faculties and Directors of relevant operational departments. There were various detailed iterations but the brief for the second Leadership School is a good summary of the audience:²

1. Rectors (tier 1)
2. Vice-Rectors and other senior managers who directly report to the Rector (tier 2)
3. Directors (of operational units) and Deans of Faculties who directly report to a tier 2 person (tier 3)
4. Directors of relevant specialist units, such as libraries, student services, e-learning, and distance learning, at large or hierarchical organisations [who may be tier 4].

Our own experience and experience from other events indicated that going wider than the above leads to Rectors and other senior staff being uncomfortable when discussing their institutions and more junior staff becoming uncomfortable with the “management speak” from higher levels.

That is not to say that events cannot be organised for what are often called “junior leaders” – e.g. the **Empower Online Learning Leadership Academy** from EADTU³ – but they are a different sort of event and not the focus of D-TRANSFORM.

3.2 Duration

This was one of the most actively discussed issues. There were a number of constraints:

- The well-known reluctance of senior staff (Rectors and Vice-Rectors) to be out of the office for more than a couple of days – a surprising number of institutions have strict rules on time away especially during periods of organisational stress.
- The Erasmus+ funding constraint that any workshop had to last five days.
- The need to ensure a level of trust between delegates which seems to require a period of close proximity on both intellectual and social aspects.

In the event the first Leadership School ran from Monday afternoon to Friday lunchtime, allowing delegates (at least from nearer cities) to go there and back within the working week. The second Leadership School ran from Friday afternoon to Tuesday lunchtime – but with lighter duties and a more active social programme on Saturday and Sunday. Both events had a carefully constructed internal structure (each being really “two conferences in one”) so that delegates did not have to come for all five days to get value. Our conclusions are as follows:

- A 5-day event is too long for most senior staff except in unusual circumstances (such as senior staff coming from another continent and wanting to maximise value).

² <https://dtransform2017.wixsite.com/ls2nancy>

³ <https://eadtu.eu/news/20-general-news/322-empower-online-learning-leadership-academy>

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- A 1-day event is too rushed especially for a pan-European audience who are not likely to be close colleagues already – there needs to be at least one overnight stay and ideally two.
- By accepting some restrictions on coverage it is possible to get good value from an event covering at most 3 elapsed days (e.g. Monday afternoon through to Wednesday lunch) – this is a typical “international short conference” that staff are used to anyway. The LSS2 programme on 19-21 May 2017, the Learning Analytics days on 22-23 May or the “Rectors days” of 16-18 November are good examples.
- We are also aware that other consortia have flagged this issue and that for the new KA2 Call, the minimum number of days is now 3.

3.3 Syllabus

The list of topics to be covered was the subject of much discussion since summer 2016 and should be regarded as a key achievement of earlier work. The MOOC perhaps puts this in the clearest form with seven “innovation fronts” which clearly go beyond the usual focus on “teaching and learning”:

1. Universities disrupted
2. Models for opening up education
3. OER and MOOCs as innovation drivers
4. Academic libraries and learning spaces
5. Assessment and credits
6. Learning analytics
7. Overcoming academic resistance to ICT-enhanced teaching.

However it is useful to add an eighth focus on student digital literacy and a ninth on management tools (as was done in LSS1), even though they did receive somewhat less attention in LSS2. This provides nine containers into which more detailed topics can be poured.

Universities disrupted	Changes in the external environment. Lessons that can be learned from innovative providers, challengers and game changers. Lessons from providers outside Europe.
Models for opening up education	Business models for traditional and non-traditional learning. The business case for accredited HE distance learning and the merits or otherwise of collaboration with the private sector.
OER and MOOCs as innovation drivers	The case for MOOCs, for both institutions and consortia. MOOCs and OER are a matter not only of providing access to resources and courses, but also of opening up to the outside world, which entails a variety of interaction and collaboration opportunities beyond university boundaries among teachers, learners and society.
Academic libraries and learning spaces	Digital libraries and digitally enabled learning spaces: blending service provision across physical and digital infrastructure, accounting for new paradigms (e.g. peer learning, flipped classroom) and for digital literacy skills to assess the quality of content. Viewing this as more than just a library issue.
Assessment and credits	New approaches to assessment especially online: automation, authentication, etc. Digital badges. The concepts of assessment and credits and how they are challenged in a digitally enhanced setting. Validation of non-formal learning, recognizing certificates and credits obtained via non-formal learning experiences. Techniques that support online personalized assessment.

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Learning analytics	The potential that data hold to address strategic challenges facing higher education today. Including data analytics e.g. from library and classroom usage.
Overcoming academic resistance to ICT-enhanced teaching	Change management issues. Staff development.
Student digital literacy	Understanding the latest thinking on Millennials, digital visitors and digital natives. Assessing and developing student digital literacy.
Management tools	Benchmarking progress towards digital learning. Adapting the institutional quality assurance regime within the national and European contexts to encompass digital learning. Change management techniques that derive from business theory and good practice but have worked in European higher education institutions.

Inevitably for a 2- or 3-day event there will have to be some restrictions on the range of topics covered.

3.4 Speakers

Great care was taken with the selection of speakers for both the events. A number of speaker selection principles were used, which we formalise as follows:

1. Mostly, speakers should be from institutions where the good practice they describe is relevant to the majority of delegates and their institutional/national positions.⁴
2. In particular for a European audience, care should be taken not to overuse US and speakers from developing countries. (This is a statement made irrespective of funding restrictions.)
3. But it does depend on the topic; for example we had an excellent presentation from MIT with many lessons that other universities could learn from, and from the Open University of Indonesia on Cloud and Office 365 aspects.
4. We almost completely avoided paying fees to speakers (of course expenses were reimbursed if they asked) – we feel that this gave a more “academic” feel to our events
5. Speakers should themselves be senior – not necessarily leaders (though it is often particularly authentic if leaders with relevant expertise can be found) or senior managers, but full professors and/or leading experts.
6. Research results must be explained in terms of their relevance to managers making decisions on *operational* matters.

3.5 Style of event

For such events there needs to be a careful blend of presentations with plenty of time for interaction and for work and non-work events.

LSS1 worked a little better in terms of interaction than LSS2 because the agenda was completely under D-TRANSFORM control and the number of speakers was kept to a minimum.

Some key points are:

1. Timetabling is crucial, especially maintaining the integrity (especially length) of refreshment breaks and lunch breaks.
2. With a shifting population of delegates it is important that each morning new delegates have a chance to introduce themselves to their colleagues at the event.

⁴ Thus for example care should be taken with presentations from MOOC aggregators such as Coursera where the vast majority of universities in the audience will be ineligible to join, or from pure distance learning providers where the lessons might not be perceived as relevant to campus institutions.

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3. It is important that all delegates get time to interact with the other delegates in the formal sessions, not only in the informal sessions; Chairs need to be made aware of this need.
4. Workshops are very important – the final workshop in LSS1 was particularly successful.
5. These events are not “conferences” therefore there should not be the same pressure to stuff speakers into every slot.
6. In most situations the use of videoconferencing to bring in remote speakers is not successful with an audience of senior staff – one cannot seem to get the amount of interaction required. To be fair, this was done only when it was essential – all speakers were invited to attend physically.
7. A wide range of social activities is wise – not just formal dinners and congregating in bars – both LSS had a varied range of social events.
8. Although the wide range of institutional and national contexts means that not every topic can be gone into in the same depth as at a national event, the international networking aspect brings many benefits, including wider perspectives and seeing one’s own country in a broader context.
9. It was particularly useful to record speakers – the majority of the videos in the MOOC were recorded during LSS1) allowing world-class experts to be used for the MOOC, without additional costs.

4. Benchmarking of progress in digital transformation

This is a very short chapter eliciting the basic meaning of guidelines, in the sense of:

“statements of best practice that senior management of institutions should aspire to, in order to best manage their institutions’ transition to a digital learning institution”

There is a range of benchmarking instruments focussing on digital transformation of pedagogy that European institutions can deploy. Institutions are able to make use of European benchmarking schemes such as E-xcellence⁵ (from EADTU) or Pick&Mix (as presented in LSS1)⁶ to check their progress. Specialist help is available.⁷ Those European institutions who wish to compare themselves in such matters with institutions in other continents can use benchmarking schemes such as Quality Matters⁸ (very popular in the US) or ACODE (popular in Australasia/Pacific and recently used by delegates to an event in UK).⁹

It is useful if statements of best practice are “benchmarkable”. This is a complicated concept but in essence it means that best practice can be graded on a numeric scale in an unambiguous way.¹⁰

Some of the benchmarkable statements that institutional leaders may wish to consider are:

- Institutions should develop and keep updated a **strategy for digital education** as part of their overall pedagogic strategy (on learning, teaching and assessment).
- Institutions should ensure that the **digital skills** levels required by staff in the digital learning environment are ensured by a mix of staff development, personal development and staff recruitment.
- Institutions should take steps to measure the **costs of their teaching and learning activities** and ensure value for money for students, government and other stakeholders, in the light of the complex mix of government funding, student fees and other forms of financial support (e.g. from employers).
- Institutions should track and where feasible forecast **demand from students** for programmes at their institutions and comparator institutions, with especial care taken to monitor students from minority communities, part-time learners and those with non-traditional qualifications (including from informal learning).
- Institutions should *develop* (if they are large institutions) or *buy* into a **staff development programme for digital senior leaders**, plus require and monitor attendance.

Several of these are already included in Pick&Mix – the others can be added as additional Supplementary Criteria.¹¹

⁵ <http://e-xcellencelabel.eadtu.eu>

⁶ http://www.dtransform.eu/wp-content/uploads/2017/03/16Nov_Bacsich-Benchmarking-session-final.pdf

⁷ https://www.academia.edu/13029695/The_Distance_Learning_Benchmarking_Club_Final_Summary_Report

⁸ <https://www.qualitymatters.org>

⁹ <http://www.open.ac.uk/acode-uk/>

¹⁰ For example Pick&Mix criterion 10 on “Training” is graded on a 1–6 scale as follows:

- | |
|--|
| <ol style="list-style-type: none">1. No systematic training for digital teaching2. Some systematic training in digital teaching, e.g. in some projects and departments3. University-wide training programme for digital teaching, but little monitoring of attendance or encouragement to go4. University-wide training programme for digital teaching, monitored and incentivised5. All staff trained in digital teaching, with training appropriate to job type – and retrained when needed6. Staff increasingly keep themselves up to date in digital teaching on a “just in time, just for me” fashion except in situations of discontinuous change |
|--|

¹¹ http://www.dtransform.eu/wp-content/uploads/2017/03/16Nov_Bacsich-Benchmarking-session-final.pdf slide 25

5. What leaders (and their staff) have to know

This is a short chapter on the *contextual* meaning of “guidelines”, which are taken to be:

“overviews of changes in the external environment – social changes, business changes, university evolution and in ministries’ approaches (to policies, funding and fees) – that university leaders need to be aware of, in order to make good decisions in the digital learning environment”

These include:

- Increasing concern from employers regarding the lack of employability skills of graduates.
- Increasing need to develop and update digital literacy skills of the population, including students going through university.
- Slow but compelling move in an increasing number of countries to high fees for international students (“international” = those not in the European Fees Area – EU, EEA, Switzerland).
- Continuing confusion and lack of development of adequate fee and government support arrangements for part-time students and distance students in particular.
- Slow and often almost invisible (to governments) move towards teaching in English, especially at Masters level and in private universities.
- Increasing numbers of private universities in most European countries, often with higher fees and less regulation than the public sector and often allegations of quality problems.
- A range of lifelong learning policies in many countries recommending increased activity in Accreditation of Prior Learning and adult education, but usually very little funding for such.
- Compared with the US, and despite the predictions of many experts, a very slow move towards unbundled provision and public-private partnerships, except in the UK.
- Compared with the US and Canada, little interest or activity in free open textbooks – but increasing interest and activity in open access journals for researchers.
- A very patchy pattern of government financial support for OER or MOOCs, except in a few countries (France and Germany mainly, Netherlands partly).
- A very patchy development of MOOCs across Europe with only a few highly active (France, UK, Germany, Spain), and a sustainable business model in only a few countries (France, UK).
- An almost complete lack of sustainable business models for OER in higher education.

Even for specialists there is a great lack of up to date relevant reports on such topics, except in a few Member States. Worse, several of these reports, from EU and national agencies, are not public.¹² (Some of the main public ones are listed in the References.) However, there are some databases and blogs for experts to draw on, including:

- OER World Map – <https://oerworldmap.org>
- POERUP wiki – <http://poerup.referata.com>
- Open Education Working Group – <https://education.okfn.org>
- A selection of Eurydice reports – <http://eacea.ec.europa.eu/education/eurydice/>

In general, leaders will have to task their specialist advisors with keeping them up to date. Usefully (in our view) D-TRANSFORM has produced several reports for leaders¹³ on policies and business models, mainly oriented to France, Spain, Italy and UK, but with notes on other countries. See Appendix 4 in the Annex for more details.

¹² Such as the many OBHE market research country reports on open/online/distance education – see e.g. http://www.obhe.ac.uk/documents/view_details?id=1067. It should also be noted that DG EAC and its agencies are often very slow to publish relevant reports.

¹³ <http://www.dtransform.eu/resources/>

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¹⁴ He spoke at LSS1 - <https://www.youtube.com/watch?v=umvwR5xl1HA&t=3033s>

¹⁵ She spoke at LSS1 - <https://www.youtube.com/watch?v=kVwC7BTcsy0>



O2-A6A – GUIDELINES FOR LEADERSHIP SCHOOLS: ANNEX

Leadership development for leaders of digital
transformation in higher education in Europe:
Appendices

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Appendix 1 – Programme of Leadership School 1

This took place in Barcelona, 14-18 November 2016. The delegates are pictured below.



The programme given below is adapted from the one on the web at http://symposium.uoc.edu/event_detail/5855/programme/1st-dtransform-digital-leadership-school.html

Monday 14 November 2016

• 14:00 – 14:15
Welcome and announcements
Welcome: Josep A. Planell (UOC President) Introduction: Marta Aymerich (UOC Vice-president)
• 14:15 – 14:30
Elevator introductions of participants
Marta Aymerich (UOC Vice-president)
• 14:30 – 15:30
Opening Keynote
The opening up of education and the modernisation of higher education agenda in Europe Keynote Speaker: Andreia Inamorato dos Santos (IS Unit, European Commission) Moderator: Marta Aymerich (UOC Vice-president)
• 15:30 – 16:00
Refreshment break
• 16:00 – 18:00
Working Session
Millennials and strategies (profile, content consumers and cyberculture) Speakers: Ismael Peña (UOC), Steve Wheeler (Plymouth University), Elena Neira (Marketing, Social Networks and Technology Consultant)

• 18:00 – 18:30
End of session
• 18:30 – 19:00
Cocktail Reception
<i>Tuesday 15 November 2016</i>
• 09:00 – 09:15
Newcomer introductions
Paul Bacsich (SERO Consulting)
• 09:15 – 11:00
Working Session
Digital libraries and digitally enabled study spaces: more than just a librarian's issue? Speakers: Ciro Lluerca (UOC) and Rosie Jones (UKOU) Moderator: Núria Ferran (UOC)
• 11:00 – 11:30
Refreshment break
• 11:30 – 13:00
Working Session
Overcoming academic resistance to ICT-based teaching Speakers: Roumiana Peytcheva-Forsyth (Sofia University) and András Benedek (Budapest University of Technology and Economics) Moderator: Florence Ducreau (AUNEGE)
• 13:00 – 14:00
Lunch
• 14:00 – 15:00
Keynote
The Promise and the Reality of Analytics Keynote speaker: Anne Boyer (UL) Moderator: Paul Bacsich (SERO Consulting)
• 15:00 – 15:15
Refreshment break
• 15:15 – 17:00
Working Session
Learning analytics: Ready now to serve institutional needs? Speakers: Jordi Conesa (UOC), Julià Minguillón (UOC), Azim Roussanaly (UL), Mark Nichols (UKOU) Moderator: Paul Bacsich (SERO Consulting)
• 17:00 – 17:30
End of session
<i>Wednesday 16 November 2016</i>
• 08:00 – 09:00
Shuttle to UOC headquarters (Tibidabo)
• 09:00 – 09:15
Newcomer introductions
Susanna Sancassani (Politecnico di Milano – METID)
• 09:15 – 11:00
Working Session

Guidelines for Leadership Schools: Annex

New approaches to assessment

Speakers: **Ana Elena Guerrero** (UOC), **Andrea Karpati** (ELTE University), **Albert Sangrà** (UOC)
Moderator: **Carles Sigalés** (UOC Vice-president)

- 11:00 – 11:30

Refreshment break

- 11:30 – 13:00

Working Session

Benchmarking digital institutions

Speakers: **Paul Bacsich** (SERO Consulting), **António Teixeira** (Universidade Aberta and former EDEN president)

- 13:00 – 14:00

Lunch

- 14:00 – 15:00

Keynote

What can we learn from small innovative online HE providers?

Speakers: **Michael Stewart** (The Interactive Design Institute), **Jordi Llonch** (Sharing Academy)
Moderator: **Susanna Sancassani** (Politecnico di Milano – METID)

- 15:00 – 15:30

End of session

- 16:00 – 18:00

Social Activity: Barcelona Tour

Departure from Tibidabo's headquarters, visit to Sagrada Família and arrival to the Silken Diagonal Hotel

- 19:30 – 22:30

Social Dinner

Museu Nacional d'Art de Catalunya (MNAC) – fee required

(Shuttle from Silken Diagonal Hotel)

Thursday 17 November 2016

- 09:00 – 09:15

Newcomer introductions

András Szücs (EDEN)

- 09:15 – 11:00

Keynote

Universities disrupted

Speaker: **Vijay Kumar** (MIT)
Moderator: **Josep A. Planell** (UOC President)

Open Discussion

- 11:00 – 11:30

Refreshment break

- 11:30 – 13:00

Keynote

European universities disrupted

Speaker: **Ryan Craig** (University Ventures)
Moderator: **Josep A. Planell** (UOC President)

Open Discussion

- 13:00 – 14:00

Lunch

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- 14:00 – 15:30

Coffee-talk:

Making strategy for universities in the 21st century: the new game before the game

Speaker: **Jean-Philippe Denis** (Université Paris Sud / Saclay)

- 15:30 – 16:30

Working Session

The MOOCs panel

Speakers: **Anne Boyer** (UL), **Manel Jiménez** (UPF), **Hannes Klöpper** (Iversity)

Moderators: **Ada Giannatelli** (Politecnico di Milano – METID) and **Denés Zarka** (BME)

- 16:30 – 18:00

Working Session

Business models for opening up education

Speakers: **Rajay Naik** (Keypath), **Paul Bacsich** (SERO Consulting), **Susanna Sancassani** (Politecnico di Milano – METID)

Moderators: **Teresa Sancho** (UOC) and **András Szücs** (EDEN)

- 18:00 – 18:30

End of session

Friday 18 November 2016

- 09:00 – 09:15

Newcomer introductions

Denés Zarka (BME)

- 09:15 – 11:00

Working Session

Strategies for HE in the national context

Speaker: **Susanna Sancassani** (Politecnico di Milano – METID)

- 11:00 – 11:30

Refreshment break

- 11:30 – 12:30

Keynote

RRI in the strategy for the HE digital transformation

Speaker: **Ignasi López-Verdeguer** (RRI Tools – La Caixa Foundation)

Moderator: **Pastora Martínez Samper** (UOC Vice-president)

- 12:30 – 13:00

Keynote

Strategies for HE digital transformation

Speaker: **François Taddei** (Center for Research and Interdisciplinarity)

- 13:00 – 13:30

Closing the 1st Leadership School

Speakers: **Françoise Thibault** (FMSH vice-president) and **Marta Aymerich** (UOC Vice-president)

- 13:30 – 15:00

Buffet lunch

- 15:00 – 15:15

End

Appendix 2 – Programme of Leadership School 2

This was a five-day event which took place in France on 19-23 May in Nancy – including over the weekend. Some of the delegates can be seen below relaxing in Place Stanislas.



The programme is on the next two pages (in landscape format).

Guidelines for Leadership Schools: Annex

1 Digital Innovation & Strategy FRIDAY, 19 MAY

(Venue: LORIA, 615 Rue du Jardin botanique, 54506 Vandœuvre-lès-Nancy)

- **13:30 - 14:00** Registration & Welcome coffee
- **14:00 - 14:15** Welcome
Pierre Mutzenhardt (Université de Lorraine), J.Y. Marlon (Université de Lorraine LORIA) & A. Boyer (Université de Lorraine D-Transform)
- **14:15 - 14:30** Tour de table
(short introduction by each participant)
- **14:30 - 16:00** Innovation or Death
Facilitator: M. Aymerich (Universitat Oberta de Catalunya)
- **14:30 - 15:00** Knoc, knoc from the future: are universities opening the door to changes?
A. Perez Navarro (Universitat Oberta de Catalunya)
- **15:00-16:00** Panel Discussants: N. Cernecka (OpenClassrooms) O. Crouzet (Ecole 42) & C. Mongenet (FUN-MOOC)
- **16:00 - 16:30** Coffee break
- **16:30 - 18:30** Strategy and Digital Education part 1
Facilitators: A. Procoli (FMSH) & D. Zarka (Budapest University of Technology and Economics)
- **16:30 - 17:00** The University of South Africa: Digital transformation in uncertain times.
M. Makhanya (University of South Africa)
- **17:00-17:30** From 'distance' to 'digital' to 'open': the changing landscape of higher education and implications for strategy and leadership.
S. Hatzipanagos (Kings College London)
- **17:30 - 18:00** Université de Lorraine: the digital strategy.
A. Roussanay (Université de Lorraine)
- **18:00 - 18:30** Discussion
- **20:00 - 23:00** Social Dinner « Restaurant Grand Café Foy », Place Stanislas

2 Universities Evolution SATURDAY, 20 MAY

(Venue: Mercure hotel Nancy Centre Gare, 11 Rue Raymond Poincaré, 54000 Nancy)

- **9:00 - 12:15** Soft skills, Employability and Digital Education
Facilitator: D. Arnold (Université de Bourgogne)
- **9:00 - 9:45** Keynote
P. Augelli (PricewaterhouseCoopers)
- **9:45 - 10:45** Panel Discussants: A. Magnan de Bellevue (Altran), L. Bertrand (Pôle Leonard de Vinci) & C. Lojcono (University of Palermo)
- **10:45 - 11:15** Coffee break
- **11:15 - 12:15** Workshop
D. Arnold (Université de Bourgogne) & G. Casanova (Université de Lorraine)
- **12:15 - 13:45** Lunch break
- **13:45 - 14:15** Hey Presto! Oxford's Digital Transformation
P. O'Connor (Oxford University)
- **14:15 - 15:15** Intelligent building & Learning Centres
Facilitator: P. Bacsich (Sero Consulting)
Panel discussants: R. Cabrera (Université de Lorraine), Y. Oguroi (University of Bremen)
- **15:15 - 15:45** Break with French cake tasting (degustation)
- **15:45 - 16:45** Workshop Essential skills as a lever for university innovation
S. Santassani (Politecnico di Milano, METID)
- **16:45 - 18:45** Strategy & Digital Education Part 2
Facilitators: A. Procoli (FMSH) & D. Zarka (Budapest University of Technology and Economics)
- **16:45 - 17:15** OER Implementation at the Institutional and National Level: The Case of the United States.
H. W. Piotkin (Creative Commons, USA)
- **17:15 - 17:45** The example of the Open University of Indonesia
T. Beawati (Universitas Terbuka)
- **17:45 - 18:15** The example of Dublin City University, Ireland
M. Brown (Dublin City University)
- **18:15 - 18:45** Discussion

3 Digital Trends & Practices SUNDAY, 21 MAY

(Venue: Flo Excelsior, 50 Rue Henri Poincaré, 54000 Nancy)

- **8:30 - 9:45** What Artificial Intelligence can bring to Education
Facilitator: F. Tatral (EDEN)
- **8:30 - 9:00** Keynote
F. Bouchet (Up6, UPMC)
- **9:00 - 9:45** Panel Discussants: Virtual Hospital (T. Nguyen, Université de Lorraine), Language learning (S. Ouni, Université de Lorraine)
- **9:45 - 10:15** The example of the University of California, Irvine, US
L. Cooperman (UCI)
- **10:15 - 10:30** Discussion
- **10:30 - 11:00** Coffee break
- **11:00 - 12:00** Workshop on D-TRANSFORM Mooc
A. Giannatelli (Politecnico di Milano, METID)
- **12:00 - 14:00** Lunch at the Flo Excelsior restaurant
- **16:00 - 17:30** Visit of the Fine Art Museum
- **19:00 - 21:00** Introduction to French wine and cheese tasting (degustation)
Venue: Mercure Hotel Nancy Centre Gare

Guidelines for Leadership Schools: Annex

4 Digital Innovation & Strategy

MONDAY, 22 MAY

(Venue: LORIA, 615 Rue du Jardin botanique, 54506 Vandœuvre-lès-Nancy)

- 8:45 - 9:05 Introduction for the Learning Analytics session**
J.Y. Marion (Université de Lorraine) M. Makhanya & G. Tröstad (ICDE)
- 9:05 - 9:15 Address**
W. Van Petegem (EDEN) & G. Ubachs (EADTU)
- 9:15 - 10:00 Keynote**
B. Wasson (SLATE University of Bergen)
- 10:00 - 10:30 Coffee break**
- 10:30 - 11:30 Learning Analytics and policy**
Facilitator: Solomon Wakabi (East African University)
Impact & Potential of learning analytics by A. Boyer (Université de Lorraine) Learning analytics and policy by D. Griffiths (CETIS)
- 11:30 - 12:15 Workshop: why are learning analytics a promising tool to become a visionary leader, in a changing world?**
M. Jean Louis (Contact North / Contact Nord) & J. M. Meunier (FIED)
- 12:15 - 13:30 Lunch break**
- 13:30 - 13:45 UNESCO Reflexions**
P. J. Wells (UNESCO Higher Education Section)
- 13:45 - 14:45 Organizational Issues of a LA Initiative: towards a methodology**
Facilitator: R. Molina (Loma Linda University)
Panel members: I. Dolphin (APEREO), H. C. Koh (SIM University of Singapore) & M. Brown (Dublin City University)
- 14:45 - 17:30 Impact of a LA strategy on universities management**
Facilitator: T. Belawati (Universitas Terbuka)
- 14:45 - 15:15 Keynote**
N. Scialar (IISQ)
- 15:15 - 16:00 Panel: The Impact of Learning Analytics strategy on universities management**
N. Fassina (Athabasca University) & Wei Shunping (Open University of China)
- 16:00 - 16:30 Coffee break**
- 16:30 - 17:30 Workshop: Impact of LA on leadership**
N. Scialar (IISQ)
- 17:30 Departure to Nancy downtown**
- 18:30 - 20:00 Guided tour of the historical city**
- 20:00 Social dinner**

5 Digital Innovation & Strategy

TUESDAY, 23 MAY

(Venue: LORIA, 615 Rue du Jardin botanique, 54506 Vandœuvre-lès-Nancy)

- 8:45 - 10:15 Panel on legal and ethical issues: do we need a global framework?**
Facilitator: C. Stuedde/berger (Gloethics.net)
Panel members: M. Makhanya (Unisa), J. Brelvik (BI N. Business School), C. Zolyski (UVSQ), T. Toulotte (UVSQ) & N. Scialar (IISQ)
- 10:15 - 10:45 Coffee break**
- 10:45 - 11:30 Panel on Teachers, students and staff involvement: some success stories**
Facilitator: C. Wilhak (Thompson Rivers University)
Panel members: J. C. Carat (UOC), S. Guri-Rosenblit (Open University of Israel) & W. Van Petegem (EDEN)
- 11:30 - 12:00 MOOC for leaders: the D-Transform project**
S. Santicassani (Politecnico di Milano, METID)
- 12:00 - 12:15 Closing address**
- 12:15 - 13:45 Lunch & Chocolate tasting (degustation)**

Afternoon: side events

- Meeting with the French actors of open education**
T. Garrot (AUNEGE), J. M. Meunier (FIED), P. F. Descheerder (IUTen Ligne), V. Belléval & C. Bal (UNIT), C. Schoré Stefan (UOH)
- The first, meeting of the ICDE Learning Analytics Cluster**

Sponsors















**2nd D-TRANSFORM
LEADERSHIP SCHOOL**

Nancy, France

Appendix 3 – Programme of MOOC

This description is taken from https://www.pok.polimi.it/courses/course-v1:Polimi+DTransform101+2017_M5/about

Course description

With society, universities and labour market becoming more and more reliant on technology, it is important for higher education leaders to leverage the power of digital resources in order to find a strategy for change.

This MOOC is therefore aimed at raising awareness of digital resources, and especially OER and MOOCs, as a strategic factor for university transformation, with a special focus on teaching and learning processes.

In addition to that, the course promotes executive reflection on hands-on challenges and offers networking opportunities in a non-formal context.

The target audiences of the MOOC are: university rectors, vice-rectors, rector's delegates for e-learning, rector's delegates for university third mission, deans of faculties, directors of operational units in higher education institutions and anybody interested in the digital strategy of universities.

Course Information

The course is organised into 7 weeks; each week is devoted to a specific topic:

WEEK 1 – Universities disrupted

WEEK 2 – Models for opening up education

WEEK 3 – OER and MOOCs as innovation drivers

WEEK 4 – Academic libraries and learning spaces

WEEK 5 – Assessment and credits

WEEK 6 – Learning analytics

WEEK 7 – Overcoming academic resistance to ICT-enhanced teaching

Classes Start:	May 15, 2017
Classes End:	September 3, 2017
Estimated Effort:	1-2 hours/week
Language:	English

The MOOC explores the new positioning of universities in the digital age along with some selected innovation fronts that entered the higher education discourse. Each week we will have a theme, and we'll learn about it through video interviews with visionaries and practitioners from diverse organisations. You may cherry-pick the content most beneficial to you, or you may follow the suggested learning path and engage in individual or collaborative activities, sharing your thoughts with the other MOOC participants in the course forum.

Except where otherwise specified, the D-TRANSFORM MOOC is released under a Creative Commons Creative Commons Attribution-ShareAlike 4.0 International licence.

Evaluation

Quizzes aimed at assessing knowledge and understanding are not available, because they are not relevant to this discussion-based MOOC.

Upon the completion of a reflective quiz at the end of the course, you will achieve a *statement of participation* issued by the D-TRANSFORM consortium.

The D-TRANSFORM MOOC is not credit eligible.

Appendix 4 – Project Outputs of most relevance to Leaders

This is edited from <http://www.dtransform.eu/resources/>

The reports of most relevance are:

- [O1-A1 Public Digital Policies in Higher Education – A comparative survey between Spain, France, Italy and the United Kingdom](#)
- [O1-A2 Business models for opening up education – Sustainability of MOOCs, OER and related online education approaches in higher education in Europe](#)
- [O1-A3 Open Educational Resource, a lever for digital transition of higher education?](#)
- [O1-A4 Guidelines for governance of HE institutions](#)

A4.1 Public Digital Policies in Higher Education – A comparative survey between Spain, France, Italy and the United Kingdom

January 2016 by the D-TRANSFORM partnership

The project team has produced a series of surveys about digital transformation of higher education in Europe providing:

- the state-of the art on national policies
- the analysis of business models
- the implementation of Open Educational resources

The surveys are included in a final report making recommendations for university governance concerning e-learning as a lever of transformation of higher education in Europe. The 1st survey focuses on a comparative analysis of national policies for university digital transformation, implemented since the beginning of the 21st century. The main outcome of the survey is that no generalization is possible. . While all policies can be categorized within the general trends of the digital transformation, the dynamic of each higher education system puts different actors at the centre, according to the general logics of the systems. The challenge is then to produce conclusions that allow each partner country to engage in a transformation adapted to its own national context.

- [DOWNLOAD the English version](#) (pdf)
- [DOWNLOAD the French version](#) (pdf)

A4.2 Business models for opening up education – Sustainability of MOOCs, OER and related online education approaches in higher education in Europe

April 2016 by the D-TRANSFORM partnership

This D-TRANSFORM report is designed to provide guidance for senior managers in higher education institutions, mainly in four Member States of the EU – France, Italy, Spain and UK – when they come to consider whether to deploy MOOCs and related approaches, and how to justify such decisions in terms of business models and strategic relevance. There is a focus on public sector institutions, but the full range of university provision is considered, including the open universities and innovative private providers of higher education.

In order to give the work the widest possible relevance to Europe, three other European countries are looked at (Hungary, Ireland and Belgium Francophone Community) and guidelines given so that readers can research information for their countries in order to create relevant business models.

The report looks in detail at business models for US-based MOOC aggregators such as Udacity and Coursera, but with the focus on lessons that can be adapted for the European scene. This differs in several ways from the US, including on accreditation issues. It also draws insights from the range of OER, MOOC and online learning developments across Europe. The report aims to be up to date with MOOC developments until March 2016. Many interesting developments have only fully come to light in the last few months.

- [DOWNLOAD](#) the report (English version)

A4.3 Open Educational Resource, a lever for digital transition of higher education?

April 2016 by the D-TRANSFORM partnership

Easy access to educational content for the largest number is deeply rooted in our European history. The question of freely available digital open educational resources (OER) has nonetheless been a particular point of focus in the last ten years for various countries and also for international institutions, particularly in Europe. The production and diffusion of these resources have taken different aspects. They have either taken the form of “reservoirs” of educational resources whose location and access need to be facilitated, or the form of structured and rhythmic training modules comprised of classes, exercises, discussion forums, and evaluations, as is the case with on line education programs and MOOC. Whatever the form, two principles underlie this process: education for all as it is defended by UNESCO and “free”, “open”, “collaborative”, “coproduction” practices etc. carried by the web world for the sake of greater agility and global efficiency.

The media have reflected some great successes, even presenting MOOC as “the” lever for a radical transformation of educational patterns and for a better universal access to knowledge. Firm recommendations have been produced at national and international level, efforts to mutualise actions have been launched, OER are now included in the field of digital public policies (see our [Public Digital Policies in Higher Education – A comparative survey between Spain, France, Italy and the United Kingdom](#)).

Has this mobilization around OER borne fruit in terms of a wider access to knowledge for all? Facing a dual trend of commoditisation and opening up of education at world level, are OER an instrument of domination or a tool of equal opportunities and diversity? Is the trend towards sharing maximum resources or rather towards a contextualized and private usage?

Furthermore, will the development of OER lead to innovation and transformation of our educational systems linked with the digital evolution of our economy, our society and our culture? What place should it consequently be given to mobilize and educate leaders of our systems and institutions?

The objective of this report is to answer these questions, focusing on two main areas:

- the first area will concern open education confronting the ideals of this concept with reality
- the second area will question observations and perspectives in terms of evolution of higher education and the role played by OER.

In order to give context to these issues, the present report will start with a reminder of historic and geographic perspectives related to OER and MOOC before providing a general background in terms of digital governance and digital services offered to teachers and students in the institutions studied.

The report is available in [English](#) and in [French](#).

A4.4 Guidelines for governance of HE institutions

November 2016 by the D-TRANSFORM partnership

It has already been indicated on more than one occasion, that the digital culture of governing bodies is essential for a successful digital transition in education, because these governing bodies will define and drive the transformation strategies of their establishments. In particular, information about digital trends, gathering the most promising experimentations, knowledge of future users and their typical practices, in-depth awareness of the new demands of the professional world – these are all key factors for defining a strategic vision and developing an action plan to implement that vision.

The Guidelines for governance of HE institutions, as well as the previous reports, reveals the themes that are crucial, enabling enlightened governance that is suited to today’s challenges.

Download the report here (pdf):

- [ENGLISH version](#)
- [FRENCH version](#).

Appendix 5 D-TRANSFORM MOOC: Data snapshot

What can the first two months of delivery (15 May 2017 – 15 July 2017) tell us about the outcomes of the D-TRANSFORM MOOC?



The course is organised into 7 weeks and contains videos, infographics, resource materials, discussions in the forum, a reflective quiz.

The MOOC was launched in the context of the 2nd D-TRANSFORM Leadership School and is delivered on POK, the MOOC platform of Politecnico di Milano – Italy (https://www.pok.polimi.it/courses/course-v1:Polimi+DTransform101+2017_M5/about).

Key figures

160

enrolled users; the course is scalable to accommodate an unlimited number of participants

19%

users that completed the final reflective quiz (aimed at obtaining the certificate of accomplishment)

737

visualizations of the external enrolment page (“about” page), with 2 minutes average time on the page

37

videos with about 1200 visualizations, mostly from Italy, Germany, United Kingdom and France, but also from Hungary and Spain and other countries

50

contributions in the forum (posts, responses and comments)

30%

of participants have strategy and innovation responsibilities in higher education institutions; 54.7% of participants are 41 and over