

The Eighth World Universities Forum

Economics of Higher Education

5-6 FEBRUARY 2015 | GEORGIA SOUTHERN UNIVERSITY | SAVANNAH, USA | ONTHEUNIVERSITY.COM



EIGHTH WORLD UNIVERSITIES FORUM

GEORGIA SOUTHERN UNIVERSITY
COASTAL GEORGIA CENTER
SAVANNAH, USA



5-6 FEBRUARY 2015

WWW.ONTHEUNIVERSITY.COM



World Universities Forum
www.ontheuniversity.com

First published in 2015 in Champaign, Illinois, USA
by Common Ground Publishing, LLC
www.commongroundpublishing.com

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Dear Delegate,

Welcome to the Eighth Annual World Universities Forum.

The Forum and its companion journal were created to examine the current role and future possibilities of the university, with particular emphasis on how the university might engage with today's most crucial issues. The university has been profoundly impacted by rapid economic, social, and technological transformation and has been subject to unprecedented questions about its place and purpose in local, national, and global society.

This year's meeting brings to topic *The Economics of Higher Education*. Countries around the world have established extensive higher education systems within their countries to support the development of an educated populace. Some countries have systems that are predominantly publically funded, and some countries have a mix of both public and privately funded higher education systems. Regardless, Higher Education is a very expensive national effort. At our 2015 conference, scholars, policy makers, researchers, students, and teachers from all corners of the globe join together to discuss the economics of higher education, our practices and policies, and how to fund higher education considering cost and affordability; we thank you for joining us in this important dialogue.

This year's conference follows a string of successful meetings over the past few years, including Vancouver, Canada in 2013; Rhodes, Greece in 2012; Hong Kong in 2011; Davos, Switzerland in 2010; Mumbai, India in 2009; and its inaugural meeting in Davos, Switzerland in 2008.

In the coming year, we are pleased to announce the joining of the World Universities Forum with our sister community, On the Organization. We invite you to join us at our sixteenth Organization Conference, 19-20 April 2016 at the University of Hawaii at Manoa in Honolulu, USA.

In addition to organizing this conference, Common Ground publishes papers from the World Universities Forum in the *Journal of the World Universities Forum*. Common Ground also organizes conferences and publishes journals in other areas of critical intellectual human concern, including diversity, learning, social sciences, and technology, to name several. Our aim is to create new forms of knowledge community, where people meet in person and also remain connected virtually, making the most of the potentials for access using digital media.

Thank you to all who have put such a phenomenal amount of work into preparing for this conference. I am particularly thankful to Professor Devon Jensen for not only recommending the Coastal Georgia Center, but for the tremendous amount of work he has put into all aspects of this year's conference. From developing the conference special focus to deciding on the activities outside of the conference, Devon has been an invaluable asset. I also want to thank my Common Ground colleagues for all of their work on the conference: Rachael Arcario, Homer (Tony) Stavely, and Jessica Wienhold-Brokish.

We wish you all the best for this conference, and hope it will provide you every opportunity for dialogue with colleagues from around the corner and around the world.

Yours sincerely,

Bill Cope
Director, Common Ground Publishing
Professor, Education Policy, Organization, and Leadership
University of Illinois, Urbana-Champaign, USA





ABOUT COMMON GROUND

Our Mission

Common Ground Publishing aims to enable all people to participate in creating collaborative knowledge and to share that knowledge with the greater world. Through our academic conferences, peer-reviewed journals and books, and innovative software, we build transformative knowledge communities and provide platforms for meaningful interactions across diverse media.

Our Message

Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground identifies some of the pivotal ideas and challenges of our time and builds knowledge communities that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of the humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations. Common Ground is a meeting place for these conversations, shared spaces in which differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. We strive to create the places of intellectual interaction and imagination that our future deserves.

Our Media

Common Ground creates and supports knowledge communities through a number of mechanisms and media. Annual conferences are held around the world to connect the global (the international delegates) with the local (academics, practitioners, and community leaders from the host community). Conference sessions include as many ways of speaking as possible to encourage each and every participant to engage, interact, and contribute. The journals and book series offer fully-refereed academic outlets for formalized knowledge, developed through innovative approaches to the processes of submission, peer review, and production. The knowledge community also maintains an online presence—through presentations on our YouTube channel, monthly email newsletters, as well as Facebook and Twitter feeds. And Common Ground's own software, **Scholar**, offers a path-breaking platform for online discussions and networking, as well as for creating, reviewing, and disseminating text and multi-media works.



World Universities Forum

WORLD UNIVERSITIES FORUM KNOWLEDGE COMMUNITY

The World Universities Forum knowledge community is dedicated to the concept of independent, peer-led groups of scholars, researchers, and practitioners working together to build bodies of academic knowledge related to topics of critical importance to society at large. Focusing on the intersection of academia and social impact, the World Universities Forum knowledge community brings an interdisciplinary, international perspective to discussions of new developments in the field, including research, practice, policy, and teaching.

Themes

Theme 1: Teaching and Learning

- Teaching and learning in the university – how does it work? What is distinctive? How is it changing? How should it change?
- Digital technologies in learning
- On learner differences – class, locale, race, sex-sexuality-gender, (dis)abilities, culture, language and affinity
- International students and the globalization of learning
- Learners with disabilities
- Ubiquitous learning – anywhere and anytime, just enough and just in time
- The role of the university in lifelong and lifewide learning
- Access and equity in higher education – addressing local, national and global inequalities
- Addressing learner diversity, and student and faculty mobility
- Program alternatives – core curriculum or choice
- Instructional design for higher education
- Assessment and evaluation of learning

Theme 2: Research and Knowledge Formation

- What constitutes academic knowledge? What are its particularities, its virtues, its limitations?
- Paradigm shifts in knowledge making socially networked knowledge and the ‘wisdom of the crowd’
- Research methodologies and analytical processes – is academic knowledge more reliable?
- Knowledge systems – peer review, publishing infrastructures, dissemination and access
- Basic and applied research – changing distinctions
- Research ethics and applications of research
- Disciplinary and interdisciplinarity – trends to specialization or interconnectivity
- Changing disciplinary distinctions – the sciences, social sciences, humanities, arts, professions
- Universality and knowledge transfer versus partiality and the localized specificity of knowledge
- Objectivity and perspectivism in knowledge
- Knowledge and culture – what kinds of knowledge are literature, art, and identity?
- Public domain or commercialization – paths to society and market for academic knowledge
- Intellectual property – forms of ownership and incentives to innovate
- Disciplinarity and interdisciplinarity in the natural and human sciences
- The changing work of scientists
- Basic and applied sciences – changing dynamics
- Global society – changing balances of economic and intellectual power
- Cultural production and learning

- Social capital
- Regulation and deregulation of knowledge regimes and professions
- Intellectual property laws and knowledge systems

Theme 3: University Administration

- Academic governance – the peculiarities of managing the university
- Academic freedom
- Academic leadership
- Resourcing the university – financing higher education
- Leadership and organizational development in higher education
- Public and private education
- Impacts of commercialization and privatization
- Marketing and fundraising
- Research management and training
- Assessment of research quality
- Program and curriculum design
- Evaluation of teaching

Theme 4: The University and the Community

- Collaborations cross-institutional, cross-sectoral and international research programs
- International education – the University as a global player
- Community service and outreach
- The public intellectual in national and international communities
- Informing the world – connecting with the media, traditional and new
- Inter-University networks and alliances
- Private-public partnerships
- Relationships with governments, corporations and NGOs
- Educational and research capacity-building
- Global population movements and the shifting demography of campus
- Knowledge movements – migration, diasporic networks and brain drain
- Knowledge societies – securing the strategic centrality for universities in contemporary economic and social agendas
- Practice orientations and applied learning – universities in the making of the professions
- The economics of higher education
- The economics of research and innovation
- Research, innovation and education as measures of social progress

2015 Special Focus

Countries around the world have established extensive higher education systems within their countries to support the development of an educated populace. Some countries have systems that are predominantly publically funded, and some countries have a mix of both public and privately funded higher education systems. Regardless, the reality exists that higher education is a very expensive national effort. For instance, the US spends 2.6% of its GDP, Sweden spends 1.8% of its GDP, Canada spends 2.5% of its GDP, Japan spends 1.5% of its GDP, and India spends 1.35% of its GDP on higher education in their respective countries. The reason countries around the world invest in higher education is that they have understood higher education is a critical system and driver of social and economic mobility for the individual citizen and for the nation-state as well. With shifting national and global realities, there are growing concerns about how to fund higher education, considering cost and affordability, including:

- What are countries doing as it relates to national, regional, local investment into higher education
- The relationship between tuition and the general operating budget for institutional operation
- Budget reductions and its impact on institutional operations
- National and state level funding formulas for higher education
- Access for students as it relates to socioeconomic status
- Student debt and tuition costs
- Higher Education and Fund Development
- Creative ways of program development in times of fiscal restraint
- University and business partnerships

Scope and Concerns

Distributed Knowledge Systems

Universities increasingly find that their historical role as privileged producers of socially privileged knowledge is being challenged. More knowledge is being produced by corporations than was the case in the past. More knowledge is being produced in the

traditional broadcast media. More knowledge is being produced in the networked interstices of the social web. In these places, the logics and logistics of knowledge production are disruptive of the traditional values of the university — the for-profit, protected knowledge of the corporation; the multimodal knowledge of the broadcast media; and the ‘wisdom of the crowd’ which destabilizes old regimes of epistemic privilege through the new, web-based ‘participatory’ media.

How can the university connect with the shifting sites and modes of knowledge production? How can it stay relevant? Are its traditional knowledge-making systems in need of renovation? How can they remain distinctive?

To address these questions, the Forum examines the knowledge systems of the university. What makes academic knowledge valid and reliable, and how can its epistemic virtues be strengthened to meet the challenges of our times?

How can the university meet the challenges of the new media in order to renovate the disclosure and dissemination systems of scholarly publishing? How can the university connect with the emerging and dynamic sources of new knowledge formation outside its traditional boundaries?

For all the challenges they face today, universities also find themselves in a strategically and rhetorically powerful position. Modern and modernizing communities are increasingly styling themselves as 'knowledge societies' and 'knowledge economies'. As universities transform themselves, they need to put forth the public case that, as manufacturers and purveyors of knowledge, the health and growth of the university is, more than ever, a key factor in the production of social progress.

Ubiquitous Learning

More of our learning happens on the job – at the software interface, for instance, or close to the specifics of everyday life. The balance of formal and informal learning is shifting in the direction of informal learning. More of the specifics of what we need to know to be fully functioning workers, citizens and persons we learn in the pedagogic spaces of training programs, help menus and by immersion in communities of practice which provide support scaffolds for new entrants.

How do universities, sites of formal education par excellence, respond? What does it mean for the level of generality of their curricula—should they be geared up to the more abstract or down to the more concrete? What does it mean for their institutional formality? To what extent should universities join the markets for learning anywhere and anytime, just in time and just enough? How can universities work with the disruptive potentials of e-learning, or should they resist in order to maintain their brand credibility?

What should universities do as the demands of the knowledge society push the frontiers of equity? How could twice the percentage (or more) of the population go to university? What would happen to the knowledge and learning of elite institutions, if they stooped to the logic of mass marketing? What if they had to develop a new economics provision in order to open opportunities for entry to historically excluded groups located around the corner and around the world?

The Academy

In order to address these key questions of knowledge formation and learning, the Forum examines both legacy and emerging forms of the university. What can we say about the heritage, changing and imminent lifeworld of the university, the distinctive experiences of academic life and the dispositions of its participants?

If it is the role of the university to produce deeper, broader and more reliable knowledge than is possible in everyday, casual experience, what do we need to do to defend its methodologies and develop new ones? Which is the more generative and under what conditions—specialization or interdisciplinarity? What needs to be done about the knowledge validation and dissemination systems of peer review and academic publishing as they face the challenges of open access and creative commons? How do we teach in a world in which people are more inclined and able to build their own knowledge and understandings than to receive the pre-packaged wisdoms of authorities?

Matters of Academic Interest

What are academics to do? Which are the pivotal questions of our time, and how can universities address these questions, and be seen to be addressing them? How can they create ideas, practice innovation, and make their presence pervasively felt in the public imagination? How can universities define problems, set intellectual agendas, propose credible ways forward and figure solutions which address the major challenges and opportunities for people and planet? What should they be teaching and how should they be teaching it?

The World Universities Forum and its associated publication forums aim to address the fundamentals of the university, its heritage and its potential destinies. The Forum's analyses range from the finely-grained and exemplary to the theoretical and speculative.

One concrete product of the forum's work thus far is the following action agenda.

An Action Agenda for the University

Never before in their long history have universities faced as many challenges as they do now. We live in times of enormous economic, political and cultural transformation, demanding that the very idea of university to be re-imagined. Facing a fiscal crisis of the state, universities can no longer assume government support for higher education. Taxpayers now question the cost, relevance and effectiveness of the university, in ways they have never done before. In such a context, universities do not only need to re-think and re-frame their purposes and governance, but also communicate effectively with the communities that support them with public and private resources. They need to take a manifestly pivotal role in addressing the key challenges and opportunities of our times: globalization, environmental sustainability, economic development, social inclusion, and human security.

So, what is to be done? The World Universities Forum proposes an agenda that lists key challenges, as a starting point for discussions on the future role of the university.

Challenge 1: Reframe the purposes of the university in the era of the 'knowledge economy'.

The university must give substance to the rhetoric of the 'knowledge economy'. Our social futures depend upon the work of the university in a more direct way than was ever the case in the industrial era. The university is the pre-eminent site for the production of new knowledge and for its diffusion through education. In a way we have never done before, we must position ourselves centrally as an engine of a new economy, assuming a strategic role as a primary source of knowledge as a key factor of production.

Challenge 2: Renew our pedagogies to reflect cultural and technological shifts.

A number of contextual forces put insistent pressure World Universities Forum to reform its pedagogies: the new social media; a generation of students less willing to be a passive recipients of transmitted knowledge; the necessity to be inclusive of a more diverse student body than ever before; and increasingly internationalized class groups. Our pedagogies and curricula are in danger of becoming anachronistic, and need to be modernized. This will require a concerted effort to adopt ubiquitous learning media for on-campus classes as well as an increasing number of off-campus online classes; to create curricula in which students are knowledge co-designers more than they are knowledge absorbers; to recognize and accredit life-engaged learning outside of the classroom; and to build pedagogies which build productively on the local-global diversity of our students.

Challenge 3: Recast the frames of reference for our research and development.

The sites and modes of knowledge production are in a process of transformation. Our disciplinary silos make us ill-equipped to address the most important questions of our time, all of which beg transdisciplinary approaches. We have to deepen our expertise in particular areas of knowledge, to be sure, but increasingly this must be complemented by broader perspectives of interdisciplinarity. We must also lead in collaborations which blur the traditional institutional boundaries of knowledge production, partnering with governments, enterprises and communities to co-construct distributed knowledge systems. It behooves the university to take a strategically central place in the larger society's agendas for innovation, creativity, entrepreneurship and proactive public policy.

Challenge 4: Rejuvenate our knowledge systems and innovation structures.

Our systems of measurement of knowledge value have become in many respects outmoded, and this goes to the heart of the credibility of university knowledge. How does one evaluate scholars for the purposes of employment, promotion and tenure? What mix makes an effective scholar? What are the intrinsic weaknesses in our systems for the declaration of knowledge outcomes—the peer review, and journal and book publication systems? How are these resourced? In the era of the social web, we anachronistically retain knowledge systems based on the legacies of print. Today, the university must design knowledge systems which are speedier, more reflexive and which are more systematically balanced than our current systems. We also need to build new business models which in which universities are neither the naive partner in the giveaway of intellectual property (take, for example, the commercial 'journals crisis' or poor returns to the university on patentable and copyright intellectual property) nor depend on the unpaid labor of scholars as amateur publishers in open access publishing models.

Challenge 5: Take a leading role in defining and promoting community development.

The university must ensure it is recognized for its central role at many levels local community capacity development, regional development, nation-building and meeting global responsibilities. With the emergence of new transnational processes, the university must promote an understanding of how communities are now forged, across traditional boundaries, in networks that potentially span the globe. The university is no longer located within a clearly defined geographical space, but needs to consider how the problems that communities face are interconnected, and require new modes of cooperation. It must therefore take a manifestly leading role in addressing the central global challenges of our times, addressing, for instance, health, food, poverty, peace, security, justice and environmental sustainability.

Challenge 6: Take a lead in globalizing scholarship through new modes of collaboration.

The university is becoming an increasingly a global player—in the international mobility of its students and scholars, through transnational knowledge collaborations and in global knowledge transfer. We must institutionalize these processes so the university takes a leading role in the knowledge flows that underpin this phase of globalization—international students, transnational scholar recruitment, inter-institutional research and development projects, and trans-national campuses and cross-border online teaching. This requires new ways of thinking about, and enacting, new modes of transnational collaboration.

Challenge 7: Become an agent for promoting social inclusion and equity.

The university has historically been an institution of and for elites. It now has to cater for the multitude. A larger proportion of school leavers are going to university. A larger proportion of those in employment now need to undertake university studies. If our numbers were to double, it would unlikely be in a context where governments or fee paying students also double what they are able to pay for expensive, historical forms of university infrastructure. If many more people are to attend the university, we need to create new delivery mechanisms, curriculum differentiation but with open pathways, and environments which are sensitively inclusive of groups who have not historically attended university. All this, without prejudice to intellectual rigor and pedagogical standards.

Challenge 8: Make a public case for strategic investment in the university.

In the context of the fiscal crisis of the state, we have to develop new models of sustainable resourcing. We may want to lament the baleful effects upon the university of the 'taxpayer revolt', but our institutions should not have to absorb these effects. As the mission of the university expands, we need expanded resourcing. If the state won't pay, affluent students must pay more, including internal cross-subsidies through equity scholarships. Those who benefit materially from higher education should return some or all of the cost of their education once in employment and receiving those benefits, be that via an income tax surcharge or directly levied loans. The university must also find ways to extend its resource base by taking an active, investor's interest in scholars' intellectual property from diverse revenue sources including patents, copyright, training programs and consultancies. We need more accurate metrics on investment and return, ranging from whole universities, to units, to scholars themselves in a more systematic framework of accountable tenure.

Challenge 9: Restructure our systems of governance and accountability.

The university needs to move away from its contradictory mix of older practices – in one moment excessively bureaucratic and in another chaotically decentralized. A balance needs to be struck between devolved accountability and rigorously agreed overall policy and business process frameworks. This balance takes the form of deeply institutionalized systems and processes of subsidiarity or networked devolution.

Challenge 10: Take our message to the world.

The university is in danger. We see signs of an impending tragedy: the university in decline. To maintain and strength the position of the university we need to strengthen our stakeholder buy-in at local, regional, national and global levels. We need to put ourselves in a position where every sector of the economy and segment of society considers the central role of the University to be self-evident—government, corporations and communities. We will only achieve this in the first instance through carefully crafted strategic messaging.

Community Membership

Annual membership to the World Universities Forum community is included in your conference registration. As a community member, you have access to a broad range of tools and resources to use in your own work: electronic access to the full journal and book collections; a full **Scholar** account, offering an innovative online space for collaborative learning in your classes or for broader collaborative interaction with colleagues (within a research project or across the globe); and annual conferences where you can present your work and engage in extensive interactions with others with similar interests who also bring different perspectives. And you can contribute to the development and formalization of the ideas and works of others—as a journal or book reviewer, as a conference participant, and as a contributor to the newsletters and community dialogue.

- Personal electronic subscription to the complete journal collection for one year after the conference (all past and current issues).
- Personal electronic subscription to the book series for one year after the conference.
- One article submission per year for peer review and possible publication in any of the journals in the collection.
- Participation as a reviewer in the peer review process and the potential to be listed as an Associate Editor of the journal after reviewing three or more articles.
- Subscription to the monthly community email newsletter, containing news and information for and from the knowledge community.
- Ability to add a video presentation to the community YouTube channel, whether or not it was presented in person at the conference or is published in the journal.
- Access to the **Scholar** "social knowledge" platform: free use of **Scholar** as your personal profile and publication portfolio page, as a place to interact with peers and forms communities that avoids the clutter and commercialism of other social media, with optional feeds to Facebook and Twitter.
- Use **Scholar** in your classes—for class interactions in its Community space, multimodal student writing in its Creator space, and managing student peer review, assessment, and sharing of published students' works in its Publisher space. Contact us to request Publisher permissions for **Scholar**.

Engaging in the Community

Present and Participate in the Conference

You have already begun your engagement in the community by attending the conference, presenting your work, and interacting face-to-face with other members. We hope this experience provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects, as well as the start of a conversation with community colleagues that will continue well into the future.

Publish Journal Articles or Books

We encourage you to submit an article for review and possible publication in the Universities Journal. In this way, you may share the finished outcome of your presentation with other participants and members of the World Universities Forum community. As a member of the community, you will also be invited to review others' work and contribute to the development of the community knowledge base as an Associate Editor. As part of your active membership in the community, you also have online access to the complete works (current and previous volumes) of the Universities Journal and to the book series. We also invite you to consider submitting a proposal for the book series.

Engage through Social Media

There are several methods for ongoing communication and networking with community colleagues:

- Email Newsletters: Published monthly, these contain information on the conference and publishing, along with news of interest to the community. Contribute news or links with a subject line 'Email Newsletter Suggestion' to support@ontheuniversity.com.
- **Scholar**: Common Ground's path-breaking platform that connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works. To learn more about **Scholar**, please see the end of the program.
- Facebook: Comment on current news, view photos from the conference, and take advantage of special benefits for community members at: <http://www.facebook.com/UniversitiesForum.CG>.
- Twitter: Follow the community: @ontheuniversity.
- YouTube Channel: View online presentations or contribute your own at <http://ontheuniversity.com/the-conference/types-of-conference-sessions/online-presentations>.

THE INTERNATIONAL ADVISORY BOARD FOR THE WORLD UNIVERSITIES FORUM COMMUNITY

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THE JOURNAL OF THE WORLD UNIVERSITIES FORUM AND BOOK SERIES

About Our Publishing Approach

For three decades, Common Ground Publishing has been committed to creating meeting places for people and ideas. With 24 knowledge communities, Common Ground's vision is to provide platforms that bring together individuals of varied geographical, institutional, and cultural origins in spaces where renowned academic minds and public thought leaders can connect across fields of study. Each knowledge community organizes an annual academic conference and is associated with a peer-reviewed journal (or journal collection), a book imprint, and a social media space centered around Common Ground's pathbreaking 'social knowledge' space, **Scholar**.

Through its publishing practices, Common Ground aims to foster the highest standards in intellectual excellence. We are highly critical of the serious deficiencies in today's academic journal system, including the legacy structures and exclusive networks that restrict the visibility of emerging scholars and researchers in developing countries, as well as the unsustainable costs and inefficiencies associated with traditional commercial publishing.

In order to combat these shortcomings, Common Ground has developed an innovative publishing model. Each of Common Ground's knowledge communities organizes an annual academic conference. The registration fee that conference participants pay in order to attend or present at these conferences enables them to submit an article to the associated journal at no additional cost. Scholars who cannot attend the conference in-person may still participate virtually and submit to the journal by obtaining a community membership, which also allows them to upload a video presentation to the community's YouTube channel. By using a portion of the conference registration and membership fees to underwrite the costs associated with producing and marketing the journals, Common Ground is able to keep subscription prices low, thus guaranteeing greater access to our content. All conference participants and community members are also granted a one-year complimentary electronic subscription to the journal associated with their knowledge community. This subscription provides access to both the current and past volumes of the journal. Moreover, each article that we publish is available for a \$5 download fee to non-subscribers, and authors have the choice of publishing their paper open access to reach the widest possible audience and ensure the broadest access possible.

Common Ground's rigorous peer review process also seeks to address some of the biases inherent in traditional academic publishing models. Our pool of reviewers draws on authors who have recently submitted to the journal, as well as volunteer reviewers whose CVs and academic experience have been evaluated by Common Ground's editorial team. Reviewers are assigned to articles based on their academic interests and expertise. By enlisting volunteers and other prospective authors as peer reviewers, Common Ground avoids the drawbacks of relying on a single editor's professional network, which can often create a small group of gatekeepers who get to decide who and what gets published. Instead, Common Ground harnesses the enthusiasm of its conference delegates and prospective journal authors to assess submissions using a criterion-referenced evaluation system that is at once more democratic and more intellectually rigorous than other models. Common Ground also recognizes the important work of peer reviewers by acknowledging them as Associate Editors of the volumes to which they contribute.

For over ten years, Common Ground has been building web-based publishing and social knowledge software where people can work closely to collaborate, create knowledge, and learn. The third and most recent iteration of this project is the innovative social knowledge environment, **Scholar**. Through the creation of this software, Common Ground has sought to tackle what it sees as changing technological, economic, distributional, geographic, interdisciplinary and social relations to knowledge. For more information about this change and what it means for academic publishing, refer to *The Future of the Academic Journal*, edited by Bill Cope and Angus Phillips (Elsevier 2009).

We hope that you will join us in creating dialogues between different perspectives, experiences, knowledge bases, and methodologies through interactions at the conference, conversations online, and as fully realized, peer-reviewed journal articles and books.



The Journal of the World Universities Forum

The Journal of the World Universities Forum

ISSN: 1835-2030 (print)

Journal Editor

Fazal Rizvi — University of Melbourne, Australia

Publication Frequency

4 issues per volume; articles are published continuously online.

Indexing

The Journal of the World Universities Forum is indexed by:

- Ulrich's Periodicals Directory
- The Australian Research Council (ERA)
- EBSCO Education Source

Acceptance Rate

51%

Circulation

203,456

Foundation Year

2008

SUBMISSION PROCESS

Every conference delegate with an accepted proposal is eligible and invited to submit an article to *The Journal of the World Universities Forum*. Full articles can be submitted using Common Ground's online conference and article management system CGPublisher. Below please find step-by-step instructions on the submission process.

1. Submit a presentation proposal to the conference (in-person or virtual). Once your conference proposal or paper abstract has been accepted, you may submit your article to the journal by clicking "add a paper" from your proposal/abstract page. You may upload your article anytime between the first and the final submission deadlines, which can be found on the next page.
2. Once your article is received, it is verified against template and submission requirements. Your identity and contact details are then removed, and the article is matched to two appropriate reviewers and sent for review. You can view the status of your article at any time by logging into your CGPublisher account at www.CGPublisher.com.
3. When reviewer reports are uploaded, you will be notified by email and provided with a link to view the reports (after the reviewers' identities have been removed).
4. If your article has been accepted, you will be asked to accept the Publishing Agreement and submit a final copy of your article. If your paper is accepted with revisions, you will be asked to submit a change note with your final submission, explaining how you revised your article in light of the reviewers' comments. If your article is rejected, you may resubmit it once, with a detailed change note, for review by new reviewers.
5. Accepted articles will be typeset and the proofs will be sent to you for approval before publication.
6. Individual articles may be published online first with a full citation. Full issues follow at regular, quarterly intervals. All issues are published 4 times per volume (except the annual review, which is published once per volume).
7. Registered conference participants will be given online access to the journal from the time of registration until one year after the conference end date. Individual articles are available for purchase from the journal's bookstore. Authors and peer reviewers may order hard copies of full issues at a discounted rate.

SUBMISSION TIMELINE

You may submit your final article for publication to the journal at any time. The next deadline for Volume 8 is:

April 15, 2015

Note: Please feel free to submit at any time. If your article is submitted after the final deadline for Volume 8, it will be considered for Volume 9. However, the sooner you submit, the sooner your article will begin the peer review process. Also, as we publish 'web first', early submission will mean that your article will be published as soon as it is ready, even if that is before the full issue is published.

For more information, please visit:

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World Universities Forum

THE WORLD UNIVERSITIES FORUM BOOK IMPRINT

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- Table of contents
- Intended audience and significance of contribution
- Sample chapters or complete manuscript
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Common Ground recognizes the important role of reviewers by acknowledging book reviewers as members of the World Universities Forum Book Imprint Editorial Review Board for a period of at least one year. The list of members of the Editorial Review Board will be posted on our website.

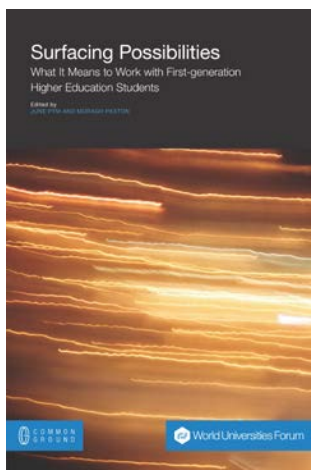
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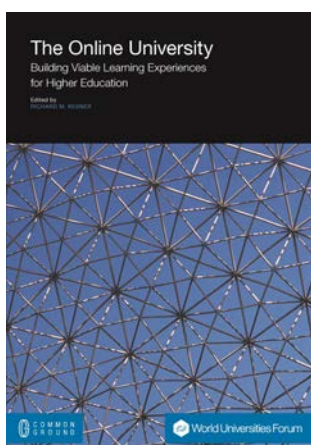
These and other books are available at <http://worlduniversitiesforum.cgpublisher.com/>.



Surfacing Possibilities: What it Means to Work with First-generation Higher Education Students

June Pym and Moragh Paxton (ed.)

Surfacing Possibilities offers a case study of an effective education development initiative at a South African university. It focuses on the challenges faced by first generation undergraduate students who come from a diversity of linguistic, social, and cultural backgrounds and have often experienced disadvantage. This new generation of students calls for different directions in teaching, learnings, and support, and we have focused on harnessing student agency rather than working with a deficit model. The varied contributions in this book recognise the need to work at multiple levels throughout the degree and describe the diverse and innovative ways in which these challenges have been addressed.



The Online University: Building Viable Learning Experiences for Higher Education

Richard M. Kesner (ed.)

Through a comprehensive collection of articles and case studies, this collection provides a hands-on approach to the design, development, deployment, and management of higher education online course offerings. Those who are already involved in online education will find this volume useful in providing them with new ideas about how to extend and improve their current efforts. For those who are just engaging with the subject of online learning for the first time, this volume will offer a solid foundation of guidance, practical examples, and seasoned experience to draw upon as they move forward.



Scholarship in Action: Communities, Leaders, and Citizens

Barbara Baker, Kathleen Hale, and Giovanna Summerfield (eds.)

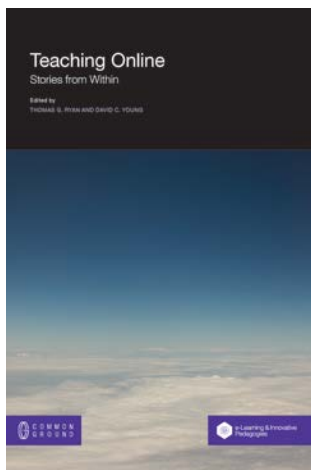
Covering myriad intersecting and reoccurring themes within engaged public scholarship such as global citizenship, leadership, new media and its implications for community building, diversity, volunteerism, fundraising, literacy, aging populations, health and disability, granting institutions, faith-based initiatives, and nonprofit organizations, this collection serves as a model for faculty and administrators who intend to undertake community-engaged learning that brings scholarship into action.



Common Ground Publishing Books

Recent Books Published by Common Ground

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Teaching Online: Stories from Within

Thomas Ryan and David C. Young (eds.)

Teaching Online: Stories from Within has captured the narratives of fifteen post-secondary instructors who currently teach online. It is a pan-Canadian sample of those who step into the depths of cyberspace and reveal their own personal insights about the world of online education in a manner that enables readers to access answers to some of the current questions concerning e-learning. Admittedly, education is vital to personal growth and understanding the world around us, but this education may simply be economically out of reach for those who live too far from the course and school where they would like to study. Online education is a potential solution, but how does one know if this is the right fit for them?



Collected Essays on Learning and Assessment in the Digital World

James Paul Gee

Collected Essays on Learning and Assessment in the Digital World brings together some of James Paul Gee's most important papers on learning. Gee has argued for a view of learning that integrates digital media, embodied experiences in the world, language, and collaborative activities that encourage collective intelligence. While he has argued that good video games incorporate cutting-edge approaches to learning and teaching, he argues, as well, that games need to be part of larger learning systems that network them with forms of collaborative interactions and other learning tools and activities. These papers also relate deep learning to new conceptions of educational equity and opportunity to learn, and news ways of thinking about collective action and design in the digital age.



World Universities Forum

THE WORLD UNIVERSITIES FORUM

Conference Principles and Features

The structure of the conference is based on four core principles that pervade all aspects of the knowledge community:

International

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the World Universities Forum offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 23 countries are in attendance, offering a unique and unparalleled opportunity to engage directly with colleagues from all corners of the globe.

Interdisciplinary

Unlike association conferences attended by delegates with similar backgrounds and specialties, this conference brings together researchers, practitioners, and scholars from a wide range of disciplines who have a shared interest in the themes and concerns of this community. As a result, topics are broached from a variety of perspectives, interdisciplinary methods are applauded, and mutual respect and collaboration are encouraged.

Inclusive

Anyone whose scholarly work is sound and relevant is welcome to participate in this community and conference, regardless of discipline, culture, institution, or career path. Whether an emeritus professor, graduate student, researcher, teacher, policymaker, practitioner, or administrator, your work and your voice can contribute to the collective body of knowledge that is created and shared by this community.

Interactive

To take full advantage of the rich diversity of cultures, backgrounds, and perspectives represented at the conference, there must be ample opportunities to speak, listen, engage, and interact. A variety of session formats, from more to less structured, are offered throughout the conference to provide these opportunities.

Session Descriptions

Plenary Sessions

Plenary speakers, chosen from among the world's leading thinkers, offer formal presentations on topics of broad interest to the community and conference delegation. One or more speakers are scheduled into a plenary session, most often the first session of the day. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in informal, extended discussions during their Garden Sessions.

Garden Sessions

Garden Sessions are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.

Talking Circles

Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and then engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the community. Questions like "Who are we?", "What is our common ground?", "What are the current challenges facing society in this area?", "What challenges do we face in constructing knowledge and effecting meaningful change in this area?" may guide the conversation. When possible, a second Talking Circle is held on the final day of the conference, for the original group to reconvene and discuss changes in their perspectives and understandings as a result of the conference experience. Reports from the Talking Circles provide a framework for the delegates' final discussions during the Closing Session.

Paper Presentations

Paper presentations are grouped by general themes or topics into sessions comprised of three or four presentations followed by group discussion. Each presenter in the session makes a formal twenty-minute presentation of their work; Q&A and group discussion follow after all have presented. Session Chairs introduce the speakers, keep time on the presentations, and facilitate the discussion. Each presenter's formal, written paper will be available to participants if accepted to the journal.

Workshop/Interactive Session

Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. A single article (jointly authored, if appropriate) may be submitted to the journal based on a workshop session.

Virtual Presentations

If unable to attend the conference in person, an author may choose to submit a virtual presentation. Opportunities and formats vary but may be a presentation through our YouTube channel or an online discussion with interested delegates at the conference. Abstracts of these presentations are included in the online "session descriptions," and an article may be submitted to the journal for peer review and possible publication, according to the same standards and criteria as all other journal submissions.

CONFERENCE PROGRAM AND SCHEDULE



World Universities Forum

DAILY SCHEDULE

Thursday, 5 February

- 08:15–08:45 Conference Registration Desk Open
- 08:45–09:30 Conference Opening— Thomas Koballa, College of Education Dean, Georgia Southern University, USA and Homer Stavely, Common Ground Publishing, USA
- 09:30–10:00 Plenary Session—Devon Jensen, Georgia Southern University, USA, “Using the Future to Understand Today”
- 10:00–10:20 Garden Session featuring Devon Jensen
- 10:20–11:35 Parallel Sessions
- 11:35–11:45 Coffee Break
- 11:45–12:30 Parallel Sessions
- 12:30–13:15 Lunch
- 13:15–14:15 Parallel Sessions
- 14:15–14:30 Coffee Break
- 14:30–15:10 Talking Circles *Room 1: Teaching and Learning / Research and Knowledge*
Room 2: University Administration / The University and the Community
Room 3: The Economics of Higher Education
- 15:10–15:25 Break
- 15:25–16:25 Parallel Sessions

Friday, 6 February

- 09:15–09:45 Conference Registration Desk Open
- 09:45–10:00 Conference Announcements—Homer Stavely, Common Ground Publishing, USA
- 10:00–11:00 Parallel Sessions
- 11:00–11:15 Coffee Break
- 11:15–12:00 Parallel Sessions
- 12:00–12:55 Lunch
- 12:55–13:25 Talking Circles *Room 1: Teaching and Learning + Research and Knowledge*
Room 2: University Administration + The University and the Community
Room 3: The Economics of Higher Education
- 13:25–14:25 Parallel Sessions
- 14:25–14:40 Coffee Break
- 14:40–15:55 Parallel Sessions
- 15:55–16:15 Conference Closing – Homer Stavely, Common Ground Publishing, USA

CONFERENCE HIGHLIGHTS

Special Events

Dinner

Join other conference delegates and plenary speakers for a low country boil at The Crab Shack on Tybee Island. Enjoy the ambiance of its creek bank location, the lushness of the hundred year old live oaks dotting the property, the freedom of dining al fresco while watching dolphin play in the creek, and the taste of fresh seafood. The Crab Shack is about 15 minutes from the conference venue and hotel. Come experience a truly traditional southern meal.

The low country boil will consist of boiled shrimp, Hill shire smoked sausages, red new potatoes, and sweet corn on the cob. Cocktail sauce, Crab Shack hot sauce, and tartar sauce will also accompany our low country boil. Alcoholic beverages are not included but will be available for purchase.

Date: Thursday, 5 February 2015

Time: 7:00 PM

Price: US\$25.00

Location: The Crab Shack

40 Estill Hammock Rd

Savannah, Georgia

Tour

Savannah maintains its reputation as one of the most historic cities in the U.S., but join other conference delegates on this private trolley tour to discover why it has also been named "America's Most Haunted City". The trolley and local tour guide will pick up and drop off registered participants at the conference hotel, the Residence Inn Downtown, and embark on a 90 minute journey through Savannah.

Date: Wednesday, 4 February 2015

Time: 7:00 PM

Price: US\$25.00

Location: Pick up and Drop off at the Conference Hotel

Duration: Approximately 90 minutes

PLENARY SPEAKER

Devon Jensen

Devon Jensen holds a PhD in Postsecondary Policy Analysis from the University of Alberta in Canada. He has worked at institutions in Canada, the United States, and Australia. Dr. Jensen has researched, taught, and studied on topics as a professor of Higher Education Leadership for over 13 years. Devon is currently involved in a large-scale research effort exploring the relationship between higher education and economic development. It is a study that combines qualitative interviews with university presidents, government leaders, and CEO's of major corporations with national level economic quantitative data. He currently has collected data in countries such as Taiwan, Hong Kong, India, Nepal, Canada, the US, Australia, and Mexico.

GRADUATE SCHOLARS

Tamela Evans

Tamela Evans is a doctoral student in the Educational Leadership program at Georgia Southern University in Statesboro, Georgia, USA. She currently serves as an administrative graduate assistant for the Department of Leadership, Technology, and Human Development at Georgia Southern University. In addition to having worked with the Multicultural Student Center on campus in program development, Tamela has varied research interest surrounding student development in higher education in support of academic success. She holds a MEd in Counselling and BS in Human Services from Old Dominion University, in Norfolk, Virginia, USA. Her work in counselling includes areas such as community mental health, substance abuse, and school counselling. Prior to her current doctoral studies, Tamela took on additional duties as a Career Advisor while serving in the Air Force Reserves.

Kerry Greenstein

Kerry Greenstein is originally from Philadelphia, USA and graduated from Rider University with a Bachelors of Arts in Communications and American Studies. After graduation, he went to the University of Delaware where he earned his Masters in Education with an emphasis on Student Affairs in Higher Education. After Delaware, he has slowly been moving south to the warmer weather, having spent three years in Admissions at Radford University in Virginia before coming to Georgia Southern in 2008 as Assistant Dean of Students. Dr. Greenstein recently completed his EdD in Educational Administration from Georgia Southern University. At work, he spends most of his time serving students by assisting them with appeals, withdrawals, and any general problems or concerns students might have. He also teaches both Collaborative Leadership and First Year Experience classes. Dr. Greenstein enjoys working with student leaders and helping all students overcome obstacles that may interfere with their progress towards graduation.

Amy Zieziula

Amy Zieziula serves as the Assistant Dean of Student Integrity at Armstrong State University. Prior to working at Armstrong, Amy worked as the Coordinator for Student Conduct at Georgia Southern University and also temporarily served as the Interim Associate Dean for Student Conduct. She earned a MEd from University at Buffalo, The State University of New York and a BS from State University of New York at Brockport. She is currently pursuing a doctorate in Higher Education Leadership from Georgia Southern University.



THURSDAY, 05 FEBRUARY

THURSDAY, 05 FEBRUARY

THURSDAY, 05 FEBRUARY	
8:15-8:45	REGISTRATION DESK OPEN
8:45-9:30	CONFERENCE OPENING
	Homer Stavely, Common Ground Publishing, USA Thomas Koballa, College of Education Dean, Georgia Southern University, USA
9:30-10:00	PLENARY SESSION
	Devon Jensen, Georgia Southern University, USA "Using the Future to Understand Today"
10:00-10:20	GARDEN SESSION
10:20-11:35	PARALLEL SESSIONS
Room 1	<p>University and Community Collaboration</p> <p>The Signature Partnership Initiative: A University and Community Collaboration Dr. Henry Cunningham, <i>Office of the Vice President for Community Engagement, University of Louisville, Louisville, USA</i> Dr. Vicki Hines-Martin, <i>Office of the Vice President for Community Engagement, University of Louisville, Louisville, USA</i> Daniel Hall, <i>Office of the Vice President for Community Engagement, University of Louisville, Louisville, USA</i> <i>Overview:</i> This paper provides a critical analysis of a university-community partnership. It explores the successes and progress made and looks at some of the challenges encountered in this collaboration. <i>Theme: The University and the Community</i></p> <p>Universities and the Community: Including Autism Brian Valentini, <i>Special Education, San Diego State University, San Diego, USA</i> <i>Overview:</i> This review of literature focuses on the roles, extending beyond post-secondary education, that universities play in a growing population of adults that have autism. <i>Theme: The University and the Community</i></p> <p>Educational Improvement in Industry through University Dr. Mimi Sakinah Abdul Munaim, <i>Faculty of Chemical and Natural Resources Engineering, Universiti Malaysia Pahang, Kuantan, Malaysia</i> <i>Overview:</i> This paper addresses the role of NGOs in increasing the percentage of student interest and attendance in schools in rural areas. <i>Theme: The University and the Community</i></p>
Room 2	<p>The Economics of Higher Education</p> <p>Private Sector Incursion into English as a Second Language Provision: A Looming Change on the Horizon Dr. Deborah Osborne, <i>Division of International Studies and Outreach, Oklahoma State University, Stillwater, USA</i> <i>Overview:</i> This paper discusses the recent incursion of for-profit organizations into the ESL corner of the Academy, and weighs its practical and philosophical implications. <i>Theme: Special Theme: The Economics of Higher Education</i></p> <p>The Changing Economics of Distance Education: Old Dominion University Online S. Mitsue Blythe, <i>Distance Learning, Old Dominion University, Norfolk, USA</i> Andy Casiello, <i>Distance Learning, Old Dominion University, Norfolk, USA</i> <i>Overview:</i> Distance education is experiencing dramatic changes as institutions transition from fixed models into more expansive online systems. These evolutions are intricately connected to the economic stability/instability of an institution. <i>Theme: University Administration</i></p> <p>Reallocating Resources to Achieve Strategic Balance: Corporate Raiders Pilfer Higher Education under the Guise of Reform Prof. Theodore Sawruk, <i>Department of Architecture, College of Engineering, Technology, and Architecture, University of Hartford, West Hartford, USA</i> <i>Overview:</i> The book "Prioritizing Academic Programs and Services" is an "invaluable resource" for university administrators' reallocation economic resources; however, the approach presented mirrors the ruthless methods of 1980's corporate assent managers. <i>Theme: Special Theme: The Economics of Higher Education</i></p>
11:35-11:45	BREAK

THURSDAY, 05 FEBRUARY

11:45-12:30	PARALLEL SESSIONS
Room 1	<p>Workshop</p> <p>Flipping My University Classroom Dr. Ellen Warrington, <i>Education, Mount Mercy University, Cedar Rapids, USA</i> <i>Overview:</i> Engaging university students can be difficult. Flipping my classroom engaged students at a higher level. This workshop explores strategies participants might implement to flip their classroom. <i>Theme: Teaching and Learning</i></p>
Room 2	<p>Workshop</p> <p>Thinking in Threes and Visual Writing: A Construct for College Writing Dr. Nancy Linden Sioufi, <i>College of Liberal Arts - Humanities, Savannah State University, Savannah, USA</i> Dr. Michael Lewis, <i>College of Liberal Arts - English, Savannah State University, Savannah, USA</i> <i>Overview:</i> Increasing motivation and ownership for freshmen academic writing, this workshop focuses on helping students succeed with an easy to follow best practice. <i>Theme: Teaching and Learning</i></p>
Room 3	<p>Workshop</p> <p>Audience Response Systems: Using Text Messaging to Increase Student Engagement and Understanding Jeffrey Anderson, <i>College of Business, Ohio University, Athens, USA</i> <i>Overview:</i> Audience Response Systems allow the learner to answer class questions by text messaging. This workshop examines the benefits and limitations of using these systems in the lecture hall. <i>Theme: Teaching and Learning</i></p>
12:30-13:15	LUNCH
13:15-14:15	PARALLEL SESSIONS
Room 1	<p>New Directions in Assessment and Evaluation of Learning</p> <p>Enhancing Educational Development Using Virtual Reality and Simulations: Creative Concepts in Times of Fiscal Restraint Dr. Kenneth D. Ott, <i>Department of Adult and Career Educaiton, Valdosta State University, Valdosta, USA</i> Dr. Bonni Cohen, <i>College of Nursing and Health Sciences, Valdosta State University, Valdosta, USA</i> Dr. L. Dee Ott, <i>College of Nursing and Health Sciences, Valdosta State University, Valdosta, USA</i> <i>Overview:</i> This paper discuss integration of virtual reality and simulation in a clinical assessment graduate course using the program "Second Life." <i>Theme: Teaching and Learning</i></p>
Room 2	<p>Teaching and Learning in the University</p> <p>Teaching and Learning in Unexpected Places: Cultural Consumption and Qualitative Research as Pedagogical Spaces Kaela Jubas, <i>Adult Learning Werklund School of Education, University of Calgary, Calgary, Canada</i> <i>Overview:</i> I discuss how humanities-oriented textual analysis might relate to social sciences-oriented ethnography, and how qualitative research involving participants can become a pedagogical and learning site for participants and researchers. <i>Theme: Teaching and Learning</i></p> <p>Another Look at Student Ratings of Teaching Quality: Data from Penn State Student Surveys in Three Settings Dr. Fern Willits, <i>Department of Agricultural Economics, Sociology, and Education, Penn State University, University Park, USA</i> Dr. Mark Brennan, <i>Department of Agricultural Economics, Sociology, and Education, Penn State University, University Park, USA</i> <i>Overview:</i> The relationships of course difficulty, amount of work, and perceived learning to college students' rating of course quality are analyzed using data from Penn State students in three settings. <i>Theme: Teaching and Learning</i></p>

THURSDAY, 05 FEBRUARY

13:15-14:15	PARALLEL SESSIONS
Room 3	<p>Academic Leadership</p> <p>A Struggle for Academic Freedom When There Is Total Noise Dr. Susan S. Reilly, <i>School of Communication and Multimedia Studies, Florida Atlantic University, Boca Raton, USA</i> <i>Overview:</i> Faced with an onslaught of cyber-criticism, university administrators must be careful not to sacrifice their faculty members' academic freedom to stem negative publicity. <i>Theme: University Administration</i></p> <p>Leapfrogging Research, Publications, and Innovation through Holistic Research Culture and Ecosystem Fazia Ali, <i>Research and Innovation, University Malaysia Pahang, Gambang, Malaysia</i> Nursyailhan Ab Halim, <i>Research and Trust Accounts, Bursar, University Malaysia Pahang, Gambang, Malaysia</i> Prof. Daing Nasir Ibrahim, <i>Office of the Vice Chancellor, University Malaysia Pahang, Gambang, Malaysia</i> <i>Overview:</i> The phenomenal ranking of UMP as indicated by the UNESCO 2014 report can be attributed to its holistic approach to the development of research and innovation of culture and ecosystem. <i>Theme: University Administration</i></p>
14:15-14:30	COFFEE BREAK
14:30-15:10	TALKING CIRCLES
	<p>Room 1: Teaching and Learning / Research and Knowledge Room 2: University Administration / The University and the Community Room 3: The Economics of Higher Education</p>
15:10-15:25	BREAK
15:25-16:25	PARALLEL SESSIONS
Room 1	<p>New Models for Higher Eductaion: Research and Knowledge Formation</p> <p>Quality International Experience Online: Explorations in Authentic Student Engagement Dr. Mary Scoggin, <i>Department of Anthropology, International Studies, Humboldt State University, Arcata, USA</i> <i>Overview:</i> Can an online program deliver quality international experiences? This project presents an innovative format employing digital ethnography to explore this question. <i>Theme: Teaching and Learning</i></p>
Room 2	<p>Educational Policies and Practices</p> <p>An Intervention Program for the Advancement of Education among Indigenous People's Children in the State of Pahang, Malaysia Zainal Bahari, <i>Special Projects, University Malaysia Pahang, Gambang, Malaysia</i> Prof. Daing Nasir Ibrahim, <i>Office of the Vice Chancellor, University Malaysia Pahang, Gambang, Malaysia</i> Muhammad Azli Shukri, <i>University Publisher, University Malaysia Pahang, Gambang, Malaysia</i> <i>Overview:</i> This paper discusses the collaborative intervention efforts undertaken by UMP and ECERDC in enhancing the performance of children's education for indigenous people. The outcome of the program shows remarkable improvements. <i>Theme: The University and the Community</i></p>

FRIDAY, 06 FEBRUARY

FRIDAY, 06 FEBRUARY	
9:15-9:45	REGISTRATION DESK OPEN
9:45-10:00	CONFERENCE ANNOUNCEMENTS
	Homer Stavely, Common Ground Publishing, USA
10:00-11:00	PARALLEL SESSIONS
Room 1	<p>Technology in the Classroom</p> <p>Using PowerPoint Effectively in Classroom Based Lectures Dr. Yukiko Inoue-Smith, <i>Foundations and Educational Research, University of Guam, Mangilao, Guam</i> <i>Overview:</i> This paper addresses the question of whether PowerPoint is best suited to contemporary instructional goals, discussing effective uses of PowerPoint slides for helping students meet learning objectives in class sessions. <i>Theme: Teaching and Learning</i></p> <p>Funding of Tertiary Education in Nigeria Dr. Rosemary Iwu, <i>Department of Biology, Alvan Ikoku Federal College of Education, Owerri, Nigeria</i> <i>Overview:</i> This paper examines the availability, usability, and functionality of science equipment in the acquisition of science/technical skills geared towards improving competence in the teaching/learning process. <i>Theme: Teaching and Learning</i></p>
Room 2	<p>The Role of Higher Education in Society</p> <p>Western Educational Leadership Development: The Development of a New Administrative Preparation Program Designed to Work Collaboratively with Local School Districts Dr. Joseph Hunter, <i>Special Education and Education Leadership, Western Washington University, Bellingham, USA</i> Dr. Donald Larsen, <i>Special Education and Education Leadership, Western Washington University, Bellingham, USA</i> <i>Overview:</i> This paper describes a new development project purposing to serve two critical needs in public K-12 systems: leadership and management training for school administrators and strategies for school district improvement. <i>Theme: The University and the Community</i></p>
Room 3	<p>Changing Role of Higher Education Purposes</p> <p>Education, Economic Growth, and Sustainable Development: Aligning the Focus from Tactical to Strategic Dr. Madhavi Venkatesan, <i>Department of Economics, Bridgewater State University, Bridgewater, USA</i> <i>Overview:</i> This paper analyzes the manner in which higher education has contributed to the limited entrenchment of sustainable values. <i>Theme: Special Theme: The Economics of Higher Education</i></p>
11:00-11:15	COFFEE BREAK
11:15-12:00	PARALLEL SESSIONS
Room 1	<p>Workshop</p> <p>Converting In-ground Courses to Online Courses: A Workshop in the Application of Best Practices Dr. Richard Michael Kesner, <i>Supply Chain and Information Management Group, D'Amore-McKim School of Business, Northeastern University, Boston, USA</i> Prof. Heidie Ganjineh Hutchinson, <i>Computer Information Systems/Telecommunications, Community College of Beaver County, Monaca, USA</i> <i>Overview:</i> We provide a systematic approach to the conversion of tradition in-ground university courses into successful online courses. University and Community College examples will be employed. <i>Theme: Teaching and Learning</i></p>
Room 2	<p>Workshop</p> <p>Differentiating Learner Outcomes: A Student-centered Approach with Value-added Benefits Dr. Teresa Day Walker, <i>Early Childhood Education, Central Washington University, Ellensburg, USA</i> <i>Overview:</i> Learner outcomes move beyond the syllabus pages and impact more than program assessment when they become an integral component of student voice through learner-lead differentiation of the curriculum. <i>Theme: Teaching and Learning</i></p>
Room 3	<p>Workshop</p> <p>Darkness Visible: Strategies to Help Students Reach Their Learning Goals Dr. Michael Johnson, <i>Modern and Classical Languages Department, Buffalo State College, Buffalo, USA</i> <i>Overview:</i> This workshop discusses three ways to promote learning readiness in undergraduate students: homework logs clarify effort, week charts budget time, "my world" maps raise sights to further horizons. <i>Theme: Teaching and Learning</i></p>
12:00-12:55	LUNCH

FRIDAY, 06 FEBRUARY

12:55-13:25	FINAL TALKING CIRCLES
	Room 1: Teaching and Learning / Research and Knowledge Room 2: University Administration / The University and the Community Room 3: The Economics of Higher Education
13:25-14:25	PARALLEL SESSIONS
Room 1	<p>Study Abroad Program Challenges and Solutions</p> <p>Short-term Programs in Non-European Settings: Precautions and Pitfalls Prof. Abalo Adewui, <i>College of Education and Human Services, Teacher Education, and Professional Development, Central Michigan University, Midland, USA</i> <i>Overview:</i> The growing desire for short-term programs directed toward non-traditional destinations at many United States colleges and universities requires that precautions and pitfalls be considered to achieve the program goals. <i>Theme: Teaching and Learning</i></p> <p>Why Students Should Eat Haggis: Experiential Learning and Cost Collaboration with Undergraduates Kevin Grace, <i>Archives and Rare Books Library, University of Cincinnati, Cincinnati, USA</i> <i>Overview:</i> Experiential learning in study abroad assignments is essential, but is often expensive. Collaborating with students to maximize coursework in a global environment proactively engages them in a cost-benefit program. <i>Theme: Teaching and Learning</i></p>
Room 2	<p>Educational Perceptions and Experiences</p> <p>The Doctoral Journey: Perseverance Dr. Thomas Ryan, <i>Education - Graduate Studies, Nipissing University, North Bay, Canada</i> <i>Overview:</i> This research was designed to capture the stories of Canadian doctoral graduates who undertook, successfully, the doctoral journey which unfolded over several years. <i>Theme: The University and the Community</i></p>
Room 3	<p>Intellectual Perceptions and Conceptual Change</p> <p>A Study of Misconceptions in Electrostatics among Learners at the University Entry Point: A South African Case Study S. T. Muthiraparampil, <i>Faculty of Health Sciences, Walter Sisulu University, Mthatha, South Africa</i> Prof. K. J. Mammen, <i>Faculty of Education, University of Fort Hare, East London, South Africa</i> Dr. Max Chirwa, <i>Department of Physics, Walter Sisulu University, Mthatha, South Africa</i> <i>Overview:</i> This research gathers misconceptions, if any, on the concepts and principles on "electrostatics" amongst learners at entry point at one rural public university in South Africa. <i>Theme: Teaching and Learning</i></p> <p>Celebrating Our Roots in a Diverse Environment: Students Voices of Appreciating Commonalities between Different Cultures Dr. Shaheen Usmani, <i>Brooklyn College, New York, USA</i> <i>Overview:</i> This paper discusses creation of a scholastic niche in a classroom that nurtures intellectual courage, humility, and autonomy. Students celebrate their roots and focus on commonalities between different cultures. <i>Theme: Teaching and Learning</i></p>
14:25-14:40	COFFEE BREAK

FRIDAY, 06 FEBRUARY

14:40-15:55	PARALLEL SESSIONS
Room 1	<p>Strategic Management of Higher Education</p> <p>The Colleges of Technology in Saudi Arabia and Strategic Management for Competitive Advantage: A Case Study Dr. Tariq Althwaini, <i>Department of Education Administration, King Saud University, Riyadh, Saudi Arabia</i> <i>Overview:</i> This study ascertains the major factors of external industry structure, internal resources, and institutional performance and examines the relationships between external industry, internal resources, and institutional performance. <i>Theme: Special Theme: The Economics of Higher Education</i></p> <p>Towards Pan-Arab Transformative Education and Rejuvenation Prof. Salem Al-Agtash, <i>Department of Computer Engineering, German Jordanian University, Amman, Jordan</i> <i>Overview:</i> This paper outlines a concept of a pan-Arab transformative education and rejuvenation to overcome challenges of populated universities and lack of relevance to evolving job market requirements. <i>Theme: Teaching and Learning</i></p> <p>The Training Needs of Faculty in the College of Education at King Saud University Abdullah Mohammed Aalmanie, <i>Educational Administration Department, College of Education, King Saud University, Riyadh, Saudi Arabia</i> <i>Overview:</i> This study investigates the trends of technology needs for the faculty in the College of Education at King Saud University in Saudi Arabia. <i>Theme: Teaching and Learning</i></p>
Room 2	<p>Studies in Student Engagement and Learner Diversity</p> <p>Student Use of Social Media at Charles Darwin University Dr. Susan Bandias, <i>School of Law and Business, Charles Darwin University, Darwin, Australia</i> Dr. Rajeev Sharma, <i>School of Business, Charles Darwin University, Darwin, Australia</i> <i>Overview:</i> This paper examines the use of social media by students engaged in the Australian Tertiary Education sector at Charles Darwin University. <i>Theme: Teaching and Learning</i></p> <p>Diversity Preparation in Teacher Education Dr. Anita Dutrow, <i>Research and Residencies, Walden University, Greenville, USA</i> <i>Overview:</i> This study compares undergraduate student attitudes toward diversity in South Africa, Sweden, and the United States. <i>Theme: Teaching and Learning</i></p> <p>Strategies for Teaching Culturally Diverse e-Learners Dr. Mansureh Kebritchi, <i>School of Advanced Studies, University of Phoenix, Oviedo, USA</i> <i>Overview:</i> Higher education institutions need to serve culturally diverse learners to address the global demand for higher education. This paper provides the best strategies for teaching culturally diverse learners. <i>Theme: Teaching and Learning</i></p>
Room 3	<p>University Administration: Institutional Performance</p> <p>An Audit on the State of Readiness for University Autonomy: The University Malaysia Pahang Experience Prof. Daing Nasir Ibrahim, <i>Office of the Vice Chancellor, University Malaysia Pahang, Kuantan, Malaysia</i> Fazia Ali, <i>Department of Research and Innovation, University Malaysia Pahang, Kuantan, Malaysia</i> Shahrizai Sarif, <i>Academic Management, University Malaysia Pahang, Kuantan, Malaysia</i> <i>Overview:</i> This paper reports on the process of the audit of UMP's state of readiness for autonomy. The initial findings appear promising for UMP to be granted full autonomy. <i>Theme: University Administration</i></p> <p>The Use of an Integrated Financial Management System to Enhance the Implementation of the University Malaysia Pahang's Strategic Plan Ahmad Fauzi Mohamed Shah, <i>Finance and Accounts, Bursar Office, University Malaysia Pahang, Gambang, Malaysia</i> Prof. Daing Nasir Ibrahim, <i>Office of the Vice Chancellor, University Malaysia Pahang, Gambang, Malaysia</i> <i>Overview:</i> The IMS Financial is part of the overall Integrated Management System, comprised of various modules. This paper describes its capabilities in generating reports for the monitoring of UMP's strategic plan. <i>Theme: University Administration</i></p>
15:55-16:15	CONFERENCE CLOSING

LIST OF PARTICIPANTS

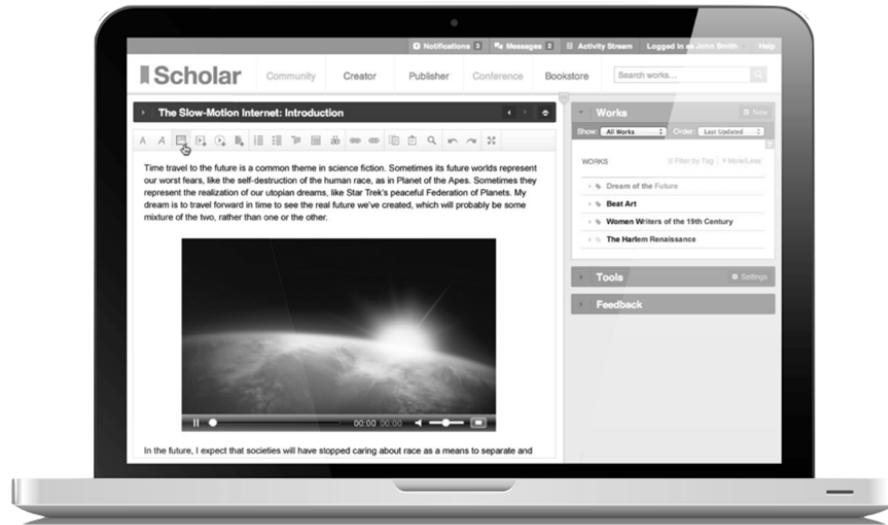
Abdullah Mohammed	Aalmanie	King Saud University	Saudi Arabia
Nursyaihan	Ab Halim	University Malaysia Pahang	Malaysia
Mimi Sakinah	Abdul Munaim	Universiti Malaysia Pahang	Malaysia
Abalo	Adewui	Central Michigan University	USA
Salem	Al-Agtash	German Jordanian University	Jordan
Fazia	Ali	University Malaysia Pahang	Malaysia
Tariq	Althwaini	King Saud University	Saudi Arabia
Jeffrey	Anderson	Ohio University	USA
Prince	Appiah	Nanjing University of Information Science and Technology	China
Zainal	Bahari	Universiti Malaysia Pahang	Malaysia
Susan	Bandias	Charles Darwin University	Australia
Claire	Belanger	Universite Saint Boniface	Canada
Andy	Casiello	Old Dominion University	USA
Bonni	Cohen	Valdosta state University	USA
Henry	Cunningham	University of Louisville	USA
Anita	Dutrow	Walden University	USA
Tamela	Evans	Georgia Southern University	USA
Heidie	Ganjineh Hutchinson	Community College of Beaver County	USA
Kevin	Grace	University of Cincinnati	USA
Kerry	Greenstein	Georgia Southern University	USA
Vicki	Hines-Martin	University of Louisville	USA
Joseph	Hunter	Western Washington University	USA
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Yukiko	Inoue-Smith	University of Guam	Guam
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Devon	Jensen	Georgia Southern University	USA
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Kaela	Jubas	University of Calgary	Canada
Mansureh	Kebritchi	University of Phoenix	USA
Richard Michael	Kesner	Northeastern University	USA
Donald	Larsen	Western Washington University	USA
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Mary H.	Loomis	Savannah State University	USA
K. J.	Mammen	University of Fort Hare	South Africa
Ahmad Fauzi	Mohamed Shah	University Malaysia Pahang	Malaysia
Deborah	Osborne	Oklahoma State University	USA
Kenneth D.	Ott	Valdosta State University	USA
L. Dee	Ott	Valdosta State University	USA
Susan S.	Reilly	Florida Atlantic University	USA
Thomas	Ryan	Nipissing University	Canada
Shahrizai	Sarif	University Malaysia Pahang	Malaysia
Theodore	Sawruk	University of Hartford	USA

Mary	Scoggin	Humboldt State University	USA
Brad	Sheriff	University of Nebraska-Lincoln	USA
Muhammad Azli	Shukri	University Malaysia Pahang	Malaysia
Shaheen	Usmani	City University of New York	USA
Brian	Valentini	San Diego State University	USA
Madhavi	Venkatesan	Bridgewater State University	USA
Teresa Day	Walker	Central Washington University	USA
Ellen	Warrington	Mount Mercy University	USA
Fern	Willits	Pennsylvania State University	USA
Amy	Zieziula	Georgia Southern University	USA

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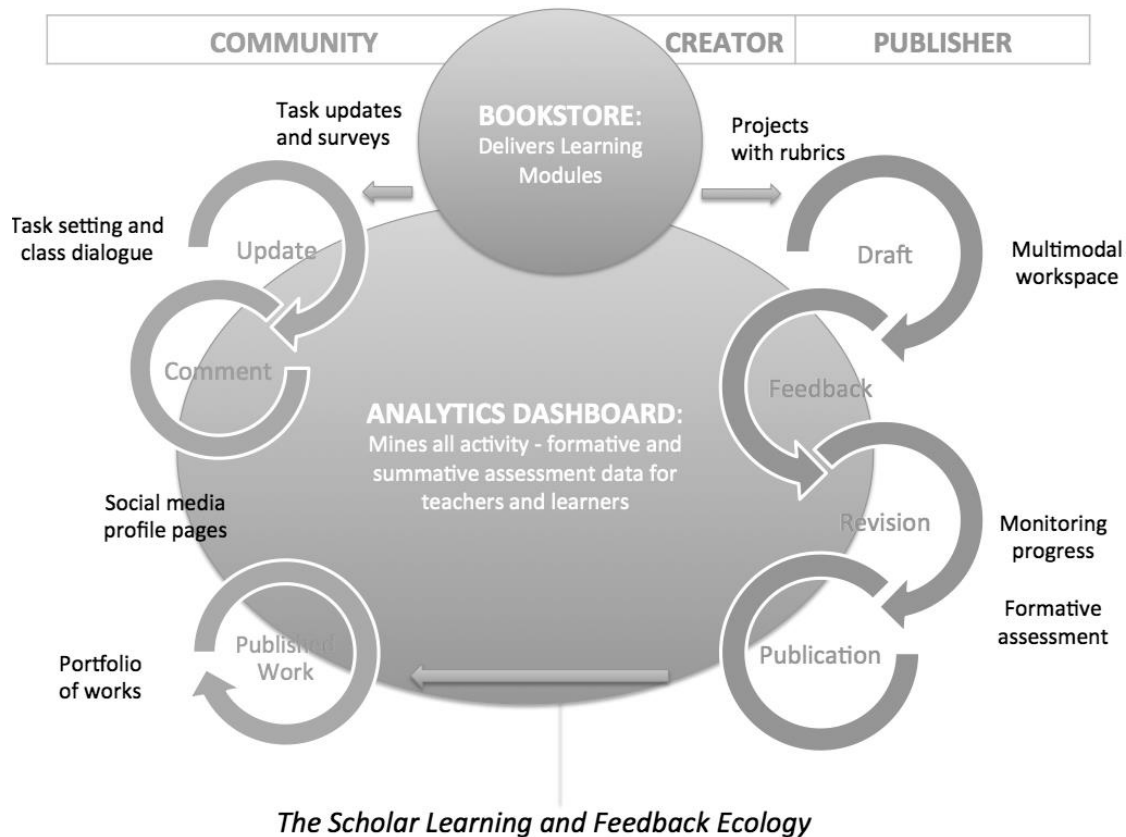
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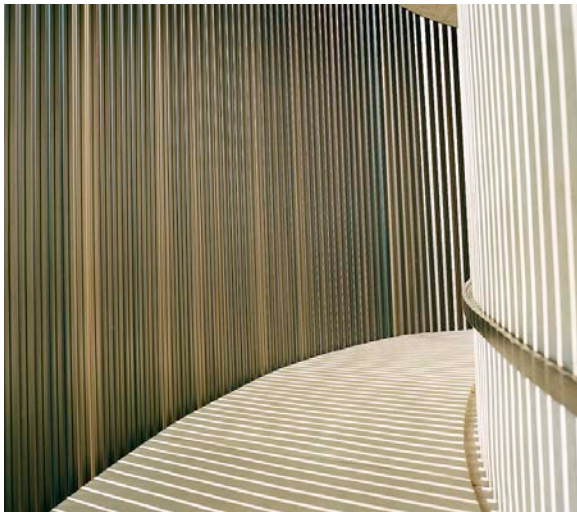




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