

Please remember that the blog is live and still getting active views.
It will continue to receive comments as time progresses.

New Models of Tertiary Education Discussion

Discussions on Q1

Discussions on Q1

Q1 What are the advantages and disadvantages of administering multiple types of post-compulsory education as a single system?

2 comments:

Anonymous March 22, 2016 at 3:05 PM

Glad someone is allowing voices to be heard anonymously (if needed). When will discussions on other questions start?

[Reply](#)



Raazesh Sainudiin March 22, 2016 at 3:18 PM

Dear 'Anonymous instance March 22, 2016 at 3:05 PM',

We will fully open for all discussions after Easter weekend. In the mean time, please have a look through the Issues Paper at <http://new-models-of-tertiary-education.blogspot.co.nz/p/blog-page.html> and <http://www.productivity.govt.nz/inquiry-content/2683?stage=2> for details on what constitutes constructive feed-back.

[Reply](#)

Discussions on Q2

Discussions on Q2

Q2 Do prospective students have good enough information to enable them to make informed choices about providers and courses? What additional information should be provided? Who should provide it?

No comments:

Discussions on Q3

Discussions on Q3

Q3 Is the business model of universities published by Universities New Zealand a good characterisation? Are there aspects of the business model of universities that it does not explain?

No comments:

Discussions on Q4

Discussions on Q4

Q4 What is the business model of ITPs? Do the business models of ITPs vary significantly? In what ways?

No comments:

Discussions on Q5

Discussions on Q5

Q5 What are the business models of the three wānanga?

No comments:

Discussions on Q6

Discussions on Q6

Q6 Do the business models of PTEs have common characteristics?

No comments:

Discussions on Q7

Discussions on Q7

Q7 What are the implications of economies of scale in teaching (and the government funding of student numbers) for the delivery of tertiary education in different types of providers and for different types of courses and subjects?

No comments:

Discussions on Q8

Discussions on Q8

Q8 How does competition for student enrolments influence provider behaviour? Over what attributes do providers compete? Do New Zealand providers compete with one another more or less than in other countries?

No comments:

Discussions on Q9

Discussions on Q9

Q9 What are the implications of fixed capital costs for the business of tertiary education? Do differences in the capital structure of different tertiary institutions have important implications for the delivery of tertiary education?

No comments:

Discussions on Q10

Discussions on Q10

Q10 What are the implications of the multiple activities of tertiary education for its delivery? What outputs are best produced together? What outputs are best produced separately?

No comments:

Discussions on Q11

Discussions on Q11

Q11 What are the benefits and disadvantages, in terms of students' learning outcomes, of bundling together research and teaching at universities in New Zealand?

No comments:

Discussions on Q12

Discussions on Q12

Q12 What value is attached to excellence in teaching compared to excellence in research when universities recruit or promote staff?

No comments:

Discussions on Q13

Discussions on Q13

Q13 Do New Zealand TEIs cross-subsidise research with teaching income?

No comments:

Discussions on Q14

Discussions on Q14

Q14 What other evidence is there about what makes for effective teaching in a tertiary environment? Is it different for different types of learning or student? How can teaching effectiveness be best measured and improved?

No comments:

Discussions on Q15

Discussions on Q15

Q15 How do tertiary providers assess, recognise and reward teaching quality in recruitment and career progression? To what extent do tertiary providers support the professional learning of teachers?

No comments:

Discussions on Q16

Discussions on Q16

Q16 How do New Zealand tertiary providers use student evaluations? How does this influence provider behaviour?

No comments:

Discussions on Q17

Discussions on Q17

Q17 In what ways and to what extent do employers interact with tertiary providers in New Zealand? Are there practical ways to encourage employers to have greater or more productive involvement in the tertiary education system?

No comments:

Discussions on Q18

Discussions on Q18

Q18 What are the similarities and differences among ITOs, or between ITOs and other tertiary subsectors, in how they operate?

No comments:

Discussions on Q19

Discussions on Q19

Q19 What makes for a successful ITO in terms of meeting the needs of firms for skilled staff?

No comments:

Discussions on Q20

Discussions on Q20

Q20 How effective is the ITO model in meeting the needs of learners and firms?

No comments:

Discussions on Q21

Discussions on Q21

Q21 What arrangements for arranging workplace training and apprenticeships in other countries could New Zealand usefully learn from?

No comments:

Discussions on Q22

Discussions on Q22

Q22 Is the current architecture a good fit for a tertiary education system? What are its advantages and disadvantages? Are there good alternatives?

No comments:

Discussions on Q23

Discussions on Q23

Q23 How effective is the TES instrument at giving government education agencies direction about prioritising resources and making trade-offs in carrying out their roles? What are the benefits and risks, in terms of fostering an innovative system, of a more or less directive TES?

No comments:

Discussions on Q24

Discussions on Q24

Q24 How do other instruments (eg, funding mechanisms, letters of expectation, budget initiatives) influence government agencies' behaviour? How do these align with the TES instrument?

No comments:

Discussions on Q25

Discussions on Q25

Q25 When do the TEC's independent funding role and its Crown monitoring role align, and when are they in tension?

No comments:

Discussions on Q26

Discussions on Q26

Q26 What are the pros and cons of different quality assurance arrangements for universities to those for ITPs, wānanga, and PTEs?

One of the major cons of the quality assurance arrangement for universities through the CUAP is the potential for divergence of certain non-professional programmes from similar programmes in other English-speaking countries.

An explicit comparison of NZ's BSc and BA degrees with those in other English-speaking countries, including the UK and the US would make the quality assurance arrangement for Universities through CUAP more meaningful and internationally synchronised. To ensure graduating students are up to speed with international standards and expectations in a fast-changing world, it is equally important that curricula are revisited periodically (minimally every 5-10 years) to ascertain whether they continue to meet these objectives. Let us focus for example on the course requirements for a Bachelor's degree in Statistics/Mathematics in the US ([regionally accredited programmes](#)) and the UK. See the following URLs:

- [University of Minnesota, Statistics BS/BA](#)
- [Case Western Reserve University, BS in Statistics](#)
- [University of Oxford, BSc in Mathematics/Statistics](#)
- [Lancaster University, BSc in Statistics \(hons\)](#)

A simple theme emerges across all these programmes. All of them require multi-variate calculus and linear algebra as a minimal requirement in a Bachelor's programme in Statistics, for example. Furthermore, the [American Statistical Association \(ASA\) Curriculum Guidelines for Undergraduate Programs in Statistical Science \(PDF\)](#), circulated as *excellent reading* by a recent NZ Statistical Association President, states, "**Mathematical foundations:** Graduates should be able to apply mathematical ideas from linear algebra and calculus to statistics, and to set up and apply probability models."

Unfortunately, students from NZ (from more than one University) can complete their BSc (Hons) in Statistics with no course work in multivariate Calculus or Linear Algebra. Similarly BSc (Hons) students in Mathematics can complete their degree without doing a course in advanced Analysis for example (usually considered a requirement in the US and UK). A systematic comparison of various non-professional majors in NZ with their counterparts in the US or UK may shed further light on the extent of this problem.

Such students are typically asked to repeat up to a full year of undergraduate courses upon conditional acceptance into PhD programmes in the US (case studies will be provided upon request). Fortunately, good students do take more than the minimal required set of courses and the best students routinely go to the top 10 Universities in the world for further studies. Unfortunately, this is not the case for most students who need more structure and guidance regarding the required coursework.

At the very least, we need to let our students know what combination of courses are equivalent to a BS programme in Mathematics/Statistics at any accredited US State University or to a BSc (hons) programme at a typical UK University. Therefore an explicit comparison of NZ's BSc and BA degrees in terms of the defining coursework of a major such as Statistics or Mathematics with those in other English-speaking countries, including the UK and the US, would make the quality assurance arrangement for Universities through CUAP more meaningful to the student. Further, re-evaluating course curricula periodically (minimally every 5-10 years) in a comparative international context, will ensure NZ students receive the most relevant and up to date training in their field of study, in this fast-changing world.

The following natural questions arise:

How can such degrees in NZ Universities be considered to be quality assured in an international sense? How can the system be encouraged to compare and contrast its quality assured degree with those from the UK or the US in an independent and unbiased manner?

The reasons for the perpetuation of such "quality-assured" programmes in NZ that continue to diverge significantly from similar programmes in the US/UK (in some cases, including BS/BSc(hons) in Mathematics/Statistics) will be discussed as part of other questions. Some such reasons include:

- **systematic and gradual grade inflation** aimed at easing of standards to be more inclusive of a larger number of students and/or a broader range of student backgrounds (in terms of prerequisites) and thereby increasing the flow of EFTS into a programme,
- requiring courses in linear algebra or multivariate calculus from another course code (possibly in another Department or even College within the University), say Mathematics, may lead to *perceived loss of EFTS* to the major's course code or Department, say Statistics (See Question 70 on funding shift inside a TEI),
- **pressure for course/degree/qualification completion to justify course offerings** and
- the phenomenon of *personally-validated curricula*, whereby a few strong personalities within a Faculty, who personally went through Bachelor's programmes outside the major field of study in question or ones without international standards/accreditation, strongly oppose any democratic effort to bring courses up to international standards, to some of the currently diverged programmes in NZ.

Clearly, ensuring international standards for NZ's BSc and BA (hons) degrees (in all non-professional majors) by independent comparisons with accredited degrees in other English-speaking countries, including the UK and the US, will help protect the "New Zealand" brand and help answer: **Q45 Is the "New Zealand" brand an important part of international competition for students, staff, and education products and services? What should providers and government do to manage or enhance this brand?**
See [Discussion on Q45](#).

Also see discussion and comment on [Joyce says migration not education will close the IT Skills gap](#).

4 comments:

Anonymous March 28, 2016 at 9:05 PM

"Personally-validated curriculum" arguments are quite common in my Department. The typical argument is: "I did not need to study such and such subjects, I am doing just fine!".

[Reply](#)



Irene v March 31, 2016 at 8:13 PM

I have my statistics BSc and MSc from NZ, and am currently working on my stats PhD in the US. As I was thinking about doing my PhD overseas while doing my MSc it would have been very helpful to have known the US PhD requirements, I would have taken different courses during my time in NZ to prepare for this.

Instead I had to pass an undergraduate maths course (which isn't credited to my degree) before I received full admittance to the PhD program, pass graduate level real analysis courses for which I had no preparation, and pass very theoretical courses which again I was not prepared for. On the upside I have done very well in the more practical courses, which I think NZ prepares students for more than the US does.

[Reply](#)

Anonymous March 31, 2016 at 8:53 PM

We provide service courses to several other departments and "personally validated curriculum" arguments from the staff in those departments are endemic, even though the value of covering topics such as calculus, and particularly linear algebra, are well understood within our department. Faculty from other departments have even stated to us explicitly that their students don't need to know maths, stats, comp sci, or - when that is challenged - to claim that in any case even those students who didn't learn the basics at high school will somehow pick up everything they need in terms of quantitative chops without taking any formal papers in those areas. Presumably this happens by osmosis, despite the evidence that somehow it didn't work for them at high school. The root of the problem is that the current funding model for higher education in NZ means that EFTS = political clout, especially since there is virtually no research funding for the M in STEM, and therefore large faculties can make idiotic decisions, to the detriment of their students, and never seriously get called on it. It is rather depressing.

[Reply](#)



JM April 13, 2016 at 2:47 PM

Calculus is fundamental to the understanding of densities and distributions. Linear Algebra, and various extensions, is the mechanics of regression. These are not enough; there are huge subtleties in the use and interpretation of regression coefficients. But they are an important component of the understanding.

Occasionally, I have encountered senior students who are very good at handling the computing side of doing a regression, but who have close to zero understanding of how the coefficients relate to the data used. It is not just international requirements that are the concern. We need to be able to have confidence in NZ graduates who are employed as statisticians in NZ.

Additionally, there is insufficient attention, for statisticians employed in CRIs and elsewhere, to in-service training that will update their skills. For those who have a reasonable background in calculus and linear algebra, a large part of the training will be exposure to modern methodology (in important areas, there have been big advances in the tools that implement methodology in the past 5 years) and to practical examples of their use. The notion that one trains a statistician, releases them to the wild and that is it, should have been buried long ago.

[Reply](#)

Discussions on Q27

Discussions on Q27

Q27 How do New Zealand's government institutional arrangements for tertiary education compare to those in other jurisdictions?

No comments:

Discussions on Q28

Discussions on Q28

Q28 In what ways does a focus on educating international students complement or undermine the other goals of tertiary education providers?

No comments:

Discussions on Q29

Discussions on Q29

Q29 What factors best explain the discrepancy between growing levels of tertiary education attainment without a significant productivity dividend?

No comments:

Discussions on Q30

Discussions on Q30

Q30 What are the best measures to determine whether the tertiary education system is working well?

No comments:

Discussions on Q31

Discussions on Q31

Q31 What other evidence is there about the influence of tertiary education system performance on graduate income premia in New Zealand?

No comments:

Discussions on Q32

Discussions on Q32

Q32 To what extent are graduates meeting employers' expectations with respect to hard or technical skills? What about soft skills and capabilities?

No comments:

Discussions on Q33

Discussions on Q33

Q33 What are the significant trends in employer demand for tertiary-educated employees, and in student demand for tertiary education? How is the system responding?

No comments:

Discussions on Q34

Discussions on Q34

Q34 What is being done to develop, assess and certify non-cognitive skills in tertiary education in New Zealand? Do approaches vary across provider types, or between higher, vocational, and foundation education?

No comments:

Discussions on Q35

Discussions on Q35

Q35 What are the implications of new technologies that are predicted to make many currently valuable skills obsolete? Will this change the role of the tertiary education system?

No comments:

Discussions on Q36

Discussions on Q36

Q36 What challenges and opportunities do demographic changes present for the tertiary education system?

No comments:

Discussions on Q37

Discussions on Q37

Q37 What evidence is there on the effect of tuition fees on student access to, or the demand for, tertiary education in New Zealand?

No comments:

Discussions on Q38

Discussions on Q38

Q38 What are the likely impacts of domestic student fees increasing faster than inflation?

No comments:

Discussions on Q39

Discussions on Q39

Q39 What impact has the pattern of government spending on tertiary education had on the tertiary education provided?

No comments:

Discussions on Q40

Discussions on Q40

Q40 How have providers' input costs and revenue changed over time? What are the implications of these changes?

No comments:

Discussions on Q41

Discussions on Q41

Q41 How might Baumol's cost disease or Bowen's law (discussion of which tends to focus on providers like universities) apply in other parts of the tertiary education system?

No comments:

Discussions on Q42

Discussions on Q42

Q42 What specific technologies should the inquiry investigate? Why?

No comments:

Discussions on Q43

Discussions on Q43

Q43 What parts of the tertiary education system are challenged by ongoing technological change? What parts can exploit the opportunities created?

No comments:

Discussions on Q44

Discussions on Q44

Q44 How has internationalisation affected New Zealand's tertiary education system? What are the ongoing challenges and opportunities from internationalisation of the tertiary education system?

No comments:

Discussions on Q45

Discussions on Q45

Q45 Is the "New Zealand" brand an important part of international competition for students, staff, and education products and services? What should providers and government do to manage or enhance this brand?

See [Discussion on Q26](#) for ensuring international standards in non-professional NZ degrees.

Let us recall the remark on page 71: *Tertiary education providers share a "New Zealand" brand to the extent that exemplary (or bad) performance by one provider indirectly affects the reputation of others.*

Ensuring that NZ's degree in a given subject is standardised across its six Universities and remains equivalent with its counterparts in the UK and the US will go a long way towards managing and enhancing the "New Zealand" brand.

Furthermore, having high standards for international students (say by higher thresholds for English language exams or even requiring other standard exams such as the US GRE or equivalent), especially at the postgraduate level, can turn NZ into the preferred destination for bright international students, the core formula fuelling the engines of American innovation.

Thus, the immediate economic advantage to Universities by having full-fee paying international students need to be counterbalanced by the international admission standards (measured via standardised tests). To maintain the "New Zealand" brand, such international admission standards need to be made universal across all NZ Universities.

No comments:

Discussions on Q46

Discussions on Q46

Q46 What other trends provide challenges and opportunities for the tertiary education system?

No comments:

Discussions on Q47

Discussions on Q47

Q47 What trends are likely to be most influential for the tertiary education system over the next 20 years?

No comments:

Discussions on Q48

Discussions on Q48

Q48 Are there other important types of new model that should be included within the scope of this inquiry?

No comments:

Discussions on Q49

Discussions on Q49

Q49 What new models of tertiary education are being implemented in universities, ITPs, PTEs and wānanga? How successful have they been?

No comments:

Discussions on Q50

Discussions on Q50

Q50 Are current quality assurance and accountability arrangements robust enough to support a wide range of new models?

No comments:

Discussions on Q51

Discussions on Q51

Q51 How might new models of tertiary education affect the New Zealand brand in the international market for tertiary educations, students, education products and services?

No comments:

Discussions on Q52

Discussions on Q52

Q52 What can be learnt from the tertiary education systems of other countries? Are there models that could be usefully applied here?

No comments:

Discussions on Q53

Discussions on Q53

Q53 What measures have been successful in improving access, participation, achievement and outcomes for Māori? What measures have been less successful? Why?

No comments:

Discussions on Q54

Discussions on Q54

Q54 What measures have been successful in improving access, participation, achievement and outcomes for Pasifika? What measures have been less successful? Why?

No comments:

Discussions on Q55

Discussions on Q55

Q55 What measures have been successful in improving access, participation, achievement and outcomes for at-risk youth? What measures have been less successful? Why?

No comments:

Discussions on Q56

Discussions on Q56

Q56 What measures have been successful in improving access, participation, achievement and outcomes for those with limited access to traditional campus-based provision? What measures have been less successful? Why?

No comments:

Discussions on Q57

Discussions on Q57

Q57 What measures have been successful in improving access, participation, achievement and outcomes for people with disabilities? What measures have been less successful? Why?

No comments:

Discussions on Q58

Discussions on Q58

Q58 What measures have been successful in improving access, participation, achievement and outcomes for adults with low levels of literacy or numeracy? What measures have been less successful? Why?

No comments:

Discussions on Q59

Discussions on Q59

Q59 How innovative do you consider the New Zealand tertiary education system is? Do you agree that there is "considerable inertia" in the system compared to other countries? If so, in what way and why?

No comments:

Discussions on Q60

Discussions on Q60

Q60 What are the factors associated with successful innovation in the tertiary education system?

No comments:

Discussions on Q61

Discussions on Q61

Q61 What are the benefits to innovators in the tertiary education system? What challenges do they face in capturing these benefits?

No comments:

Discussions on Q62

Discussions on Q62

Q62 What are the barriers to innovation in the tertiary education system? What might happen if those barriers are lowered?

No comments:

Discussions on Q63

Discussions on Q63

Q63 How well do innovations spread in the tertiary education system? What helps or hinders their diffusion?

No comments:

Discussions on Q64

Discussions on Q64

Q64 How successful was the Encouraging and Supporting Innovation fund in promoting innovation in the tertiary sector? What evidence supports your view?

No comments:

Discussions on Q65

Discussions on Q65

Q65 Are there examples where the New Zealand Government has directly purchased innovation or innovative capacity in tertiary education? If so, was it successful?

No comments:

Discussions on Q66

Discussions on Q66

Q66 How easy or hard is it for a new provider or ITO to access TEC funding?

No comments:

Discussions on Q67

Discussions on Q67

Q67 Does the programme or qualification approval process via NZQA or CUAP enable or hinder innovation? Why?

No comments:

Discussions on Q68

Discussions on Q68

Q68 What impact has Performance-Linked Funding had on providers' incentives to innovate?

No comments:

Discussions on Q69

Discussions on Q69

Q69 How much does funding shift between PTEs based on assessments of performance? Whose assessments are they, and what are they based on?

No comments:

Discussions on Q70

Discussions on Q70

Q70 How much does funding shift inside a TEI (eg, between courses, academics, or faculties) based on assessments of performance? Whose assessments are they, and what are they based on?

With the introduction of Colleges and PVCs at one University in NZ over a decade ago, the VC is perceived to be monitoring the "performance" of each College on the basis of the number of EFTS that it "brings in". The flow of EFTS is distinguished up to each enrolment event, i.e., (student_id, course_code, Department_code, College_code, year_semester, course_EFTS_band, etc).

From a faculty member's perspective there is a perceived notion of job-security that is mutually reinforced by most faculty members within an academic Department. This perception, in many cases, seems to ensure that the set of all lectures delivered by each faculty member within a Department brings in about the same number of EFTS. Such egalitarian EFTS distribution usually amounts to multiple lecturers per course and a partitioning of the lectures in each course (especially with large number of students) by "specialisations" or "areas of expertise". Unfortunately this often leads to curricular stagnation and conceptual fragmentation within a course and is not usually in the best interest of the student (who now has to adapt to over 3 or 4 lecturers and their teaching styles in each course).

The "EFTS captured" by each Department is perceived to be associated with its clout within the College. At this intra-College level of the EFTS accounting model, each Department is trying to capture as many EFTS as possible and thus implicitly discourages the flow of EFTS to other Departments. This usually can culminate to a state where each Department tries to offer its own course in a given subject. For example, the Psychology Department may offer its own course in "Statistics for Psychologists", the Maths Department may offer its own course in "Computer Programming for Mathematicians", or the Engineering Departments may offer their own course in "Fluid Dynamics for Engineers". This EFTS-driven curricula is typically reinforced by "personally validated curricula". For a concrete account of inter-Departmental EFTS-motivated dynamics see comment:

<http://new-models-of-tertiary-education.blogspot.co.nz/2016/03/discussions-on-q26.html?showComment=1459482826635#c8119902329381372153> in the discussion on Q26:

<http://new-models-of-tertiary-education.blogspot.co.nz/2016/03/discussions-on-q26.html>.

The "EFTS captured" by each College is once again perceived to be associated with its clout within the University. At this inter-College level of the EFTS accounting model, each College tries to capture as many EFTS as possible and thus implicitly discourages the flow of EFTS to other Colleges, especially when there are no explicit graduation requirements that foster true University training (learning to write from the Arts faculty, to be numerate from academics in the Maths or Stats Departments, to program from academics in the Department of Computer Science, etc). For example, with the lack of a minimal writing requirement in a BSc degree, the potential for EFTS flow out of every Department (besides English) and every College (besides Arts) is minimised. In other words, there is no perceived economic incentive for the Head of the Department of BlahBlah-o-logy in a non-Arts College to ensure that its graduates can actually write reasonably well in English.

On a positive note, University of Canterbury (UC), one of six NZ Universities, recently introduced numeracy requirement for its BSc degree. On another very positive note UC has introduced 'employability' in one of its graduate attributes (see <http://www.canterbury.ac.nz/student-support/ccr-skill-development-outcomes/employability-innovation-and-enterprise/>). A focus on this graduate attribute can ensure that its graduates will meet basic writing/communicating, numeracy and possibly coding/programming requirements as expected by their employers. The following list of admirable graduate attributes:

<http://www.canterbury.ac.nz/student-support/ccr-skill-development-outcomes/> can only be truly achieved in the absence of the perceived hierarchies of various "EFTS-silos" across academics, Departments and Colleges within a University.

2 comments:

Anonymous May 3, 2016 at 11:44 PM

Creating joint appointments of academics across Departments can circumvent the EFTS silos by accounting for them. This is done in several top US Universities.

[Reply](#)

Anonymous May 4, 2016 at 10:50 AM

I am a faculty member at a Uni in NZ with a similar "College-PVC Silo Model". However, in my Department the workload is not made transparent to the faculty members by the Department's Head and some of us are teaching much more than others. On the other hand, we are told that we are in the "business" of getting as many student EFTS into our Department as possible. This is often at the expense of our student's educational breadth. I did my undergraduate in the US in a Liberal Arts College. This "College-PVC Silo Model" usually leads to an 'Anti Liberal Arts' education.

[Reply](#)

Discussions on Q71

Discussions on Q71

Q71 What influences tertiary providers towards offering a broad or narrow range of course offerings? What are the advantages and disadvantages (for providers, students, and the sector as a whole) of a relatively homogenous system?

No comments:

Discussions on Q72

Discussions on Q72

Q72 Do New Zealand's tertiary policy and regulatory frameworks enable or hinder innovation? What might happen if existing constraints are loosened?

No comments:

Discussions on Q73

Discussions on Q73

Q73 How do intellectual property protections in tertiary education foster or hinder innovation? Are the effects different in different parts of the system or for different kinds of provider?

No comments:

Discussions on Q74

Discussions on Q74

Q74 How does the Crown's approach to its ownership role affect TEI behaviour? Is it conducive to innovation?

No comments:

Discussions on Q75

Discussions on Q75

Q75 Do regulatory or funding settings encourage or discourage providers from engaging in joint ventures? If so, how?

No comments:

Discussions on Q76

Discussions on Q76

Q76 How do regulatory or funding settings encourage or discourage providers from seeking external investment?

No comments:

Discussions on Q77

Discussions on Q77

Q77 How do tertiary providers create incentives for internal participants to innovate? What kinds of choices by providers have the biggest "downstream effects" on their level of innovation?

No comments:

Discussions on Q78

Discussions on Q78

Q78 What incentives do government education agencies have to innovate in the way they carry out their functions, both within and across agencies? What constraints do they face?

No comments: