

June
OECD, Paris
1998

imhe info

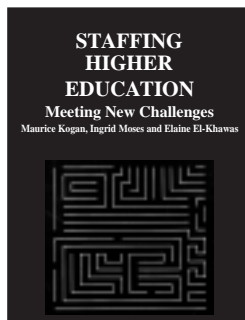
PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION

The Academic-Administrative Interface

As national authorities continue to vest greater decision-making and management responsibility to institutions of higher education, major shifts in governance structures and processes within institutions are inevitable. For those who manage, such changes have far-reaching consequences, both planned and unplanned, and bring to the fore the need to create new ways to balance academic and administrative roles and responsibilities. IMHE work in this area aims to clarify the management issues and challenges arising and to identify strategies necessary to meet them.

Background

The nature of the changing academic/administrative interface in higher education has been explored in the IMHE project entitled *Policies on Human Resources and Staff Development*. Relevant conclusions and recommendations were reported in



Staffing Higher Education: Meeting New Challenges, by Maurice Kogan, Ingrid Moses and Elaine El-Khawas (1994, Jessica Kingsley Publishers). Additional articles on the topic were published in the IMHE journal, *Higher Education Management* (Vol. 8 No. 2, 1996). Discussions at three IMHE meetings held in Tartu, Estonia (1998), Budapest, Hungary (1996) and Hong Kong (1995) led to further clarification of the issues and scope for further work.

In developing strategies to bridge the academic/administrative interface, managers must take into account the profile and culture of the institution itself, the limits set by regulations governing the higher education system, as well as the national and broader regional contexts. Although structures, approaches and contexts differ, and although the distinctive nature of each institution shapes the specific responses to change that work best, IMHE work and comparative analyses undertaken at the OECD (e.g. *Redefining Tertiary Education*) demonstrate the value of sharing experiences in this area.

Conference Planned

The next step will be an IMHE conference, entitled *Central Strategic Governance and Decentralised Leadership*, scheduled for October (see calendar). The University of Amsterdam, one of the first continental European universities to develop, implement and continuously evaluate staff structures and approaches to deal with the academic/administrative interface, will host the meeting. The European Association for Institutional Research (EAIR) will co-operate in its organisation.

The conference agenda provides for four debates, each with two presentations—one by an expert involved in the process of change at the University of Amsterdam which serves as the case study, the other by an administrator from a university or university system with a different profile, structures and experiences. The overall conference theme is “who is responsible for what” in higher education institutions today.

Debate topics include:

- *the responsive university in Europe, caught between state and market, on its way to a new governance structure;*
- *the role of the dean in a responsive university, caught between the collegial system and the management system;*
- *the responsive university and the management of education;*
- *the responsive university and the management of research.*

A panel session will close the conference.

Next Step

As a follow-up, a study visit to the United States is under consideration for 1999. The aim is to provide an opportunity for managers in IMHE member institutions to observe first-hand the management of higher education with particular attention given to the academic/administrative interface and later to share the insights and knowledge through a series of seminars. Based on the outcomes of this study visit, visits to other regions on various topics may be organised.

New IMHE Members

The following institutions have agreed to join the IMHE Programme in 1998:

Universidad Nacional de Mar del Plata, Argentina

Central European University, Hungary

Universidad Autonoma de Tamaulipas, Mexico

University of Paisley, United Kingdom

**The IMHE General Conference will be convened
September 7 - 9 at OECD Headquarters in Paris.**

News from the Secretariat

New Head of IMHE

The Secretariats for the IMHE Programme and the Programme on Educational Building (PEB) have been brought together under the direction of Richard Yelland, who has been head of the PEB Programme since 1989. He has just returned to the OECD from a 15-month secondment to the University of Adelaide (Australia). IMHE and PEB have organised several joint meetings over the past three years, and the combined Secretariat will make it easier to build on programme complementarities, while continuing to serve the respective memberships. With this move, resources can be applied effectively and efficiently to meet

programme objectives. Mr. Yelland will work with the IMHE Directing Group to chart the Programme's future course.

Pierre Laderrière Retires

In April, Pierre Laderrière retired from the OECD after thirty-three years with the Organisation. Since 1995, he served as Head of the IMHE, bringing to the Programme in-depth knowledge of education policy and practice across the area of the OECD. Prior to assuming this post, Mr. Laderrière worked both in the Centre for Educational Research and Innovation (CERI) and in the Education and Training Division, where

most recently he was responsible for overseeing the Education Committee's reviews of national policies for education. We wish him all the best in his future endeavours.

Forthcoming IMHE Publication

The case studies presented at the workshop on *Institutional Experiences of Quality Assessment in Higher Education* (June 1997) will be made available on the IMHE web site this summer. For those who do not have internet access, paper copies will be made available upon request at a cost of FF 40 each or FF 160 for 10 or more (no cost to IMHE members). For more information, contact the IMHE Secretariat.

CRE-IMHE Seminar



Photo by Elmer Spaargaren

Pictured here are the participants from the 1998 CRE-IMHE Seminar for Newly Appointed Heads of Universities, hosted by the University of Groningen (the Netherlands). They represent the Czech Republic, Finland, Germany, Greece, Hungary, Iceland, Ireland, Italy, the Netherlands, Norway, Russia, Slovenia, the Republic of Slovakia, Spain, Sweden, Switzerland, Turkey, and the United Kingdom.



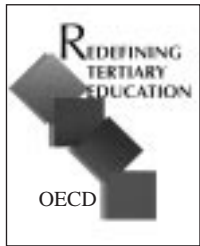
If you have changed your address, please forward current information to IMHE so that we can update our mailing list.

ELSEWHERE IN OECD

Redefining Tertiary Education

Over the past three years, the Education Committee has undertaken a thematic review of the first years of tertiary education. Twelve OECD Member countries have participated by preparing and hosting visits by small Secretariat-led teams and engaging with other countries in on-going activities in which findings and conclusions of the work are discussed and refined.

The comparative report of the thematic review, *Redefining Tertiary Education*, has now been published by the OECD.



The report takes as its starting points the pressures of growth in and demand for participation in studies at a level beyond secondary education, the increasingly diverse backgrounds and interests of students, and the evolving needs of the economy and society. These developments combine to direct attention to the student perspective and to possible approaches to improve student learning and the student experience.

The report presents a vision for tertiary education against which both strong points and weaknesses in policy and practice are identified.

■ **Growth, Demand, Diversity.** Rapid growth and large volume enrolment foreshadow even further increases toward near-universal participation in tertiary education. Participation on this scale shifts the focus to inclusiveness - and success - in tertiary education and to the needs and backgrounds of young people and adults who have not participated or are not participating in education at this level.

■ **Student-Focused Teaching and Learning.** Policies need to foster adaptations in curricula, teaching, guidance and student support to ensure that students with diverse interests and backgrounds have the best possibilities to succeed in their studies; articulation and recognition of prior learning; support and reward for good teaching. Student-focused provision, however, does not mean responding solely to individual demand. There are the interests of employers and the society to be considered and the expertise and perspectives within the faculties of the institutions to be drawn upon. The challenge is to balance demand and choice against coherence and transparency in programmes and study possibilities.

■ **Costs and Financing.** The sheer volume of participation brings costs and how they are financed to the fore. The position taken in the report is that the case for substantial public funding remains strong. There is scope to realise further efficiencies through programmes better suited to student needs and interests (reducing failure, strengthening and extending less costly forms of study such as distance learning) and changes in management and resource use within institutions. Further, there is a need to mobilise funds from non-public

sources (including students and their families) with appropriate steps taken to minimise any adverse impact. Financial approaches need to evolve in ways which mobilise funds, encourage efficiency and promote equity.

The vision and directions advanced in the report were subject to critique and wider debate at an international conference organised by the OECD in co-operation with the German Federal Ministry of Education, Science, Research and Technology in Berlin in June of 1998. IMHE participated in the conference.

Future co-operative work will be carried out through a range of targeted activities, such as country-based seminars, country-hosted meetings, in-depth analyses of selected issues within the framework of several activities in the Education Committee's programme of work and a limited number of additional countries undergoing thematic review. A joint Danish-Norwegian country-based seminar is being planned for September 1998, and an international meeting is envisaged in Japan in late spring 1999. Three country-based seminars, intended to foster wide domestic debate on the issues and directions identified, have been held already in Australia, Belgium (Flemish Community) and Sweden; an international seminar on diversification was held in Prague in 1997.

Ten 'country notes' prepared by review teams for the countries participating are available on the OECD web site: Australia, Belgium (Flemish Community), Denmark, Germany, Japan, New Zealand, Norway, Sweden, the United Kingdom and the United States (Commonwealth of Virginia). It is expected that the 'country notes' on France and Portugal will be made available at a later date. Web site: www.oecd.org.

Redefining Tertiary Education (1998) is available from the OECD Publications Service; FF 150.

PEB Publication

Facilities for Tertiary Education in the 21st Century (1998) addresses the challenges for planners and managers in higher education as institutions and systems respond to the evolution of



large-volume participation. Case studies from OECD Member countries provide details on state-of-the-art approaches to facilities planning and design, e.g., coping with the larger scale and greater complexity of the estate of a modern tertiary education institution and working with new constituencies in getting new or extended tertiary education institutions up and running. Prepared by the PEB Programme,

this report is available from OECD Publications; FF 70, US \$12.

TO ORDER

OECD Publications Service

2 rue André-Pascal, 75775 Paris Cedex 16, France

Tel: 33 1 45 24 82 00; Fax: 33 1 49 10 42 76

E-mail: sales@oecd.org; Online bookshop: <http://oecd-bookshop.att.fr>

The Publications Service makes available a catalogue of publications and regular updates as well as a catalogue of electronic publications.

IN BRIEF

Here are two books which provide country perspectives on trends and issues in the financing of higher education.

The Student Aid Game: Meeting Need and Rewarding Talent in American Higher Education

(1998, 155 pages, English only), by Michael S. McPherson and Morton Owen Schapiro, provides an assessment of the impact of financial aid on tertiary education opportunities and choices. Particular attention is given to the effects of financial aid on the distribution of students across types of institutions, as well as by family income and student ability. The analysis uncovers a recent trend toward greater separation of enrolment by student family income and ability among different types of institutions. The authors explore how institutions use student financial aid to enhance opportunities within institutional budget constraints. Published by Princeton University Press, 41 William Street, Princeton, NJ, 08540, USA. [pup.princeton.edu](http://www.pup.princeton.edu).



Le financement de la vie étudiante (1996, 170 pages, French only), by Jean-Claude Eicher and Louis Gruel, attempts to



clarify the contradictory views which have emerged on non-tuition student costs, including living expenses, transportation and outlays for other items. Emphasis is on the differences among the student's own resources and those provided indirectly, and also on patterns of student cost and financing according to age, social origin and gender. The analyses yield no clear evidence of either overly generous or overly meager expenditure and financing norms, but some students from particular backgrounds or situations appear to confront relatively difficult circumstances with respect to budget (living standard) or financing. Published by La Documentation Française, 29 quai Voltaire, 75007 Paris, France ; FF 135.

1998 IMHE Calendar

7-9 September, General Conference: *The Lifelong Learning Challenge for Higher Education: Competition or Co-operation*, OECD, Paris, France. Held every two years, this conference brings together administrators, policy makers and experts in the field.

14-16 October, Central Strategic Governance and Decentralised Leadership, Amsterdam, the Netherlands, in co-operation with the University of Amsterdam and EAIR.

Seminar in Central and Eastern European Countries

8-10 October, Universities as Vehicles for Technical Progress, Kaunas, Lithuania, in co-operation with the Kaunas University of Technology.

Seminars on Internationalisation of Higher Education Institutions

22-23 October, Internationalization: Building on our Experience, Halifax, Nova Scotia, Canada, in co-operation with the Association of Universities and Colleges of Canada (AUCC) and the British Columbia Centre for International Education (BCCIE). Note: The Canadian Bureau for International Education (CBIE) is holding its annual conference back-to-back with this meeting. Participants who register for both meetings pay a special fee. Web site: www.aucc.ca.

19-21 November, International Workshop on Academic Consortia, in co-operation with the Lam Institute for East-West Studies (LEWI), in Hong Kong.

Joint Seminars with PEB

16-17 July, Strategic Asset Management for Tertiary Institutions, Sydney, Australia, in co-operation with the New South Wales Department of Education and Training.

4-6 November, Maintenance and Renewal of Educational Facilities, Alexandria, Virginia, USA.

Seminar with IMHE Sponsorship

30 September-2 October, Annual Conference of the Global Alliance for Transnational Education (GATE), *Changing Face of Transnational Education*, Maison de la Chimie, Paris, France, with the additional sponsorship of OECD/CERI and UNESCO/CEPES. Please contact: GATE, One Dupont Circle NW, Suite 515, Washington, DC 20036, USA. Tel: (202) 293-6104; Fax: (202) 293-9177; E-mail: gate@aacrao.nche.edu.

IMHE Programme, OECD

2 rue André-Pascal, 75775 Paris Cedex 16, France
Tel. (33) 1 45 24 92 24/64 Fax (33) 1 42 24 02 11
E-mail: Monique.Collin@oecd.org
www.oecd.org/els/edu/els_imhe.htm