

PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION

Bridging Academic and Administrative Functions

As authorities in OECD countries vest a wider range of management responsibilities at the level of the institution, managers in higher education have to create flexible and dynamic ways to balance academic and administrative roles in response to changing governance structures and processes.

A two-week study visit to the United States was organised this spring as the most recent initiative in IMHE's work on the changing academic-administrative interface. Nine representatives from IMHE institutions participated.

This study visit followed on several complementary IMHE activities which included the 1998 conference on *Central Strategic Governance and Decentralised Leadership* at the University of Amsterdam (The Netherlands), and a three-year project, entitled **Policies on Human Resources and Staff Development**, completed in 1997. Effective strategies to bridge the academic-administrative interface, it was found, must take into account the profile and culture of the institution in question, the limits set by regulations governing the education system (particularly since these may be continually changing), and wider regional and national contexts.

With these ideas as background, the study visit had as its purpose to explore how these issues are being addressed in institutional settings within a single country context. The United States was chosen as the host country for two reasons. First, there is long and varied experience with management at the institution level. Also important is the evolution, sometimes dramatic and rapid, in how these responsibilities link academic and administrative functions and relate to policies.

A full schedule of visits and interviews took place at the University of North Carolina at Chapel Hill, Duke University, and North Carolina State University. While in the Washington, DC area, the group visited George Mason University in northern Virginia, participated in the national conference of the American Association for Higher Education (AAHE), and held meetings at the American Council on Education (ACE) and the Council for the Advancement and Support of Education

(CASE). To make the most effective use of the time available, small group interviews were organised, with each group visiting a university for several days.

Lessons Learned

The participants drew attention to four features of importance in the US case.

- **Mission and goals:** The institution's mission, goals, pride and identity - the basis for institution-wide development - penetrate to all levels, bodies and staff groups within the university and extend to agencies, firms and other interests in the community.

- **Outreach:** The institution's wide-ranging and positive responses to outreach opportunities cut across missions to national, state and local agencies, partners in industry, and the local population.

- **Entrepreneurship:** The institution's entrepreneurial spirit extends to all levels and units, most often promoted with an institution-wide view by development offices but with sufficient scope and flexibility to allow individual academic and research units as well as staff to take initiatives.

- **Double hierarchy:** The institution's direction is advanced through co-operation within the leadership "double hierarchy", that is, most often a vice-president on the administrative side and a provost on the academic side.

Participants acknowledged the particular context and experience of the US. These identified features, however, were seen to

be of broader comparative interest: they combine in the institutions visited to foster effective, innovative and responsive strategy development which incorporates both administrative and academic expertise in advancing institutional goals. Project leader, Hans Acherman, noted that "such an examination of individual institutions in different systems provides fresh perspectives to one's own institutional situation".

Next Steps

A report by the participants will be prepared. Future study visits to other regions on various topics are being considered.

Participants

Hans Acherman, IMHE project leader, The Netherlands

Floor Goudriaan, University of Amsterdam, The Netherlands

Per Henriksen, University of Aarhus, Denmark

Anne Grete Holmsgaard, Technical University of Denmark

Richard Joyner, Nottingham Trent University, United Kingdom

Motohisa Kaneko, University of Tokyo, Japan

Risto Knuuti, University of Turku, Finland

John O'Donovan, University of Sheffield, United Kingdom

Eila Rekilä, University of Vaasa, Finland



The study group in Chapel Hill, North Carolina (bottom left clockwise): Per Henriksen, John O'Donovan, Eila Rekilä, Richard Joyner, Motohisa Kaneko, Hans Acherman, Risto Knuuti, Anne Grete Holmsgaard.

Web Site Discussion Group: Higher Education Institutions and Changing Student Expectations

The conventional view of students in higher education has given way to new thinking, new terms: learner, client, customer. These terms, the motivations behind and interpretations of them are not fully accepted by all parties concerned: governments, institutions, academic members and students.

Nevertheless, policies and circumstances are changing the position of students and the ways in which they are and will be regarded by institutions. The following combine to encourage a new responsiveness by institutions, programmes and staff to the interests of students:

- **accountability** to governments for public funds spent and outcomes realised;

- **competitive environment** with a wide range of offerings and providers, recognised by employers;

- **heightened expectations** of students seeking to acquire advanced knowledge and skills for employment;

- **increased participation** in the financing of education by students and their families.

How best to adapt to higher education management in response is the question. The issues raised and the options available are to be explored in a new IMHE activity on student expectations. As a first step a web site discussion group is being established. It will be moderated by Professor Peter Coaldrake, Deputy Vice-Chancellor of Queensland

University of Technology (QUT) in Australia. The discussion group will give IMHE members a rapid, effective means to offer ideas, exchange views, share institutional and/or programme experiences and enter into an in-depth discussion of the issues.

An orientation note and directions on how to register for and participate in the group will be made available on the QUT web site (see below). Professor Coaldrake will facilitate and summarise the discussion and report the main conclusions.

Professor Peter Coaldrake
Queensland University of Technology
www.qut.edu.au/chan/odvc/imhe

China Seminar Planned

Changing Patterns in University Management 12-14 April 2000

The success of IMHE's efforts to expand relationships with institutions of higher education in various regions is evident most notably in the organisation of jointly sponsored meetings. This co-operation continues next year with an international seminar, entitled *Changing Patterns in University Management*, organised in co-operation with the David C. Lam Institute for East-West Studies (LEWI) of Hong Kong Baptist University and the host institution, Tsinghua University in Beijing. The outcomes of the seminar will provide input to and background for the IMHE project on governance and leadership.

The seminar agenda provides for plenary sessions and working groups. Topics to be covered include: relationships between the institution and its external environment, management of research, quality management, and human resource management.

Participants will be invited to visit both Tsinghua University and Beijing University.

The seminar announcement and pre-registration details are available on the IMHE web site:

www.oecd.org/els/edu/imhe.

For additional information: IMHE Secretariat or The Institute of Education Research, Tsinghua University; tel: 8610 62783326; fax: 8610 62784663; e-mail: jysbjb@mail.tsinghua.edu.cn.

New Publications

■ The proceedings of the *International Workshop on Academic Consortia*, held in November 1998 in Hong Kong, have been published by the David C. Lam



Institute for East-West Studies (LEWI) of Hong Kong Baptist University. Conference Chair was Hans de Wit, Vice-President for International Affairs, University of Amsterdam (The Netherlands). The workshop was organised by the Lam Institute in co-operation with the IMHE Programme. Price: HK \$60, US \$8; 130 pages.

For information: tel: 852 2339 5352; fax: 852 2339 5128; e-mail: lewi@hkbu.edu.hk; web site: www.hkbu.edu.hk/~lewi.

■ For many universities and other higher education providers, internationalisation is an integral aspect of their teaching, research and public service roles. Increasingly, institutions are operating in a global market in which quality assurance and assessment are particularly important issues. The IMHE

publication, *Quality and Internationalisation in Higher Education* discusses some of the challenges of ensuring quality in internationalisation and provides a framework to assist institutions in designing and reviewing their own strategies and policies. Analyses of the evolving policy environment are contributed by international experts. Case studies from Australia, Finland, Kenya, Mexico, Poland and the United States are included. The book also presents the *Internationalisation Quality Review Process (IQRP)*, a practical tool for institutional leaders and managers who wish to develop the international dimension of their programmes and services. The editors, Hans de Wit, University of Amsterdam (The Netherlands) and Jane Knight, Ryerson Polytechnic University (Canada), also authored several chapters.



Price: FF 230, 270 pages. OECD Publications: fax: 33 1 49 10 42 76; tel: 33 1 45 24 81 67. On-line bookstore: www.oecd.org/bookshop.

ELSEWHERE IN THE OECD

CERI Considers Higher Education and the Disabled

At a time when advanced education provides the knowledge and skills needed for contributing to today's economy and participating fully in adult life, opening up tertiary education institutions and programmes to the disabled is as much an economic issue as it is one of fairness and equity. Whatever the rationales, policies and practices to enable and encourage participation of the disabled, access of the disabled to higher education is a growing priority at the system and institution levels. Policy issues and new initiatives in this area were the focus of a conference on higher education and disability, organised in March in Grenoble (France) by the OECD Centre for Educational Research and Innovation (CERI).

The conference drew upon the findings of broadly based work on education and the disabled carried out by CERI over the past fifteen years, including a detailed survey and analysis of the comparative situation in 1996. If anything, the issues raised in the 1997 CERI publication, *Post-compulsory Education for Disabled People*, have increased in prominence as they have become more complex and as country and institutional experiences have deepened the understanding of the issues.

At the Grenoble conference, officials, managers and researchers provided analyses of the key issues: Myriam van Acker (University of Leuven, Belgium) on the main directions in policies and developments with respect to the participation and success of the disabled in higher education; Gayle Bagliano (University of New Orleans, USA) on financing initiatives; Alan Hurst (University of Central Lancashire, UK) on staff training; Joachim Klaus (University of Karlsruhe, Germany) on employment; Anna Pages (University of Catalonia, Spain) on distance learning, and Berth Danermark (University of Örebro, Sweden) on the cultural and legal contexts involved.

The presentations and ensuing discussions on each of the above topics were rich and detailed, providing an account of state-of-the-art practice and key issues. Three conclusions emerged from the discussions:

- Disability is a dynamic, changing concept, identified as much by the expectation to ensure broad levels of participation as by any specific individual condition or characteristic. In this respect, the new economic and social imperative implies that as more are identified as disabled, responses likely will require a new orientation to adapt flexibly to the learning needs of all students. Participation of the disabled in higher education is estimated at about 12%.

- At the same time, system and institution managers face the challenge of how best to use scarce resources to respond to these new demands. The most promising direction appears to be one which encourages partnerships for resources and expertise: networking within tertiary education and with services available at the secondary education level to attract supplementary funding and resources from public, non-profit and private sources.

- Technology and distance learning provide particularly promising options for extending and enhancing tertiary education to disabled students. To be effective, however,

these approaches will require adaptations in curricula, teaching and assessment methods with a particular requirement for the preparation and development of tertiary education teaching staff. Training for teachers at this level is underdeveloped in nearly all OECD countries, but several have attached priority to teaching skills in this area for promotion and recruitment.

The conference participants observed that this area is developing rapidly and that higher education managers would benefit from consideration of how policies across a wide range of fields could be enhanced to address the needs of the disabled.

For information on this work, contact Peter Evans, OECD Centre for Educational Research and Innovation (CERI): e-mail: peter.evans@oecd.org.

Institution Design and Management

- An international seminar on *The Changing Infrastructure of Tertiary Education*, will be held 25-28 October in Quebec City and Montreal, Canada. The seminar is organised by the Programme on Education Building (PEB) with the assistance of the Ministry of Education of Quebec, and AGPI AIPM. The themes to be discussed include trends in tertiary education and their impact on infrastructure, adapting buildings to change, the impact of building environment and maintenance on student success and behaviour, and the art of property management. English-French interpretation will be provided. For information on PEB and its programmes, check its web site: www.oecd.org/els/edu/peb.

- **Strategic Asset Management**, the most recent publication in the *PEB Papers* series, is based on the proceedings of a PEB-IMHE international seminar which examined trends in tertiary education and their impact on facilities management. Four main influences combine to give rise to the need for a new strategic focus in facilities planning and the use of physical resources: the move toward lifelong learning for all, the impact of information technology, the heightened demand for tertiary education, and an increasingly competitive environment with an accent on quality. Strategic asset management, in response, incorporates the following criteria: flexibility, partnership and efficiency in the use of resources. Price: FF 140. OECD Publications: e-mail: sales@oecd.org, web site: www.oecd.org/publications.

OECD on-line

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IN BRIEF

SRHE Conference. *Higher Education and its Communities* is the theme of the annual conference of the Society for Research into Higher Education, 14-16 December, University of Manchester Institute of Science and Technology (UMIST). For information: tel: 0171 637 2766; fax: 0171 637 2781; web site: www.srhe.ac.uk/.

University Administrators Meeting. *Innovation in Higher Education*, is the theme of the 12th annual International Meeting of University Administrators, 5-9 September, in Edinburgh, Scotland. The meeting will include plenary, workshop, and open sessions. University visits are planned. It is organised by the Committee for International Meetings (UK) and the Local Organising Committee consisting of representatives of four Scottish universities. Local co-ordinator is Martin Lowe, at The University of Edinburgh, where most of the meeting will be held. Meeting e-mail address: IMUA99@ed.ac.uk; web site: www.imua.ed.ac.uk/.

EAIE Publication. The European Association for International Education (EAIE) has published the first issue of **EAIE Forum**, the redesigned magazine for its members. For information: tel: 31 20 525 49 99; fax: 31 20 525 49 98; e-mail: eaie@eaie.nl; web site : www.eaie.nl.

AUCC and Internationalisation. Among its efforts to promote awareness of Canadian universities in international development, the Association of Universities and Colleges of Canada and Scotiabank sponsor a program, entitled Awards for Excellence in Internationalisation, to recognise good practices in Canadian universities. This year's awards are highlighted in **Towards a More Global Campus 1999**. AUCC also publishes *UniWorld*, an insert in the news magazine, **University Affairs**. For information: Karen McBride, International Relations Director, AUCC; fax: 613 563 9745; e-mail: kmcbride@aucc.ca; web site: www.aucc.ca.

CALENDAR OF EVENTS

3-8 September, *Professional Development - CRE/IMHE Seminar for University Leaders*, Brussels, Belgium, in co-operation with the Université Libre de Bruxelles (**in French**).

20-22 September, *Legal Issues in Higher Education*, Oxford, United Kingdom, in co-operation with the New College Oxford.

29 September - 1 October, *GATE Conference* (Global Alliance for Transnational Education), Melbourne, Australia, in co-operation with Monash University.

10-12 October, *The Response of Higher Education Institutions to Regional Needs*, Glasgow, United Kingdom, in co-operation with the Society for Research into Higher Education and the University of Strathclyde.

25-28 October, *The Changing Infrastructure of Tertiary Education*, Montreal and Quebec, Canada, in co-operation with the OECD Programme on Educational Building.

Mark your 2000 Calendar

12-14 April, *Changing Patterns in University Management*, Beijing, China, in co-operation with the University of Tsinghua and the David C. Lam Institute for East-West Studies (LEWI) of Hong Kong Baptist University.

11-13 September, **15th IMHE General Conference** on the implications of diversification on the management of higher education, OECD, Paris, France.

For updated information,

please check the IMHE homepage regularly:

www.oecd.org/els/edu/imhe

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