

## PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION

### Managers of Change in Tertiary Education: IMHE Organizes European Tour

Following the success of its spring 1999 study tour to the United States, IMHE will organize a visit with a European focus next October.

Tour leader, Professor John Pratt, Head of the Centre for Institutional Studies at the University of East London, UK, and author of several books on higher education policy, describes the goals of the tour.

Nearly all countries have developed new forms of education to meet changing economic, social and educational needs, in particular, the need to relate the content of higher education more directly to the needs of the economy, and to offer access to a wider range of students. Many countries have developed new kinds of institutions to promote these developments and to increase diversity in higher education. These alternative institutions often operate under different legal, financial, and quality assurance systems from those of traditional universities, but the two kinds of institutions are beginning to resemble each other in some ways.

Indeed, policy makers and institutional managers alike have observed a mission drift: non-traditional institutions may aspire to traditional university status, and traditional universities, less vocational in their mission, may offer more vocational programs to non-traditional students. Managers of both new and established universities alike face the challenge of a dynamic education market requiring new policy definitions and managerial attitudes and skills.

Study tour participants, selected by the IMHE Directing Group from among high-level institutional managers, will be asked to contribute actively to the exchanges during the visit, and prepare questions they would like to have addressed in discussions (in English). During their visits to both kinds of institutions, participants will have the opportunity to discuss with managers their vision and experience in grappling with several important issues.



*Professor John Pratt, leader of the autumn 2000 study visit*

- How to reformulate mission statements to cope with increasingly diverse students, changing student expectations, government pressure to be responsive, and the community's desire for useful skills.
- How to manage cultural change.
- How to become entrepreneurial in response to public pressure and dwindling public funds.
- How to cope with a regulatory framework that remains unfavourable to the new institutions.
- How to redefine the role of research in new and traditional institutions.

### Study Tour Programme

The IMHE Study Tour will take place from Monday 30 October until Tuesday 7 November. Concentrating on the challenges facing new and traditional post-secondary tertiary institutions, the study tour will visit eight institutions and the European Commission, in four European countries (United Kingdom, Belgium, France, and The Netherlands).

#### 30 October

##### **Oxford Brookes University**

A visit to a highly ranked new university.

#### 31 October

##### **New College, Oxford**

A seminar on governance and legal issues and changing student expectations.

#### 1 November

##### **Westminster University, London**

An opportunity to visit a historic institution which has recently acquired university status.

#### 2 November

##### **Pôle universitaire européen-Lille**

The contrast of the French university system and an innovative, regional co-operative structure

#### 3 November

##### **Université Libre de Bruxelles**

Belgium's largest, French-speaking higher education institution.

##### **European Commission**

The role and functions of European Commission institutions in higher education and research

#### 4-5 November

##### **Time off and cultural events**

#### 6 November

##### **Hogeschool and Universiteit van Amsterdam**

Co-operation between a new and an established institution with prospects of merging.

#### 7 November Final meetings

**Applications are invited by  
25 May 2000.**

**For more information, consult the  
IMHE website, or the Secretariat.**

## A New Quality Assurance Framework in Australia

A seminar on Quality Assurance and Accreditation in Australian Education took place in Canberra, 9-10 December, 1999. Co-sponsored by IMHE, the Centre for Higher Education Management and Policy (University of New England) and the Australian Department of Education, Training, and Youth Affairs, the seminar brought together representatives from virtually all Australian universities, state and territorial officials, and overseas experts. Dr. David Kemp, the Australian Minister

for Education, Training and Youth Affairs, described the new quality assurance framework for Australian higher education, and its implementation.

The new framework will be based on regular audits made by an independent Australian Quality Assurance Agency, of data from self-accrediting higher education institutions. Each institution will make self-assessments covering all of its institutional activities. The Commonwealth (Federal Government)

will use the Agency's published reports as one element in determining the eligibility of higher education institutions for public funding. The States and Territories will consider the reports in determining institutional accreditation status.

For the full text of the Ministerial Policy Announcement, see: [www.detya.gov.au/ministers/kemp/dec99/ks101299.htm](http://www.detya.gov.au/ministers/kemp/dec99/ks101299.htm).

## News from the Secretariat

● Linda Wagner, editor and creator of the IMHE Newsletter, has left her position after a decade at the helm of the publication. She will continue to work with IMHE, and ensure a smooth transition to new editorial management under Deborah Glassman.

● **IMHE Welcomes New Members:** University of Westminster, London, United Kingdom; Rhodes University, South Africa; Norges Idrettshoegskole, Norway; University of South Australia, Adelaide; University of Guanajuato, Mexico.

### ● Internationalisation Quality Review (IQR) taking off

IQR is a system for assessing the internationalisation policies and practices of a university, based on self evaluation and peer review, and results in a report on the evaluation.

IMHE member institutions, among others, have been increasingly interested in undergoing an IQR since the results of the pilot phase were published last year, and following the establishment of a joint operation of IMHE, the Association of Academic Co-operation (ACA), and the Association of European Universities (CRE). The collaboration was a joining of forces in examining internationalisation at volunteer higher education institutions. Four universities are already in the process of entering agreements for an IQR. The peer reports that emerge from the IQR process are expected to be valuable tools for developing institutional strategies for internationalisation.

### ● Seminar on the Management of University Museums

Most university museum collections

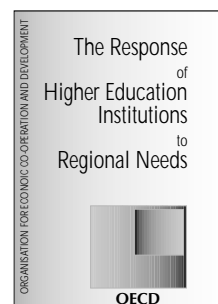
have been gathered for the purposes of teaching and research rather than for public display. Some may be no more than a collection of instruments or specimens while others may be collections of international significance. Some museums are located on remote university campuses that are rarely visited by the public while others are urban and have many visitors. Wherever they are located, however, all university museums are defined by their relationship to their university and form a distinctive sector of the museum community.

This IMHE seminar will focus on the role of university museums today, their organisation, management, governance and finance. This practical seminar will examine case studies and examples of best practice. It will be held at the Finnish Cultural Centre in Paris on 18-19 September 2000. For the call for papers and registration form, please consult the IMHE website.

### ● *The Response of Higher Education Institutions to Regional Needs* (1999).

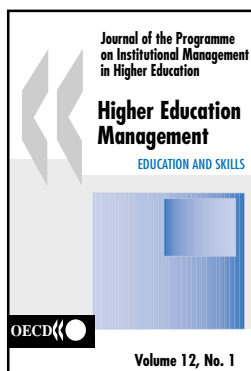
OECD Publications, 149 pages  
ISBN 92-64-17143-6.

John Goddard, leader of the IMHE project on *The Response of Higher Education Institutions to Regional Needs*, and co-author Paul Chatterton, both from Newcastle University, describe a public university agenda that is moving towards harnessing teaching and research to specific economic and social objectives. Drawing on institutional case studies from Australia, the Baltic States, Scandinavia, United Kingdom, and the United States, and from surveys of higher education in Australia, Finland and the United Kingdom, the book examines the university's changing contribution, particularly to meeting regional objectives.



Educationally, regional engagement is driven by the massification of higher education systems; the need to meet increasingly diverse and local needs; the need for workplace experience within learning programmes; and growing demands for lifelong learning. As HEIs lose their monopoly on teaching, research and community service, they are evolving towards an entrepreneurial response, and have reengineered their activities towards less traditional 'clients' with less traditional demands. This book will serve higher education managers who are setting the policy to mobilise their efforts to achieve national and regional goals.

### A New Cover for the IMHE Journal Starting with Volume 12, No. 1



# Publications of Interest

## ■ *Mobilising Human Resources for Innovation.*

The proceedings of an OECD Division of Science, Technology and Industry (DSTI) workshop held in May 1999 is available at no charge from the OECD DSTI Website:

[www.oecd.org/dsti/sti/s\\_t/inte/prod/human\\_resources.htm](http://www.oecd.org/dsti/sti/s_t/inte/prod/human_resources.htm)

## ■ *Reforming Higher Education.*

Maurice Kogan and Stephen Hanney, Jessica Kingsley Publishers, London and Philadelphia. 2000. 272 pages. ISBN 1-85302-715-4

The authors' overriding objective is to examine the ways in which the policy changes, characterised by their authors as 'reforms' have affected the values and working of English academics. As the concept of the state has evolved over the last three decades in the United Kingdom, its role in the development of higher education policy has shifted from subsidising independence to one that encourages an ambiguous, but greater dependence on and deference to state policies. This book examines the major changes in higher education policy, the changes in the nature of the state and in its machinery for implementing policy, how policies emerge, and how continuous they are. It examines the influence of interest groups and elites on policy-making and on implementation, and the changes in institutional government.

## ■ *Academic Capitalism: Politics, Policies, and the Entrepreneurial University.*

Sheila Slaughter and Larry L. Leslie. Johns Hopkins University Press, 1997, 276 pages. ISBN 0 80 185549 7

How have Australia, Canada, the United Kingdom, the United States developed national higher education and research policies in response to the emergence of global markets? Their finance patterns, examined over two decades, demonstrate how an emerging global economy and policy changes in national higher education and research have shaped post-secondary systems. Case studies focus on faculty and administrators engaged in entrepreneurial activities, particularly in technology transfer and bring to light changing faculty values, norms, and beliefs.

## ■ *Creating Entrepreneurial Universities: Organizational Pathways of Transformation.*

Burton R. Clark, IAU/Pergamon Press, Issues in Higher Education. 1998. 72 pages. ISBN 0 08 043354 5

Innovative European universities are increasingly entrepreneurial, as a response to the changing context of higher education. In this dynamic and potentially threatening context, the values of university faculties and administrators conflict, while institutional funding is increasingly diverse.

Five enterprising European universities in England, Finland, the Netherlands, Scotland, and Sweden transformed themselves between 1980 and 1995 to take more initiative and become more independent. The results of two years of field work in these institutions are presented as integrated institutional stories and framed by generalised concepts that are applicable to universities world-wide. Together, the particular and the general constitute an entrepreneurial response to a common imbalance in modern universities.

This analysis will serve as a starting point for the IMHE General Conference.

## ■ *Making and Saving Money: Income Generation and Cost Saving in Higher Education.*

Dr. Helen Lund, Commonwealth Higher Education Management Service, July 1999. ISBN 0 85143 168 2.

## ■ *L'Enseignement : une réforme impossible ?*

Pierre Laderrière. Paris: Harmattan, 1999.

400 pages. ISBN 2-7384-8652-5. French Only.

This collection of essays by OECD education specialist Pierre Laderrière focuses on six persistent problems in French education. Each chapter is devoted to an issue: education policy, the key problems in teaching, teachers, higher education, education evaluation, the internationalisation of education, and a comparative approach. The book brings the fruit of considerable institutional research to a wider public.

## ■ *Taking Charge of Change.*

Available from the ACE Fulfilment Services, Washington, D.C. Fax: (1) 301 604-0158.

IMHE members may well recognise some of the findings presented in this recent new American resource book on change from the American Council on Education (ACE). The report is one result of a six-year project on leadership and institutional transformation involving 26 higher education institutions, funded by the W.K. Kellogg Foundation. The team behind this resource book reflects on the process of change in HE institutions. This is not a manual with one-size-fits-all answer, but provides much generalised information is offered which will seem familiar and relevant to many HEI managers, regardless of their geographical or organisational setting. These findings concern such general topics as how to understand the process of change, address big issues, and analyse the external and internal pressures are for change. More detailed advice is also given on strategies for countering fragmentation and understanding institutional patterns, managing anxiety, assessing the human dimension and preparations for change. Change necessarily involves many different people and the report identifies various types of involvement, strategies and decisions regarding whom to involve and how.

## ■ *Forthcoming: Managing Quality in Higher Education.*

John Brennan and Tarla Shah. OECD/Centre for Higher Education Research and Information, Open University, United Kingdom, Open University Press.

Based on an IMHE project headed by John Brennan and supported by the European Commission, this book make a start in providing evidence for the arguments raging around quality assessment and management in higher education. The authors suggest that the outcome of managing quality is positive or negative as a function of how it is undertaken, in what context and for what purpose. Quality management, they concur, is as much about power, values, and change as it is about quality. Essential reading for university leaders and managers, senior academic and policy-makers, and scholars and researchers in the field of higher education.

## To order OECD Publications

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Attention: Ms. Sophie Montheillet

Tel: 49 225 926166 to 168. Fax: 49 225 926169

E-mail: [oeed@dvg.dsb.bet](mailto:oeed@dvg.dsb.bet)  
[www.oecd.org](http://www.oecd.org)

## IMHE CALENDAR 2000

### 7-12 April

CRE-IMHE Seminar for University Leaders, Birmingham, United Kingdom in co-operation with the University of Birmingham. For details of future seminars, contact the IMHE Secretariat.

### 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.

### 8-9 June

*Trends in Research Management and Support*. Experts' Meeting, OECD Paris, France.

### 29-30 June

Seminar on governance, in co-operation with Johannes Kepler Universität, Linz, Austria. Announcement and registration forms: IMHE Website or contact the IMHE Secretariat.

### 11-13 September

**IMHE GENERAL CONFERENCE 2000**  
*Beyond the Entrepreneurial University? Global Challenges and Institutional Responses*. Paris, France.

For a Programme, Registration, Call for Papers, and Guidelines for Authors, please consult the IMHE Website or contact the IMHE Secretariat.

### 18-19 September

*Managing University Museums*, Finnish Cultural Center, Paris, France. Announcement and registration forms: IMHE Website

### 30 October-7 November

Study Visit to the United Kingdom, France, The Netherlands, and Belgium. Announcement and registration forms: IMHE Website



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

## Other Meetings of Interest

### 31 May - 2 June

*Post Seattle: The Future Of Trade in Professional and Educational Services*. New Orleans, United States. CQAIE Eighth Annual Meeting. [cqaie@cqaie.org](mailto:cqaie@cqaie.org)

### 6-9 September

*Institutional Responses to Mass Higher Education: The Challenge of Social Change and Technological Development*, Berlin, Germany. 22nd Annual EAIR Forum.

### 6-8 September

*The Many Facets of International Education of Engineers*, Paris, France. SEFI conference and Call for Papers. [www.GEIPARIS.org/SEFI2000](http://www.GEIPARIS.org/SEFI2000)

### 17-21 September

LETA 2000, Adelaide, Australia. For details: [mayfield@camtech.net.au](mailto:mayfield@camtech.net.au)

### 2-4 October

GATE Conference, Colorado Springs, Colorado, United States. Email: [gate@aacrao.nche.edu](mailto:gate@aacrao.nche.edu)

### 16-17 October

*Conference on Benchmarking Science-Industry Relations*, Berlin, Germany. OECD Directorate for Science, Technology and Industry (DSTI) in collaboration with the German government. Details to follow.

### 30 November-2 December

*Reforming Higher Education the International Way*, 12th Annual EAIE Conference, Leipzig, Germany. Contact the EAIE Secretariat at: [eaie@eaie.nl](mailto:eaie@eaie.nl)

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