



Conference on  
**Trends in the Management of Human Resources  
in Higher Education**

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at the OECD Headquarters, Paris

**ABSTRACTS**

**Plenary Session 2. Recruiting and retaining a new generation of academics**

**Making academic careers more attractive – three basic principles**

***Dagmar M. Meyer***  
***Marie Curie Fellowship Association***

Despite an immense geographic diversity, it can be said that *in general* academic careers still offer a lot of opportunities to those who manage to find their place in the system. However, more and more early career researchers ask themselves whether a life in academia is what they really want.

In my presentation I will focus on three basic principles which should be kept in mind when discussing ways to make academic careers more attractive. These are the principles of openness, respect and supportiveness.

***Openness***

Under this header I want to discuss two aspects. The first concerns recruitment. Naturally, institutions want to attract "the best" candidates to join their staff, but what does this actually mean? What should be the criteria, and from which pool should the candidates be recruited?

The second aspect where openness plays a role is staff mobility. While exchanges with other universities are pretty common among teaching and research staff, this is often as far as mobility goes. In most European countries, intersectoral *temporary* mobility is rarely encouraged, except at specialized institutions or in areas where close links to industry exist. Embarking on an academic career often means *by definition* to move on a one-way street, and junior researchers are often faced with the choice "either – or". How can this be changed?

***Respect***

Respect is closely related to governance. Many junior staff members feel that they are not taken into account in the institutional decision making processes. How can overly rigid hierarchical structures be broken up without leading to undesired side effects? Respect is also related to credits and rewards.

How are the achievements of junior researchers and staff members awarded at departmental level, and how are they reflected in the outcomes of institutional evaluation exercises? Finally, respect also has a lot to do with freedom and independence, with regard both to research and teaching. How can a proper balance be found between placing increased responsibility on the shoulders of junior academics and at the same time offering appropriate guidance to carry this level of responsibility?

### ***Supportiveness***

In this part I will consider aspects such as the contractual situation of junior academics, opportunities for professional and career development, availability of resources, and work-life balance.

Short term contracts up until the age of 40 or beyond make academic careers a risky undertaking. At the same time, temporary staff is often excluded from opportunities for professional development. Financial resources such as travel support is often scarce, and due to their position within departments junior faculty is often more strongly affected by this than their senior colleagues. What can institutions do to provide more support to the long term career development of their junior staff? Their unstable professional situation and fierce competition on the employment market make early career researchers also particularly prone to work-life imbalance. The topic of work-life balance goes together with the question of family friendliness. What can be done to make careers in HE and research more humane and sustainable?

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## **Recruiting and Retaining a New Generation of Academics Challenges and Strategies**

*Jan Nolan*

*University of Victoria, British Columbia, Canada*

As faculty members hired in the 1960's and 1970's retire, higher education institutions are facing the prospect of massive faculty renewal. This sudden transformation of the composition of academic departments, coupled with the highly competitive market for faculty in many disciplines, has presented significant challenges to established norms and processes. Recognizing their enhanced marketability, faculty members have become increasingly willing to change institutions at various stages of their careers. Recruitment has become a much more active process, with institutions seeking to differentiate themselves from their peers. Junior faculty members are not content to defer to senior colleagues while waiting to be included in departmental decision-making processes. In some departments, the new faculty members represent a more diverse population than their predecessors, resulting in a gender gap or an ethno-racial gap in addition to the generation gap.

This presentation will outline a variety of effective strategies and best practices that higher education institutions employ as they recruit the next generation of scholars into changing academic cultures. These strategies will address the challenges posed in the following questions:

- At the institutional level, how can the central administration and the Human Resource department best provide support to academic departments in their faculty recruitment endeavours?
- Which new policies, procedures and initiatives should universities implement to enhance the effectiveness of junior faculty members and improve their satisfaction with their roles within the institution?
- During a period of significant faculty renewal, how does the university meet the challenge of culture change, both across the institution and within individual academic units?

## **Workshop Session I**

### **Theme 1. Staff development and Remuneration systems**

#### **Managing Experts in Higher Education**

***Timo Aarrevaara***  
***University of Tampere, Finland***

Expertise is a key resource for all institutes of higher education, since a significant part of their staff work in expert tasks. In the context of an organisation, expertise provides tools for an independent approach to work, within which structural hierarchies may be replaced by different group-based modes of work or networks. Nevertheless, supervision still plays a role in the management of experts. This paper looks at management on the departmental level from the viewpoint of the use of human resources. The paper is based on statistics and interviews conducted in two profit centres at two polytechnics in 2004. The persons selected for interviewing were the Head of Department and a key staff member selected from the same field in both polytechnics.

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#### **UCEA/UPA: Pay reform in higher education**

***Jocelyn Prudence***  
***UCEA, UK***

The reform of pay structures in the UK higher education sector has been established through the agreement of the Framework Agreement for Pay Modernisation in Higher education.

#### ***Background to the Agreement***

The Framework Agreement responded to a widespread view within and outside the higher education sector that the national collective bargaining arrangements in the sector needed to be reformed. In particular, two enquiries into higher education recommended pay reform. These were:

- The 1997 Dearing Committee which highlighted concerns about the poor levels of pay and pay structures in the sector.
- The 1999 Bett Report which provided specific recommendations on improving and harmonising terms and conditions in the sector. Recommendations included moving away from the segmented approach to pay bargaining - which had given rise to ten separate sets of bargaining - towards a common framework. The report also recommended underpinning new pay arrangements with institution-wide job evaluation to ensure equal pay for work of equal value.

The agreement recognises the vital contribution which staff at all levels make to the continuing success of UK Higher Education and the need for staff to be rewarded properly. It also recognises the need to modernise pay arrangements to:

- improve the recruitment and retention of staff
- ensure equal pay for work of equal value
- tackle problems of low pay
- recognise and reward the contribution which individuals make, and
- underpin opportunities for career and organisational development.

All seven campus unions have now signed up to the Agreement. However, existing national agreements on pay and grading will remain in force until institutions implement the Agreement locally.

## **Main features of the Framework Agreement**

The Framework Agreement lays down a number of principles about how the Agreement should be implemented. In particular, these include:

- Working in partnership with the unions at local level, developing new collective bargaining arrangements as necessary
- Ensuring room for flexibility in implementation to allow for differing needs within the sector to be met
- Offering equal pay for work of equal value. In practice this means that as well as reviewing pay within institutions to confirm that there is no bias, each institution has to apply a form of job evaluation or role analysis to ensure that the same criteria are applied institution-wide in allocating jobs to the new pay structure.

The main features of the agreement are:

- The introduction of a 51 point pay spine by August 2006, which will be reviewed with effect from 1 August each year.
- Flexibility to allow each institution to develop its own grading structure to meet organisational requirements and strategy. The Agreement provides for a single national pay spine and a commended model grading structure (Appendix C of the Agreement) but this is simply a suggested structure and institutions are free to adopt either variations on this model or their own grading systems, as long as these are negotiated with the trade unions at local level.
- The introduction of institution-wide job evaluation that will be used to place roles into the grading structure.
- Progression through and between grades on an equitable and transparent basis.
- The opportunity to reward the acquisition of experience and contribution, though the introduction of additional 'contribution' pay points at the top of grades.
- The use of market supplements to enable institutions to address local recruitment and retention issues.
- The harmonisation of working hours for all staff groups by August 2005, including associated premium payments and working practices.
- Better links between career development and pay progression and a commitment to provide equal opportunities for accessing staff development and review processes.

The timescale for implementation is specific: by August 2006 for the new pay arrangements and by August 2005 for harmonising hours of work. The Agreement foresees the need for some lee-way on this timescale in Wales and Scotland, where separate funding arrangements apply.

### **To date**

To date a number of institutions have implemented the Framework Agreement, either in part or in full. The UCEA/UPA presentation will use two case studies to illustrate the issues encountered in implementing the largest and most wide-ranging human resources initiative ever undertaken by the UK higher education sector.

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## Workshop Session I

### Theme 2. Competence systems and Performance management

#### Competence Systems and Performance Management

**Michael Daxner**  
**University Oldenburg, Germany**

The *profiles* of higher education institutions depend on *diversified structures*, which represent *different competences*. These competences are never directly or entirely brought as an 'input' by individuals. They must be *developed* in a systemic way, on the respective institutional level (e.g., department, institute or school). Competences are never abstract and should not be mixed up with qualification, scientific reputation and recognition, though these are elements of competence clusters.

A competence system follows three rules which apply to all higher education:

- **higher education is a slow system** (e.g., in curriculum development and implementation)
- **institutions are loosely coupled systems** (e.g., each part of an institution has specific pace and modes of development, i.e. autonomy)
- **an element of abundance (and waste) is needed in order to create surplus** (e.g., no academic unit can perform well under efficiency and indicator rules only).

These rules define the range in which competences can be displayed and gain impact.

The arrangement of competences within a sub-system of any institution needs management. The mere existence of competent staff and students remains virtual. It must be brought to action and impact by an element of *governance*, which follows the *performative requirements* of academia. Performance management is not only application of *performance indicators* and their continuous correction. It is neither a matter of surrendering to *efficiency* standards only.

The key to good performance management is in the *explication of academic work* (study, teaching, research, investigation, knowledge management and development, public information, intellectual outreach, etc.) among the actors and within the organisational and normative limits of the given institution. Performance management is a complex activity of *translation*.

The short introduction shall give a theoretical background for one or two representative examples. The aspect of practice and application will be well respected.

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#### The introduction of new job descriptions within the Universiteit van Amsterdam

**Peter Blok**  
**Universiteit van Amsterdam, Netherlands**

The presentation will focus on the evaluation that has been made about the introduction of a (new) system of job descriptions within the Universiteit van Amsterdam. The introduction of this system forms part of a national project to introduce the job descriptions within all Dutch universities, based on the Hay system.

In the first part of the presentation I will, briefly, outline the context and background of the situation in the Netherlands and the need to create a new system. In the second part I will explain the basics of the new job descriptions and the way they were introduced within the universities and in particular within the Universiteit van Amsterdam.

The third part will be a resume of the evaluation which is based on a number of interviews with deans of faculties and HRM-advisors and a web-based questionnaire among 140 managers who were directly involved with the introduction of the system. Next to that, I have collected some relevant data. The results of the evaluation will be presented. This concerns the process of the introduction, as well as the content of the material that has been used. The relation between the introduction of the job descriptions and the HRM policy of the university will be made. A comparison will also be made with the introduction of the job descriptions within the Hogeschool van Amsterdam (which is working closely together with the Universiteit van Amsterdam). I participated in this project as well although this process is still going on and has not yet been evaluated. However, some conclusions can be drawn from the experiences we have so far.

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### **Performance management: A chore or a cure**

***Theresa Okafor***  
***QAARDAN, Nigeria***

Performance Management may be understood as a critical way of improving higher education performance but it can often be perceived as a complicated chore that gets in the way of real work or a source of uneasiness and unhappiness, often judgmental and vulnerable to rater biases and errors. In identifying some of the major issues surrounding performance appraisal in Nigeria as it relates to performance appraisal in the UK, this paper takes an incisive look at:

- Rationale for appraisal system in higher education
- Performance criteria for appraisal
- Methods and techniques of appraisal.

It sets out a framework on how to manage performance appraisals in order to optimize individual performance and institutional results.

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### **Managing motivation and commitment versus compensation in research institutions**

***Laura Strazzeri***  
***The National Research Council (CNR),***  
***The National Institute for the Physics of Matter (INFN), Genova, Italy***

Talking about major issues in higher education or scientific research rarely implies thinking about skills and best practices in management and administration. But academic and scientific results may be strongly expanded with the support of a well skilled and professionally developed non-academic/administrative staff.

It is now completely clear that compensation rules or economic incentives do not help human resources managers in developing and motivating (any kind of) people at work as much as it was the case in the past. As regards non-academic staff in higher education or research institutions, which are mainly public structures, it is also true that salaries are often severely fixed by national laws and contracts, so real compensation policies are not possible to establish.

Developing motivation and commitment among in non-academic staff is a way to attract and retain managerial talents, offering a quite wide range of opportunities for professional development and self-expression. In 1999 INFN started a special training program for the development of managerial skills in its administrative staff in order to create a class of middle management able to lead project groups and to support the research activities held by scientists and academics. This training program uses "non-conventional" training methods such as self and group empowerment, outdoor training and individual counselling in order to develop people's commitment and responsibility towards their work and professional performance.

## Workshop Session I

### **Theme 3. National capacity, competitiveness and scientific excellence**

#### **National capacity, competitiveness and scientific excellence An Australian Perspective**

***Fiona Wood***  
***Armidale, NSW Australia***

The centrality of knowledge to economic growth and international competitiveness is widely recognised. For a country such as Australia, which has a well-developed but comparatively small science base, it is essential to have access to global networks and the world's leading researchers and laboratories. It is also essential that it can train, recruit and retain the best Science, Engineering & Technology (SET) personnel.

As a great deal of Australia's R&D effort is concentrated in the public sector the presentation will address some of the particular challenges faced by Australia in ensuring that it has the quality SET workforce needed to fuel its national innovation system. One issue of particular concern is the growing tendency of government to micromanage the higher education sector despite the policy expectation that the sector should be more market-like in its operations.

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#### **Organisation of academic work and university administration: A qualitative study from Greece**

***Dimitrios Mattheou & Anna Saiti***  
***University of Athens & Harakopio University, Greece***

Academic institutions can be analysed from a variety of perspectives – as a community, an institution, a corporation, an organisation, or even as a political system. All these concepts coexist in an uneasy balance within universities, where each university has a unique mix of academic goals, human resources, infrastructure, cash flow, and changing environment. This generates a number of problems.

Certainly the same elements can be found in organisations such as hospitals or industries. However, universities are multi-purpose organisations that undertake teaching and research but also provide a public service (working mainly for the good of the community). Organisations of this nature cannot be run like a private business that operates purely for its own benefit. Furthermore, the particular contribution made by each function cannot be easily distinguished, making it difficult to measure the efficiency of a university since neither inputs nor outputs can be precisely quantified in monetary terms.

Management, on the other hand, is taken as a process of varying methodologies applied at different levels within a well-structured organisation, accompanied by a principle of effective integration which allows that organisation to successfully adapt to a changing environment. The demand for an improvement in universities presses higher education to identify the underlying principles of management and to concentrate on management resources, not only to harmonise routine activities but to combine the organisational elements in a manner that ensures the efficient and effective performance of the university.

The purpose of this paper is to investigate, through case studies, the extent to which management theory and its implementation are being integrated into Greek universities and whether or not they play a formative role. By examining case studies of legislative reforms, this paper uses a theoretical and practical approach to point out a key issue in Greek higher education, namely the need for an improvement in the implementation of management methodologies.

This paper explores the significance of various elements of management and derives recommendations on the organisation of academic work and on university leadership that aim to enhance the impact of the efforts of university staff through advice on how routine academic matters can be managed more efficiently. It also offers tips on how universities can function more like adaptive and entrepreneurial organisations that meet increased social needs, respond to ever-increasing demands for effective higher education management, and ensure that tasks are completed successfully and efficiently.

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**Performance management of academic staff in South African higher education:  
A developmental research project**

***Mabokang L. Mapesela & François Strydom***  
***University of the Free State, South Africa***

South African higher education is facing an unprecedented number of demands for increased public accountability, capacity-building, efficiency and effectiveness. The conflation of about 30 different policy demands has led not only to a change in the scope, nature and intensity of academic work, but has also subjected academic work to performance and quality assessment and management. This paper arises from a comprehensive research project undertaken by the Centre for Higher Education Studies and Development (CHESD) at the University of the Free State (UFS). The project focused on performance management of academics in higher education and further education and training (FET) institutions as an issue embedded in Human RESOURCES Management and Development (HRMD).

The motivating force for this project from a higher education perspective was the awareness that shortcomings existed in current performance management and staff development systems within South African higher education, due to - among other things - the increasingly dynamic higher education and training environment; the enduring legacy of the apartheid past that looms within institutions; as well as the failure of most institutions to address the real needs of academic staff, sustain their interest, and support their historical academic roles while at the same time assessing their diversified roles fairly. The research followed a case study approach and the results from three universities provide insight into the nature of performance management in South African higher education. The investigation commenced with a broad literature review of issues regarding performance management. These issues covered themes such as performance management as a component of HRMD in higher education, as well as policies guiding performance management in South African higher education institutions. It explored institutions' responses to the changing higher education environment and how these have influenced the development of performance management systems within the context of an institution's specific organisational culture, in addition to what lessons have been learnt in the process of developing a performance management system. The benefits of a phased approach to performance management systems were also explored. The study reaffirmed that institutions are facing major challenges regarding the management of the performance of academic staff.

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**Leading the way**  
**The Kellogg Minority-Serving Institutions Leadership Fellows Program**

***Jamie P. Merisotis***  
***Institute for Higher Education Policy, Washington, D.C., USA***

The Kellogg MSI Leadership Fellows Program was created in 2003 to train the next generation of presidents and other senior-level leaders at "minority-serving institutions" (MSIs) in the United States: Historically Black Colleges and Universities (HBCUs) and other predominantly Black colleges and universities, Hispanic-Serving Institutions (HSIs), and Tribal Colleges and Universities (TCUs). The program focuses on individual leadership development and issues endemic to the needs of minority-serving institutions in identifying, cultivating, and training leaders at different levels. Historically, the

capacity of many MSIs to do so has been very limited because of financial resources, patterns of discrimination, and other factors. By specifically targeting senior leadership development at the more than 350 MSIs in the U.S., this program is creating a leadership cadre sensitive to the development of both individual and cooperative efforts among MSIs. Leaders of MSIs share common objectives that draw them together and make it imperative that both current and emerging leaders bridge cultural boundaries and strengthen their abilities in key areas. The first two years of the program have been highly successful. This presentation will focus on the specific outcomes that have been achieved by the 60 fellows who have participated in the first two years, including personal growth, career advancement, and collaboration across institutions.

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## **Workshop Session I**

### **Theme 4. Career paths, opportunities and diversity**

#### **Equal opportunities and diversity for staff in Higher Education in the UK**

**Marie Strebler**  
**Institute for Employment Studies (IES), Brighton, UK**

A major research programme supported by the funding councils of England, Scotland and Wales was conducted between September and December 2004. It aimed to be innovative by taking an integrated approach to equality and diversity. It did not focus on one form of inequality to the exclusion of others, but sought to recognise the specifics of each form while drawing out any common themes. The programme included six projects which used a different range of methodologies (e.g. anonymous surveys and case studies) as well as cross national (e.g. Australia, Belgium, New Zealand, South Africa and the United States) and sectoral studies (e.g. finance, telecoms, health, police, education). IES conducted the synthesis of the findings and developed points of good practice. Ten key issues were identified in the higher education institutions (HEIs) studied. There is a lack of understanding of the concept of equal opportunities (EO) which hinders a culture of diversity and its efficient practice. EO is perceived to be more relevant to students rather than staff. Researchers found that not all equal opportunities policies are comprehensive, up to date and user friendly. A general lack of commitment of middle managers was a key barrier to the implementation of EO initiatives. Staff experiences of working in their HEIs differed according to their occupations (e.g. manual, hourly paid employees) as well as their minority status. Equality issues were over-ridden by the 'Research Assessment Exercise' priorities leading to potentially unfair promotion decisions. Bullying and harassment was found to be a serious problem. Equal opportunities training had the most positive impact on staff perceptions of working in Higher Education. Monitoring information is incomplete, and most of the institutions studied fail to act on the basis of the data. Under-funding has an impact on implementing equality in HEIs. Finally, there was a general lack of analysis of take up of EO initiatives and of the impact these have on the delivery of EO strategies. A number of recommendations are made for HEIs and funding councils to address these issues. Limitations, gaps and needs for further research have also been highlighted by the synthesis of the research findings.

Marie Strebler is the main author of the summary of the research programme which is available on the HEFCE website [www.hefce.ac.uk](http://www.hefce.ac.uk) under Leadership, governance & management where the full reports of the six projects can also be found. Marie led project 2 of the programme 'Identifying Hidden Inequalities of staff in HE, IES report 424 which can also be obtained from [www.employment-studies.co.uk](http://www.employment-studies.co.uk). IES is an independent, international centre of research and consultancy in HR issues.

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## **Developing an aptitude towards science diffusion and education in young scientists**

***Manuela Arata***

***Istituto Nazionale per la Fisica della Materia (INFN), Genova, Italy***

A new generation of scientists and academics has to be attracted by the European market of research and higher education, facing the big problems of brain drain, ageing population and generation gap. Today's and tomorrow's academics will have to develop specific skills in human and financial resources management at all levels of career. Universities and research institutions must be able to recruit young people with a special aptitude towards science diffusion and higher education. They must also build up training and development programs focused on communication skills, providing tools for a good interaction with students, families and the general public.

In the middle term perspective, a good interaction of academics with the general public will make industries, governments, consumers, and so on, more sensitive to higher education issues and provide more grants and money for research, for academic programs development and for compensation and individual career growth.

Since the year 2000, The National Institute for the Physics of Matter (INFN) has been developing specific training courses addressed to young scientists and PhD students in order to develop their communication skills and science diffusion techniques.

This experience has also led to the organisation of "Genova Science Festival" in 2003 and 2004, with the recruitment and training of more than 900 scientific animators.

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### **Workshop Session I**

#### **Theme 5. Following-up on employment and developing career tracks**

##### **Employment and developing career tracks: The facts of employment**

***Torben Holm***

***Rectors' Conference of the Danish Ministry of Culture, Denmark***

Educating to full employment is a hallmark of success for any academic institution. Graduates who enter the labour market slowly, with periods of unemployment and partial employment constitute a challenge. Institutions who want to improve their candidates' level of employment have to start with the facts of employment. The Danish institutions of higher education, belonging to the Ministry of Culture, have conducted *an extensive survey of the facts of employment*: How are comparable institutions able to educate to employment? Are candidates self-employed or employed by private or public employers? How much do they earn? Is there a gender gap? How does employment improve in a 5-year perspective?

Getting the facts right is the basis for tough questions: Does the number of graduates exceed the long-term prospects of employment? What changes in access criteria, curriculum, student advisory efforts or student environment will improve our ability to educate to full employment?

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## **Evolution in academic career structures in English universities**

**Tony Strike**  
**University of Southampton, UK**

It has been recognised that institutional strategies are impacting on academic roles and career paths (Gordon, 2003) but this is suggested as adaptive and evolutionary (Henkel, 2000).

This paper suggests that in England we are witnessing the early stages of a step change toward greater diversification, fractionalisation, specialisation and differentiation of academic functions (Høstaker, 2000). This accelerated change, as evidenced by the early adopters, is described as the product of a booster effect created by the combination of national policy and employee relations agreements. The paper describes the experience of the University of Southampton as an early adopter in pointing to the adaptations and problems which may arise more widely and the questions this raises about the future nature of academia. It concludes by suggesting the need for a new map of academic career paths and choices to replace the traditional hierarchical ladder.

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### **Workshop Session I**

#### **Plenary Session 3. Why bother with management?**

#### **Can Professionals from the Corporate World Succeed as Managers in Higher Education?**

**Polly Price**  
**Harvard University, United States**

In my twenty years of administrative experience at Harvard, I often heard new managerial appointees lauded because they were coming from the corporate world. I watched some of these individuals succeed in their new higher education roles and others fail miserably. I wondered if one could predict who among these corporate transplants would do well and who wouldn't.

When I retired, I interviewed administrators and managers who made the leap from the corporate world to higher education asking what factors made for a successful transition. To date, I have spoken to 20 people, from large research universities, liberal arts colleges and small art schools, among them a president and a general administrator, and people who work in finance, human resources, information technology and real estate management.

Based on these interviews and my own experience, I have determined six attributes that frequently define the administrative culture of colleges and universities. The more a hiring supervisor and a candidate for a job understand these attributes, the better able they are to guide and make the change from corporation to higher education.

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## Workshop Session I

### Plenary Session 4. Managing ethical issues

**Göran Bexell**  
**Lund University, Sweden**

My lecture will focus on university ethics and elaborate a view on the Management of Human resources within the context of a university ethics. A university has to make it's ethical standards explicit for all employees. The values of a university converge with the common norms of for example human rights but there are also some specific values of academic freedom and integrity.

There is need of a special ethical code for the management of human resources. Many of the values in such a code are common human values but they have to be applied on specific problems and dilemmas of the management of human resources. One task is, therefore, to clarify which ethical dilemmas are typical for this management.

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## Workshop Session II

### Theme 6. Evaluation systems and staff relations

**Teaching evaluation in search of better staffing in university education**  
**A case study of gender disparity in a Japanese research-centered university**

**Taro Mochizuki and Satoshi Ogihara**  
**Osaka University, Japan**

Management of academic professionals, in particular recruitment of new teachers/researchers, is one of the most important issues for higher education institutions. It is especially so for universities as a dual functional body, the employer and producer of those staff. Making provision for the time when those recruited in the post-war years of expansion reach retirement age, so that they will be replaced with good, hopefully better quality staff, is an urgent matter for universities exposed to competition.

As employer, universities have looked for effective instruments to evaluate the academic competence of teachers/researchers with a view to staffing education and research of better quality. They are elaborating methods of evaluation for this purpose, laying a greater emphasis on the competence and skills of teaching, as better teaching has become a social demand in the so-called "universal" higher education. Course evaluation by students is one of the instruments. The result of evaluation can be a reasonable factor for promotion, as well as providing an incentive to good practice, as it is practiced in North American universities.

As producer of future academics, research-centred universities are requested to guide more students along the proper academic career path for continuation of their functional research activities, while less students in the second cycle (Master cycle) seem to be "attracted" to further studies in the third cycle (Doctor cycle) and leave campus for better jobs outside. Consequently, universities cannot constantly receive the sufficient influx of *doctorants* for their development. Moreover, it is noteworthy that, in Japanese universities, many female students with good aptitude tend to find better opportunities elsewhere, and this fact causes, seemingly and partly at least, a serious gender disparity in the number of academic staff at Japanese universities.

How to link teaching assessment with staff relations is a difficult question. It should be remarked, however, that *teaching* assessment is not necessarily synonymous with an individual *teacher* evaluation. Or rather, the system of teaching assessment can be carefully designed in consideration of

both teaching staff management and learning-environment quality enhancement, so that we can utilise it not only for the relevant allocation/relocation of individual teachers among the courses offered in educational programmes, but also for securing constant influxes of future teachers/researchers of quality. A case study will be introduced in our presentation.

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### **The general management learning process**

***Paulo Resende da Silva***  
***Universidade de Évora, Portugal***

To improve the quality of learning process and the skills of human resources staff we need to understand the major business areas of the university. The higher education institutions are knowledge organizations and this that means that they need to capture and define the macro processes that support these organizations: knowledge process, learning process and research process. To improve the teaching-evaluation and staff relations we need identify all activities that make part of the learning process. Before we do that, we need characterize the types of learning in information society and the educational paradigms that define the education systems in each University or learning area in each University.

In information society we can identify very clearly three types of learning, the traditional on campus, on-campus distributed learning, and off-campus, distance learning and distributed learning. In each type we have similar activities, but we need define differently some of the activities, where we have differences business rules and input data and information.

When we talk about educational paradigms we try understands the main philosopher learning methodologies, i.e., the contents and pedagogical practices orientation: to the market, to the .....

How we evaluate the teaching? What are the roles of staff in this evaluation? What is the role of staff in learning process? These three progressive questions are facing the issue of these workshop teaching-evaluation systems and staff relations.

The aim of this paper is to present the general management learning process and the main activities where the staff has important job impact on this process. To evaluate the teaching we need identify the role of all partners in process.

The management learning process is characterized by the next figure:



In each of this activity we have different teaching and staff relation with impact in quality of the learning process.

In this paper I propose, to discuss to all participant of the conference and inside IMHE (in future), the relation between this two professional groups to identify the most important issues to improve the competencies in different learning platforms.

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## **Academic Performance Management System in Sabanci University**

***Fatma Onat, Sabanci University, Turkey***

Sabanci University has established an integral system of annual and periodical reviews, which complement each other. The main point of these reviews is to assist the faculty members in determining their career path. The faculty member's areas of interest and goals are needed to be stated clearly, and there should be a mutual agreement on whether or not these comply with the University's expectations. Performance is evaluated under three headings: 1) Teaching, 2) Research/Creative Work, 3) Service.

Annual reviews are conducted each year for the purpose of planning faculty member workload in terms of teaching and service, following up on their research, as well as for providing feedback and guidance regarding their past year's work. The Dean supports the faculty member for successful performance or may offer guidance on areas where there is insufficiency. No evaluation is made during these reviews.

Periodical reviews are intended for evaluating the performance of faculty members and consequently they cover longer periods. Periodic reviews aim to evaluate the real achievements of a faculty member and rather than his/her potential, and reach an understanding on his/her competence. These reviews are conducted every five years at the latest and every three years for junior faculty members. Faculty members receive performance based salary increases after the periodical review. If the Dean notices a negative performance trend, the relevant periodical review can be brought to an earlier date.

Besides the above, Sabanci University has established a research fund, which is distributed annually according to research/creative work plans and performance of faculty members. There is a teaching evaluation system in place which provides input to the performance reviews. At the end of each academic year teaching awards are given in three categories and the winners are elected by the students. Service to the University, to scientific organizations and to society at large also carries importance and the individual's contribution is evaluated within the Performance Management System.

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### **Workshop Session II**

#### **Theme 7. Brain drain and brain gain: the challenges of internationalisation**

##### **Brain drain and brain gain: the challenges of internationalisation**

***Ian R Dobson***  
***Monash University, Australia***

It seems to have become 'conventional wisdom' that Australia is permanently losing many of the most highly skilled members from its professional workforce. In addition, there is continued uncertainty about Australia's position in the global market place for skilled workers. However, analysis of immigration records over the period 1997/8 to 2003/4 shows that in fact there has been a rapidly growing *net gain* from the international movement of skilled workers. Although there is a net loss of Australian residents, it is exceeded by net gains of long term visitors and permanent residents moving to Australia. As well, thousands of former overseas students are obtaining permanent residence in Australia after completing their studies in Australia. A study of the movement of persons with PhDs indicates that Australia is losing relatively few of the recent graduates from Australia's universities. Much of the movement of Australian residents abroad represents the longstanding keenness of young Australians to see the world. This paper reports on the situation in professional occupations overall, and in more detail at SET occupations and university staff.

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## **Diversity management: a challenge for higher education and research institutions**

**Laura Strazzeri**  
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**The National Institute for the Physics of Matter (INFN), Genova, Italy**

Brain drain and brain gain are two expressions quite familiar to managers of higher education and research organisations. As regards the Italian situation, the “drain” is often much higher than the “gain”: in fact lots of Italian scientists and academics leave their country permanently, while foreign personnel, especially coming from China, stays in Italy for short term periods (typically 3 years) only.

Brain drain policies have to be developed and managed at the level of National Government policies, but single organisations may give a contribution to manage the problems linked to the internationalisation of the labour market, and human resources managers can also do their bit in this.

In order to retain and motivate academics and scientists to work in our organisations, it becomes more and more important to create a wealthy work environment taking care of their personal and private needs. From this point of view, the so called “diversity management” policies and tools may represent a good opportunity to develop pleasant and respectful work places, where different cultures and religions are appreciated, equal opportunities rights policies are really developed and physical handicaps are not an obstacle to professional development.

The experience of The National Institute for the Physics of Matter (INFN) in this special field is quite wide, varying from special policies to support motherhood (building nurseries or supporting female fellowship holders in continuing their activity) and gender issues generally speaking, to the development of training programs to develop a higher sensitiveness towards cultural differences and to assure performing activities from disabled workers.

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## **The “gain-drain” dynamic, cultural change and the internationalisation of higher education**

**Elwyn Thomas**  
**Institute of Education, University of London/**  
**University of Huddersfield, UK**

The argument underlying the present paper is that the notions of “brain gain” and “brain drain” should not necessarily be seen as antagonistic in the internationalisation of higher education. Rather, “gain” and “drain” could be recognised as part of a subtle dynamic involving the interchange and transfer of human resources between cultures, which could lead to knowledge enrichment. In the last decade or so, we have seen a rapid increase in the flows of students and staff between higher education institutions world wide. This has been due to several key factors such as globalisation, modernisation, growing trends towards internationalism and sadly, war and conflict which have contributed to profound cultural changes. These flows have meant a rapid exchange of ideas (new and old) and a certain degree of cultural adjustment on the part of both academic and non academic staff. Such flows that have affected higher education have crossed national boundaries producing attitude and behaviour change worldwide.

This paper will take a cross cultural perspective to the “gain-drain” dynamic, addressing issues such as (i) the development of cultural identity at the institutional and professional level, (ii) cultural borrowing in terms of content and practice (iii) and the challenges raised by cultural adjustment for staff as a result of internationalism and globalisation.

Much of the discussion surrounding these issues will be focused on the author’s experience of working in higher education in the United Kingdom, selected parts of Sub Saharan Africa and more recently in Thailand, Malaysia and Singapore.

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## Workshop Session II

### **Theme 8. Assessment systems, renewal and way downsizing**

#### **Planning of staff numbers and downsizing in a human way**

***Mats Ola Ottosson***  
***Uppsala University, Sweden***

Universities presently experience fast changes of funding. Consequently they have to cope with changing needs for qualified staff. If student numbers grow and there is a steady stream of income from research contracts, a strategy for recruitment is needed. On the other hand, diminishing student numbers and declining research income requires downsizing of personnel. In addition, both situations can be present simultaneously in different parts of the university, which further complicates the task of the human resources managers.

Downsizing the staff of a university is seen as a more demanding task than expanding it, and it requires skilful management and a well thought out policy. In the present paper planning of staff numbers will be discussed with particular emphasis on downsizing.

University staff in Sweden are government employees but government employment is not as secure as it used to be, and a special job security system for government employees has been set up to help those who loose their jobs to find new ones or to do something else. The paper will discuss how universities acting alone, or with the help of this system, can implement staff reductions in a human way.

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#### **Academic Career: Teaching-evaluation, productivity assessment and retiring systems. Its unintended consequences for the renewal and development of the academic profession in Brazil, Mexico and Venezuela**

***María del Rocío Grediaga***  
***Universidad Autónoma Metropolitana, México***

Academic Career is the framework designed by Higher Education Institutions (HEI) to guide the development of the individual trajectories of their academic staff. Generally speaking, there have been important changes in academics reward systems, income composition and work stability since the productivity assessment and the merit pay programs were established in the Higher Educations Systems of Latin American countries during the 90's. But these programs have different results in the academic profession's development depending on their combination with the retirement systems prevailing within the countries or the different kinds of HEI.

What we have found in our comparative research is that the new measures have some of the expected effects specially in the transformation of the certification level, gender composition and working conditions of the academics, but had produced as well unintended consequences in the patterns of interaction, age composition of the academics and socialization processes of the graduate students and new academic profession's members in these three different countries. It seems that the main problems could be attributed to the readjustment between academic activities and changes in the interaction patterns in the every day life of the institutions. These changes and the lack of institutional and peers surveillance in the quality of the formal programs undertook by the individual academics to improve their chance to participate in the merit pay programs, the age at which they began their graduate studies and the institutions where they had studied their graduate programs have important effects in the quality and improvement of productivity and the conditions and possibilities in which the renewal of the academic profession take place. These unintended consequences represent an important challenge to evaluate the actual use of the always scare public resources in the LA countries, and there is an urgent need to analyze how countries could use them better to effectively

improve the profiles and work conditions of the academic profession and, in consequence, to reach the desired quality improvement of the higher education offered.

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## **The growing role of non-academic staff at universities in Japan**

***Shinichi Yamamoto***  
***University of Tsukuba, Japan***

Non-academic staff have long been regarded as servant-like people who deal with various kinds of matters that are directed by the faculties and other academic staff in their institutions. They do not, or even could not, make any important and final decisions without approval of professors whom they served for. In contrast, they used to be governmental officials, if they worked for national and public universities, who were expected to execute governmental and institutional policy by the order of Minister of Education and the president of their institution.

Thus the conflict between academic staff and non-academic staff has sometimes been serious. Whether they are servants or administrators has always been a big question. Generally speaking, however, they were more like servants in the old and research intensive universities where the "university autonomy by the academic staff" was regarded as the first priority in their management, while they were more like administrators in the newly created national, public and private institutions.

Recent change of managerial environment makes a big change in the role of and expectation for the non-academic staff. The Ministry of Education encourages universities to regard non-academic staff not only as clerical workers and supporting staff but also as important players who should be responsible for university management. Working friendly and equally with academic staff becomes a key word.

However, there are some problems to respond to the new expectation for the role of them. According to my survey in 2001 and 2003, non-academic staff need to improve their ability and competence for dealing with recent complicated managerial matters. Relationship of university with the government is also a problem because many non-academic staff in national and public universities come from and go back to the government within a few years. At private universities, in contrast, many of the non-academic staff graduated from the same institutions and work there for long time. They need to see other institutions and broaden their perspectives.

In my presentation in August, I will show the interesting results of my survey and discuss the expected role of non-academic staff in Japan, which will be useful for the participants from other countries who may have the same problem in human resource management at their institutions.

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## **Workshop Session II**

### **Theme 9. Developing the leadership and improving the organisation**

#### **The contribution of university Human Resource Departments to the professional formation of university teachers**

***Peter Knight***  
***The Institute of Educational Technology, The Open University, UK***

Human resource departments (HRDs) have always had a strong training function. In many universities, HRDs have extended this and contributed to the professional development of academic staff, helping them to become better at teaching and supporting student learning.

However, developments in learning science now need HRDs to understand better how they can contribute to teachers' professional formation. It is increasingly understood that much learning is situated or contexted and that a great deal of learning happens in the workplace. In other words, professional formation is, to a large extent, non-formal; indeed, non-formal learning may be more important than the formal training that HRDs have often sponsored.

The implication is that if we wish to influence professional formation, we need to shape the workplace. HRDs are uniquely placed here.

In elaborating and defending this thesis, Knight will invite colleagues to consider ways of i) sharing existing good practice and ii) collaborating to increase our shared scientific knowledge of these ways in which HRDs can contribute to professional formation.

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### **Changing profile of the art market and the emerging demand for art managers in Turkey**

***Aysegul Guchan***  
***Yeditepe University, Istanbul, Turkey***

A relatively new higher education program, Art Management, which has been launched by Yeditepe University, has been developed as a response to the actual demand of the art market. In order to understand the actual need cited briefly, it is necessary to outline the art scene in Turkey in the past three decades.

In the 1980s, the quality of contemporary Turkish art began to differ from art in previous decade. Political chaos which Turkey had experienced in 1970s resulted in a certain division between radical left and radical right groups. While most artists who were engaged to the left wing preferred to produce politically oriented works, those who did not want to get involved in political affairs preferred to leave art and keep quiet. Affected by this chaotic and unfruitful atmosphere, businessmen avoided to invest capital in art business.

After the end of political turmoil in 1980, a new era began in Turkish history. Serene political life encouraged the flow of the international capital into Turkey. Strengthened economy and peaceful political life gave rise to the establishment of new art galleries and art institutions as well as the investments in various areas. The first International Istanbul Art Biennial held by Istanbul Foundation for Culture and Arts is one of the exemplary products of late 1980s in terms of contemporary art. In these years, the most important lack was the professional staff having both art and management skills for running the new art institutions and for curating the large-scale exhibitions.

The first Art Management undergraduate program was launched by Yeditepe University in 1998 and a graduate program was launched in February 2005 as a response to this actual need of the art market. From this moment on, Art Management Program became a bridge between university and the art market. While academics whose majors were art and business provided the required knowledge in these areas, specialists from Turkish art scene – from art galleries, museums, art institutions, foundations, and art magazines – provided the current practice for the students.

In this paper, I will discuss the changing profile of the art market and the emerging demand for the art managers in Turkey. While discussing, I will try to demonstrate the need for collaboration between the art market and the university for the desired outcome.

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## **Quality-Driven Initiatives in Higher Education: A Case Study**

***Fatt Hee Tie***

***University of Malaya City Campus, Malaysia***

Quality assurance in higher educational institutions has become an issue of major concern among universities. In the postmodernism era, it continues to remain high on the agenda of many educational institutions. This is associated with the rise in public accountability and demand for transparency in the way in which higher educational institutions are managed. A number of universities have implemented several quality initiatives to address these concerns. Towards this end, a quality management system has been established, implemented and maintained in a public university in Malaysia. In collaboration with an enhanced legislative framework, this strategy has succeeded in strengthening the delivery of services and management at the university. This paper discusses how the adoption of a private sector model of performance measurement has helped to address important quality initiatives in the university.

### **Workshop Session II**

#### **Plenary Session 5. A new gender gap in management?**

### **Conflict in higher education and its resolution**

***Peter W A West***

***University of Strathclyde, United Kingdom***

Karl Marx once observed that war poses the final test for decaying social and political structures. The equivalent test for the structures of Higher Education Institutions is posed by internal conflict. Dissent and dispute are essential features of any vibrant university, so conflict can never be entirely avoided. Nor is there any private sector model that we can borrow to deal quickly and firmly with such situations. In this paper, conflicts such as that which erupted in the Philosophy Department of University College Swansea will be analysed to establish some steps we need to consider, to ensure that conflict, when it comes, does not do to our universities what war did to the Empires of the Hapsburgs and Romanovs.

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