

PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION

Benchmarking Quality and Internationalisation

Issues relating to quality in tertiary education are high on the agendas of national authorities and institutional administrators in OECD countries. These concerns have become even more critical in a dynamic global setting where growing interdependence across national economies and advances in information and communication technologies frame teaching, learning, research and administrative work. The need for flexible and varied responses to the complex opportunities and challenges arising from these underlying trends shifts the focus for quality issues to the institutional level and redefines the role for national authorities and outside agencies.

The latest IMHE publication, *Quality and Internationalisation in Higher Education*, is the third and most comprehensive effort by the Programme on this topic. Marking the completion of a five-year initiative, this report synthesises the findings of the work completed;

introduces the *Internationalisation Quality Review* process (IQR) with reference to case studies from Australia, Finland, Kenya, Mexico, Poland and the United States; and identifies emerging issues. Project leaders were Hans de Wit of the Universiteit van Amsterdam, the Netherlands, and Jane Knight, Ryerson Polytechnic University, Toronto, Canada.

Situating the quality review of international activities within the broader context of quality assurance in tertiary education, two principal conclusions provide guidance for institution-level policy formulation:

■ Internationalisation of tertiary education is a source of and force for quality in teaching, learning and research. It makes sense, therefore, to adopt an "integrated" approach to quality assessment, which incorporates international initiatives and dimensions and is reflected in both programme and organisational strategies.

■ Although approaches to quality assessment and assurance of internationalisation are specific to each institution and framed by the national context, attention is likely to be focussed increasingly on international comparability and transferability.

The IQR is an important and practical

product of this work. Developed by an international team as a pilot project of the IMHE and the Academic Co-operation Association (ACA), the IQR was tested under diverse institutional, cultural and country contexts in 1997 and 1998. Thus far, nine institutions have participated in the process. Through guidelines now refined for self-evaluation and an established framework for external review, the IQR can assist institutional leaders in designing, reviewing and improving their own internationalisation strategies and policies. The process is a step toward bringing together the quality assurance of internationalisation and the internationalisation of quality assurance.

Managers interested in learning how their institutions can take part in the IQR process can contact the IMHE Secretariat.

Quality and Internationalisation in Higher Education; OECD Publications; FF 230; 268 pages.

In Remembrance

On 16 September 1999, Paul M. LeVasseur, Head of the IMHE Programme for more than twenty years, passed away after a battle with cancer. During his career with the OECD and IMHE, Dr. LeVasseur contributed to the development of the Programme during its early years and through the period of expansion. He retired from the Programme in 1996. All of us at the IMHE Programme are saddened by this loss.

IMHE Prepares General Conference

The 15th IMHE General Conference, *Beyond the Entrepreneurial University? Global Challenges and Institutional Responses*, is scheduled for 11-13 September 2000 in Paris. The Conference takes its title and focus from Professor Burton Clark's work on an entrepreneurial approach to institutional change, as developed in his book, *Creating Entrepreneurial Universities: Organizational Pathways of Transformation* (1998). Burton Clark is Professor Emeritus of Higher Education and Sociology at the University of California, Los Angeles. The Conference presentations and discussions will identify and explore the ways in which tertiary education institutions are responding to the challenges in a dynamic economic, social and policy environment.

IMHE is pleased to announce that Burton Clark will be a keynote speaker. He will be joined by a number of European, Pacific-Circle and American experts, including ministers, policy makers and leaders in tertiary education.

Five themes developed in Clark's work will frame the three-day Conference programme:

strengthening the institution's "steering core", creating and expanding a flexible outreach structure, diversifying the sources of funding, transforming the academic "heartland", and developing an integrated and positive entrepreneurial culture.

In addition to keynote speakers, panel discussions and working groups are planned. Languages of the Conference will be English and French with simultaneous interpretation provided. Member institutions may nominate one or two representatives to the Conference at no charge. Non-members can also attend upon payment of a FF 3500 Conference fee.

Detailed information will be made available in the spring. All participants will receive background materials in advance of the Conference and a complete portfolio upon arrival.

If you are interested in presenting a paper at this Conference, please refer to the *Call for Papers* included with this newsletter. To receive additional documentation, please contact the IMHE Secretariat.

Call for Papers

The IMHE Secretariat is accepting papers for consideration. Submissions must include an abstract of 150-250 words. Please note that papers must be relevant to one of the Conference themes. The Secretariat reserves the right to refuse proposals. Please forward the paper and abstract, along with the completed information sheet, provided with this newsletter, to the IMHE Secretariat. You may also submit your proposal by completing the submission form on the IMHE web site: www.oecd.org/els/edu/imhe. Deadline for submission: 31 March 2000.



Transnational Education: Mainstream or Backwater?

by Richard Yelland, Head of the IMHE and PEB Programmes

In recent years there has been rapid growth in transnational tertiary education, to the point where, for some countries, education services are now a major export earner. A recent report by the World Trade Organisation (1999), in fact, notes increasing numbers of students on study abroad programmes, international marketing of courses, the opening of branch campuses and the development of international co-operation mechanisms. Although reliable data are hard to obtain, the WTO report estimates that by the early 1990s over 1.5 million tertiary-level students were studying abroad.

Tertiary education institutions are not only interested in the revenue-raising effect of internationalisation programmes, but also in the political, academic and social rationales, as Jane Knight of Ryerson Polytechnic University points out in the recent IMHE publication, entitled *Quality and*

Internationalisation in Higher Education.

Nevertheless, students in transnational programmes are still only a small proportion of the total number of students. Examination of recent policies even in "exporting" countries such as Australia and the United Kingdom, suggests that internationalisation generally has low priority in comparison with domestic issues relating to structure, governance and financing, for example.

Another major concern is quality. Who should — and who can — regulate the providers? IMHE with the Academic Co-operation Association has developed the *Internationalisation Quality Review (IQR)* in response to some of these concerns. The Global Alliance for Transnational Education (GATE) has developed a certification procedure and is lobbying to overcome restrictive trade practices.

The cost of international provision, whether it is passed on to students or absorbed by providers, is substantial. Some see a future in which only heavily capitalised corporations will be able to operate in the market and that if and when they begin to do so, they will pose a threat to conventional universities. Others see in the new technologies the potential for new and flexible providers to create niche markets for themselves. Who under these circumstances will work to provide access to the billions in the world who do not have the technological infrastructure to support rapid interactive communications? Whose responsibility is it to ensure equity within systems?

Whatever the scenario, there is undoubtedly a challenge to institutional managers and tertiary education policy-makers. The IMHE Programme is giving attention to some of these questions, and we would like to hear your views.

News from the Secretariat

Membership 2000. For the year 2000, IMHE is offering a special introductory membership fee of FF 10,000 for **new members** only. Those who join the Programme during this period receive all regular benefits, including the right to nominate two participants to the General Conference in September. This offer is available to all tertiary education institutions. Details have been sent to institutions in eight countries, and more will be covered. To take advantage of this Year 2000 incentive, contact the IMHE Secretariat.

New Members. IMHE welcomes Växjö University in Sweden, The City University of Hong Kong, Université du Québec à Montréal in Canada.

Legal Issues. Thirty-six participants from sixteen countries, including Australia, the United States and South Africa, attended the IMHE seminar, *Universities and the Law*, held in October at the University of Oxford, United Kingdom. Organised to meet the needs of institutional managers, the seminar covered a specific set of issues, now more critical to the running of institutions in view of the vesting of more responsibility at the institution level. Among the topics covered: staffing and personnel policies, university-student relations, and the use of intellectual property. This meeting was the first in a series of single-topic seminars, designed to stimulate discussion on emerging issues. Future seminars on other topics

are now being considered.

Governance Project. The new IMHE project, *The Governance and Leadership of Higher Education Institutions*, was launched with a one-day seminar, 21 October. With both theoretical and practical bases, the project will focus initially on the role of institution governing bodies. The work will be carried out from a number of perspectives and take into account country and cultural differences in an effort to identify common principles and characteristics of good practice. The project team includes as leader, Steve Cannon, Secretary, University of

Aberdeen; Lars Ekholm, Secretary General, Association of Swedish Higher Education; and Peter Kwikkers, Policy Adviser, Ministry of Education, Culture and Science, the Netherlands. For information, contact Steve Cannon at adf059@admin.abdn.ac.uk or Jan Karlsson at the IMHE Secretariat.

Seminar in China. IMHE is organising a seminar for the first time in China next year. The topic is *Changing Patterns in University Management*, and it will be held 12-14 April. Tsinghua University in Beijing will host the seminar. Registrations are being accepted now. For details, contact the IMHE Secretariat.



*Pictured here are the participants at the 1999 CRE-IMHE French-language Seminar for University Leaders, hosted by the Université Libre de Bruxelles. They represent seven European countries, as well as Brazil and Canada. A report of the issues discussed at the meeting will be published in the **Higher Education Management** journal, vol. 12 (2000). The next CRE-IMHE English-language seminar will be hosted by the University of Birmingham, United Kingdom, 7-12 April 2000.*

ELSEWHERE IN OECD

Education Policy

The fourth edition of *Education Policy Analysis 1999* identifies a number of ways in which investments in education and training for lifelong learning can be made more effective. The volume draws on trends and policy experiences in OECD countries. The four chapters examine projections for growth in participation in education and training and the factors influencing the resources needed; policy options to secure the benefits of early childhood education and care; investment, access and use of information and communication in technology (ICT); and participation in tertiary education by adults and under-represented groups.

Among its key policy conclusions:

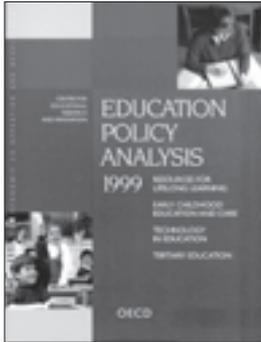
■ **It is possible to take important steps toward lifelong learning at relatively modest cost — if public resources are well-targeted and private sources can be secured.** To meet the overall costs for lifelong learning, countries will need to consider ways to strengthen policies which improve the cost-effectiveness of learning and establish incentives for individuals, households and employers to increase their investments. Half or more of OECD countries would reach lifelong learning targets of high early childhood, youth and young adult participation rates in 2005 without raising enrolments by more than 20 percent from the 1995 levels. This conclusion applies least for tertiary education, where volume growth would need to be 20 percent or more in most countries.

■ **Early childhood learning can have huge impacts on children's futures, but this does not follow automatically.** It depends on the nature and quality of programmes, where attention needs to be given to regularity and duration of participation; a clarity of aims of learning skills and social development; and the preparation and responsibility of staff.

■ **Investment in and access to computers in schools is growing exponentially, but the quantity and quality of software investment lags behind.** Most investment in this area still goes into hardware, not into developing better software, preparing staff and better integrating ICT use in teaching and learning. The report identifies a vicious circle: where educators are not convinced that ICT can address central educational goals, money and effort are not diverted to using and improving materials.

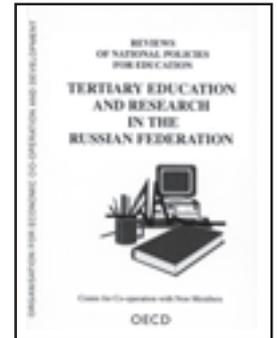
■ **Expansion in tertiary education is not fully reaching disadvantaged groups and will not do so simply by providing more places.** Although there has been a 40% increase in student numbers in tertiary education for those from privileged as well as less privileged backgrounds, the gap in rates of access has not generally changed. The report argues that more needs to be done to introduce new teaching approaches and student-support strategies into tertiary as well as secondary education to meet the learning needs of disadvantaged groups.

This volume is available from the OECD Publications Service; FF 120; 94 pages.

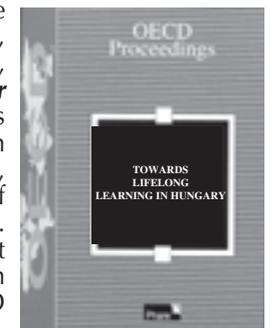


Country Studies

■ The OECD Centre for Co-operation with Non-Members (CCNM) has released *Reviews of National Policies for Education: Tertiary Education and Research in the Russian Federation* (1999). This volume examines the challenges facing tertiary education and research within the context of an uncertain and ever-changing economic, social and political environment. The conclusions target the following for policy action: reducing inappropriate barriers at the secondary-tertiary interface; rationalising higher professional-vocational education; encouraging the use of appropriate means of distance education; sustaining the quality of higher education research; improving the conditions of students and teachers; and placing higher education activities on a secure and rational system of financing. OECD Publications; FF 220; 182 pages. This study complements the first review, entitled *Reviews of National Policies for Education: Russian Federation* (1998). These reviews were supported by grants from Finland, Germany, the Netherlands and the United Kingdom.

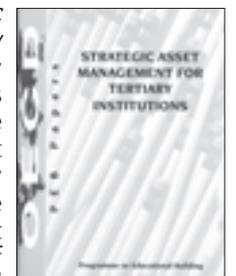


■ *OECD Proceedings: Towards Lifelong Learning in Hungary* (1999), the first country study on lifelong learning organised in the form of an education policy review, follows an earlier OECD publication, *Reviews of National Policies for Education: Hungary* (1993). This publication gives particular attention to education and the economy, regional development, new forms of distance education, and financing. This review was supported by a grant from the European Commission PHARE Programme. OECD Publications; FF 130; 89 pages.



Design and Management

The proceedings of an international workshop, organised by the OECD Programme on Educational Building (PEB), on institution design and management have been published under the title, *Strategic Asset Management for Tertiary Institutions* (1999). It identifies key elements for policy development as facilities executives shift toward more strategic approaches to asset management in an increasingly competitive learning and service environment. The move to implement lifelong learning and the impact of information technology are highlighted as the two most crucial influences on the policy agenda for tertiary institutions in the near future. OECD Publications; FF 140; 71 pages.



To order from OECD Publications: fax 33.1.49.10.42.76; e-mail: sales@oecd.org; on-line: www.oecd.org/bookshop.

IN BRIEF

Bookshelf

Adaptive University Structures: An Analysis of Adaptation to Socioeconomic Environments of US and European Universities (1999) by Barbara Sporn. **Transforming Universities: Changing Patterns of Governance, Structure and Learning in Swedish Higher Education** by Marianne Bauer, Susan Gerard Marton, Berit Askling and Ference Marton. For information: Jessica Kingsley Publishers, 116 Pentonville Road, London N1 9JB, United Kingdom; www.jkp.com.

Higher Education in the Twenty-first Century: Vision and Action, Final Report of the 1998 UNESCO World Conference on Higher Education. For information: UNESCO, Division of Higher Education, 7 Place de Fontenoy, 75352 Paris 07 SP, France; www.education.unesco.org.

Making and Saving Money and **Resource Allocation in Universities**, both published by the Commonwealth Higher Education Management Service (CHEMS). They are available at £10 (US \$15) and £5 (\$8) respectively. For information: CHEMS, John Foster House, 36 Gordon Square, London WC1H 0PF United Kingdom; www.acu.ac.uk/chems/chems.html.

Returning to Our Roots: A Learning Society. Fourth Report of the Kellogg Commission on the Future of State and Land-Grant Universities (USA). For information: National Association of State Universities and Land-Grant Colleges (NASULGC), 1307 New York Avenue NW, Suite 400, Washington, DC 20005; USA; www.nasulgc.org.



The OECD is pleased to announce the appointment of Mr. John P. Martin as Director of the OECD Directorate for Education, Employment, Labour and Social Affairs (DEELSA). Mr. Martin brings to his post expertise, experience and insights from a career specialising in international trade

and labour economics. He has served in a number of posts at the OECD, currently as the Deputy Director of DEELSA.

Mr. Martin will take up his new appointment on 1 March 2000, following the retirement of Thomas J. Alexander.

Provisional 2000 CALENDAR

7-12 April, CRE-IMHE Seminar for University Leaders, Birmingham, UK, in co-operation with the University of Birmingham.

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.

May, Seminar on *outsourcing*. Date and location to be announced.

8-9 June, Experts meeting relating to the project, *Trends in Research*

Management and Support, Paris, France.

11-13 September, 15th IMHE General Conference, *Beyond the Entrepreneurial University? Global Challenges and Institutional Responses*, Paris, France.

18-19 September, *The Management of University Museums*, Paris, France.

Other seminars and meetings are being planned. Details will be provided in future issues of this newsletter and on the IMHE homepage.

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