

PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION

IMHE General Conference, 16-18 September 2002
Incentives and Accountability in Higher Education
OECD Headquarters, Paris, France

The IMHE General Conference 2002, to be held at OECD headquarters in Paris France, will focus on how incentives and accountability mechanisms influence behaviour in higher education - the behaviour of individuals, academic units, institutions and the sector as a whole. Plenary sessions, invited keynote speakers, panel discussions, and parallel group sessions of papers will develop conference themes:

Conference Themes

- ❖ National policy instruments and institutional behaviours.
- ❖ The international education market: collaboration and competition.

- ❖ Motivating individuals: the academic career.
- ❖ Governing today's university: institutional identities.

Consult the IMHE website at www.oecd.org/els/education/imhe for details on submitting papers and for updates on the evolving programme.

Note

IMHE member institutions can send two participants to the conference free of charge. Participants from non-member institutions must pay 600 Euros.

The Financing of Higher Education:
A Well-attended IMHE Seminar in Helsinki

Should countries with supply-driven systems of higher education — where central authorities provide funding and more or less detailed regulation of authorised degrees and programmes, and where tuition fees are low or non-existent — become more demand-oriented — systems where institutions charge tuition fees and are more self-regulating? The 80 participants at the seminar on the Financing of Higher Education held in Helsinki on 30-31 August considered this question, among others. During the seminar, jointly organised with two Nordic associations of university rectors and administrators, participants described how higher education is financed in OECD countries and beyond.

Finding the right balance between teaching, research, and service to society within the existing financial framework was also discussed. In one presentation, the audience was reminded that research was a relatively recent addition to university responsibilities since the creation of the first institutions nearly 1000 years ago.

Institution leaders, ministries, and funding agencies are all concerned about the most efficient methods for using scarce resources as efficiently as possible, whether for governmental support to teaching and research or for student maintenance grants. A model of income-contingent student loan schemes was introduced and extensively debated. In this model, students granted would repay tax authorities for their state-guaranteed loans on the basis of their incomes. Interest rates would be based on the cost of borrowing plus social insurance fees. This model would arguably counter the tax subsidy of the middle class, which continues to be the primary beneficiary of public higher education, by poorer segments of the population.

Enrolment trends were also discussed. Are they financially sustainable? Does it really matter whether money comes from public or private sources? And how does lifelong learning affect tertiary finance issues? These three issues were presented with recent OECD statistical data as background.

Transformation and University Governance:
The Third IMHE French-language Seminar for Senior University Managers

From 7-12 September, 14 university leaders met at the Université Joseph Fourier in Grenoble to explore the seminar theme under the guidance of a team of experts. Discussions were organised around three related issues: the changing socio-economic context for higher education; academic

management, programmes and curricula; and research management and implications for researchers.

The next French-language seminar is scheduled for September 2003.

Universities, Medical Schools and the Health Sector: IMHE Seminar in Paris, August 2001

Sixty participants including university presidents, medical school deans and hospital directors from a large variety of countries met in Paris on 16-17 August at the IMHE seminar on Universities, Medical Schools and the Health Sector. Their discussions included, among other things, current directions in the management of teaching and research in medical schools. Despite the diversity of countries and systems, many problems proved to be identical. For example, financing clinical education and research, the relations between medical schools and health authorities, and the difficulties facing deans of medical schools and other administrators in a complex sector.

Medical schools, more than other sectors of higher education face conflicts of interest and resource issues, and the contributions often included vivid illustrations of the difficulties that medical schools experience when they try to strike the right balance between their three missions of education, research, and service. Several countries reported the high

degree of integration among the functions of health services and faculties of medicine and medical schools whose responsibilities and objectives coincide but whose priorities differ. Medical care and services, on the one hand, and teaching and research on the other. This creates many challenges to managers in the health services and in universities, including allocating funds for research, and finding research time for doctors under pressure to advance their careers, to find budgetary resources, and to meet commitments to government and regional demands.



Prof. Stein Evensen

A publication of the proceedings, edited by Celia Whitchurch and Tom Smith, two active participants, will present some of the main issues addressed during the seminar.

News from the Secretariat

The Political Economy of Higher Education: Processes and Strategies for Growing Research at New and Emerging HEIs

Dr. Ellen Hazelkorn of the Dublin Institute of Technology will be working at the IMHE from September through December 2001 to continue her work on the problems of new and emerging institutions in organising themselves to encourage and facilitate research and researchers.



Dr. Ellen Hazelkorn

The research focus reflects her conviction that research is the *sine qua non* of whether these institutions stand or fall. The project, defined by Dr. Hazelkorn, whose own institution underwent a legislative consolidation in 1992 and then was granted degree-awarding status, making it a new institution in certain ways, took shape after consultation with the IMHE Directing Group and her own contacts. Participating institutions are in

Australia, Canada, the Czech Republic, Denmark, Finland, Greece, Hong Kong, Ireland, Japan, New Zealand, Portugal, and the United Kingdom. She would welcome information and examples from OECD countries concerning these issues. Contact her at Ellen.Hazelkorn@oecd.org

Readying Researchers for the Market: The Curricular Conundrum

Dr. René-Paul Fournier will be working at IMHE through mid-December 2001. After earning a Ph.D. in physical chemistry at l'Université Laval, Quebec in 1970, Dr. Fournier quickly chose a career in university administration and worked in several universities in Quebec in his area of specialisation—managing higher education and research. In the 1980s, he helped to create a new governmental grant-giving institution devoted to research.



Dr. René-Paul Fournier

He is currently taking a sabbatical from the National Scientific Research Institute (INRS), where he has served as dean for higher education and research. He has chosen to come to Paris to work at IMHE on the requirements of the knowledge society for a highly-skilled multidisciplinary workforce and the implications that this might have for universities and the way they work. Shaping curriculum so that degree programs prepare students for the workplace is a concern shared by virtually all institutions of higher education. The IMHE, with its extensive network of contacts, is an ideal context in which to pursue this work. Contact him at René-Paul.Fournier@oecd.org

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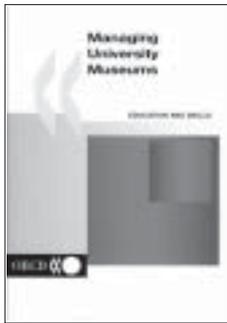


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Please inform IMHE.

Publications of Interest

Managing University Museums. OECD Publications. ISBN 9264195246

The IMHE organised a seminar on managing university museums in September 2000 that brought together 60 participants, including university museum managers and directors from Europe, the United States, and Australia. This publication, which assembles the presentations made during the seminar, reflects shared concerns and issues. Like the universities that house them, university museums have come under close scrutiny during reviews of resources and space. They must both serve as a resource for researchers and a showcase for university achievements, while at the same time, providing the general public with a stimulating educational environment, partly in order to maintain financial autonomy.



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New School Management Approaches. OECD Publications. ISBN 9264286468

School and educational system managers today face the arduous task of running schools in a complex world with endless pressures on resources and demands for better performance. This publication, based on 29 innovative initiatives in nine countries (Flanders, Belgium; Greece, Hungary, Mexico, Japan, the Netherlands, Sweden, the United Kingdom, and the United States) examines how these challenges are being addressed, and helps to define the role of school managers in this new context.



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E-Learning: The Partnership Challenge. OECD Publications. ISBN 926418693X

This publication focuses on the public-private partnerships that are being forged around e-learning — the impacts of new information and communication technologies on education and training — in schools and in higher education systems. While new information and communication technologies are being touted as transforming education and learning everywhere, start-up costs can be high and competition can come from virtually anywhere in the world. Partnerships are thus singularly central to this area, and they are based on how marketable they are, and on discerning the public interest and public good of e-learning. Although responses to the questions concerning the public utility of e-learning vary in OECD countries, public-private sector partnerships appear universal. This short publication not only describes the developments of market prospects and partnership creation, but also provides some practical advice, especially to business and education institutions about how to create and manage partnerships.



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The Well-being of Nations: The Role of Human and Social Capital OECD Publications. ISBN 9264185895

The success of nations, communities, and individuals may be linked more than ever before to how they adapt to change, learn and share knowledge. This report helps clarify the concepts of human and social capital, and evaluates their impact on economic growth and well being. Social capital is a relatively novel notion in economic and social, and the



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evidence for it is therefore less developed; the report draws on several empirical studies that suggest potentially important links between human and social capital.

Higher Education Management Vol. 13, No. 3 OECD Publications ISBN

Ivar Bleiklie, *Towards a European Convergence of Higher Education Policy?*; Chris Duke, *Cultural Change and the Machinery of Management*; James Powell, Michael Harloe and Mike Goldsmith, *Achieving Cultural Change: Embedding Academic Enterprise – A Case Study*; Frederick Fourié and Magda Fourié, *Striking a Balance Between Becoming Entrepreneurial, Nurturing the Academic Heartland and Transforming a Higher Education Institution*; Terttu Kortelainen and Päivi Rasinkanga, *Implementation of a Joint Web Service for the Finnish Open Universities*; Elsa Hackl, *The Intrusion and Expansion of Community Policies in Higher Education*.

André Gustin, Management des établissements scolaires : de l'évaluation institutionnelle à la gestion stratégique, DeBoeck University Press. ISBN 2804135926 (French only)

The educational building is one of the best indices of the quality of the training that goes on within its walls. How should it be evaluated? What should be the framework and criteria for considering its evolution and the changes that it undergoes? How should the transition be made between an institutional evaluation and its application to building policy? This publication provides both a reference and a methodological guide to this complex issue. It invites the reader to assess his/her own experience, by carefully analysing data, processes, and the various logics that shape the face of educational institutions and contribute to their local identity.



News from Members

Accreditation and Quality Assurance: The Swiss Model

The Helvetic Federation has created an institution that critically examines quality in higher education. Impassioned discussions between universities, government and administrations ultimately led to a model that offers the advantage of focussing not only on accreditation for institutions and programs, but also on the implementation of quality assurance mechanisms.

The new Center for Accreditation and Quality Assurance has a simple organisational structure with separate

operational and strategic levels. The Board is responsible for accreditation and quality assurance and the Swiss University Conference is responsible for strategic planning and official government recognition.

The Accreditation and Quality Assurance Board comprises an administrative office and a Scientific Advisory Board including five experts in higher education, two of whom come from outside Switzerland. The task of the Scientific Advisory Board is to ensure that state of the art evaluation and

accreditation procedures are used, and that the procedures correspond to international standards.

The administrative office organises evaluations and accreditations. Together with universities and other partners, it works out accreditation standards, outlines quality assurance requirements at universities, and regularly verifies that the universities meet the standards. The Board may also make its services accessible to third parties, capacity permitting.

Elsewhere in the OECD

University and Technology-for-Literacy/Basic Education Partnership in Developing Countries

Experts from three sectors — information and communication technology (ICT), literacy, and higher education — from across the globe — India, Africa, North and South America, Hong Kong, Europe and China — met at OECD headquarters to explore the potential for partnerships among them for teaching literacy through distance education. How might the know-how of HEIs in developing ICT and in defining teacher training to teach literacy be used to teach literacy in developing countries via distance education? The roundtable was

organised by the OECD Centre for Educational Research with the University and Technology-for-literacy/Basic Education Partnership in Developing Countries (UTLP). UTLP is managed by the International Literacy Institute of the University of Pennsylvania, and is funded by Ford Foundation, among others.

The presentations of many initiatives in different countries highlighted the extremely varied conditions to which programs must be targeted. Participants weighed the comparative benefits of different generations of technology (TV,

radio, video, computers). They described the tremendous range and number of ethnic groups and languages in their countries (China, India, Latin America) and the issues that this diversity raises for literacy and the materials for literacy training. Finally, they explored future directions in which to move.

For information concerning the ILI, contact Dr. Dan Wagner, Director, wagner@literacy.upenn.edu or Dr. Mohamed Maamouri, Associate Director, maamouri@literacy.upenn.edu

IMHE Calendar 2001-2002

3-4 December 2001

Seminar on *Institutional Responses to Changing Student Expectations*, OECD, Paris, France.

2002 Meetings (dates to be announced)

March 2002

Internationalisation and the Governance of HEIs, Amsterdam, the Netherlands.

June 2002

EUA-IMHE Management Seminar in English, Edinburgh, Scotland..

August 2002

Managing University Libraries, Paris, France.

16-18 September 2002

IMHE General Conference, OECD, Paris, France.

Other Meetings of Interest

6-8 December 2001

13th Annual EAIE Conference, *International Education: Realising Human Potential*, Tampere, Finland. www.eaia.org/CONF2001

12-14 December 2001

SRHE Annual Conference, *Excellence, Enterprise, and Equity: Competing Challenges for Higher Education*, University of Cambridge, Cambridge, England. www.srhe.ac.uk/annualconf2001/cambridge1.htm

2002 Meetings

19-22 June 2002

EUNIS 2002, 8th International Conference of European University Information Systems: *The Changing Universities: The Challenge of New Technologies*, Faculdade de

Enghenharia da Universidade do Porto, Portugal. Deadline for Proposals of abstracts and tutorials: December 15. www.fe.up.pt/eunis2002

24-27 June 2002

International Association of University Presidents, Sydney, Australia.

2-4 September 2002

CHEPS European Conference, *The New Educational Benefits of ICT in Higher Education*, Rotterdam, The Netherlands. www.oecr.nl/conference

8-11 September 2002

24th Annual EAIR Forum, *Crossing National, Structural and Technological Borders: Development and Management in Higher Education*, Prague, Czech Republic. www.org.uva.nl/eaair