

## PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION

### The IMHE Mandate 2002-2006

*Our task is to facilitate investment in competencies for all. Investment in education and training and other learning opportunities is an investment in the futures of our countries and our peoples. We ask the OECD Secretariat to work with us in bringing an international perspective to the development and analysis of policies to achieve this goal and to the identification of what works in practice.*

At their April 2001 meeting, the OECD Education Ministers defined the goals for education and training systems: strengthening human and social capital, enhancing the development of competencies throughout life, and building the quality of communities.

IMHE activities reflect and complement OECD priorities in general and policy concerns in education and research in particular. In February 2000, Professor Chris Duke reviewed the IMHE Programme and his recommendations included clarifying the programme's specific mission of furthering understanding of the management of higher education and of developing the capacity for institutional leaders to manage strategically. Work during the 2002-2006 mandate will therefore reflect this overarching concern, and seek answers to some of the most pressing issues facing higher education today: How

can HEIs most effectively contribute to the economic, cultural and social life of their communities while promoting sustainable global development? How should they respond to the new knowledge society? How does the lifelong learning paradigm require rethinking education programmes? How does knowledge production affect university teaching and research? How will liberalised education change notions of demand, and how can information and communication technologies change teaching and learning radically? We welcome your reactions to and participation in these ongoing debates.

#### How Members Assess IMHE

IMHE members received a questionnaire in January designed to help the IMHE Directing Group define programme objectives and priorities for the next five-year mandate. Responses were analysed to better discern the themes that members wanted to see addressed and others they might add. These themes include target audiences for activities and meetings, and their location, topics for one-off seminars, publications (*Higher Education Management* (journal), *IMHE Info* (newsletter), books) and their format (electronic versus paper), information dissemination, and fees.

Contact us at our new email address: [Imhe@oecd.org](mailto:Imhe@oecd.org)

### A New Editor for the *Higher Education Management* Journal

With the publication of Vol. 13 No. 1, Michael Shattock takes up the editorial mantle from Maurice Kogan who left in 2000, after fifteen years of much appreciated responsibilities (see *IMHE-Info* No. 3, 2000). Mike Shattock is well known to IMHE



Michael Shattock, New Editor,  
*Higher Education Management*

members, including those who heard his plenary addresses at the 1992, 1994, and 1996 General Conferences. He is also well known generally in the international world of higher education management. He is currently Visiting Professor at the Centre for Higher Education Studies at the University of London Institute of Education.

From the time I graduated from St. Catherine's college, Oxford, I was interested in the question of how universities are run and in Third World issues. I worked at what is now the University of Nairobi on secondment from the University of Leeds from 1965-1966, and was invited to return as University Registrar from 1968-1969. It was a good moment to do things in higher education in Africa, during the period of post-independence nation building. I returned to the UK system as Deputy Registrar and then Registrar at Warwick University from 1969-1999. During those three decades, the university grew from a two-building institution with 1200 students to being ranked 4<sup>th</sup> for research in the UK, with a medical school and a student enrolment of 16,000, most of

whom were graduate students.

My latest books include *The UGC and the Management of British Universities* (Open University Press, 1994) and an edited volume entitled *The Creation of a University System* (Blackwells, 1996). I am currently writing a book entitled *Managing Successful Universities*. I have also been the editor of the *Higher Education Quarterly* (1986-1996) and of *Minerva* (1995-2000).

My involvement with IMHE is longstanding. From 1992-1998 I was one of the UK representatives on the Directing Group and I chaired a group on reforming management in higher education in the Central and Eastern European countries, which worked together for 5 years (see *IMHE Info*, 1996). As the IMHE Journal editor, I hope to continue the trajectory of improvement established by Maurice Kogan. This journal is differentiated from other higher education journals because of the depth of material it publishes about higher education structures at system and institutional levels. We might hope that the journal will influence the IMHE agenda and broaden the range of issues that it addresses. This will be assisted by having a high-powered editorial board, which we have just created, that is broader, in terms of academic expertise, than the Directing Group. Whereas the journal's title emphasises management, I would like to see it also reflect policy, which is certainly an area of considerable interest to IMHE and its members. This emphasis might also create closer links with the OECD itself.

## Hong Kong Seminar for University Leaders

From 11-15 May, seventeen participants from Australia, Brunei, the Czech Republic, Mainland China, the special administrative region of Hong Kong, Hungary, Indonesia, Ireland, the former Yugoslav Republic of Macedonia, the Philippines, Taiwan, and the United Kingdom attended this year's seminar, organised by the IMHE Programme together with LEWI, the David C. Lam Institute for East-West Studies at Hong Kong Baptist University. Professors John Davies (East Anglia Polytechnic University, UK) Peter Coaldrake (Queensland University of Technology, Australia), Madeleine Green (American Council on Education, U.S.) and Lucy Smith (Oslo University, Norway) led discussions on the Challenges of the 21<sup>st</sup> Century, scenarios and models for the university in the year 2010, and leadership and implementation of strategic institutional changes.

### Highly Diverse University Systems

The SWOT (Strengths, Weaknesses, Opportunities, Threats) sessions, held in small groups, were very successful despite the diversity of education systems represented: one system in which tertiary education is carried out largely by private, religious institutions; another that is being completely restructured because of mergers among institutions with changing ministerial oversight; a system in which demographic



changes are reducing student numbers; and one in which student populations are changing quickly.

### Common Grounds for Discussion

The problems and concerns vary widely, but university leaders everywhere must be able to direct teams, manage their institutions, and plan for the future. These are the common concerns that provide a solid ground for discussion.

## Many University Reforms, Few Changes

Why do university reforms in France fail? When they do work, what is their impact? Many studies have given us a vision of government intervention as being increasingly active particularly during the last decades, given the escalating numbers of reforms, and as spanning traditional to novel ways to shape education. Reforms have been relatively ineffective however, because they rarely accomplish what they set out to do and because even when they are applied, they never foresee or avoid future problems.

The fever for educational reform in France is surprising given repeated government announcements of its disengagement. However, if we look at how the Ministry of Education functions on a daily basis, how dossiers are dealt with, which networks of contacts and decision-making tools are used, we see the reform process in an entirely different light.

Reforms appear to be ineffective for changing the underlying reality and the organisational routines of central administrators. Despite the impression that tremendous energy is being expended to change education, the practices, procedures, and logic of ministerial operations remain unchanged.

I have often been struck, when studying the daily life of the education ministries in different countries, by the highly institutionalised nature of the criteria and types of instruments used to make decisions, and by the structure of relationships between the offices and their context. It would be useful to study how ministries work to understand how their internal functions affect the nature and application of reforms. It would be equally useful to understand how to make changes more thoroughgoing.

*Christine Musselin, member of the Higher Education Management editorial board, author of La longue marche des universités françaises*

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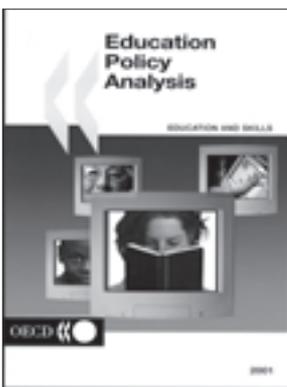


**Address change?**  
**Please inform IMHE.**

## Publications of Interest

● **Education Policy Analysis 2001 Edition.** OECD Publications. ISBN 9264186360

This special edition was prepared as background for the 2001 meeting of OECD Education Ministers and addresses several crucial questions.

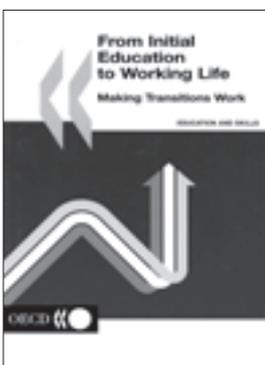


How far have countries progressed toward lifelong learning for all, who is being left behind, and how might schools evolve to address the

remaining gaps? Successful lifelong learning for all depends on clearly framed objectives and appropriate information for monitoring policy experience and examining policy options. The book examines promising directions for lifelong learning policies; country performance in realising lifelong learning outcomes; differences in participation in lifelong learning; competencies demanded in the knowledge economy; and alternate futures for schools.

● **From Initial Education to Working Life: Making Transitions Work.**

OECD Publications. ISBN 9264176314

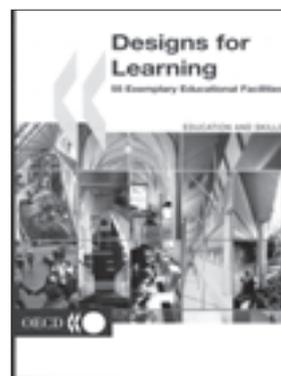


How did the transition from compulsory education to work change in the 1990s? Which types of transition policies have worked best? This volume presents the experiences

of 14 OECD countries and takes a broader view of transition outcomes than most comparative studies. It argues for coherent national policy packages with a few key ingredients: a healthy economy and labour market, well organised pathways from initial education to work and further study, opportunities to combine study and workplace experience, safety nets for those at risk, effective information and guidance systems, and policy processes involving governments and other stakeholders. It also examines how countries try to lay solid foundations for lifelong learning by changing educational pathways and institutions, and by adopting approaches to teaching and learning more centred on learners.

● **Designs for Learning: 55 Exemplary Educational Facilities.** OECD Publications. ISBN 9264186131

Educational buildings must satisfy more and more needs and accommodate more and more practical demands. How do the designs of educational facilities promote teaching and learning? How can they accommodate the proliferation of educational technology and increased participation in tertiary education and in lifelong education? This beautifully illustrated and highly readable publication shows how the design, use,



and management of selected educational buildings in 21 countries respond in creative ways to a changing teaching and learning environment. Chapter 3,

*Tertiary Education - Coping with Demand*, covers 10 buildings devoted to tertiary and adult education. Each

review is accompanied by numerous colour photographs and detailed blueprints and descriptions.

● **La longue marche des universités françaises.** Christine Musselin. Presses Universitaires Françaises. ISBN 978213051441

Christine Musselin, research director at the Centre for the Sociology of Organisations, teacher at the Institut d'Études Politiques, and member of the IMHE Journal editorial board, has published a new book investigating the nature and evolution of the French university. Musselin's history of the slow reform of the French university is unusually engaging. She examines the changing relationships among the disciplinary corporations, the faculties, the central Ministry of Education, and the institution of the university as they evolved through the reforms of the mid-1960s. She describes the reforms that ultimately led to a new university institution, which can only be understood within the context of the changing dynamics between the teaching profession and the central administration. While the book focuses on the French university after 1989, it provides a pertinent model for understanding institutional change and a thoroughly readable history of the interaction between national education policy and its institutional expression.



## News from the Secretariat

### ■ Linda Wagner, creator and first editor of *IMHE Info*, is moving to Albany, New York.

Her husband, Alan Wagner, Principal Analyst in the OECD Directorate for Education, Employment, Labour and Social Affairs for the last 14 years, has been appointed Professor and Chair of the Educational Administration and Policy Studies Program, University of Albany, State University of New York School of Education.

### ■ News from Members

#### *Distance Learning: L'Université de Picardie*

The University of Picardy-Jules Verne (UPJV), created in the 1960s and located between Paris and Lille, today has

21 000 students and offers more than 300 different diplomas. Its strategy has been to focus on international co-operation and on developing new educational technologies. UPJV was one of the first French universities to offer degree programs via distance education using its own technological and managerial platform and a multimedia production workshop.

New and original international co-operative programmes are being created. A MA programme in Economics and International Management was designed collaboratively with the Ecole Supérieure de Commerce Extérieur de Budapest, offering a highly interactive programme to students worldwide. An e-business MBA is being designed with the University of Greenwich, in which a

consortium of HEIs also participates worldwide.

The principle is the same in each case: co-developed courses and pedagogical systems, a common core curriculum and strategies defined by each partner, distance learning using the central platform or a mirror site combined with on-site learning, and programmes leading to a degree. This co-operative model provides new options to universities that understand the stakes involved in distance education but have lacked the means to undertake this curricular enterprise alone.

### ■ IMHE Welcomes New Members

Pôle Universitaire Européen Lille, Nord-Pas de Calais ● Università della Calabria.

## IMHE Calendar 2001

### 16-17 August

Seminar on *Universities, Medical Schools, and Future Directions in the Management of Teaching and Research*, OECD, Paris, France.

### 29-31 August

Seminar on *The Financing of Higher Education*, in co-operation with the Nordic Association of University Rectors' Conferences (NUS) and the Nordic Association of University Administrators (NUAS), Helsinki, Finland.

### 7-12 September

*EUA/IMHE Management Seminar for University Leaders* (in French), in co-

operation with Université Joseph Fourier, Grenoble, France.

### 24 September

Seminar on *Institutional Responses to Changing Student Expectations*, Brisbane, Australia.

### 8-9 October

Seminar on *Winds of Change in Latin America's Higher Education: Fostering and Managing its Transformation*, IMHE in co-operation with UNAM (Universidad Nacional Autónoma de México), Mexico City, Mexico.

### November (date to be announced)

Seminar on *Research Management*, in co-operation with the Centre for Higher Education Management and Policy, University of New England and the Department of Education, Training and Youth Affairs, Canberra (to be confirmed), Australia.

### 3-4 December

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

## Other Meetings of Interest

### 19-23 August

13<sup>th</sup> International Meeting of University Administrators (IMUA), *Values and Culture in Higher Education*, Helsinki, Finland. [www.helsinki.fi/imua2001](http://www.helsinki.fi/imua2001)

### 9-12 September

23<sup>rd</sup> EAIR Forum, *Diversity and Harmonisation in Higher Education*, Porto, Portugal.

[www.org.uva.nl/eaair/porto/index.html](http://www.org.uva.nl/eaair/porto/index.html)

### 23-25 October

Inaugural international forum of the South East Asian Association for Instructional Research: *Enhancing the Efficiency and Effectiveness of Tertiary Education in the 21<sup>st</sup> Century*, Kuching, Sarawak, Malaysia. [rsharma@groupwise.swin.edu.au](mailto:rsharma@groupwise.swin.edu.au)

### 6-8 December

13<sup>th</sup> Annual EAIE Conference,

*International Education: Realising Human Potential*, Tampere, Finland. [www.eaia.org/CONF2001](http://www.eaia.org/CONF2001)

### 12-14 December

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