

PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION

Focussing on Institutions

"The growing complexity of higher education dictates a growing importance for the institutional level as over against higher system levels of organization. The organization of higher education increasingly matters a very great deal."

Burton R. Clark, distinguished sociologist of higher education, offers a critical evaluation of the state of higher education studies. The position he adopts reflects his lifelong bias towards taking an institutional view of education.*

From my bias and age, I offer four broad observations. First, the study of higher education continues to be badly distorted by national tunnel vision. Researchers study some slice of their own higher education system and assume their findings apply generally, that is, internationally.... Second, American tunnel vision has been overwhelming concentration in research on student development in the undergraduate years.

Researchers and general public alike pore over local and national data on what is happening with "kids," whereas greater use of a knowledge model versus a student-development model of higher education can clear the mind of the trivialities of what goes on in the freshman year and the junior year.... Third, higher education research can benefit enormously from a greater willingness to grasp universities and colleges as congeries of subjects, disciplinary and interdisciplinary, whose support "tribes" occupy the basic academic units. Knowledge growth is a more important determinant of the difficulties of university problems than is student growth.... Fourth, the other most worthy thing is to approach whole universities and colleges as the actors who most count in national and supernational systems of education. The growing complexity of higher education dictates a growing importance for the institutional level as over

against higher system levels of organization. National and state legislatures, executive departments, commissions, and councils can announce broad policies, but implementation lies squarely in the hands of the constituent universities and colleges and their basic units. The institutions have trajectories of their own; they have policies of their own, of which governmental dictates are only a part. It is important analytically to pursue the ways that higher education operates as a 'self-guiding society' as well as to see it as composed of institutions dependent on certain main patrons. We need badly a literature of studies of how modern universities make their way amidst growing complexity and uncertainty, particularly in an age when they are under considerable pressure to become more entrepreneurial....

Given their special characteristics, how do universities and colleges hold themselves together? How do these institutions come to express contradictory social values in ways that variously enliven or debilitate them? How do they structure their internal operations to now adapt more readily to a turbulent environment, as they protect and carry forward valuable traditional programs and give operational voice to the idea that this is a university, not a business firm or a government department? Indeed, how do sets of institutions called universities now legitimate a plurality of meanings whereby we accept that a growing number of different types do different combinations of useful things?

* From *Developing a Career in the Study of Higher Education*, reprinted from *Higher Education: Handbook of Theory and Research*, Vol. XV, (2000) Agathon Press.

Launch of Research Management Project

The new IMHE project on research management at the institutional level was launched with an experts' meeting on 8-9 June in Paris. Nearly thirty participants representing a range of OECD countries were drawn from higher education institutions, a national level research funding body, and governmental and inter-governmental agencies with responsibilities for higher education.

Changes in the external environment of institutions have largely spurred concern with institution-wide management of research, a recent and significant development in higher education. Presentations and comments drew attention to:

- the need for institutions to diversify their sources of research funding;
- the implications for national and regional university systems of increasingly competitive R&D funding;
- major recent growth in tertiary systems resulting in a more diverse student body;
- the emergence of new transdisciplinary patterns of innovation and research;
- the growth in the complexity, scale, and cost of leading edge research;

- intellectual property issues;
- the question of whether different fields of research — life sciences, hot fields in IT, pharmaceuticals and computer graphics — need to be managed differently;
- the impact of the growing quality assurance movement in focusing the attention of institutions on their research profiles, and the growth of institutional strategic planning.

The meeting was organised around three major themes.

1. Research management and support within institutions.
2. Sources of funding and associated issues. Participants drew attention to the impact of the priorities of external funding organisations on universities, particularly in favouring certain fields and types of research.
3. Research training and research. Participants began to map practical steps taken by different institutions and systems to foster an institution-wide research orientation, beginning with the bachelor's degree.

The meeting spelled out the challenges facing institutions as they try to strengthen and orchestrate research management strategies. It also provided a solid foundation for a project that will draw together experience and expertise from a large, diverse group of countries.

Helen Connell

Changing Patterns in University Management: East-West Collaboration

The IMHE, Tsinghua University, and the David C. Lam Institute for East-West Studies of the Hong Kong Baptist University co-organised an international seminar in Beijing, China on 12-14 April 2000.

Seventy participants attended the seminar, which addressed four themes: the relationship between an institution and its environment, whether it be a private enterprise, the region, the state, or the world at large; managing university research, including its funding and commercialisation; managing quality, including approaches to assessing the quality of teaching, research, internationalisation, administration, and student services; and managing human resources: staffing, workloads, promotions, and careers, demography and staffing needs. Many Chinese authors presented papers providing valuable information on the Chinese system of higher education, some aspects of its financing, and some of the reforms that have been undertaken in the recent past. These will contribute background information for the autumn 2000 study of Chinese higher education (see below) and some will be published in *Current Issues in Chinese Higher Education*. Discussions on research management were particularly animated when they focused on the need, feasibility, and desirability of concentrating research in a few, top universities in China.

Tertiary Education Policy in China

The OECD is co-operating with the Chinese Ministry of Education to explore tertiary education policy issues. This co-operation has been encouraged by several developments. First, the productive participation in the OECD/World Bank/UNESCO World Education Indicators initiative;



Prof. Yan Fengqiao, Beijing University, Mr. Thomas J. Alexander, OECD, Prof. Hong Shen, Huazhong U. of Science and Technology, Dr. Ruud Bleijerveld, Universiteit van Amsterdam, Prof. David Teather, University of New England (Australia) and Hong Kong Baptist University

second, the Ministry of Education's plans for future development of higher education; and third, the OECD Education Committee's completion of the first stage of its thematic review of early tertiary education. China must deal with many of the issues raised in the thematic review.

The Ministry of Education has identified five main issues as keys to the future development of higher education in China.

1. Given limited and largely public investment, can resources come from students and partnerships with enterprises? How would different finance policies affect the efficient use of resources? Equity? Access? Success? Regional participation?
2. Scale of development: how many people should participate in higher education? What should be the balance between basic and higher education? How will growth affect quality? How should quality be assessed or improved?

3. Higher education administration: how and to what degree will direct central management become more varied and open? What policy stance should be taken on private provision?

4. Employment of graduates: government is seen to have a role in assisting learners make the transition from their studies to employment. How can graduates be helped to increase their chances on the labour market?

5. Higher education and lifelong learning: how can participation be opened up to the non-traditional age student?

An OECD study visit is expected to take place in late September, followed by an international seminar in late November in Beijing to compare and discuss state-of-the-art comparative experience.

Prof. Cui Guowen, Director, Tsinghua University Centre of Overseas Academic and Cultural Exchanges, Tsinghua University and Mr. Zheng Yonghe, National Science Foundation.

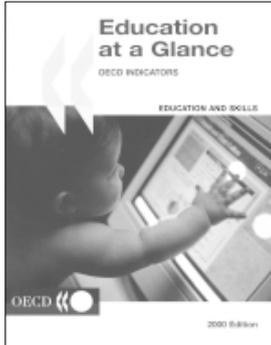


Peter West, Chairman, IMHE Directing Group, and Prof. Hu Dong Cheng, Vice President, Tsinghua University Council. Background: Prof. Cui Guowen and Prof. Song Rongzheng, Tsinghua Centre of Overseas Academic and Cultural Exchanges.



Publications of Interest

Education at a Glance. OECD Indicators. 2000 Edition. OECD Publications. 380 pages. ISBN 92-64-17199.



How do we measure the current state of education internationally? OECD indicators provide information on human and financial investment, on how education systems operate and evolve, and on the returns to education investment. This edition presents internationally comparable data on lifelong learning and its social and economic impact. It provides indicators on education financing, with a focus on public subsidies and transfers for education and their beneficiaries.

The 2000 edition introduces several new indicators: international student mobility; employed people's participation in skill improvement; the participation of students with special education needs; public subsidies to households; foreign students in tertiary education; pre-service training requirements for teachers; student absenteeism; computers and their use in school; the specific situation of youth populations; the differences in 4th and 8th grades' student attitudes towards science. Coverage is more complete than in prior editions. More countries provide data and several non-member countries — Argentina, Brazil, Chile, China, Egypt, India, Indonesia, Jordan, Malaysia, Paraguay, the Philippines, Russian Federation, Sri Lanka, Thailand, Uruguay, Zimbabwe — contribute for the first time.

Knowledge Management in the Learning Society (March 2000) OECD Publications. 260 pages. ISBN 92-64-17182-7.



The management of knowledge is becoming a crucial challenge for private companies and public organisations. In education, however, the rate, quality and success of creating, mediating, and applying knowledge are relatively low compared with sectors such as medicine and engineering. And yet, governments need better knowledge bases for setting educational policy and practice. This book attempts to better understand the knowledge economy and the routes for developing policy. It analyses and compares the process of knowledge production, dissemination, and use in engineering, IT and communications, and in the health and education sectors. Stronger knowledge management at every level of the education system is urged.

The Appraisal of Investments in Educational Facilities (Feb. 2000) OECD Publications. 236 pages. ISBN 92-64-17036-7.



Evaluating investments in educational facilities involves a broad range of parameters. Given this, can reliable, effective evaluation criteria be developed? Every modern education system, every investor, planner, manager or designer of educational facilities faces this issue. This publication presents the papers given at the international conference sponsored by the PEB in collaboration with the Projects Directorate of the European Investment Bank in Luxembourg.

News from the Secretariat

IMHE Welcomes New Members

● The [University of Pristina](#), Kosovo is the first higher education institution to be awarded honorary IMHE membership. We also welcome [Arcada Polytechnic](#), Finland; [Örebro University](#), Sweden; the [University of Debrecen](#), Hungary (which has confederated different universities as of the beginning of 2000); [UNITEC](#), New Zealand; and the [University of Tsukuba](#), Japan.

News from Members

● [Pristina University](#) celebrated its 30th anniversary in May 2000 in Kosovo. Michael Daxner, the UN-appointed administrator, has begun to rebuild

the campus, as part of the international efforts by NATO and, among others, CRE, to organise, support, and defend what remains of it. The tasks involve redefining the previous socialist model, finding transparent and efficient roles for recognising degrees awarded when the Albanian majority left the official university to the Serbs, and reopening the north campus in Mitrovica to maintain a multi-ethnic balance.

● The [University of Westminster](#) has received the Queen's Award for Enterprise: International Trade 2000, the highest recognition for its achievement in attracting international students.



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IMHE CALENDAR 2000 - 2001

11-13 September

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

18-19 September

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

28-29 September

International Symposium on the Future of Universities, University of Newcastle upon Tyne, UK. By invitation only. Conference website: curdswb1.ncl.ac.uk/nhes/main.asp

30 October-7 November

Study visit to the United Kingdom, France, The Netherlands, and Belgium. Announcement: IMHE website.

22-24 November

CRIE Conference, *Offshore Education and Training: Boom or Doom?* Rydges Canberra, Australia. Conference website: www.canberra.edu.au/education/crie/offshore.html

Early 2001

Management Response to Changing Student Expectations, Paris, France.

February 2001

IMHE and the United Nations University, *University Research*, Tokyo, Japan.

August 2001

Seminar on Higher Education Financing, IMHE and NUAS (Nordic Association of University Administrators).

June 2001

Seminar on Governance and Leadership of Higher Education Institutions, Prague, Czech Republic.

7-12 September 2001

CRE/IMHE *Seminar for University Leaders*. Grenoble, France. (in French).

Other Meetings of Interest

16-17 October

German Government/OECD, *Benchmarking Industry-Science Relationships*, Berlin, Germany. For information and registration: www.industry-science-berlin2000.de or Mario.cervantes@oecd.org

18-20 October

Technologies of Information and Communication in Engineering Education, Training and Industry, University of Technology of Troyes and the National Institute of Applied Sciences, Rouen, Troyes, France.

31 October-2 November

Association of Universities and Colleges of Canada (AUCC), *Beyond Borders: Universities in an Era of Global Knowledge*, Montreal, Canada. For program and registration: www.aucc.ca/en/newsindex/html

8 November

Centre for Higher Education Research and Information, *The Uses of Quality Assurance*, London, UK. For further information: www.open.ac.uk/cheri

30 November-2 December

EAIE 12th Annual Conference, *Reforming Higher Education the International Way*, Leipzig, Germany. www.eaie.nl

1-2 December (dates to be confirmed)

Unique General Assembly and 10th UNICA Anniversary, Université Libre de Bruxelles, Brussels, Belgium. For information: unica@ulb.ac.be

19-20 March 2001

International Network for Quality Assurance Agencies in Higher Education and the National Assessment and Accreditation Council, *6th International Conference Quality, Standards, and Recognition*, Bangalore, India. For registration forms: www.members.tripod.com/naac

27-29 March 2001

SRHE Education Policy Unit, University of the Western Cape, HEI of the Western Cape and ACU, *Globalisation and Higher Education: Views from the South*, Cape Town, South Africa. Proposals by October 1, 2000. For further information: www.srhe.ac.uk

19-23 August 2001

13th International Meeting of University Administrators, *Values and Culture in Higher Education*, Helsinki, Finland. For further information: www.helsinki.fi/imua200a/

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