

## Effective Regional Engagement: A Question of Institutional Development

Institutions of higher education are changing in ways, both planned and unplanned, that respond to restructuring in national economies. They are responding to large-volume participation in tertiary education, the demand for new skills, the changing nature of knowledge production and the provision of education. Increasingly outward-looking, institutions across the area of the OECD are gradually becoming more innovative, competitive and entrepreneurial. This process has helped to establish institutions of higher education as important partners in local, regional and national engagement.

These developments have had a major influence on the ways in which institutions of higher education are managed. With a focus on the regional dimension and the institution's contribution to regional development, the IMHE Programme has addressed a number of emerging issues in this area. Work has been organised within the framework of the project entitled *The Response of Higher Education to Regional Needs*, the results of which are now becoming available. Its aims are to identify examples of "good practice" and outline key issues for future policy. As part of this project five seminars have been organised in Lyon, France; Klaipeda, Lithuania; Fort Lauderdale, Florida (USA); Edinburgh, Scotland and Byron Bay, Australia.

### Key Points

Although the experiences described in the final project report are specific to individual institutions of higher education and framed by different regional and national contexts (with examples drawn from Australia, the United Kingdom, Finland and the USA), there are lessons of interest to other institutions in a wide range of countries.

■ **Partnerships.** Each institution needs to take an active role in establishing long-term engagements with a wide range of regional actors. Regional partnerships require an institution to assess and redefine

its role in a changing environment. Internally, policies and orientations concerning human resource development become important as changes in the very "culture" of the institution are implied.

■ **Funding.** Successful regional engagement provides the impetus for institutions of higher education to develop new, creative financing and resource flows, through links with industry, foundations, local and regional government and students, to name a few. Further diversification of funding becomes a major consequence, and growth point, of regional development.

■ **Mechanisms.** To maintain successful, flexible regional engagements and anticipate needed changes, support structures and mechanisms need to be well-established throughout the organisation. This calls for broad changes in management structures, starting with the central administration to provide more open flows of information and flexible approaches to specific tasks, from horizontal and vertical to more varied matrix arrangements. Moreover, "interface mechanisms", which coordinate regional activities, need to be put in place. These should emerge from the nature and characteristics of the institution itself and the specific partnerships established.

Experiences examined in the course of the project reveal that as institutions position

themselves to benefit from the various regional opportunities, they increase their contributions to regional development in the broadest sense. They become part of regional engagement, contributing to and benefitting from the development of an economy more strongly based on learning and knowledge production and use.

### Follow-up

An international seminar to be held in Helsinki in March 1999, in co-operation with the Finnish Higher Education Evaluation Council and the Association of European Universities (CRE), will provide an opportunity for discussions of project findings and other related studies (see *Calendar of Events* on page 4). Additional dissemination seminars may be held later in the year.

**Publication:** An overview of the project findings will be published in early 1999 by the OECD. Study visits and institutional audits may be considered at a later date. In addition, several institutions have agreed to provide in-depth case studies of their regional engagements. IMHE will make these studies available on the web site.

The above was adapted from the final project report prepared by John Goddard, Pro-Vice Chancellor, University of Newcastle, United Kingdom. You can reach Professor Goddard at: [john.goddard@ncl.ac.uk](mailto:john.goddard@ncl.ac.uk).

### Deputy Director Appointed

We are pleased to announce the appointment of Barry McGaw as Deputy Director of Education at the OECD. Mr. McGaw comes to the Organisation from the Australian Council for Educational Research (ACER), where he served as Director. He assumed the OECD post in September 1998.



## General Conference: Lifelong Learning and Higher Education

As learning at a level beyond secondary education is broadened and extended, a new set of issues emerges for management in higher education. These issues set the stage for the presentations and discussions at the 1998 IMHE General Conference, *The Lifelong Learning Challenge for Higher Education: Competition or Co-operation*, held in September.

Over 240 participants from institutions of higher education, government agencies and organisations attended. Thirty countries were represented.

In describing new lifelong learning initiatives in the United Kingdom, Michael Shattock of the University of Warwick (United Kingdom) opened the conference with an assessment of how a broadened higher education and lifelong learning policy agenda is affecting institutions of higher education in that country. Chris Duke of the University of Western Sydney (Australia) focused on the implications of lifelong learning for the university of the future. He presented several propositions for consideration and emphasised the fact that each institution, responsible for its own prosperity, will have to work much harder at being flexible and responsive

to change. In his address, John Byrne of the Kellogg Commission on the Future of State and Land-Grant Universities (USA), underscored the positive aspects of change and the opportunities that are presented for new types of "engagement" between higher education and society.

Although presentations and discussions in the working groups ranged widely, there was general agreement on the need for responsiveness to the demand for lifelong learning. Examples given of institution-level initiatives were complemented by descriptions of efforts by providers outside traditional, institution-based higher education. With respect to higher education institutions in particular, the presentations offered ideas for development. Many of these remain targets for action, however, and the need for exploring opportunities to position programmes and establish collaborative efforts with new actors, partners and providers within an increasingly competitive environment became clear.

Ulrich Teichler of the University of Kassel (Germany) posed the question this way: After years of discussion about lifelong learning, how much has really changed

in institutions of higher education with respect to programmes, partners and outreach to the populations in question? It is a question that each institution must answer. Those that respond with action and innovation will be better placed in the new environment and flexible enough to respond to future changes.

In the closing address, Francine Demichel, Director for Higher Education in the French Ministry of Education, Science and Technology, discussed efforts in France to expand and reinforce the provision for lifelong learning in higher education, including a new type of qualification and support for industry-higher education links.

Themes raised during the course of the conference have been incorporated into the future programme of work, which was approved by the IMHE Directing Group in October. A selection of papers from the conference will be published in future issues of the IMHE *Higher Education Management* journal.

**The next General Conference is scheduled for 11-13 September 2000.**

## News from the Secretariat

■ Volume 11 (1999) of the *Higher Education Management* journal will cover primarily the General Conference keynote presentations. Other papers on related topics will be included. Articles for consideration and correspondence should be sent directly to the Editor: Professor Maurice Kogan, 48 Duncan Terrace, London N1 8AL, United Kingdom. The subscription price is FF 385. For information, contact OECD Publications.

■ The Centre for Higher Education Management and Policy (CHEMP) at the University of New England, Armidale (Australia) has undertaken a number of activities on behalf of the Programme since it was designated as the IMHE **Australasian Correspondent Institution**. Professor Lynn Meek, the Centre's Director, has participated in several meetings and is focusing on new membership. (There are 17 Australian IMHE members to date.) In addition, he is working to establish a regional web-page and an e-mail information sheet. You can reach Professor Meek via e-mail: vmEEK@metz.une.edu.au.

■ As a new service to its membership, IMHE is planning a series of **study visits** to offer participants the opportunity to learn first-hand about the management of higher education in various regions. The first visit is to the United States on the theme *Changing the Academic/Administrative Interface*. It is scheduled for spring 1999 and will be led by Dr. Hans Acherman of the University of Amsterdam (the Netherlands). For more information, contact the Secretariat.

■ At the invitation of the authorities in Quebec (Canada), the Programme on Educational Building (PEB) is planning a five-day seminar in October 1999 on *The Changing Infrastructure of Tertiary Education*. On each of the days a keynote address on an aspect of facilities provision and management for tertiary institutions will be presented. These will be followed by discussions in international working groups. There will be opportunities to study issues on site at one of Quebec's universities or Collèges d'enseignement général et professionnel (CEGEP). The seminars will be limited to a maximum of 80

participants. For further information, contact the Secretariat.

### IMHE welcomes the following new members:

Central European University, Hungary ❖ Conselho Coordenador dos Institutos Superiores Politecnicos (CCISP), Portugal ❖ Cracow University of Economics, Poland ❖ Dublin Institute of Technology, Ireland ❖ Tallinn Technical University, Estonia ❖ Universidad Nacional de Mar del Plata, Argentina ❖ Universidad de Monterrey, Universidad Autonoma de Tamaulipas and Subsecretaría de Educación, Mexico ❖ University of Bogaziçi and the Council of Higher Education, Turkey ❖ University of Paisley, United Kingdom

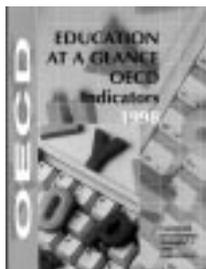
### Member appointments

Else Sommer has been appointed Director at the **University of Copenhagen** (Denmark) and Mats Ola Ottoson is the Head of Administration at the **University of Uppsala** (Sweden).

## ELSEWHERE IN OECD

### 1998 OECD Indicators

Coverage of education indicators improves with the OECD's 1998 edition of *Education at a Glance*, in terms of the quality of the information collected and reported and in the number and range of countries included. As a result of a joint OECD/World Bank/UNESCO initiative to develop World Education Indicators (WEI), selected indicators for the following countries outside of the OECD are presented: Argentina, Brazil, Chile, China, India, Indonesia, Jordan, Malaysia, Philippines, the Russian Federation and Thailand. Another important improvement is the presentation of trend indicators on enrolment and financing.



The indicators tell a story of growth throughout education and training. This growth appears to be associated with favourable outcomes in education, employment and adult life. There is however evidence of unevenness in both access to and outcomes from education and training. Among the findings are the following:

- Analysis of survey data from ten countries provides evidence of intergenerational mobility in patterns of participation in tertiary education. In all countries examined, the likelihood of participation in tertiary education is greater for those whose parents also participated in tertiary education. However, across all countries, this pattern remains even with expansion of tertiary education.

- The drop-out rate for tertiary education averages about 33 per cent for twelve countries for which data were provided or calculated. This rate is calculated as the number of graduates in a recent year relative to the number of new entrants a number of years earlier - the number of years corresponding to the expected duration of studies leading to a first degree in different countries. The calculated drop-out rate is higher in those countries with long first degrees, but it seems not to be associated with the participation rate: countries with both above-average and below-average rates of participation in tertiary education experience high drop-out rates (and the reverse).

- Funding from private sources destined for tertiary education institutions has increased over the 1990-95 period in twelve countries reporting trend data. The reported data confirm increases in public funding, and find no evident association between increases in private source funding and per student expenditure, levels of GDP, or duration of studies.

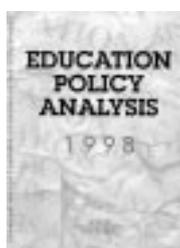
**Education at a Glance: OECD Indicators 1998**, OECD Publications, FF 295.

### Education Policy Analysis 1998

This is the third volume of this annual series, produced as a complement to *Education at a Glance*. The four chapters address issues raised by the OECD Education Ministers' agreement to implement policies to make lifelong learning a reality for all. The 1998 report looks at the experiences and policies in OECD Member countries regarding access and participation in education and training as well as changes in the teaching process and new roles for teachers. It also examines pathways from initial education to employment and the financing of tertiary education by students and their families. Among the report's findings are the following:

- Some countries with above-average rates of educational participation among young people, particularly in the early post-compulsory years, have relatively lower rates of participation among adults and vice versa. This seems to suggest that, to some extent, in countries where fewer teenagers stay on into upper-secondary and tertiary education, a pattern of "lifelong learning" partly compensates. However, in all countries the best educated individuals are most likely to study in adulthood. In addition, there are exceptional countries, such as Sweden, where overall participation is high for both young people and adults.

- In a number of countries, spending by students and their families for tertiary education is increasing. This trend is shaped by several developments: the increase in enrolments overall, increases in tuition fees, reduced public support for student maintenance, and the growth in independent, private sector enrolment. In the countries examined, public funding in real terms has increased as well.



- Countries with increasingly varied forms of tertiary education do not always provide a "level playing field" of access to different types of students. In particular, the cost and financing incentives faced by the students can vary—according to choice of study (part-time or full-time), type of institution attended (university or other tertiary, public or private, independent), course of study, their age and level of academic achievement.

The report sets out some of these differences and suggests that countries might consider whether such differences are always appropriate, assuming that all students should have the opportunity to follow pathways that best meet their needs.

**Education Policy Analysis 1998**, OECD Publications, FF 120.

### Facilities and Services

Over the last few years, facilities at school sites have been used to provide a wide range of community services, including adult education, social support services (child-care) and out-of-school recreational activities. The recent publication by the Programme on Educational Building (PEB), *Under One Roof: The Integration of Schools and Community Services in OECD Countries*, provides accounts of specific approaches and experiences in this area in seven OECD Member countries and summarises the key considerations for authorities and institutional managers seeking to bring together at school sites a range of education and community services. Country cases are presented from Canada (Quebec), Finland, the Netherlands and the United Kingdom.



The broad policy frameworks which shape the scope for the integration of services at individual schools will be of general interest to managers of tertiary education institutions.

**Under one Roof: The Integration of Schools and Community Services in OECD Countries (1998)**, OECD Publications, FF 120.

**To order:** OECD Publications, 2, rue André-Pascal, 75775 Paris Cedex 16, France. Fax: 33 1 49 10 42 76; e-mail: sales@oecd.org; Internet: <http://www.oecd.org>

## IN BRIEF

**EAIR Forum.** *New Realities: Higher Education Renewed* is the theme of the 21st European Association for Institutional Research (EAIR), 22-25 August 1999 at Lund University, Sweden. Keynote presentations will address the conference theme from various perspectives, followed by panel discussions and paper presentations. The language of the Forum will be English. The annual EAIR Forum is a meeting point for administrators, planners, policy makers, managers and researchers in higher education. For information: <http://www.evaluat.lu.se/EAIR/> or contact the local organising committee at Lund University by e-mail at [ea99@mail.evaluat.lu.se](mailto:ea99@mail.evaluat.lu.se) or fax (46) 46 222 44 36.

**Year 2000 Meeting.** The University of Helsinki is organising a conference entitled *Innovations in Higher Education 2000*, 30 August - 2 September 2000. The aim of the conference is to present recent research on learning and instruction and to provide university teachers with tools for instruction. The Call for Papers and Registration Form will be available in spring 1999. For information, contact Sari Lindblom-Ylänne: <http://www.helsinki.fi/inno2000> or by e-mail: [sari.lindblom-ylanne@helsinki.fi](mailto:sari.lindblom-ylanne@helsinki.fi).

## 1999 IMHE Calendar

**22-23 March:** *The Response of Higher Education Institutions to Regional Needs*, Helsinki, Finland, in co-operation with the Finnish Higher Education Evaluation Council and the Association of European Universities (CRE).

**24-26 March:** *Higher Education and Disability*, Grenoble, France, in co-operation with CERI and the French Ministry of Education, Science and Technology.

**March-April:** *Changing the Academic/Administrative Interface*, study visit for senior institutional managers to the United States.

**16-21 April:** *Professional Development-CRE/IMHE Seminar for University Leaders*, Aveiro, Portugal, in co-operation with the University of Aveiro (*in English*).

**May:** *Positioning Universities in the Learning Economy*, Sydney, Australia, in co-operation with the University of Western Sydney, Nepean.

**June:** Japan-OECD seminar to examine higher education reform, in co-operation with the Education Committee, the University of Tokyo and the Japanese Ministry of Education.

**3-8 September:** *Professional Development - CRE/IMHE Seminar for University Leaders*, Brussels, Belgium, in co-operation with the Université Libre de Bruxelles (*in French*).

**20-22 September:** *Legal Issues in Higher Education*, Oxford, United Kingdom, in co-operation with the New College of Oxford.

**24-29 October:** *The Changing Infrastructure of Tertiary Education*, Montreal and Quebec, Canada, in co-operation with the OECD Programme on Educational Building (PEB).

### IMHE Programme, OECD

2 rue André-Pascal, 75775 Paris Cedex 16, France  
 Tel. (33) 1 45 24 92 24/64 Fax (33) 1 42 24 02 11  
 E-mail: [Monique.Collin@oecd.org](mailto:Monique.Collin@oecd.org)  
[www.oecd.org/els/edu/els\\_imhe.htm](http://www.oecd.org/els/edu/els_imhe.htm)



*If you have changed your address, please forward current information to IMHE so that we can update our mailing list.*