

PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION

THE 2004 GENERAL CONFERENCE IN CITATIONS

Never before in human history have communities everywhere, and millions upon millions of individuals everywhere, attached such importance and value to education, (...) We realize we need a 'learning world', to match the information society. And people are crying out for a truly learning world. One where each and every person has the opportunity to fulfill his or her potential. No one and I mean, quite literally, not one single person, should feel they are sentenced to lifelong exile from the world of learning. It is a matter of human dignity. It is a matter of democracy.

Federico Mayor • 1998

Education is a progressive discovery of our own ignorance.

Will Durant

Personally I'm always ready to learn, although I do not always like being taught.

Sir Winston Churchill

We have entered an age in which education is not just a luxury permitting some men an advantage over others. It has become a necessity without which a person is defenseless in this complex, industrialized society... We have truly entered the century of the educated man.

Lyndon B Johnson • 1963

As the new millennium gets underway, higher education finds itself facing increasingly intense questions about "accountability." What is it for which higher education should be accountable and to whom? Why is this such an issue now?

Frank Newman • 2003

Frank Newman was Director of the Futures Project at Brown University and will be remembered as a dynamic force for change in higher education, a reflective practitioner, and a stimulating speaker. He took a leading role in several IMHE events. He will be sorely missed by the international higher education community.

If you think education is expensive, try ignorance!

Andy McIntyre

(...) our universities do have an important future. It is a future, however, that depends on their ability to make a range of fundamental changes to the way they go about their teaching and research activities, as well as to the way they manage and present themselves.

IMHE, Peter Coaldrake, Laurence Stedman • 1998

The whole purpose of education is to turn mirrors into windows.

Sydney J. Harris

Tomorrow's illiterate will not be the man who can't read, he will be the man who has not learned how to learn.

Herbert Gerjouw

Education is the best provision for old age.

Aristotle

We believe, that is, you and I, that education is not an expense. We believe it is an investment.

Lyndon B. Johnson • 1968

Education's purpose is to replace an empty mind with an open one.

Malcolm Forbes

Do not plead for autonomy unless you intend to exploit it to make your university a much better educational institution.

IMHE Journal, Burton Clark • 2001

New approaches to governance in OECD countries combine the authority of the State and the power of markets in new ways.

OECD, EPA • 2003

University governing bodies seem to be gaining in significance as massification and funding changes increase pressure on university finances, and identities.

IMHE Journal, Chris Duke • 2001

The university's characteristic state may be summarized by the words of the lady who said, "I have enough money to last me the rest of my life, unless I buy something".

Hanna Holborn Gray • 1986

(...) national systems are blunt instruments for reform. The state or other main sponsors cannot do the job of reform for the universities. Only universities themselves can take the essential actions.

IMHE Journal, Burton Clark • 2001

New funding and governance mechanisms

Access and equity, impact on the management of the institution

However, access to higher education should remain open to those successfully completing secondary school, or its equivalent, or presenting entry qualifications, as far as possible, at any age and without any discrimination. As a consequence, the rapid and wide-reaching demand for higher education requires, where appropriate, **all policies concerning access to higher education** to give priority in the future to the approach based on the merit of the individual (...)

World declaration on higher education for the twenty first century: vision and action • UNESCO

If Chrysler had an assembly line in which the same number of cars got through as kids do in our school system, people would be scandalized.

Frank J. Macchiarola • 1983

Equality is not when a female Einstein gets promoted to assistant professor: Equality is when a female schlemiel moves ahead as fast as a male schlemiel.

Ewald B. Nyquist • 1975

Whilst the recruitment of women to higher education has improved in many countries, they still achieve a lower proportion of academic, and particular senior posts.

IMHE, Maurice Kogan, Ingrid Moses, Elaine El-Khawas • 1994

(...) in the vast majority of cases universities are the main proximity knowledge provider. Here the issue is no longer one of being a world leader, even one of excellence in the traditional meaning of academic excellence; it is one of relevance (addressing the problems of SMEs and focusing on the main sectors in which they specialise) and of professionalism (being good enough to tap and adapt/tailor the relevant knowledge).

IMHE Journal, Philippe Larédo • 2003

New missions and strategies for institutions

Universities are much more than a business. They have unique genetic features, and they have developmental trajectories projected by their own generic trends and societal commitments. And proactive universities shape their environments as much as they are shaped by them. Using common terms, they are self-initiating, self-steering, self-regulating, self-reliant, progressive.

IMHE Journal, Burton Clark • 2001

New knowledge, research and knowledge creation

Both the quantitative or demographic and the qualitative aspects of academic staffing policy and practice have been unduly neglected and need attention by policy makers at both the systems and the institutional levels, and by senior practitioners.

IMHE, Maurice Kogan, Ingrid Moses, Elaine El-Khawas • 1994

Research has increasingly been the formative indicator of higher education, arguably playing a critical role in establishing a new fault-line across HEIs and the educational marketplace. As competition becomes one of the major forces impacting on higher education, research and research capacity now forms an essential component of this environment.

IMHE Journal, Ellen Hazelkorn • 2003

Concentrations of research activity within universities will provide the most competitive response to the policies. However there is a danger that university responses could focus too much on maximising research performance and remove highly active researchers and groups from the teaching arena altogether.

IMHE Journal, John Kleeman • 2003

The first and foremost difficulty in constructing a model for teacher evaluation in higher education is the lack of interest in it.

IMHE Journal, Karen Chan • 2001

(...) most academics choose this profession because they prefer analysis to action and discussion to decisions. This puts a special obligation on the minority of academics who do have management talent. They must step forward and take on the leadership functions. Otherwise, universities will have to be run by managers without academic motivation, which is unsatisfactory.

IMHE Journal, Sir John Daniel • 2003

Effective staff development is vital to achieving the University's objectives.

IMHE Journal, George Gordon • 2001

The dissatisfaction, reported widely and in many countries of academic staff not only with remuneration and conditions of work but also with their roles, is a matter requiring attention by national authorities.

IMHE, Maurice Kogan, Ingrid Moses, Elaine El-Khawas • 1994

Conclusions?

Each success only buys an admission ticket to a more difficult problem.

Henry Kissinger • 1979

"Only what is transient lasts." And no one in his right mind will deny, when looking back over these two and half decades, that higher education is certainly on the move.

IMHE Journal, Guy Neaves • 1996

If the key words of this era are to be competition, responsiveness and utility, then our institutions need to address the extent to which their organizations and their culture reflects them. We are going to need an injection of corporate flair and corporate imagination, concepts which have often been the subject of suspicion in the past. We are going to have to learn to appreciate the importance of public service and to be able to manage such new activities effectively (...)

IMHE Journal, Michael Shattock • 1997



The IMHE welcomes the following new members :

- > Medical University of Graz - Austria
- > Bifröst School of Business - Iceland
- > Kairin Juku School - Japan
- > National Institution for Academic Degrees and University Evaluation (NIAD-UE) - Japan
- > Law University of Lithuania - Lithuania
- > Istanbul Bilgi University - Turkey

■ The strategic management seminar for institutional leaders, jointly organised by IMHE and EUA, was hosted by the University College Cork-UCC, from 16 to 21 April. Participants and members of the academic team came from 14 different countries, including New Zealand, Australia and the United States. They studied and discussed in depth issues of leadership, engagement, management and governance, funding and finances, and internationalisation. The participants found the international contacts and in depth discussions very enriching, so much so that they plan to meet again in the Autumn to take stock of their experience.



Contact: jacqueline.smith@oecd.org

■ The international ACU-SARIMA Conference on research as an agent of change and development took place in Cape Town from 5 to 7 May 2004. The conference was held in Cape Town's International Convention Centre and brought together numerous company heads from South Africa and other countries in the sub-region. The themes addressed concerned ways of enabling research and innovation to have more influence on the development of the economy and social well-being. A large number of concrete cases were used to illustrate the discussions. The mergers in progress in South Africa were the subject of a more thorough study.

Contact: richard.yelland@oecd.org

Elsewhere in OECD

■ **International Entrepreneurship Forum: Entrepreneurship - Contexts, Locals and Values Paris, 22-24 September 2004**

The 4th conference of the International Entrepreneurship Forum (IEF) will be jointly organised by the Local Economic and Employment Development (LEED)

OECD Programme, the University of Essex and the University of Paris Dauphine, Paris, France. Colleagues from all academic institutions, policy makers and practitioners are welcome to attend and present a paper at this international conference.

For further information, please contact catherine.leger-jarniou@dauphine.fr

PUBLICATIONS OF INTEREST



Knowledge management Innovation in the Knowledge Economy: Implications for Education and Learning.

OECD Publications 2004, ISBN 9264105603

Today's "knowledge economies" are seeing the emergence of new paradigms for innovation and the advancement of knowledge in relation to economic activities. This report explores some key determinants of innovation and their implications for the advancement of knowledge in a particular sector – primary and secondary education.



Higher Education Management and Policy: Volume 16 Issue 2.

OECD Publications 2003, ISSN 1682-3451, just published



PEB Exchange.

OECD Publications 2004, ISSN 1018-9327

This issue features several articles on science and technologies facilities.

Among them are descriptions of two projects that the Université du Québec à Montréal is carrying out to improve its Science Complex and of a secondary level vocational training centre in Québec devoted to new technologies. This issue also includes articles on low energy schools and public/private partnerships.



On Cooperation and Competition, National Policies for the Internationalisation of Higher Education.

Jeroen Huisman and Marijk van der Wende.

ACA papers on International Cooperation in Education. Lemmens 2004, ISBN 3-932306-54-6

This is the first report of the study on "Higher Education Institutions' responses to Europeanisation, Internationalisation and Globalization: Developing International Activities in a Multi-level Policy Context". It aims to analyse the dynamic interaction between changing international, European and global contexts of higher education. More in

particular, it seeks to identify higher education institutions' responses to these challenges.

Reinventing the Research University.



Luc E. Weber,
James J. Duderstadt,
Economica 2004

ISBN 2-7178-4768-5

This book reflects the consensus and the differences of the authors on this subject. What are the forces that

are likely to change the nature of the research university? What is the impact of the changing nature of education and scholarship? What is the changing nature of the interaction between the research university and broader society? What are the challenges of financing and governing the contemporary research university.

The Economics of Higher Education: Affordability and access; Costing, Pricing and Accountability.

David Palfreyman, Oxcheps, 2004,



ISBN 0 9547433 0x

Should there be a "market rate" higher education? If not how do top quality educational institutions like Oxford or Cambridge maintain their

standards and compete on the world stage for the best teaching research and student academic talent? How can higher education be made available to those without affluent parents? The debate has grown...

IMHE CALENDAR

- 25 July** *Internationalisation of higher education in Latin-America*, Sao Paulo, Brazil.
Contact: jan.karlsson@oecd.org
- 26-27 August** *Communicating in Higher Education: Image and Reality*, Paris, France.
Contact: jan.karlsson@oecd.org
- 27-31 August** *Strategic management seminar for university leaders in Latin America*, Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil.
Contact: jacqueline.smith@oecd.org
- 13-15 September** 17th IMHE General Conference, *Choices and Responsibilities: Higher Education in the Knowledge Society*, Paris, France.
Contact: valerie.lafon@oecd.org
www.oecd.org/edu/imhegeneralconference2004
- 15 September** 63rd meeting of the IMHE Directing Group, Paris.
- 15-16 September** Workshop, *International Cooperation in Higher Education*, in collaboration with China Society for Strategy and Management Research, Paris, France.
Contact: jacqueline.smith@oecd.org
- 11-12 October** 3rd OECD Forum on Trade in Educational Services, Sydney Australia.
Contact: kurt.larsen@oecd.org
- 14-15 October** Experts meeting, on Funding Systems and their Effects on Higher Education Systems, Prague, Czech Republic
Contact: jan.karlsson@oecd.org
- 1-4 November** PEB/OECD Seminar. *Information and communications technology and educational property management*, Montreal, Canada.
Contact : isabelle.etienne@oecd.org

Other Meeting of Interest

- 25-29 July** IAU, 12th General Conference. *The Role of Universities in Promoting Dialogue and Development*, São Paulo, Brazil.
<http://www.unesco.org/iau/>
- 5-8 September** 26th EAIR Forum, *Knowledge Society Crossroads*, Barcelona, Spain.
<http://www.eair.nl/barcelona/>
- 15-18 September** EAIE, Annual Conference, Torino, Italy.
<http://www.eaie.nl/>
- 25-28 September** DEAN, Annual Conference, *Research, Innovation and Knowledge Transfer. A Challenge for European universities*, Porto, Portugal.
<http://www.esmu.be>
- 28-30 October** EUA, Conference. *Research Training as a Key to a Europe of Knowledge*, University of Maastricht, Netherlands.
<http://www.eua.be/>



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