

HIGHLIGHTS OF THE IMHE GENERAL CONFERENCE 2004 "CHOICES AND RESPONSIBILITIES: HIGHER EDUCATION IN THE KNOWLEDGE SOCIETY"

I believe that we are far from having an adequate understanding of the profound changes that are taking place in society and higher education.

MICHAEL GIBBONS

Universities have historically considered themselves to be the bedrock and drivers of knowledge societies, so it could be argued that they have reached their zenith as knowledge has become the global currency of economic and social well-being.

VIN MASSARO

The belief that the institutions of liberal political economy – essentially those that promote markets - are the ones most likely to provide the framework within which to make our life-choices constitutes a revision of our expectations concerning the ability of our public institutions to provide "goods" we desire.

MICHAEL GIBBONS

We are seeing a political commitment to the highest quality of higher education accompanied by a universal lack of commitment to pay for it.

VIN MASSARO

For higher education to play its rightful role in the creation and maintenance of knowledge societies it must be able to respond quickly to the rapid advances in society. But we obviously cannot leave to governments the task of determining our future – we should be prepared to devise it ourselves and persuade society of its benefits.

VIN MASSARO

This is where questions of choice and responsibility enter. If universities are to prosper, they have little choice but to engage with others in developing and introducing new modes and models of teaching and research. (...). The responsibility lies in whether universities, as institutions, have the courage of their convictions and intend to move beyond discovery-based to innovation-based collaborations and actually implement change (...).

MICHAEL GIBBONS

1. New funding and governance mechanisms

The project of the creation of the European Higher Education Area shapes a new reality at the European level that proceeds in parallel with the empowerment of the regional level.

KOSTAS LAVDAS, NIKOS PAPADAKIS,
MARRIANNA GIDARAKOU

(...) institutions will be forced to cooperate with their potential competitors on a global scale in order to survive and prosper, forming alliances and joint ventures (...).

ANGEL CALDERON AND J. TANGAS

(...) it seems sensible to set up a network of universities dealing with the new challenges in higher education and internationalisation. (...). This allows for benchmarking and we gain more insight how other institutions, and countries, approach these questions which is especially useful in view of being governed by national bodies that are often virtually unaware of international implications.

HERMA BÜTTNER

2. Access and equity, impact on the management of the institution

(...) either we accept that poor children are less talented and less intelligent than the others and conclude that this is the way of the world, or we accept the idea that there is social bias because of the type of selection prevailing in higher education, that numerous talents are left by the wayside, with the attendant loss in human, cultural, economic and civic terms (...).

CYRIL DELHAY

Generally speaking, a true widening of the recruitment to university studies requires that a repertoire of threshold-lowering measures be worked out and seen as a legitimate enterprise of the university.

INGE-BERT TÄLJEDAL

Both short- and long-term effects of gender imbalance are evident. (...). On a generational time scale, we foresee continuing economic and social consequences if the imbalance is not addressed.

FREDERICK EVERS, JOHN LIVERNOIS,
MAUREEN MANCUSO

Much of Högskolan Dalarna's success in widening access to higher education and increasing the percentage of first generation academics to the highest in the country has been achieved by two patterns of action. The first of these is by involving broad categories of public-service employees in shorter courses, the second by making two of the major degree programmes, in teaching and nursing, available "at home" by way of flexible and distance learning.

ANDREW CASSON

3. *New missions and strategies for institutions*

Uncertainty, time lag, asymmetry (...) these are the real engines of economic progress in the etymological sense. These engines will constantly contrast diversity and equality, development and change, training and education (...) the latter will also always lag behind; this is its nature and it has to be accepted (...); "basically, education is only ever destined for a world that has already come off its hinges or is on the point of doing so" Arendt, (1972). How, under these circumstances, are education and universities in particular to deliver "the excellence acquired in in the most abstract dimensions" Dubet, Duru-Bellat (2000)? Innovation, and this is one of the major contradictions in the university education system, is a distinction whereas it ought to represent a social link "i.e. humanity's identification with visible, living and pulsating society", Finkelkraut (2002).

CHRISTIAN ALLIÈS AND MICHEL TROQUET

Governments need to unlock higher education potential by removing legislative and other governance constraints which heretofore have impeded the ability and capacity of many universities to respond quickly to new opportunities.

ELLEN HAZELKORN

While the vestiges of the traditional system of university governance and management may remain in place – with the privileged place they give the academic community in decision

making and leadership – their real influence on how the university evolves is eroded and that of a more professionalized and permanent management stratum increases.

MICHAEL HARLOE, BETH PERRY

4. *New knowledge, research and knowledge creation*

(...) researchers (...) are operating in an increasingly institutionally diverse and interdisciplinary environment, in which collaboration is encouraged, competition is intense, performance is closely monitored and both scholarly and commercial outcomes are expected on.

JOHN HOUGHTON, COLIN STEELE,
MARGARET HENTY

The university has a key role in local civil society, joining up separate strands of national policy relating to learning and skills, research and innovation, culture and social inclusion.

JOHN GODDARD

A code of conduct for researchers is being developed, which will address ethical issues in scientific research, including the problems that may be encountered in close collaboration with industry. Another initiative is the development of a memorandum of understanding between academia and industry that addresses important topics in relations between science and industry.

ESTHER STIEKEMA

Experience, however, shows that income generation from knowledge transfer takes time, and generally even strong research-intensive universities generate only comparatively small proportions of their total budgets from knowledge commercialization (...).

GRANT HARMAN

(...) Istanbul Technical University recognizes that more important than being at the forefront at one point in time is the ability to remain in that position by learning and adapting to changing circumstances.

GÜLSÜN SAĞLAMER, MEMDUH KARAKULLUKÇU,
NACIYE TALINLI, EKREM EKINCI,
BİRGÜL TANTEKİN-ERSOLMAZ

5. *Human resources issues*

The experience of Massey University in the development and implementation of department-based workload allocation models has shown that transparency, as achieved through collegial collaboration between managers and staff, is one of the critical success factors in the development of equitable, reasonable and safe workloads procedures.

SHELLEY PAEWAI, DON HOUSTON,
LUANNA MEYER

Concomitantly, processes such as "Early Notice" provided operational mechanisms that—while enabling collegial participation in decision-making at a point early enough in the process to be meaningful—did not hinder the clear necessity for university management to meet timelines often not their own but imposed by external contingencies.

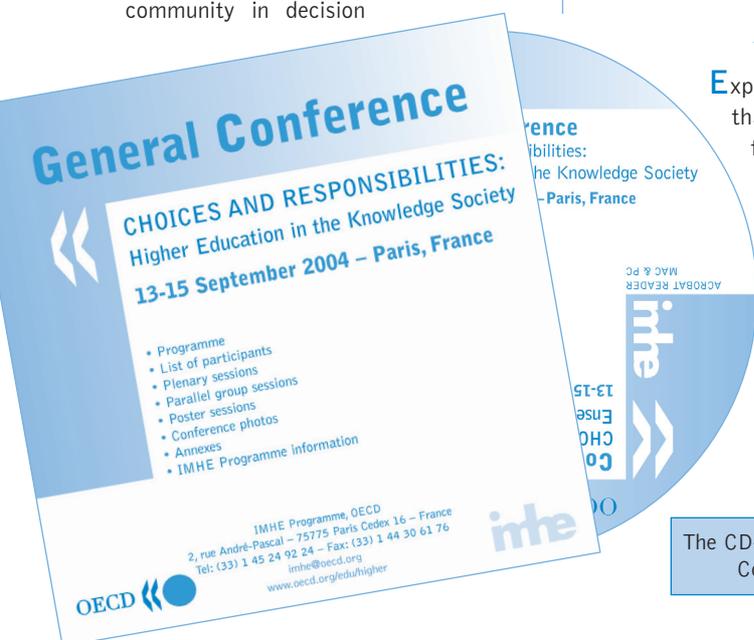
LUANNA MEYER

The university labour force is aging, and is likely to continue to do so. For academic staff, the humanities, management and education have the oldest age distributions. It is difficult to know whether or not relative antiquity means lower levels of productivity for these disciplines.

IAN R DOBSON

The situation with the aging general staff population is less likely to have the same impact. Universities become renowned for the quality of their teaching, research and scholarship. No university has ever been applauded for its efficient administration.

IAN R DOBSON



The CD-Rom of the conference is available on request: monique.collin@oecd.org
Conference website: www.oecd.org/edu/imhegeneralconference2004

The IMHE welcomes the following new members:

- > Kobe University - Japan
- > Hamdard University - Pakistan
- > Işık University - Turkey
- > The Open University - United Kingdom

The IMHE is pleased to welcome its new Chairperson and Deputy Chairpersons:

- > Prof. dr. Marijk van der WENDE (CHEPS - the Netherlands) - Chair
- > Mr. Serge BODSON (Université Libre de Bruxelles - Belgium) - Deputy Chair
- > Mr. Kari SUOKKO (University of Helsinki - Finland) - Deputy Chair
- > Prof. José-Ginéz MORA (Universidad Politécnica de Valencia - Spain) - Deputy Chair
- > Dr. Malcolm WINTON (University of Salford - United Kingdom) - Deputy Chair



Prof. dr. Marijk van der WENDE

Workshop on supporting the contribution of higher education institutions (HEIs) to regional development

The workshop was held in Paris the 6-7 January 2005. It was attended by 12 regions across 10 countries. The aim was for each representative from the participating regions to develop a shared understanding about the project goals and the project implementation strategy. Professor Goddard briefly presented the overall structure and implementation plan of the project followed by a progress report on each participating region by its representative. Two small group sessions were organised to facilitate more intensive discussion on the practical issues including: (1) how to elicit meaningful collaboration from the stakeholders to be involved in the project?; (2) how to effectively evaluate collective (not individual) performance of the HEIs in the region?; and (3) how to deal with the great heterogeneity of HEIs, regions, and national contexts? More information on: www.oecd.org/edu/higher/regionaldevelopment

Elsewhere

International Conference on Fostering Entrepreneurship: The Role of Higher Education, Trento, Italy, 23-24 June 2005

The OECD LEED Programme, in co-operation with the Working Party on SMEs and Entrepreneurship has launched a study analysing how to foster entrepreneurship among graduates and young people; how entrepreneurship training should be delivered in higher education; and the impact of entrepreneurship training in higher education. A Conference will be held to review the study and its policy recommendations on 23-24 June in Trento, Italy.

Contact: jonathan.potter@oecd.org
or alessandra.proto@oecd.org.

Highlights on The Australian Universities Quality Agency (AUQA)

Created in 2000, AUQA is an independent national agency set up to promote, audit and report on quality assurance in Australian higher education. It was formally established by the Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA) in March 2000. AUQA is a not-for-profit company limited by guarantee. It receives core, operational funding from the Commonwealth, States and Territories. Its major emphasis is in quality improvement within Higher education. It has overarching quality responsibility for the whole Australian higher education sector.

For more information please visit www.auqa.edu.au

PUBLICATIONS OF INTEREST



Learning for Tomorrow's World First Results from PISA 2003.

OECD Publications 2005, ISBN 9264006419

This report presents the first internationally comparable results to OECD's 2003 Programme for International Student Assessment (PISA) Survey of the educational performance of 15-year-olds in reading, mathematics, and science in 25 OECD countries. Furthermore, it examines how performance varies between the genders and between socio-economic groups. Most importantly, the report sheds light on countries that succeed in achieving high performance standards while, at the same time, providing an equitable distribution of learning opportunities.



Problem Solving for Tomorrow's World: First Measures of Cross-Curricular Competencies from PISA 2003.

OECD Publications 2005, ISBN 9264006427

The 2003 assessment included an examination of students' problem-solving skills, providing for the first time a direct assessment of life competencies that apply across different areas of the school curriculum. Students were required to identify problems in various settings, choose relevant information or constraints, represent possible alternatives or solution paths, develop solution strategies, solve the problem and communicate the solution. How can countries raise their performance in this increasingly important competency area and what can countries with lower performance levels learn from those where students do well?



School Safety and Security, Lessons in Danger.

OECD Publications 2005, ISBN 9264017399

Accidents, earthquakes, arson, vandalism, theft,

violence, bullying... All members of society agree that ensuring the safety and security of children in schools is a priority, but achieving this objective is not a given. The number of problems and threats facing schools from within and without is vast, and in some countries the range of incidents is increasing. In response, the variety of approaches used to confront these challenges in society and education is growing too.



Entrepreneurialism and the transformation of Russian universities.

Michael Shattock, UNESCO 2004,
ISBN 92-803-1268-5

This book describes the transformation processes at work in Russian universities, which have had to adapt very quickly to conditions more adverse

than any other major university system has faced. This book shows, through a series of case studies, how Russian universities have created new original forms and structures, new ways of financing themselves and new partnerships with regional state agencies and industries. They demonstrate that entrepreneurialism can be transformational and that the new organizational features that are emerging may offer important new models for other advanced industrial economies.



Higher Education Management and Policy: Volume 16, Issue 3.

OECD Publications 2003,
ISSN 1682-3451

As of 2005, volume 17, the Journal will also be published on line article by article.

IMHE CALENDAR 2005

- 24-27 April** *Planning, Designing and Managing Higher Education Institutions*
APPA/IMHE/PEB seminar.
San Jose, California, United States.
Contact: isabelle.etienne@oecd.org

- 9-13 May** *Money, Mission, Management,*
Conference organised in collaboration with CNIER, Beijing and Xi'an, China.
Contact: jacqueline.smith@oecd.org

- 26-28 June** *E-Learning in Post-Secondary Education,* CERI/IMHE Conference,
Calgary, Canada.
Contact: jacqueline.smith@oecd.org

- 25-26 August** *Trends in the Management of Human Resources,* "What works" Conference,
OECD, Paris, France.
Contact: jan.karlsson@oecd.org

- 4-5 October** *The Role of Higher Education Institutions in Regional Development,*
Seminar in collaboration with NUAS and NUS, Karlstad, Sweden.
Contact: jan.karlsson@oecd.org

- October** Seminar on *University Public Relations,*
Hong Kong, China.
Contact: jan.karlsson@oecd.org

Other Meetings of Interest

European Center for Strategic Management of Universities (ESMU) organizes a European Benchmarking Programme on University Management.
Contact: nadine.burquel@esmu.be, www.esmu.be

- 17-19 May** Conference of European Education Ministers, Bergen, Norway.
www.bologna-bergen2005.no

- 28-31 August** 27th Annual EAIR Forum *Enduring Values and New Challenges in Higher Education.* Riga, Latvia.
www.eair.nl/riga

- 14-16 September** SEAAIR Conference *Higher Education Reform: Facing Local and Global Changes,* Bali, Indonesia.
www.seair.info

- 14-17 September** EAIE Conference, Kraków, Poland.
www.eaie.nl/krakow



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