ABSTRACTS OF PRESENTATIONS IN GROUP SESSIONS

IMHE GENERAL CONFERENCE 2000

Paris, 11-13 September 2000
La gouvernance des universités suisses en chantier : l’effort est-il suffisant ?  
(The Drive to Enhance Swiss University Governance: Is Enough Being Done?)

Luc Weber  
Université de Genève, Switzerland

For some ten years now, there have been several initiatives to strengthen mechanisms of governance in Switzerland’s universities. This paper sets out the leading findings of research recently conducted as part of an international project. It looks at changes in the governance of Swiss cantonal universities, with special emphasis on the threefold need for universities to adapt to a radically changing environment, to act as the guarantors of a responsible society and to operate transparently.

There were two pillars to this research. The first was a study showing how legal developments have affected formal patterns of authority, and the second a survey of university teachers and leaders to identify changes in effective or informal patterns of authority. In both cases, the focus was on leading stakeholders (civil society, government, teaching staff and students) and the more decisive acts of governance. Both studies revealed the dominant power of teaching staff and some dilution of power among those responsible for university governance, i.e. government, university leaders and the relevant councils.

Coping with the New Challenges in Steering a Russian University

Evgeni Kniazev  
Kazan State University, Russia

Everywhere in the world governments withdraws from full funding of their universities.

Nowhere this worldwide trend is illustrated more sharply than in Russia. The share of higher education in the gross domestic product has declined drastically. This leads to a dramatic reduction of the higher education budget in real terms.

Surprisingly this financial hardship has however not led to a drastic reduction in the number of staff members. The non-occurrence of an academic exodus means that on average the individual remuneration of staff members, which are on the basic subsidy has fallen to unacceptably low levels, forcing everyone, individuals and institutions alike, to search for additional income.

As it is shown by the figures of the research universities, a consequence is the growing share of non-governmental money in the yearly budgets of the higher education sector.
The basic sources for this new funding are national, international and private. They come as well from foundations as from multinationals. Their distribution over the institutions and, within the institutions, over the different departments seems extremely unequal. This supports the thesis that the old academic traditions only survive in fewer and fewer schools and, within these schools, in fewer and fewer centers of excellence.

For a great mass of schools the basic educational subsidy does not allow to remunerate their academic staff in a decent way. This forces a majority of them to look for a second and even a third job outside the university. This again weakens the school and leads to a widening hierarchy of institutions and, within each of them, of departments and centers.

At the same time the field is wide open for the development of private schools. Caring less for general education and basic research than for training, such schools selectively pick only that kind of educational activities which are remunerative in the market.

Structural reorganisations in Russian Universities not only face these financial difficulties but they also have to be achieved in a globalising world with new and strong private competition, with blurring boundaries in the knowledge chain, with mass education and with student expectations which do not always match what universities want to offer.

In order to cope with such challenges, a deliberate policy is necessary. At Kazan State University therefore, a strategic management exercise has been organised using the know-how on change management in the business world. The main features are explained.

Academic Management in a Department University: An Enterprise View

César Pablo Fraga
Luján University, Argentina

This paper emphasises the department-organised universities. It makes an academic development analysis and provides some organisational patterns of management in order to improve their results.

Cultural Change and the Machinery of Management

Chris Duke
University of Western Sydney, Australia

This paper examines one attempt to create an entrepreneurial culture. The university concerned is threatened by new market pressures, further deterioration of the public sector resource base, and more vigorous competition, following the end of publicly funded growth in the Australian higher education sector in 1996.

Burton Clark’s Creating Entrepreneurial Universities (1998) has been promoted as a reference point providing the key to a more responsive structure and an integrated strategy for institutional transformation. At the same time congruence with established academic values is required, and sensitivity to the differing potential of different discipline areas to generate new income.

The paper considers the following:

- coming to see all income and business as a single system rather than a dichotomy between government core funding and other income, treated as marginal
- commitment, ownership and reward systems to mobilise staff to work entrepreneurially
- sharing responsibility and capability for engaging with the external environment for business purposes
- congruence with core values and purposes, and a positive self-identity, so that academic staff do not feel they are selling themselves and their traditions short in order to generate income
- industrial relations dimensions of cultural change in an enterprise bargaining setting
- a culture of rapid responsiveness and client service, moving away from ivory tower and teacher college traditions
- internal co-operative forms allowing new areas of work, new sources of income and external networking and partnership opportunities to develop, with porosity between academic units for collaborative innovation
- governance relationships which give benefit from external business acumen while retaining management prerogatives.

These activities are examined to consider how obstacles might be overcome. Central to the change are iterative and interactive relationships between structure, culture and process. Favourable or problematic events can trigger an upward or downward spiral: success nurtures optimism and further success; failure fosters cynicism and withdrawal, with token compliance to management.

**L’inévitabilité présidentialisation des fonctions de président d’université**
(The Inevitable Move Towards More Presidential University Leadership)

*Gérard Losfeld*
*Université Charles-de-Gaulle-Lille 3, France*

The actual title of the IMHE Conference is what is known in rhetoric as an oxymoron, and a particularly striking one at that. After all, is there a greater contradiction in terms than “entrepreneurial”, “university” and “global challenges”? How can we reconcile or combine the concern to preserve the stable values that have underpinned the university model in its original and subsequent forms, particularly the Humboldt version, with this need to adapt to the requirements, or “global challenges”, of the non-academic world outside? How can we borrow a socio-economic concept like “entrepreneurship” and make it operational within universities, precisely to meet those global challenges?

As the President, until recently, of a French University of Arts and Humanities (Université Charles-de-Gaulle-Lille 3), I can imagine - and have actually experienced - the reactions of fellow academics upon reading this kind of language.

Attempting to analyse, in the light of that experience, the significance of the Conference’s theme for the President of a French university wishing to address the issue, I am bound to say that the characteristics of the specifically French university model certainly do constitute a handicap when implementing the entrepreneurial approach but that, at the same time and paradoxically, they have the potential to make it a success.

**Transformation of Universities in the Czech Republic:**
**Experiences of the University of West Bohemia in Pilsen**

*Josef Rosenberg*
*University of West Bohemia, Czech Republic*

The position of Czech universities at the beginning of the last decade of the 20th century is briefly described and specific features are emphasised. The academic staff was faced with new challenges as new
developments in Czech society took place. Participation in different international programmes and opportunities to obtain relevant information about trends in higher education in Europe and the world have been of crucial importance. This assistance together with changes in home legislation has accelerated the transformation process in Czech higher education.

The main part of this paper is an attempt to summarise the response of the University of West Bohemia in Pilsen (UWB) to the outside world as shown in its development plan. Using UWB as an example of a medium-sized university, the paper describes the process of analysing this university’s potential and its external environment, which led to the formulation of the university’s development plan. In implementing this plan the main aim is to change the attitudes of the staff (both academic and non-academic). Positive results and barriers yet to be overcome are presented.

**L’introduction du contrôle de gestion comme facteur de changement dans une université française de taille moyenne : le cas de l’Université de Picardie Jules Verne**

(The Introduction of Management Audits as a Factor of Change in a Medium-Sized French University: L’Université de Picardie-Jules Verne)

*Bernard Risbourg and Michel Daumin*

*Université de Picardie-Jules Verne, France*

This paper will focus on a case study of the University of Picardy, which may be considered quite typical of the medium-sized regional universities that expanded numerically in the 1970s and 1980s and are now facing the need to develop more in terms of quality.

The election of a new University President in 1999, together with a change in the management team, was the first opportunity in the University’s history to introduce a real management audit approach.

Presenting this as an innovation when the method has long been used by businesses and many universities in and beyond Europe, may seem paradoxical. Yet for French universities, still marked by a centralised government culture, it is an innovation. In spite of university autonomy and successive reforms designed to modernise public service, the French model with its focus on administration rather than management, particularly in the business sense of that term, continues to govern the way most universities are run.

Initially, therefore, we shall endeavour to show how and why the idea of management audits was broached at the University of Picardy, the attendant concern being to involve all the stakeholders in a drive for more efficient resource utilisation, coupled with greater transparency.

We shall then suggest some avenues for exploring the sometimes unexpected effects of these changes. One obvious point is that such an approach upsets the old equilibrium and accordingly has a destabilising effect on the community. Interestingly, however, new patterns can also emerge thanks to, or on the basis of, this new language.

One idea discussed in this paper is that the “managerial” dimension acts as a new link and mode of communication between tiers of authority and spheres of influence (which we intend to define) that used to operate in relative isolation or pull in opposite directions.
The Emergence of Entrepreneurial Cultures in European Universities:
Evidence from Recent Studies

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The paper considers propositions on the development of entrepreneurial cultures in universities formulated by the IMHE Study on “the Entrepreneurial University” in 1987 (Vol. 11, No. 1) in the light of subsequent European experience. The propositions are tested against studies conducted by the author, including “Agendas for Higher Education in the 21st Century” (UNESCO-CRE, 1997); “The Dialogue of Universities with their Stakeholders” (EU-CRE-ERT, 1998); “Borderless Higher Education: the scene in Continental Europe” (CVCP, 2000); and a range of institutional evaluations conducted in European Universities under the auspices of IMHE and/or CRE (1996-2000).

The paper will be organised under the following headings:

- the role of institutional culture in the shift to entrepreneurial modes of behaviour;
- constituent elements of an entrepreneurial culture compared with other cultural settings;
- environmental/external stimuli in cultural change: external incentives and mechanisms and instruments of transformation;
- constraints on the movement towards an entrepreneurial culture in universities;
- elements of strategies to shift institutional cultures
  a) rational-empirical; normative-educative; power-coercive.
  b) Levels of behaviour change.
  c) Phases in cultural change.
  d) the incremental - “big-bang” spectrum.
- Personnel policy aspects of cultural change;
- Ramifications for leadership style and ethics

The paper will conclude with a discussion of the limits of cultural change in universities in the particular contexts of the globalisation and regionalisation of higher education.

TRACK II. THE EXPANDED DEVELOPMENTAL PERIPHERY

Trends in the Management of University-Industry Linkages:
What are the Challenges Ahead?

Michaela Martin
Programme Specialist UNESCO/IIEP, France

University-industry partnerships are a relatively new phenomenon of the past three decades in most countries. Since then, they have strongly developed in scope and number. University-industry linkages cover a range of diverse realities in both teaching and research such as student placement schemes, staff exchanges, consultancy services, continuing professional development, joint R&D as well as small enterprise development and the creation of spin off enterprises for the joint commercialization of R&D products.
The driving forces for the change in scope and nature of university-industry linkages are both internal and external to higher education. There has been a change in the perceived mission of higher education institutions by the society and in the economic pay-off of university industry linkages. In many countries, there has been a change in the economic base from mainly manufacturing industry to knowledge-based economies, a decline in core funding from governments to higher education and the development of incentive measures and an enabling administrative framework by governments for the development of university-industry linkages.

Given the above-mentioned trends of closer and more diverse relations of universities with industry, the IIEP conducted a research project during 1997 and 1999 which was concerned with the exploration of innovative policies and approaches in the management of university-industry linkages in both developed and developing countries. 12 case studies were produced in which managers of such relations have described innovative approaches adopted by their institutions in the domains of organizational development (development of interfaces), financial and personnel management and the management of intellectual property rights.

The paper will present the main findings of the case study research in relation to a number of crucial issues such as appropriate models for university-industry interfaces, their governance and organizational structures as well control mechanisms to maintain interfaces in the mainstream of institutional policy. In the area of financial management, appropriate costing and pricing policies, mechanisms for the determination of overheads, as well as rules for the distribution of generated income were explored. With regard to personnel management, the research focussed on staff development programmes and incentive measures to promote university-industry linkages. Finally, in the management of intellectual property, policies and rules with regard to whom IPR should be granted were investigated.

The paper finishes with discussing a number of issues related to policies through which institutions may avoid some unintended effects of moving closer to industry. Indeed, within the context of the present economic imperative and impressive opportunities for individual and collective scientific entrepreneurship, university-industry linkages may provoke a number of unintended effects, among which a possible distortion of the research and training agendas, diversion of energy and commitment of individual staff interacting with industry, limitation to open communication and publication, internal fragmentation and conflicts among the different groups within higher education institutions.
performed at the departments as well as the study modules are developed and delivered there. The second layer implies the studies and the study programmes, and that are the students who are supposed to attend them and yearly develop their own curriculum, to choose the optional modules. The study programmes are multidisciplinary and are not strictly tied up with the one single department. The third one implies the interdisciplinary centers oriented towards the urgent needs of the industry; the centers involve the researchers from the University departments to solve different problems occurred and to facilitate development and expansion of different sectors of the country.

**Breaking Structural Barriers to Innovation in Traditional Universities**

*José Ginés Mora & Enrique Villarreal*

*Universidad de Valencia, Spain*

One of the most significant changes in the management, organisation and power structures in the universities of the new century reflects the need for improving the relations between the institution and their social and economic environment. The structure of traditional universities coming from Napoleonic models hardly allows the strengthening of new instruments to transform that kind of institutions in entrepreneurial universities.

In this paper we will analyse the main obstacles that Spanish universities have to face in this process. These obstacles are (among others): the strong dependence of the State, the civil servant status of the staff, the internal power structure of institutions and the dysfunctions in the action of the different governmental levels (central and regional). In our paper we will suggest ways of smoothing some of the main difficulties in organisation, incentives, management and governance so as to reach an adequate level of competitiveness in the context of the new social and economic requirements.

**La création des “spin-offs” universitaires: mission impossible ?**

*(Creating University Spin-Offs: Mission Impossible?)*

*Bernard Surlemont*

*Université de Liège, Belgium*

Universities are often unsuspected and usually under-exploited reservoirs of knowledge. Thus, because a region’s capacity for innovation is closely bound up with its capacity to create and disseminate knowledge, universities and their research centres are increasingly being called upon to play a vital role in the economic regeneration of the surrounding area (OECD, 1998).

A growing number of North American and subsequently European universities have recently become aware of the economic potential of their research team findings and developed a proactive policy to create start-ups. These are known in the literature as “spin-offs”.

The purpose of this paper is to present the main challenges facing any university institution wishing to develop its own spin-off policy (Surlemont et al., 1999). Based on some one hundred interviews with the leaders of fifteen universities with an international reputation in this field (in Sweden, Finland, the United Kingdom, the Netherlands, France, Belgium, Israel, Canada and the United States), this inductive research has made it possible to model the process whereby research findings can lead to the creation of economic value.

The research identifies four successive phases in this process, interacting sequentially in an “input-output” relationship (Figure 1). For each of the four phases, we have listed and described the main issues on which academic authorities should focus if they wish to develop a coherent policy in this field.
This is a case study of the role of the Institute of Technology, Tralee in the development of an entrepreneurial culture and activities in its region over the last decade. The Institute of Technology, Tralee started this programme in 1988 with the development of an on-campus Innovation Centre. This led in turn to the development of campus companies, applied research and R&D activities for regional companies and to Community Enterprise Developments.

Within the last three years a new north campus of the Institute, of 46 hectares, is being developed jointly with Shannon Development as Kerry Technology Park. In parallel, Institute staff and students have, and are, participating in the development of a regional innovation strategy, identifying real and imagined barriers to innovation and the promotion of an enterprise culture, as being of the heart of the educational philosophy of the Institute.

The Institute also participates in Information and Communications Technology based activities off campus such as Killarney Technology Innovation Centre, Iveragh Technology Centre and European Union Information Age programmes, ShiPP and STAND RISI. All these activities have had significant impact on the Institute. IT, Tralee was designated in 1999 by Microsoft as its top Authorised Academic Training Partner in Irish and UK University Institutions.

Enterprise Programmes are not confined to information technology. There are also significant enterprise/innovation programmes across a range of areas from Biology to Electronics to Tourism.

The Institute of Technology, Tralee is currently updating its Strategic Plan to produce maximum synergy with the National Development Plan 2000-2006, recently initiated by the Government of Ireland. Tralee, a town currently of 20,000 hopes to be designated as a “Gateway to Development”; be put on the fast track to city status and grows to 50,000 within the next 10-15 years.
New Opportunities for the Creation of Flexible Relations among the Universities of the New Independent States

Salahaddin Khalilov
Azerbaijan University, Azerbaijan

In Azerbaijan, and I believe this is also the case in other NIS states, when bringing about reforms in the education system we attempt to refer to the achievements of the West in this field. At present in most NIS states Soviet educational traditions are mainly in use. Therefore, the acceptance of the Western standards has only formal character. Our task is not to confine us to formal reforms, but also to clarify the purpose of education, and to change its content according to the real social situation, new possibilities and new requirements.

During Soviet period all kinds of relations of higher schools were defined by the state (Ministry of Education). Universities didn’t have any possibilities of getting in touch independently. Science was separate from education. Scientific-research resources of higher schools were very poor. Scientific-research institutes were at the Academy of Sciences. At the Academy was separate from Ministry of Education there didn’t exist any conjoint activities between these two establishments.

Now – during the transition to the new social-economic relations, conjoint actions of higher school faculties and corresponding scientific-research institutes have become available. Those who are engaged in taking MA degree may benefit resources of scientific-research institutes. In connection with preparation of specialists with MA and Doctor degrees Azerbaijan University where I am the President had made a contract with Academy of Sciences.

There is a need of constant ties between the university and other institutions for the students’ practice. To cover this need we have also had contracts with different economic organizations, foreign firms, Ministry of Finance, court and police organizations and banks.

At the University is functioning the Department of Foreign Relations. This department regularly keeps in touch with other universities both in our country and foreign countries and international organizations.

Besides all these our university keeps in touch with non-governmental organizations, public associations, strategic research centres, media, etc.

As it is known, the Azerbaijan Republic does not have her own traditions in those matters yet, we prefer using experiences of Western universities.

INNOVA : Programme pilote de la culture de l’innovation et l’esprit entrepreneur dans l’université
(INNOVA: Pilot Programme to Promote an Innovation and Enterprise Culture in Universities)

Francesc Solé Parellada
Universitat politècnica de Catalunya, Spain

Recent social developments have highlighted the link between networks of small innovative enterprises, wealth creation and job creation. One of the factors promoting the emergence of innovative firms is a climate conducive to innovation and business creation, i.e. an innovation culture.

Now that employment has been identified as one of the greatest challenges facing European society at the end of the 20th century, the role of entrepreneurs as job creators is taking on increasing social significance. Experts recommend that educational institutions take steps to promote entrepreneurship.
With the INNOVA Programme, the Universitat politècnica de Catalunya (UPC) is seeking to foster an innovation and enterprise culture in the academic community.

With over 30,000 highly qualified and inventive members, the University spontaneously generates a good dozen “mature” business projects every year. However, there are several hurdles to overcome:

- The profile of “engineering entrepreneurs”, who are technically very skilled but unfamiliar with the needs of a start-up;
- Funding for business projects;
- A lack of physical space.

INNOVA helps entrepreneurs to overcome these hurdles and stops the University from hindering their progress.

The number of “mature” business projects being generated by the University is fewer than it could be. INNOVA is developing a line of activities designed to foster an innovation culture and trigger the interest of the entire academic community.

Outreach Research for Educational Best Practices: Collaboration across Sectors
Luanna Meyer
Massey University College of Education, New Zealand

Research on educational best practices presents today’s university with both challenges and opportunities. This presentation describes a systematic framework for Participatory Action Research carried out by collaborative investigative teams from both the compulsory and tertiary sectors of schooling. Such approaches are supported by both theoretical developments in educational research methodology as well as the very real practical and urgent problems confronting primary and secondary educators. The context for this work is the theory and practice of research as reflected in the writings of Habermas, Freire, Gajardo, Delgado-Gaitan, Carr and Kemmis and others.

Multi-method participatory research projects will be highlighted that addressed significant educational practice needs in both Aotearoa, New Zealand and California and New York in the United States, involving contributions to practice through the work of collaborative teams of researchers across the sectors. These findings document socially useful as well as new knowledge that resulted from a process of critical evaluation that considered the purposes of research, who is empowered to do it, and accepted the mandate to do more than generate new knowledge useful only to the research community and/or potentially socially useful new knowledge that lived only on the pages of research journals. A major emphasis of the presentation will be the role of the university in providing support for staff undertaking the challenges of conducting research within this framework, including a redefinition of the academic research profile, professional development activities needed for those pursuing new directions, and the creation of structures across the sectors for longitudinal collaboration.

Putting the Smart into Smart City: A Flexible Approach to Outreach in an Australian Regional University
Leo Bartlett & Eric Laakso
Central Queensland University, Australia

The need for contemporary universities to engage in some form of outreach program is now well established in the literature on higher education. In practice, the trend is expressed in activities that focus on the commercialisation of one or more of community/industry links, research product applications and academic provision.

The reasons for these changes in universities are varied. What is evident however, is that outreach is more often than not conceived in narrow terms. Universities appear to fail to adopt a “whole-of-outreach” approach in relating to their local, national and international environments; and an approach that recognises the inextricable connections between economy and culture. The proposed paper will outline the conceptual framework of a “Smart City” initiative (Rockhampton Smart City) currently being implemented in a relatively small regional community with its university, the Central Queensland University in Rockhampton, Australia.

The paper will demonstrate the need and potential for flexible outcomes of a “whole-of-outreach” approach through exploring the intersecting relationships among education (the idea of university, workplace learning, learning cultures, and marketable knowledge), business (entrepreneurship/enterprise, and economic community), and culture (contemporary Arts Media, cultural enterprise and community cultural development, and internationalisation). It will be argued that all three elements need to be supported by digitalisation and communications technology. Aspects of the relationships among the three elements and technology will be discussed with practical applications of work in progress.

TRACK III. THE DIVERSIFIED FUNDING BASE & GLOBALISATION

FUNDING

Programme for Research in Third-Level Institutions
Don Thornhill
Higher Education Authority, Ireland

This paper will describe a major funding initiative undertaken by the Irish Government to support research in third level education institutions. The initiative took the form of a joint public/privately funded programme entitled the Programme for Research in Third-Level Institutions. The initial funding made available for the programme totalled IR£220 million (EUR279.34m). Funding was allocated on a competitive basis between the third level institutions (HEIs) which were required to secure substantial counterpart funding from non-Governmental sources.

The purpose of the initiative was to encourage intimations to develop and implement their own research strategies based on the assessments of their existing and emerging research strengths. The initiative has had a transforming effect on the research landscape in Irish HEIs. The programme differs from conventional peer review project based funding schemes in a significant number of respects. Institutions are required to prepare strategy statements for research and to put forward programme proposals for funding consistent with these strategies. They are also required to link the research programmes with the enhancement of teaching in the institutions. Selection for funding is made on the basis of three criteria, each of which has been allocated an specific quantum of marks:

- The strategic criterion (including collaboration with other institutions)
- The research criterion (i.e., research quality)
- The teaching criterion.

A key feature of the programme is that it has established a competitive dynamic both between and within the institutions for securing funding under the programme.

In addition to describing the programme the paper and presentation will also discuss the background against which the programme emerged. This is essentially one of very low levels of funding of research at third level by OECD standards which led necessarily, on the part of the HEIs, to an opportunistic approach for securing such research funding as was available from Government, private and EU sources. The rationale for developing the PRTLI related not only to repairing the funding deficits but also, in the context of providing increased funding, to encourage the development of a strategic approach at institutional level towards the planning and implementation of research strategies.

The paper will also describe the reactions of key groups to the programme. These groups would include the leadership of the institutions and the research communities within the higher education institutions.

An interesting feature of the PRTLI is that the final decisions on funding are taken by an Assessment Panel of distinguished international scholars none of whom are Irish. This is designed to achieve two objectives. Firstly to ensure international benchmarking of funding decisions and secondly to underline the competitive character of the PRTLI process.

The paper will also discuss the outcomes to date and the consequences in terms of behavioural changes and the impact on policy development.

Diversification of Sources of Funding in Higher Education

N.V. Varghese
International Institute for Education Planning (IIEP), France

The economic crisis and the resultant financial squeeze of the 1980s led to a reduced public funding support to education. The changing political view that continuation of State subsidies will reduce growth potentials of economies favoured a market friendly approach to development of education. The rate of return analysis gave currency to an argument of under-investment in primary education and it provided a rationale to divert resources from higher to primary levels of education. The introduction of structural adjustment programmes justified further reduction in public subsidies to higher education in many countries. The reform measures adopted by governments and institutions to overcome financial constraints include efficiency, enhancing and cost saving interventions, diversification or cost-sharing measures, income-generating activities and privatisation policies. The paper closely scrutinises institutional capacity to initiate and sustain income generation activities in the long run. The paper argues that in the ultimate analysis, entrepreneurial universities become a desirable arrangement when the income generated by them far exceeds what could have otherwise been available from public sources. The expectation is that the recent initiatives to mobilise resources by the universities will lead to a better balance in the sharing of resources between public and private sources and that the sector will receive increased support from both public and private sources of funding.
Go Forth and Diversify! The Rise and Fall of Government Contributions to Australian Higher Education

Ian Dobson
Monash University, Australia

Only 25 years ago, Australian higher education institutions were dependent on the government for 90% of their income, but the extent of this dependency has oscillated considerably over time. The most recently published university finance statistics (calendar year 1998) indicate that government contributions were less than 52%. This paper considers the history of higher education funding from the time the first universities were established, up to 1998, noting the key events and the policy changes which occurred along the way. The policy changes behind the changes in the rate of public and private contributions are discussed.

The System of Diversifying Sources of Funding in Chinese National Universities

Futao Huang
Research Institute for Higher Education, Hiroshima University, Japan

The paper covers three parts. The first part concerns the emergence of diversifying sources of funding system in Chinese national universities. The second part analyses characteristics of its current funding system, and lastly remarks are given upon the issues and trends of funding system reform in universities.

GLOBALISATION

New Dimensions of Entrepreneurialism: International Perspectives on the Business of Borderless Education

Robin Middlehurst
University of Surrey, United Kingdom

The presentation will outline some of the key findings from a recently published research report commissioned by the Committee of Vice Chancellors and Principals in the UK, co-sponsored by the Higher Education Funding Council for England. The UK study was undertaken in parallel with a team of Australian researchers investigating the emergence of corporate and virtual universities in the USA (Cunningham et al, 2000).

The UK report provides a map of new providers and provision, built on the foundations laid by the Australian team in their 1997 study: ‘New Media and Borderless Education’ (Cunningham et al, 1997). Examples are taken from case studies of the US, parts of the Commonwealth, the UK and continental Europe. The presentation will draw out the key elements of these “borderless developments” as well as some of the main policy implications for higher education. The presentation will suggest that the “entrepreneurial university” now takes many different forms, some of which may even threaten the idea of “a university”. In this sense, can entrepreneurialism go too far?
Globalisation and Its Impact on International University Co-operation

Brian Denman

University of Sydney, Australia

Globalisation is conceptually ambiguous. Not only is it used loosely in various dimensions (i.e. political, economic, socio-cultural) and contexts such as process, perspective, and outcome, it is also commonly mistaken for internationalisation. Although most literature treating globalisation is economic in focus, this study attempts to investigate globalisation and its ubiquitousness nature in an effort to arrive at a more comprehensive understanding of globalisation within the particular domain of higher education. The relative newness of international university co-operation and the lack of substantive material on the subject make it necessary to draw inference into the causal connections of globalisation as it relates to the development of these organisations. This study affirms the notion that globalisation pertains to a convergence of educational systems and ideals designed to meet the needs of world knowledge (dissemination and pursuit thereof) and societal advancement (civilisation-building). Internationalisation, on the other hand, refers to the divergent approaches within the various contexts of that convergence. The dependency international university co-operation has on globalising forces is analysed in greater depth with a doctoral research analysis and categorization of 600+ international university organisations world wide, specifically international alliances, international consortia, and international agencies.

Steering or Wrestling: Democratic Inefficiency in Higher Education Governance

Laszlo V. Frenyo

Higher Education and Research Council, Budapest, Hungary

The rapidly changing economic structure - as a part of Globalisation - brought new terms and new realities to the HE world, like market mechanisms, consumerism, decentralisation and the shift of the organisation structure. That made the actual university steering system quite anachronistic in Europe, which is even more so in Eastern Europe. The seemingly very democratic but totally inefficient governing system must be replaced by new managerial values. Leaving the governing power however in the hand of the academic senates - whom is even responsible for hiring and firing the "CEO" - is a false interpretation of democracy and autonomy. Mostly because the senates genuinely counter-interested in any radical changes however that would be a prerequisite of their adaptation to the changing demands of the global environment.

As a part of that inefficient governing system there is a considerable threat of the introduction of any real lay board at institutional or multi-institutional level. The general attitude behind that is the belief that no one knows better how to run a university than university himself.

On the other hand, as organisational reforms are going on everywhere in the region, and many western (mostly American) experts emphasised the need of powerful boards, therefore the board as a term shows up in almost every HE Act as something to be introduced, but without any governing power. So the question of strengthening steering core must lead to the separation of high level managerial competencies from academic ones.

Some details of the above topic are going to be discussed in the paper.
TRACK IV. THE STIMULATED ACADEMIC HEARTLAND

**Academic Hearts and Minds in an Entrepreneurial Body:**
**Transmission, Transfusion and Transformation**  
*John Rickard & Zbys Klich*  
*Southern Cross University, Australia*

In the context of analysing various approaches to the stimulation of university academic heartlands, this paper utilises a number of case-studies which examine the cross-influences of academic values and entrepreneurial managerialism, including:
- the establishment of a research and knowledge base for new and emerging professions;
- the extension of academic values: assisting, assessing and accrediting knowledge, learning and research wherever it take place;
- the customization of co-operative education and research programs with industry and the professions;
- the streamlining of regional with global university mission and attitude;
- the changing nature of academic work and work practices.

Additional contextual considerations include the distinctive nature of the university as an organisation compared with business and the public service, conceptions of students as consumers, customers, clients or colleagues, and the use of language within the organisation to reflect changing values.

**Striking a Balance between Becoming Entrepreneurial and Nurturing the Academic Heartland: Is This Possible in a Transitional Higher Education System?**  
*Frederick & Magda Fourie*  
*University of the Orange Free State, South Africa*

South African universities, like higher education institutions across the world, are being influenced by factors such as the information explosion, the diversification of the student body, increased demands for accountability, financial stringency, etc. These factors have to be contended with amidst the radical and profound political, social and economic transformation of the country.

Within this context, new policy and legislation, as well as a declining state subsidy, have brought about fundamental changes to the academic heartland of universities in South Africa. Not only have institutions engaged in massive efforts to move from course offerings based on traditional disciplines to interdisciplinary and multidisciplinary programmes, but they are also increasingly required to become more entrepreneurial in performing their core functions of teaching, research and community service.

The above developments raise important questions about the university and university education in South Africa, amongst others:
- Will academic core disciplines that have been part and parcel of the nature of the university survive the entrepreneurial approach?
- What kind of student will be produced by the new programmes and what will their contribution be towards the reconstruction and development of a young and fragile democracy?
- How will the transformation of the academic heartland influence the role of the university nationally? Will the nature of the university be irrevocably altered by its entrepreneurial engagement?

**Les formations des ingénieurs, avant-garde de l’esprit d’entreprise dans les universités**  
(Engineering Courses: At the Forefront of the University Enterprise Culture)
In this age of globalisation, universities are facing major challenges that differ across European countries and fields of specialisation. The initial shock caused by widespread higher education did not generate sufficiently effective adjustment mechanisms. All too often, conventional wisdom views entrepreneurship as being diametrically opposed to the academic tradition. For a university, better social integration means closer collaboration with the world of business, but without fundamentally changing its institutional mission. However, universities have increasingly to cater for a multifaceted social demand, and striking the right balance is one of the major governance issues of the day for any university. It must be able to rely on components such as engineering courses, and the close relations they cultivate with industry, to foster a genuine culture of change and a strong feeling of identity within its walls.

Promoting Academic Expertise and Authority in an Entrepreneurial Culture
Craig McInnis
University of Melbourne, Australia

The prospects for success of efforts to develop an integrated and positive entrepreneurial culture hinge almost entirely on a clear understanding of the primary work motives and values of academics. This paper will draw on the findings of trends in the work roles and values of academics in Australian universities from a 1999 national survey of academics in Australian universities conducted by the author. The data also provides some clear trends over the last five years that directly inform thinking about the capacity of academics to adapt to, work effectively in entrepreneurial university cultures. The paper argues that enabling academics to manage the growing complexity of their working lives is a prerequisite to the kinds of entrepreneurial activities essential for organisational success. Closely related is, of course, the need to rethink reward systems and incentives for academics if they are to contribute to organisational goals. The paper will suggest criteria for assessing the success of institutional management strategies aimed at transforming the work roles of academics.

Entrepreneurism and the HE Curriculum
Will Bridge & Elizabeth Lydiate
The London Institute, United Kingdom

The paper discusses the case for the relevance of entrepreneurism as an integral and assessed element within the HE curriculum and suggests an agenda for the inclusion of entrepreneurial experience within subject specific curricula across the HE sector.

The authors draw on current cross-sector and subject specific research in the UK and new material from the London Institute’s own research initiatives in this field. Detailed examples and developed concepts in the paper derive from work in the art, design and communications sector, which has potential relevance far beyond these specialisms. For instance, quoted current collaboration between the London Institute and the London Business School has revealed remarkable similarities between the development requirements and opportunities in art, design and media and the work of the London Business School/University of Central London Centre for Scientific Enterprise which addresses the needs of the science sector.

The paper develops its argument through the following topics:

1. **The current context for entrepreneurial activity within the HE curriculum**
   - the issue of vocational versus academic in HE delivery
   - recognition of the role of transferable skills in the curriculum
• identification, analysis and response to the changing nature of work
• growing significance of lifelong learning
• requirements and expectations of graduates
• characteristics of successful entrepreneurs
• responses to change

2. Concepts and examples of good practice from the art and design sector
• holistic approach
• innovative relations with industry
• guest speaker and external practitioner links
• positive use of placements
• virtual entrepreneurship
• provision of information
• communication and presentation
• resource based learning materials
• MA research structures
• support for emerging business/projects; graduate aftercare
• continuing professional development

3. An agenda for entrepreneurship within the HE curriculum
• understanding of the context for practice
• a basic understanding of marketing, consumerism and forecasting
• development of communications skills
• time management
• experience of team working and the development of interpersonal skills
• research, evaluation and conceptual thinking
• project planning and project management
• experience of virtual entrepreneurship
• policy commitment and flexible programme design

An Entrepreneurial PhD Program for Collegiate Administrators
Richard I. Miller
Ohio University, USA

Ohio University is a comprehensive, research institution of about 20,000 students nestled in the rolling hills of South Central Ohio. Old by USA standards, started in 1804, the University has sought to combine tradition with the future in a beautiful campus setting.

In 1985, the College of Education started a weekend Ph.D. program to serve a population that was being underserved by advanced, educational study opportunities. Many media and print programs were available for this clientele but most of them have been considered as something less that academically challenging and career enhancing. In the USA there have been, and are, many career enhancement degree opportunities but some of them are considered to be intellectually lightweight or something even less. There are, however, a few that have been accredited and are sound educational opportunities.

But the audience not served by traditional and most non-traditional programs is the one that we targeted in 1985 when our program began. Now in 2000, and five completed three-year cycles, we know there was, and remains a group of intelligent, ambitious, and hard working administrators who cannot leave their positions and families or do not want to take the slower pattern of one course at a time. Our program has met the need for an intellectually challenging, advanced degree from an established program and respected
university. Now; with five completed cycles of students what have we learned and what seems capable of being adopted by other universities in the USA and in other countries?

Our students range in age from early twenties to the early 40s. Successful service and leadership as an ongoing administrator is judged by their record, one-hour with each candidate, and reference checks. As is the case with athletics, future administrator performance is based significantly on past performance.

The students realise that to be a senior vice president or president in American higher education, the doctoral degree is a necessary calling card. To complete the three years of coursework while retaining their full time position requires considerable prioritisation of activities and full moral and fiscal support of their superiors as well as their families. But they also realise that it is very difficult to become a collegiate vice president or president without the Ph.D. degree. They also realise that acquisition of a Ph.D. or Ed.D. degree by less than academically respectable means, such as a media degree or a degree that is mostly external, is not looked upon with the same respect as an advanced degree from a known and respectable university.

Our program is known as a “cycle program” in that we recruit a group of 15-25 qualified professionals who go through the three years of coursework together with no non-cycle students in their classes. As one can imagine, this process develops a very strong group spirit where the old motto, "all for one and one for all", is alive and well. When one class member is having difficulties with the coursework or balancing coursework with his/her full time job, or problems with a boss or spouse, it is not uncommon to learn about his/her colleagues when “rallied around the campfire” to provide assistance.

What advantages does the program have for the sponsoring University, in this case, Ohio University, one of the oldest public universities in the USA? Fortunately, since all students pay for graduate credit, which currently is about $100 per credit hour, it does allow the College of Education to reap some financial gains.

The program has received favourable publicity from the press both in professional circles and at the state level. Officials are now aware of the program in a positive manner. Higher education in the state of Ohio has benefited by having some better-qualified administrators. It is estimated that approximately 90 administrators now have respectable Ph.D. degrees and the beneficial knowledge and insights that we believe accrue from more education. If “knowledge is power” and we believe that knowledge, wisely used, is power, then it is logical to believe that the quality and effectiveness, and efficiency of higher education in the state of Ohio is a little better because of our program.

### The Two-Dimensional University

**Chris Brink**

*University of Wollongong, Australia*

This paper describes a conceptual framework within which many of the tensions inherent in university transformation can be represented. The basic idea is that apparently conflicting ideas can often be represented, not as opposing forces, but as being orthogonal to each other. Such a framework can, for example, lead to the organisation and management of research as a two-dimensional enterprise, with traditional disciplinary structures on a vertical axis and research units on a horizontal axis. The point is illustrated with a case study: the University of Wollongong, Australia’s University of the Year (1999-2000) for Productive Partnerships in Research and Development.
INSA : Des ingénieurs entrepreneurs!
(INSA: Entrepreneurial Engineers!)

Alain Jouandeau and Béatrice Frezal
INSA Lyon, France.

For the past ten years, the Lyon Scientific and Technical University (INSA) has undertaken a major drive to review its courses and provide graduates with managerial skills. One of the main reasons for this has been to enhance quality. Developing entrepreneurship is now part of the curriculum, as it is throughout Europe. This is the concept behind a number of teaching experiments aimed at giving students more autonomy and decision-making power, and hence accustoming them to risk taking. Entrepreneurship calls for a natural predisposition, but can be developed nevertheless. The aim is not to turn every INSA engineer into a potential entrepreneur, but to give them a more enterprising attitude towards whatever they undertake.

There are two steps to the process:

- The first is a compulsory course to raise awareness in all INSA students. It comprises short, specialised modules on enterprise creation, but more importantly joint projects throughout their studies (6 to 10 over the 5-year course).

- A cross-disciplinary option with the focus on starting a business. The whole of the 2nd semester is given over to this. The programme is based on a business plan which, if successful, may lead to a start-up, or to a specific activity when working in liaison with a firm.

A wide variety of sources of information is also available to provide back-up for graduate and doctoral students, teachers and researchers.

The Twenty-First Century University: Some Reservations

Henry Wasser
City University of New York, USA

The university is in process of transformation and policy analysts are actively interpreting survey data which may show the features of the profile of this reinvented university. The author of this paper, not completely satisfied with such interpretations, raises questions not answered by such important studies as those written by Burton Clark and J.R. Davies. In Clark’s case these refer to his analysis of survey information from five innovative enterprise universities and in Davies’s account reference is to material derived from twenty universities, a mixture of the traditional and new, with a multiplicity of missions. The author suggests that these views are perhaps too optimistic and hierarchical and that an egalitarian if pluralistic university structure and decision-making process might be more feasible, more acceptable to the several estates of academia.
Creating an Entrepreneurial Culture:  
The Edith Cowan University (ECU) Experience  
*Millicent Poole & John Wood*  
The Edith Cowan University, Australia

The paper addresses the dramatic changes that have occurred at ECU, a leading Western Australian University, in the past three years and highlights the strategies pursued to create an entrepreneurial culture. The paper commences with an overview of the environment in which universities once operated (inward looking, steady flow of domestic students, increasing government funds) and discusses the recent developments confronting universities. These include declining government funds, extraordinary growth in global, electronic and international student markets and intense recruitment drives by domestic and overseas competitors.

In this changed environment, ECU’s challenges and strategic responses are analysed. Internally the University has undertaken a radical overhaul of corporate services (Service 2000 Project) aimed at creating a service-focussed culture, the introduction of performance management for general and academic staff and increased attention to quality and commercial viability of all activities. The core values of service, professionalism and enterprise were endorsed.

ECU’s achievements and challenges in the domestic and international marketplace, the effects of flexible delivery, the strategic alliances with private providers and institutions are discussed. The paper concludes by drawing lessons from these dramatic changes which have impacted on the efforts to create an entrepreneurial culture at ECU.

Culture d’entreprise et culture de l’université  
(Enterprise Culture and University Culture)  
Pierre Daumard  
Université René Descartes-Paris V, France

As an academic lecturing in management, who spent two years in the higher echelons of a major international firm before returning to academia, first as Vice-president and then President, I should like to pass on my experience which is relevant to the theme of this conference.

Universities are organisations and as such have their own culture, but this is built upon goals, structures, objectives and, more importantly people, all of which have their salient features that make comparisons with the enterprise culture very difficult. I will not develop this further, as it is a familiar concept to everyone attending the Conference.

The following list of ideas demonstrates how far comparisons can be taken regarding the cultures of these two types of organisation.

**Similarities:**
- Need to optimise available resources (which are scarce);
- Existence as an organisation (production cycle/process);
- Use of management techniques, to differing degrees.

**Differences:**
- Procedure for management appointments (and tenure);
- Staff profile (recruitment, mentalities);
- Style of management (authority);
- Absence of clear performance measurement criteria;
- Guaranteed perpetuity (sense of the “eternal”).

In fact the differences outweigh the similarities. Only competition and the perception of changes to come (e.g. competition between universities and countries, student empowerment, new information technologies) can generate developments that will allow the university culture to evolve. Then it will be possible to draw up typologies common to both the enterprise and the university culture.

A Faustian Bargain: How Does the University Save its Soul in the Entrepreneurial Age?

Frank Newman
The Futures Project, Brown University, USA

After a half century of growth in size, resources, and importance higher education is entering a new and more competitive era. The change is driven by the entry of new providers of higher education, both for-profit and nonprofit; the advent of virtual instruction; rapid advances in technology; major demographic shifts; and the forces of globalization. Higher education is, for the first time, facing the world of market forces that has transformed so much else in society. The advance of market forces carries with it the promise of substantial gains, including greater access, new modes of learning that better match student interests, and even the promise of improved productivity and lowered cost.

But there is a danger that market forces could turn out to be a Faustian bargain. Will higher education gain a new responsiveness but in the process lose its soul? Market forces do some things well, for example, they tend to bring in their wake a more efficient use of resources. But they do other things poorly or not at all. Under most circumstances, market forces do not serve well or provide opportunities to the least advantaged in society, nor do they always value a long-term viewpoint as opposed to a short-term focus.

Society has in front of it the example of other Faustian bargains. In health care in the United States, for example, society has moved toward the containment of health-care costs but sustained a considerable loss of doctor/patient relationships. In higher education, each gain is likely to come with potential trade-offs. Virtual courses offer greatly expanded access and convenience, but do they represent deep or fundamental learning? Universities have found new means for revenue maximization that promise the opportunity to undertake new ventures. But will the drive for revenue displace the drive for learning and scholarship?

Over the long history of higher education, universities have been, by and large, non-profit institutions whether they were public or private, and have enjoyed special status in society. Now, under the assault of the new competitive forces, these twin concepts of the non-profit institution and special status are under assault. Higher education needs to examine carefully exactly what are the features that need to be preserved. What is the soul that we wish to save?

A critical task is to identify those attributes that are essential to preserve so that, as market forces emerge, they may be modified so as to ensure a thoughtful, responsible higher education system. In The Futures Project, we are focused on three particular attributes: social mobility—the ability to influence who participates fully in society; the socialization of students to prepare them for participation in society; and the role of the university as the home of objective scholarship and the open discussion of crucial issues.
The Representation of Social Demands in National HE Administration

Andras Varkonyi & László Makkai

Higher Education and Research Council, Budapest, Hungary

This article compares the National Higher Education Administration of Hungary, some Eastern European countries and Western democracies in respect of how social demands are represented. Special attention is given to the following aspects: legal regulations, the effect of social demand on central administration and the role of intermediary institutions. We have tried to present as many different solutions as possible and provide an extensive overview on the above issues.

Investing in People’s Development: an Inclusive and Positive Cultural Approach

George Gordon

University of Strathclyde, United Kingdom

The paper uses Strathclyde University’s journey to recognition in January 1999 as meeting the UK Investors in People Standard and the subsequent work to enhance and embed the associated endeavours as a means of exploring how the institution has connected the ‘strengthened institutional steering core “and the transformed academic heartland”, and woven them together to foster a more integrated and positive entrepreneurial culture. The strategy has been principled, developmental and consultative and demonstrates that entrepreneurial universities, as Burton Clark defines them, are not driven by an “eye for the main chance.”

The paper summaries the principal milestones of Strathclyde's journey, the strategies adopted, the lessons learned and the benefits which are perceived as having accrued for individuals, departments and the institution as having accrued.

Knowledge Export: Mission or Commerce?

Maurits van Rooijen

Leiden University, The Netherlands & University of Westminster, United Kingdom

Often there is a perceived conflict of objectives regarding the role of knowledge export in a university’s policy. Is it an ideal essential to higher education: an academic “mission”? Or should we be realistic and accept that successful knowledge export is based on salesmanship: a matter of “commerce”?

In my opinion, the internationalisation process can have a dual objective of quality and diversification of income. The academic objective and the commercial objective can be integrated, thus achieving greater efficiency and mutual reinforcement. This integration can be labelled “international (or external) reputation promotion”. But the strategy will only be truly successful if the external efforts are matched by even more crucial and challenging internal measures of a profound nature, especially regarding human resource policies and financial systems. This total strategy can be referred to as international reputation management.

International Reputation Management is a holistic approach to the internationalisation strategy. It has an external dimension and an internal dimension, which are equally essential for its successful implementation. More than just by pursuing academic standing or sharp marketing it is this fundamental approach which will allow a university to become one of tomorrow’s world-class educational institutions.
Promoting Innovation and Entrepreneurialism in the Fachhochschulen in Austria

Hans Pechar, Thomas Pfeffer & John Pratt
University of East London, United Kingdom

In 1993, Austria passed legislation to create a new Fachhochschule-sector (FHS) in higher education. An important, and in the Austrian context, remarkable feature of the policy was the devolution of powers to “accredit” programmes in the new sector to a new “expert” body - the Fachhochschulrat (FHR). The FHR can be seen as a public enterprise, whilst the universities remained state agencies. It was to act as a necessary safeguard in a system where government stepped back from its traditional central controlling role in higher education. One of the hopes was that it would promote innovation and entrepreneurial courses. A wide range of providers, including the Lander and the private sector, was expected to be involved in developing FHS courses. The paper will draw on research funded by the British Economic and Social Research Council to report on the FHR’s success (and imitations) in doing this, and analyse the way in which its processes contribute to these outcomes, drawing on evidence from the FHR itself, and on the experiences of the Fachhochschulen in the accreditation process.

Achieving Cultural Change: Embedding Academic Enterprise
A Case Study

James Powell, Michael Harloe and Mike Goldsmith
University of Salford, United Kingdom

This paper presents a case study of how one university has sought to bring about cultural change within the institution by embedding academic enterprise. The paper reviews the nature of the “enterprise university”, sets Salford within this context and that of HE more generally, and drawing on two examples, illustrates how the university seeks to (re-) establish itself as a leading enterprise university.