DIRECTORATE FOR EDUCATION
PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION

Governing Board

PROGRESS REPORT ON THE WORK OF THE PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION

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This document sets out progress with the 2007 - 2008 outputs for IMHE. It is circulated for information.

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SUPPORTING THE CONTRIBUTION OF HIGHER EDUCATION INSTITUTIONS (HEIs) TO REGIONAL DEVELOPMENT: PHASE 2

Objective

1. To strengthen the contribution of HE to regional development by improving dialogue and mutual capacity building between HEIs and their stakeholders at different territorial levels; to disseminate and test the findings and recommendations of first phase in a set of new regions, including G8 countries, and developing economies identified for accession to OECD or enhanced engagement as well as city regions in selected countries; to facilitate the establishment of reliable indicators, and system-level and individual incentives for HEIs and to inform policy and practice development at the institutional, regional and national levels.

Outputs

- Identification of 6-12 regions in developing economies and G8 countries for reviews of HE’s contribution to regional development; negotiation of agreements with these regions; organisation of launch meeting; development of a rolling programme for regions with existing IMHE members; development of a methodology for a follow-up reviews for interested Phase 1 regions; preparations for a Forum for HEIs and Regions (to be held in 2009).

Staff contact: Jaana Puukka

Partnerships


Project summary

3. HEIs can make a strong contribution to economic, social and cultural development in their regions. In 2004-2007, IMHE, in collaboration with the OECD Directorate for Public Governance and Territorial Development (GOV), conducted a study including a thematic review of how these issues were addressed in 14 regions in 12 countries. Phase 2 in 2008-2010 is targeting regions in G8 countries (which did not take part in Phase 1), countries identified for accession to OECD or enhanced engagement, and city regions elsewhere. It also focuses on system-level policy approaches and incentives and identification of reliable indicators. The number of regions involved in Phase 2 will be around ten.

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4. Phase 2 reviews were launched early 2008 in collaboration with GOV. The review of HEIs’ contribution to regional development in Kazan (Russia) was carried out in December 2007 in collaboration with the World Bank (Russia) and the results were presented to the region in May 2008. Presentations and papers have been given in eight international meetings and conferences. The Launch Workshop was organised in the OECD Conference Centre on 10-11 September with 40 delegates from the participating regions, NCHEMS, Lumina Foundation and Worldbank as well as experts in higher education and regional development and regional coordinators of the Phase 1. Five regions have fully registered for the review (situation 15 October 2008): Berlin (Germany), Bio Bio Region (Chile), El Paso-Juarez (US-Mexico), the Galilee (Israel) and Veracruz (Mexico). In addition, offer letters are expected by the end of November from Campinas (Brazil), Rotterdam (the Netherlands), Southern Arizona (US). Discussions are under way with
regions in Australia, Ireland, Malaysia and Spain. The final number of regions where the review will be launched will be around ten, which will amount to a financial contribution of EUR 700 000 to 1 000 000 and will support the OECD enlargement strategy and IMHE’s aim to recruit new members.

5. IMHE will also facilitate a rolling programme to serve the existing membership. The evolving international network will be sustained, through communication and joint meetings with Phase 1 and 2 regions. IMHE membership has been offered to HEIs that were involved in the Phase 1 and is now in the process of approaching the phase 2 HEIs: Following universities have joined IMHE: University of Newcastle, University of Sunderland, Universidad la Laguna, Universidad Jaume I, Pukyung University, Unicamp.

6. Closer collaboration has started with GOV to share knowledge and expertise in the reviews and to develop a high-level forum for HEIs and regions. The first “Global Roundtable” is expected to be held in Kansas City in collaboration with the Missouri University in 2009.
QUALITY AND RELEVANCE OF TEACHING IN HIGHER EDUCATION

Objective

7. To analyse policies and practices at institutional level which are designed to assess and improve the quality and relevance of taught programmes; and initiatives taken outside institutions to identify and reward high-quality.

Outputs

- Institutional illustrations provided by participating institutions (if agreed by them) and additional illustrative material (including a review of literature on quality of teaching)

- Synthesis report and specific stream in IMHE Conference General 2008, working seminar with participating institution (Open University Catalunia) to be held in Barcelona on December 15th, potential ‘What Works’ seminar

- In-depth case studies to be identified among interested participants for 2009.

Staff contact: Fabrice Hénard

Project summary

8. In the context of sustained and continued growth and diversification of higher education systems, there is concern about the quality of some programmes. Public assessments and comparisons of higher education institutions are attracting high levels of attention, but tend to over-emphasise research performance as a yardstick of institutional worth, partly because teaching quality is extremely difficult to measure. The Education Ministers meeting in Athens called for a clearer focus on what students learn, and the OECD Secretary-General offered the assistance of the OECD in developing new measures of learning outcomes in higher education, drawing upon its experience with the PISA survey. The Directorate for Education will be taking this work forward in a number of ways. IMHE will be consulted about the development of this work and will contribute to it as appropriate.

9. The project will rely on illustrations of quality teaching initiatives supported by institutions and will take account of the national quality assurance and evaluation framework, and emerging international and global trends in the comparison of institutions and outcomes. The activity will examine measures taken within teaching departments and faculties, as well as institution-wide mechanisms and human resource development policies, and wider approaches. It will be developed in close co-operation with other relevant work in the Directorate for Education (like the thematic review of tertiary education which is just coming to completion) and will complement earlier IMHE work on quality assurance.

Status report

10. To date, 28 institutions have participated to the review (out of 39 initially interested) and each of them has set out up to 3 actions aiming at supporting the quality of teaching.

11. A scoping study and the establishment of a project team have been undertaken in the 4th quarter 2007. Online questionnaire, site visits and telephone interviews were carried out between March and October 2008. Initial findings were presented at the IMHE General Conference, and a draft final report should be available right before the working seminar to be held in Barcelona on December 15th. The final report should be ready in the first quarter of 2009. The aim would be to publish this on-line on SourceOECD.
EVALUATION OF IMHE

Objective

12. To evaluate the IMHE Governing Board and the work of the Programme.

Outputs

- A report for the IMHE Governing Board, the Education Policy Committee and Council: interim report by February 2008; final report by April 2008

Staff contact: Fabrice Hénard, Valérie Lafon

Status

13. Evaluation Co-ordinator Andris Barblan started the evaluation of IMHE in August. The Evaluation Working Group (Toril Johansson, Cliff Adelman, Steven Egan, Janice Reid and Eduardo Grillo) advised on methodology, and helped the Evaluation Co-ordinator and IMHE secretariat to monitor data collection and analysis. An evaluation questionnaire was sent to each IMHE Member. Telephone and one-to-one interviews with IMHE Governing Members and OECD EDU staff were conducted over early November-December. The Interim report was completed in February 2008 and a meeting with Evaluation Group Members Evaluation Co-ordinator and IMHE secretariat was held in Paris to discuss it. The Final report was completed in March 2008.

14. The evaluation report was presented to the Governing Board and the EDPC in April 2008. The Governing Board found the report and the analysis of organisation very thorough and well-argued. A Bureau meeting was organised in July 2008 to take the analysis of the issues further. A recommendation to renew the mandate of the IMHE for a further three years was adopted. The Governing Board Bureau and IMHE Secretariat are discussing the implications and implementation of the detailed findings of the evaluation.
DEVELOPING INSTITUTIONAL MANAGEMENT CAPACITY (ONGOING)

Objective

15. To develop institutional management capacity by identifying recommendations for institutional policy based on best practice in institutional management, and by developing the knowledge base for higher education management and governance.

Outputs

- ‘What works’ seminar and report
- Higher Education Management and Policy journal
- Pilot IHEPP portal
- 2008 IMHE General Conference
- Review on institutional governance guidelines

Staff contact Fabrice Hénard; Valerie Lafon; Jill Gaston; Cassandra Davis

Project summary

‘What works seminar’: Developing and managing human resources in higher education

16. This activity looks at staffing and human resource management issues, covering a wide range of topics running across many areas of institutional operation. These include the ageing of the teaching force, gender disparities at senior levels, relations between faculty and other personnel, attraction and retention of sufficiently qualified staff - in research, teaching or administration and management. The activity will identify, compare, and analyse current trends in different institutional and/or national contexts.

Higher Education Management and Policy Journal

17. The journal Higher Education Management and Policy provides authoritative peer-reviewed papers on a wide range of institutional governance and policy issues in the work programme. The journal is published by the OECD three times a year. It is a vehicle for examining issues of concern to IMHE members and for disseminating to a large audience the results of the programme’s activities. Any change in orientation, policy or approach to this publication, will be based on recommendations from the Editorial Advisory Group, the Governing Board and the OECD Publications services.

IHEPP

18. Following a proposal by the Higher Education Funding Council for England (HEFCE) to international organisations, a Steering Group was established to explore the demand for and to oversee the development of an International Higher Education Policy Portal (IHEPP), aimed at Governments and institutions worldwide. The OECD Director for Education serves on the Steering Committee for this project, together with the Assistant Director-General for Education of UNESCO, and other leading figures. OECD work on tertiary education, including that of IMHE, will be an important contributor to the project.
IMHE General Conference

19. IMHE has traditionally held a General Conference every two years. The aim of the General Conference is to provide not only a memorable event for members, but to advance understanding of university management and to act as a showcase for the programme’s work. The conference provides an opportunity for a review of progress on continuing activities, as well as to look forward to IMHE priorities for work in the forthcoming years. Following the 2008 General Conference, an evaluation of participants’ expectations and experiences has been undertaken, and conclusions will be incorporated as appropriate into the format of the 20th IMHE General Conference, to be held in September 2010.

Review on institutional governance guidelines

20. This activity takes place as a continuation of the 2006 General Conference on Ethics and Values, and of the conclusions of the IAU-IMHE meeting on Governance Principles and Guidelines for tertiary education (Spring 2007) that prompted IMHE to pursue the reflection on potential guidelines helping leaders to run effectively their institution. A review of literature will explore the diversity and common features of the principles, codes and other guidelines on institutional governance that exist at national and international levels. The review will additionally address the quality assurance frameworks and guidelines. The output would be a published review by the end of 2008. That report would include conclusions on the relevance and the feasibility of international guidelines for institutional governance.

Status report

‘What works seminar’: Developing and managing human resources in higher education

21. A ‘What Works’ Seminar was held on 3-4 September 2007 in Paris on the theme Supporting success and productivity: practical tools for making your institution a great place to work. This seminar was co-organised with Universitas 21, COACHE and Cambridge University. It attracted 100 participants. All the presentations are available on the IMHE website and the organisers are thinking about a publication.

22. A ‘What Works’ Conference will address how institutions can actively support knowledge creation with their environment and what mechanisms they have in place to encourage and manage entrepreneurship. Temporary title: ‘Academic enterprise or the enterprising academy?’ This conference was originally planned for August 2008 at the University of Southampton, United Kingdom but has been postponed.

Higher Education Management and Policy Journal

23. The Programme continues to publish three issues a year of Higher Education Management and Policy. As of the first issue in 2008, to reduce production costs the English edition alone is printed, while both the English and French versions continue to be produced as electronic versions. The Editorial Advisory Group met during the 2008 IMHE General Conference and agreed to make the journal an explicitly peer-reviewed publication.

24. Michael Shattock having announced his intention to relinquish editorship, the Secretariat informed the Governing Board at its last meeting that a new editor would be needed. The position was advertised on the IMHE website and in “IMHE Info”; the Secretariat also solicited the Editorial Advisory Group’s collaboration in finding a new editor, and one of its members, Vin Massaro (University of Melbourne, Australia), was appointed to the position in September 2008.
25. The journal was put back on schedule in 2007 after falling behind when the OECD online publishing process was adopted. Information about the journal is updated regularly on the IMHE website (www.oecd.org/edu/imhe/journal and www.oecd.org/edu/imhe/revue). Following a suggestion by a member of the Editorial Advisory Group, the year of publication was added to the journal’s cover. A special issue on “Higher Education and Regional Development” was published in 2008 (Vol. 20, No. 2).

IHEPP

26. The IHEPP pilot project prototype has been completed. The IHEPP portal can be visited at www.ihepp.org. This pilot has been coordinated by Ireland (HEAnet). The pilot was presented to some country representatives at the thematic tertiary review meeting on 27 September. This initiative raised interest among the countries. IHEPP was presented to the Education Policy Committee on 29 November. Decisions about the future of this project are to be taken in the context of the discussion of the 2009-10 Programme of Work for the Directorate for Education.

IMHE General Conference

27. The IMHE Biennial General Conference Outcomes of higher education: quality, relevance and impact took place from 8 to 10 September 2008 at the OECD Headquarters in Paris. The conference was attended by 321 people made up of policy-makers, institutional leaders and academic experts in higher education, from more than 60 countries.

28. Selected papers will be published in the journal of the OECD Programme on Institutional Management in Higher Education Higher Education Management and Policy in 2009. All the presentations are available on a dedicated conference website: www.oecd.org/edu/imhegeneralconference2008/papers
MISSION AND DIVERSITY OF HIGHER EDUCATION INSTITUTIONS

Objective

29. To analyse the evolving policy and funding environment for higher education and its implications for the governance, mission, and strategy of higher education institutions.

Outputs

− A report on the impact of rankings and classifications on institutional strategy
− An international conference on the diversity of institutional missions
− An international conference on institutional strategies for success in changing policy context

Staff contact Jaana Puukka, Richard Yelland and Valerie Lafon

Project summary

30. The evolving policy and funding environment for higher education has implications for the governance, mission, and strategy of higher education institutions, and this will continue to be the focus of IMHE work. With the massification of HE, growing number of higher education institutions with diversified missions it has become difficult to consider HEIs as a homogeneous group. Prioritisation of activities and choice of mission have become the concern of institutions at least in some countries. Work under this activity will address a range of key issues of relevance to IMHE members and OECD economies, including:

− The development of classifications and typologies of institutions as instruments to make diversity more transparent and to enhance differentiation. The Carnegie Classification in the United States is being revised and in Europe a proposal for a comparable classification or typology has been launched. How do these regional approaches compare and can they be linked to develop into a global scheme?

− The implications of increasing pressure for international comparison and ranking, and its impact on institutional strategy and practice - in their presentation, research priorities, and especially teaching. Work in this area includes a survey of institutional attitudes and a conference held in Dublin in June 2007.

− Further analysis of the relationship between higher education funding and institutional behaviour and performance, focussing on concepts of efficiency and ‘value for money’. Following completion of the study on Funding systems and their effects on higher education a report will be published.

31. Work under this activity will be brought together in a publication planned for 2010.

Status report

32. An international conference on the theme: Higher Education in the 21st Century - Diversity of Missions, was held in Dublin, Ireland, from 25-27 June 2007. The conference was hosted by the Dublin Institute of Technology, Ireland (DIT), was sponsored by IMHE, the International Association of
Universities (IAU), Ireland's Higher Education Authority (HEA), and the Irish Universities Association (IUA). It brought together close to 200 participants.

33. An international conference on the theme “Does size matter? Universities competing in a global market” was organised on 5-6 June 2008 in Reykjavik, Iceland. The conference addressed institutional strategies for success in a changing policy context, including mergers and strategic alliances. This conference was hosted by the University of Iceland and sponsored by IMHE, the Nordic Universities Association and the Nordic Association of University Administrators. The conference attracted approximately 150 participants. Presentations have been made available on the IMHE website.

34. The international report on *Funding systems and their effects on higher education* has been published as an OECD Education working paper. It is posted on the OECD website and is disseminated via SourceOECD, the OECD’s Online Library of Statistical Databases, Books and Periodicals. The nine country reports are posted on the OECD website.

35. IMHE has been invited to join the Advisory Board for the European Commission sponsored project on Classification of European Institutions of Higher Education (CEIHE); and was represented at the 3rd meeting of the International Rankings Advisory Group in Shanghai in October.

36. The OECD Directorate for Education has begun exploratory work on assessing higher education outcomes with funding from the Secretary-General’s Central Priorities Fund. Following discussion at the Governing Board a new output proposal has been accepted for the 2007-08 Programme of Work and progress is described separately in this document.

37. IMHE and the International Association of Universities (IAU) sponsored a study in 2006-7 asking how HEIs are responding to rankings, and what impact or influence the higher education rankings are having on institutional leaders, their faculty and students, and on key stakeholders. In 2008 Phase 2 was launched with focus on institutional and stakeholder views of the impact of rankings. Interviews are currently being conducted with HE leaders, their students and staff, and with policymakers, business organisations and trade unions in Germany, Australia and Japan, i.e. countries with recent policy initiatives to prompt excellence and exposure to national and worldwide rankings.

38. This phase is organised in collaboration with the Institute of Higher Education Policy in Washington and with support from the Lumina Foundation. HEIs and HE organisations are invited to share their experience of rankings. A self-study is available for institutions wishing to participate.
FEASIBILITY STUDY FOR AN INTERNATIONAL ASSESSMENT OF HIGHER EDUCATION LEARNING OUTCOMES (AHELO)

Objective

39. The objective of this activity is to demonstrate the feasibility – or otherwise – of comparing HEIs’ performance from the perspective of student learning rather than relying upon research-based measures which are currently being used across the globe as overall proxies of institutional quality. It will assess the scientific and practical feasibility of assessing what undergraduate degree students know and can do across a range of different institutions, countries, cultures and linguistic backgrounds. The overarching goal is to provide better information to higher education institutions (HEIs), governments, and other stakeholders including students and employers. The main motivation is that this information could contribute to HEIs’ knowledge of their teaching performance, and thereby provide a tool for development and improvement.

40. The feasibility study will have to do two things:

− Test the science of the assessment – whether it is possible to devise an assessment of the outcomes of higher education which enables to make reliable statements about the performance/effectiveness of learning in institutions of very different types, and in countries with different cultures and languages; and

− Test the practicality of implementation and of motivating institutions and students to take part in such a test.

Outputs

− Planning, fundraising, consultation and recruitment of participating countries and tertiary training institutions (TEIs) is due to be completed by the end of 2008.

Staff contact  Karine Tremblay

Partnerships

41. Participating countries (as of 14 October: Australia, Flemish community of Belgium, Finland, Italy, Japan, Korea, Netherlands, Norway and Sweden), participating HEIs (not defined yet), OECD Directorate for Education, stakeholders, assessment organisations, sponsoring organisations and foundations.

Project summary

42. The feasibility study will assess whether it is possible to directly measure or indirectly capture various facets of learning outcomes and different aspects of quality. This will be done through several strands of work to be carried out independently but coherently. First, the feasibility study will consider different types of assessment instruments to measure learning outcomes directly, and explore their validity in an international context. In this respect, the feasibility study will embrace a wide spectrum of learning outcomes with both a generic skills strand and a discipline strand where two pilot disciplines will be covered (engineering and economics). But summative measures of learning outcomes are only one facet of quality, so the feasibility study will also explore outcomes measures in terms of value-added. Finally, a contextual strand of work will explore the development of indirect measures and contextual information indicators at institutional level, in recognition of the need for a multi-dimensional approach to tertiary
education quality. A more detailed description of each of the strands is provided on www.oecd.org/edu/ahelo

Status report

43. The institutional framework for the AHELO feasibility study has now been put in place (preparation of a roadmap for the activity, establishment of an AHELO Group of National Experts, recruitment of participating countries and project staff) and initial communications with experts and stakeholders groups have been established.

44. A first meeting of the AHELO Group of National Experts is planned on 17-18 December, in order to establish the work process for the feasibility study, allocate participating countries to the various strands of work, to discuss a wide range of technical issues relevant to the AHELO feasibility study with experts (e.g. sampling, conceptual framework for contextual indicators, definition of desired learning outcomes, development of instruments, translation and cultural adaptation, platform for electronic delivery, data collection process and response rates, criteria to assess success, validity and reliability of outcome measures etc.) and to establish a detailed timeline for the work.

45. Meanwhile, fundraising activities are underway to secure financial support for the AHELO feasibility study from both participating countries and foundations.