

PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION

IMHE Plans General Conference

The 1998 General Conference, **The Lifelong Learning Challenge for Higher Education: Competition or Co-operation**, will be held 7-9 September at the OECD in Paris.

Keynote speakers, working groups on sub-themes and discussions are planned. Languages of the conference will be English and French with simultaneous interpretation provided for plenary sessions and for four of five working groups.

The working groups will address the following:

- lifelong learning: an emerging competitive environment;

- mode of co-operation between institutions;
- the learning society: implications for the work of higher education institutions;
- university leadership and the management of lifelong learning;
- information, research and development, and assessment for decision-making.

Detailed information will be made available in the spring. All participants will receive background materials in advance of the conference and a complete portfolio upon arrival.

To receive documentation, please forward your request to: IMHE Secretariat (contact details provided on the bottom of page 4 of this newsletter).

Call for Papers

The IMHE Secretariat is accepting papers, including a one-paragraph abstract (100-200 words), for consideration. The completed **Information Sheet**, provided with this newsletter, must accompany all submissions. Submissions should be made in hard copy by **May 29, 1998**.

News From the Secretariat

■ The Programme has established the first IMHE *correspondent institution* for Australasian activities: the University of New England, Armidale (Australia), with the support of Vice-Chancellor Ingrid Moses. The aim of this partnership is to ensure the implementation of IMHE activities in the region in conjunction with the needs of the institutions. Work will be carried out through the University's Centre for Higher Education Management and Policy under the direction of Professor V. Lynn Meek. For information, contact Professor Meek by e-mail: vmeek@metz.une.edu.au.

■ The IMHE Secretariat is pleased to welcome Jan Karlsson as full-time consultant to the Programme. Mr. Karlsson, who assumed his post in early February, comes to the IMHE from the University of Copenhagen, where he served as Head of the International Office. For several years now, IMHE has benefitted from the secondment of an expert in higher education from one of the Nordic countries.

■ Volume 10 (1998) of the **Higher Education Management** journal will

cover: governance and organisational structures for education and research as well as quality in mass and tertiary education (no. 1); issues relating to evaluation and quality assessment as well as the management of research (no. 2); quality assessment including papers from two 1997 IMHE seminars held in Mexico (no. 3). Articles for consideration and related correspondence should be sent directly to the Editor: Professor Maurice Kogan, 48 Duncan Terrace, London N1 8AL, United

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CRE-IMHE Seminar in French

The CRE-IMHE training seminar for university leaders was organised in French for the first time in September 1997 in Bordeaux. Twenty-two participants from twelve countries participated. The success of this effort was due in large measure to the preparations and contributions of the host institution, the Pôle universitaire européen de Bordeaux. The excellent training team included Régis Ritz (seminar coordinator, local organiser and President of the Pôle universitaire européen), Jean-Marc Monteil (former first Vice-President of the Conference of University Presidents), Françoise Thys-Clément (former Rector and now Pro-Rector of the Université Libre de Bruxelles), André Staropoli (General Secretary, Comité national d'évaluation, France), Françoise-

Xavier Merrien (Director, Institut des sciences sociales et pédagogiques, Université de Lausanne), as well as a number of representatives from the universities in the Bordeaux region. The seminar provided an opportunity, through individual themes and a "transverse" theme of governance, to address many of the dynamic changes taking place in the countries participating. Plans for the next CRE-IMHE seminar in French

are already underway, with the Université Libre de Bruxelles to be host in 1999.



The Response of Higher Education Institutions to Regional Needs

by John Goddard

This IMHE project focuses on how institutions of higher education can best handle a new set of demands being placed upon them by a new set of actors and agencies, namely those concerned with regional development.

The project is seeking to help institutions of higher education to respond to this challenge in a number of ways. First, it will produce an overview of the factors influencing the responsiveness of institutions of higher education in a diversity of national and regional contexts within the area of the OECD. The starting point for this is a position paper produced by the project leader which focuses on the concept of the "learning region". This paper has been tested through discussions at four international meetings, held in the United States (host: Florida Atlantic University), Lithuania (host: University of Klaipeda), Australia (host: Southern Cross University) and the United Kingdom (host: Edinburgh University).

Further meetings are planned for 1998: in France (host: Lyon), in Lithuania (host: Kaunas University of Technology), and Greece (host: University of the Aegean). These discussions are seeking to ground the concepts and ideas set out in the position paper in the practical experience of institutions of higher education and their regional partners. The final overview will be illustrated by examples of good practice gathered from the many papers and panel discussions at the meetings, so far attended by nearly 200 participants.

In addition to this report, a number of institutions have indicated their willingness to provide in-depth case studies of their own regional engagement, and these will be made available on the IMHE web site.

A number of key points are beginning to emerge. First, institutions of higher education

should position themselves to be able to contribute to regional development in a broad way, synthesising economic, social, cultural and environmental agendas. Second, attention needs to be paid to building long-term partnerships with regional actors; rather than seeing the region as just another source of funding, the emphasis should be on pooling institutional and regional resources to enable both to compete on the global stage. Third, these partnerships should build on a detailed analysis by the institution of higher education of the distinctive characteristics of the region, characteristics which can inform its teaching and research programmes. Fourth, mechanisms need to be established to map and measure the pattern and process of regional engagement, for example, in terms of the flow of students from home areas through different teaching programmes into employment. This monitoring needs to inform the development of teaching programmes. Fifth, greater regional engagement needs to be viewed as a way of expanding the market for higher education, particularly in areas with a low participation rate by age group or with a limited tradition of industrial R&D. Last but not least, traditional universities seeking greater regional engagement will need a programme of human resource development to bring about the necessary cultural changes and establish the skills characteristic of a learning organisation responsive to new needs.

The strong attendance at the meetings is in part a reflection of the fact that regional issues are rising up on the higher education agenda in many countries. For example, in Sweden recent legislation has created a "third role" for higher education in addition to teaching and research, relating to its wider contribution to the community. In the United Kingdom the Committee of Inquiry into Higher Education devotes a whole chapter and one of its 14 supporting reports to the

local and regional role of universities; universities will also be represented on the boards of Development Agencies to be created in each region. In the United States the Kellogg Commission on the Future of State and Land Grant Universities has pointed to the need for a stronger focus on "learning communities", access opportunities and flexibility and responsiveness to new needs through links with many stakeholders. Finally, the meeting in Australia was fortunate to have the attendance of the Chair of the Government's own inquiry into the future of higher education.

John Goddard, Project Leader, is Professor of Regional Development Studies and Dean, Faculty of Law, Environment and Social Sciences, University of Newcastle-upon-Tyne.

This paper can be found together with a number of other papers relevant to universities and regional development on Professor Goddard's web site at: <http://www.ncl.ac.uk/~ncurds/univ/index.htm>.

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Kingdom. Subscription price: FF 350; single issue price: FF 135.

■ **New IMHE Members:** University of New England (Australia); Council for Higher Education, Jerusalem (Israel); University Grants Committee (Hong Kong); Ministry of Culture and Education (Hungary); Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) and Universidad Autónoma Nuevo Leon (Mexico); Conselho Coordenador dos Institutos Superiores Politecnicos (CCISP, Portugal); Higher Education Quality Council (United Kingdom).



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

ELSEWHERE IN OECD

Tertiary Education Indicators

Current work within the OECD Statistics and Indicators Division is leading to new measures for comparing tertiary education across countries. **Education at a Glance - OECD Indicators 1997**, the most recent in the annual series, provides more detailed information on costs and financing and new measures of participation with a particular focus on tertiary education. New data are presented on the volume and forms of public subsidies provided to households for tertiary education. Subsidies such as

grants, implicit subsidies in loans, family and child allowances or tax reductions contingent on student status and other specific subsidies amount to less than .05 per cent of GDP in Belgium (Flemish Community), Greece, the USA, the Czech Republic and Switzerland, and .35 per cent or more of GDP in Canada, Denmark and Finland. For comparison, educational expenditures for tertiary education averages 1.3 per cent of GDP for OECD countries reporting data. Subsidies to households come mostly in the form of student financial aid; in Germany and France among other countries, however, subsidies provided through tax reductions, tax credits and in other forms account for more than half of the subsidies directed at households. With respect to participation, new indicators enable comparisons of the number and characteristics of new entrants into tertiary education. The data reveal significant differences in patterns of entry into first university programmes by age: in France, for example, only 20 per cent of the beginning students are older than age 20; in the United Kingdom the comparable age is 27.

FF 260; OECD Publications Service.

Homepage: http://www.oecd.org/els/stats/els_stat.htm.

Education Policy

For the second year, the OECD has issued a publication providing analyses of developments or issues of policy relevance. The new volume, **Education Policy Analysis 1997**, is the companion volume to the collection of international indicators described above. It has five chapters, one of which covers *Responding to new demand in tertiary education*. This chapter draws on the Education Committee's thematic review of the first years of tertiary education as well as the OECD Education data base and indicators published in the above volume to illustrate the growing diversity in the backgrounds and pathways of tertiary education students.

FF 50; OECD Publications Service.

Adult Literacy



The survey results from twelve countries are now available for the International Adult Literacy Survey (IALS), co-ordinated by the Education and Training Division within the OECD's Directorate for Education, Employment, Labour and Social Affairs and Statistics Canada. The publication, **Literacy Skills for the Knowledge Society** (1997), reports the association between

levels of literacy skills, i.e. the ability to read and use information in printed texts and in specific forms (e.g. transportation schedules) or to apply arithmetic operations to common tasks (e.g. balancing a check book) and educational attainment. Those with tertiary-level education on average exhibit higher levels of literacy proficiency, but the comparative picture is not so consistent: those with upper secondary education in Germany, the Netherlands and Sweden show, on average, the same or higher levels of literacy skills (quantitative scale) as the average for those with non-university tertiary education in Ireland, New Zealand, Poland and the United States.

FF 180; OECD Publications Service.

Science and Technology



The OECD Group on the Science System has just published its study of the implications for university research of globalisation, reduced budgets, a changing interface with industry and expanding tertiary-level enrolments. Entitled **University Research in Transition** (1998), the report consolidates the most up-to-date data on resources and structures of research activities in higher education, provides examples of institutional adaptations and discusses policy measures which shape and strengthen the role of university research in science systems in OECD countries. Supporting figures and tables are presented.

FF 120; OECD Publications Service.

Also available is **The Evaluation of Scientific Research: Selected Experiences**, which presents the proceedings of an OECD workshop on the *Evaluation of Basic Research* (April 1997). Included are country overviews and institutional experiences from Finland, Flanders, France, Germany, Japan, Sweden, the Netherlands, the United Kingdom and the United States. For information: contact: Jean-Eric Aubert, Directorate for Science, Technology and Industry; e-mail: jean-eric.aubert@oecd.org.

Diversification of Tertiary Education

On 12-14 November, 1997, in Prague, the Czech Ministry of Education, Culture and Sport and the OECD convened an international seminar on the diversification of tertiary education. Participants from 15 OECD countries discussed the evolution and impact of diversity in four countries: the Czech Republic, Finland, the Netherlands and Australia. In the opening session, Jiri Grusa and Olli-Pekka Heinonen, Ministers of Education in the Czech Republic and Finland respectively, stated the strong policy interest in expansion and more diversity in tertiary education. Professor Luis Sousa Lobo, Rector of the New University of Lisbon and member of the IMHE Directing Group, and Pierre Laderrière, Head of IMHE Programme, participated in the seminar. It was organised as one of a series of follow-up activities to the Education Committee's thematic review of the first years of tertiary education. The comparative report of the thematic review, presenting an analysis of the findings of reviews carried out in 10 OECD countries, is to be published this spring by the OECD under the title *Redefining Tertiary Education*.

IN BRIEF

EAIR Forum. *Higher Education Institutions: Open to Innovation, Willing to Learn* is the theme of the 20th Annual EAIR Forum, 9-12 September, 1998 at the University of the Basque Country, Donostia-San Sebastián, Basque Country, Spain. For information, contact: EAIR Secretariat, c/o CHEPS, University of Twente, PO Box 217, 7500 EA Enschede, the Netherlands; e-mail: eaair@cheps.utwente.nl.

Call for Papers. Planners for the 4th annual GATE Conference, 30 September-2 October (see Calendar below), are accepting papers. For information: GATE, One Dupont

Circle NW, Suite 515, Washington, DC 20036-1135, USA; e-mail: gate@aacrao.nche.edu.

Gender Equity. A European conference on gender equity in higher education will be held at the University of Helsinki, 30 August - 1 September, 1998. It is sponsored by the University of Helsinki, the Ministry of Education, the Ministry of Social Affairs and Health, the Academy of Finland, the University of Art and Design Helsinki, the University of Turku and Åbo Akademi University. Fee: 1300 Fmk. For information: Teija Mankkinen, Secretary of the organising committee, preferably by e-mail: teija.mankkinen@helsinki.fi.

1998 IMHE Calendar

7-9 September: IMHE General Conference: *The Lifelong Learning Challenge for Higher Education: Competition or Co-operation*, OECD, Paris, France.

15-17 June: *The Academic / Administrative Interface in the Management of Higher Education*, Amsterdam, The Netherlands, in co-operation with the University of Amsterdam and EAIR.

CRE/IMHE Seminar for University Leaders

17-22 April: Groningen, the Netherlands, in co-operation with the University of Groningen.

Seminars on the Response of Higher Education Institutions to Regional Needs

23-24 April: *National and Regional Support and Incentive*, Lyon, France, in co-operation with local authorities and higher education institutions of the Rhône-Alpes Region.

14-16 September: *The Concept of Multi-Site University*, Rhodes, Greece, in co-operation with the University of the Aegean.

Seminars in Central and Eastern European Countries

29-31 March: *Quality Assessment and Internationalisation in Higher Education Institutions*, Warsaw, Poland, in co-operation with the Warsaw School of Economics.

1-3 April: *Quality Assessment and Internationalisation in Higher Education Institutions*, Riga, Latvia, in co-operation with the University of Latvia.

11-13 May: *Organisational Structures and the Academic/Administrative Interface*, Tartu, Estonia, in co-operation with Tartu University and NAUA.

Seminars on Internationalisation of Higher Education Institutions

30 September-2 October: 4th Annual Conference of the Global Alliance for Transnational Education (GATE), UNESCO, Paris, France, in co-operation with OECD/CERI and UNESCO.

22-23 October: *Internationalization: Building on Our Experience*, Halifax, Canada, in co-operation with AUCC and BCCIE.

Expert Event on Invitation

June or July: *Space Management in Large Institutions*, in co-operation with PEB.

Events with IMHE Sponsorship

10-12 May: *The Foundations of Globalisation in Higher Education and the Professions*, Georgetown University Conference Center, Washington, DC. **Please contact:** The Center for Quality Assurance in International Education, The National Center for Higher Education, One Dupont Circle, Suite 515, Washington, DC 20036-1135, USA (tel: 202 293-6104; e-mail: cqaie@aacrao.nche.edu).

4-6 June: *The Opening Policies of the Universities: The Pedagogical, Scientific, Organisational and Political Stakes*, University of Paris 8, St-Denis, France (in French). **Please contact:** Mr. Michel Debeauvais, 11 rue Pierre Demours, 75017 Paris, France (tel/fax: 01 45 74 28 65).

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