

PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION

Internationalisation: The Quality Issue

The increasing global interdependence of national economies and the growing importance of international contacts in all fields continue to drive and deepen international orientations at institutions of higher education. The work of the IMHE Programme in this area began with two seminars aimed at helping administrators better understand the implications of this expanding dimension in higher education (Helsinki 1991 and Paris 1992). Based on the outcomes of these seminars and in parallel with activities undertaken by the Centre for Educational Research and Innovation (CERI), IMHE launched a project in 1994 entitled **Institutional Strategies for Internationalisation**. Seven seminars have been organised to date within the framework of this project: Washington, DC, 1994; Monterey, CA, 1995; Melbourne, Hong Kong and Budapest, 1996; Wellington and Fiji, 1997.

Two main findings emerged from preliminary efforts, and these have framed the project directions and outcomes to date:

- the lack of adequate concern for quality assessment in relation to internationalisation strategies;
- the expansion of international activities in all regions of the world, particularly in Asia Pacific countries.

Recent work focusing on the Asia Pacific has resulted in two publications: *Strategies for Internationalisation of Higher Education: A Comparative Study of Australia, Canada, Europe and the United States of America* (1995), published by the European Association for International Education (EAIE) in co-operation with the Association for International Education Administrators (AIEA) and IMHE, and *Internationalisation of Higher Education in Asia Pacific Countries* (1997), published by the European Association for International Education (EAIE), in co-operation with IDP Education Australia and IMHE. To order books, contact the EAIE Secretariat, Van Diemenstraat 344, 1013 Amsterdam, The Netherlands.

To address the quality issue, an international team was set up to assist in the development of an **Internationalisation Quality Review**

Process or **IQRP** as a model for reviewing and assessing the quality of internationalisation initiatives within institutions. The IQRP is based on a self-assessment, following guidelines developed by the international project team. A peer review team then undertakes a site visit.

Three institutions participated in the pilot testing of the IQRP (1996): the University of Helsinki (Finland), Bentley College (USA) and Monash University (Australia). This work was carried out in co-operation with the Academic Co-operation Association (ACA), a European-based organisation which specialises in the analysis and management of international academic co-operation, mobility and exchange.

To test further the IQRP under diverse institutional, cultural and country contexts, reviews are now underway in UNAM Mexico, the University of Science Malaysia, the University of Tartu (Estonia), and the Warsaw School of Economics (Poland). This phase is organised in consultation with ACA.

Lessons Learned

Although the results of the IQRP are designed for use by each institution concerned, the University of Helsinki has agreed to share its findings and recommendations. The international activities of the University are manifested especially through international research co-operation; researcher, teacher and student exchange based on bilateral agreements and multilateral programmes; publishing in international periodicals; and wide-ranging linguistic abilities of both teachers and students. Among the lessons learned:

- **Resources.** International initiatives were found to place strain on budgets as well as on departmental staff, often taking resources away from teaching and research. The way in which the University has rewarded internationalisation performance has been seen as positive, but more continuity in financing inter-

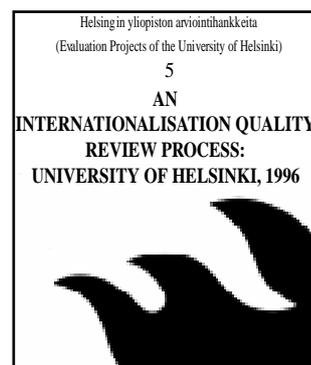
nationalisation projects seems advisable.

- **Co-operation.** Greater attention should be given to the clarification of the division of labour in international activities at institutions, such as Helsinki, where many kinds of activities have developed rapidly during the last years. Everyone needs to know "who

is responsible for what" so that work can be carried out effectively and efficiently. At the same time, a certain amount of flexibility in the division of labour is essential since responsibilities vary as new issues arise.

- **Integration.** The IQRP process provides an excellent means to understand better how internationalisation contributes to the goals and objectives of the university. In the long run, however, the assessment of internationalisation, though important by itself, should be integrated into overall university evaluation procedures. Just as international orientations and activities should be seen in relation to all aspects of university activity, the evaluation of internationalisation too should be integrated into the general university assessment process at some point. In addition, it is also clear that strategic planning is as important at the staff level as at the university level.

The outcomes of these activities will be presented at future IMHE meetings. The following are scheduled: Washington DC in October 1997 (see calendar), Singapore in January 1998, Warsaw in March 1998 and Amsterdam in June 1998. The 1998 dates may be adjusted.



Portions of the above were adapted from "An Internationalisation Quality Review Process: University of Helsinki," 1996. Vice-Rector Paul Fogelberg was chair of the self-assessment team.

Academic Staffing in Higher Education

by Maurice Kogan

In 1992, the IMHE Programme held the first in a sequence of eight seminars on academic staffing in Paris. This series continued with additional seminars in Tallin, Vilnius, Warsaw, Prague, Turku, Vienna and Hong Kong in 1994 and 1995. A workshop on staffing and institutional infrastructures at the Technical University of Budapest in 1996 was the final event of the IMHE Project, **Policies on Human Resources and Staff Development**, which was remarkable for its outputs and for the range of its dissemination.

Apart from the IMHE seminars, the project contributed to a seminar on graduate education and staffing held by the Committee of Vice-Chancellors and Principals and the Society for Research in Higher Education in London and to a presentation made to the Higher Education Committee of the Council of Europe in March 1997. An important outcome of the project was the publication of *Staffing of Higher Education: Meeting New Challenges* (1994, Jessica Kingsley Publishers, London) and a series of articles published in the *IMHE Higher Education Management* journal, particularly in Vol. 5, No. 2 and Vol. 8, No. 2.

The project had as its core team Maurice Kogan (Brunel University, UK), Ingrid Moses (then Deputy Vice-Chancellor, University of Canberra and now Vice-Chancellor of the University of New England, Australia), Svein Kyvik of the Norwegian Institute for Studies in Research and Higher Education, Elaine El-Khawas (then of the American Council for Education and now of the University

of California, Los Angeles) and Hans Acherman (University of Amsterdam, the Netherlands).

As the seminar series progressed, it addressed a wider range of topics to include analysis of the internal structures of universities in the face of changes in relationships between universities and the state, massification, the pressures to move towards the market and the demands of quality assurance and accountability. The changing role of administrators also became a salient issue.

The differences between countries became evident from the papers and discussions at the seminars. These were most marked between the systems of the Western countries and those of the former Soviet Empire, but differences within the zones should not be underestimated. In some countries considerable decentralisation had been granted, but many universities were still not given freedom to spend and to organise themselves in ways which might make rational staffing policies possible. Another important intra-regional difference was the opportunity to formulate internal structures allowed to private in contrast to public institutions. These differences affected the use made of and the demands made on both academic faculty and administrators within institutions. In the Eastern and Central European systems, the institutions were still working within a centralised legalistic bureaucracy. They were conscious of the need to clarify and improve their structures; the challenge will be for systems to allow

and help universities to acquire professional and appropriate internal systems or to allow them to develop through spontaneous or incremental change. There is also the lack of resources, leading to poor remuneration and conditions of service and the lack of professional administrators comparable to those found in the West.

This has proved to be a rewarding and productive project, the implications of which remain to be fully appreciated by those in a position to create effective staffing policies.

Maurice Kogan is Professor of Government and Social Administration at Brunel University (UK) and Joint Director of the Centre for the Evaluation of Public Policy and Practice. He serves as editor of the *IMHE Higher Education Management* journal.

Key issues which emerged during the course of this activity are being examined in the following IMHE projects: **Quality Assessment, Quality Management and the Decision-Making Process**, and **Institutional Strategies for Internationalisation**. In addition, a proposal has been made to resume study visits, and the first topic to be covered in 1998 will be the academic and administrative interface. A visit to the USA is scheduled for this purpose. One of the project's conclusions on the need to reward higher education staff on the basis of their performance, not only on research outcomes, aligns with a key conclusion of the Education Committee's review of the first years of tertiary education.

News from the Secretariat

With the support of the Directing Group and in partnership with member institutions and others, the IMHE Secretariat has continued to expand region-based programming. Of the fourteen IMHE events for 1997, nine have already taken place in Australia, Estonia, Fiji, Latvia, Lithuania, New Zealand, and the USA. In addition, steps have been taken to engage the Programme in a broader range of international and OECD activities and to bring relevant and useful findings from that work to the membership.

Among the activities to which the Secretariat has contributed this year, all of which have involved contact with or participation of member institutions and/or their country authorities, the following are noted (others are mentioned on page 3): a presentation on *Internationalisation of Higher Education: Trends and Issues* at a conference at UNESCO, Paris; a presentation on *The Development of European Non-University Higher Education* at a meeting of the Rectors Conference of Finnish Polytechnics in Helsinki; contributions to a specialised

training module on *Institutional Management in Higher Education*, organised by UNESCO-IIEP in Paris; participation in the review team for France as part of the OECD Education Committee's thematic review of the first years of tertiary education; participation in the CRE/IMHE seminar in Istanbul, Turkey; and contributions to the preparation of a handbook on *Institutional Management in Higher Education*, co-ordinated by CRE on behalf of the European Training Foundation.

ELSEWHERE IN OECD

Center for Educational Research and Innovation

Extending its previous work on stakeholder interests in the internationalisation of higher education, the Centre for Educational Research and Innovation (CERI) is working with the Directorate for Financial and Fiscal Affairs of Enterprises (DAFFE) to explore the implications of liberalised trade in services. These concern trade issues in tertiary education itself, and the consequences for tertiary education of the movement towards opening markets and services. Increased attention to the opening of markets to professionals regardless of nationality, ever-widening international interests and the search for solutions to national/institutional funding and commercial pressures imply that a complex of new issues arises in the relationships between the globalisation of the professions and the internationalisation of higher education. The collaborative effort, which has already resulted in a paper presented to the second OECD workshop on trade and professional services held in Paris in February, will lead to a second paper on the globalisation of the professions and its implications for higher education to be presented at the CERI/IMHE/GATE seminar in October (see calendar).

Education Committee

■ The Ministry of General and Professional Education of the Russian Federation has invited the OECD to undertake a review of tertiary education and research policies. The review is a follow-up to the recently completed review of school policies, which concluded with a special session of the Education Committee in Moscow, June 14-15. That review examined policies for schooling from early childhood through secondary education, including VOTEC. At the tertiary education level, attention was directed to institutions and programmes of teacher training. The follow-up review of tertiary education and research will examine such issues as the position and role of this sector in the transition of the economy and society; the development of teaching and learning which is responsive to growth, new clientele and new employment destinations; linking research to universities and other tertiary education institutions; the regional dimension in programmes and research; governance and financing. The review team will undertake its meetings and site visits in October.

■ As a follow-up to the first phase of the Education Committee's thematic review of the first years of tertiary education, the Ministry of Education, Youth and Sports of the Czech Republic will host an international seminar, *Mass Tertiary Education: The Diversification Response*, November 12-14, in Prague. Participation of a certain number of representatives from IMHE member institutions is being organised through the IMHE Secretariat.

Programme on Educational Building

On March 10-12, the Programme on Educational Building (PEB) organised an expert seminar on *Financing Capital Expenditure: Alternative Ways of Funding Capital Programmes* at the University of Warwick (UK). As part of its efforts to expand participation in the full range of OECD education activities, the IMHE Secretariat and a number of representatives from IMHE member institutions took part in this meeting. The seminar discussions took note of a relative shift at the tertiary education level from public-funded standard class and lecture room facilities to a much wider variety of publicly, and increasingly privately funded learning environments. Case studies presented at the seminar revealed the ways in which higher education management in many countries is considering options for capital spending which permit more flexible adaptations and leverage for more favourable arrangements for capital funding and use of facilities in the private sector. An article summarising the main ideas emerging from the seminar will be published in the IMHE *Higher Education Management* journal, Vol. 9, No.2 under the title "Learning across Borders: Managing Capital Expenditure in Higher Education".

Science and Technology

The OECD Group on the Science System has undertaken a reassessment of the role of research in universities, with particular attention being given to the teaching and research interface. Within the context of a knowledge-based society, the unity of teaching and research is being reinterpreted. The OECD work emphasises country experiences and policy approaches. A final report is expected by the end of 1997. The IMHE Directing Group has been informed of the progress of this work and will discuss some of the key results together with those of the Education Committee's review of the first years of tertiary education at its October meeting.

IMHE's homepage can be found at:
http://www.oecd.org/els/edu/els_imhe.htm



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

IN BRIEF

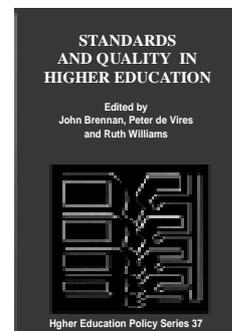
Publications:

Education and Equity in OECD Countries (1997) reviews issues, trends and patterns in access and participation. Part one, "Economic, Social and Educational Developments", examines key aspects of the context of learning as they influence the nature of equity today. It discusses the implications of the long-term trend towards the expansion of learning opportunities. Part two, "Educational Patterns and Policy Issues", addresses equity at the different levels, from early childhood to adult education with a separate chapter on post-compulsory, including higher education. The book concludes with a discussion of the policy priorities for the realisation of equity and contains a glossary of key terms and concepts. FF 95. Contact: OECD Publications Service.



Standards and Quality in Higher Education (1997), edited by John Brennan, Peter de Vries, and Ruth Williams, has

been published by Jessica Kingsley Publishers (Higher Education Policy Series 37). Several of the chapters originated in papers presented at the IMHE seminar held in December 1995 on *Institutional Responses to Quality Assessment*, organised within the framework of the IMHE Project, **Quality Management, Quality Assessment and the Decision-Making Process**. The book addresses current issues relating to academic standards and quality assurance from the perspective of institutional leaders, national quality bodies and higher education researchers. It also includes reports of selected international quality initiatives. Contact: Jessica Kingsley Publishers, 116 Pentonville Road, London N1 9JB, UK.



New IMHE Members:

Educational Enterprise Foundation, Poland
 Université Charles de Gaulle-Lille 3, France

1997 IMHE Calendar

October 1-3, Edinburgh, Scotland, in co-operation with the University of Edinburgh and the Scottish Higher Education Funding Council. Theme: *The Response of Higher Education Institutions to Regional Needs*.

Contact: Dr. Martin Lowe, Secretary to the University, University of Edinburgh, Old College, South Bridge, Edinburgh EH8 9YL, UK. Fax: 44 131 650 6521; e-mail: Dr.M.J.B.Lowe@ed.ac.uk.

October 9-11, Washington, DC, in co-operation with Global Alliance for Transnational Education (GATE) and OECD/CERI. Theme: *The Future of Transnational Education: Human Resource Development and the Quality Imperative*.

Contact: Ms. Jennifer Reason, Communications Coordinator, GATE,

One Dupont Circle NW, Suite 370, Washington, DC 20036-9177. Fax: 1 202 293 9177; e-mail: reasonj_gate@aacrao.nche.edu.

November 27-28, Mexico City, Mexico, in co-operation with the UNAM and UAM. Theme: *Institutional Experiences of Quality Assessment in Higher Education-The Cases of UNAM and UAM*. By invitation.

Contact: IMHE Secretariat.

December 1-3, Mexico City, Mexico, in co-operation with the Undersecretariat for Higher Education and Scientific Research, UNAM and UAM. Theme: *International Dissemination Conference on Quality Assessment in Higher Education*. By invitation.

Contact: IMHE Secretariat.

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